Overview: Mission/Vision Statement and Funding

Gaston County Schools (360) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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Gaston 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 Gaston County Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

It is the belief of Gaston County Schools that outstanding academic abilities are present in students including those from culturally diverse and economically disadvantaged backgrounds. These students have an exceptional academic or intellectual potential, which must be recognized, challenged, and nurtured through differentiated services beyond those which are ordinarily provided by the regular education program.

Services for students must be a part of the overall educational program that supports excellence for all students. This can best be accomplished through collaborative efforts with general education and through the provision of differentiated services that match each student's needs.

The Gaston County Schools AIG Department values gifted and potentially gifted students as diverse learners and is committed to their academic success. Our students are provided with a high level of intellectual stimulation through meaningful, rigorous, and technologically-advanced instruction and opportunities. As educators we strive to empower AIG students to become successful lifelong learners prepared to meet future global challenges.

FUNDING NOTE:
Other Funding: (1,823,423.53)
These are ESSER funds which are non-recurring funds. They may or may not be supported consecutive years.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* $ 2,126,862.25	* $ 121,267.00	* $ 0.00	* $ 1,823,423.53

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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.

Gaston County Schools Screening and Referral K - 12

All Gaston County Schools' students are given an opportunity to be screened and/or referred for AIG services each school year. Screening criteria varies for each of the different grade levels.

Kindergarten - First Grade (K - 1) Screening/Referral: K - 1 screening occurs after the first semester as district data becomes available on every kindergarten and first grade student.

- Students must show evidence of working at least two grade levels above on district approved math and/or reading assessments to be referred for possible AIG testing.
- Students are placed on the AIG SR (AIG Screening Review) roster.
- Once screening criteria is met an AIG ISRF (Individual Student Referral) form is started on the student.
- Kindergarten and first grade students are given an aptitude test (CogAT, OLSAT, or NNAT) and Iowa Assessments in reading and math.

- Kindergarten and first grade students who test for AIG but do not meet criteria for AIG placement are automatically considered for the G.E.M.S. (Gaston Excels Minds for Success grades K - 2) program at the non-Title 1 elementary schools.

Second Grade Screening/Referral: Second grade screening occurs in the spring on every second grade student. Second grade students participate in a universal screening CogAT test conducted by the Gaston County Schools' Accountability Department.

- Students are placed on the AIG SR (AIG Screening Review) roster.
- Once screening criteria is met an AIG ISRF (Individual Student Referral) form is started on the student.
- Students who score an 80% or higher on the aptitude test subscores are given the Iowa Assessments in reading and math.
- Second grade students who test for AIG but do not meet criteria for AIG placement are automatically considered for early entrance into the Composer nurturing program at the Title 1 elementary schools or for the G.E.M.S. (Gaston Excels Minds for Success grades K-2) program at the non-Title 1 elementary schools.

Third Grade Screening/Referral: Third grade screening occurs during the first six weeks of school only for students who did not participate in the district universal screening CogAT testing conducted by the Gaston County Schools' Accountability Department. Any student new to the district will be screened.

- Third grade students who test for AIG as a second grader but do not meet criteria for AIG placement are automatically considered for late entrance into the Composer nurturing program at the Title 1 elementary schools.

Fourth and Fifth Grade Screening/Referral: Fourth and fifth grade screening occurs during the first six weeks of school based on district approved data.

- Students are placed on the AIG SR (AIG Screening Review) roster.
- Once screening criteria is met an AIG ISRF (Individual Student Referral) form is started on the student.

- Fourth and fifth grade students are given an aptitude (CogAT,OLSAT, or NNAT,) and Iowa Assessments in reading and math.
- Fourth and fifth grade students who test for AIG but do not meet criteria for AIG placement are automatically considered for late entrance into the Composer nurturing program at the Title 1 elementary schools.

Sixth - Eighth Grade Screening/Referral: Middle school screening occurs in the summer prior to the beginning of school due to the advanced curriculum placement. Screening is based on district approved data.

- Screening pools are sent to the AIG office by the Middle School Liaison/Contact.
- Students who meet screening are given an aptitude test (CogAT, OLSAT, or NNAT) and Iowa Assessments in reading and math.

Ninth - Twelfth Grade Screening/Referral: High school screening is referred as needed.

- Multiple opportunities for placement are given throughout the school years; therefore, most students are identified during kindergarten - eighth grade.

General Screening/Referral Information:

- Gaston County School students in grades K - 12 can be screened annually if they do not place the prior year.
- Students entering the district who do not have an AIG identification during the school year when the testing windows have already occurred are screened on an as needed basis.
- Students entering the district with an AIG identification will automatically be screened and/or placed into the AIG program appropriately. Assessments are administered if needed to determine placement.
- Parents/guardians and/or teachers of any current Gaston County Schools' student who is not identified may ask for screening on a student. The screening may or may not lead to testing and/or AIG placement.

*** 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.

Gaston County Schools AIG Pathways

Kindergarten – First Grade Identification Pathways:

- Pathway 1: Intellectually Gifted (IG)
    - 99% or higher total score on a nationally-normed aptitude test
- Pathway 2: Academically and Intelligently Gifted (AI/AR, AI/AM, AI/AIG)
    - 93% or higher on a nationally-normed aptitude test subscores
    - 93% or higher on nationally-normed achievement tests
    - Student performance
    - Teacher checklist

Each test percentile, performance score, and teacher recommendation checklist score is given a corresponding point value. A composite score of 107 points is necessary for identification in reading and/or math. If grades are not available, a total of 97 points is necessary for identification in reading and/or math.

Second - Twelfth Grade Identification Pathways:

- Pathway 1: Intellectually Gifted (IG)
    - 97% or higher total score on a nationally-normed aptitude test

- Pathway 2: Academically Gifted (AR, AM, AG)
    - 97% or higher on nationally-normed achievement tests
- Pathway 3: Academically and Intellectually Gifted (AI/AR, AI/AM, AI/AIG)
    - 80% or higher on a nationally-normed aptitude test subscores
    - 80% or higher on nationally-normed achievement tests
    - Student performance
    - Teacher checklist

Each test percentile, performance score, and teacher checklist score is given a corresponding point value. A composite score of 90 points is necessary for identification in reading and/or math. If grades are not available, a total of 80 points is necessary for identification in reading and/or math.

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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.

Gaston County Schools is committed to addressing the academic needs of all students regardless of their social, economic or cultural background. This is ensured in the following ways:

- Work collaboratively with the Department of Exceptional Children (DEC) and English as a Second Language Department (ESL) to discuss possible AIG referrals

- Offer program information on the referral, screening, identification, and service delivery procedures to all stakeholders at all schools
- Work with the regular classroom teachers to share with the AIG Department information about students who demonstrate exceptional skills in any area for possible AIG referral or screening
- Use multiple screening criteria for testing
- Use multiple criteria for placement. (Refer to Standard 1, Practice B)
- Identify and serve underrepresented students through our nurturing program(s) and/or through AIG teacher/classroom teacher collaboration of model and mini lessons
- Students who are tested for AIG are automatically considered for possible placement into the Composer Program at the Title 1 elementary schools or for the G.E.M.S.(Gaston Excels Minds for Success grades K-2) Program at the non-Title 1 elementary schools
- Provide services for K-12 students who meet the criteria for gifted placement
- Improve parent communication by making program information easily accessible via the Gaston County Schools' AIG website and AIG staff

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

AIG teachers follow consistent guidelines for screening, referral, and identification processes in Gaston County Schools. The AIG teachers meet frequently to discuss the identification process and to ensure that all procedures are clearly communicated and adhered to for all students regardless of grade level or school. The following measures are employed to ensure consistency:

- Gaston County Schools employs an AIG Compliance Specialist to make sure that teachers are following protocols for screening, referral and identification processes.

- Monthly AIG compliance meetings are conducted with teachers to review identification processes and completed paperwork.
- Checks are conducted at the beginning and middle of the school year on paperwork and student AIG folders.
- AIG teachers fill out an online testing reflection form after each screening period that provides feedback regarding test practices.
- Gaston County Schools' AIG Department partners with the Accountability Department to run reports from the Riverside online testing system. This provides accuracy and consistency regarding scores needed for placement.
- A checklist of procedures is in place to ensure accuracy and consistency.
- New AIG teachers are assigned mentors.
- Minutes are kept of AIG teachers' meetings.
- End of the year paperwork and AIG folder reviews are conducted annually.
- Review of AIG school-based teams' notebooks and screening pools are conducted annually.
- The AIG Department shares AIG identification information at district principal meetings and district leadership meetings.
- The AIG Compliance Specialist holds both beginning and end of year meetings with Middle School AIG Liaison/Contacts to discuss screening practices and placements for secondary students.

