

Mission/Vision Statement and Funding

Greene County Schools (400) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* LEA Superintendent's Name:

Dr. Frank Creech

* LEA AIG Contact Name:

Harrell, Melinda - melindaharrell@greene.k12.nc.us

This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). 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 and related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5).

These best practices help to clarify the standard, describe what 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 2025-2028. 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 review and comment.

For 2025-2028, the Local AIG Plan is as follows:

* Mission and/or Vision Statement(s)

Greene County Schools is committed to nurturing the potential of gifted learners by providing equitable, high-quality educational opportunities—regardless of demographic challenges. Through state, local, and other funding sources, we support a comprehensive gifted education program led by licensed AIG teachers who deliver direct instruction, consult with regular education staff, and coordinate school-based enrichment. Our ongoing efforts focus on strengthening identification and placement processes, expanding service options, and enhancing professional development. We strive to create a learning environment where all students have access to differentiated instruction that meets their unique needs and prepares them for lifelong success.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 164,112.00	* \$ 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 AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.

*** Practice A**

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

Greene County Schools (GCS) implements a comprehensive, equitable screening and referral process to identify academically and intellectually gifted (AIG) students in grades K–12. Our approach ensures that all students have opportunities to demonstrate potential through multiple measures, including universal screening and talent development efforts.

Universal Screening and K–12 Identification Overview:

Screening is an ongoing process in all schools and grade levels. AIG teachers and coordinators facilitate professional development on the characteristics of giftedness—especially among underrepresented groups such as culturally diverse, economically disadvantaged, twice-exceptional, and English Learner students. Teachers are provided with checklists and observation tools to help identify students with potential. AIG coordinators review local, state, and national assessment data to identify students who may benefit from further consideration.

Each school's AIG coordinator, in collaboration with teachers, parents/guardians, and support staff, develops a pool of students who demonstrate potential for giftedness. Counselors review records of incoming students for gifted indicators. From this pool, students may be referred for additional services or formal identification.

K–3 Talent Development:

In grades K–3, GCS emphasizes talent development through the N.E.T. (Nurturing and Enriching Talents) program:

- The K–5 AIG Coordinator provides N.E.T. lessons focused on four key thinking skills: convergent, divergent, visual, and evaluative thinking to a designated teacher at Snow Hill Primary and West Greene.
- Designated teachers deliver these lessons to all students in K–1 and 2–3 classrooms.
- During instruction, the designated teachers complete spreadsheets based on rubrics and characteristics shared by the K-5 AIG Coordinator. The spreadsheet is used to document students' emerging strengths and talents.
- Students demonstrating potential are placed on the N.E.T. Watchlist for second semester enrichment
 - The watchlist allows students to receive a parent newsletter on ways to support potential giftedness at home. Classroom teachers receive activities they can do within the classroom to help support potential giftedness.

K-3 N.E.T. Watchlist is data that is tracked throughout the child's K-3 schooling. When data suggest a student may need differentiated services, the AIG team reviews evidence across multiple domains:

Data Sources Used in K–3 Screening:

- Reading Achievement: iReady national percentiles, comprehension levels, report card grades, classroom observations, NC Check-Ins (if applicable), and other normed assessments.
- Math Achievement: HMH Growth Measure, Dreambox data, report cards grades, classroom observations, NC Check-Ins (if applicable) and normed data.
- Verbal Ability: mClass, iReady phonemic awareness (K-1), iReady phonics/vocabulary scores, N.E.T. observations (Evaluative Thinking) and normed verbal ability data.
- Quantitative Ability: NC ENSI data, N.E.T. observations (Convergent Thinking) and normed qualitative data.
- Nonverbal Ability: Visual and divergent thinking data from N.E.T., plus any normed nonverbal scores.

The K-5 AIG Coordinator will recommend N.E.T. watchlist placement after this process using the GCS AIG Talent Tracker/N.E.T. Class Referral Form. Referrals for possible AIG consideration will be made as needed using the criteria from the AIG 1b. Referrals may be initiated at the K-2 level by a parent/guardian/guardian, teachers, support staff, administrators, or the K-5 AIG coordinator.

Grades 4–12 Screening and Referral:

In grades 4–12, teachers continue to observe students using culturally responsive gifted checklists and tools. Students who demonstrate advanced performance or potential may be referred using the AIG 1b rubric. Watchlist data, normed assessments, and school performance data are reviewed.

Data sources by grade band include:

- Grades 4–5: iReady, Check-Ins, EOG scores, HMH Growth Measure, Dreambox, classroom data and national normed assessments.
- Grades 6–8: Exact Path, EOGs, Check-Ins, grades, and teacher observations.
- Grades 9–12: EOCs, PSAT, Pre-ACT, ACT, AP scores, and course performance.

At the start of each year, AIG Coordinators distribute Watchlist forms to homeroom teachers of flagged students (e.g., k-3 watchlist, previously identified in one area, nearly qualified, or high-scoring). This data supports ongoing observation and potential referral.

Referral Procedures (K–12):

Referrals for formal AIG evaluation may be initiated by teachers, parents, students (grades 6–12), or staff at any point in the school year. Emphasis is placed on third-grade referrals, aligned with universal screening.

Each AIG Coordinator will be responsible for seeking out potential candidates for differentiated services and for the screening, identification, and placement of students. The AIG Coordinator will coordinate a team 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 to support this process. The membership of the team may vary according to the specific needs of each case.

Teacher Referrals:

- Referral meeting dates are announced with guidelines
- Teachers bring potential referrals and complete the AIG 1 or 1a to meeting
- The AIG 1b rubric is used to determine eligibility for testing.
- If criteria are met, the referral packet (AIG 2, 2a, 2b, and Due Process) is sent home.

Student Self-Nomination (Grades 6–12):

- Students submit a self-nomination form to an AIG staff member.
- Staff reviews data using the AIG 1b rubric.
- If eligible, a student interview is conducted (see appendix for questions) and a full referral packet is issued.
 - AIG 1 or 1a filled out, AIG 2 for parents/guardians to sign, 2a, 2b and due process

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 Procedures:

Once consent is received, assessments are scheduled and may include aptitude, achievement, and observational tools. The AIG 1, 1b, 2, 2a, and 2b guide the decision-making process. Evaluations are tailored to student needs—particularly for underrepresented groups. The school psychologist may administer alternate assessments if appropriate.

- K–2: Referred to the school psychologist for ability and achievement testing or the K-5 Coordinator for Naglieri Nonverbal
- Grade 3: Following mass ability screening students will initially be group tested in reading and math achievement by the K-5 AIG Coordinator or trained test administrator. 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. There is also testing that the AIG Coordinator can complete with the students to determine nonverbal ability based on previous student data.
- Grades 4–12: 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. There is also testing that the AIG Coordinator can complete with the students to determine math or reading achievement or nonverbal ability.

After assessments, the AIG 3 and 4 are completed, and eligibility is determined by the AIG School Team. Portfolio Pathway may also be considered.

The AIG Coordinator, along with the AIG School 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.

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 quantitative or composite ability with math achievement.

Placement and Services:

If a student is found not to be eligible for AIG services

- Parents/guardians are notified and provided copies of all paperwork and due process
- Parents/guardians are offered a meeting to discuss results.
- Students scoring between the 80th–88th percentile may be added to the Watchlist.
- Classroom teachers receive differentiation strategies with support from AIG staff.

If a student qualifies:

- Parents/guardians will be notified and provided copies of paperwork, due process and the agreement for placement form
- Parents/guardians are given the opportunity to set up a meeting to discuss paperwork and placement or they can send it back signed.
- Parents receive AIG 4 and AIG 5 for placement agreement.
- A Differentiated Education Plan (DEP) or Individualized Differentiated Education Plan (IDEP) is developed and parents are invited to a conference to go over the DEP or IDEP

All records are filed at the school and district level. AIG Coordinators update the Student Information System with identification status and fill out the AIG 6 to place in student Cumulative folders.

*** Practice B**

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

Greene County Schools utilizes a comprehensive, equitable identification process at all grade levels, K–12, that includes multiple entry points and a variety of data sources to reveal a student's academic and intellectual strengths. The district considers both quantitative (ability/aptitude, achievement and academic performance) and qualitative (observational) indicators to ensure that students from all backgrounds have the opportunity to be recognized for their potential and/or performance.

Although students in grades K–3 are served through an enrichment-based talent development model, they may be referred for AIG identification at any time. Identification decisions are made using a case-by-case approach, allowing the AIG School Team to recommend appropriate services based on each learner's comprehensive profile.

Identification Process and Criteria (K–12)

Students may be referred for AIG identification through multiple pathways, including teacher referrals, parent/guardian referrals, student self-nomination, and results from universal screening. A student is considered for identification when data demonstrates consistent evidence of high performance or potential in academic and/or intellectual areas.

To qualify for AIG identification, students must meet at least:

- One quantitative criterion (89th percentile or higher) from a nationally normed aptitude or achievement test or
- One additional data point from qualitative indicators (observations) or academic performance.

Alternatively, students in grades K–5 may qualify through the portfolio pathway, requiring a rating of 19 points or higher on the district's AIG portfolio rubric.

Quantitative Criteria

- Aptitude: 89th percentile or higher in verbal, quantitative, nonverbal, or composite scores from an individual or group aptitude test.
- Achievement: 89th percentile or higher in reading or math on a nationally normed test (age or grade norms), OR two consecutive Level 5 scores on NC EOGs in the subject area (used only for K–8).
- Academic Performance:
 - Grades K–5: Consistently earns 3s or 4s on standards-based report cards.
 - Grades 6–12: Maintains a grade average of 80 or higher in ELA and/or Math.

Qualitative Indicators

- Teacher/Parent Rating Scales: Documented evidence of motivation, task commitment, creativity, and behaviors associated with giftedness.
- Additional Evidence: Student products, awards, and demonstrated interests or talents may be considered to support eligibility (as applicable).

K-5 Pathway

- Looks at the child as a whole using different pieces of evidence
- Pieces of evidence include Check-in Data, State Normed Achievement Test, HMH Growth Measure Results, iReady Results, Quantile and/or Lexile levels, NC ENSI and/or Dibels Percentile, Gifted Rating Scale, National Normed Achievement and Ability Test

Student Tier Levels

To support differentiated service decisions, each referred student is classified into a tier:

- Tier I: Student does not meet AIG eligibility criteria but demonstrates potential. Differentiation is provided within the regular classroom, and the student is placed on a Watchlist.
- Tier II: Student meets AIG identification criteria in either ability or achievement (with supporting data). A Differentiated Education Plan (DEP) is developed to support learning needs.
- Tier III: Student meets AIG criteria in both ability and achievement domains. A DEP is developed to ensure access to more advanced, targeted services.

Next Steps in Identification

Once the identification criteria are met, the AIG School Team reviews all data and makes service recommendations. Universal screening results (e.g., ability data from grade 3) are also used to ensure no student with high potential is overlooked.

AIG identification is fluid and responsive. Students may be identified or reevaluated at any time based on emerging evidence of need, particularly for underrepresented students, including those who are culturally/linguistically diverse, economically disadvantaged, or twice-exceptional.

Note: NPR refers to the National Percentile Rank from nationally normed assessments (age or grade-level norms). The higher percentile is used for eligibility

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Grade Span	Academically Gifted - Reading only	Academically Gifted - Math only	Academically Gifted - Reading & Math	Intellectually Gifted	Academically and Intellectually Gifted
K-2	* Tier II Pathway 1: 89th+ NPR in reading achievement Tier II Pathway 2: AIG reading portfolio score = 19 Tier II Pathway 3: Two Level 5s on ELA EOGs. Tier III Pathway 1: 89th+ NPR in verbal or composite aptitude AND 89th+ NPR in reading achievement Tier III Pathway 2: 89th+ NPR in verbal or composite aptitude AND AIG reading portfolio score = 19 Tier III Pathway 3: 89th+ NPR in verbal or composite aptitude AND Two Level 5s on ELA EOGs.	* Tier II Pathway 1: 89th+ NPR in math achievement Tier II Pathway 2: AIG math portfolio score = 19 Tier II Pathway 3: Two Level 5s on Math EOGs. Tier III Pathway 1: 89th+ NPR in quantitative or nonverbal or composite aptitude AND 89th+ NPR in math achievement Tier III Pathway 2: 89th+ NPR in quantitative or nonverbal or composite aptitude AND AIG math portfolio score = 19 Tier III Pathway 3: 89th+ NPR in quantitative or nonverbal or composite aptitude AND Two Level 5s on Math EOGs.	* Tier II Pathway 1: 89th+ NPR in reading and math achievement Tier II Pathway 2: AIG II Pathway 2: AIG math and reading portfolio score = 19 Tier II Pathway 2: Two consecutive Level 5s in both reading and math	* 89th+ NPR in verbal, nonverbal, quantitative, or composite aptitude.	* Meets Tier III criteria in both reading AND math.
3-5	* Tier II Pathway 1: 89th+ NPR in reading achievement Tier II Pathway 2: AIG portfolio score = 19 Tier II Pathway 3: Two Level 5s on ELA EOGs. Tier III Pathway 1: 89th+ NPR in verbal or composite aptitude AND 89th+ NPR in reading achievement Tier III Pathway 2: 89th+ NPR in verbal or composite aptitude AND AIG portfolio score = 19 Tier III Pathway 3: 89th+ NPR in verbal or composite aptitude AND Two Level 5s on ELA EOGs.	* Tier II Pathway 1: 89th+ NPR in math achievement Tier II Pathway 2: AIG math portfolio score = 19 Tier II Pathway 3: Two Level 5s on Math EOGs. Tier III Pathway 1: 89th+ NPR in quantitative or nonverbal or composite aptitude AND 89th+ NPR in math achievement Tier III Pathway 2: 89th+ NPR in quantitative or nonverbal or composite aptitude AND AIG math portfolio score = 19 Tier III Pathway 3: 89th+ NPR in quantitative or nonverbal or composite aptitude AND Two Level 5s on Math EOGs.	* Tier II Pathway 1: 89th+ NPR in reading and math achievement Tier II Pathway 2: AIG II Pathway 2: AIG math and reading portfolio score = 19 Tier II Pathway 2: Two consecutive Level 5s in both reading and math	* 89th+ NPR in verbal, nonverbal, quantitative, or composite aptitude.	* Meets Tier III criteria in both reading AND math.

6-8	* Tier II Pathway 1: 89th+ NPR in reading achievement Tier II Pathway 2: Two Level 5s on ELA EOGs. Tier III Pathway 1: 89th+ NPR in verbal or composite aptitude AND 89th+ NPR in reading achievement Tier III Pathway 2: 89th+ NPR in verbal or composite aptitude AND Two Level 5s on ELA EOGs.	* Tier II Pathway 1: 89th+ NPR in math achievement Tier II Pathway 2: Two Level 5s on Math EOGs. Tier III Pathway 1: 89th+ NPR in quantitative or nonverbal or composite aptitude AND 89th+ NPR in math achievement Tier III Pathway 2: 89th+ NPR in quantitative or nonverbal or composite aptitude AND Two Level 5s on Math EOGs.	* Tier II Pathway 1: 89th+ NPR in reading and math achievement Tier II Pathway 3: Two consecutive Level 5s in both reading and math	* 89th+ NPR in verbal, nonverbal, quantitative, or composite aptitude.	* Meets Tier III criteria in both reading AND math.
9-12	* Tier II Pathway 1: 89th+ NPR in reading achievement Tier II Pathway 2: Two Level 5s on ELA EOGs. Tier III Pathway 1: 89th+ NPR in verbal or composite aptitude AND 89th+ NPR in reading achievement Tier III Pathway 2: 89th+ NPR in verbal or composite aptitude AND Two Level 5s on ELA EOGs.	* Tier II Pathway 1: 89th+ NPR in math achievement Tier II Pathway 2: Two Level 5s on Math EOGs. Tier III Pathway 1: 89th+ NPR in quantitative or nonverbal or composite aptitude AND 89th+ NPR in math achievement Tier III Pathway 2: 89th+ NPR in quantitative or nonverbal or composite aptitude AND Two Level 5s on Math EOGs.	* Tier II Pathway 1: 89th+ NPR in reading and math achievement Tier II Pathway 3: Two consecutive Level 5s in both reading and math	* 89th+ NPR in verbal, nonverbal, quantitative, or composite aptitude.	* Meets Tier III criteria in both reading AND math.

