

FRANKLIN COUNTY SCHOOLS
ACADEMICALLY/INTELLECTUALLY GIFTED (AIG)
PROGRAM

2007-2008



STARQUEST

Dr. Bert L'Homme
Superintendent

Dr. Eddie Ingram
Executive Director of Curriculum and Instruction

Beth C. Denton
BethDenton@fcschools.net
AIG Lead Teacher

TABLE OF CONTENTS

Foreword	3
Franklin County Schools.....	4
District Demographics	5
Philosophy and Mission	6
Purpose	7
NC Definition of Giftedness	9
Goals	11
Identification of Students	12
Differentiated Services and Criteria	20
Service Delivery	25
AIG Curriculum	28
Personnel and Professional Development	31
Professional Preparation Plan	33
Early Kindergarten Admission	34
Grade Level Advancement	37
College Course Request Form	38
Applications for Dual Enrollment	39
Community Involvement	40
Links to System wide Efforts	41
Evaluation	42
Goals	43
Parent Survey	48
Due Process Procedures	49
Timeline	52
AIG Budget	53

FOREWORD

The Franklin County School System has made great strides over the years as we progressed through the continuum of services for gifted, and potentially gifted, students that were outlined in our first AIG Plan, submitted to the North Carolina Department of Public Instruction in 1998. In compliance with requests from the General Assembly, we are submitting with this document our “AIG Plan,” a comprehensive description of services available to students in Franklin County Schools.

Franklin County Schools has an ever-increasing cadre of teachers to provide cost-effective, rigorous, multiple program options to evoke maximum cognitive, emotional, and ethical potential of our students. Parents, teachers, and other stakeholders have initiated the possible formation of a Partnership for the Advancement of Gifted Education within our school system. Such a partnership of schools, families, and greater community would help us realize our goal to provide a safe, positive, and challenging environment for our students.

This AIG Plan is an effort to infuse our goals and objectives with the recommendations of the Guidelines Governing Local Plans for Gifted Education, Spring 2004, previous state peer reviews, the state “Closing the Gap” initiative (with NCLB), the Pre-K-Grade 12 Gifted Program Standards, the responses of parent surveys and questionnaires, and the U.S. Justice Department Consent Order. Additional suggestions will be welcomed as we continue on our course to raise the ceiling for all of our Franklin County students.

FRANKLIN COUNTY SCHOOLS

AIG STEERING COMMITTEE

Dr. Eddie Ingram, Executive Director of Curriculum and Instruction
Dr. Faye Keith, Director of Middle School and High School Education
Mrs. Dianne Carter, Director of Elementary Education
Mrs. Beth Denton, AIG Lead Teacher
Mrs. Mary Vollmer, School Board Member and Parent, Ex officio Member

GIFTED LEADERSHIP TEAM

Ms. Kim Allen, Parent and AIG Resource Teacher, LES
Ms. Lisa Alston, AIG Resource Teacher, RES
Mrs. Cade Carter, AIG Language Arts Teacher, CCMS
Mrs. Carol Cheves, AIG Resource Teacher, BES
Mrs. Debra Frary, AIG Math Teacher, TLMS
Mrs. Valerie Kearson, AIG Language Arts Teacher, TLMS
Mrs. Michelle McGhee, Parent and AIG Resource Teacher, FES
Mr. Brent Perry, AIG Math Teacher, BMS
Mrs. Jane Riggs, AIG Resource Teacher, LMES
Mrs. Heather Shipley, Parent and AIG Resource Teacher, YES
Ms. Amanda Smith, Counselor, BHS

ELIGIBILITY DETERMINATION TEAMS (EDT)

(A Working Committee at Each School, Pre-K-12)

Principal or Designee
AIG Specialist
Referring Teacher
May include a School Psychologist
May include an ESL Teacher
May include another Teacher with Background in Gifted Education
May include a Teacher Advocate (Former Teacher who knows the Student)

**DISTRICT DEMOGRAPHICS BY SCHOOL LEVEL
2003-2004**

School Level	Number of Schools	Number of Students
Elementary School, K-5	7	3958
Middle School, 6-8	3	1971
High School, 9-12	3	2256
	13	8185

