

Overview: Mission/Vision Statement and Funding

Greene County Schools (400) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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Greene 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 Greene County Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

Notwithstanding the challenges imposed by our demographics, the Greene County School system has long been committed to providing for educational opportunities for gifted learners with state, local, and other funding sources.

Each school has licensed AIG teachers who provide direct instruction to high ability and identified AIG students, provide consultation to regular education teachers, and coordinate gifted education activities in their school.

Greene County Schools continues to try to further develop and maintain screening, identification, and placement procedures, and expand service options and staff development, with a focus on differentiation opportunities in both regular and gifted education settings for all students.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 160,403.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

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Standard 1: Student Identification

The LEA's student identification procedures for A/G 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.

SCREENING

The screening process will be ongoing throughout the year in all school settings. Screening includes all activities designed to review the general population of students to see which students need differentiated services. Particular attention is given to potentially gifted students from culturally diverse, economically disadvantaged, or disabled populations. AIG teachers at all levels will conduct professional development sessions on the characteristics of gifted learners and provide checklists and other observation tools to help teachers determine which students exhibit potential giftedness. AIG coordinators at each level will have access to schoolwide state and nationally normed test data to screen for potential gifted students.

Each school will review available data and observation information with input from teachers, parent/guardians, and others to develop a pool of potentially gifted students. From this pool, students will be referred for further consideration for differentiated services and for possible formal identification for AIG programming. In addition, school counselors will review all new student records for indications of potential giftedness.

The K-5 AIG coordinator will go into each regular K-3 classroom the first half of the year to teach N.E.T. (nurturing and enriching talent) whole group thinking skills lessons. Teachers and the coordinator will observe student behavior characteristics that are indicators of potential talent to help with identifying students to consider for N.E.T. class for the

second semester. These checklists and observation notes are used to make decisions when teachers begin making N.E.T class referrals and are documented on the K-1 or 2-3 Talent Tracker/N.E.T. class referral form (See Appendix). If a student meets the criteria in one or more areas on this form, then they will be able to attend a N.E.T. class in the second semester for their grade.

K-3: For students that have shown potential for the need for differentiated services at the K-3 level, the Schoolwide AIG team will review the following in each achievement and intellectual ability area:

Reading Achievement:

- already overall national percentile and literature/nonfiction comprehension score level
- progress report/report card grades
- work samples/classroom observations during shared reading/writing and guided reading
- NC Check-In Scores if applicable
- any former nationally normed reading achievement data

Math Achievement:

- HMH growth measure
- Dreambox math data
- progress report/report card grades
- work samples/classroom observations during math class
- NC Check-In Scores if applicable
- any former nationally normed math achievement data

Verbal Intellectual Ability:

- mclass data
- ready phonemic awareness/ phonics/vocabulary level
- work samples/classroom observations during shared reading/writing and guided reading
- N.E.T. whole group observations
- any former nationally normed verbal ability data

Quantitative Intellectual Ability:

- NCENSI data
- work samples/classroom observations during math
- N.E.T. whole group observations

Nonverbal Ability:

- work samples showing artistic ability
- N.E.T. whole group observations
- any former nationally normed nonverbal ability data

The Schoolwide AIG committee may recommend N.E.T. class placement after this process. Referrals for possible AIG consideration will be made as needed using the criteria from the AIG 1b (See Appendix) . Referrals may be initiated at the K-2 level by a parent/guardian/guardian, teachers, support staff, administrators, or the K-5 AIG coordinator.

For grades 4-12, teachers will continue to observe students for indicators of potential using checklists and observation tools that include characteristics of gifted culturally diverse students and make referrals for AIG consideration as needed using the data decision AIG referral rubric (AIG 1b).

At the beginning of the school year, the AIG coordinators for each grade band will send out the GCS AIG Watchlist forms (See Appendix) to homeroom teachers who have students on their rosters who are being screened for potential talent. These students could fall in one of the following categories:

- Student was chosen to participate in the K-3 N.E.T. class the previous year
- Student was previously tested for AIG and did not qualify. Student was close to qualifying in one or more areas
- Student has qualified for AIG in a particular area and is being screened to re-test in another area
- Student had high achieving end of year scores from previous grade level and needs to be screened for a potential AIG referral.

REFERRALS

As a result of the screening process, teachers, parent/guardians, students, or other support personnel should refer students who show the need for further differentiation for formal AIG eligibility consideration using the data decision AIG 1b. During the second semester of third grade, there is an emphasis on mass screening and referrals from teachers and parent/guardians; however, referrals can be made at any time during the school year by any of the above parties at any grade level.

Each school will have a Schoolwide AIG Team that will be responsible for seeking out potential candidates for differentiated services and for the screening, identification, and placement of such students. The team should be made up of members who are knowledgeable of the characteristics of gifted students or who have worked with gifted students, such as AIG teachers, counselors, regular education teachers, ESL teachers, special education teachers, and school administrators. The membership of the team may vary according to the specific needs of each case.

PROCEDURES FOR MAKING AIG REFERRALS (See Appendix for Flow Chart)

See the Appendix for all referral forms. Forms represented are updated for 2022-2025. Modifications may be necessary to accommodate changing curricula, service options, or course availability.

TEACHER REFERRAL

-AIG staff will send out information to all teachers a week prior to the AIG referral window. This information will include:

-Indicators of Giftedness

-AIG 1b data decision rules rubric

-Explanation of GCS AIG Identifications (AIG 4a)

-Date of meeting to bring possible referrals

-Any “watchlist” students from previous or current data that AIG staff need to discuss about possible testing. (See Appendix for watchlist forms)

Referral meetings will take place during PLTS and/or afterschool with AIG staff. Teachers and/or support staff (EL, EC etc) will bring their possible referrals using the AIG 1 or 1a to discuss with AIG staff. As a group, student data will be reviewed using the AIG 1b. Active or Inactive AIG files and cumulative folders will be used as needed. If a student does not meet criteria to be tested, then the referring party will be informed.

-If a student does meet the requirements of the AIG 1b, an AIG staff member will complete the AIG 1 or 1a. The following will be sent home with the student to the parents/guardians:

-AIG 1 or 1a filled out

-AIG 2 for parent/guardian to sign

-Due Process

-AIG 2a with previous testing information listed

-AIG 2b (parent/guardian and teacher have to fill out if first time referral)

- Once all paperwork has been returned from the parent/guardian and teacher, The AIG Coordinator will review all forms/data and schedule assessments as needed.

STUDENT SELF-NOMINATION (See Appendix)

- When a student expresses his or her desire to be considered for AIG services, the student will need to complete the Self-Nomination form and return it to an AIG staff member (Grades 6-12).

-Once the AIG staff member receives that self-nomination form, they will look at the individual student's data using the AIG 1b. If the student does meet the requirements to continue on with the referral, then the student will be notified and the GCS AIG Student Interview (see appendix) will take place. If the student does not meet the criteria to be tested:

The following paperwork will be sent home with the student to the parents/guardians:

- AIG 1 or 1a filled out
 - AIG 2 for parent/guardian to sign
 - Due Process
 - AIG 2a with previous testing information listed
 - AIG 2b (parent/guardian and teacher have to fill out)
- Once all paperwork has been returned from the parent/guardian and teacher, The AIG Coordinator will review all forms/data and schedule assessments as needed.

ASSESSMENT

Once permission for evaluation is obtained, the AIG Coordinator, school psychologist, and the other AIG staff will be responsible for obtaining the needed information for AIG eligibility consideration, which might include more specific

rating scale/observation data, aptitude, and achievement data, and/or evidence of interest and motivation. The AIG 1 or 1a, AIG 1b, AIG 2, AIG 2a, and AIG 2b, will be used to consider appropriate testing decisions. In the case of culturally diverse, disabled, twice-exceptional, and/or economically disadvantaged students, special sensitivity for appropriate evaluation procedures and instruments will be needed and used. During the evaluation process, the school psychologist will use professional, clinical judgment and discretion as to the need for alternative testing procedures and/or tests, such as specialized nonverbal aptitude tests. Progression of assessments is listed below:

K-2: Students referred at the K-2 level will be referred to the school psychologist for ability and achievement testing.

3rd: Following mass ability screening for 3rd grade and a formal AIG referral, students will initially be group tested in reading and math achievement. A student can qualify for one on one testing with the school psychologist in ability OR achievement as long as the student is scoring between 80-88th percentile on one or more areas from a previous group nationally normed assessment.

4-12: Students referred in grades 4- 12 will have assessments scheduled based on the AIG 1b. A student can qualify for one on one testing with the school psychologist in ability OR achievement as long as the student is scoring between 80-88th percentile on one or more areas from a previous nationally normed assessment.

After the needed data are obtained, the AIG 3 - AIG Test Data Profile and AIG 4 Eligibility is completed. Information that is within the past two years will be given priority consideration, unless there are extenuating circumstances that the Needs Determination Team believes makes other data more valid. These ability and achievement pairings would be expected to be the most valid for eligibility determinations for advanced course decisions: verbal or composite ability with reading achievement and nonverbal or composite ability with math achievement. The Needs Determination Team will review the data to determine if the student meets criteria for AIG identification and to make recommendations for specific service options for the student.

The Schoolwide AIG Team will ensure that students who are referred for AIG consideration will be assessed and a decision for eligibility and services will be made in a timely manner, unless the parent/guardian refuses to give consent for evaluation or placement.

PLACEMENT

Once testing is completed, the AIG 3 and 4 are filled out for all students. The AIG 4a is filled out only for students that are found eligible.

If a student is found not to be eligible for AIG services, the parents/guardians are contacted. AIG staff will document parent/guardian contact on the AIG 4 and copies of all paperwork are sent home with the student including the Due Process form. (See Appendix) Parent/Guardians are given the option of an in person meeting if desired.

If a student is found eligible for AIG services, all members of the Needs Determination Team will sign the AIG 4. The parent/guardians will be invited to a conference with the AIG staff, classroom teacher, and other appropriate personnel, such as counselors, administrators, etc., to review the data and recommendations.

A parent/guardian will complete the AIG 5 to be placed on file and a Differentiated Education Plan (DEP) or Individualized Differentiated Plan (IDEP) will be developed for the student. A copy of all referral, evaluation, eligibility, and placement forms and reports are provided for the parent/guardians, including the DEP or IDEP. The AIG staff will also provide a copy of the DEP or IDEP to the student's teacher(s) and parent/guardians each time a DEP or IDEP is developed or revised. A copy of the Due Process will also be provided.

After all paperwork is complete, copies are stored in active or inactive folders at school and at Central Office. AIG Staff will fill out the AIG 6 to place in student Cumulative folders. (See Appendix)

The AIG Coordinator will create an AIG entry in Powerschool listing out evaluation information, eligibility date, and current AIG identification for eligible students.

Classroom teachers of students not meeting eligibility criteria (Tier I) and whose data falls within the 80th-88th percentiles will be provided suggested differentiation strategies for the regular classroom specific to the student. The AIG teacher will serve as a resource consultant and will collaborate with the classroom teacher(s) as they plan for and offer differentiation in the classroom. These students will be put on the "watchlist" and will be monitored the following school year for possible AIG re-evaluation.

*** 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.

AIG IDENTIFICATION

Multiple criteria and indicators are used in determining eligibility for AIG identification. These include both quantitative and qualitative indicators for ability/aptitude, achievement, academic performance, observations and ratings for motivation and work ethic by teachers and parent/guardians, and indications of student interests. While multiple factors are considered, at least one standardized test criterion under the quantitative area must be met for AIG identification. All information is considered when decisions are made regarding eligibility and placement in differentiated services.

Recommendations are made to meet the individual needs of the student on a case-by-case basis.

Although K-3 operates on an enrichment model, all students, K-12, are eligible for referral for AIG identification.

Criteria for Academically and/or Intellectually Gifted Identification: At least one quantitative area (ability or achievement) with nationally normed standardized test data at the 89th percentile or higher and criteria for at least one other area listed below must be met for AIG identification.

QUANTITATIVE DATA:

Ability - 89th percentile or higher on a verbal, quantitative, nonverbal, or composite score on a group or individual aptitude/ability test.