* 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, multilingual learners, highly gifted, and twice-exceptional.

Greene County Schools is committed to ensuring equity in AIG identification by intentionally monitoring and supporting underrepresented populations, including students who are culturally and ethnically diverse, economically disadvantaged, English and multilingual learners (MLs), twice-exceptional students (2e), and those who demonstrate high potential without traditional indicators of giftedness.

Intentional Screening, Referral, and Identification Practices

To ensure identification procedures are responsive to district demographics, Greene County Schools has implemented the following practices:

- Ongoing Data Monitoring: The AIG Coordinators, EC and ML teachers, LEA Test Coordinator, and school and district administrators regularly analyze subgroup data to identify trends and ensure equitable access to AIG services. This includes monitoring referrals and placement data to assess whether student identification aligns with district demographics.
- Universal Screening: All students in 3rd grade level participate in a universal screening process using the Cognitive Abilities Test (CogAT). The test measures verbal, quantitative, and nonverbal abilities, helping to identify students who may not yet demonstrate high achievement but show high aptitude, especially among English learners and students from diverse backgrounds. The Naglieri Nonverbal test is also used to identify high nonverbal ability.
- ACCESS Data Review for MLs: ACCESS scores are analyzed to identify multilingual learners who may demonstrate indicators of giftedness, even when language development might mask academic potential. Kindergarten students whose home language is not English but do not qualify for ML services are also added to a “watchlist” for continued observation and enrichment.

- Identification of Twice-Exceptional Learners: AIG Coordinators collaborate closely with EC teachers and 504 coordinators to identify students who may demonstrate advanced ability alongside learning differences.
- K–3 Enrichment Model: All K–3 students participate in an enrichment program designed to nurture potential talent. This model supports early recognition of gifted behaviors in students from all backgrounds, including those traditionally underrepresented.
- Professional Development: Ongoing professional development is provided for K–5 teachers, focusing on recognizing and nurturing potential in underrepresented populations. In addition, teachers receive monthly newsletters with enrichment strategies and activities designed to uncover latent talent and promote equitable access to AIG referral and services.

Percent Ethnicity Identified as AIG							
	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	5.38%	8.88%	---	---	---	17.31%
Male	---	5.53%	10.67%	---	---	---	22.01%
Total	---	5.46%	9.84%	---	12.77%	---	19.74%
Percent of Total AIG Students Identified as Dual Exceptionality							

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

Greene County Schools ensure consistent implementation of AIG screening, referral, and identification processes across all schools and grade levels through clearly defined systems and district-wide collaboration.

All forms and documents used in the AIG identification process are standardized and tailored to reflect grade band-specific requirements. The AIG Coordinators for each grade band receive and review all referrals and associated documentation to ensure procedural fidelity and equitable application of identification criteria across the district.

The AIG Coordinators meet regularly throughout the school year to review procedures, align on interpretation of data, and discuss any updates or needs for clarification. These meetings help maintain uniformity in the application of criteria and allow for continuous improvement of processes.

The district maintains a centralized digital spreadsheet that includes:

- All currently identified AIG students
- Students who have been referred but not identified
- A watchlist of students demonstrating potential giftedness

This spreadsheet is updated collaboratively and shared among all AIG Coordinators to monitor patterns and ensure follow-up and consistent service considerations across schools. At the start of each school year, the District AIG Plan Coordinator provides training and a refresher on AIG processes and required documentation to all AIG staff. This supports district-wide consistency and ensures all team members are up to date on procedures and expectations. Student records and documentation are organized and maintained both at individual schools and the Central Office. Active files (for identified students) and inactive files (for referred but non-identified students) are kept in both locations to support future decision-making and provide instructional insights for educators. Regular education teachers, AIG staff, and administrators may access this information as needed to support differentiated services within the regular classroom.	* Practice E Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large. Greene County Schools disseminates clear, accessible information regarding AIG screening, referral, and identification processes through multiple platforms and formats to ensure all stakeholders—including school personnel, parents/guardians, students, and the broader community—are informed and engaged. School and District Personnel - AIG Coordinators communicate screening, referral, and identification procedures with school staff through the district's GCS AIG Canvas course, which includes updated documents, timelines, and procedural guidance. - Coordinators also provide in-person presentations at staff meetings and Professional Learning Community (PLC) sessions to reinforce understanding and ensure consistency across schools. Parents/Guardians - Parents and guardians receive AIG program information through the district and school websites, where a reference sheet outlines the screening, referral, and identification processes and criteria. - Information is also shared at Open House events, family nights, and parent-teacher conferences throughout the year, allowing for direct communication and questions. - When a student is referred for AIG services, families are provided with detailed written documentation explaining identification criteria, procedures, and potential service options. - School counselors maintain updated AIG handouts and share them with families new to Greene County Schools or those inquiring about the program. Students - Students are informed about AIG opportunities through classroom visits by AIG staff and discussions with teachers and counselors, particularly when they are being considered for referral. - AIG staff introduce the identification process and service options to newly identified students and their families, ensuring students understand their learning plan and available support. Community-at-Large
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▪ The AIG referral and identification process is accessible to the community via the district AIG website, which houses key resources such as the AIG plan, referral timelines, and parent reference guides. Community engagement events, such as curriculum nights and school board presentations, may include updates on AIG programming and identification efforts to keep the public informed and involved.	* Practice F Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records. Greene County Schools maintains a thorough and transparent documentation process to support AIG identification decisions. This process ensures that multiple sources of evidence are collected, analyzed, shared with families, and retained as part of the student's educational record. Documentation of Evidence Gathered and Analyzed AIG identification decisions are based on a comprehensive review of multiple criteria, including: ▪ Quantitative data: aptitude and achievement scores from nationally normed standardized tests. ▪ Qualitative data: teacher and parent/guardian gifted rating scales and observations, ▪ All data is compiled and reviewed by the AIG School Team, which includes school-based educators, AIG staff, and the student's parent/guardian. This team uses a consistent checklist and rubric aligned with Greene County's identification criteria to determine eligibility. All identification documentation, including testing results, rating scales, and referral information, is compiled into an AIG file for each student. Parent/Guardian Review of Documentation Parents/guardians are involved at every stage of the identification process: ▪ They may initiate referrals and complete parent/guardian rating scales as part of the evidence collection. ▪ Once the AIG School Team has made a decision, AIG staff shares all paperwork with parents/guardians and answers any questions they may have. ▪ If a student is identified, a Differentiated Education Plan (DEP) is developed and shared with parents/guardians. This plan includes the student's area(s) of identification, service delivery model, and specific differentiation strategies. ▪ AIG parent/guardian are mailed the AIG 7 at the beginning of each academic year to meet with AIG staff to review student AIG services Maintenance of AIG Documentation AIG documentation is maintained with attention to accuracy, security, and accessibility: ▪ Active AIG student files are stored both at the school level and in the Central Office. ▪ Files include all referral materials, assessment data, DEPs, and annual and mid-year reviews.
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▪ Inactive files (for students who were referred but not identified) are also kept at both the school and district level. ▪ DEPs are reviewed annually and updated as needed; K–8 students also receive a Mid-Year Review, which is sent home to inform parents of any service modifications or progress updates. This system of documentation ensures that identification decisions are well-supported, clearly communicated, and continuously monitored to meet the evolving needs of each gifted learner.	* Practice G Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is developed and reviewed annually with parents/ guardians to ensure effective programming, provide a continuum of services, and support school transitions. Greene County Schools ensures that each AIG-identified student receives a Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP) that aligns with their academic, intellectual, and social-emotional needs. These plans document specific service options and instructional strategies designed to support continuous growth and appropriate challenges. The DEP/IDEP process also supports transitions across grade levels and school settings, ensuring continuity of services K–12. Development of DEPs/IDEPs for K–12 Students Upon identification, a DEP or IDEP is created for each student in collaboration with parents/guardians and school staff. These plans are developed at the beginning of each school year and are based on a review of multiple data sources, including: ▪ Nationally normed achievement and aptitude assessments ▪ Report card grades and benchmark assessments ▪ Progress monitoring data ▪ Teacher and parent/guardian input ▪ Observational and behavioral data ▪ Social-emotional considerations DEP/IDEP teams typically include: ▪ AIG teacher or coordinator ▪ Regular education teachers ▪ School counselor (as needed) ▪ School Administrator (as needed) ▪ Parents/guardians
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- The student (when appropriate, especially at middle and high school levels)

Parent/Guardian Involvement in the Planning Process

- Parents/guardians are invited to an initial meeting upon identification to review assessment results and collaborate on the creation of the DEP or IDEP.
- Plans are reviewed with parents/guardians annually at the beginning of each school year.
- Parents/guardians receive a copy of the finalized DEP/IDEP plan and are informed that they may request a review at any time during the year if concerns arise or if a change in services is needed.
- Mid-year reviews (K-8) and progress reports provide additional opportunities for families and school staff to review and adjust services as needed.

Monitoring, Reviewing, and Updating DEPs/IDEPs

- Student performance and needs are monitored throughout the year using grades, benchmark assessments, progress reports, teacher observations, and social-emotional indicators.
DEPs and IDEPs are formally reviewed at least twice annually—once at the beginning of the year and again mid-year—to ensure alignment with student growth and evolving needs.
- If changes to service options are warranted, the Schoolwide AIG Team convenes a meeting with parents/guardians to adjust the plan accordingly.
- Students who transition out of AIG services temporarily receive an IDEP that outlines continued support in the general education setting. These students are continuously monitored, and general education teachers receive strategies and resources to support differentiation.

Supporting Continuity and Transitions

- As students move between grade levels or schools, AIG teachers and AIG Coordinators ensure a seamless transition by:
 - Transferring all AIG documentation (active and inactive) between schools
 - Updating rosters and verifying student records
 - Communicating upcoming student needs with new school staff
- Special attention is given to rising 6th and 9th graders to ensure their DEPs reflect the academic expectations and service options available at the next level.

Record Keeping and Documentation

- Confidential folders for all referred and identified students are maintained at both the school and district levels. These include:
 - DEPs/IDEPs
 - Evaluation and referral documentation

- Progress monitoring forms and reviews - The AIG Coordinator is responsible for maintaining school-level files, while the EC Data Manager oversees central office records.		
* Ideas for Strengthening the Standard		
- Create a formal professional development schedule to help teachers develop ability and achievement talents within their classroom. - Create a portfolio option that goes beyond the K-5 level.		
Planned Sources of Evidence		
*	DEP Meeting Documents (Invitation to Conference & Signed DEPs)	
*	AIG Program Handouts	
*	Student AIG Folders	
*	GCS AIG Canvas Course	
*	District Webpage with AIG Links	
*	Referral and AIG Headcount Data	
Documents		Document/Link
AIG Standard 1 Additional Resources		AIG 1 Referral Form AIG 1a Re-evaluation Referral Form AIG 1b GCS AIG Referral Data Decision Rules AIG 2 Permission to Test AIG 2a Referral Previous Testing Data Profile 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 7 Invitation to Conference
-  AIG 8 Mid-Year Review Form
-  GCS AIG Talent Tracker/N.E.T Referral Form
-  GCS AIG Student Self-Nomination Form
-  GCS AIG Student Interview Questions
-  GCS AIG Product Review Form with Rubric
-  GCS AIG Watchlist Forms
-  GCS AIG Disclaimer: Forms
-  GCS AIG Awards Documentation
-  GC AIG K-5 Portfolio Pathway.
-  GCS AIG Referral Flowchart
-  AIG 6: Cumulative Folder

Standard 2: Comprehensive Programming within a Total School Community

Greene County Schools (400) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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 AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

Greene County Schools utilizes a tiered service delivery model to support Academically and Intellectually Gifted (AIG) students. This model emphasizes talent development and differentiated instruction to address each student's unique learning needs.

Tiered Service Model Overview

Tier I: Students' needs are met within the general education classroom through differentiated instruction. AIG staff provide resources and strategies to support general education teachers.

Tier II: For students demonstrating achievement or ability at the 89th percentile or higher, or those with two consecutive Level 5 End-of-Grade (EOG) scores. Identifications include:

- AG (Achievement in Reading and Math)
- AR (Achievement in Reading)
- AM (Achievement in Math)
- IG (Intellectual Ability)

Tier III: For students demonstrating both achievement and ability at the 89th percentile or higher, or an ability score paired with two Level 5 EOG scores. Identifications include:

- AI (Ability and Achievement in Reading and Math)
- AR (Ability and Achievement in Reading)
- AM (Ability and Achievement in Math)

Students ability and achievement scoring at or above the 98th percentile may receive individualized plans and additional services, such as accelerated placement or Individualized Differentiated Education Plans (IDEPs).

Service Options for Tier II and Tier III

Service recommendations are based on AIG identification areas, screening scores, EOG data, and other relevant student data. Service options include:

- Small group compacted reading or math (Grades 4-5)
- Compacted and accelerated content in math (Grades 6-8)
- Differentiated instruction through:
 - Flexible grouping
 - Tiered assignments and products
 - Technology-based lessons
 - Small group instruction
 - Interest-based units, independent study, and learning centers

All services are documented and guided by Differentiated Education Plans (DEPs) or IDEPs.

For twice-exceptional students, AIG and IEP teams collaborate to provide appropriate services at any grade level.

Grade Band Services Grades K-3: Talent Development and Enrichment Services

- DEPs and IDEPs as needed.
- Services may include:
 - Small group enrichment sessions
 - Enrichment resources for parents and teachers.
 - Advanced content or coursework.
 - Subject or grade acceleration
 - Classroom differentiation with support from the K-5 AIG Coordinator or an AIG-certified teacher.
 - Counseling for individual or group needs

Grades 4-5: Enhanced Academic Support Services

- Cluster grouping and enrichment for IG-identified students (unless rubric places them in AIG math or ELA group)
- Compacted ELA and math groups based on rubric
- Resource support and consultation with AIG staff.
- Advanced content or coursework within the general classroom.
- Advanced instruction in reading and/or math based on student needs.
- Small group, compacted ELA and/or math pull-out sessions based on rubric qualifications
- DEPs and IDEPS guide classroom differentiation
- Classroom teachers receive consultation support from the 4th/5th grade AIG teacher
- Counseling support as needed

Middle School: Advanced Academic Pathways Services

- Cluster grouping based on student identification and subject strengths.
- Compacted 6th and 7th grade math for students identified as AM, AI, or AG
 - Placement for AR and IG based on rubric criteria
- Enrichment opportunities with AIG staff during designated encore sessions.
- Advanced Coursework:
 - Math 1 and English 1 placement based on rubrics developed by the Director of Accountability.
 - 6th/7th grade compacted math
 - World History (for 8th grade)
- Access to rigorous STEM program courses
- Daily enrichment or remediation based on student data.
- Opportunities to explore advanced topics through research and projects
- IDEPs for students requiring services beyond standard offerings
- Counseling services support high school transition planning and individual needs

High School: Post-Secondary Preparation Services

- Individual academic planning beginning in eighth grade.
- Counseling services for post-secondary planning
- Access to:
 - Honors, Advanced Placement (AP), and college credit courses (online, dual enrollment, and early college).
 - High School STEM program with rigour work
 - Extracurricular activities such as vocational and technical competitions
- Ongoing AIG consultation for appropriate differentiation within classroom

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*** Practice B**

Delivers an AIG program with comprehensive services that address the social and emotional needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel based on student needs.