Per Pupil Expenditure

Local: \$ 1,366.27
 State: \$ 4,707.90
 Federal: \$ 675.30

Low Wealth District

HEADCOUNT OF STUDENTS IN THE GIFTED POOL, MARCH, 2007

IDENTIFIED AIG STUDENTS

Elementary, K-5	362
Middle School, 6-8	292
High School, 9-12	219
TOTAL	873

STUDENTS IN THE GIFTED POOL, NOT IDENTIFIED AIG, MARCH, 2007

Elementary, K-5	251
Middle School, 6-8	139
High School, 9-12	543
TOTAL	933

TOTAL IN GIFTED POOL: 1,806
(22% OF TOTAL MEMBERSHIP)

PHILOSOPHY AND MISSION

Vision Statement

We envision a school system where the administration, faculty, students, parents, and community work collaboratively to provide a safe, well-structured environment where a broad instructional focus will allow for the highest standards for academic excellence, love of learning, and personal integrity. We strive to organize exemplary elementary, middle, and high schools, which educate the “whole person.” Our vision requires a cooperative relationship based on mutual respect and high expectations that will result in students achieving their unique potential in the pursuit of productive lifestyles.

Philosophy

The purpose of the Academically/Intellectually Gifted Program in Franklin County Schools is to provide the students with a broad base of experiences from which to select future alternatives. The program will work toward giving the students opportunities for interacting, exploring ideas, and expressing themselves as learners and producers. It will seek to lead students toward a more realistic view of themselves by helping them assess their strengths and weaknesses and development of their potential to the highest possible level.

Academically able learners can be found in all ethnic, geographic, and socioeconomic groups. Services must be flexible and should include an array of program options. These opportunities, the purpose of which is to unlock potential, may be provided in a variety of ways. Differentiating the curriculum in order to nurture students who display exceptional talents, aptitudes, and interests will encourage excellence in all students.

Purpose

ARTICLE 9B

Academically or Intellectually Gifted Students.

§115C-150.5. Academically or intellectually gifted students.

The General Assembly believes the public schools should challenge all students to aim for academic excellence and that academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

§115C-150.6. State Board of Education responsibilities.

In order to implement this Article, the State Board of Education shall:

- (1) Develop and disseminate guidelines for developing local plans under G.S. 115C-150.7(a). These guidelines should address identification procedures, differentiated curriculum, integrated services, staff development, program evaluation methods, and any other information the State Board considers necessary or appropriate.
- (2) Provide ongoing technical assistance to the local school administrative units in the development, implementation, and evaluation of their local plans under G.S. 115C-105.7.

§115C-150.7. Local plans.

- (a) Each local board of education shall develop a local plan designed to identify and establish a procedure for providing appropriate educational services to each academically or intellectually gifted student. The board shall include parents, the school community, representatives of the community, and others in the development of this plan. The plan may be developed by or in conjunction with other committees.
- (b) Each plan shall include the following components:

-
- (1) Screening, identification, and placement procedures that allow for the identification of specific educational needs and for the assignment of academically or intellectually gifted students to appropriate services.
 - (2) A clear statement of the program to be offered that includes different types of services provided in a variety of settings to meet the diversity of identified academically or intellectually gifted students.
 - (3) Measurable objectives for the various services that align with core curriculum and a method to evaluate the plan and the services offered. The evaluation shall focus on improved student performance.
 - (4) Professional development clearly matched to the goals and objectives of the plan, the needs of the staff providing services to academically or intellectually gifted students, the services offered, and the curricular modifications.
 - (5) A plan to involve the school community, parents, and representatives of the local community in the ongoing implementation of the local plan, monitoring of the local plan, and integration of educational services for academically or intellectually gifted students into the total school program. This should include a public information component.
 - (6) The name and role description of the person responsible for implementation of the plan.
 - (7) A procedure to resolve disagreements between parents or guardians and the local school administrative unit when a child is not identified as an academically or intellectually gifted student or concerning the appropriateness of services offered to the academically or intellectually gifted student.
 - (8) Any other information the local board considers necessary or appropriate to implement this Article or to improve the educational performance of academically or intellectually gifted students.
- (c) Upon its approval of the plan developed under this section, the local board shall submit the plan to the State Board of Education for its review and comments. The local board shall consider the comments it receives from the State Board before it implements the plan.
- (d) A plan shall remain in effect for no more than three years; however, the local board may amend the plan as often as it considers necessary or appropriate. Any changes to a plan shall be submitted to the State Board of Education for its review and comments. The local board shall consider the State Board's comments before it implements the changes.