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

Gaston County Schools uses a variety of ways to articulate and disseminate the AIG plan and procedures to all stakeholders:

- Offer professional development at school sites
- Administer surveys to assess the effectiveness of the screening, referral and identification processes
- Schedule AIG committee meetings and parent/guardian meetings at school sites
- Post plan on Gaston County Schools' website, which is linked to individual schools
- Place copies of the AIG plan in the AIG room and the principal's office at each school site
- Translate documents into students' native languages when possible.
- Review and revise AIG plan as necessary and/or required

* **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.

Gaston County Schools' AIG Department maintains documentation to ensure students are properly placed and served in their area(s) of identification. This is maintained through the following practices:

- An AIG committee, composed of the AIG teacher, an administrator and at least two classroom teachers meet as often as needed to review each student's profile on the AIG ISRF (AIG Individual Student Referral Form) and determine which students warrant further testing.
- Once testing is completed, the committee reconvenes to review the results of the tests along with all other criteria data.
- If criteria has been met, then the committee signs for the student to be placed in the gifted program.
- The AIG ISRF (AIG Individual Student Referral Form) is copied and the original is placed in the student's AIG folder.

- Student scores are placed on the AIG Testing Placement/Non Placement google spreadsheet. Teachers are able to access these scores all year long and previous years scores as well.
- A copy of the AIG ISRF (AIG Individual Student Referral Form) and the student's individual service delivery options are listed in the team minutes of the AIG notebook. This notebook houses all committee decisions and provides documentation of the testing and placement of AIG students. This notebook is kept in a secured file cabinet at the school site.
- Parents/guardians are then invited to attend a conference. Assessment scores are shared and the Differentiated Education Plan (DEP) is signed for students who qualify for AIG services. The DEP is placed in the student's AIG folder.
- Parents/guardians are invited annually to review and sign their child's DEP for the upcoming school year.
- Each student's AIG folder contains all necessary testing and placement data as well as service delivery options. This information includes the following:
    - Consent for Evaluation (CE)
    - Teacher Checklist (TC)
    - AIG Individual Student Referral Form (AIG ISRF)
    - Request to Conference Form (RC)
    - Conference Placement Form (CP)
    - Conference Non Placement Form (CNP)
    - Differentiated Education Plan and/or Individualized Differentiated Education Plan Form (DEP/IDEP)
    - Student AIG folders are housed in a secured file cabinet at the school site
    - The AIG Compliance Specialist oversees the paperwork process for newly identified students in the program to ensure accuracy to detail

*** Ideas for Strengthening the Standard**

1. Continue to increase communication efforts.
2. Continue to increase multiple screening, referral, and identification processes and testing windows with all stakeholders through multiple avenues.
3. Work with our English Language Learners (ELL) and Exceptional Children (DEC) Departments to determine additional tools for screening our underrepresented populations.
4. Continue to provide staff development for teachers to review not only the screening/referral process but also to look at the teacher checklist and best ways for it to be filled out.
5. Continue to increase our number of underrepresented populations identified by using subscores for AIG placement.
6. Continue to work on the ninth - twelfth grade screening process, identification and service delivery.

Planned Sources of Evidence

* .Gaston County Schools' website
* AIG teacher website
* Gaston County Schools' AIG Plan
* Survey results
* Agendas minutes and presentations at various stakeholders' meetings
* AIG informational brochure
* AIG team review notebook/minutes

* AIG Testing Placement/Non Placement Google Spreadshee
* AIG student folders
* AIG headcount
* Testing calendar
* List of testing instruments
* Documented testing accommodation
* Nurturing programs alternative testing procedures
* Nurturing programs testing data
* DEPs/IDEPs

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 1 Additional Resources	N/A	GCS AIG Placement Criteria

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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.

Gaston County Schools has programs and services that address the academic and affective needs of gifted learners in grades K - 12. There are AIG-licensed teachers in every elementary and middle school and AP certified teachers in every high school. These teachers deliver direct and consultative services to AIG-identified students. Programs and services may include:

- Elementary
  - Pull out services include:
    - Need-based differentiated instruction
    - Reading focus instruction
    - Math focus instruction

- Inclusion
- Flexible grouping
- Nurturing programs – Composers, G.E.M.S. (Gaston Excels Minds for Success)
- Enrichment groups
- Enrichment Clusters at the Gifted and Talented Academy (GTA) at Pleasant Ridge
- Paideia program at the Gifted and Talented Academy (GTA) at Pleasant Ridge
- Book Clubs at the Gifted and Talented Academy (GTA) at Pleasant Ridge
- Small group instruction at the Gifted and Talented Academy (GTA) at Pleasant Ridge
- Strategy group instruction at the Gifted and Talented Academy (GTA) at Pleasant Ridge
- Addressing social and emotional issues by working collaboratively with the district's guidance department
- Providing direct and indirect support to regular education teachers and other staff to better meet the needs of gifted learners through consultation, resource support, and professional development.
- Extra-curricular school and district-wide initiatives and competitions including but not limited to: Math Masters, Battle of the Books, Poetry and Prose Celebration, Chess Clubs, Math Olympiad, Robotics, Math Fair at the Gifted and Talented Academy (GTA) at Pleasant Ridge, Marching Band at the Gifted and Talented Academy (GTA) at Pleasant Ridge Junior Beta Club at the Gifted and Talented Academy (GTA) at Pleasant Ridge.

- Middle
  - Daily reading instruction taught by AIG-licensed teachers
  - Daily math instruction taught by AIG-licensed teachers

- Resources/coaching provided by the AIG Middle School Academic Facilitators
- Differentiated lessons
- Compacted lessons
- AIG middle school curriculum developed by the AIG Curriculum Specialist and selected team
- AIG extensions for ELA curriculum and compacted math curriculum developed by the AIG Curriculum Specialist and selected team
- Enrichment Clusters at the Gifted and Talented Academy (GTA) at Cramerton
- Paideia program at the Gifted and Talented Academy (GTA) at Cramerton
- English 1 at the Gifted and Talented Academy (GTA) at Cramerton
- Extra-curricular school and district-wide initiatives and competitions including but not limited to: Math Elite, Battle of the Books, Robotics, Coffeehouse 678.

- High
  - Honors
  - Preparation for Advanced Placement (AP) courses
  - Advanced Placement (AP) courses
  - Collegiate Prep Academy at Forestview High School
  - iAccelerate Academy at Ashbrook High School
  - Extra-curricular school activities and district-wide initiatives and competitions including but not limited to: High Q, Moot Court, Governor’s School, Commissioners’ School of Excellence, Boys' and Girls' State, Summer Ventures in Science and Mathematics, district-wide AP Review Sessions, High School Battle of the Books.

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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.

In order for gifted students to fully realize their academic potential, it is imperative to address their social and emotional needs. The AIG Department works collaboratively with other school and district personnel to ensure the affective domain of these students is appropriately addressed. The AIG Department's staff collaborates with counselors, regular education teachers, EC teachers, ESL teachers, and families to address the social and emotional needs of AIG students in the following ways:

- Refer students to school counselors who have been trained to address the unique social and emotional needs of gifted students.
- Provide school and community mentors.
- Begin each academic year with activities that promote discussions about the challenges of being gifted.
- Embed social-emotional learning lessons within the AIG curriculum.
- Encourage regular classroom teachers to be cognizant of social and emotional issues that may be present in their students and to refer these students to school counselors when appropriate.
- Offer individual and/or group parent meetings, as needed, to discuss strategies to address the social and emotional issues facing gifted students.
- Provide resources for teachers, parents and students to help them better understand the social and emotional issues facing gifted learners. Resources include a library of social and emotional books housed in the AIG classroom.

- Utilize the AIG Middle School Academic Facilitators as coaches to teachers of gifted learners and as advocates for gifted learners' needs.

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

The Gaston County Schools' AIG Department will:

- Provide data to administrators for placement of gifted students in a regular classroom setting.
- Provide the classroom teachers materials and instructional strategies that will most effectively address the academic needs of advanced learners.
- Provide inclusion opportunities to model lessons for gifted learners.
- Group students flexibly based on a variety of factors, such as readiness and interest.
- Collaborate and plan with classroom teachers, instructional support staff and administrators during Professional Learning Communities (PLCs).

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

A partnership is established when teachers, school administrators, and support staff are knowledgeable about all components of the AIG program. This partnership can better support AIG students and their parents/guardians as well as assist in helping AIG students reach their full potential. The Gaston County Schools' AIG Department staff communicates regularly with teachers, administrators, and support staff to keep them informed of AIG program components in the following ways:

- Post information on the district comprehensive website which is dedicated to inform the public and Gaston County Schools' employees about the AIG program.
- Participate in PLC meetings during grade level planning sessions and share information regarding the AIG plan and instructional delivery.
- Meet with the AIG school-based committee at each school to determine new or continued placement of AIG students.
- Communicate AIG information at each school during school staff meetings, email, and/or handouts.
- Provide copies of the district AIG plan in the principal's office as well as in the AIG classroom at each school site.
- Facilitate school and/or parent advisory committee meetings to share information about the AIG program.
- Seek evaluative feedback from various stakeholders regarding the effectiveness of the AIG program.