The Greene County Schools AIG program provides comprehensive social and emotional learning (SEL) support for gifted learners across all grade levels and learning environments. This support is delivered through collaboration among various personnel and is tailored to meet individual student needs.

Core SEL Principles and Partnerships

Partnership with the NC Public Forum Resilience and Learning Project to promote academic success and enhance the social and emotional well-being of students impacted by trauma.

The NC Resilience Team collaborates with school administration and local resilience teams to create trauma-informed learning environments that are safe and supportive for all students.

Grades K-5: Foundational SEL Skills Supports

Students receive regular instruction using web-based SEL curricula, including Second Step and The Zones of Regulation (current curricula used by Greene County Schools).

Teachers deliver structured lessons covering essential SEL topics:

- Growth mindset and goal setting
- Emotion management

- Empathy and kindness
- Problem-solving

The behavioral support team provides professional development to help staff meet students' social and emotional needs.

Grades 6-8: Developing Social and Emotional Competencies Support

Students continue SEL instruction through the web-based Second Step curriculum (current curriculum used by GC schools).

Instructional focus areas include:

- Self-management
- Self-awareness
- Social awareness
- Relationship skills
- Responsible decision-making

Students participate in Restorative Circles to build community and promote conflict resolution.

Counseling services support academic and emotional preparation for the transition to high school and/or early college.

Grades 9-12: Tailored SEL Support and Post-Secondary Planning Support

Students receive individualized SEL support during non-academic periods in their schedules.

High school teachers receive professional development to effectively meet students' social and emotional needs.

Counseling services provide:

- Support for PSAT, SAT, and ACT preparation and interpretation.
- Information on college tours, scholarship opportunities, and post-secondary planning

Targeted Counseling and Support for AIG Students

The AIG program incorporates targeted counseling and collaboration between AIG staff, school counselors, and other support personnel.

Counseling sessions address the academic, social, and emotional needs of gifted students.

AIG teachers and school counselors can provide professional development focused on gifted education topics and strategies.

AIG teachers consult with core subject teachers to address specific SEL concerns related to gifted learners.

Booster Shots from the NC Department of Public Instruction (DPI) are shared with counselors and teachers. These resources provide strategies for supporting the social and emotional well-being of gifted students.

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*** Practice C**

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

Greene County Schools employs Academically or Intellectually Gifted (AIG) Coordinators for each grade band:

- Kindergarten through 5th grade
- 6th through 8th grade
- 9th through 12th grade

The K–5 AIG Coordinator also serves as the District AIG Plan Coordinator, overseeing implementation and ensuring alignment with the district's strategic plan.

AIG Coordinators work in direct collaboration with school leadership and instructional departments to embed gifted services into broader district initiatives, such as:

- Expanding STEM education across all grade levels.
- Increasing student achievement through enrichment, advanced coursework, curriculum compacting, and acceleration.
- Meeting growth expectations for all student groups, including gifted learners.

Resource Allocation

The district allocates targeted resources to support the effective implementation of AIG services. All three AIG Coordinators report to the Exceptional Children (EC) Director, who advocates for gifted education at the district level.

This advocacy encompasses:

- Resource and funding allocation
- Program development and service delivery
- Collaboration with district leadership to ensure alignment with strategic priorities

Alignment with Instructional Frameworks

AIG staff align their instructional services with school and district-level instructional and improvement plans. These plans are:

- Integrated into the district's overall instructional framework and monitoring systems
- Aligned with school, district, and state instructional standards
- Developed collaboratively at both the school and district levels

AIG teachers implement differentiated instruction tailored to individual student learning profiles, utilizing strategies such as:

- Tiered assignments
- Curriculum compacting
- Flexible grouping

The district also provides acceleration opportunities:

- High school courses offered in 8th grade
- Advanced Placement (AP) and college-level courses during high school

Professional Collaboration and Development

AIG teachers actively engage in professional learning and collaborative planning through:

- Grade-level instructional training
- Team and school-wide instructional training
- Instructional discussions and planning sessions

These collaborative efforts are aligned with:

- School goals
- District goals
- State goals
- The North Carolina 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.

At the conclusion of each academic year, AIG Coordinators collaborate with school administrators to provide detailed AIG student rosters for the upcoming year. These rosters include

- Recommended services for each student
- Comprehensive program information
- Data to support effective student grouping and instructional planning

Grades K-8: Cluster Grouping and Differentiation

In grades K-8, AIG students are cluster-grouped within general education classrooms.

Administrators consider each student's identification level and area(s) of strength for appropriate placement.

- For students in grades 4–5 placement in small reading and/or math groups with an AIG teacher is based on identification and/or rubric qualifications.
- For students in grades 6-7 placement in compacted math classes are based on identification and/or rubric qualifications.
- For students in 8th grade placement in Math 1 and ELA 1 are based on a district rubric.

Teachers use multiple data sources (classroom, screeners, check-in data, etc) to implement differentiated instruction throughout the year, such as:

- Flexible, small-group instruction in reading and mathematics.
- Tiered assignments across subject areas.
- Ongoing classroom differentiation based on students needs

Classroom instructional strategies and groupings are adjusted throughout the year based:

- Screeners
- Benchmark assessments
- Teacher observation and academic progress

All K–8 AIG students have access to :

- Enrichment
- Intervention
- Extension activities
- Acceleration opportunities

These are provided during the school day as needed to support individual learning goals and can be adjusted as needed.

Grades 9-12: Advanced Coursework and Individualized Support

High school AIG students have access to a wide range of advanced academic options, including:

- Honors and Advanced Placement (AP) courses
- STEM/Honors STEM classes
- Career and Technical Education (CTE) courses
- Dual enrollment classes with Lenoir Community College

Course selections are made in collaboration with school counselors to align with students' graduation pathways and post-secondary goals.

High school teachers use student performance data to implement differentiated instruction, including:

- Project-based learning
- Problem-based learning
- Inquiry projects
- Increased academic rigor

AP and honors courses follow rigorous academic standards. Honors courses specifically adhere to a standardized honors rubric to ensure consistency and high expectations.

At the beginning of each school year, the high school AIG Coordinator reviews student schedules to ensure that selected coursework supports each student's individual strengths and academic needs.

*** 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.

Greene County Schools ensures that comprehensive AIG program information is easily accessible through the following platforms:

- The Greene County Schools (GCS) district website.
- The GCS AIG Canvas course, available to all staff

These resources provide essential information, including:

- Referral and identification procedures

- Descriptions of differentiated services

- Relevant regulations, policies, and required forms

Staff Communication and Training

To promote awareness and understanding of the AIG program, staff receive program information through a staff meeting, grade level or team meetings at the beginning of each academic year.

Additionally, the Exceptional Children (EC) Director and/or the District AIG Plan Coordinator present program updates to school and district administrators during administrative team meetings at the start of the year.

AIG Staff Meetings

AIG staff meetings are scheduled and shared annually to promote collaboration and consistency across the district. Key details include:

- A complete schedule of meeting dates, times, and locations is distributed to all AIG-certified staff each August
- Attendance is mandatory for AIG Coordinators
- Participation is optional for other AIG-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.

AIG Coordinators and staff conduct regular meetings to address both program-wide initiatives and school-specific needs.

Collaboration with central office personnel and school administrators occurs as needed to ensure effective implementation of AIG services.

Key Responsibilities of AIG Coordinators:

- Maintain and distribute student rosters and relevant AIG information to school administrators and AIG staff.
- Share transition information regarding student needs for the upcoming school year at the end of each academic year.
- Communicate AIG information for incoming transfer students to the appropriate AIG staff and classroom teachers.

Transition Support for Rising 9th Graders

The high school AIG Coordinator, in collaboration with middle school and high school counselors and teachers, facilitates transition planning for 8th-grade students.

In the spring, parents receive information outlining high school opportunities, including:

▪ Honors courses ▪ Advanced Placement (AP) courses ▪ Dual enrollment options ▪ NC Virtual Public School courses This information supports students and families in making informed choices during high school registration. Inter-School Communication and Resource Sharing AIG staff from different schools maintain ongoing communication to share curriculum ideas and instructional resources, especially when responding to individual student needs. A list of AIG resources at each school is shared with AIG staff and shared as needed. Confidential Record Transfer AIG Coordinators are responsible for transferring confidential AIG records and folders to the appropriate school when students transition at the end of each academic 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. Greene County Schools offers a broad range of acceleration opportunities, tailored to meet the individual needs of gifted learners. These options ensure that students receive appropriately challenging instruction and support based on their readiness and abilities. Available Acceleration Options: ▪ Early Admission to Kindergarten: (Refer to the Appendix for the full Early Admission to Kindergarten Policy.) ▪ Subject-Specific Acceleration: Advanced placement in a specific subject area based on demonstrated proficiency. ▪ Full-Grade Acceleration: Placement in a higher grade level when appropriate. ▪ In-Class Grouping by Skill Levels: Flexible grouping within the classroom to target instruction based on student skills. ▪ Curriculum Compacting and Advanced Learning Opportunities: Condensing the standard curriculum to allow time for deeper exploration of content. ▪ Advanced Placement (AP) Courses: College-level courses offered at the high school level. ▪ Online Courses: Offered through NC Virtual Public High School.
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- Concurrent or Dual Enrollment: Simultaneous enrollment in high school and college courses.
- Greene Early College High School Enrollment: Participation in an accelerated high school program.
- Credit by Demonstrated Mastery (CDM): Available for students in grades 9–12 who demonstrate mastery without seat time.
- Honors-Level Courses: Offered to high school students seeking rigorous academic experiences.
- Compacted Classes: Condensed content delivery allowing for accelerated and deeper learning.

Specific Acceleration and Advanced Learning Programs

Credit by Demonstrated Mastery (CDM):

- Greene County Schools follows state criteria for CDM and has established local policies and procedures to guide the process.
- A district-level committee, including the 9–12 AIG Coordinator, oversees the CDM process for high school students, in accordance with DPI guidelines.

Honors-Level Course Validation:

- Honors-level courses for grades 9–12 are evaluated using DPI standards to ensure they meet the expectations of rigor and depth.
- The 9–12 AIG Coordinator participates actively in the course evaluation and validation process.

Compacted Math Curriculum:

- District-developed compacted math curriculum maps are in place for grades 6–8.
- Small-group compacted math instruction and units are available for students in grades 4–5.
- Curriculum maps and units clearly outline which standards are compacted each quarter.

Dual Enrollment:

- Students meeting eligibility requirements in the Memorandum of Understanding (MOU) with the local community college may participate in dual enrollment.
- This opportunity provides students access to college-level coursework while still in high school.

Instructional Practices and District Policy

Instructional Practices for Acceleration:

- AIG staff implement evidence-based instructional practices to support accelerated learning, including:
 - Curriculum compacting

• Tiered assignments • Differentiated units • Independent study projects District Policy on Acceleration: ▪ Teachers are encouraged to enrich and expand the curriculum within their classrooms. ▪ Principals have the authority to: • Reassign students to different classes or levels of study as appropriate. • Approve grade-level acceleration, in consultation with professional staff and parents. AIG School Wide Team Greene County Schools has established a system-wide AIG School Team at each school responsible for evaluating student needs on a case-by-case basis as needed. This team includes: ▪ Professional staff ▪ Parents ▪ Student (when appropriate) The team considers academic, social, and emotional factors in determining the most appropriate services and placement for each student.	* Practice H Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming. K-5 AIG Coordinator Responsibilities The K-5 AIG Coordinator plays a critical role in nurturing and identifying young gifted learners across the district. This position supports both whole-group enrichment and targeted services for AIG-identified and potentially gifted students. Key Responsibilities: ▪ Developing whole-group N.E. T. (Nurturing & Enriching Talents) lessons across K-3. ▪ Oversee the implementation and completion of all N.E. T. lessons.
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- Create and distribute monthly parent and teacher newsletters for:
 - Snow Hill Primary (K–1)
 - West Greene Elementary (2–3)
- Creating and disseminating parent and teacher newsletters for Snow Hill Primary (K-1) and West Greene (2-3).
- Creating DEPS and making sure AIG-identified students at the K-3 level are receiving services.

Whole-Group N.E.T. Lessons

Fall Semester:

- Lessons utilizing the P.E.T.S. (Primary Education Thinking Skills) curriculum.
- Designed to introduce and develop critical thinking skills, including:
 - Convergent thinking
 - Divergent thinking
 - Evaluative thinking
 - Visual/spatial reasoning
- All K–3 students participate.
- These lessons help identify students who may benefit for differentiated instruction/resources

Following this phase of lessons, N.E.T. Watchlist referrals begin.

Spring Semester:

- Lessons continue to focus on developing critical thinking and problem-solving abilities through engaging activities.
- All K-3 students participate
- These lessons serve to:
 - Provide rigorous, engaging instruction for all students.
 - Offer observational opportunities for teachers and the coordinator for students on the watchlist
 - Supports and nurtures all students.
 - Function as instructional models for general education teachers.

Student Selection Process - N.E.T. Watchlist

A structured system is in place to identify and support students who exhibit signs of advanced potential:

- All student data is recorded using the Talent Tracker/N.E.T. Class Referral Form
- This process happens every school year but student data from previous years is tracked as they move through K-3.
- The K-5 AIG Coordinator collaborates with classroom teachers to:
 - Evaluate student data
 - Determine areas of possible giftedness
- Selection criteria may be updated based on changes to universal screening tools or district assessments.

Collaboration and Support for Classroom Teachers

- The K-5 AIG Coordinator partners with general education teachers to support differentiated instruction in the classroom.
- The N.E.T. Watchlist is shared with teachers to keep them informed of students showing signs of gifted potential.
 - At the beginning of the school year watchlist students from the previous year are shared with teachers
- Each school receives resource support to assist in enriching instruction for Watchlist students.
- The coordinator shares enrichment resources and critical thinking integration strategies regularly to enhance classroom instruction.