§115C-150.8. Review of Disagreements.

In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. Following the

hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

NORTH CAROLINA DEFINITION OF GIFTEDNESS

Academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated education services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

MULTIPLE INDICATORS OF GIFTEDNESS

<u>Observable Student Behaviors:</u>	Indicator of a student's need for differentiation based on his/her observable behavior which may be shown through student abilities in the following areas:
<u>Communication:</u>	Highly expressive and effective use of words, numbers, and symbols.
<u>Motivation:</u>	Evidence of desire to learn.
<u>Humor:</u>	Conveys and picks up on humor.
<u>Inquiry:</u>	Questions, experiments, and explores.
<u>Insight:</u>	Quickly grasp new concepts and makes connections and senses deeper meaning.
<u>Interests:</u>	Intense sometimes unusual interests maintained over time.
<u>Problem Solving:</u>	Effective, often inventive, strategies for recognizing and solving problems.
<u>Memory:</u>	Large storehouse of information on school or non-school topics.
<u>Reasoning:</u>	Logical approaches for figuring out solutions.
<u>Imagination/ Creativity:</u>	Produces many ideas, highly original.

Documentation of gifted traits and behaviors may be "Panning for Gold" or a combination of qualitative data, which may include checklists, inventories, progress reports, case studies, and anecdotal records.

<u>Student Performance:</u>	Indicator of a student's demonstrated mastery, shown through work samples, portfolios, grades, or other authentic products.
<u>Student Achievement:</u>	Indicator of a student's knowledge, shown through a standardized achievement test score, North Carolina End-of-Grade (EOG) test score, criterion-referenced test score, or a locally-constructed instrument used countywide to measure growth and achievement.
<u>Student Aptitude:</u>	Indicator of a student's capacity for learning, which involves reasoning, problem solving, and memory. Aptitude may be shown through an IQ test or demonstrated abilities.
<u>Student Interest:</u>	Indicator of a student's focus area(s) and/or curiosity, shown through an interest survey, interview, case study, parent checklist or inventory, and documentation of previous accomplishments/products.
<u>Student Motivation:</u>	Indicators of a student's commitment to pursue learning, which may be shown through school or out-of-school educational activities. Documentation of motivation to learn may include a case study, interview, self/peer/parent nomination, portfolio of product/performance accomplishments, and a motivation checklist.

GOALS FOR FRANKLIN COUNTY SCHOOLS AIG PROGRAM

1. To identify students of diverse populations who perform or exhibit potential for performing at extremely high levels of achievement within their academics or area(s) of expertise through use of various assessments at different school levels (early childhood, elementary, middle, and high school).
2. To provide differentiated learning experiences through a continuum of service delivery which will challenge students to meet their individual needs and will develop their potential. These needs should be met with sufficient funding and adequate staffing.
3. To encourage participation in comprehensive and ongoing staff development for AIG education in order to provide differentiated learning for students in their areas of strength and interest. To provide learning experiences for personnel which will create awareness of AIG student characteristics and needs.
4. To conduct ongoing review and evaluation of the AIG program accomplishments and needs.
5. To continue collaborative efforts among other Franklin County Schools programs, community agencies, business and industry, religious affiliations, and families to promote a positive atmosphere while striving to realize the vision, purpose, and goals of the program.

IDENTIFICATION/PLACEMENT OF STUDENTS

Identification is a three-step process that includes (1) screening, (2) referral/eligibility, and (3) placement in appropriate service options. Information about the student needs is used during each of these phases to guide decisions.

STEP 1: SCREENING PROCESS: Screening includes all activities designed to review the general population of students to see which students may need further assessment and/or eventual placement in the differentiated service continuum of gifted education. Each school site will develop a screening pool of students who are possibly qualified for and in need of differentiated instruction. Each school's gifted program specialist/AIG resource teacher will review standardized achievement test scores to find students who score at or above the 70th percentile. During the school year, teachers observe and collect documentation (portfolio consisting of work samples, test scores, anecdotal records, writing portfolio, interest and learning style inventories, grades, checklists, and other authentic assessment instruments) on students who are achieving academically and/or showing outstanding potential. Each school's AIG Eligibility Determination Team (EDT) will receive referrals from teachers, parents, peers, or others, including self-nominations, for gifted services. All third grade students will be given the Cogat in the fall of the year. Students may be referred at any time during the school year, and screening is ongoing. The EDT will keep a listing of students from diverse cultural and economic groups who demonstrate a high interest or performance potential in a specific academic domain. Every effort will be made to identify a greater population of underserved, culturally diverse students than has been identified in the past. The EDT will seek assistance from other local agencies such as the Title 1 preschool program, ESL/migrant services, Head Start, day care centers, social services, public health department, and area churches in order to provide a continuum of child find services.