* **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.

A consistent delivery of services for AIG students can only occur when there are procedures in place for communication and cooperation among teachers. The AIG Department works diligently to ensure an effective continuation of AIG services from elementary to middle and from middle to high school in the following ways:

- Complete the identification process before students transition to the next level
- Provide tours for students entering middle school or high school
- Work with administrators and guidance counselors to schedule AIG students in the most appropriate classes
- Offer counseling services for students and their parents as they transition from elementary to middle and middle to high school

- Facilitate communication between elementary AIG teachers and the AIG Middle School Academic Facilitators
- Promote communication between the eighth grade Advanced Language Arts and Math 1 teachers and the high school ninth grade Honors/Pre AP teachers

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

Correlation of the AIG program within Gaston County Schools' total instructional program creates a vertical, seamless path of learning for gifted students. Gaston County Schools' AIG Department consistently delivers services throughout the district that are integrally connected to classroom instruction in the following ways:

- Development of units of study which are correlated to the NCSCOS
- Participation in the Professional Learning Community (PLC) at the school and the district level
- Collaboration with classroom teachers, academic/curriculum facilitators, and administrators
- Attendance at district level trainings, workshops, and virtual professional development which support the vision of Gaston County Schools
- Alignment of the AIG curriculum with district pacing guides and the NCSCOS

District initiated diagnostic/prescriptive software is used to determine changes in instruction delivery based on the growth/needs of identified students using data collected from:

- EVAAS
- EOG results
- Standardized Achievement test results
- Standardized Aptitude test results

- iReady (BOY, MOY, EOY)

The AIG Department delivers a continuum of programs and services throughout Gaston County Schools.

- Elementary
    - Elementary AIG-licensed teachers are assigned to schools based on the number of identified students at each school. The program offerings and service delivery models are consistent across the district.
    - Implementation of an AIG immersion program for enrichment at a selected school.
- Middle
    - Students are served daily in their area(s) of identification.
    - Teachers of the advanced classes are AIG-licensed and have been trained to use the advanced reading and advanced math curricula and pacing guides for instruction.
    - The AIG Middle School Academic Facilitators meet regularly with each PLC to provide coaching and collaboration.
    - If students transfer from one school to another, there should be no disruption in the advanced learning opportunities of these students.
- High
    - Students have the opportunity to self select advanced courses.
    - Teachers of the advanced classes attend AP workshops to ensure quality instruction and consistency across the district.

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

Gaston County Schools' AIG department has specific procedures in place to address the needs of highly gifted students who warrant accelerative instructional placement. The AIG Department has instructional and placement procedures that are implemented when an appropriate body of evidence indicates acceleration is needed. Specific criteria must be met in order for students to be considered for the following placement options:

- Early Admission to Kindergarten
    - This option is for students who are working two to three years beyond peers their age.. Gaston County Schools follow the NC State guidelines for Early Admission to Kindergarten as stated in the NC General Statute 115C-364.
- Content Acceleration
    - This option is for students who are working significantly above grade level in a particular content area and meet specific site-based guidelines.
- Grade Acceleration
    - This option requires observation, testing, AIG team recommendation and site-based administrative decision for a student to be eligible for grade acceleration.
    - Criteria for Grade Acceleration for grades K - 12:
        - 99% on an Aptitude test
        - 99% on Achievement tests (reading and math)
        - Performance of 95% or above
        - Teacher Checklist

    - Composite score of 115 points

- Early Graduation
  - This option is available for students who have received enough credits to graduate early. Detailed information about this option can be obtained from each high school's counseling office.
- Dual Enrollment
  - This option is for high school students who wish to take college level courses while still in high school. Detailed information about this option can be obtained from each high school's counseling office.
- Credit by Demonstrated Mastery (CDM)
  - This option is for students in grades 6 - 12 who demonstrate deep mastery of course content through testing and artifacts without actual course seat time. In 2013, the NC Department of Public Instruction instituted State Board Policy GCS-M-1001-13: Transitioning away from seat time in favor of a structure that created flexibility, allowing students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning. CDM allows students to demonstrate mastery of a course's content and receive a pass/fail grade for the course.
- Level 5 Math
  - This option allows students who score a Level 5 on an End of Grade/End of Course test to be given advanced math learning opportunities.

* **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.

Gaston County Schools' AIG Department provides programs, services, and classroom support to discover and develop potential in all students. Gaston County Schools have intentional programming in place for traditionally

underrepresented populations. The AIG Department works collaboratively with Gaston County Schools' Accountability Department and instructional support personnel to utilize data to meet the needs of all students, including underrepresented populations. The AIG Department provides programs, services and classroom support to discover and develop potential in students, even those who may not overtly demonstrate academic or intellectual abilities.

The Gifted and Talented Academy (GTA) at Pleasant Ridge screens and tests students who would qualify for AIG and/or benefit from differentiation in the AIG classrooms. Students who qualify are either identified as AIG or are in the top 10% of their grade level.

The Composer nurturing program in the Title 1 elementary schools for grades 2 - 5, provides instructional services for traditionally underrepresented AIG populations, especially culturally/ethnically diverse, English as a Second Language (ESL), and economically disadvantaged. Some measures that are in place include:

- Provide enrichment classes for non-identified students at the Title 1 schools.
- Use multiple criteria for placement consideration.
- Collaborate with the Department for Exceptional Children and English as a Second Language teachers when appropriate.
- Use multicultural literature to promote awareness.

The G.E.M.S. (Gaston Excels Minds for Success) program in the non-Title 1 elementary schools for grades K - 1, develops a student’s strengths through intentional learning experiences in various domains. This program provides early intervention and development opportunities to maximize potential for possible later AIG Identification.

The Collegiate Prep Academy is designed to offer a challenging curriculum so students gain the academic confidence and foundational skills necessary for success at the college/university level. Through the Advanced Placement (AP) Capstone Pathway, students develop, practice, and sharpen their critical and creative thinking skills by completing the

AP Seminar and AP Research courses as well as other AP courses in various subject areas. Students who pass the AP courses and score high enough on the AP exams can earn the AP Seminar and Research Certificate or the AP Capstone Diploma.

The iAccelerate Academy offers students a rigorous academic framework which culminates in a high school diploma and an Associate Degree in four years while having a full high school experience.

* **Practice I**

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

AIG students have interests and needs that may be addressed outside the classroom setting. It is important to seek ways to offer students opportunities to participate in extracurricular activities. The AIG Department of Gaston County Schools sponsors, supports and encourages participation in all local, state or national extracurricular programs and events that support the interests and academic pursuits of gifted students. Information concerning extracurricular activities is made available to all stakeholders through the Gaston County Schools website and individual school communication. These opportunities include, but are not limited to, the following:

- Math Masters
- Poetry and Prose Celebration
- Chess Clubs
- Math Elite
- Robotics
- Battle of the Books

- Coffeehouse 678
- Governor's School
- Math Olympiad
- Gaston County Commissioners' School of Excellence
- Boys' and Girls' State
- Moot Court
- High Q
- Quiz Bowl
- People to People Leadership Development Program
- Summer camps designed for gifted learners

Junior Beta Club at the Gifted and Talented Academy at Pleasant Ridge

*** Ideas for Strengthening the Standard**

1. Work closely with administration to encourage the best possible placement for the gifted population in the regular classroom.
2. Provide more professional development on social and emotional needs of gifted learners.
3. Work on creating lessons and special programs to address the social and emotional issues of AIG students.

Planned Sources of Evidence

* Gaston County Schools' website
* AIG informational brochur
* AIG curriculum
* Meeting agendas and minutes from faculty meetings, parental meetings, principals' meetings, school board meetings, AIG Advisory Board meetings
* Student AIG folders
* School based Review Team meeting minutes
* AIG Plan and survey results
* Testing calendar and administered instruments list
* Examples of referrals from teachers and parents
* List of non-traditional testing instruments
* Screening pools
* Composer and G.E.M.S. Programs' identification process and placement data
* Documented testing accommodations
* Documentation of student and parent/guardian communications and meetings at key transition points
* Documentation of consistent AIG services among all Gaston County Schools
* Documented professional learning opportunities for stakeholders
* Intentional student programs and instruction as they relate to the affective domain
* Composer and G.E.M.S Programs curriculum and growth data
* Documentation of student participation in extracurricular activities
* Evidence of opportunities shared with students, teachers, and parents/guardians

* Data from a variety of county approved assessment tools, standardized testing, and non-standardized testing
* Student data notebooks
* DEPs/IDEPs/NDEPs

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 2 Additional Resources	N/A	GCS AIG Composer Nurturing Program GCS AIG Sponsored Competitons

Gaston County Schools (360) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

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

An AIG differentiated curriculum is designed to enrich and extend the NCSCOS. The curriculum is developed by the AIG Department to meet the diverse needs of gifted learners. The Gaston County Schools' AIG Department utilizes various service delivery options to adapt the NCSCOS to each student's academic ability and to provide appropriate differentiated instruction.