Achievement - 89th percentile or higher for reading or math achievement on a group or individual nationally normed achievement test (either age or grade norms) OR a Level 5 on a State Normed math or reading achievement assessment two consecutive school years. (state achievement data used for K-8 eligibility only)

ACADEMIC PERFORMANCE:

Grades of 3s and 4s on standards-based report card for grades K-5

Grades of 85 or higher in Math and/or ELA classes for grades 6-12

QUALITATIVE INDICATORS:

Observations/Rating Scales - Evidence of superior level motivation, work ethic, strengths, and/or gifted behavioral characteristics gathered from teacher(s) and parent/guardians using gifted rating scales.

OTHER DATA CONSIDERED:

Evidence of superior student products, awards, special interests, etc.

Students meeting the above identification criteria are identified in the following areas: AI, AG, AR, AM, IG.

NPR (national percentile rank) comes from either age or grade percentile on a nationally normed assessment. The highest one of the two will be recorded to determine eligibility. .

Tier III AI - Academically and Intellectually Gifted in Reading and Math

-meets all criteria for Tier II AR and Tier III AM

Tier II AG - Academically Gifted Reading and Math

-89th NPR+ Reading Achievement Score OR two consecutive Level 5's on ELA EOG

AND

-89th NPR+ Math Achievement Score OR two consecutive Level 5's on Math EOG/EOC

Tier III AM - Academically and Intellectually Gifted in Math

-89th NPR+ nonverbal, quantitative OR composite score

AND

-89th NPR+ math achievement score OR two consecutive Level 5's on Math EOG/EOC

Tier II AM- Academically Gifted in Math

-89th NPR+ math achievement score OR two consecutive Level 5's on Math EOG/EOC

Tier III AR - Academically and Intellectually Gifted in Reading

-89th NPR+ verbal or composite score AND 89th NPR+ reading achievement score OR two consecutive Level 5's on ELA EOG/EOC

Tier II AR- Academically Gifted in Reading

-89th NPR+ Reading Achievement score OR two consecutive Level 5's on ELA EOG/EOC

Tier II IG- Intellectually Gifted

-89th NPR+ verbal score OR

-89th NPR+nonverbal score OR

-89th NPR+quantitative score OR

-89th NPR+ composite score

Students who are referred for AIG are also identified as either Tier I, II, or III as follows:

-Tier I students are those who are not meeting criteria for AIG identification and whose academic needs can be met in the regular classroom. Teachers will nurture/develop potential with differentiation as needed.

-Tier II students are AIG identified students who meet AIG identification criteria with either ability OR achievement scores along with other data. Their area of identification may be AG, AR, AM, or IG. These students will have a Differentiated Education Plan (DEP).

-Tier III students are AIG identified students who meet AIG identification criteria with both ability AND achievement scores along with other data. Their area of identification may be AM, AR, or AI. These students will have a Differentiated Education Plan (DEP).

After reviewing the data for each student, AIG service options are recommended by the Schoolwide AIG Team. In addition to the AIG identification data, universal screening scores for reading and math, EOG data, and other available student data will be used to make recommendations for appropriate service options for all identified students.

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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.

AIG, EC, and ESL teachers, the LEA Test Coordinator, school and district administrators, and AIG Coordinators monitor and analyze subgroup data to identify potential talent in under-represented populations.

The AIG Coordinators maintain and monitor referral data for their respective grade bands to determine if referrals are responsive to the district's demographics and that traditionally under-represented populations have been appropriately screened and considered for referral. This data does include Cognitive Abilities Test to evaluate all areas such as verbal, quantitative, and nonverbal, ACCESS testing data with our Hispanic population, and collaboration with our EC teachers to refer any students with the potential of being twice-exceptional.

An enrichment program is in place to develop the potential in all K-3 students and to help teachers recognize potential talent in students from under-represented populations. Professional development is scheduled throughout the school year in K-5 to help recognize talent potential.

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

Screening, referral, and identification processes are applied consistently across the district.

Forms used in the ALG identification and placement process are consistent from school to school.

The ALG Coordinator for each grade band receives all referrals and reviews all ALG documentation to ensure consistency across the district.

Inactive files with ALG documentation for students who are referred, but not identified, are kept at the schools and at Central Office. ALG staff, regular education teachers, administrators, and other appropriate personnel can use the ALG documentation data to help meet the students' needs in the regular class setting.

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

ALG referral and identification procedures are disseminated in the following ways:

- ALG Staff share ALG screening, referral, and Identification process with school personnel through the GCS ALG Canvas course

- Information about the screening, referral, and identification process is in teacher handbooks and on school and district websites for parent/guardian and community access, as well as a district wide GCS ALG canvas course.

- ALG staff share ALG program information with parent/guardians during Open House at the beginning of the school year and during the school year, such as at parent/guardian conferences or family nights.

- Identification criteria and service delivery options are shared with parent/guardians when an ALG referral is made.

- Counselors at each school have AIG program handouts to share with parent/guardians, especially those new to Greene County Schools.

* **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.

Parent/guardians are included in the initial referral, evaluation, and placement process through the opportunity for parent/guardian referrals, parent/guardian rating scales, and their inclusion on the Needs Determination Team that makes decisions regarding individual student's differentiation needs. Parent/guardians are given copies of all AIG identification documentation and may call for a team review of their child's needs at any time by contacting GCS AIG Staff.

DEPs that show the student's identification and service options including AIG tier, area of strength(s), learning environments, differentiation modifications, and special programs are created and reviewed annually at the beginning of each school year with parent/guardians and teachers. Parents/Guardians are mailed the ALG 7 at the beginning of each academic year to meet with AIG staff to review student AIG services. Copies of the DEP are given to the parent/guardian, regular education teacher(s), and kept in the school and Central Office AIG individual student files. Each student file is maintained and updated as needed throughout the school year.

Mid-Year Reviews are also given to parents/guardians to inform about current AIG services and to revise as needed. (See Appendix)

* **Ideas for Strengthening the Standard**

-Create a formal professional development schedule and plan for teachers K-3 on how to develop ability and/or achievement talents within their classrooms

-Create portfolio option to be used in the identification process

-Utilize powerschool AIG reports to aid in disseminating data to stakeholders

Planned Sources of Evidence

* Teacher and Parent/Guardian Handbooks
* Open House/DEP Meetings documentation
* AIG Program handout and publications
* Student AIG folders- active and inactive
* GCS AIG Canvas Course Blueprint
* District/School webpages with AIG links
* Referral and AIG headcount Data

Type	Documents	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A		<ul style="list-style-type: none"> ● AIG 1 Referral Form ● AIG 1a Evaluation Referral Form ● AIG 1b GCS AIG Referral Data Decision Rules ● AIG 2 Permission to Test ● AIG 2a Previous Referral Testing Data ● AIG 2b Behavioral Observation Rating Scale ● AIG 3 Test Data Profile ● AIG 4 Eligibility Form

- [AIG 4a Identification Checklist](#)
- [AIG 5 Permission to Place](#)
- [AIG 6 Cumulative Folder Form](#)
- [GCS AIG Referral Flowchart](#)
- [Ways to Document Specific Giftedness](#)
- [GCS AIG Student Self-Nomination Form](#)
- [GCS AIG Student Interview](#)
- [GCS AIG Differentiation Strategies](#)
- [GCS AIG Schoolwide AIG Team Committee Form](#)
- [GCS AIG Watchlist Forms](#)
- [Disclaimer - Forms](#)
- [AIG 8 Mid-Year Review Form](#)
- [AIG 7 Invitation to Conference](#)

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

Greene County Schools AIG Service Delivery Model

Grades K-3

AIG services in kindergarten through third grade are primarily talent and enrichment opportunities, with Differentiated Education Plans (DEP), and, as needed, Individual Differentiated Education Plans (IDEP) offered for any student who is referred at this level and meets AIG criteria. Services include scheduled small group enrichment sessions, whole class enrichment instruction, resource support with AIG staff, advanced content/coursework, consultation with teachers per specific student needs, and subject or whole grade acceleration as needed. Differentiation for all AIG identified students will be provided in the regular classroom for all academic areas as listed on each student's DEP/IDEP and as needed. Counseling services for AIG students are available for targeted group and individual needs.

Grades 4-5

AIG services for students in fourth and fifth grades consist of cluster grouping, general enrichment classes, resource support with AIG staff, advanced content/coursework within the regular classroom, advanced content for reading and/or math based on student needs, and subject or whole grade acceleration as needed. (See Appendix for class rubric)

- Tier II AR and Tier III AR students qualify for compacted ELA class with an AIG licensed teacher. These students can also qualify for compacted Math based on the 4th/5th AIG class Rubric.
 - Tier II AM and Tier III AM students qualify for compacted Math class with an AIG licensed teacher. These students can also qualify for compacted Reading based on the 4th/5th AIG class Rubric.
 - Tier III AI students qualify for compacted reading and math with an AIG licensed teacher.
- Tier II IG students qualify for IG (intellectually gifted) class with the AIG licensed teacher. If they meet the requirements for the compacted reading and/or math class using the 4th/5th AIG class Rubric, they will be placed there.
- Differentiation for all AIG identified students will be provided in the regular classroom for all academic areas as listed on each student's DEP/IDEP and as needed.
- The 4th and 5th grade AIG staff are also used to consult with regular classroom teachers for advice and resource materials throughout the school year. Counseling services for AIG students are available for targeted group and individual needs by AIG staff and the school counselor.

Middle School

AIG service delivery at the middle school level consists of cluster grouping of identified students based on their identification and subject strengths with compacted subject content and enrichment opportunities during the I/E block with an AIG licensed staff member. Math and English 1 student class rosters are determined by using the class rubrics developed by the district Instructional Accountability Supervisor. One goal of middle school programming is to help transition students to high school. In order to encourage and support all high performing students and provide the opportunity for those students to take honors, AP, and other college level courses in high school, the middle

school offers a 7th grade Pre-Algebra class, World History as well as Math I and English I in 8th grade. The middle school also offers a STEM program. Students who enter the STEM program are offered rigorous STEM classes and can continue in the STEM program into high school. The middle school has a designated time daily for enrichment and/or remediation classes where students receive differentiated instruction in reading and math, benchmark assessments and other data. AIG students participate in these differentiated classes based upon individual student needs. Once the standards for core class(s) have been met by an identified AIG student, the teacher(s) provide further enrichment through opportunities to explore advanced content topics through research and work on projects that will enhance the AIG student's content strengths, interests, and advanced critical thinking skills. Individual Differentiated Education Plans will be developed for any students that require services beyond the current service format. Independent study options can be provided in content as well as fine arts areas, as needed. Counseling services are available for planning for high school and beyond for AIG students, starting in 6th grade. This provides a middle school plan that will help transition students into the high school four year planning process. Other counseling services for AIG students are available for targeted group and individual needs.

High School

Service delivery for AIG students at the 9-12 level includes individual scheduling advice (starting in the eighth grade) and counseling sessions for high school and post high school planning, honors and AP courses, and college credit through online, dual enrollment, and early college course offerings. High school AIG students are encouraged to take higher-level classes. The high school also offers a STEM program with honors STEM classes available. Consultation with regular and honors class teachers is provided per specific student needs. Extracurricular activities, such as Quiz Bowl, Mock Trial, the Ethical Leadership Conference, and vocational and technical competitions, are available for AIG students. Other counseling services for AIG students are available for targeted group and individual needs. There are procedures in place that align identification, service options, and system resources for AIG students. When students are identified as academically and/or intellectually gifted, their identification/strength area is listed on the eligibility form and the DEP.

Tiers Explanation

Greene County offers a three-tier service option plan for talent development students and eligible academically and/or intellectually gifted students who demonstrate potential and need for differentiated instruction beyond the

regular curriculum. The Needs Determination Team is responsible for making recommendations for services based on individual student needs. AIG identification areas (AI, AG, AR, AM, IG), as well as universal screening scores for reading and math, EOG data, and other available student data are considered when making recommendations for appropriate programs and services for each AIG student.