Parent and Teacher Newsletters

Monthly Parent Newsletter:

- Created and distributed by the K-5 AIG Coordinator.
- Sent to parents of students on the N.E.T. Watchlist
- Newsletter content includes:
 - Activities to nurture critical thinking skills
 - Math and reading enrichment activities
 - Guidance for supporting gifted behaviors at home

Monthly Teacher Newsletter: ▪ Created and distributed by the K–5 AIG Coordinator. ▪ Sent to teachers of potentially gifted students ▪ Newsletter content includes: • Activities to nurture critical thinking skills • Math and reading enrichment activities • Guidance for supporting gifted behaviors in the classroom	* Practice I Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12. Greene County Schools is committed to equity in gifted education by proactively identifying and supporting underrepresented student populations. Through targeted professional development, talent development strategies, enrichment activities, and data-informed decision-making, the district ensures that students in grades 4–12 receive opportunities to thrive academically and personally. These efforts are reinforced through Greene County Schools' Board-approved AIG Plan, which outlines the district's commitment to equitable identification and service delivery. The plan explicitly prioritizes the use of multiple criteria, universal screeners, and regular data reviews to ensure all students—particularly those from underrepresented populations—have equitable access to advanced learning opportunities. <u>Grades 4-5: Proactive Identification and Talent Development</u> Professional Development: Annual PD sessions led by an AIG-certified staff member are provided for: ▪ General education teachers ▪ Exceptional Children (EC) staff ▪ Multilingual Learner (ML) specialists Training includes: ▪ Characteristics of giftedness across diverse populations ▪ Indicators of potential in reading, math, and intellectual ability (nonverbal, verbal, quantitative) ▪ Strategies for recognizing emerging talent
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AIG staff offer individualized coaching to support data analysis and classroom strategy development. These sessions can help shift teacher mindsets by expanding their understanding of giftedness, increasing referrals from previously underrepresented groups.	
Talent Development Opportunities: Small-group instruction occurs in all math and reading classrooms to develop skills. The K-5 Coordinator provides resources to enhance critical thinking and strength literacy and math skills The K-5 coordinator: ▪ Monitors academic data and watchlist trends ▪ Shares information with teachers about watchlist students ▪ Re-evaluates watchlist students for possible AIG referral during formal identification periods To broaden access the AIG watchlist is regularly updated based on new data. Outreach to families ensures awareness and participation in enrichment opportunities.	
Enrichment: Students participate in a range of high-interest, exploratory opportunities, including: ▪ Field trips ▪ Academic Contests and competitions ▪ STEM projects ▪ Summer enrichment programs ▪ Project-based learning experiences A variety of instructional tools and resources are provided to meet diverse learner needs across content areas. Technology is used to support students' personalized learning paths in district math and ELA platforms.	
Data Impact A multi-faceted data approach ensures effectiveness of services: Student progress is monitored using: ▪ Classroom and assessment check-ins	

- BOY, MOY, and EOY diagnostic benchmarks (reading and math)
- Student surveys on service quality and engagement

Impact on Stakeholder Mindsets:

- Administrators use data to adjust resource allocations and uphold program accountability.
- The K-5 Coordinator evaluates services for alignment with best practices and continuous improvement and uses data for real-time service adjustments, ensuring individual student needs are met.
- Teachers utilize data to refine instruction and foster a growth mindset in students
- Data insights guide targeted support, including individualized enrichment, referrals, and instructional adaptations.

Responsive Service Adjustments

Instructional and enrichment activities are modified based on student data. Targeted interventions and enrichment opportunities are implemented as needed to support growth and development.

Grades 6-12: Advanced Academic and Career Preparation

Data Monitoring and Collaboration:

The 6–8 and 9–12 AIG Coordinators regularly review:

- Student achievement data
- Intellectual ability scores

Collaboration with the Director of Accountability ensures monitoring of performance among Level 5 and high-achieving students.

Data informs:

- Class placement
- Enrichment and intervention strategies
- Career and college preparation pathways
- Student success in advanced courses

Administrators use data to refine and improve advanced programming. Counselors and teachers leverage data to guide course planning and career exploration. Students use progress data to set goals and maintain motivation.

Middle School Preparation:

- Students complete required coursework in computer science and arts (e.g., PE, art, music).
- Eighth-grade students may take a high school computer science course, Math 1, English 1 and/or World History to fulfill graduation requirements.
- Enrichment and intervention blocks are embedded in the schedule to address:
 - Reading and math support
 - Critical thinking skill development

Frontloading efforts, such as early exposure to advanced coursework in 8th grade and structured summer transitions such as “Rising 6th Graders Bootcamp” and “Freshman Orientation”, aim to activate student potential and ease the shift into more rigorous academic environments.

High School Career Exploration:

Students engage in career exploration through:

- Career and Technical Education (CTE) internships
- Job shadowing experiences
- Apprenticeship programs, such as SEED

These experiences, along with intentional talent development efforts across middle and high school, prepare students for both post-secondary success and lifelong learning.

*** Practice J**

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

Greene County Schools recognizes that extracurricular participation enhances intellectual, social, and emotional development, particularly for AIG students. These activities provide students with opportunities to explore personal interests, develop leadership and communication skills, and build connections with like-minded peers who share their academic and creative passions.

School-Specific Extracurricular Activities

Detailed information about extracurricular activities offered at each school is available on their respective school websites.

Elementary School (Grades K-5)

Elementary students are introduced to extracurricular learning through structured, age-appropriate activities that support academic enrichment and social-emotional learning. Opportunities include:

- Advanced Choir

- Mini-Makers (STEM)

Additional enrichment opportunities are offered throughout the year as they become available. Teachers also integrate extension and enrichment activities during reading and math small-group instruction. These may include:

- Critical thinking exercises
- Problem-solving challenges
- Content-based enrichment tasks

Middle School (Grades 6-8)

Middle school students engage in a rotating club schedule that operates every three weeks during the school day. Club options are designed to promote creativity, collaboration, and skill development. Examples include:

- Figure Drawing.
- Latin Dance Club.
- Basketball Skills.
- Yearbook.
- Student Government Association (SGA).
- OMG Science!

These opportunities are structured to support both academic and personal growth in a low-stakes, high-engagement environment.

High School (Grades 9-12)

Students at the high school level have access to a wide range of extracurricular activities and competitive organizations, many of which extend to regional, state, or national levels. Opportunities include:

- Health Occupations Students of America (HOSA) competitions (state, regional, national)
- Drama Club
- Future Business Leaders of America (FBLA)
- Future Farmers of America (FFA) competitions (state, regional, national)
- STEM Ambassadors

- BETA Club
- National Honor Society
- National Technical Honor Society
- Summer Reading Challenge
- Summer Enrichment Camp

In addition to these offerings, students are encouraged to participate in school clubs and athletic teams, with the goal of fostering well-rounded personal development.

Summer Enrichment Opportunities (Grades K-12)

Greene County Schools offers district-wide summer enrichment programs to maintain student engagement and encourage continuous learning. These include:

- Summer Reading Challenge Camp.
- STEM Camps.
- AIG Camp.
- 4-H Summer Programs.
- ACE Academy.
- CTE Career Camps.

Programs are open to students across grade levels and are designed to extend learning beyond the school year in both academic and interest-based areas.

AIG-Funded Extracurricular Activities

Greene County Schools allocates AIG funding annually to support student participation in extracurricular and enrichment activities, prioritizing equitable access. Funding availability is subject to annual budgetary review, with decisions made to maximize student involvement and program impact across the district.

* Ideas for Strengthening the Standard

- Create a Remind group for AIG parents to facilitate the sharing of AIG program updates, AIG program newsletters and extracurricular opportunities
- Compile information about the AIG program into clear, easy-to-understand documents for parents and staff
- Establish new partnerships to enhance extracurricular programs and activities at the elementary schools level.

Planned Sources of Evidence		
* SEL Curriculum		
* District AIG Digital Roster		
* Agenda and Notes from Professional Development Sessions		
* District Website Page for AIG		
* AIG Meeting Notes/Agendas		
* DEPs and IDEPs		
* Curriculum Maps		
* AIG Program Handouts and Presentations		
* AIG Resources/Materials List		
* AIG Student Files		
* Placement Rubrics		
* N.E.T Lessons, Documents and Watchlists		
Type	Documents	Document/Link
AIG Standard 2 Additional Resources	Document Template	
	N/A	 <u>GCS AIG Class Rubric Grades 4-5</u>  <u>GCS AIG Class Rubric Grades 6-7</u>

 [GCS AIG DEP \(1-3\)](#)

 [GCS AIG DEP \(4-5\)](#)

 [GCS AIG DEP \(6-8\)](#)

 [GCS AIG DEP \(9-12\)](#)

 [GCS AIG IDEP](#)

 [GCS AIG DEP Staff Accountability Form](#)

 [GCS AIG Early Admission to Kindergarten](#)

 [GCS AIG Counseling Action Plan Form](#)

 [GCS AIG Talent Tracker/N.E.T Referral Form](#)

 [GCS AIG Watchlist Forms](#)

Standard 3: Differentiated Curriculum and Instruction

Greene County Schools (400) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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 by differentiating curriculum and instruction, including enrichment, extension, and acceleration strategies.

Greene County Schools is committed to fostering a culture of high expectations and academic excellence through differentiated instruction and accelerated learning pathways. The district ensures that all students—include AIG-identified and high-potential learners—receive instruction that is responsive to their academic readiness, interests, and learning profiles.

Professional Development for Teachers:

Teachers participate in comprehensive professional development focused on effective differentiation strategies across all content areas. Training is delivered through:

- In-person professional development sessions focused on instructional best practices for differentiation and enrichment.
- The GCS AIG Canvas Course, which offers asynchronous modules and resources aligned to AIG standards and practices.
- Curriculum & Instruction course revisions that occur over the summer time to enhance content

Curriculum & Instructional Design for Differentiation

District-wide curriculum maps for each subject area include designated sections for remediation, enrichment, and extension activities. These maps explicitly:

- Identify connections to prior and future grade-level standards.
- Support instructional planning for both struggling and advanced learners.

Each summer, content specialists, curriculum staff, and AIG personnel (as needed) collaborate to review and update curriculum maps, ensuring they reflect current differentiation practices and acceleration options.

Accelerated Learning Initiatives:

Mathematics (Grades 4–8): Compacted curriculum maps and enrichment units integrate standards from the next grade level to promote accelerated learning for AIG students.

English Language Arts (Grades 4–5): Enrichment units and adapted curriculum maps incorporate future grade-level standards for implementation during small-group instruction.

Collaborative Support and Resources:

AIG coordinators collaborate with general education teachers during scheduled Professional Learning Communities (PLCs) to share strategies for enhancing core curriculum.

K–5 teachers receive monthly newsletters from the K-5 Coordinator featuring:

- Differentiation strategies and classroom tools.
- Enrichment resources that promote critical thinking and disciplinary depth.
- Guidance on supporting AIG learners' social-emotional needs, such as perfectionism, peer challenges, and imposter syndrome.

Middle School Enrichment, Advancement and Remediation:

- Students participate in "Ram Time," a designated period for individualized enrichment or remediation based on their needs. Approximately every three weeks, students engage in club activities that promote cognitive growth and enhance learning. AIG students can take high school level classes in 8th grade (Math 1, English 1, World History, etc.).

High School Advanced Learning Opportunities:

The high school offers a robust suite of advanced academic opportunities, including:

- Honors-level Career and Technical Education (CTE) courses.
- Honors-level core content courses
- STEM-focused honors courses
- Participation in organizations such as Beta Club, National Honor Society, and STEM Ambassadors (based on eligibility).

Policies for Advanced Learning (High School):

Greene County Schools has established policies to ensure equitable access to high-level coursework and acceleration options:

- Credit by Demonstrated Mastery (CDM)
- Implementation of a district-approved Honors Level Course Rubric for grades 9–12
- Access to Advanced Placement (AP) and dual enrollment courses through partnerships with local colleges

In addition to core academics, Greene County Schools integrate enrichment and acceleration in the arts, CTE, and STEM. Students at all levels participate in problem-based learning and project showcases to apply learning in real-world contexts. PLCs and AIG coordinators analyze student performance data to assess the effectiveness of differentiation practices. Formative assessments, student feedback, and growth data help guide instructional adjustments and ensure that enrichment, extension, and acceleration are responsive to student progress.

*** Practice B**

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

Greene County Schools ensures that all educators working with gifted learners implement differentiated instruction aligned to each student's unique academic strengths and needs, as identified through formal assessments and evaluations. Educators can access AIG support materials, student plans, and professional resources through the GCS AIG Canvas course.

Staff Accountability and Awareness:

To promote shared responsibility for gifted education, all regular classroom teachers serving AIG-identified students are required to complete the GCS AIG DEP Staff Accountability Form (see Appendix). This process is facilitated by AIG Coordinators at the start of each school year and includes the following components:

- Review of the students on their roster that are AIG identified
- Review of the Staff Accountability Form, which includes:
 - AIG identification status
 - Assigned services for the academic year
 - Student's Differentiated Education Plan (DEP) or Individual DEP (IDEP)
- Teacher signature and submission, confirming:
 - Awareness of student gifted identification
 - Commitment to implement differentiated instruction and enrichment as outlined in the DEP/IDEP

This process ensures that all instructional staff are aware of their responsibilities and aligned with service delivery expectations.

Differentiated Instructional Strategies:

Regular classroom teachers receive individualized lists of differentiated strategies, tailored to student's enrichment needs.

These strategies are developed and updated annually by AIG staff in collaboration with teachers, based on each student's:

- Historical academic performance (e.g., check-ins, diagnostic assessments, EOG scores).
- Areas of strength and potential growth.

- Identified needs

Differentiated strategies may include:

- Tiered assignments to allow for varied levels of complexity and student readiness.
- Cooperative learning groups with roles tailored to student strengths.
- Subject-specific enrichment units aligned with advanced standards.
- Content acceleration in math, ELA, or other subject areas.
- Advanced or compacted content delivery within the general education setting.

These strategies are outlined in student DEPs/IDEPs and are designed to provide rigorous, relevant, and engaging learning experiences.

Professional Development and Support:

The district will provide professional development opportunities to support teachers in implementing differentiated strategies and addressing the instructional needs of gifted students across all grade levels. Targeted professional development, based on the honors course rubric, will be developed as needed to enhance instructional practices in high school honors courses, ensuring academic rigor and challenge. AIG staff and/or instructional coach will collaborate with regular classroom teachers to support the differentiation of curriculum, ensuring that gifted students receive appropriate and meaningful instruction.

Local Education Agency (LEA) Commitment:

Greene County Schools, as the Local Education Agency (LEA), remains dedicated to providing a challenging, rigorous, and relevant curriculum that meets the academic, intellectual, social, and emotional needs of all gifted learners.

*** Practice C**

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

Instructional Coaching

Greene County Schools provides robust instructional support through dedicated instructional coaches assigned to each school. These coaches collaborate with teachers to integrate research-based practices, differentiation strategies, and supplemental materials into everyday instruction. Their work enhances teacher capacity to meet the diverse academic and social-emotional needs of all students, including those identified as gifted. Coaches also collaborate with AIG staff to integrate enrichment and acceleration opportunities into core instruction.

Strategic and Evidence-Based Professional Development

Each school provides evidence-based professional development aligned to school-wide instructional goals and the district's strategic plan. These sessions promote continuous teacher improvement in the areas of:

- Differentiation across content areas.
- Use of supplemental digital platforms and intervention tools.
- Integration of social-emotional learning (SEL) into academic content.
- Strategies specific to supporting all students including gifted learners' social and emotional development.

Grade-Level Implementation:

Elementary School (K-5):

Mathematics:

- HMH Into Math: Utilizes for whole-group instruction and differentiated small-group activities. It employs the Concrete-Representational-Abstract (CRA) approach for conceptual understanding and provides resources for differentiated instruction and advanced grade-level materials for challenging students (K-4).
- DreamBox: Offers individualized math lessons through adaptive learning technology, tailoring instruction to each student's skill level.