- Elementary: Students may receive services through the following methods:
    - Weekly pull-outs in both reading and/or math
    - Differentiated curriculum, aligned with NCSCOS and Gaston County Schools’ pacing guide, for students identified K - 5 in reading and math
    - Schoology assignments for extensions within the regular classroom
    - Collaboration with classroom teachers to provide differentiated materials for enrichment and extension in small groups
    - Level 5 EOG math students are given advanced learning opportunities

- Differentiated instruction at the Gifted and Talented Academy at Pleasant Ridge (GTA) utilizes flexible grouping and schoolwide enrichment opportunities

- Middle: Students may receive services through the following methods:
  - Daily advanced language arts and advanced math classes
  - All Level 5 EOG math students are given advanced math opportunities
  - Differentiated instruction in the Gifted and Talented Academy at Cramerton Middle (GTA) utilizes flexible grouping and schoolwide enrichment opportunities
- High: Students may receive services through the following methods:
  - Self-selected Honors courses
  - Self-selected Advanced Placement (AP) courses
  - College Board AP Capstone Program at Forestview High School

iAccelerate program at Ashbrook High School

* **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.

All AIG students do not learn at the same rate or in the same way; therefore, the curriculum must be enriched, extended, and/or accelerated to accommodate a wide range of ability levels. Gaston County Schools utilizes research-based, diverse instructional practices according to students' readiness and interests.

- Elementary
  - An AIG-licensed teacher is assigned to each elementary school to provide rigorous, differentiated instruction and to assist classroom teachers in the implementation of strategies and resources that would enhance the learning environment for all gifted students.

- AIG teachers work collaboratively with the AIG Curriculum Specialist to design curricular units that are aligned with, but also extend and enrich, the NCSCOS. These units are vertically aligned and are inclusive of research-based best practices. Careful consideration is given to the modification of content, process, products, and learning environment as they relate to differentiated gifted instruction. Methods include collaborative learning, choice of product, hands-on activities, technology and flexible seating. Fidelity in the implementation of these units exists through AIG teachers following a quarterly Gaston County Schools' AIG pacing guide.

- Cluster grouping of AIG-identified students is encouraged.

- The Gifted and Talented Academy (GTA) at Pleasant Ridge Elementary School offers daily instruction in all core subject areas by an AIG-licensed teacher.

- Middle

  - Gifted middle school students are assigned to AIG-licensed teachers for advanced reading and/or advanced math classes.

  - The AIG Curriculum Specialist, along with the AIG Middle School Academic Facilitators and licensed middle school teachers, develop and implement extensions and an advanced compacted curriculum and pacing guides aligned with the NCSCOS including enrichment activities and/or independent projects.

  - The Gifted and Talented Academy (GTA) at Cramerton Middle School offers daily instruction in all core subject areas by an AIG-licensed teacher.

- High

  - Differentiation options are available to gifted learners through self-selected honors courses, Advanced Placement Preparatory courses, Advanced Placement courses, North Carolina Virtual Public School, Gaston Early College High School, Dual Enrollment at our local community college, Gaston County Schools' Online courses, and Community College Preparatory (CCP) courses.

  - Many high school teachers have obtained gifted licensure as well as Advanced Placement training.

- The Gaston County Schools' AIG Department makes a commitment to provide funding for teachers to attend AP summer institutes in their content areas as well as subsequent one day updates.

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

AIG teachers have grade level curriculum notebooks, as well as access to a google site, Schoology and Canvas Courses with shared lesson plans and resources. The AIG Curriculum includes some of the following either through pull-out classes or regular classroom enrichment:

- Jacob's Ladder
- William and Mary Curriculum Units
- Junior Great Books
- Marcy Cook Manipulatives
- Hands on Equations
- Math Quest
- Inventory of differentiation materials (Independent Investigation Model {IIM}, Greek and Latin Roots, Math Rules)
- Technology based instruction through digital learning tools, including iPads and apps, Chromebooks, online quizzes, interactive lessons, Annotate, Google apps, and Green Screen
- Building Thinking Skills by Sandra Parks & Howard Black
- Primary Education Thinking Skills by Nichols, Wolfe & Merritt (uses Bloom's Taxonomy & Renzulli's Triad Model)
- Breakout boxes and digital breakouts
- 3D printing created through Tinkercad

- Reading and math mysteries (Detective Club, Loose Caboose, But I Only Have 45 Minutes, One Hour Mysteries, More One Hour Mysteries, Private Eye Mysteries
- Paideia and the School-wide Enrichment Model (SEM) in the two Gifted and Talented Academies
- Annual Math Fair at the Gifted and Talented Academy at Pleasant Ridge

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

In Gaston County Schools, the AIG program includes a deliberate focus on providing real world opportunities and materials with our students to develop critical thinking and collaboration, creativity, curiosity and leadership skills. This focus includes utilizing a variety of the following:

- Digital learning tools (interactive LED displays, iPads, Chromebooks) encourage collaboration and creativity through process and product
- Assignments and project rubrics provide opportunities for self-assessment and reflection
- Middle and high school alternative learning opportunities such as NC Virtual School
- School Choice Academy Programs in elementary, middle and high school which focus on Career, Collegiate Prep, Health Sciences, Leadership, Public Service, Technology and Industrial Engineering
- Math Olympiad provides elementary students the opportunity to compete on an international level while learning rigorous, math problem-solving strategies.
- Gaston County Schools' online courses
- Commissioner's School of Excellence
- Community service projects

- Mentoring, job shadowing, or apprenticeships with local businesses
- Exploration of multiple intelligences through School-wide Enrichment Model Enrichment Clusters at Gifted and Talented Academies

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

Ongoing assessments foster understanding. They inform teachers about what students currently understand and how to proceed with subsequent teaching and learning. Gaston County Schools recognizes how important this feedback is for students' success and supports the use of the following tools to differentiate curriculum and instruction.

- Development and implementation of flexible groups and differentiation for students is based on assessment data including iReady assessments, pretests and post-tests, standardized tests, journals, AIG progress reports, and AIG identification assessments
- AIG teachers have access to data reports in order to collaborate and plan with classroom teachers to encourage growth of all students
- AIG teachers work collaboratively with classroom teachers to provide resources and materials to enrich and extend the implemented curriculum
- The Gifted and Talented Academies (GTA) at Pleasant Ridge Elementary and Cramerton Middle use the assessment data to formulate flexible grouping, small group math and strategy groups
- The AIG Curriculum Specialist, along with a designated team of AIG-licensed teachers, annually revises AIG curriculum pacing guides using student achievement data and teacher feedback

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

AIG students often have social and emotional needs not understood by others. The AIG Department strives to ensure instructional practices support the social and emotional needs of gifted learners at all grade levels in the following ways:

- Elementary
  - Provide a lending library with resources for student check-out that address topics for the social and emotional challenges of gifted learners
  - Provide a lending library for parents with materials that highlight best practice and characteristics of gifted students including twice exceptional, highly gifted, perfectionism and underachieving gifted students
  - Collaborate, as needed, with the counseling department to meet the social and emotional needs of gifted learners
  - Implement Morning Meeting routine
  - Implement curriculum units and student projects that encourage social and emotional self-awareness
  - Provide summer camp enrichment opportunities for elementary students
- Middle/High
  - Provide summer enrichment camp opportunities for middle school
  - Provide SAT/ACT preparation summer camp for high school students.
  - Collaborate with the counseling department to meet the social/emotional needs of gifted learners
  - Employ (2) AIG Middle School Academic Facilitators to coach teachers of gifted learners

* **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.

Young students (K - 3) may need nurturing to develop their gifted potential. The Gaston County Schools' AIG Department addresses this need through consultative services, AIG identification, and/or then Gaston County Schools' Composer Program and G.E.M.S. (Gaston Excels Minds for Success) Program. Student potential is cultivated and developed in the following ways:

- Gaston County Schools identifies gifted students and provides direct AIG services in kindergarten through twelfth grade.
- Economically disadvantaged and culturally diverse populations who are not typically identified through standardized testing are served through our Composer nurturing program at the Title 1 elementary schools. The Composer Program begins with second grade identification and continues with direct services through fifth grade.
- Students at the non-Title 1 elementary schools are given an opportunity to be nurtured at grades K - 1 in the G.E.M.S. (Gaston Excels Minds for Success) Program to develop their gifted potential.
- The AIG department provides resources for the classroom teachers to use with non-identified advanced K - 3 students at all schools.

* **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.