Tier I students do not meet criteria for AIG identification, and their academic needs can be met through regular classroom instruction. Regular education teachers nurture the potential for giftedness in Tier I students through such options as in-class flexible grouping, learning centers, and/or differentiated curriculum activities that offer nurturing and enriching experiences. The AIG teacher may provide resources and strategies to help teachers differentiate for students who score in the above average ranges in an area. All Tier I students participate in school-wide enrichment and nurturing activities and programs.

Tier II AIG students are those who have ability OR achievement at the 89%ile or higher OR have had two consecutive Level 5's on an End of Grade assessment for 2 consecutive years. They may be identified as AG (strength in reading and math achievement), AR (strength in reading achievement), AM (strength in Math achievement), or IG (strength in verbal, nonverbal, quantitative, and/or composite ability).

Tier III AIG students are AIG identified students who have both ability AND achievement scores at the 89th percentile or higher OR have an ability score that pairs with two consecutive Level 5's on an EOG in the same area. These students are identified as AI (strengths in composite, verbal, nonverbal, and/or quantitative ability AND reading and math achievement), AR (Strengths in composite or verbal and reading achievement), or AM (strengths in composite or nonverbal and math achievement)

Service options for Tier II & III AM, Tier II & III AR, Tier II AG, or Tier III AI include a compacted curriculum in reading or math in grades 4-8 (as needed), cross age grouping, and accelerated content. In addition, AI students who have both ability and achievement at the 98th percentile or higher show extreme need for differentiation because of their superior intellectual and academic levels. These Tier III students may require an individualized plan with a variety of service options to address their learning needs in addition to other options noted for Tier III. These options may include individualized instruction, accelerated placement, and/or specific IDEP modifications to address the student's specific needs.

All Tier II & III identified students in grades K-8 are cluster grouped in their regular education classes with the following differentiation strategies:

- in-class flexible grouping

- tiered assignments/lessons/product options

- technology based lessons

- small group instruction

- differentiated units for all subject areas

- advanced content

- cooperative learning

- interest based units

- independent study options

- learning centers

The specific differentiation strategies are indicated on the student's DEP and used as needed in all areas to meet individual student needs. All AIG students are eligible to participate in special programs, such as the math fair, math counts, science fair, Battle of the Books, National History Day, AIG field trips, and other contests and competitions, etc.

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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.

K-5

Students in grades kindergarten through fifth grade have weekly exposure to the web-based SEL Curriculum, Second Step. This curriculum is led by teachers using lesson plans and covers a variety of SEL topics. These include; growth mindset and goal setting, emotion management, empathy and kindness, and problem solving.

6-8

Students in grades 6th-8th grade have weekly exposure to a video-prompt platform called Reallyville with SEL content and lessons for students to respond to. Topics include; self management, self awareness, social awareness, relationship skills, and responsible decision making.

9-12

Students in grade 9-12 receive SEL support from the administration in home rooms based upon need. Administration uses the CASEL framework to help cultivate skills and environments that advance students' learning and development.

All schools

Greene County Schools has partnered with the NC Public Forum Resilience and Learning Project. The mission is to ensure academic success and improve the social and emotional well-being of children impacted by trauma. The NC Resilience team interacts with administration and local Resilience teams to create trauma-informed learning environments that are safer and more supportive for all students.

Counseling initiatives include gifted students and AIG staff in activities such as:

- PSAT/SAT/ACT preparation and interpretation
- College tours
- Scholarship opportunities
- Scholarship committees
- Counseling sessions for social, emotional, and academic areas

- Inclusion of gifted education issues in the Comprehensive Counseling Plan

- Gifted teachers and counselors jointly offering staff development to faculty on gifted issues

Methods to expand the collaboration between school personnel and parents/families and other support personnel in the delivery of services for social and emotional needs of AIG students could include:

- Needs assessment on social-emotional issues among stakeholders
- Parent information sessions or seminars
- Resource lists on school and district website.

Inclusion of parents on school planning sessions on social-emotional issues.

*** Practice C**

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

Greene County Schools has an AIG Coordinator for each grade band (K-5, 6-8, 9-12) that works directly with school leadership and instructional departments to ensure AIG services are integrated and connected with various other district priorities. All three AIG coordinators report directly to the EC director, who advocates for gifted learners at the district level with district leadership in terms of resources, funding, programs, and services.

AIG staff align their instructional plans and services with their school's instructional and school improvement plans. Ultimately, these plans are incorporated into the district's overall instructional plan and monitoring systems. School-based AIG instructional services align with school, district, and state mandated instructional standards through established instructional plans developed at each school and at system levels

AIG teachers participate in grade, team, and school-wide instructional training, discussions, and planning pertinent to the school, system, and state goals and standard course of study.

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

The AIG coordinators meet with administrators at each school at the end of the year to provide them with AIG student rosters for the next school year and provide information concerning the AIG programming to assist them when planning for grouping the students the following school year.

AIG students in grades K-8 are cluster grouped in regular education classes. When determining cluster groups, administrators consider the identification level of the student and their strength areas (Tiers II or III and IG, AR, AM, AG) when placing them in regular education classes.

Teachers use AIG test data, universal screenings, and classroom performance to determine the differentiation strategies to use. These may include flexible, small groups for reading and math instruction, tiered assignments for all subjects, etc. Differentiation strategies and flexible groupings within the regular classroom may change throughout the year as teachers analyze current data, such as mid-year screenings and end of grading period benchmark assessments.

Identified students in grades 2-8 are offered enrichment/intervention/extension/ and acceleration as needed during schoolwide I/E blocks.

*** 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.

AIG program information is housed on the district website, along with the GCS AIG Canvas course for staff to view. Included are; procedures for referral and identification, explanations of differentiated services, regulations, AIG plan, AIG forms, policies, rosters, budget information.

AIG Staff present AIG information at staff meetings and/or grade/team meetings early in the year.

The EC Director and/or AIG Coordinators present information about the AIG program to district and school level administrations at the beginning of school during administrative team meetings.

AIG staff meeting dates/times/locations are published and sent out in August to all AIG certified staff in the district. Coordinators are required to attend, while it is optional for other certified staff.

Practice F

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

The AIG Coordinators meet regularly with lead AIG teachers from each school for AIG staff meetings to discuss overall program and school issues. The AIG Coordinators also meet with central office and school administrative staff for issues relating to the AIG program as needed.

The AIG Coordinators maintain and distribute roster/student information to each school's administrators and AIG staff.

AIG coordinators communicate at the end of each year with each other to share transition information about specific student needs for the upcoming year.

AIG staff between schools communicate about curriculum and resource information especially dealing with specific student needs.

The high school AIG Coordinator, in collaboration with middle school and high school counselors and teachers, conducts transition meetings for 8th grade students and their parents in the spring to inform them about high school offerings such as honors, AP, dual enrollment, NC Virtual Public School courses, etc. and to assist them in registering for their high school classes as well as collaborate with respective staff with schedule decisions for 10th-12th students.

The AIG Coordinators are responsible for transferring AIG confidential records/folders to the next school for transitioning students at the end of each year.

***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.

A wide range of acceleration options are readily available for gifted students and are considered on an individual basis

- Early admission to Kindergarten (See Appendix for Early Admission to Kindergarten Policy)

- Subject acceleration

- Full grade acceleration

- In-class grouping by skill levels

- Curriculum compacting and advanced learning opportunities - In grades K-1 and 2-3, vertical multi-age groupings

- Advanced Placement courses

- Online courses / NC Virtual Public High School

- Concurrent or dual enrollment in high school and college - Greene Early College High School

- Credit for Demonstrated Mastery for grades 9-12

Greene County Schools has developed local policies and procedures that include state criteria for the Credit by Demonstrated Mastery policy passed by the State Board of Education in December 2012 and has established a district committee to oversee Credit by Demonstrated Mastery for grades 9-12. The AIG staff will be involved in the process for AIG students and will collaborate with other district and school personnel in the implementation of this policy.

Greene County Schools will continue the established system-wide Needs Determination Team deliberation process that holds meetings that include professional staff, parents and the student, as appropriate. This team discusses student needs and makes decisions regarding service delivery options based on those needs. Decisions about programming options are made on a case-by-case basis based on academic, social, and emotional factors. Acceleration needs within regular and AIG classroom settings would be a part of these discussions when the DEP and/or IDEP plans are developed or modified.

AIG staff will use appropriate instructional practices within classrooms that promote student acceleration in various curricula areas, such as compacting, tiered assignments, differentiated units, and independent study 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.

Below are the identification procedures and service options currently in place that have been developed to identify, develop talents and gifts of under-represented populations.

K-5

There is a heavy emphasis on talent development in grade K-3. This is done through professional development, one-on-one teacher coaching, and whole group N.E.T. (nurturing and enriching talents) thinking skills lessons.

An AIG certified staff member will facilitate annual professional development for regular teachers and program area specialists (EC, EL, etc) to aid them in scouting out potential talent in their classrooms. This includes characteristics of gifted learners, and the areas of talent to look for in the areas of academic achievement (reading and math) and intellectual ability (nonverbal, quantitative, and verbal). All students are looked at through a holistic lens with teachers looking at each area of potential giftedness. One-on-one coaching is utilized if needed with regular education staff and/or program specialists with an AIG staff member. During these coaching sessions, individual student needs are discussed, assessment scores are reviewed, and action steps are offered to the classroom teacher to develop a particular talent during the school day.

Greene County Schools has a strong partnership with the local Pre-K center. The Pre-K director offers information about potential high achieving students planning to enter into Kindergarten the following year.

Whole group N.E.T. thinking skill lessons begin at the beginning of the year in grades K-3rd grade. An AIG certified staff uses the PETS curriculum whole group lessons to go in to each class 4-5 times a year to teach critical thinking skills to each student schoolwide. These lessons include convergent thinking, divergent thinking, evaluative thinking, and visual thinking. These whole group N.E.T. lessons are designed to offer talent development opportunities to maximize student strengths that may not be typically included in traditional academic classes. AIG staff collaborate with

the classroom teacher during the use of these programs such as PETs to identify these students throughout the school year. AIG staff also collaborate with Encore teachers (music, art, physical education) to incorporate many domains of learning.

Once all critical thinking skill lessons have been taught in each regular education classroom K-3, regular teachers and program specialists meet with AIG staff to make official referrals for small group N.E.T. classes using the criteria on the K-1 and 2-3 Talent Tracker/Enrichment Referral form as well as any anecdotal notes or work samples. For a student to qualify for small group N.E.T. class, they need to meet the criteria for one or more areas of potential giftedness. All students, regardless of socio economic, ethnic background, behavior needs, academic needs, etc. will be considered for small group N.E.T. class if they meet the criteria in at least one area.

Small group N.E.T. classes begin the second semester and each week a new thinking skill is explored as well as one advanced reading or math concept. By rotating through math, reading, and each critical thinking skill, all the needs and/or talents of students are covered.

Mass ability screening happens in 3rd grade, as well as most of the district's AIG testing. However, talent development opportunities still exist at the 4-5th level during the school I/E block. AIG staff monitor student data and inform regular education teachers at the beginning of the year of any "watchlist" students to look out for and any additional supports that are needed to continue developing a potential talent. When AIG referrals come around, these students are discussed to be tested for the first or second time if needed.

Schoolwide enrichment opportunities are offered to all students K-5. These opportunities include; Math Fair, Field Trips, Contest/competitions, STEM activities, Summer Opportunities and more.

6-12

All intellectual ability data for students is reviewed and maintained by the 6-8 AIG coordinator and the 9-12 AIG coordinator throughout the year. They also work in conjunction with the District Instructional Accountability Supervisor to review and track academic data. These individuals pay close attention to Level 5 and strong performers each year, regardless of AIG identification. Ability and achievement data both are used to determine class placement for each individual student as well as possible career preparation opportunities later in high school.

K-12

Resources for AIG teachers' classrooms include a variety of materials and instructional supplies to help meet wide ranging student needs, including a wide variety of technology resources. Our district continues to use technology resources to meet the needs of all our identified students. District ELA and Math programs offer automatic differentiation for each students by putting them on pathways to be exposed to higher level content as needed. AIG staff also send out enriching resources digitally to all teachers throughout the year.