English Language Arts (ELA):

- Benchmark Advance: Core curriculum integrating research-based literacy strategies in phonics, vocabulary, and comprehension. Resources for intervention and enrichment support a wide range of learners.
- i-Ready: Diagnostic assessments and personalized instruction support differentiation and growth.
- LETRS strategies are embedded in ELA instruction to strengthen foundational literacy.

Social and Emotional Learning (SEL):

- Second Step and The Zones of Regulation: Core SEL programs supporting emotional literacy, self-regulation, and relationship skills.
- School counselors receive targeted training and support students' SEL needs, including those specific to gifted learners.
- The AIG Coordinator provides resources addressing gifted-specific SEL needs such as perfectionism, anxiety, and peer relationships.

Middle School (Grades 6–8)

English Language Arts:

- Into Literature: Core curriculum, aligned with the North Carolina Standard Course of Study. Integrates research-based literacy practices, focusing on close reading, text analysis, and argumentative writing, and features diverse literature and non-fiction texts. Also includes a comprehensive grammar component.
- Exact Path: Provides diagnostic data and individualized literacy instruction.

Mathematics:

- Into Math: Core curriculum, aligned with the North Carolina Standard Course of Study. Focuses on essential basic and developmental skills, incorporating technological tools and challenging activities.
- Exact Path: Offers personalized, diagnostic-based math support.

Social and Emotional Learning:

- Second Step continues as the primary SEL curriculum.
- Counseling support addresses academic and emotional development.
- School counselors receive targeted training and support students' SEL needs, including those specific to gifted learners.

High School (Grades 9–12)

Teachers collaborate to develop curriculum materials aligned with the North Carolina Standard Course of Study. STEM classes adhere to district STEM guidelines, and honors-level courses follow a rigorous Honors rubric. School counselors provide social-emotional support and post-high school planning guidance.

AIG Resources and Support Systems

The district annually distributes a bibliography of AIG-funded resources, accessible to all instructional staff. These materials support enrichment and acceleration in:

- Critical thinking and problem-solving.
- Literacy and mathematical reasoning.
- Science and social studies exploration.
- Creative thinking and innovation.
- Social-emotional growth.

The GCS AIG Canvas Course is shared each school year with staff and provides educators with:

- Differentiation strategies by content area.
- Professional development modules.
- SEL guidance for gifted students.
- Links to supplemental enrichment tools.

Holistic Development through Integrated Instruction

Instructional coaches and AIG personnel collaborate to integrate academic and SEL instruction through project-based learning, interdisciplinary units, and reflective practices. For example:

- In ELA, students analyze high-level texts from Benchmark Advance and engage in reflective journaling to explore ethics, identity, and emotional intelligence.
- In STEM, students work collaboratively to address real-world problems, integrating academic knowledge with self-awareness and group dynamics.

Teachers use both academic data and student reflections to personalize instruction, ensuring it meets intellectual and emotional needs—supporting the whole child.

* Practice D

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

Greene County Schools prioritizes the development of future-ready skills across all grade levels. This commitment is reflected in the implementation of advanced curricula that emphasize:

- Real-world application: Connecting classroom learning to practical, everyday situations
- Critical thinking and problem-solving: Fostering analytical and solution-oriented mindsets
- Technology integration: Utilizing technology as a tool for learning and application

Key Initiatives and Partnerships:

- Career Readiness through Business Partnerships: Collaborative partnerships with local businesses enhance students' career readiness by providing real-world experiences.
- Financial Literacy with SECU:
 - High school students participate in the State Employees Credit Union (SECU) "Reality of Money" experience, simulating real-world budgeting and financial decision-making.
 - SECU also conducts tailored sessions on money management and budgeting for middle and elementary students, building foundational financial literacy.
- Workforce Development: High school seniors have access to the Journey 360 workforce development program, which provides valuable experience and preparation for entering the workforce.
- Digital Citizenship and Technology Skills:
 - All students receive digital citizenship instruction, promoting responsible and effective use of digital resources.
 - Elementary students utilize the Learning.com program to develop foundational technology skills.

▪ Emergency Preparedness: High school students can participate in CPR and “Stop the Bleed” training, equipping them with essential life-saving skills. ▪ Advanced Learning and Gifted Education: AIG staff collaborate with faculty to design future-ready curricula and differentiate instruction for gifted learners, ensuring academic rigor. ▪ Portrait of a Graduate Skills: Performance events and STEM challenges throughout the year integrate “Portrait of a Graduate” skills, encouraging teamwork, communication, and innovation. Learner’s Mindset Students across all grade levels engage in classroom practices and collaborative projects that emphasize empathy, active listening, and perspective-taking. The district fosters a learner’s mindset through: ▪ Goal-setting ▪ Peer feedback ▪ Growth-focused conferencing These practices help students take ownership of their learning and reflect on personal progress. Instructional Focus: Instructional practices across all content areas emphasize: ▪ Critical thinking and problem-solving ▪ High-level communication and collaboration ▪ Creativity and innovation Leadership, ethics, accountability, adaptability, productivity, responsibility, interpersonal skills, self-direction, and social responsibility are integrated into lesson plans. AIG staff work with school faculty to advance future-ready skills and plan real-world learning in local, regional, and global contexts.	* Practice E Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction. Greene County Schools maintains a robust assessment system designed to continuously monitor and support student progress, particularly for Academically or Intellectually Gifted (AIG) students. Continuous Assessment and Data-Driven Instruction: ▪ Systematic Tracking and Review: The district employs a variety of continuous assessment strategies that are systematically tracked and reviewed at regular intervals.
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▪ Multiple Assessment Tools: Teachers of gifted students use multiple tools to effectively monitor student understanding and achievement. ▪ Formative and Summative Assessments: Both general education and AIG teachers implement a range of assessments, including benchmark tests, universal screenings in math and reading and check-in assessment data. These assessments are used to evaluate student growth and progress. ▪ Targeted Lesson Planning: Assessments results guide the development of lesson plans that address individual student needs. Differentiated Instruction and Data Analysis ▪ Data-Driven Differentiation: Instruction is differentiated for all students, including AIG students, using weekly qualitative and quantitative data such as: • Common data points • Check-ins • Diagnostic data ▪ Responsive Grouping: Classroom and intervention groups are adjusted regularly based on ongoing assessment results to ensure instruction meets current student needs. ▪ Detailed Lesson Plans: Teachers implement daily lesson plans that outline specific differentiation strategies tailored to student readiness levels. ▪ Collaborative Data Analysis and Planning: Educators collaborate with instructional coaches to analyze assessment data and develop strategic plans that promote student growth and instructional effectiveness. Assessment-Driven Differentiation for Gifted Learners Teachers use assessment data to design enrichment tasks, compact curriculum, and accelerate content for students who demonstrate advanced proficiency. For example, reading and math assessments and/or observations help determine readiness for above-grade-level work within the general classroom. Students may engage in project-based learning, advanced-level texts, or small group instruction that emphasizes critical thinking and application.	* Practice F Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction. AIG teachers actively participate in Professional Learning Communities (PLCs) or Professional Learning Teams (PLTs). These collaborative teams—which include AIG and Exceptional Children (EC) personnel as often as possible—work together to: ▪ Develop curriculum maps ▪ Plan instruction ▪ Analyze data ▪ Implement school programs
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AIG teachers also engage in scheduled professional development and planning sessions with all school staff. During these sessions, AIG staff offer support and suggest differentiated strategies to enhance the learning experiences of AIG-identified students. AIG and general education teachers of gifted students have dedicated planning time during the school day, staff development days, and summer professional development. Throughout the school year, AIG teachers and instructional coaches present practical differentiation strategies to faculty. The implementation of these strategies is monitored through classroom walkthroughs, data review and collaborative reflection	
* Ideas for Strengthening the Standard - 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 the different grade bands for classroom teachers to access.	
Planned Sources of Evidence	
*	GCS AIG Canvas Course
*	AIG Curriculum Resources/Materials
*	AIG Student Folders
*	District/School Professional Development Documentation
*	Honors level Course Rubrics
*	District AIG Digital Roster
*	AIG Units/Lesson Plans
*	AIG Staff Meeting Notes/Agendas

Type	Documents Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	 <u>GCS AIG DEP (1-3)</u>  <u>GCS AIG DEP (4-5)</u>  <u>GCS AIG DEP (6-8)</u>  <u>GCS AIG DEP (9-12)</u>  <u>GCS AIG IDEP</u>  <u>GCS AIG DEP Staff Accountability Form</u>  <u>GCS AIG Talent Tracker/N.E.T Referral Form</u>  <u>GCS AIG Counseling Action Plan Form</u>

Standard 4: Personnel and Professional Development

Greene County Schools (400) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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.

Greene County Schools' AIG Program is led by a team of AIG-licensed professionals, including the District AIG Plan Coordinator and grade-level coordinators for elementary (K–5), middle (6–8), and high school (9–12). These coordinators collaborate with administrators, teachers, support personnel, and families to guide, plan, develop, implement, revise, and monitor the AIG program, ensuring comprehensive gifted education services across all grade levels.

Core Responsibilities of All AIG Coordinators:

Student Assessment and Referrals

- Coordinate and evaluate AIG referrals
- Schedule and administer testing as needed
- Maintain accurate referral documentation
- Participate in District AIG Team meetings
- Maintains district AIG testing materials and procedures.

Data Management

- Review and analyze AIG student and program data
- Maintain active and inactive AIG student files.
- Update student information in the district's Student Information System (Infinite Campus).
- Maintain digital student rosters

Educational Support

- Serve as gifted education resource specialists for school staff
- Support general education teachers with differentiation strategies.

- Assist administration with AIG student scheduling
- Manage AIG instructional materials and resources.

Communication and Outreach

- Coordinate student transfers with school counselors
- Screens available data for potential referrals
- Participate in school events (e.g., Open Houses, Parent Nights).
- Engage with community partners
- Facilitate staff development and training sessions

Administrative Duties

- Coordinate AIG-related purchases at respective schools.
- Collaborate with EC/504/AIG Data Manager for headcount verification
- Fulfill additional responsibilities as outlined in the GCS AIG Plan

District AIG Plan Coordinator Responsibilities

Program Development and Oversight

- Develops and maintain the district AIG plan
- Conducts ongoing AIG program evaluation.
- Maintains district-level AIG documentation.
- Manages and revises the GCS AIG Canvas Course, which houses resources, forms, and professional learning materials (seeks help from other coordinators)

Professional Collaboration and Training

- Attend regional AIG meetings and DPI-scheduled events
- Schedule and conducts monthly district AIG staff meetings
- Lead the district AIG advisory board
- Recruits and supports teachers seeking AIG licensure.

Student Services and Documentation

- Oversees the creation and maintenance of Differentiated Education Plans (DEPs) for all identified AIG students.

K-5 AIG Coordinator:

- Ensures differentiated instruction is provided for identified students at Snow Hill Primary and West Greene Elementary.
- Provides 4–5 teachers with enrichment resources for Ram Time (enrichment/intervention block).
- Meets with the 4-5 AIG teacher monthly and helps support the creation of enrichment units with the 4-5 AIG teachers.

N.E.T Program

- Develops and implements the Nurturing and Enriching Talents (N.E.T) program using the Primary Education and Thinking Skills (P.E.T.S) curriculum
- Analyzes data and coordinates implementation of N.E.T. lessons.
- Maintains K–3 watchlist referrals and supporting documentation.

Assessment and Documentation

- Develops DEPs and IDEPs for K–5 AIG students and schedules meetings.
- Coordinates and trains teachers for the 3rd-grade mass ability screener.
- Screens screener results and meets with teachers to review potential referrals.
- Maintains AIG student folders, rosters, and referral documentation for K–5.
- Oversees the watchlist list for potential giftedness at 4-5
- Schedules a yearly meeting with 4-5 teachers about possible refers
- Maintains AIG student folders and AIG rosters for K-5
- Maintains N.E.T rosters and data

Leadership and Collaboration

- Chairs the AIG School Teams at Snow Hill Primary (K–1), West Greene Elementary (2–3), and Greene County Intermediate School (4–5), which review data and referrals for AIG identification and services.
- Inform K-5 staff about the AIG plan including screening, referral, and identification processes for enrichment classes and AIG identification

Communication and Outreach

- Create/maintain monthly parent newsletters and K-3 N.E.T. watchlist activities.

- Creates monthly teacher newsletters with classroom strategies for both N.E.T. and 4–5 enrichment.

6-8 AIG Coordinator Responsibilities

Program Implementation and Support

- Plans and facilitates differentiated instruction and teaches AIG enrichment classes at Greene County Middle School.
- Teaches AIG enrichment classes
- Chair the AIG School Team at GCMS

Assessment and Documentation

- Develops DEPs/IDEPs for 6th-8th grade AIG students and schedule DEP meetings
- Maintains 6 - 8 AIG student folders and rosters
- Monitors AIG student achievement and conducts midyear reviews

Leadership and Collaboration

- Inform GCMS staff about the AIG plan including screening, referral, and identification processes
- Coordinates AIG referrals at GCMS

9-12 AIG Coordinator Responsibilities

Program Implementation and Support

- Advise high school AIG students and assist with scheduling
- Teaches honors and/or AP classes
- Coordinates transition meetings for rising 9th grade AIG students.

Assessment and Documentation

- Develop DEPs/IDEPs for high school AIG students and schedule DEP meetings
- Maintains 9 -12 AIG student folders and rosters
- Monitors AIG student achievement

Communication and Outreach

- Presents information on AIG services, college planning, scholarships, and extracurricular opportunities.

▪ Represents AIG students on the Scholarship Committee ▪ Chair the AIG School Team ▪ Informs high school and early college staff about the AIG plan ▪ Coordinates AIG referrals at Greene County High School (GCHS) and Greene County Early College High School (GECHS)	* Practice B Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan.
<u>Monitoring and Support of AIG Instructional Practices</u> Greene County Schools utilizes a comprehensive personnel structure to implement and support the vision, mission, and goals of the local AIG plan. AIG-licensed staff, school leaders, instructional specialists, and support personnel collaborate to provide high-quality, differentiated instruction and social-emotional support for gifted learners across all grade levels ▪ Data Reviews: School and district teams conduct regular data reviews to evaluate student growth and instructional effectiveness. ▪ Instructional Walkthroughs: The district curriculum and instruction team conducts walkthroughs in all schools to assess instructional strategies and identify next steps to support all students including gifted learners. ▪ Evaluation and Oversight: AIG teachers are observed and evaluated using the North Carolina Educator Evaluation System (NCEES). School administrators review lesson plans and schedules for alignment with best practices. ▪ Administrative Oversight: School administrators review lesson plans and schedules to ensure alignment with best practices. ▪ Professional Learning Communities (PLCs): AIG staff actively participate in PLCs to review data, collaborate on instructional strategies, and address the academic and social-emotional needs of gifted students.	<u>Roles and Responsibilities in Gifted Education Program Services</u> EC/504/AIG Director: ▪ Manages the AIG budget and approves purchases (e.g., testing materials, instructional resources, PD, licensure reimbursements). ▪ Advocates for AIG programming at the district level. ▪ Serves on the AIG Advisory Board and assists with dispute resolution and plan oversight. EC/504/AIG Data Manager: ▪ Maintains active and inactive student records at the central office.

- Processes purchasing requests in collaboration with AIG Coordinators.
- Coordinates and verifies district AIG headcounts twice annually.