AIG personnel collaborate with other professional personnel to provide AIG students appropriate differentiated instruction. By sharing knowledge and expertise, our gifted students receive challenging educational experiences. Personnel work together in the following ways:

- AIG teachers and classroom teachers discuss individual student needs and strengths to better provide differentiated curriculum and appropriate instruction to promote individual student growth
- Communication among the Department for Exceptional Children, the Guidance Department, the ESL Department, classroom teachers and the AIG Department exists to provide appropriate instruction for twice-exceptional students

- Relevant units and lessons are created for the district by using existing differentiated curriculum and instruction examples (Junior Great Books, William & Mary, Primary Education Thinking Skills) for planning teams
- The AIG Department collaborated with regular education for implementation of Standards Based Grading for gifted learners
- The AIG Department collaborated with regular education to create lessons for students scoring a level 4 on the Proficiency Scales
- The AIG Department collaborated with regular education for implementation of Personalized Learning Plans 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.

Ongoing communication exists between the AIG Department personnel and all school support staff and parents. Differentiated Education Plans (DEPs) are utilized to indicate the services a gifted student will receive. Initial DEPs are signed when a student is first placed into the gifted program and once each subsequent year. If an AIG student is progressing satisfactorily, no changes in placement or service delivery are made. If changes need to be made, parents/guardians and teachers collaborate to make educational decisions that are in the best interest of the student and to ensure the student is challenged appropriately. Communication in reference to students needs and instructional services may include any or all of the following:

- Annual conferences with parents/guardians
- Differentiated Education Plan (DEP)
- Individualized Differentiated Education Plan (IDEP)
- AIG progress reports

- Newsletters
- Parent/guardian letters for team and/or club information
- Email correspondence regarding student needs and/or instructional services
- The Gifted and Talented Academies (GTA) teachers' newsletters communicate curriculum focuses, upcoming events and research concerning gifted learners

*** Ideas for Strengthening the Standard**

1. Opportunities for professional development pertaining to advanced technology.
2. Cluster group identified students together in the same classroom when possible.
3. Provide training for parents and families to support the social and emotional needs of advanced learners.
4. Work with the regular classroom teachers to support K - 3 students with possible AIG potential by co-teaching, whole group instruction and small group instruction.

Planned Sources of Evidence

* Specific curricular units by grade levels, lessons and activities designed for gifted students
* Student work samples
* DEPs/IDEPs
* AIG pacing guides

* Assessment examples (iReady data, common formative assessments, unit assessments)
* AIG Plan
* Survey results from students, teachers and parents/guardians
* Agendas//minutes from stakeholder meetings
* AP Training registration
* Teacher resource library check out
* Nurturing Composer and G.E.M.S. Programs' curriculum and data
* Inventory of differentiated materials
* Samples of differentiated lessons and units of study
* Digital learning tools
* Sample newsletters
* Sample progress reports
* Competition communication

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 3 Additional Resources	N/A	GCS AIG G.E.M.S. Nurturing Program GCS AIG Composer Nurturing Program GCS AIG Appraisal Tool

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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.

Gaston County Schools employs a full time AIG- licensed educator (AIG Director) to oversee the K - 12 AIG program. This person works under the leadership of the DEC Executive Director. Responsibilities include, but are not limited to, the following:

- Provide guidance to the AIG Specialists, AIG Academic Facilitators and AIG teachers through monthly meetings and frequent contacts by email or phone
- Oversee the development and/or implementation of accelerated curriculum for the AIG, Composer, G.E.M.S. and Advanced Placement (AP) Programs
- Oversee the educational delivery of AIG program goals at each individual school
- Work with the Gaston County Schools' Accountability Department to analyze and disseminate growth data for the AIG, Composer, G.E.M.S. and Advanced Placement (AP) Programs
- Monitor, oversee, and evaluate the local AIG plan annually and make necessary revisions
- Conduct surveys to elicit feedback from stakeholders

- Oversee the plan revision process every three years as required by DPI
- Oversee the collection and compilation of headcount data for the AIG and nurturing programs and forward the appropriate reports to DPI
- Work with the DEC Executive Director to oversee AIG budget, using state and local allocated funds according to state and local policies
- Communicate with other Central Office personnel and with the administrators at all school sites to ensure consistent and equitable identification procedures and service delivery models in all grade levels
- Work with all other departments within the district to ensure consistency in aligning AIG goals with other district initiatives
- Oversee AP teacher training
- Work collaboratively with high school Honors and AP teachers to provide necessary support and materials
- Assist high school counselors with the AP exam process and offer district wide AP review sessions for students prior to exams
- Coordinate the North Carolina Governor's School application process
- Organize and support the following district wide competitions and programs: Math Masters, Math Elite, Elementary, Middle, and High School Battle of the Books, Poetry and Prose Celebration, Robotics and Coffeehouse 678
- Provide current professional articles and books to engage the AIG Specialists, AIG Academic Facilitators and AIG teachers in continued adult learning regarding high achieving students
- Attend and actively participate in regional and area meetings, professional development opportunities, and other statewide initiatives to support gifted programs

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

The Gaston County Schools' AIG Director works collaboratively with the AIG Curriculum Specialist, AIG Compliance Specialist, AIG Middle School Academic Facilitators and AIG teachers. Together they merge all programs, strategies and resources to ensure the total child is challenged and enriched. The AIG teachers assigned to Gaston County Schools are AIG-licensed educators whose duties include, but are not limited to, the following:

- Oversee the referral, testing, and placement process
- Conduct parent meetings to discuss the results of student testing
- Complete all paperwork as it relates to AIG student placement
- Serve the AIG students in one or more of the following ways: pull-out services, inclusion, flexible groups, daily advanced reading and/or math instruction in middle and high school
- Provide consultative services
- Work collaboratively with the other AIG teachers and/or classroom teachers to plan, develop and implement an accelerated curriculum
- Utilize research-based resources and materials to enrich and extend the NCSCOS
- Provide the classroom teachers with resources/materials for differentiation

* **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.

Gaston County Schools' AIG Department recognizes that the total educational team must be involved in ongoing professional development. The AIG Director establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services in the following ways:

- Provide opportunities to attend local, state, and national gifted conferences and workshops to promote rigorous and relevant instruction for the gifted learner
- Schedule and facilitate beginning of the year and monthly meetings to discuss and plan the implementation of program updates
- Oversee AIG meetings
- Communicate with school administrators about benefits of various options of instructional delivery such as flexible grouping, inclusion and cluster grouping for specific academic areas
- Provide monthly professional development for AIG teachers in Professional Learning Communities (PLCs)
- Work with Gaston County Schools' Curriculum and Academic Facilitators to ensure all AIG teachers are up to date on all district initiatives and to provide additional or specialized training as needed
- Promote growth of the district's gifted population by providing professional development and resources to classroom teachers to help them better understand gifted students, to assist them in the development of differentiated math and reading lessons, and to work with them to strategize ways to best meet the needs of gifted learners
- Correspond with classroom teachers, special education teachers and guidance counselors on an ongoing basis
- Encourage elementary AIG teachers and the AIG Middle School Academic Facilitators to model differentiated lessons for classroom teachers as an extension to the NCSCOS

* **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.

Gaston County Schools' AIG Department believes it is advantageous for all gifted students to be taught by regular classroom teachers who are either AIG-licensed or have met local professional development requirements. Gaston County Schools' AIG Department has a local endorsement program for teachers entitled G.A.L.E (Gaston County Schools AIG Local Endorsement) to help teachers obtain their AIG licensure.

- Elementary
    - AIG students' placement into regular education classrooms is an administrative site-based decision but cluster grouping is encouraged.
    - All AIG teachers are required to have or be actively pursuing AIG licensure.
    - Regular education teachers with gifted learners in their classrooms are not required to hold AIG licensure or to pursue AIG professional development courses; however, regular education teachers are supported by the AIG teacher in the following ways:
        - Provide differentiated services
        - Meet to discuss and plan differentiated learning opportunities
        - Provide resources and materials for acceleration
        - Meet jointly with parents/guardians and teachers to discuss learning alternatives and extra-curricular opportunities
        - The Gifted and Talented Academy at Pleasant Ridge (GTA) teachers are required to have or be actively pursuing AIG licensure
- Middle
    - All AIG teachers are required to have or be actively pursuing AIG licensure
    - Professional development, including face-to-face and asynchronous coursework opportunities, is offered to assist teachers wishing to obtain AIG licensure

- AIG students are served daily in their area(s) of identification by AIG-licensed teachers
- The Gifted and Talented Academy at Cramerton Middle (GTA) teachers are required to have or be actively pursuing AIG licensure
- The AIG Curriculum Specialist provides resources and materials and works collaboratively with the AIG Middle School Academic Facilitators and the AIG middle school teachers to ensure the advanced language arts and advanced math curricula and extensions are taught

- High
  - All Advanced Placement teachers are strongly encouraged to attend a week-long summer institute in their respective discipline(s)
  - All Advanced Placement teachers must attend a one-day update every five years in their respective discipline(s)
  - Many of the Advanced Placement teachers have AIG licensure; however, licensure is not required

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

Gaston County Schools' AIG Department is committed to recruiting and retaining AIG-licensed professionals who reflect the vast diversity of the student populations they serve. To ensure that gifted students have the most qualified teachers, the AIG Department requires that teachers obtain gifted education licensure through the state. Alternatively, prospective teachers of gifted students may obtain local district endorsement through the G.A.L.E. Program (Gaston County Schools' AIG Local Endorsement). With this program, the AIG Department is able to recruit teachers to participate in professional development through online course modules designed to address the academic, social, and emotional needs of gifted students. Additionally, the AIG Department works with the Human Resource Department to include talented prospective teachers from diverse backgrounds who have an interest in working with students who are gifted or show gifted potential.