Information collected at screening should lead to either further assessment, or to a decision that the student does not require differentiated services at this time. Students may be placed on a "wait and watch" list so that teachers can continue to observe them and collect data to determine if further assessment is needed.

STEP 2: REFERRAL/ELIGIBILITY PROCESS: Once it is determined that a student has qualified for referral, the eligibility process continues. The AIG Eligibility Determination Team, made up at a minimum of the referring teacher, the gifted specialist/AIG resource teacher, the principal (or designee), will make this referral. In some cases, the school counselor, an ESL teacher, or another teacher who can advocate for the student will be asked to serve on the team. Parents are notified at least two weeks before the student is to be tested and are asked to sign the consent form. The *Parent Rights Handbook* is also given to parents at this time. A certified AIG teacher with training in testing should be responsible for any additional testing requested by the EDT. In cases of peer, parent, and self-referrals, the AIG specialist/AIG resource teacher will be asked to review the referred student's school records for evidence of giftedness. The

specialist may conduct an interview with the student and/or observe the student in various academic settings. Current classroom teachers, former teachers, parents, and other adults who have knowledge of the student's strengths, needs, interests, talents, and accomplishments may be asked to complete specific inventories or checklists.

The tests of choice for Franklin County Schools AIG Program are the Cognitive Abilities Test (CogAT 6) and the Otis-Lennon School Abilities Test, 7th Edition (OLSAT-7) for aptitude assessment and the Iowa Tests of Basic Skills, Form A and the North Carolina End-of-Grade and End-of-Course Tests for achievement. Most testing is administered in groups by grade level in the spring semester, but testing schedules should be flexible enough to accommodate students who are referred at any time during the school year. A student should not be tested more than once during a school year unless there are extenuating circumstances and it has been approved by the Franklin County Gifted Leadership Team.

Multiple factors are taken into account as the Eligibility Determination Team considers eligibility. (See "Multiple Indicators of Giftedness" on a previous page.) No single criterion can eliminate a student from consideration. Diverse sources of data are sought from the student him/herself, teachers, parents, peers, and community members to get the most complete picture of the student possible. Multiple sources of data are used to complement, not confirm each other. The instruments that are used must be reliable and valid. Single cutoff scores and summed matrix scores are not used. Nontraditional methods for the effective identification of underserved populations may be used to find and meet the needs of students in subpopulations that are presently underrepresented in the gifted program. The EDT reviews all data collected in order to determine eligibility.

HIGH ACHIEVERS, Kindergarten through Grade 5: A student in the Gifted Pool will be considered a High Achiever if he/she meets four of the following six criteria:

- Observations of Gifted Traits, Aptitudes, and Behaviors - “Panning for Gold” or other documentation of high-level traits, abilities, or behaviors that are substantially higher than others of their age, experience, or environment.
- Student Performance - Grades of B+ (91), 3, or higher
- Student Achievement Test Scores – 80th percentile or higher
- Student Aptitude Scores – 90th percentile or higher
- Student Interest – High level of interest evidenced by student’s focus and curiosity over a period of time, which is well documented by interest inventories (Parents/Students), anecdotal records, case studies, progress reports, portfolios, and student performance/product evaluations. Students’ intense interests in topics not introduced in the classroom are also considered.
- Student Motivation to Learn – High level of motivation to learn evidenced by individual case studies, interviews, autobiographies, motivation inventories completed by the student and/or teachers, and portfolios of student work may be considered.