School Principals and/or Assistant Principals:

- Collaborate with AIG Coordinators, staff, and counselors to support AIG student scheduling, grouping, instruction, and staff development.
- Serve on the AIG Advisory Committee.
- Monitor school-level implementation of the AIG plan.

4th/5th Grade AIG Teacher

- Plans and facilitates a differentiated program of instruction for identified 4th and 5th grade students at Greene County Intermediate School (GCIS)
- Teaches 4th grade compacted reading, math and enrichment groups at GCIS
- Supports general education teachers with differentiation strategies.
- Assists with 4th/5th grade AIG DEPs at Greene County Intermediate School with the K-5 AIG Coordinator overseeing.
- Monitors 4th/5th grade AIG student achievement and conducts midyear reviews for them.
- Participates in Open Houses, Parent Nights, and professional development.
- Collaborates regularly with the K–5 AIG Coordinator.
- Serves on the AIG Advisory Committee

School Counselors

- Serve on the AIG School Team as needed.
- Provide individual and group counseling to support AIG students' social-emotional needs (e.g., perfectionism, anxiety, social isolation).
- High school counselors assist with course registration, college planning, and scholarship/extracurricular information.

Stem Coach

- Collaborates with teachers to integrate advanced, inquiry-based learning opportunities that engage and challenge gifted learners.

- Collaborate with teachers to integrate STEM enrichment into the curriculum that enhances creativity, problem-solving, and critical thinking.
- Facilitates professional development related to STEM enrichment.

Instructional Coaches

- Work with teachers to design and implement differentiated, rigorous instruction.
- Help build capacity among teachers to challenge and engage gifted learners through enrichment and acceleration.

N.E.T. Teachers (K-1 and 2-3):

- Deliver whole-group N.E.T. lessons created by the K–5 AIG Coordinator.
- Submit lesson data for review and analysis to the K-5 AIG Coordinator
- Support early talent development efforts through structured enrichment.

Classroom Teachers:

- Implement differentiated instruction aligned with standards.
- Create rigorous, enriching experiences for AIG students.
- Collaborate with AIG staff to monitor and support student growth.

This multi-tiered support structure ensures AIG students across K–12 receive consistent academic challenges and social-emotional support aligned with the Local AIG Plan. Regular collaboration among AIG staff, instructional leaders, and support personnel helps ensure that gifted learners thrive in rigorous, responsive learning environments.

*** 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 is committed to providing research-based, ongoing professional development for all educators and support personnel involved with gifted learners. These professional development efforts are designed to align with the district's AIG vision, mission, and goals, ensuring that all stakeholders understand and meet the academic, intellectual, and social-emotional needs of gifted students

Foundational Professional Development Resource:

The GCS AIG Canvas Course serves as a centralized, foundational training resource for:

- Classroom teachers
- Instructional specialists
- Student services personnel
- School administrators

This course is designed to equip staff with the knowledge and strategies necessary to address the academic, social, and emotional needs of gifted students, including those from special populations. Modules will include:

- Characteristics of giftedness
- Identifying gifted students (including special populations)
- Differentiation strategies
- Critical thinking skill development
- Social-emotional needs of gifted learners

The Canvas course also incorporates NCDPI Learning Labs and NCDPI Booster Shots. Participants who complete modules and demonstrate understanding will earn CEUs. The course will be shared annually and revisited mid-year as a resource reminder.

Role-Specific Professional Development

Classroom Teachers:

- Required to complete annual professional development on the referral process, identification criteria, and strategies to differentiate instruction for AIG learners. (Beginning of school year)
- Participate in targeted sessions throughout the year on AIG-specific differentiation in all content areas.
- Encouraged to engage with Canvas Course modules that address classroom applications.
- Encouraged to pursue AIG licensure, with guidance and biannual communication from the AIG Coordinator about available pathways.
- As funding allows, the district may partially reimburse the cost of AIG licensure upon completion.

Instructional Specialists (e.g., Instructional Coaches, STEM Coaches):

- Required to complete annual professional development on the referral process, identification criteria, and strategies to differentiate instruction for AIG learners. (Beginning of school year)
- Participate in professional development focused on designing and supporting high-level, inquiry-based instruction for gifted students.
- Expected to collaborate with AIG staff and general educators to model and co-plan differentiated lessons.
- Encouraged to complete canvas modules related to advanced content delivery, gifted learner traits, and scaffolding instruction.
- Support ongoing school-based professional development by facilitating or co-presenting sessions on AIG best practices.

Student Services Personnel (e.g., Counselors, Social Workers):

- Encouraged to participate in Canvas Course modules focused on the social and emotional development of gifted students, including underachievement, perfectionism, and peer relations.
- Collaborate with AIG teachers to provide individual and group support services tailored to gifted students' unique needs.
- Review the referral and identification process for AIG students, along with reviewing the process for handling AIG paperwork for transfers in and out of the district yearly.

School Administrators:

- Review the professionals development presentation on the referral process, identification criteria, and strategies to differentiate instruction for AIG learners.
- Attend beginning-of-year and mid-year AIG updates.
- Participate in district- and school-level walkthroughs to monitor student learning, including AIG students.
- Support the integration of gifted education strategies into school improvement plans and professional development calendars.

Ongoing Support and Customization:

- Annual surveys, personal growth plans and school/district goals will inform evolving PD needs.
- AIG Coordinators will adjust and enhance PD offerings based on feedback and data from across the district.
- PD will be delivered through a combination of in-person sessions, digital modules, coaching, and collaborative planning time.

This comprehensive professional development structure ensures that all personnel involved in AIG services are well-prepared to meet the complex needs of gifted learners, while also aligning with the district's broader goals for equity, talent development, and instructional excellence.

*** 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.

All AIG Coordinators for Greene County Schools hold AIG certification.

Student Support:

Grades K–3

Enrichment lessons for K–3 students are developed by the AIG-licensed K–5 AIG Coordinator. These lessons are delivered to all classes, ensuring that all students are exposed to high-level thinking and skill development opportunities aligned with the needs of gifted learners.

Grades 4-5:

Identified AIG students receive targeted, small-group instruction focused on enrichment, reading, or mathematics. These sessions are led by an AIG-licensed teacher who tailors instruction to individual student needs.

Grades 6-8:

Middle school AIG students participate in enrichment classes taught by an AIG-licensed teacher. Instruction is designed to challenge students intellectually and foster academic growth across content areas.

High School:

At the high school level, AIG services are delivered through both direct and indirect support:

- Direct Services: The AIG-licensed 9-12 AIG Coordinator provides instruction for some of the Honors and Advanced Placement (AP) courses, ensuring that high-achieving students are appropriately challenged.
- Indirect Services: High school AIG students also receive support from the AIG-licensed 9-12 AIG Coordinator in collaboration with counselors and administrators through:
 - Course selection counseling
 - College and scholarship planning
 - Grade monitoring
 - Guidance on independent and individualized coursework

AIG Teacher Licensure and Recruitment Plan

Recognizing the importance of expanding the pool of AIG-licensed educators, Greene County Schools has implemented a three-year AIG Licensure/Advanced Coursework Policy. Key components include:

- Teachers who complete AIG coursework or pass the AIG Praxis exam are eligible for reimbursement of up to \$190, subject to budget availability.
- Recruitment efforts are conducted twice annually, including guidance on AIG licensure pathways.
- The district provides study guides and other support for teachers preparing for the AIG Praxis exam.

This initiative is designed to strengthen instructional capacity across the district and ensure students are served by qualified educators.

Ongoing Professional Development for Gifted Education

To support teachers currently serving AIG students:

- One-on-one coaching is available through AIG Coordinators.
- The GCS AIG Canvas Course provides modules on gifted characteristics, differentiation strategies, critical thinking, and social-emotional needs.
- These professional development tools are accessible to all teachers, instructional specialists, counselors, and administrators, ensuring consistent implementation of best practices district-wide.

This structured and proactive approach ensures that all AIG students in Greene County Schools are taught and/or supported by appropriately licensed personnel. Through targeted recruitment, licensure incentives, and ongoing professional development, the district is committed to maintaining high standards in gifted education across all grade levels.

*** Practice E**

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

Greene County Schools is committed to recruiting, supporting, and retaining high-quality AIG-licensed professionals. The district recognizes the value of diverse backgrounds and experiences in enriching the educational environment for gifted learners.

Recruitment Process:

Twice each year, the District AIG Plan Coordinator shares information about AIG certification opportunities and distributes a survey to identify interested staff members across all schools.

To support recruitment efforts:

- Each AIG Coordinator serves as a liaison and point of contact within their school, helping guide interested staff members through the certification process
- Coordinators actively seek potential candidates—especially in subject areas or grade levels with identified needs—and prioritize teachers who:
 - Demonstrate strong skills in differentiation,
 - Show interest in gifted education, and
 - Have experience working with or represent diverse student populations.

Certification Pathways and Supports

Candidates are offered detailed information on two AIG certification pathways:

AIG Add-On Licensure through Coursework

- Includes a list of local universities/colleges offering AIG programs.
- Provides a comparative guide outlining the pros and cons of this pathway.

Gifted Praxis Examination

- Candidates are provided with information on how to sign up for the test and access to study resources.
- A comparative overview of this certification option is also shared.

To support candidates financially, the district offers partial reimbursement (up to \$190, pending budget availability) upon successful completion of either pathway. Candidates submit a completed GCS AIG Licensee/Advanced Coursework Reimbursement Form to the District AIG Plan Coordinator for processing.

Retention and Support of AIG-Licensed Teachers

To foster retention and ongoing professional growth, Greene County Schools offers a range of supports for AIG-certified teachers:

- Monthly District AIG Meetings: These meetings provide collaboration opportunities, instructional support, and resource sharing among AIG professionals and classroom teachers.
- Ongoing Coaching and Collaboration: AIG Coordinators provide personalized coaching, facilitate professional learning, and serve as ongoing resources for teachers in all schools.

This comprehensive and strategic approach supports the recruitment, licensure, and retention of AIG educators. By investing in professional growth and fostering a collaborative culture, Greene County Schools ensures that gifted learners are served by qualified and supported professionals—reflective of the diverse community they serve.

*** Practice F**

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

Greene County Schools is committed to advancing equity and excellence in gifted education by shifting mindsets, refining policies, and improving instructional practices. The district employs a multi-tiered approach to professional learning that ensures all staff understand and support the diverse needs of gifted learners, particularly those from underrepresented populations.

Needs Assessment and Planning

To guide professional development priorities, Greene County Schools will collect input through:

- Staff surveys
- School and district goals
- AIG referral data reviews
- Feedback during district AIG meetings

These methods help identify areas for growth in mindsets, knowledge, and practice related to equitable gifted identification and service.

Comprehensive Online Resource Platform

All educators working with AIG students are enrolled in the GCS AIG Canvas Course (updated at least yearly), a centralized hub that includes:

- The full District AIG Plan
- Quick-reference handouts on key policies and procedures
- Screening, referral, and identification procedures with a focus on equity
- Differentiation strategies and grade-specific service delivery models
- Information on community partnerships and SEL supports for gifted learners
- NCDPI resources such as Booster Shots and the Call to Action Guidebook
- Characteristics and indicators of giftedness—particularly for diverse learners
- CEU Models that support gifted education

Professional Development and Training

At the beginning of each school year, targeted professional development is provided to:

- Reinforce understanding of gifted characteristics
- Introduce and explain the N.E.T. rubric and/or the AIG identification process
- Emphasize the importance of using multiple data points in referrals, especially to ensure fair access for students from underrepresented groups

Additional sessions for K-3 teachers focus on recognizing and nurturing potential through thinking strategies (convergent, divergent, visual, and evaluative thinking).

AIG Professional Learning Library

A professional resource library will be established to support ongoing educator development. The library will include materials focused on:

- Twice-exceptional learners
- Culturally and linguistically diverse gifted students
- Effective differentiation and enrichment practices

Resources will be available both in digital and physical formats. A digital list of professional resource books related to AIG that are available at the different schools in the district will be kept and shared with district staff.

Ongoing Coaching and Support

GCS will provide ongoing support through one-on-one coaching and continued professional development opportunities.

District Goals for Equity and Excellence

Through these efforts, Greene County Schools aims to:

- Promote equitable access to gifted services
- Foster inclusive mindsets among educators
- Align policies and practices to support excellence for all AIG students

This professional learning framework reflects the district's belief that equity and excellence in gifted education go hand-in-hand—and that all educators play a vital role in identifying and nurturing potential in every learner.

*** 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.

Greene County Schools is committed to ensuring that professional development for gifted education is strategic, research-informed, and aligned with both district AIG program goals and broader district initiatives. Professional learning is designed to empower all educators who work with AIG students by embedding gifted education best practices into the broader teaching and learning framework.

Professional Development Planning and Content:

- The AIG Coordinators will collaborate with district and school administrators to develop annual professional development calendars.
 - This collaboration ensures that professional development aligns the AIG program and integrates with broader district initiatives.
- AIG professional development will be designed to:
 - Meet national and state teaching standards.
 - Incorporate best practices for gifted education.
 - Emphasize future-ready skills and advanced-level content.
- Professional development will be planned to support classroom teachers in effectively differentiating instruction for all students including AIG students, building staff capacity to identify and nurture potential in K-3 students and supporting high school teachers as they integrate and reflect on the Honors Course Rubric.
- Professional development will take place through Canvas course models and in person professional development
- AIG Coordinators will collaborate with district and school administrators, as well as instructional coaches, to integrate differentiation strategies for AIG students into existing professional development sessions.

Collaborative Planning Time:

Efforts are made to establish common planning time for AIG teachers and general education teachers who work with AIG students. This facilitates AIG teacher contributions to grade-level curriculum development and instructional planning.

Elementary and Middle School:

- AIG and classroom teachers share common planning time when it is possible
- AIG staff participate in grade-level and Professional Learning Community (PLC) meetings to discuss student needs and differentiation strategies for all classrooms.
- At all grade levels AIG students are clustered in classes with teachers who have designated planning time for collaboration.

High School:

- The high school AIG Coordinator engages in PLCs and planning meetings with teachers in relevant content areas to support differentiation and advanced instruction.

These structures allow for real-time collaboration, continuous learning, and refinement of instructional practices.

Continuous Improvement and Reflection

Documentation of professional development participation, implementation feedback, and alignment to program goals will be maintained and reviewed annually. This reflective practice ensures that PD evolves to meet both educator and student needs effectively.		
* Ideas for Strengthening the Standard		
▪ Update and provide additional resources in the AIG Canvas Course ▪ Create quick and easy to understand handout about the district AIG plan ▪ Create quick and easy to understand handout about the characteristics of AIG students, including their social and emotional needs ▪ Recruit additional AIG teachers at all school levels		
Planned Sources of Evidence		
* AIG Staff Schedules		
* AIG Staff Meeting Notes/Agendas		
* AIG Student Folders		
* GCS AIG Canvas Course		
* District AIG Digital Roster		
* School PLC Agendas/Notes		
* Professional Development Plans		
Type	Documents	Document/Link
AIG Standard 4 Additional Resources	Document Template N/A	 GCS AIG Licensure/Advanced Coursework Policy.  GCS AIG Staff Annual Timeline

Standard 5: Partnerships

Greene County Schools (400) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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.