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

Professional learning opportunities regarding gifted education are ongoing and valued in Gaston County Schools. The AIG Director, the AIG Curriculum Specialist, the AIG Compliance Specialist and the AIG Middle School Academic Facilitators provide these opportunities in the following ways:

- Develop, share, and implement differentiated AIG/G.E.M.S./Composer curriculum
- Attend NCAGT and other workshops/conferences on both county, state and national levels
- Purchase resources/materials to ensure implementation of new strategies as they relate to equity and excellence
- Create and continually update the AIG Google Sites to provide professional development for AIG classroom teachers and other school personnel.
- Offer Paideia training to teachers at the two Gifted and Talented Academies
- Support monthly meetings of the AIG lead teacher and the staff of the Gifted and Talented Academies to align program standards
- Provide opportunities for a select group of AIG teachers from the Gifted and Talented Academies to attend Confratute at the University of Connecticut for professional development regarding best teaching practices for gifted learners and the implementation of the Schoolwide Enrichment Model (SEM)

* **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 teachers benefit from collaboration with one another as well as with classroom teachers. Opportunities to meet together on a consistent basis strengthen and refine the gifted program include, but are not limited to, the following:

- Facilitate regularly scheduled planning meetings
- Share materials, resources, ideas and/or accelerated lessons through courier, Google Drive, Schoology, Canvas, email and/or personal contacts
- Attend NCAGT and other workshops/conferences on both district, state and national levels
- Provide curriculum planning days to ensure continued alignment of the AIG curriculum with the district pacing and unit guides
- Create and continually update the AIG Google Sites to provide professional development for AIG classroom teachers and other school personnel
- Create an AIG Google Site and Canvas Courses to provide teaching resources and extensions for AIG middle school classroom teachers
- Utilize Train the Trainer models
- Modify the district professional development initiatives for AIG teachers to meet the needs of gifted learners

*** Ideas for Strengthening the Standard**

1. Encourage AP teachers to participate in AIG professional development
2. Encourage the regular classroom teachers to seek AIG licensure and/or to utilize the G.A.L.E Program and/or attend AIG professional development
3. Extend professional development opportunities through the AIG Google Site for various stakeholders including classroom teachers, school counselors, special education teachers, ESL personnel, and administrators

4. Survey certified staff and principals to determine areas/topics of interest for AIG/gifted learners for in-service training opportunities

Planned Sources of Evidence

* Gaston County Schools' AIG Director's job description
* AIG teachers' qualifications/certifications
* AIG teachers' school assignments and daily schedules
* Professional development needs assessment
* Schedules, agendas and attendance rosters of professional learning opportunities
* Documented meeting notes and agendas
* Examples of resources produced through collaboration
* Schoology (LMS)
* Google sites

Documents

Type	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	GCS AIG Local Endorsement GCS AIG Gaston Blended Professional Development

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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.

The AIG Department is committed to establishing strong partnerships with stakeholders to foster support of our gifted students. Partnerships are utilized to provide support in all areas in the following ways:

- Conferences with parents/guardians for initial placement and annual reviews
- Phone and/or email contact with parents/guardians
- Gaston County Schools' AIG webpage to provide information on the components of the gifted program as well as showcase student enrichment opportunities and highlight student accomplishments
- Gifted Education Program informational brochure to provide parents written, accurate information about the AIG program options with opies available to interested parents at each school site and at the Gaston County Schools' Central Office building
- Quarterly newsletters and semester report cards detailing the curriculum and standards taught

- Parent and student surveys conducted annually to identify areas of strength and need in the AIG program design and implementation procedures
- The AIG Parent Advisory Board meeting at least semi-annually to address issues as they relate to gifted education
- The AIG Parent Advisory Board will review the AIG plan and make recommendations for program improvement
    - The group may be comprised of the following:
        - AIG Director
        - AIG Specialists
        - AIG Middle School Academic Facilitators
        - AIG teachers from both elementary and middle schools
        - Advanced Placement and Honors teachers from high schools
        - School Principals/Assistant Principals
        - Central Office representatives
        - School Board representative
        - Representatives from Institutions of Higher Education (IHE)
        - Community members
- Distribution of information from Community support groups (Gifted, ADHD, ODD, OCD, Depression, Perfectionism, etc)
- Channel 21 (GCS news channel)
- Collaboration with GCS Communication Department

- Resource library on the social and emotional needs of gifted children available for parents and students

The AIG department implements initiatives for student benefit and intentionally attempts to involve parents/guardians, families, and the community in supporting gifted education through activities such as:

- Teacher and/or student-led conferences
- Battle of the Books (Elementary, Middle, High)
- Math Masters
- Poetry and Prose Celebration
- Math Elite
- Coffeehouse 678
- Robotics
- Parent/community curriculum events (providing Social and Emotional resources)
- Annual Math Fair for the Gifted and Talented Academy (GTA) at Pleasant Ridge for students and parents
- Schoolwide Enrichment Showcase (SEM) for the Gifted and Talented Academies twice yearly, allowing students the opportunity to showcase and share products and/or performances created during enrichment clusters with their parents/guardians, families, and the community at large
- Junior Beta Club for the Gifted and Talented Academy (GTA) at Pleasant Ridge for students and parents

* **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.

Gaston County Schools' AIG Director/Specialists/Facilitators/Teachers communicate with stakeholders both formally and informally to share information regarding the AIG program and to review policies as related to gifted education. Parents/guardians are encouraged to be active participants in their child's educational pursuits, and their input is welcomed.

The AIG Department shares information about program services, local plan components, and gifted education policies with all stakeholders through:

- Specific information that directly relates to the AIG program and placement procedures
- Annual parent conferences
- Rights and services provided
- Service delivery models and amount of service time
- AIG Parent Advisory Board
- Gaston County Schools' Board of Education
- Gaston County Schools' website

The AIG Department communicates to stakeholders in following ways:

- AIG teacher newsletters
- Annual parent and student surveys
- Parent conferences
- AIG Parent Advisory Board
- AIG Program brochure
- Channel 21 (Gaston County Schools' educational news television channel)

- Schoology Learning Management System (LMS)
- Email
- The Gifted and Talented Academies (GTA) weekly/biweekly classroom newsletters sharing curriculum updates and research for gifted learners

Much expertise abounds within our institutions of higher learning, local businesses and industry, and other community stakeholders. Encouraging partnerships with these groups provide opportunities for the AIG Department to utilize the knowledge they possess and to seek their academic support. Working together as a unified group helps to foster the development of marketable skills and to provide alternative ways to enhance the educational pursuits of our gifted learners. Partnerships are formed within the community to enhance and gain support for AIG programs and services. Partnerships with agencies and/or groups may include:

- AIG Parent Advisory Board
- Faith community
- Channel 21 (Gaston County Schools' educational news television channel)
- Gaston Gazette
- Local industries and businesses
- Schiele Museum of Natural History
- University of North Carolina at Charlotte Special Education and Child Development Department Faculty - consultant for Schoolwide Enrichment Model (SEM)
- National Paideia Center in Asheville (Gifted and Talented Academies at Pleasant Ridge Elementary and Cramerton Middle)
- University of Connecticut's Confratute - Teams from each of the magnet schools attend differentiation training as prescribed in the Schoolwide Enrichment Model (SEM)

- Gaston College partnership for the iAccelerate Academy program

* **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.

In order to effectively involve stakeholders in the development, implementation, and monitoring of the local AIG program and plan, Gaston County Schools' AIG Department will continue to:

- Conduct surveys of all stakeholders
- Share survey results with all stakeholders
- Promote diversity among members of the AIG Parent Advisory Board
- Establish a leadership group that provides feedback about the GCS AIG Program
- Plan ways to promote the gifted program and to seek more parental involvement to allow parents opportunities to make suggestions for improvement and assist in determining ways to address issues

The AIG Parent Advisory Board meets twice annually to address issues as they relate to gifted education. The AIG Parent Advisory Board reviews the AIG plan and makes recommendations for program improvement.