DEPs/IIDEPs delineate the specific services needed for highly gifted students and twice-exceptional students.

* Practice I

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

Extra-curricular activities at each school are posted on the school's websites for students and parents to view.

High School students participate in activities such as quiz bowl, district and state History Day competitions, Mock Trial, state/regional/national HOSA competitions, The Ramblers (show choir), Book Clubs, FBLA, state/regional/national level FFA competitions, STEM ambassadors, BETA Club, National Honors Society, National Technical Honors Society, National Honor Society, Robotics Club, Summer Reading, Summer Enrichment Camp etc. The high school also offers many clubs and athletic programs for students to participate in and encourages all students to participate in at least one club or activity.

Middle school students (grades 6-8) have the choice to participate in chess club, National History Day, STEM club, HOSA, Voices of Greene county (interview skills), Girls who Code, Robotics Club, Math and Science Fair, Technology Student Association, Science Olympiad, Beta club, and more.

Students in grades 2-5 have the opportunity to participate in Battle of the Books, Math Fair, and Science Fair. There is a daily I/E block imbedded into the schedule that offers interventions and enrichment to all students. Enrichment opportunities include extension activities, critical thinking activities, and content area enrichment.

Summer enrichment opportunities include for K-12 students; Summer Reading Challenge Camp, STEM Camps, AIG Camp etc.

AIG funds some extra-curricular activities to encourage student participation in extracurricular activities as the AIG budget allows. This is determined on a yearly basis.

* Ideas for Strengthening the Standard

- Enhance Talent Development programming in grades K-12
- Strengthen partnership with Pre-K center to begin offering critical thinking exposure second semester to students
- Enhance Middle and High School AIG services and extra curricular programming
- Compile information about the available extra-curricular programs available at all grade levels including a list of extra-curricular programs offered through community organizations, such as 4H, and distribute list to students to make them aware of opportunities outside of school.
- Recruit parents and others from the community to serve as volunteers for extra-curricular programs.
- Communicate with community businesses/organizations to elicit support for extra-curricular activities for AIG students.

Planned Sources of Evidence

- * SEL Curriculum
- * District AIG Digital Roster
- * Agendas and notes from cooperative professional development sessions on social-emotional issues

* Documentation of AIG staff participation in instructional professional development, school leadership teams and committees
* Website information- school and district
* Monthly/bi-monthly AIG staff meeting notes/agendas
* Agenda/Meeting notes with Central Office and/or School Administrators
* DEPs and IDEPs for delineating acceleration plans for individual students
* Needs Determination Team meeting notes
* Credit by Demonstrated mastery policies and procedures
* AIG Program Handouts
* Classroom Resource inventories
* Letters or other communication with businesses and organizations
* AIG student files- active and inactive
* Whole group N.E.T. less anecdotal notes

Type	Documents	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A		<ul style="list-style-type: none"> ● <u>4th/5th AIG Class Rubric</u> ● <u>GCS AIG DEP (K-3)</u> ● <u>GCS AIG DEP (4-5)</u> ● <u>GCS AIG DEP (6-8)</u> ● <u>GCS AIG DEP (9-12)</u>

- [GCS AIG DEP Staff Accountability Form](#)
- [GCS AIG IDEP](#)
- [GCS AIG Early Admission to Kindergarten](#)
- [GCS AIG Talent Tracker/N.E.T Referral Form](#)
- [GCS AIG Counseling Action Plan Form](#)
- [GCS AIG Differentiation Strategies](#)
- [GCS AIG Staff Annual Timeline](#)
- [GCS AIG Watchlist Forms](#)
- [AIG 4a Identification Checklist](#)

Standard 3: Differentiated Curriculum and Instruction

Greene County Schools (400) 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.

During the 2019-22 AIG plan cycle, AIG staff continued to differentiate the core curriculum to provide enrichment, extension, and acceleration as needed to meet the needs of AIG students. All Math curriculum grades 4-8 has been compacted for acceleration and extension. High school courses are also available in middle school (English 1, Math 1, World History).

Enrichment services and strategies are provided in grades K-5. Enrichment opportunities such as:

Battle of the Books, Science Olympiad, National History Day, Math Fair, Science Fair, Summer programming etc. are available in grades 4-8. AIG staff collaborate with regular education teachers during scheduled PLC's to present ways to extend core curriculum throughout the school year.

At the high school level, Greene County Schools has developed policies for Credit by Demonstrated Mastery, as well as implementing the Honors Level Course Rubric, Revised Honors Implementation Guide for grades 9-12, and AP and CC dual enrollment courses.

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.

Procedures are in place to ensure that all teachers who teach gifted students use differentiated instruction to accommodate the strengths and needs of gifted students as identified by assessment and evaluation. This information is shared via the GCS AIG Canvas course.

At the beginning of each school year, AIG staff fill out and disperse the GCS AIG DEP Staff Accountability form (see appendix) to each regular teacher that teaches an identified student. Staff are to review the form's information, AIG student roster, and sign and return to the appropriate grade band AIG coordinator. Student AIG identifications and yearly services are listed for the teacher as well as a DEP. By signing the form, staff are acknowledging that they are aware of the student(s) identifications and are agreeing to offer the student(s) differentiated modifications as needed during their instruction for the school year.

Regular classroom teachers are provided with a list of differentiation strategies based on each student's enrichment needs or Differentiated Education Plan (DEP) or Individualized Differentiated Education Plan (IDEP). Some of those strategies include tiered assignments, cooperative learning groups, differentiated units for subject area, advanced content, accelerated content, etc.

Professional development will be offered as needed to all teachers on strategies for differentiation and meeting student instructional needs at all grade levels. Professional development for strengthening high school honors class instructional practices to help ensure rigor and challenge will be developed.

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

AIG staff will collaborate with regular classroom teachers and support staff to differentiate curriculum.

Practice C

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

The Greene County School district implements evidence-based practices in the classrooms at all grade levels. All teachers have access to curriculum support staff (Literacy Coordinators, Math Specialist, and Instructional Technologists) that are charged with providing resources, support, and training opportunities for obtaining and using research-based supplemental resources and instructional practices.

During the past few years, AIG funds have been used to increase the classroom resources and materials for AIG staff based on the latest research. A bibliography of resource books in the district AIG professional library is given to AIG staff at each school. These resources are available to be checked out as needed. Many books on AIG topics have also been purchased for the professional library in each school's media center to be checked out by all staff members as needed. Efforts to expand these resources will continue.

AIG staff use these materials in their direct instruction with students and also provide consultation to the other teachers using these resources. These include materials and teaching resources emphasizing challenge and rigor in technology, critical thinking skills, problem solving, literacy competencies (reading comprehension, writing), math reasoning and applications, science, social studies, and creativity.

The literacy, math, and technology specialists are available to aid regular classroom teachers and the AIG staff in obtaining evidence-based resources to augment instruction. Each school provides evidence-based professional development based on their strategic instructional plans and goals.

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

Greene County considers future-ready skills as a priority and is currently involved in teaching and developing advanced curricula in these skills and content areas. There is an emphasis on real world contexts, critical thinking, problem solving, and the incorporation of technology and its applications to students' daily lives. Future Ready skills are enhanced by the partnerships with business for career readiness.

AIG staff collaborate with other professional staff to design curriculum with future-ready content and differentiate for gifted learners to ensure rigor.

AIG staff work with faculty and staff at each school to teach future-ready skills at an advanced level and plan for real world learning in local, regional, and global contexts.

AIG staff have participated in professional development to incorporate applied information and media literacy, including concepts, systems, and operations in challenging research contexts in lessons for gifted learners.

Instructional practices emphasize critical thinking and problem solving; high-level communication and collaboration; and creativity and innovation. Leadership skills, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility are infused in lessons in all content areas.

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

The system employs a variety of continuous assessment activities that are tracked and discussed at regular intervals.

All teachers of gifted students are expected to effectively use multiple assessment and evaluation tools for monitoring student understanding and achievement.

Regular classroom teachers and AIG teachers utilize formative and summative assessments including benchmark tests, universal screenings in math and reading, and check in assessment data in evaluating student growth and progress.

Teachers are required to assess their students through benchmark assessments as a part of the system's continuous monitoring expectations. The assessment results are used to develop specific lesson plans to meet individual student needs.

Teacher and student made rubrics are used for individual assignments and projects. Students self assess and peer assess projects and assignments.

Progress reports are provided at the mid-point in the grading period in each school. This information serves as a way to inform students, parents, and teachers about the student's status and any academic needs before the end of the grading period.

AIG staff conduct mid-year reviews on all identified AIG students K-12, in addition to the annual review of the DEP. The mid-year review allows for adjustments to the DEP or IDEP regarding service options, class schedules, and/or curriculum needs.

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

The Greene County School District addresses counseling issues for students through the Comprehensive Counseling Plan that was developed by the student services staff. The AIG department collaborated with student services staff in revising the Comprehensive Counseling Plan and addressing AIG issues in the plan.

Gifted services are integrated into appropriate parts of the Comprehensive Counseling Plan in order to ensure K-12 counseling services are outlined including: differentiated guidance services, peer support groups, mentors, after school programs and/or summer enrichment programs, etc.

AIG teachers, regular classroom teachers, school counselors, and administrators are committed to work together to support the social and emotional needs of gifted learners. Collaborations towards this goal occur in formal and informal ways. School counselors and AIG staff plan jointly for addressing specific needs of students.

All K-8 students have a daily and/or weekly exposure to SEL curriculum schoolwide.

Resource materials addressing the social-emotional development of AIG students, such as The Social and Emotional Development of Gifted Children: What Do We Know? (Niehart, Reis, Robinson, & Moon, 2002) and When Gifted Kids Don't Have All the Answers – How to Meet Their Social and Emotional Needs (Deliisle & Galbraith, 2002), have been provided for each school's counseling department in order to help delineate their plans and collaboration efforts with parents, students, and regular, special, and gifted education teachers.

There is a Differentiated Education Counseling Action Plan form to use as an addition to a DEP or IDEP as needed (See Appendix for AIG Counseling Action Plan form).

Counselors, who are already involved in the enrollment and record transfers for students, are also responsible for alerting the AIG Coordinator of newly enrolled AIG students, obtaining records for review, and transferring records to the new school of an identified student.

Greene County school counselors are also represented on the schools' AIG teams and Needs Determination Teams, as appropriate, to help make decisions for differentiated services for children.

Examples of specific differentiated guidance or counseling services are provided to AIG teachers, counselors, and administrators at each school. These services include:

- Social and emotional guidance
- Addressing the needs of underachieving gifted students, gifted students from diverse populations, and twice-exceptional students
- Guidance and counseling for acceleration options (i.e. grade skipping, subject acceleration, early entrance to kindergarten, and concurrent enrollment)
- Career counseling services with information related to changing career paradigms, academic planning and personal/social awareness.

* **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.

An AIG licensed teacher teaches whole group and small group N.E.T class at Snow Hill Primary (K-1) and West Greene (2-3), as well as serving any AIG identified students at the K-3 level.

Whole group N.E.T. includes using the P.E.T.S curriculum to expose critical thinking skills to all students at the K-3 level. Once each thinking skill has been taught to every classroom, small group N.E.T. class referrals can begin. Small group N.E.T. classes emphasize critical thinking and problem solving through evaluative, convergent, divergent, and visual thinking lessons as well as advanced math and ELA enrichment activities. . These lessons serve as opportunities for challenging instruction for students, models for regular teachers, and as a means of observing and nurturing students who may need more challenge

The N.E.T. class teacher is always available for consultation and collaboration with classroom teachers to assist in differentiating instruction in the regular classroom as needed.

There are resources available in the N.E.T classroom for teachers to use in their classrooms to offer differentiation.

There is a well-defined process for observing and selecting students for N.E.T. class. Any data collected on a student will be recorded Talent Tracker/N.E.T. class Referral form and decisions for services will be made by the Schoolwide AIG Team. (See Appendix - GCS AIG Talent Tracker/N.E.T. Referral) Data criteria may change as universal screening tools or other assessment tools change.