ACADEMICALLY/INTELLECTUALLY GIFTED (AIG), Kindergarten through Grade 5: A student in the Gifted Pool will be considered AIG (Gifted) if he/she meets four of the following six criteria:

- Observations of Gifted Traits, Aptitudes, and Behaviors – “Panning for Gold” or other documentation of outstanding-level traits, abilities, or behaviors that are exceptionally higher than others of their age, experience, or environment.
- Student Performance – Grades of A, 4, or highest level on assessment
- Student Achievement Test Scores – 90th percentile or higher
- Student Aptitude Scores – 95th percentile or higher. This may be a composite score or a single battery score to match the service option. For example, a Verbal Battery score of 95th percentile would match a language arts option, and a Quantitative Battery score would match a math option.
- Student Interest – Outstanding level of interest evidenced by student’s focus and curiosity over a period of time, which is well documented by interest inventories completed by parents and student, anecdotal records of teachers, case studies, progress reports, portfolio entries, and student performance/product evaluations. Students’ intense interests in topics not introduced in the classroom are also considered.
- Student Motivation to Learn – Outstanding level of motivation to learn evidenced by individual case studies, interviews, autobiographies, motivation inventories/checklists completed by the student and/or teachers, and portfolios of student work may be considered.

ACCELERATED LANGUAGE ARTS, GRADES 6, 7, & 8: A student in the Gifted Pool will be considered an Accelerated Learner in Language Arts if he/she meets the following criteria:

Sixth Grade Accelerated Language Arts: (Must qualify in four of these five.)

- 90 average for fifth grade language arts
- Level 4 with a 70th percentile or better on fifth grade End-of-Grade Reading
- Score of 12 or better on the N.C. Writing Test
- Student Aptitude Test Score of 75th percentile or higher (May be a composite score or the Verbal score only)
- Eligibility Determination Team recommendation

Seventh Grade Accelerated Language Arts: (Must qualify in four of these five)

- 90 average in sixth grade accelerated language arts class **or** 93 in regular sixth grade language arts class
- Level 4 with a 70th percentile or better on sixth grade EOG Reading
- Score of 12 or better on the N.C. Writing Test
- Student Aptitude Test Score of 75th percentile or higher (May be a composite score or the Verbal score only)
- Eligibility Determination Team recommendation

Eighth Grade Accelerated Language Arts: (Must qualify in four of these five)

- 90 average in seventh grade accelerated language arts class **or** 93 in regular seventh grade language arts class
- Level 4 with a 70th percentile or better on seventh grade EOG Reading
- Score of 12 or better on the N.C. Writing Test
- Student Aptitude Test Score of 75th percentile or higher (May be a composite score or the Verbal score only)
- Eligibility Determination Team recommendation

ACCELERATED MATH, GRADES 6, 7, 8: A student in the Gifted Pool may be considered an Accelerated Learner in Math if he/she meets the following criteria:

Sixth Grade Accelerated Math: (Must qualify in three of these four)

- 90 average in fifth grade math
- Level 4 with a 70th percentile or better on the fifth grade Math EOG
- Student Aptitude Test Score of 75th percentile or higher (May be a composite score or the Quantitative score only)
- Eligibility Determination Team recommendation

Seventh Grade Accelerated Math: (Must qualify in three of these four)

- 90 average in sixth grade accelerated math **or** 93 average in regular sixth grade math class
- Level 4 with a 70th percentile or better on the sixth grade Math EOG
- Student Aptitude Test Score of 75th percentile or higher (May be a composite score or the Quantitative score only)
- Eligibility Determination Team recommendation

Eighth Grade Accelerated Math: (Must qualify in four of these five)

- 80% or better on Orleans-Hanna Algebra Prognosis Test (Table 3)
- 90 average or better in seventh grade accelerated math
- Level 4 with a 70th percentile or better on the seventh grade Math EOG
- Student Aptitude Test Score of 75th percentile or higher (May be a composite score or the Quantitative score only)
- Eligibility Determination Team recommendation

ACADEMICALLY/INTELLECTUALLY GIFTED (AIG), GRADES 6 – 12: A student in the Gifted Pool may be considered AIG if he/she meets five out of six of the following criteria:

- Observation of Gifted Behaviors – Outstanding ratings on “Panning for Gold” or other instruments such as checklists, inventories, portfolios, case studies, etc. that document evidence of outstanding traits, abilities, and behaviors that are characteristic of gifted individuals
- Student Performance – Grades of B+ (91) or higher
- Student Achievement – 86th percentile or higher on EOG/EOC Tests
- Student Aptitude Test Score – 93rd percentile or higher (May be a Composite score **or** may be Verbal only for a language arts option **or** may be Quantitative only for a math option)
- Student Interest – An outstanding level of interest that has been maintained over a period of time may be documented by interest inventories, portfolios, case studies, interviews, and “Panning for Gold”(or similar instruments).
- Student Motivation to Learn – An outstanding level of motivation may be evidenced by portfolio assessments, case studies, and informal inventories.