Greene County Schools is committed to developing intentional, two-way partnerships with families to support the academic, intellectual, and social-emotional needs of Academically or Intellectually Gifted (AIG) students. These partnerships are built on open communication, collaboration, and shared responsibility for student growth and well-being.

Open and Ongoing Communication

- AIG teacher and coordinator contact information is clearly posted on school websites, newsletters, and family resources.
- Families can easily reach staff through the district's communication tools (e.g., Remind), email, or by phone.
- Scheduled parent-teacher conferences, AIG meetings, and school events provide opportunities for face-to-face dialogue.
- Communication materials are available in both English and Spanish to meet the needs of our diverse community.

Regular Family Engagement and Feedback

- Parents and guardians are invited to participate in:
 - Annual Developmental Education Plan (DEP) reviews
 - Mid-year progress check-ins (Grades K–8)
 - Discussions on enrichment opportunities and summer programming
- Families are encouraged to provide feedback on AIG services, inquiry about additional resources, or opt out of services as needed.

- Feedback is documented and reviewed by AIG staff and shared with the District AIG Coordinator and relevant school leaders to inform future program development.

Informative Family Sessions

- AIG sessions are offered during Family Nights and designated school events.
- These sessions explain AIG services and processes (e.g., identification, services, student expectations) and at home support for giftedness.
- Parents and community members are encouraged to ask questions and provide feedback to improve clarity and transparency.
- Suggestions from these sessions are used to update district AIG materials and communication tools.

Supporting Social and Emotional Needs

- AIG staff collaborate with:
 - School counselors
 - General education teachers
 - Community agencies
- This collaboration ensures that social-emotional learning (SEL) supports are available to students as needed.
- Newsletters include parent strategies for supporting AIG students' social-emotional development.
- Counseling referrals are facilitated when concerns are identified by staff or families.

Academic Support at Home

- Families receive regular newsletters with:
 - Strategies to support student learning at home
 - Information on gifted characteristics and learning needs
 - Opportunities to request additional support

Celebrating Student Growth

- AIG students showcase their work during events like:
 - STEM Nights
 - Open House
 - Student-led conferences

- These events invite families and community members to celebrate academic achievements and creativity.

Family and Community Involvement

- AIG teachers invite family members and local professionals to:
 - Serve as guest speakers and mentors
 - Chaperone enrichment trips (following district volunteer policies)
 - Participate in school activities

Through these strategies, Greene County Schools ensures that families are valued partners in the AIG process—helping shape services, strengthen academic and emotional support, and celebrate student success.

*** 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.

Greene County Schools (GCS) actively partners with a variety of community stakeholders—including institutions of higher education, local businesses, industry leaders, and community organizations—to enhance and support the AIG program. These collaborations provide both students and staff with enrichment, extension, and acceleration opportunities that align with local AIG goals.

Higher Education Partnerships:

Greene County Schools maintains strong partnerships with institutions of higher education to support dual enrollment and early college opportunities.

- Lenoir Community College (LCC) has a satellite campus adjacent to the high school. Dual enrollment students attend classes both on the LCC campus and at the high school during the day.
- Greene Early College is housed on the LCC campus and provides rigorous academic pathways.
- Students also have the opportunity to enroll in part-day schedules at East Carolina University and Pitt Community College based on academic needs and interests.

Career and Community Engagement:

- Juniors and Seniors participate in the annual “Careers in Greene” Expo, where local companies present various career fields and job opportunities within Greene County.
- The District AIG goals are shared with businesses, industries, and other stakeholders via the district website, handouts, and other communication channels to build awareness and community support.

- The AIG program actively seeks volunteers and resources from families, local businesses, and institutions to support enrichment opportunities for gifted students.

Community Organizations Supporting AIG Students:

- Greene County Boys and Girls Club provides afterschool resources and academic support for students across grade levels.
- Greene County Museum hosts an annual student art show, giving students the opportunity to showcase their creativity to the broader community.
- Special Olympics Volunteers: Students in the top 10% of their class, many of whom are AIG-identified, serve as peer buddies and volunteers during the Special Olympics.
- Greene County Public Library offers educational programming for students, supports summer reading initiatives, and hosts enrichment classes throughout the year.
- 4-H and Agricultural Extension Services support inquiry-based learning, leadership, and STEM competitions, particularly beneficial to AIG students with interests in science and innovation.

STEM and Enrichment Partnerships:

- The Burroughs Wellcome Fund supports STEM programming, professional development for teachers, and research initiatives that benefit AIG learners.
- Duke Energy has partnered with GCS to host family STEM nights, offering hands-on experiences for students and families.
- STEM East & STEM Ecosystems connect AIG students to regional STEM networks, real-world problem-solving opportunities, and career explorations.
- NCVPS (North Carolina Virtual Public School) expands access to rigorous coursework, including honors and AP classes, for AIG students across the district.
- The Weather-Ready Nation Ambassador Initiative introduces students to meteorology and atmospheric science, providing real-world data analysis and critical thinking opportunities.

These intentional partnerships enrich the academic and personal development of AIG students and help build capacity for educators by providing exposure to best practices, professional learning opportunities, and real-world applications of classroom instruction.

*** 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.

Greene County Schools (GCS) has established an AIG Advisory Board that meets to support the ongoing development, implementation, and refinement of the district's AIG program and plan. This advisory group plays a vital role in monitoring the effectiveness of services and providing feedback that informs revisions to the plan.

Advisory Group Membership and Structure: The advisory board is composed of a broad range of stakeholders, including:

- Parents/guardians representing each grade span, Teachers (including AIG specialists, general education teachers, counselors, EC, and ML staff),
- School and district-level administrators
- Community members.

To ensure the advisory board reflects the diversity of the district, demographic data is reviewed annually during the board’s formation. Parents and guardians from varied backgrounds are intentionally invited to participate so that the group mirrors the student population of Greene County Schools.

Roles and Responsibilities: The AIG Advisory Board meets at least twice each year to:

- Discuss various aspects of the local AIG program,
- Analyze the effectiveness of current services and supports
- Offer recommendations for continuous improvement.

Ongoing Review and Input: In addition to advisory board meetings, the District AIG Coordinator facilitates regular AIG staff meetings (monthly or bimonthly), where team members:

- Share updates from their respective schools,
- Analyze components of the AIG plan using a rotating review of standards and practices, and
- Identify areas for growth or revision.

These structured discussions serve as a formative feedback loop, ensuring the AIG program remains responsive and aligned with district goals. Notes and findings from these meetings are compiled and used during the formal plan revision process, which occurs every three years.

Meeting dates for the GCS AIG Staff Meetings and Advisory Board are sent out at the beginning of the school year and the agenda sent out a week prior to the meeting.

Stakeholder Engagement and Feedback: Parents, guardians, and community members are also invited to provide ongoing input through:

- Feedback surveys distributed throughout the year and posted on the district website, and
- Direct communication with AIG Coordinators (whose contact information is posted on both district and school websites).

*** Practice D**

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

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

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

Greene County Schools (GCS) is committed to ensuring that all stakeholders—students, parents/guardians, school staff, and community members—are fully informed about the AIG program, including available services, program policies, and opportunities for advanced learning. This is achieved through a multi-faceted, ongoing communication plan designed to be inclusive, accessible, and responsive to the needs of our diverse community.

Communication Methods and Access to Information:

- The GCS AIG Plan is available on the district and school websites, with hard copies available upon request at each school site.
- An AIG Program Overview Handout is shared at events such as Open House, parent-teacher conferences, and family engagement nights. This handout:
 - Summarizes the AIG program and available services;
 - Outlines identification and placement policies;
 - Provides contact information (names, emails, and phone numbers) for the AIG Coordinators and school-based AIG staff.

School counselors are equipped with AIG materials to share with families transferring into the district. Counselors work closely with the AIG Coordinator to ensure families of newly enrolled AIG students are informed of services and policies.

Parents/guardians are provided with printed copies of all forms used during eligibility meetings and receive updated Differentiated Education Plans (DEPs) at the beginning of each school year.

All stakeholders, including school personnel and community members, will have access to user-friendly flyers that explain:

- The AIG identification process;
- Services available at different grade levels;
- Program goals and alignment to district priorities.

Digital and Print Resources:

- An AIG-dedicated website is currently in development. This site will:

• Offer an overview of AIG services, identification processes and AIG plan; • Provide parent and student resources; • Include a form for parents to submit questions or feedback. Information about the AIG program is disseminated through: • School and district websites; • Weekly parent/guardian folders sent home with students; • Direct communications from AIG staff members. Accessibility and Language Support: ▪ All AIG program communications are provided in both English and Spanish, which reflect the most common languages spoken in Greene County Schools. ▪ Key documents, such as the Permission to Test Form, Parent Referral Form, and Rating Scales, are available in Spanish and distributed as needed. ▪ Translators are available for meetings with families to ensure clear and effective communication during conferences, eligibility discussions, and AIG program events.	* Ideas for Strengthening the Standard ▪ Plan parent/family/community handouts 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 parent involvement initiatives provided by the schools, such as sessions during open houses, parent conferences, and parent nights. ▪ Continue to 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 <table><tr><td>* AIG Staff Communication Log in Remind/Email/Forms Sent Home</td><td></td></tr><tr><td>* Advisory Board Meetings/Agendas</td><td></td></tr></table>	* AIG Staff Communication Log in Remind/Email/Forms Sent Home		* Advisory Board Meetings/Agendas	
* AIG Staff Communication Log in Remind/Email/Forms Sent Home						
* Advisory Board Meetings/Agendas						

* GCS AIG Plan Stakeholder Surveys		
* AIG newsletters		
* Translated Documents and Forms		
* AIG plan on District Websites		
Type	Documents	Document/Link
AIG Standard 5 Additional Resources	Document Template N/A	 GCS AIG Staff Annual Timeline

Standard 6: Program Accountability

Greene County Schools (400) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 6: Program Accountability

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

*** Practice A**

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

Greene County Schools (GCS) maintains a comprehensive, written Academically or Intellectually Gifted (AIG) plan aligned with North Carolina General Statutes and State Board of Education (SBE) policies. This plan, approved by the Greene County Board of Education, is submitted to the North Carolina Department of Public Instruction (NCDPI) every three years for review and feedback. All schools within the district implement the AIG program according to the guidelines set forth in this locally adopted plan.

Evaluation Process and Data Sources:

To ensure ongoing improvement of the AIG program, GCS conducts a comprehensive evaluation using multiple data points and stakeholder feedback. This includes:

- Student Performance Data: Analysis of state and local assessments including EOG, EOC, NC Check-ins, EVAAS, BOG, iReady (K–5), Exact Path (6–8), HMH Math (K–5), DIBELS, and school-based assessments. These data sources provide insight into student growth and instructional effectiveness.
- Stakeholder Feedback: Surveys and input from students, families, teachers, administrators, and the broader community are gathered through meetings, parent conferences, and forums. This feedback is used to assess program impact and equity of services across the district.
- Program Self-Assessment: The AIG team completes a detailed review of the district's alignment with the NC AIG Program Standards. This includes evaluating current practices, identifying strengths and gaps, and proposing strategic adjustments.

Collaborative Development and Review:

The GCS AIG Plan is developed through a collaborative process involving:

- The Exceptional Children (EC) Director
District AIG Coordinators
- School-based AIG staff
- The AIG Advisory Board, which includes parents/guardians, educators from various roles, administrators, and community members.

This team meets regularly to review data, discuss best practices and incorporate new ideas into the program.

The District AIG Plan Coordinator and other AIG Coordinators participate in regional meetings to address AIG-related concerns and access resources that support the development and enhancement of the AIG plan. Coordinators also attend webinars and other informational sessions hosted by NCDPI to stay informed about best practices and program improvements.

Advisory Board and Plan Approval:

The GCS AIG Advisory Board plays a central role in revising and supporting the local AIG plan. The board reflects the district's diverse demographics and includes:

- Parents/guardians representing various schools and grade spans
- General and gifted education staff
- Community representatives
- Central office personnel
- School administrators.

This group meets to review survey results, recommend changes, and provide feedback during the revision process. Once finalized, the revised plan is presented to the Greene County Board of Education for approval. If modifications are requested, they are made before final submission to NCDPI and the State Board of Education for review and comment.

Ongoing Monitoring and Mid-Cycle Revisions:

Implementation fidelity is monitored through monthly or bimonthly meetings with AIG staff. These meetings provide opportunities to share program successes, address challenges, and document suggestions for future revisions.

If updates to the AIG plan are required between formal three-year submissions, revisions are presented to the Board of Education for approval and then forwarded to NCDPI for review.

Annual Review of DEPs and Services:

Differentiated Education Plans (DEPs) and service options are reviewed annually to ensure they continue to meet the academic and intellectual needs of AIG students. Mid-year check-ins allow for adjustment based on student progress and feedback from parents/guardians.

*** 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 (GCS) employs three AIG Coordinators, each assigned to a specific grade band (K–5, 6–8, 9–12), to oversee the implementation of the district's AIG plan and ensure fidelity across all program components. Each AIG Coordinator manages the referral, screening, and identification process for their assigned grade span. All AIG referrals are directed to the appropriate Coordinator, who ensures that each step aligns with district policy and the standards outlined in the AIG plan. Coordinators participate in District AIG Team meetings and are actively involved in identification meetings to review student data, determine eligibility, and support appropriate placement of AIG students. AIG Coordinators also maintain and review Differentiated Education Plans (DEPs) for AIG students and manage individual student records at their respective schools. The district's Exceptional Children (EC) Data Manager maintains these records centrally at the district office to ensure consistency, compliance, and accessibility. To support ongoing monitoring, AIG Coordinators analyze data from multiple sources, including iReady assessments, NC Check-Ins, benchmark tests, End-of-Grade (EOG) and End-of-Course (EOC) results, as well as observation notes and walkthrough checklists. This continuous review of data informs instructional adjustments and program improvements. The Director of Exceptional Children/504/AIG regularly monitors implementation by attending AIG meetings and reviewing meeting notes and documentation from Coordinators. Additionally, the AIG District Plan Coordinator oversees each Coordinator's responsibilities, ensuring that all program components are implemented consistently across schools. Monthly AIG staff meetings provide a structured opportunity for Coordinators to share updates, discuss successes and challenges, and collaborate on cross-grade alignment. These meetings are also used to identify and discuss any revisions needed within the AIG plan, fostering continuous improvement and ensuring alignment between documented policies and actual practice.	* 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 develops and monitors an annual AIG budget aligned with program goals, stakeholder needs, and the comprehensive implementation of the Local AIG Plan. The Exceptional Children (EC) Director oversees the state AIG allotment and works collaboratively with AIG Coordinators and school administrators to strategically allocate funds to support gifted education across the district. Strategic Use of Funds The AIG budget is designed to directly support the implementation of services outlined in the AIG plan. Greene County Schools demonstrates a strong, ongoing commitment to gifted education through the allocation of both state and federal funds. These funds support a range of needs, including: ▪ Teacher salaries ▪ Substitute pay ▪ Instructional supplies and materials for school-based programs ▪ AIG-related field trips
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- Enrichment workshops and professional development for school and district staff
- Contracted psychological evaluations as detailed in the Local AIG Plan
- Other allowable expenses necessary to support the academic and social-emotional needs of AIG students

Monitoring and Oversight of Expenditures

To ensure the responsible and accurate use of AIG funds, Greene County Schools follows clear procedures:

Budget Development and Communication

- AIG Coordinators consult with other AIG teachers regarding instructional supply needs
- All AIG funds allocated for instructional supplies must be spent by the deadline shared annually by the finance department
- Purchase orders and requests should be sent to the EC Data Manager

Purchase Order Process

- All purchase orders using AIG codes must be submitted on Greene County School Purchase Order forms, not School P.O. forms.
- Each purchase order must include the web address or vendor information, along with the items to purchase, cost of the items and how many need to be ordered
- All purchase orders must be coded appropriately before being sent to the Central Office. Incorrectly coded purchase orders will be returned for correction.
- Once processed by the EC Department, materials purchased with AIG funds will be shipped directly to the AIG Coordinator at their respective school and then forwarded to the individual who placed the order.