All students will have the opportunity to participate in any planned school wide enrichment opportunities such as special performances, math fair, science fair, etc.

The N.E.T teacher frequently contacts all regular education staff with enriching resources as well as ways to implement particular thinking skills in their classrooms.

* **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 staff are members of Professional Learning Communities/Teams

(PLC/PLT) at each school site and collaborate with other teachers to develop curriculum maps, plan instruction, analyze data, implement school programs, etc. They also participate in regularly scheduled professional development/planning sessions with all school personnel.

Each school has an Schoolwide AIG team that helps oversee the AIG program at the school level. This committee includes regular education teachers, AIG teachers, EC teachers (if needed), counselors, and administrators, and conducts at least one meeting with parent/guardian representatives.

AIG teachers and teachers of gifted students in the regular classroom have scheduled planning times during the school day, on staff development days, and during planned summer professional development to develop high quality differentiated curricula. There will also be scheduled times for AIG teachers to present differentiation strategies to faculty and staff throughout the year. AIG teachers will monitor the implementation of the presented differentiation strategies through walk throughs and data discussions.

*** 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.

There is a process in place to document differentiated curriculum and instruction and offer varied service options. DEPs or IDEPs are developed for each identified student based on student needs.

New DEPs or IDEPs are developed at the beginning of the school year for each student on the AIG roster.

Teachers and/or parents/guardians may request a review at any time there is a need, but at least mid-year and annual reviews will be conducted.

There are regular performance reviews to assess AIG student growth and achievement and to monitor the appropriateness of their differentiated service(s).

The AIG teacher and regular classroom teachers will review mid-grade progress reports, periodic benchmark assessment data, report cards, and any other available, pertinent data to monitor student progress.

Performance, academic, and/or social-emotional needs will impact decisions about the program service options.

If the Schoolwide AIG Team feels changes are needed to the DEP or IDEP, the parents/guardians) will be invited to discuss any concerns and appropriate service options will be developed. If the decision is to return the student to a

general education option, an IDEP will be developed so that support can be provided to help the student re-enter other service options at a later time, as appropriate. General education teachers will be informed and provided resources and strategies to use with an identified student returning. Continuous monitoring will take place to ensure the return to the regular education classroom is the appropriate setting. AIG teacher, regular education teacher, student, and/or parent/guardian can request a meeting to discuss the IDEP further if needed.

The DEP/IDEP will indicate instructional modifications and/or counseling that may be needed to offer support for the student as an identified gifted student in general education classes, especially for twice-exceptional, 504, LEP, and CLED students.

Grades will not be used to exclude a student from eligibility once identified, but they will be used as a means of providing information about needed academic and/or social emotional support and in determining appropriate service options.

For students who have very superior intellectual ability, but who do not meet other required eligibility components for a DEP, an IDEP will be developed in order to meet their specific needs as deemed appropriate.

A confidential folder containing all forms and evaluation data is maintained for each student referred and for AIG students that move into the system. These records are filed as either active or inactive with a file kept at the school and at the Central Office. The AIG coordinators are responsible for the maintenance of the folders at the school level, and the EC Data Manager is responsible for the AIG folders at Central Office.

As students transition from school to school, AIG teachers and the AIG Coordinators will collaborate to transfer AIG students' individual school files from school to school, as well as the inactive folders of students who have been previously assessed for AIG consideration.

The AIG Coordinators will verify the rosters using the AIG student reports in PowerSchool and will create the rosters for each school for the next school year to give to AIG teachers and administrators at each school.

* **Ideas for Strengthening the Standard**

-Explore adding a pre-AP program, such as College Board's Springboard program, to the service options offered for grades 6-8 to better prepare middle school students to take AP and other challenging courses in high school.

- Provide opportunities for AIG staff to collaborate with other district department heads to enhance differentiation efforts in the regular classroom through professional development.
- Enhance AIG professional libraries at each school and streamline checkout procedures.
- Create an online enrichment resource library for each grade level for classroom teachers to access.
- Create I/E block schedule at SHP and WG.

Planned Sources of Evidence

- * GCS AIG Canvas Course
- * AIG Curriculum resources/materials at each school
- * Student AIG folders
- * District/school professional development documentation
- * District policies for Credit by Demonstrated Mastery
- * Honors level course rubrics and teacher honors portfolios
- * District AIG Digital Roster
- * Progress Reports/Report Cards
- * AIG staff lesson plans/schedule
- * School Improvement Plans
- * District AIG Staff Meeting notes/agendas

Documents

Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	<ul style="list-style-type: none"> ● <u>GCS AIG DEP (4-5)</u> ● <u>GCS AIG DEP (6-8)</u> ● <u>GCS AIG DEP (9-12)</u> ● <u>GCS AIG DEP (K-3)</u> ● <u>GCS AIG Differentiation Strategies</u> ● <u>GCS AIG DEP Staff Accountability Form</u> ● <u>GCS AIG Product Review Form with Rubric</u> ● <u>GCS AIG Awards Documentation</u> ● <u>AIG 8 Mid-Year Review Form</u> ● <u>GCS AIG Counseling Action Plan Form</u> ● <u>GCS AIG IDEP</u> ● <u>GCS AIG Talent Tracker/N.E.T Referral Form</u> ● <u>GCS AIG Schoolwide AIG Team Committee Form</u>

Standard 4: Personnel and Professional Development

Greene County Schools (400) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

The K-5 AIG Coordinator, 6-8 AIG Coordinator, and 9-12 AIG Coordinator, are all licensed and collaborate with administrators, AIG staff, and other personnel to guide, plan, develop, implement, revise, and monitor the AIG program and plan for Greene County Schools. All Greene County Schools AIG Coordinators perform the following duties:

- Coordinate and/or evaluate AIG referrals to include: scheduling testing, testing students as needed and appropriate, overseeing referral paperwork, and attending Schoolwide AIG Team meetings.
- Update and maintain AIG testing materials.
- Schedule and conduct District AIG staff meetings monthly/bimonthly.
- Review/analyze AIG student and program data and disseminate to stakeholders.
- Monitor AIG plan and conduct AIG program evaluation.
- Create and maintain active and inactive AIG student student files at respective schools.
- Create and maintain active AIG student powerschool information.

- Serve as a resource specialist in gifted education to help regular education teachers differentiate for AIG students in the regular classroom
 - Coordinate with school counselors about student AIG transfers and process those files.
 - Attend monthly Regional AIG meetings and DPI scheduled webinars/events/institutes.
 - Maintain AIG student digital rosters throughout the year with appropriate information.
 - Conduct and/or attend staff development as needed.
 - Assist school administration with scheduling for AIG students.
 - Maintain and revise the GCS AIG Canvas Course.
 - Coordinate AIG purchasing at respective schools.
 - Maintain the AIG Library of materials at respective schools.
 - Participate in Open Houses, Parent Nights, and other school functions to inform parents and community about the GCS AIG program.
 - Screen available data for potential referrals.
 - Communicate with community partners as a district AIG representative and coordinate events as needed.
 - Running Powerschool reports as needed.
 - Works with the EC/504/AIG Data Manager to verify headcount for respective schools.
 - Recruits teachers to pursue AIG licensure.
 - Perform any other responsibilities as designated in the GCS AIG Plan

K-5 AIG Coordinator

- Plan and facilitate a differentiated program of instruction for identified K-5 gifted students at Snow Hill Primary (SHP), West Greene (WG), Greene County Intermediate School (GCIS).
- Develop DEPs/IDEPs for K-5 AIG students and schedule DEP meetings.
- Monitor AIG student achievement and oversees midyear reviews.
- Coordinates the mass ability screener for 3rd grade students district wide and trains teachers.
- Chairs Schoolwide AIG team at Snow Hill Primary, West Greene Elementary, and Greene County Intermediate.
- Schedules and teaches whole group N.E.T. (nurturing and enriching talents) classes using the P.E.T.S. (primary education thinking skills) curriculum.
- Coordinates K-3 N.E.T. class referrals
- Teaches all K-3 N.E.T. classes.
- Creates monthly N.E.T. class newsletters
- Maintains AIG referrals K-3 which include: scheduling testing, testing students as needed and appropriate, referral paperwork.
- Oversees AIG referrals at GCIS (4th/5th) and schedules appropriate testing.
- Chairs Needs Determination Team at Snow Hill Primary (K-1) and West Greene (2-3). Co-chairs Greene County Intermediate's (4-5) with 4th and 5th grade AIG staff.
 - Informs all staff members K-5 about the AIG program/plan, especially the screening, referral, and identification processes for enrichment classes and AIG identification K-5 and differentiation of instruction.
 - Maintain AIG student folders and rosters for K-5 and N.E.T. rosters/data

- Perform any other responsibilities as designated in the GCS AIG Plan

6-8 AIG Coordinator

- Plan and facilitate a differentiated program of instruction for identified 6th-8th grade gifted students at Greene County Middle School (GCMS)
- Teach 6th-8th grade classes with AIG clusters as assigned using enrichment, extension, or acceleration activities in differentiated curriculum maps as needed
- Serve as Schoolwide AIG Committee chairperson and schedule/conduct meetings.
- Chair Needs Determination Team at GCMS
- Inform all staff members at GCMS about the AIG program/plan, especially the screening, referral and identification processes for AIG identification and differentiation of instruction
- Coordinate AIG referrals at Greene County Middle School
- Screen available data for potential AIG referrals
- Develop DEPs/IDEPs for 6th-8th grade AIG students and schedule DEP meetings
- Monitor AIG student achievement and conduct midyear reviews
- Maintain AIG student folders and rosters for 6th-8th grades
- Perform any other responsibilities as designated in the GCS AIG Plan

9-12 AIG Coordinator

- Serve as an advisor to all high school AIG students and assist with scheduling
- Teach high school honors and/or AP classes as assigned by administration

- Present information to AIG students and parents as related to AIG, college planning, scholarships, extracurricular opportunities, etc.
- Represent AIG students on the Scholarship Committee
- Serve as Schoolwide AIG Committee chairperson and schedule/conduct meetings
 - Inform all staff members at GCHS and GECHS about the AIG program/plan, especially the screening, referral, and identification processes for AIG identification and differentiation of instruction
- Coordinate AIG referrals at GCHS and GECHS
 - Screen available data for potential AIG referrals
 - Develop DEPs/IDEPs for high school AIG students and schedule DEP meetings
 - Monitor AIG student achievement and conduct midyear reviews
 - Maintain AIG student folders and rosters for 9th-12th grades
 - Coordinate with GCMS counselors and administrations to plan transition meetings for 8th grade AIG students and assist with scheduling their 9th grade classes
 - Perform any other responsibilities as designated in the GCS AIG Plan

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

There are processes already in place in each school and from a central level that monitor AIG staff's instructional practices through regularly scheduled data reviews and instructional monitoring activities.

AIG staff participate in each school's data review process where their students' progress and their instructional practices are monitored. Each teacher is required to keep a data notebook which guides instructional practice.

AIG Staff are observed using the NC Teacher Evaluation process.

School administrators monitor lesson plans and schedules of AIG staff.

AIG Staff are members of school Professional Learning Community groups (PLCs) that discuss these issues.

The AIG Coordinator schedules regular staff meetings with the AIG staff in each school where the academic/instructional, intellectual, and social-emotional needs of students are discussed.

The roles and responsibilities of personnel responsible for the delivery of gifted education program services:

EC/504/AIG Director

- Works with the AIG Coordinators to maintain the AIG district budget and approve purchases. Purchases include, but are not limited to testing materials, instructional supplies, professional development materials, AIG licensure reimbursement, travel costs, conference registrations, AIG positions etc.

- Acts as District Representative on the Gifted Advisory Board to monitor and revise the AIG plan.

- Attends District AIG Staff meetings as needed.

- Handles disagreements as stated in the GCS AIG due process.

EC/504/AIG Data Manager

- Maintains active and inactive AIG student files at Central Office

- Works with AIG Coordinators about purchasing requests
- Coordinates the AIG headcount biyearly and works with AIG staff for verification.