Students at any grade level who score at the 97th percentile or higher on a group aptitude test, but fail to meet the AIG criteria based on grades and/or achievement test scores, will be administered an individual psychological test by a Franklin County Schools Psychologist.

There will be a midterm and an annual review for each student in the Gifted Pool to follow student growth/achievement and to determine the appropriateness of his/her level of eligibility and placement in service options. Each student and each teacher who provides that student’s differentiated gifted services will

participate in the review process. A student-led conference format, with parents/guardians invited, is recommended.

STEP THREE: SERVICE OPTIONS MATCH: This is the actual matching of the student with the appropriate service delivery options. The AIG Eligibility Determination Team will review all information gathered in the screening and identification process and determine which placements will best fit each student. These placement decisions should afford students the opportunity to receive instruction on an appropriate level in order that they may experience and demonstrate growth in academic subjects or academic enrichment programs. The emphasis is not on the label, but on the individual strengths of the students. The EDT may determine that students need to be grouped for a part of the school day in clusters of students with like interests and/or abilities, and with teachers who have gifted education training. Other students' needs may best be met in a resource classroom with a gifted specialist. The team may decide that no special services are needed at the time, that the student should be monitored for further indications that differentiated services are needed. Other options may include consultation with the identified student's regular classroom teacher, a mentorship with an older person who shares similar interests or who has expertise in a specific topic, enrichment classes, seminars, mini-courses, independent studies, special classes in visual or performing arts, participation in competitions and clubs, or distance learning.

Baseline service options in Franklin County Schools AIG Program include AIG resource classes, AIG cluster groups within regular classrooms, and enrichment classes in grades K-5; AIG and Accelerated language arts and math classes in grades 6-8; and Advanced Placement, Honors, and Dual Enrollment options at the high school level. Seminars, mini-courses, enrichment clusters, distance learning, talent pools, distance learning, independent studies/investigations of real-world problems, and leadership training are highly recommended at all levels. The baseline service options are offered as a minimum standard in the areas of reading, writing, and math to align with North Carolina's accountability program in measuring students' achievement and growth and so that students who may transfer from one school to another within the county will have access to similar services. The North Carolina Department of Public Instruction, Exceptional Children Division, strongly recommends options in the areas of science and social studies, also. All program options should align with as well as expand the curriculum goals listed in the *North Carolina Standard Course of Study*. There are no limits to the wonderful additional options that teachers and schools may add for their high-ability students.

Students in the Nurturing Program, the High Achievers, and the AIG students are all in the Gifted Pool. They all have identified gifts and talents or have shown gifted potential. At the end of each semester all students in the Gifted Pool will be reviewed. The EDT at each school will assess their growth and achievement, as well as their "fit" in the previously determined service options. Student

progress will be recorded and shared with parents, preferably in a student-led conference. If the review is favorable, the DEP already in place will remain. If the review shows that a change is in order, the EDT will meet with the student and parent/guardian to discuss concerns and consider more effective placement or modifications in the student's DEP. Changes in identification and/or placement should be reported to the County AIG Office with reasons noted. Updated headcounts will be sent to the Franklin County Schools AIG Office when the midyear and annual reviews are complete. (At the elementary school level, there will be one for the AIG students and one for the High Achievers. At the middle school level, there will be one for Accelerated Language Arts, one for Accelerated Math, and one for AIG Students. At the high school level, there will be a headcount for AIG Identified Students and one for students enrolled in AP and Honors classes, but not identified AIG.) AIG Headcounts will be sent to the AIG Office, upon request, at any time during the year.

Parents will be active participants in all decision making through the AIG plan. When decisions concerning service delivery options to meet student needs are made, placement is completed, and appropriate paperwork is forwarded to the AIG Office at Franklin County Schools Central Office. A student's name is not placed on any AIG roster, nor is he provided services, until a parent or guardian has signed a form granting permission for entry into the program and a DEP or IDEP outlining the student's learning environments, content modifications, and special program options has been signed.