Staff Development and Travel

- A Request for Professional Leave form must be completed for any staff development activities funded by AIG monies (e.g. travel, substitutes, registration fees). This form should be submitted along with a payment request to the EC Data Manager.
- The school principal must approve the leave before it is sent to the Central Office for final funding approval.
- Copies of approved leave forms will be retained at the Central Office, and additional copies will be sent to the school payroll staff.

The EC Director and EC Data Manager closely monitor expenditures throughout the year to ensure compliance with state policies and alignment with program goals. This collaborative budgeting and monitoring process ensures that AIG funds are used effectively to enhance the educational experiences of gifted learners in Greene County.

*** 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.

Greene County Schools maintains a comprehensive system for monitoring and analyzing AIG student achievement and growth data, overseen by the district's Director of Accountability. This data is shared regularly with AIG Coordinators and teachers, who collaboratively evaluate student performance to assess program effectiveness and inform instruction and services.

Monitoring graduation and dropout data is also an essential part of our program evaluation. Annual dropout and cohort graduation rates are tracked by the Director of Accountability. When a student withdraws from high school, the principal submits documentation of the student's subsequent enrollment to ensure accurate reporting. Since formal monitoring began in 2013, Greene County Schools has maintained a graduation rate of over 95% for AIG students.

The AIG team (AIG Coordinators and Director of Accountability) analyzes a wide range of student performance data, including:

- K–2 assessment data
- NC Check-Ins and End-of-Grade (EOG) test results (Grades 3–8)
- End-of-Course (EOC) and final exam results (Grades 9–12)
- Enrollment and performance in Advanced Placement, honors, dual enrollment, and online courses
- Results from universal screeners in reading and math
- Post-secondary plans and scholarship awards for graduating seniors

Data analysis sessions are conducted biannually during AIG staff meetings to identify trends and patterns in student achievement and growth. These sessions guide programmatic decisions, allowing the team to refine service delivery, support instructional practices, and improve student outcomes. Updates and service adjustments are communicated to school administrators and AIG staff to ensure consistency across the district.

Trend data is also disaggregated by subgroups—such as race, ethnicity, socioeconomic status, and English learner status—to ensure equitable access and opportunity for all students. Findings from this disaggregation inform district policies, shape identification procedures, and guide professional development to foster inclusive mindsets and equitable practices within gifted education.

*** Practice E**

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

Greene County Schools maintains a comprehensive and equitable system for tracking and analyzing data related to referral, identification, services, and retention within the local AIG program. The district prioritizes inclusive practices to ensure that students' racial, ethnic, economic, linguistic, or other demographic characteristics do not limit their access to gifted services.

Talent Development and Holistic Screening (K–3):

The foundation of Greene County's gifted program begins with intentional talent development in grades K–3. All students receive whole-group Nurturing and Enrichment for Talent Development (N.E.T.) lessons throughout the year using resources from the Primary Education Thinking Skills (PETS) curriculum. This ensures universal access to enrichment opportunities, regardless of background.

The K–5 AIG Coordinator collaborates with classroom teachers, ML specialists, EC personnel, MTSS teams, counselors, and school leaders to view each student holistically. Students demonstrating potential in any intellectual (verbal, nonverbal, quantitative) or achievement (reading, math) domain receive ongoing support and observation. If a student does not qualify for AIG identification in grade 3, their potential is still monitored through 12th grade, with annual reviews for possible re-evaluation.

Data Collection and Monitoring:

AIG Coordinators maintain records of all student referrals and placements, including demographic details such as race, ethnicity, and gender. Referral and identification data are compiled and analyzed annually to assess representation trends. AIG reports from PowerSchool, including headcount and program-specific data, are regularly reviewed for consistency and accuracy.

At the middle and high school levels, AIG Coordinators monitor student schedules and course selections to ensure alignment with each student's Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP). This helps ensure continued access to appropriate services and course pathways.

Collaborative Oversight:

The AIG team works closely with the Multilingual Learner (ML) Coordinator, EC Director, and EC Case Managers to support students with additional learning needs or exceptionalities. Systems-level assessment data, including results from cognitive ability tests, are reviewed alongside demographic data to monitor trends and ensure equitable practices.

Data Analysis and Equity Focus:

AIG data is disaggregated and analyzed by student subgroups to identify disproportionality in referral, identification, and participation. The district closely monitors the representation of underrepresented populations—including racially, ethnically, or linguistically diverse students—in the AIG program. AIG Coordinators and school-level AIG teams review all available data to ensure students from underrepresented populations who show potential talents are referred.

While economic disadvantage data (e.g., free and reduced lunch status) is confidential and not directly accessible to AIG staff, schools work collaboratively with support teams to ensure that students facing economic hardship have equitable access to enrichment, opportunities, and referrals.

*** 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.

Greene County Schools maintains up-to-date records of the credentials and licensure status of all personnel providing direct and indirect services to AIG students. This information is centrally housed and regularly updated by the Human Resources Department in collaboration with the Exceptional Children (EC) Director and AIG Coordinators.

AIG Coordinators maintain a detailed roster of all staff members who hold AIG licensure or are currently working toward their AIG endorsement. This roster is used to identify professional development needs, inform staffing decisions, and ensure equitable access to highly qualified AIG personnel across all grade bands.

To support alignment with the goals and strategies outlined in the local AIG Plan, the district uses this licensure data to guide professional learning opportunities. The AIG Coordinators, in partnership with school administrators, offer targeted training designed to build capacity in AIG instructional practices. These trainings are delivered through the GCS AIG Canvas platform or in person professional development and include topics such as differentiated instruction, critical and creative thinking strategies, and the use of data in AIG decision-making. In addition to local training, AIG personnel have the opportunity to attend regional and state-level professional development opportunities to remain current on best practices in gifted education (as the budget allows). Participation in these learning opportunities is tracked to ensure continuous growth and alignment with the district's AIG plan objectives.	* Practice G Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the ongoing implementation and effectiveness of the local AIG program to support continuous program improvement. Greene County Schools implements a comprehensive and intentional process for gathering feedback from a broad range of stakeholders to support the continuous improvement of its AIG program. The district fosters two-way communication with students, parents/guardians, teachers, and community members to ensure all voices are heard in evaluating the effectiveness of AIG services and implementation. Communication with families is conducted through multiple accessible formats, including Remind messages, letters sent home, phone calls, and the use of district translation services as needed to accommodate non-English speaking families. These methods help ensure that all families, regardless of language background, are able to participate meaningfully in the feedback process. Feedback is intentionally gathered through a variety of methods, such as: ▪ Student, parent/guardian, and teacher surveys ▪ Open house sessions ▪ Individual conferences and meetings with parents/guardians and students ▪ Weekly parent/guardian folders (particularly at the elementary level) ▪ School and district webpages, including AIG program updates and coordinator contact information ▪ Regular progress reports, report cards, and midyear/annual reviews of Differentiated Education Plans (DEPs and IDEPs) Additionally, a district-wide AIG Advisory Team—composed of teachers, parents/guardians, counselors, and administrators—meets throughout the school year to review feedback, monitor program implementation, and provide input on continuous improvement efforts. Input from these meetings informs future revisions of the AIG plan and shapes programming decisions at both the school and district levels. * Practice H Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders.
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Greene County Schools is committed to transparency and collaboration in the implementation and evaluation of its AIG program. Program evaluation data is consistently maintained, reviewed, and shared with a variety of stakeholders to promote informed decision-making and continuous improvement.

The AIG Coordinators, in collaboration with the Director of Exceptional Children and the Director of Accountability, are responsible for collecting, analyzing, and disseminating data related to AIG program effectiveness. Data monitored and reported includes:

- Referral and identification trends
- AIG headcounts and population demographics
- Survey responses from parents/guardians, students, teachers, and administrators
- Student achievement and growth outcomes on state assessments (EOGs, EOCs, AP exams)
- Post-secondary plans and scholarship information
- Staff development activities related to AIG
- Annual and mid-year reviews of Differentiated Education Plans (DEPs/IDEPs)
- Alignment with national and state gifted education standards

To ensure this information is accessible and actionable, Greene County Schools uses multiple methods to share program evaluation data with key stakeholder groups:

- School and District Personnel: Data is presented during AIG staff meetings, school leadership team meetings, and district administrative meetings.
- Parents/Guardians and Families: Appropriate information is shared through parent conferences, school newsletters, progress reports, and direct communication from AIG Coordinators.
- Students: Student performance and goal setting are reviewed during DEP/IDEP conferences and individual academic planning sessions.
- Community Stakeholders: Data is communicated through presentations to the Board of Education, community agency meetings, and reports posted on the district website as appropriate.

This intentional approach ensures that all stakeholder groups remain informed about the status and impact of the AIG program, and are actively engaged in its continuous refinement and success.

*** Practice 1**

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.

Greene County Schools maintains written policies, procedures, and practices to safeguard the rights of AIG students and their parents/guardians. These policies are clearly articulated in the Local AIG Plan and ensure that families are informed and involved in all aspects of identification, placement, and services.

Informed Consent for Assessment Leading to Identification

Prior to administering any AIG-specific assessments that are not part of universal screenings, written parent/guardian consent is required. This is documented using Form AIG 2. Parents/guardians are informed about the assessment procedures and the types of data collected to guide eligibility decisions.

Informed Consent for Placement (Services)

Once a student is identified as eligible for AIG services, parents/guardians participate in reviewing the student's profile and a proposed Differentiated Education Plan (DEP or IDEP). Informed consent is obtained before any AIG services are implemented.

Reassessment Procedures

Reevaluation or reassessment can be initiated at any grade level by teachers, school personnel, or parents/guardians. Parents may submit a written request for a review of their child's current data to determine if reassessment is appropriate. The AIG Coordinator reviews the request and communicates the decision. If the student does not qualify for reassessment, they are added to the AIG Watchlist and monitored for future consideration.

Third-Grade Mass Ability Screening

All third-grade students participate in mass ability screening. For students already identified as Exceptional Children (EC), parents/guardians are given the option to consent to additional ability testing, as these students typically have existing valid cognitive assessments through EC evaluations.

Transfer Procedures

Greene County Schools has established procedures for students transferring into or out of the district:

- Incoming Transfers: AIG records are reviewed to determine alignment with Greene County's identification criteria. Additional assessments may be administered if necessary to ensure appropriate services.
- Outgoing Transfers: Upon request, Greene County provides the receiving district with the student's AIG documentation, including eligibility and service history, following the AIG Student Transfer Policy.

Procedures for Resolving Disagreements

If a parent/guardian disagrees with an AIG eligibility or placement decision, they are encouraged to contact the AIG Coordinator to discuss concerns. If the issue is not resolved at the school level, a formal review can be requested through the EC Director. A written due process form is provided to ensure families are aware of their rights, including the right to inspect and request copies of their child's educational records related to AIG services.

The Greene County Schools Due Process is as follows:

Greene County Schools Academically or Intellectually Gifted Programs

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 settings such as disagreements will follow these steps:

ONE: The parents should first attempt to reach an accord at the school level. The parent should request an appointment with the AIG teacher to discuss 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 Superintendents. 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-150.9 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 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 provision of Chapter 150B of the General Statutes, the decision of the administrative law becomes 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 Educational Rights and Privacy Act, parents have the right to inspect and copy any education recording maintained by Greene County Schools relating to their child.

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* Ideas for Strengthening the Standard ▪ Develop strategies to increase parental attendance and/or participation at meetings and feedback. ▪ Identify and implement new professional development opportunities to further support staff in delivering high-quality AIG and nurturing services ▪ Expand and enrich the GCS AIG Canvas platform with additional resources and comprehensive information		
Planned Sources of Evidence		
* AIG Plan		
* Board of Education Approval of AIG Plan		
* AIG Student Achievement Data		
* Parent Notation of Receipt of Permission to Test, Permission to Place, and Invitation to Conference		
* School Board Agendas/Minutes Related to AIG Plan		
* GCS AIG Advisory Board Agendas/Minutes		
* AIG Referral and Headcount		
* Roster Showing Personnel with AIG Certification		
Type	Documents	Document/Link
AIG Standard 6 Additional Resources	Document Template N/A	GCS AIG Due Process Form GCS AIG Student Transfer Policy

Greene County Schools (400) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

05/12/2025 

AIG Related Documents

Greene County Schools (400) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	AIG Approval Letter
Optional Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	AIG 1 Referral Form AIG 1a Re-evaluation Referral Form AIG 1b GCS AIG Referral Data Decision Rules AIG 2 Permission to Test AIG 2a Referral Previous Testing Data Profile 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 7 Invitation to Conference AIG 8 Mid-Year Review Form GCS AIG Talent Tracker/N.E.T Referral Form GCS AIG Student Self-Nomination Form GCS AIG Student Interview Questions GCS AIG Product Review Form with Rubric GCS AIG Watchlist Forms

		 <u>GCS AIG Disclaimer: Forms</u>  <u>GCS AIG Awards Documentation</u>  <u>GC AIG K-5 Portfolio Pathway.</u>  <u>GCS AIG Referral Flowchart</u>  <u>AIG 6: Cumulative Folder</u>
AIG Standard 2 Additional Resources	N/A	 <u>GCS AIG Class Rubric Grades 4-5</u>  <u>GCS AIG Class Rubric Grades 6-7</u>  <u>GCS AIG DEP (1-3).</u>  <u>GCS AIG DEP (4-5).</u>  <u>GCS AIG DEP (6-8).</u>  <u>GCS AIG DEP (9-12).</u>  <u>GCS AIG IDEP</u>  <u>GCS AIG DEP Staff Accountability Form</u>  <u>GCS AIG Early Admission to Kindergarten</u>  <u>GCS AIG Counseling Action Plan Form</u>  <u>GCS AIG Talent Tracker/N.E.T Referral Form</u>  <u>GCS AIG Watchlist Forms</u>
AIG Standard 3 Additional Resources	N/A	 <u>GCS AIG DEP (1-3).</u>  <u>GCS AIG DEP (4-5).</u>  <u>GCS AIG DEP (6-8).</u>  <u>GCS AIG DEP (9-12).</u>  <u>GCS AIG IDEP</u>  <u>GCS AIG DEP Staff Accountability Form</u>  <u>GCS AIG Talent Tracker/N.E.T Referral Form</u>  <u>GCS AIG Counseling Action Plan Form</u>
AIG Standard 4 Additional Resources	N/A	 <u>GCS AIG Licensure/Advanced Coursework Policy.</u>  <u>GCS AIG Staff Annual Timeline</u>

AIG Standard 5 Additional Resources	N/A	 GCS AIG Staff Annual Timeline
AIG Standard 6 Additional Resources	N/A	 GCS AIG Due Process Form  GCS AIG Student Transfer Policy.  GCS AIG ARTICLE 9B

Phrase		Definition	