School Principals and/or Assistant Principals

- Collaborates with the AIG Coordinators, AIG Staff, regular education teachers, counselors, etc. to meet the needs of AIG students through scheduling, grouping, differentiated instruction, staff development, etc.
- Gifted Education Advisory Committee member
- Performs any other responsibilities as designated in the GCS AIG Plan

School Counselors

- Collaborates with AIG teachers and regular education teachers to provide social/emotion guidance and counseling to AIG students as needed and appropriate
- Attends Schoolwide AIG Team meetings (one per school as assigned)
- Needs Determination Committee member as needed for specific student needs
- High school counselors collaborate with AIG Coordinator to register students for classes, provide college planning, and inform students of scholarship and extracurricular opportunities

4th grade AIG Teacher

- Plans and facilitates a differentiated program of instruction for identified 4th grade students at Greene County Intermediate School (GCIS)
- Teaches 4th grade compacted reading
- Teaches 4th grade compacted math

- Teaches 4th grade IG (intellectually gifted) class during I/E block
 - Serves as a resource specialist in gifted education to help regular education teachers differentiate for AIG students in the regular classroom at GCIS.
- Member of Gifted Education Advisory Committee
- Serves on Schoolwide AIG Team.
 - Attends monthly/bimonthly District AIG Staff meetings.
- Co-Chairs Needs Determination Team at Greene County Intermediate School (4-5)
 - Informs all staff members at GCIS about the AIG program/plan, especially the screening, referral and identification processes for AIG identification and differentiation of instruction
- Participates in Open Houses, Parent Nights, and other school functions to inform parents and community about the GCS AIG program
- Coordinates and maintains 4th grade AIG referrals at Greene County Intermediate School with the K-5 AIG Coordinator overseeing.
- Develops DEPs/IDEPs for 4th grade AIG students and schedules DEP meetings
- Monitors 4th grade AIG student achievement and conducts midyear reviews for them.
- Conducts and/or attends staff development as needed
- Assists school administration with scheduling for 4th and rising 5th AIG students.
- Assists the K-5 AIG Coordinator in maintaining active and inactive AIG files for 4th grade.
- Performs any other responsibilities as designated in the GCS AIG Plan

5th grade AIG Teacher

- Plans and facilitates a differentiated program of instruction for identified 5th grade students at Greene County Intermediate School (GCIS)
- Teaches 5th grade compacted reading
- Teaches 5th grade compacted math
- Teaches 5th grade LG (intellectually gifted) class during I/E block
- Serves as a resource specialist in gifted education to help regular education teachers differentiate for AIG students in the regular classroom at GCIS.
- Member of Gifted Education Advisory Committee
- Serves on Schoolwide AIG Team.
- Attends monthly/bimonthly District AIG Staff meetings.
- Chairs Needs Determination Team at Greene County Intermediate School (4-5)
- Informs all staff members at GCIS about the AIG program/plan, especially the screening, referral and identification processes for AIG identification and differentiation of instruction
- Participates in Open Houses, Parent Nights, and other school functions to inform parents and community about the GCS AIG program
- Coordinates and maintains 5th grade AIG referrals at Greene County Intermediate School with the K-5 AIG Coordinator overseeing.
- Develops DEPs/IDEPs for 5th grade AIG students and schedules DEP meetings
- Monitors 5th grade AIG student achievement and conducts midyear reviews for them.
- Conducts and/or attends staff development as needed

- Assists school administration with scheduling for 5th and rising 6th AIG students.
- Assists the K-5 AIG Coordinator in maintaining active and inactive AIG files for 5th grade.
- Performs any other responsibilities as designated in the GCS AIG Plan

*** 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.

Greene County Schools has been focused on providing research based professional development to all teachers in the last few years for total school improvement and implementation of North Carolina Standard Course of Study. There is a need to ensure that all stakeholders within the school setting are provided with specific and appropriate professional development experiences related to the needs of gifted students.

The GCS AIG Canvas course serves as a basic gifted education professional development requirement for all teachers who are assigned clusters of AIG students. This was developed to prepare teachers, counselors, and administrators to address the academic, social and emotional needs of the gifted, including special populations. All of this information will be housed on the GCS AIG canvas course.

Professional development sessions are planned to be ongoing throughout the three-year plan cycle for 2022-25 and will be integrated with existing system and school initiatives as appropriate.

Feedback will be elicited from staff members as to their personal needs regarding gifted education topics through surveys, focus groups, and personal growth plans to plan for any additional staff.

*** 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.

Identified gifted students are served by AIG licensed teachers for N.E.T. classes in grades K-5 and compacted instruction for reading and math areas in grades 4-5. All Coordinators are AIG certified.

The pool of available AIG licensed teachers is very limited at this time. However, during this 3 year plan cycle, Greene County schools has developed an AIG Licensure/Advance coursework policy (See Appendix) for any staff member that pursues an AIG License. Recruitment of teachers will take place twice a year. Teachers will be invited to a presentation about AIG licensure and given appropriate information about how to obtain AIG licensure through advanced coursework or by taking the Praxis. Upon program completion or a passing Praxis score, employees will be eligible for reimbursement up to \$190. Through this plan, our district hopes to obtain more AIG certified teachers.

High school students are served by an AIG licensed teacher through both direct instruction with honors and AP classes and indirect activities that includes counseling for course selections, college planning, monitoring of grades, and help with specific independent/individualized courses based on student need.

Gifted education professional development requirements for personnel will be established for personnel teaching AIG students and training provided in order to place AIG students in general education classrooms with teachers trained in gifted education. This will be done through one on one coaching and the GCS AIG canvas course.

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

Each year, the AIG Coordinator for each grade band seeks out at least 3-4 potential candidates to coach through gaining their NC AIG Licensure through coursework or the Praxis. Coordinators are strategic in choosing teachers from a variety of grade levels, content areas, diverse backgrounds etc.

The information provided to the candidates will be:

-Local Universities/Colleges offering AIG Add on Licensure and the pros and cons of obtaining licensure through this pathway

-Gifted Praxis information, study guides, testing locations, testing dates etc. pros and cons of obtaining licensure through this pathway

At the completion of either the AIG Add-on through coursework OR a passing Gifted Praxis score, the staff member will complete the GCS AIG Licensee/Advanced coursework paperwork and turn it into the AIG Coordinator to obtain reimbursement through the district.

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

All personnel that interact with AIG Identified students will be enrolled in the GCS AIG Canvas course. This course will house the District AIG plan, screening, referral, and identification procedures, differentiation strategies, service options per grade, community partnerships, Gifted SEL, school contacts, NCDPI resources (booster shots, Call to Action Guidebook) etc.

Through this canvas course and one-on-one coaching, Greene County schools hopes to promote equity and excellence in gifted education through changing mindsets. Through changing mindsets, GCS hopes to change policies and practices.

* **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.

The AIG Coordinator and/or AIG teachers will meet with district and school administrators as professional development calendars are created for each year to plan for professional development needed for AIG program goals at each school and its alignment with other system initiatives

AIG professional development will be planned to meet national and state teaching standards and best practices for gifted education including future-ready skills and content at advanced levels. The alignment of the professional

development to standards and best practices will be documented

The AIG coordinator will collaborate with district and school administrators and other personnel, such as literacy facilitators, to plan and provide AIG professional development. Provides opportunities for AIG staff and other teachers to plan, implement, and refine applications of their professional development learning.

Schools have worked to establish common planning time for AIG teachers and regular classroom teachers of AIG students and to include AIG teachers in the development of grade level curriculum and other grade level planning.

Teachers of AIG students have common schedules to allow for common planning and collaboration. AIG teachers also have common planning times with other classroom teachers who have clusters of AIG students.

AIG staff participate in grade level and PLC meetings to collaborate and plan with other classroom teachers. These planning times allow opportunities for discussing the needs of the AIG students they teach and the differentiation needed in both the regular classroom and the AIG classrooms.

At the middle school level, AIG students are clustered in classes of teachers who have common planning time.

The high school AIG coordinator also participates in PLCs and other planning meetings with teachers who teach in the same content area.

* **Ideas for Strengthening the Standard**

- Enhance school counselors role with AIG programming
- Create AIG PD modules for local AIG certification.
- Purchase resources for local staff that are choosing to pursue AIG licensure.

Planned Sources of Evidence

- * AIG Staff schedules

* Schoolwide AIG Team agenda/minutes			
* District AIG Staff agenda/minutes			
* AIG student folders			
* GCS AIG Canvas course			
* District AIG Digital Roster			
* School Data Review Minutes			
* Staff Meeting and PLC agendas and notes			
* AIG and district/school professional development plans			
Type	Documents	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A		<ul style="list-style-type: none"> ● GCS AIG Budget Request for Supplies or Professional Development Form ● GCS AIG Licensure/Advanced Coursework Policy. ● GCS AIG Staff Annual Timeline

Standard 5: Partnerships

Greene County Schools (400) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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.

AIG staffs' contact information is published on school websites and in newsletters sent home. Parent/guardians and families are invited to meet with AIG staff during parent/guardian conferences and at other times when parent/guardians are participating in school sponsored activities. Parent/Guardians are available to contact AIG staff via Remind (the district messaging program), email, or to call the school.

AIG staff formerly contact parents/guardians at least three times a year during DEP annual reviews, mid-year annual reviews, and with end of year summer programming information. Forms include a parent/guardian feedback/comment section.

Sessions related to the AIG program will be held during family nights and other specified times in the schools where parent/guardians and/or the community is invited to attend.

AIG staff develop partnerships with guidance counselors, regular education teachers, parent/guardians and any involved community agencies to support AIG students' social and emotional needs.

AIG staff make counseling referrals as appropriate.

AIG staff send home AIG newsletters monthly.

AIG teachers recruit parent/guardians and community persons as resource speakers and individual mentors, and parent/guardians are requested to chaperone field trips, etc.

AIG students showcase projects during various times, such as STEM nights, Open House nights, parent/guardian conference nights, etc., when families and the community are invited to attend.

AIG Coordinators work with Central Office staff to send announcements to AIG parents via the Swift K12 system periodically throughout the year.

*** 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.

There is a strong collaboration with higher learning institutions offering dual enrollment for students. Lenoir Community College has a satellite campus in Greene County adjacent to the high school campus. Dual enrollment students can attend classes there and at the high school during the day. Also, Greene Early College students are housed on the LCC campus. Students can also attend East Carolina University and Pitt Community College on part-day schedules, as appropriate.

The AIG program goals are shared with businesses, industries and other stakeholders in the community through the district website, brochures, and other forms of communication to elicit support for the AIG program. The AIG program seeks support from all parent/guardians/families, institutions of higher learning, local businesses and industries and other stakeholders within the community to accomplish specific program goals, such as recruiting volunteers for extra-curricular opportunities for AIG students. Some of these business and industry partnerships include Worth Products, the Wooley Swamp Farm campground, A Time for Science, Tide Tamer waterfront products and more.

In addition to active parent/guardian involvement, other activities and organizations that involve Greene County Schools and the community in reciprocal relationships include: The Greene County Boys and Girls Club, Arts Council, Suzuki Foundation, Greene County Museum, local newspapers, Greene County Chamber of Commerce, The Golden Leaf Foundation, Special Olympics, Greene County Senior Citizens Center, Friends of the Library, and 4H programs / Agricultural Extension Agency, Burroughs Wellcome Fund, Duke Energy, the Kenan Fellows Program, NC Department of Environment and Natural Resources, NCVPS, The Center For STEM Education, The Smithsonian Science Education Center, North Carolina Science, Mathematics and Technology Education Center, STEM ecosystems, STEM East, The Weather-Ready Nation Ambassador Initiative, and more.

*** 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.

An GCS AIG Advisory board is developed and meets to monitor the AIG program and plan. This group monitors the implementation of the GCS AIG Plan and makes recommendations for needed revisions.

The district group is composed of parent/guardians, teachers (including counselors, AIG, LEP, EC, regular classroom, etc.), and administrators representing each school in the district, as well as district administration.