- The group is comprised of the following:
    - AIG Director
    - AIG Specialists
    - AIG Middle School Academic Facilitators
    - AIG teachers from elementary and middle schools

- Advanced placement and honors teachers from high schools
- School Principals/Assistant Principals
- Central Office representatives
- School Board representative
- Representatives from Institutions of Higher Education (IHE)
- Community members

- Parent Advisory Group Sources of Evidence:
  - Invitations and membership rosters for various AIG related committees
  - Documentation of suggestions and decisions made by various committees
  - Evidence of a diverse representation of stakeholders, including members of the community
  - Documentation of agendas and meeting notes
  - Survey results

* **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.

Gaston County Schools' AIG personnel strive to inform parents of educational opportunities that will expand the horizons of gifted students. It is important to be mindful of the diverse population and make every effort to notify parents/guardians in their native language. The AIG Department works collaboratively with the Gaston County Schools' English as a Second Language (ESL) Department to ensure non-English speaking parents/guardians and students are informed of available educational opportunities. The AIG Department works to inform all parents/guardians, families, and the community about available opportunities for AIG students through translated newsletters, emails, and phone calls, etc for the following:

- Events at Schiele Museum of Natural History Programs
- Summer academic and enrichment camps
- Programs from private and government agencies
- District competitions, celebrations and learning opportunities such as Battle of the Books, Math Masters, Math Elite, Poetry and Prose Celebration, Chess Clubs, Coffeehouse 678, Gaston County Schools' Science Fair, Robotics' competition, Quiz Bowl, Moot Court, Governor's School, North Carolina School of Science and Math, North Carolina Girls' and Boys' State, Gaston County Commissioners' School of Excellence

*** Ideas for Strengthening the Standard**

1. Encourage participation on the AIG Parent Advisory Board.
2. Encourage parent attendance at the district competitions and celebrations.
3. Publicize existing partnerships and establish new ones.
4. Work with Gaston County Schools' Business Partnerships Director to establish new partnerships with area businesses.

Planned Sources of Evidence

* Gaston County Schools' website
* AIG website
* AIG informational brochure
* Newsletters
* Email
* Documentation of parent/guardian meetings
* Translated documents
* Survey results
* AIG Parent Advisory Board meetings' agendas and minutes
* Documentation of parent/guardian workshops/meetings and school-related activities
* Documentation of community partnerships
* Documentation of presentations by community experts
* Award and recognition presentations at district competitions and initiatives
* Copies of staff meetings' notes and presentations
* Invitations and membership rosters for various AIG related committees
* Documentation of feedback from various committees
* Evidence of a diverse representation of stakeholders, including members of the community
* Established partnerships
* Family involvement programs
* Grant applications

* Channel 21 (Gaston County Schools' educational news television channel)

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

Gaston County Schools (360) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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.

Gaston 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 reviewed and evaluated annually and any changes that are deemed necessary are made at the time of review. Every three years, as mandated by the state, the AIG plan is revised by a committee of stakeholders. At that time, each component of the plan is discussed and necessary revisions are made to ensure the continuation of programs and services which address the unique academic, intellectual, social and emotional needs of gifted learners. 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.

Gaston County Schools is committed to ensuring conformity in the implementation of the AIG plan. The identification processes and service delivery models are consistent across the district. The AIG teachers meet frequently to plan, develop and strategize ways to maximize the teaching/learning opportunities for AIG-identified students. As referred to in other parts of this plan, a number of researched-based programs, resources and units of study are utilized

consistently in each school and at each grade level. Additionally, the same identification process is utilized throughout the district. K - 12 teachers responsible for the referral, testing, and placement processes are properly trained to ensure consistency in the service delivery models offered district wide to AIG-identified students. All procedures are shared with regular classroom teachers, administrators, parents/guardians, and all other stakeholders annually. This information is posted on the AIG page of the Gaston County Schools' website. The DEC Executive Director and AIG Director serve as members 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.

Gaston County Schools' DEC Executive Director and the AIG Director oversee the expenditures of the state funds and work collaboratively with the district's finance department to ensure that all allocated funds are appropriately dispersed. The state funds allocated for the local AIG program include, but are not limited to, the following:

- AIG-licensed teachers' salaries and benefits
- Curriculum resources and materials
- Curriculum development and revision
- AIG/Advanced Placement teacher training
- Advanced Placement course resources
- Digital Learning Tools
- Workshop expenses
- Field trips (as related to gifted education)
- AIG sponsored district competitions, celebrations and learning opportunities.

- Schoolwide Enrichment Model (SEM) Training for Gifted and Talented Academies (GTA)
- Paideia Training for Gifted and Talented Academies (GTA)
- Gifted and Talented Academies (GTA) expenses
- AIG teacher licensure
- Summer academic and enrichment camps

* **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.

Annually, Gaston County Schools maintains, analyzes, and shares student performance growth data in grades 3 - 12 with all stakeholders including the local School Board, Central Office personnel, school administrators, teachers and parents/guardians.

Annual growth is assessed, as well as 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 analyzed and shared includes:

- EOG tests - reading, math and science results
- i-Ready (BOY, MOY, EOY) data
- Student portfolios
- Quarterly classroom performance data (report cards)
- AIG progress reports

- Student project rubrics
- Informal/Formal assessments
- Teacher-led conferences with students identifying areas of strength and weakness
- Student data notebooks

The data used to determine growth consists of ongoing assessments and periodic formal assessments at the end of units of study.

The number of students in high school taking Honors and AP Courses is evaluated. High school AP exam data is reported annually to various stakeholders. During the semi-annual headcount processes, the number of students who have dropped out during that school year is calculated. High school counselors work with both students and parents/guardians and are often able to intervene and suggest alternatives when students seek to withdraw from school. Information is shared with the High School Executive Director and the Director of High School Instruction.

District data is disaggregated for the K- 12 AIG subgroup.

* **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.

Gaston County Schools' AIG Department works diligently to be inclusive of underrepresented populations. The Composer nurturing program in the Title 1 elementary schools, gives an opportunity to identify students who demonstrate gifted potential. The expansion of the program has allowed the AIG Department to reach untapped potential by offering students enriched learning that is not dependent on their background or economic status; therefore, no student is overlooked for gifted education. Many of these students eventually meet the criteria for placement in the gifted program. As a result, the district’s percentage of identified minority and disadvantaged students and twice-exceptional students has increased.

The AIG Department supports the representation and retention of underrepresented populations through the following ways:

- Expansion of the Composer nurturing program in grades 2 - 5, for minority and disadvantaged students who demonstrate gifted tendencies to every Title 1 elementary school
- Tracking data of students tested for the AIG and Composer programs
- Annual review of student data for those who did not qualify the previous year for the nurturing program to determine if additional testing should be considered
- Collaboration with the ESL Department of our local school system to identify English Language Learners who are very strong mathematically
- Work with EC teachers to identify students who have dual exceptionalities and offer accommodations to ensure successful learning experiences
- Utilize alternative assessments and nonverbal tests to assist in the identification of students
- Offer accelerated services such as grade and/or content acceleration, early college, AP coursework, Credit by Demonstrated Mastery, etc. for our highly gifted students
- Encourage students to participate in extracurricular opportunities that support academic excellence such as Robotics, Chess Club, Governor's School, Commissioners' School of Excellence, Battle of the Books, Math Masters, Math Elite, Poetry and Prose, Coffeehouse 678

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Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	25.48%	<5%	<5%	---	6.63%	---	15.18%
Male	14.23%	<5%	<5%	---	7.21%	---	15.61%
Total	19.38%	<5%	<5%	---	6.93%	---	15.40%

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 who currently serve students in grades K - 5 must have AIG licensure. Teachers serving students in grades 6 - 8 either have AIG licensure, are taking the AIG Praxis or are actively pursuing licensure from an accredited university. Teachers work with the AIG Department and the Human Resources Department in regards to AIG licensure and other professional development requirements. AIG credentials are checked annually for teachers assigned to teach the AIG classes in the middle schools and the gifted academies. Gaston County Schools has a local endorsement entitled G.A.L.E. designed for teachers in low-performing schools where teacher turnover is higher and there is a lower percentage of AIG-identified students.

Teachers in grades 9 - 12 who are teaching AP classes have already attended or will be attending College Board Summer Institutes for their respective disciplines.

At least once every five years, AP teachers are required to attend a College Board sponsored one-day update training session.

The AP teachers also are encouraged to network with other AP teachers from across the district who teach the same AP courses.

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

Annually, students, parents/guardians, teachers, and administrators are given an opportunity to complete a survey to share positive aspects and feedback for growth. During the AIG Plan revisions cycle, an extensive online survey is completed by all stakeholder groups. The results of this survey are used to evaluate and revise the plan and shared with all stakeholders annually. This information is made available to stakeholders through:

- Scheduled parent meetings
- Staff meetings
- Principal/Assistant Principal meetings
- District leadership meetings
- AIG webpage

* **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.