During monthly/bimonthly GCS AIG staff meetings, the AIG Coordinators facilitate a time where all members analyze a small section of the local AIG plan. Each meeting they will rotate through various standards and practices of the plan. This will occur several times a year during the 3 year cycle and the notes collected will aid in the revision process with the GCS AIG Advisory Board when the plan needs to be resubmitted. These meeting dates are sent out at the beginning of the school year and agenda sent out a week prior to the meeting.

Schoolwide AIG Teams include parent/guardian representatives in the process of monitoring each school's differentiated programming and services at specified meeting times throughout the year.

The needs assessment process also affords parent/guardians and community members the opportunity to be involved through surveys, web-based contacts, and various media sources, such as newsletters, teacher, school and district websites, and newspaper articles

*** 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.

The Greene County Schools AIG Plan is shared on the district and school websites and copies are available at each school.

The AIG Program Handout is shared with parent/guardians when referrals are made, during AIG eligibility meetings, and is given to parent/guardians during AIG information sessions held at schools during times such as Open House, parent/guardian conferences, family nights, etc. Our AIG Program Handout is translated for our district's Hispanic speaking families.

The AIG Program Handout has contact information including names, emails, and phone numbers for the AIG Coordinator and AIG staff members at each school so that parent/guardians and others can contact them with questions or concerns involving any aspect of the AIG program and plan.

Guidance counselors at each school have the AIG Program Handouts to share with families who are transferring in to Greene County Schools during the year. They also work with the AIG Coordinator and AIG staff when AIG students transfer into the district to inform parent/guardians about the district AIG plan and policies.

Parent/guardians are provided copies of all forms used during eligibility meetings.

Parent/guardians and students are informed about opportunities through communications from AIG Staff, as well as other communications from the school through weekly folders sent home to parent/guardians and through postings on the district and school websites.

Communications concerning the gifted program and students are provided in English and Spanish, when needed, for parent/guardians and community groups within the school district.

AIG forms, including Permission to Test, referral forms, and rating scales, are available in Spanish and used as needed.

Translators are available for parent/guardian meetings as needed.

* Ideas for Strengthening the Standard

- Plan parent/family/community sessions on topics related to gifted education that will help them support the academic, intellectual, social, and emotional needs of AIG students.
- Coordinate communication efforts with other parent involvement initiatives provided by the schools, such as sessions during open houses, parent conferences, and parent nights.
- Improve the representation and involvement of parents/families and community members from the diverse demographic make-up of Greene County on committees that help develop, implement, and monitor AIG plans and programs.
- Initiate outreach to diverse populations within their own community, such as at cultural events and community-based organizations.

- Strengthen partnerships with parents/families and institutions of higher education and form partnerships with local businesses and industries and other stakeholders within the community to support the AIG program.

Planned Sources of Evidence

* AIG Staff Communication Log in Remind/email/forms sent home

* GCS AIG Advisory Board meeting minutes/agenda

* GCS AIG Plan Stakeholder Surveys			
* Agenda/Notes from parent and Community information sessions, seminars, outreach efforts, etc.			
* AIG staff newsletters			
* Translated documents and forms in the various modes used to communicate to parent/guardians and the community			
* AIG plan shared on the district website			
Type	Documents	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A		 <u>GCS AIG Staff Annual Timeline</u>

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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.

Greene County Schools has a written AIG plan that has been approved by the Greene County School Board. The local plan has been submitted to NCDPI each three-year cycle for review and comment. Schools in the district follow the local AIG Plan when planning for AIG programming at each school.

The AIG Coordinators for each grade band attend regional meetings for AIG Coordinators to discuss AIG concerns and learn about AIG resources that support plan development and improvement. The AIG Coordinators also attend any webinars or other information sessions held by NC DPI for technical assistance or AIG program improvement.

The EC Director, AIG Coordinators, and AIG staff collaborate as a team to lead the development of the AIG plan. This team elicits AIG program feedback from parent/guardians, students, teachers, and administrators through surveys, district meetings, parent/guardian conferences, and other meetings that include AIG program evaluation.

The team members review feedback from all sources and work together to complete the AIG program self-assessment for the district. While completing the self-assessment, team members review all AIG standards and practices and discuss any improvements needed for each practice and how those improvements can be implemented.

The GCS AIG Advisory Board is composed of regular and gifted education school personnel, parent/guardians, community stakeholder representatives, and Central Office and school administrative members that represent the population diversity of the district. An Advisory board meeting is held to present the AIG self-assessment and any proposed AIG plan changes. The advisory committee reviews the presented plan and approves any plan changes or makes further suggestions for plan revision. After completion of any further revisions, a final draft of the proposed AIG plan is given to the advisory committee members to review and approve. The EC Director and/or AIG Coordinators then present the Greene County Schools AIG Plan to the local school board for approval. If the Greene County School Board requests any further changes before approval, the EC Director, AIG Coordinator and AIG staff work together to make any revisions before resubmitting the plan to the school board.

After the Greene County School Board approves the AIG Plan, the AIG Coordinators submit the Greene County Schools AIG Plan to the State Board of Education and the NC Department of Public Instruction for review and comment.

*** 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.

Greene County Schools has three (K-5, 6-8, 9-12) AIG Coordinators to oversee the implementation of the plan throughout the district and to ensure fidelity of implementation of all AIG program components.

All AIG referrals are sent to the AIG Coordinator for their grade band who coordinates the screening, referral, and identification process.

The AIG Coordinators are each a member of the Schoolwide AIG Team for each school and attends all initial identification meetings to review student data, determine eligibility, and place students in the AIG program.

The AIG Coordinators review all DEPs and are responsible for maintaining individual student files at the respective schools. The EC data manager is responsible for maintaining the files at Central Office.

The AIG Coordinators review all school level and district level assessment reports, such as benchmarks, iReady, NC Check-Ins, observation reports, and walkthrough checklists to ensure effectiveness and program improvement.

A new separate section of the AIG plan is reviewed during each monthly AIG staff meeting.

*** 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.

Greene County Schools utilizes a program budgeting format. Program directors meet with faculty and administrators in each school and budget needs and priorities are discussed. Budget requests are then forwarded to a central level subcommittee, who then finalizes requests to the superintendent and board of education. The EC Director manages the state AIG allotment and creates a yearly AIG budget with procedures in place for spending AIG funds.

Greene County has had strong support of and commitment to gifted education through the years. Greene County Schools has committed to supplement and enhance AIG programming needs as appropriate through teachers' salaries, technology expenditures, staff development and additional supplies and materials. These resources will be funded through state and federal funds.

The following represent AIG budgeting expectations for this plan cycle:

- Teacher salaries
- Substitute pay
- Instructional supplies for each school program
- Field trip expenses
- Workshop expenses / staff development for each school and for central office staff
- Contracted psychological evaluations, as appropriate Local AIG Plan.
- any other expenses pertaining to AIG students

PROCEDURES FOR AIG BUDGETING

1. Budget allotments and codes

- Each school will receive allotments and codes to be used ONLY for instructional supplies and/or staff development
- AIG Coordinators should consult with other teachers teaching AIG separate classes for any instructional supply needs they may have.
- All AIG funds allocated to the schools for instructional supplies should be spent by _____. - Staff development monies should be spent by _____. -

- All unspent funds will return to a centralized account.

- Contact the EC Director or the AIG Coordinators if any unusual circumstances arise.

- SEND PURCHASE ORDERS AND REQUESTS TO THE EC Data Manager.

2. Purchase Orders

- All purchase orders with AIG codes should be done on Greene County Schools Purchase Orders, NOT SCHOOL P.O. FORMS. If correct P.O. is not used, the order will not be processed and will be returned.

- All POs must be accompanied by a REQUEST FORM (See attached).

- Correct mailing address along with FAX and PHONE numbers of vendors should be included.

Website information should also be included if available.

- All Purchase Orders should be coded with the appropriate code before sending to the Central Office. POs will be returned if they are not coded correctly.

- Orders received will be processed through the Finance Dept.

- All materials ordered with AIG funds will be shipped directly to the AIG Coordinators at their respective schools and then will be sent to the person placing the order in the schools.

3. Staff Development

- Be sure to complete a Request for Professional Leave form for staff development activities paid for through AIG monies (such as travel, substitute, registration, etc.) and send it with the request form for payment for staff development to the EC secretary.
- The principal should approve the leave at the school level before sending it to the Central Office for funding approval.
- A copy will be kept at the Central Office and the other copies will be sent to the payroll person at the school.

* 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.

AIG student data for achievement and growth is maintained through the Greene County Schools Instructional Accountability Supervisor who shares data with the AIG Coordinators. The AIG Coordinators and AIG teachers analyze student achievement and growth data to help determine program effectiveness and to make decisions for AIG programming. Annual dropout data is also monitored.

Following are examples of the types of monitoring that are ongoing to ensure that the implemented curriculum is having the desired impact on student achievement and growth:

- Student performance on all K-2 assessments
- Student performance on state NC Check-ins and EOG tests in grades 3-8. End of grade test results are analyzed each year to determine whether or not gifted students are demonstrating growth.
- Student performance on EOC/Final Exams in grades 9-12.
- Enrollment and student scores in Advanced Placement, honors, online, and dual enrollment classes in grades 9-12.

- Student scores on universal screenings in reading and math
- Scholarship awards to seniors and post-high school plans

A data analysis session will happen biannually at GCS AIG staff meetings to recognize patterns and trends. Discussions are then used to readjust upcoming yearly programming for GCS gifted students. Any service changes are communicated with school administrators and AIG teachers at each school.

*** 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 exceptionailities and language differences, do not reduce their likelihood of access to and participation in gifted education.

The foundation of Greene County Schools gifted program begins at the K-3 level with talent development. Every child in grades K-3 will be taught whole group N.E.T. lessons several times a year from the Primary Education Thinking Skills curriculum. This will ensure that all students have access to this content regardless of a students' racial, ethnic, economic, or other demographic factors. The N.E.T teacher at the K-3 level will collaborate with regular education staff, EC staff, ESL staff, MTSS staff, school administrators, counselors and other personnel to view children through a holistic lens. Each intellectual area (verbal, nonverbal, quantitative) and achievement (math and reading) area will be considered. If a child is showing potential talent in at least one area, their talent is nurtured through N.E.T. class each year until mass screening in 3rd grade. Students with talent who do not qualify in 3rd grade are continued to be monitored by the AIG Coordinators through 12th grade. Reevaluation for possible eligibility is monitored each year as well.

The AIG Coordinators keep a record of all referrals and placements with gender and race/ethnic status and compiles a summary of referral data each year.

The AIG Coordinators analyze all AIG reports available in the PowerSchool database including AIG headcount data and other available AIG student information.

The AIG Coordinators and the ELL Coordinator collaborate on students as needed.

The AIG Coordinators and the EC Director and EC Case Managers collaborate on students as needed.

The AIG Coordinator monitors system administered Cognitive Ability Test results with respect to target population data.

High School/Early College schedules are monitored and courses are reflected on the DEP or IDEP for each student.

AIG data is analyzed by looking at the group as a whole and by analyzing the data of each subgroup represented in the AIG data.

Representation of under-represented populations is monitored for AIG referrals and for those who are AIG identified. The AIG Coordinators and AIG teachers at each school examine available data to ensure students from under-represented populations who show potential talents are referred for AIG consideration.

Information about students who are classified as free or reduced lunch as a measure of economic disadvantage is confidential and thus not available to the AIG department for tracking students.



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*** 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.

Information about persons serving AIG students with direct and indirect services is maintained by the Human Resources Department, AIG Coordinators, and the EC Director and updated as needed.

The AIG Coordinators keep a roster of district employees who have AIG certification.

The AIG Coordinators work with district and school administrators to provide local professional development related to AIG to those personnel serving AIG students and to ensure alignment with the local AIG plan. This will be done primarily through the GCS AIG canvas source.

*** Practice G**

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

Greene County Schools has developed a continuous and consistent process for assessing the needs for gifted education from all relevant stakeholders. All information sources are based on two-way communication between the stakeholder and the school system, and referrals are made to the appropriate responsible party or parties for considerations of and responses to needs or concerns. Communication is done with parent/guardian/guardians primarily through Remind messaging, letters home, and phone calls (through the district translator as needed).

There are a variety of survey methods and information sources, such as student/parent/guardian/teacher surveys, focus group discussions, open house sessions, individual parent/guardian/student conferences and meetings, weekly parent/guardian folders, school and teacher web page communications, progress reports and report cards, and midyear and annual reviews of student DEPs/IDEPs. Coordinator contact information is listed on the district website.

There are Schoolwide AIG Teams at each school composed of various stakeholders (teachers, parent/guardians, counselors, administrators, etc.) who give feedback at meetings during the year.

*** 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.

The AIG Coordinators review the AIG program and plan as a whole on a regular basis to ensure fidelity of implementation and communicates with school and district level administrators and AIG teachers any concerns regarding implementation of the plan.

The EC Director and/or AIG Coordinators will present any revisions of the AIG plan to the Greene County Board of Education for approval and send approved revisions to NCDPI for review.

Feedback received from all sources is reviewed and considered when evaluating the program and plan.

Multiple sources of data are used to evaluate student achievement including all available student data from state and local assessments including EOG, EOC, EVAAAS data, BOG, iReady, DIBELS, etc.

Service options are reviewed annually and needed changes occur to support the needs of AIG students.

DEP forms are updated annually to reflect the learning environments, differentiation modifications, and programs offered at each school each year.

During monthly/bimonthly GCS AIG staff meetings, the AIG Coordinators facilitate a time where all members analyze a small section of the local AIG plan. Each meeting they will rotate through various standards and practices of the plan. This will occur several times a year during the 3 year cycle and the notes collected will aid in the revision process with the GCS AIG Advisory Board when the plan needs to be resubmitted. These meeting dates are sent out at the beginning of the school year and agenda sent out a week prior to the meeting.

*** Practice I**

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

The AIG Coordinators and/or the EC Director are responsible for maintaining and disseminating the data related to program evaluation. The following areas are monitored and shared with the appropriate parties:

- Referral, headcount and population demographics
- Survey or focus group responses from parent/guardians, students, teachers, administrators
- Staff development opportunities to offer consistency and continuity system wide
- Student outcomes on available formalized testing

- Annual and mid-year reviews of DEPs/IDEPs being in place for each student
- parent/guardian and community outreach and involvement
- National and state program standards

The AIG Coordinator works with the district's Instructional Accountability Supervisor in the collection of student data. Resources to aid in the collection and analysis of student data include:

- Student performance data from state testing programs (reading and math assessments, End of Grade (EOG), End of Course (EOC), and Final Exams
- AP course grades
- Post-graduation data - Dropout data

Information is shared with the GCS AIG Staff, each school level, the Board of Education, parent/guardians, and community agencies through regularly scheduled meetings, written correspondence, and website reports as appropriate.

*** 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.

Written policies are in place to address all areas of the practice.

Written parent/guardian permission is obtained before any type of assessment is done that is not standard for the whole student population (Form AIG 2).

Identification procedures specify re-evaluation or re-assessment can be initiated by teachers, appropriate school personnel, and/or parent/guardians at any grade level or at any time during the year.

When mass ability screening takes place in 3rd grade, all identified EC students' parents/guardians are given the option to Op-in to testing if desired. These students already have been assessed using valid and reliable measures to measure their cognitive ability through the EC evaluation process.

Identification and placement procedures also include information about handling transfers in and out of the Greene County school system. Transfer student information is reviewed and appropriate service options in Greene County are recommended. Additional or updated information is obtained if needed to ensure appropriate services. For AIG identified students who transfer out of the system, copies of AIG documents are sent when there is a request for records from another school system. (See Appendix)

Parent/guardians are provided copies of all forms and testing results when eligibility meetings are held. Parent/guardians are also given a copy of the DEP/IDEP each time it is developed. The due process form specifies that Parent/guardians have the right to inspect and copy any educational records maintained by Greene County Schools relating to their child.

Due process information (See Appendix) is provided at the point of permission to test and permission to place and is reflected on the Permission to Test (AIG2) and Permission to Place (AIG 5) forms. Due Process forms are also sent with Invitation to Conference letters and given to parent/guardians during annual DEP meetings and at any other time it is requested by the parent/guardian. Due Process and other forms are available in English and Spanish.

The Greene County Schools Due Process is as follows:

Greene County Schools Academically or Intellectually Gifted Program

DUE PROCESS PROCEDURE TO RESOLVE DISAGREEMENTS

According to Article 9B governing the screening, identification, and placement of students into the academically/intellectually gifted program, a procedure for resolving disagreements between parents or local custodians and the local administrative unit shall be developed. A disagreement might arise when a child is not identified as an academically or intellectually gifted student or there may be concerns about the appropriateness of services offered to an AIG identified student.

The Greene County Schools' procedure for settling such disagreements will follow these steps:

ONE: The parent should first attempt to reach accord at the school level. The parent should request an appointment with the AIG teacher to discuss the concerns. If this does not resolve the concerns, the parent may request a review of the concerns by the Schoolwide AIG team and school administration.

TWO: If no resolution is possible at the school level, the disagreement should be reviewed by the system level EC director and/or the Greene County Schools Assistant Superintendent. The parent or school may request this review.

THREE: If no agreement can be reached following the review by the EC Director and/or the Greene County Schools Assistant Superintendent, the parent or school principal should request in writing a review of the case by the Superintendent. The written request should describe the reasons for the disagreement..

FOUR: If agreement cannot be reached administratively, the disagreement concerns may be reviewed by the Greene County School Board, following procedures set forth by the Board and Superintendent.

FIVE: If the parents/guardians and the local school system cannot reach agreement, the parent has the right to petition an Administrative Law Judge for a contested case hearing.

115C-150.8 REVIEW OF DISAGREEMENTS

In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to:(i) whether the local school administrative unit improperly failed to identify the child as 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 judge shall make a decision that contains findings of fact and conclusions of the law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge become final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

DUE PROCESS ACCESS TO RECORDS

In accordance with the Family Education Rights and Privacy Act, parents have the right to inspect and copy any educational records maintained by Greene County Schools relating to their child.



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* Ideas for Strengthening the Standard

-Explore ways to involve more parental attendance at meetings designed to inform parents about the AIG program, student performance, plan evaluation, etc.

-Enhance digital district AIG rosters

-Look into Grant Funding to enhance AIG budget

Planned Sources of Evidence

- * AIG plan
- * Board of Education Approval of AIG plan
- * AIG student achievement data
- * Parent notation of receipt of Due Process rights on the Permission to Test, Permission to Place, and Invitation to Conference
- * School Board agendas/minutes related to the AIG plan
- * GCS AIG Advisory Board agendas/minutes
- * AIG Referral and headcount data
- * Rosters showing personnel with AIG certification

Documents

Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	<ul style="list-style-type: none"> ● <u>GCS AIG Due Process Form</u> ● <u>GCS AIG Student Transfer Policy</u>. ● <u>GCS AIG Staff Annual Timeline</u> ● <u>GCS AIG ARTICLE 9B</u> ● <u>GCS AIG Budget Request for Supplies or Professional Development Form</u> ● <u>Information About Greene County Schools</u> ● <u>AIG 7 Invitation to Conference</u> ● <u>AIG 5 Permission to Place</u> ● <u>AIG 2 Permission to Test</u>

Local Board of Education Approval

Greene County Schools (400) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

06/30/2022 

Original Application Submission Date: 07/08/2022

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

AIG Related Documents

Greene County Schools (400) 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)]	 <u>Local Board of Education Approval Template</u>	 <u>GCS AIG Local Board of Education Approval</u>	
Optional Documents			
Type	Document Template	Document/Link	
AIG Glossary [Upload up to 1 document(s)]	N/A	 <u>AIG Glossary</u>	
AIG Standard 1 Additional Resources		 <u>AIG 1 Referral Form</u>  <u>AIG 1a Evaluation Referral Form</u>  <u>AIG 1b GCS AIG Referral Data Decision Rules</u>  <u>AIG 2 Permission to Test</u>  <u>AIG 2a Previous Referral Testing Data</u>  <u>AIG 2b Behavioral Observation Rating Scale</u>	

	<ul style="list-style-type: none"> ● <u>AIG 3 Test Data Profile</u> ● <u>AIG 4 Eligibility Form</u> ● <u>AIG 4a Identification Checklist</u> ● <u>AIG 5 Permission to Place</u> ● <u>AIG 6 Cumulative Folder Form</u> ● <u>GCS AIG Referral Flowchart</u> ● <u>Ways to Document Specific Giftedness</u> ● <u>GCS AIG Student Self-Nomination Form</u> ● <u>GCS AIG Student Interview</u> ● <u>GCS AIG Differentiation Strategies</u> ● <u>GCS AIG Schoolwide AIG Team Committee Form</u> ● <u>GCS AIG Watchlist Forms</u> ● <u>Disclaimer - Forms</u> ● <u>AIG 8 Mid-Year Review Form</u> ● <u>AIG 7 Invitation to Conference</u> 	
AIG Standard 2 Additional Resources	N/A	<ul style="list-style-type: none"> ● <u>4th/5th AIG Class Rubric</u> ● <u>GCS AIG DEP (K-3)</u> ● <u>GCS AIG DEP (4-5)</u>

	<ul style="list-style-type: none"> ● <u>GCS AIG DEP (6-8)</u> ● <u>GCS AIG DEP (9-12)</u> ● <u>GCS AIG DEP Staff Accountability Form</u> ● <u>GCS AIG IDEP</u> ● <u>GCS AIG Early Admission to Kindergarten</u> ● <u>GCS AIG Talent Tracker/N.E.T Referral Form</u> ● <u>GCS AIG Counseling Action Plan Form</u> ● <u>GCS AIG Differentiation Strategies</u> ● <u>GCS AIG Staff Annual Timeline</u> ● <u>GCS AIG Watchlist Forms</u> ● <u>AIG 4a Identification Checklist</u> 	
AIG Standard 3 Additional Resources	N/A	<ul style="list-style-type: none"> ● <u>GCS AIG DEP (4-5)</u> ● <u>GCS AIG DEP (6-8)</u> ● <u>GCS AIG DEP (9-12)</u> ● <u>GCS AIG DEP (K-3)</u> ● <u>GCS AIG Differentiation Strategies</u> ● <u>GCS AIG DEP Staff</u>

<p><u>Accountability Form</u></p> <ul style="list-style-type: none"> ● <u>GCS AIG Product Review Form with Rubric</u> ● <u>GCS AIG Awards Documentation</u> ● <u>AIG 8 Mid-Year Review Form</u> ● <u>GCS AIG Counseling Action Plan Form</u> ● <u>GCS AIG IDEP</u> ● <u>GCS AIG Talent Tracker/N.E.T Referral Form</u> ● <u>GCS AIG Schoolwide AIG Team Committee Form</u> 	<p><u>GCS AIG Budget Request for Supplies or Professional Development Form</u></p> <p><u>GCS AIG Licensure/Advanced Coursework Policy.</u></p> <p><u>GCS AIG Staff Annual Timeline</u></p>	<p><u>GCS AIG Staff Annual Timeline</u></p> <p><u>GCS AIG Due Process Form</u></p> <p><u>GCS AIG Student Transfer</u></p>
<p>AIG Standard 4 Additional Resources</p> <p>N/A</p>		
<p>AIG Standard 5 Additional Resources</p> <p>N/A</p>		
<p>AIG Standard 6 Additional Resources</p> <p>N/A</p>		

Policy.

- [GCS AIG Staff Annual Timeline](#)
- [GCS AIG ARTICLE 9B](#)
- [GCS AIG Budget Request for Supplies or Professional Development Form](#)
- [Information About Greene County Schools](#)
- [AIG 7 Invitation to Conference](#)
- [AIG 5 Permission to Place](#)
- [AIG 2 Permission to Test](#)

Glossary

Greene County Schools (400) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Phrase	Definition		
<input type="checkbox"/> <input checked="" type="checkbox"/>	The Local AIG Plan glossary is provided in an uploaded document.		
Type	Documents	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A		 <u>AIG Glossary</u> .