Gaston 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
- Parent Advisory Board's feedback
- End of Grade/End of Course/Advanced Placement test results

- Students' classroom performance
- Gaston County's vision for academic success
- Tracking the number of students tested for the program and tracking data to pinpoint obstacles which prevent students from meeting criteria for placement
- Tracking the number of Composer and G.E.M.S. students who qualify for placement after a period of time in the AIG program

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

Gaston County Schools' AIG Department recognizes the need to disseminate program evaluation data to stakeholders. Since this data is used to evaluate and revise the local plan and programs, 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 school sites
- AIG Parent Advisory Board
- Instructional Committee of the Gaston County Board of Education
- Superintendent's Student Advisory Council
- Principals and Assistant Principals
- District leadership
- AIG students from elementary, middle school, and high school levels

*** 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.

The Gaston County Schools' AIG Department protects the rights of AIG students by requiring parent/guardian consent for student identification and placement, providing parents/guardians a copy of the Gaston County Schools' Procedures to Resolve Disagreements, housing AIG student folders and personal information in locked file cabinets and securing all student information that is transmitted electronically.

Gaston County Schools' AIG Program goals, objectives and service delivery options are clearly communicated to parents/guardians.

Parents/guardians who have questions or concerns should first talk with the regular education teacher, the AIG teacher and/or the school principal. In the event the parents/guardians disagree with a decision, it is hoped that the concerns may be resolved at the local level.

If the parents/guardians disagree with a decision, Gaston County Schools' AIG Program has leveled procedures for resolving disagreements. This begins with a school level meeting with the AIG team, and progresses to an administrative review at the district level, including the AIG Director.

If disagreement is not resolved, the grievance can be taken to the local school board for review, mediation, and/or Administrative Law Hearing.

The following procedures should be followed to resolve any disagreements:

Level 1 – School Site Review

If parents have a disagreement concerning search and nomination, identification or services, they may request in writing a meeting with the principal to discuss their concerns. The principal may convene the school's AIG Team to review referral and placement records and the student's current performance.

Level 2 – Administrative Review

If the disagreement is not resolved at the school site, the parents may request an administrative review at the system level. This request should be made in writing within 10 days of the school site decision and sent to the Director of the AIG Program, the Associate Superintendent of Academic Services or the Superintendent.

Level 3 – School Board Review

If agreement cannot be reached administratively, the parents may appeal to the Gaston County Board of Education. The Board will offer a written decision to parents within thirty days.

Level 4 – Mediation

Parents/guardians, administrators or the Board of Education may request mediation by an impartial facilitator.

Level 5 – Administrative Law Hearing

If mediation fails to resolve the disagreement satisfactorily, the parents may file a petition for a contested case hearing under Article 3 of Chapter 150B of the North Carolina General Statutes. According to the law, “The scope of the hearing shall be limited to: (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child.” Following the hearing, the administrative law judge will make a decision based on the findings of facts and conclusion of the law. The decision of the administrative law judge is final, is binding on all parties and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. Legal fees are the responsibility of the parents.

Gaston County Schools AIG Forms

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

Form Name	Form Description
AIG ISRF (Individual Student	These forms record student data and indicate whether or

Referral Form)	not the student meets the criteria for placement.
AIG CE (Consent for Evaluation)	The parent signs this form giving the AIG teacher permission to administer testing to determine AIG placement.
AIG DEP (Differentiated Education Plan)	The parent signs this form giving permission for his/her child to receive AIG services.
AIG IDEP (Individualized Differentiated Education Plan)	This form is used if a student has special concerns that must be addressed individually. This form is often used if a student has dual exceptionalities or special needs for modifications to occur.
AIG RC (Request to Conference)	This form is used annually to meet with parents to discuss placement and/or DEP review.
AIG CP (Conference Placement)	This form invites parents to come for a conference regarding placement into the AIG program.
AIG CNP (Conference Non Placement)	This form invites parents to come for a conference regarding non placement into the AIG program.
AIG Student Exit Form	Parents must sign this form if they wish to exit their child

	from the AIG program.
AIG Team Review Minutes	This form records the placement decision for all students who have been referred for AIG placement.
AIG SR (K-5 Screening Review)	This form is used by teachers to track students who have been referred for AIG placement and/or meet criteria for screening.
AIG Transfer/Exit	This form is used when a student transfers to another school within Gaston County or when a student exits the program because he/she has moved out of Gaston County Schools.
AIG PRD (Procedures to Resolve Disagreement)	This form is used to inform parents of the process to address concerns about AIG nomination, identification, and service delivery.

Written policies and procedures are also in place for students who transfer from school to school within the county, from other LEAs within the state, or from other states.

Transfers from schools outside our system:

- Elementary
    - 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
- The AIG team takes appropriate action

- Middle
  - Summer testing is offered if student records show a need for AIG identification
  - If a student transfers during the school year, school personnel notify the AIG Department and the appropriate placement is determined after reviewing the student's most current testing data and classroom performance
  - Additional testing is administered if warranted
  - The AIG Compliance Specialist notifies the student's school to ensure appropriate class placement
- High
  - Students self-select classes using criteria for Honors and Advanced Placement course offerings
  - Each high school ensures the student is scheduled into appropriate classes

Transfers from schools within the system:

- Elementary
  - AIG teachers use the AIG transfer exit form to notify the AIG Compliance Specialist and the receiving school of any transfers
  - Changes are made to the local AIG headcount
  - AIG folders are hand delivered to the receiving school

- Middle
    - AIG Liaison/Contact person and/or counselor notifies the AIG Compliance Specialist and the receiving school of any transfers
    - Changes are made to the local AIG headcount
    - AIG folders are hand delivered to the receiving school
- High
    - AIG Contact person and/or counselor notifies the AIG Compliance Specialist and the receiving school of any transfers
    - Changes are made to the local AIG headcount
    - AIG folders are kept in the AIG office

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

*** Ideas for Strengthening the Standard**

1. Continue to utilize AIG Professional Learning Communities (PLC), staff input and surveys to monitor the successes and challenges of the AIG program. Based on the challenges and successes noted, make adjustments to the AIG program as necessary.
2. Work with the Gaston County Schools' Accountability Department to monitor growth of AIG students K - 12.
3. Continue to offer professional development on gifted education topics for current AIG teachers and for prospective AIG teachers via G.A.L.E (Gaston County Schools AIG Local Endorsement) through the district's Modern Teacher Virtual Platform.

Planned Sources of Evidence

* AIG Plan
* Annual AIG review
* Service delivery options at each school site
* Documentation of consistent district identification procedures and curriculum offerings
* Disaggregation of EOG, EOC and AP results
* Data regarding referral and identification of subgroups
* Student data from Composer and G.E.M.S. Programs of those who meet AIG placement criteria
* Enrollment data for upper level high school courses
* Presentations and records of stakeholders' meetings, focus groups or professional learning opportunities
* Documentation of teachers' AIG licensure
* Documentation of AP training
* Use of PRC 034 funds
* AIG students' class placement
* Agendas and minutes of AIG Parent Advisory Board
* Documentation of suggestions/recommendations/concerns shared by parents/guardians during yearly annual reviews
* Survey results
* Review comments by DPI
* Revisions submitted to the local Board of Education and DPI

* Information posted on Gaston County Schools' website
* Data shared with local Board of Education
* Documentation of communication with parents/guardians and other stakeholders
* Copy of Gaston County Schools' Procedures to Resolve Disagreements
* Documentation of complaints and subsequent responses and changes
* Interviews with parents/guardians and school personnel concerning disagreements

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 6 Additional Resources	N/A	GCS AIG Procedure to Resolve Disagreements

Local Board of Education Approval

Gaston County Schools (360) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:
02/21/2022

Original Application Submission Date: 07/15/2022

Documents		
Type	**Document Template**	**Document/Link**
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	Local Board of Education Approval Signatures

AIG Related Documents

Gaston County Schools (360) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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	Local Board of Education Approval Signatures

Optional Documents		
Type	**Document Template**	**Document/Link**
AIG Glossary [Upload up to 1 document(s)]	N/A	GCS AIG Glossary of Terms
AIG Standard 1 Additional Resources	N/A	GCS AIG Placement Criteria
AIG Standard 2 Additional Resources	N/A	GCS AIG Composer Nurturing Program GCS AIG Sponsored Competitons
AIG Standard 3 Additional Resources	N/A	GCS AIG G.E.M.S. Nurturing Program GCS AIG Composer Nurturing Program

		GCS AIG Appraisal Tool
AIG Standard 4 Additional Resources	N/A	GCS AIG Local Endorsement GCS AIG Gaston Blended Professional Development
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	GCS AIG Procedure to Resolve Disagreements

Glossary

Gaston County Schools (360) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Phrase	Definition

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

Documents		
Type	**Document Template**	**Document/Link**
AIG Glossary [Upload up to 1 document(s)]	N/A	GCS AIG Glossary of Terms