When highly gifted students need to be considered for radical acceleration, or need services beyond the school or system, an in-depth study will be made to develop a plan that most appropriately meets their needs. A case study approach may be used to collect information to be reviewed by the Eligibility Determination Team. (Included in this AIG Plan are policies for "Early Kindergarten Admission, Grade Advancement, and Dual Enrollment for high school students. Franklin County School Board Policy governs the final decision on grade placement acceleration.)

Every effort will be made to identify students who have previously been underrepresented and underserved in the AIG program. They may include ESL students, low socioeconomic students, minority students, students with physical handicaps, and students who have been identified by the Exceptional Children's Program with other special needs. Diverse methods may be used to collect data concerning student's potential giftedness, such as observations by AIG personnel in various educational settings, personal interviews, questionnaires, case studies, inventories completed by parents, peers, teachers, community persons, and the students themselves, and other nontraditional means. Test data may be disaggregated, using *No Child Left Behind* groups in order to establish local norms to find and meet the needs of underserved populations who may manifest giftedness in different ways.

A decision is never to be made by any one person concerning the identification and/or placement of a student in the gifted program. All decisions, all Differentiated Education Plans, or Individualized Differentiated Education Plans should be designed through joint efforts of the student, his/her parents or guardian, and the AIG Eligibility Determination Team.

TRANSFER STUDENTS

- **From Another Franklin County School.** Identified Franklin County gifted students who move to another school within the county will not change their classification. If upon reviewing the student's DEP, team members feel that differentiated services at the new school are not appropriate for this student's needs, they should invite the parents/guardian to a conference for revision of the DEP and make whatever changes are appropriate for the individual student.
- **From a School Outside of Franklin County.** Identified gifted students entering Franklin County Schools are temporarily placed until appropriate paperwork is received from the previous school. Once the paperwork is obtained, the AIG Eligibility Determination Team reviews all information and completes the *Individual Student Eligibility and Placement Record* to determine what differentiated services are appropriate. If the paperwork has not been received from the former school within 30 days, the Franklin County referral process is begun. The EDT forwards appropriate paperwork to SIMS and to the AIG Office at Franklin County Schools Central Office

DIFFERENTIATED SERVICE OPTIONS AND CRITERIA

BASELINE SERVICES FOR ELEMENTARY SCHOOLS

Services	Criteria
<p style="text-align: center;">Resource Class (Pull-out)</p> <p>Students leave the regular classroom for a specified period of time. Activities extend the regular curriculum and may focus on specific process skills such as critical and creative thinking, research skills, and small group or individual investigations. Resource classes may be made available to students for curriculum compacting. Planning and collaboration between regular teacher and the gifted specialist/AIG resource teacher is required. Resource classes may be offered in language arts or math. This option may be offered to high-achieving students with EDT approval. Younger students in lower grades may be admitted to these classes with EDT and parent permission. The AIG resource teacher must be certified in gifted education or be actively pursuing certification.</p>	<p>Students served in language arts or math resource classes should be identified as AIG in that domain. Students identified as high achievers may be included, if space permits and if their performance and achievement scores indicate that they are one year above grade level. Younger students admitted to cross-age or cross-grade grouping must meet FCS guidelines for grade advancement in the area served.</p>
<p style="text-align: center;">AIG Cluster Groups</p> <p>Groups of 4 to 10 AIG students and/or High Achievers served in heterogeneously grouped classes, where a certified AIG teacher, or teacher with or working towards extensive AIG training including differentiation (provided by Franklin County Schools), Whole Faculty Study Groups, and QTL(Quality Teaching and Learning), delivers differentiated curriculum, based on students' interests, strengths, learning styles and preferences, and needs to enrich and extend the <i>North Carolina Standard Course of Study</i>.</p>	<p>Students in AIG Cluster Groups should be identified AIG or high-achieving students.</p>
<p style="text-align: center;">Enrichment Classes</p> <p>Enrichment classes may be offered at a grade level or across grade levels to students who share common interests and ability levels in particular fields of study. Recommendations include classes in science, social studies, math explorations, career development, and advanced communication skills such as creative writing, drama, public speaking and debate. Interdisciplinary studies with an emphasis on leadership and ethics are encouraged. Teachers of these classes should have expertise in the topics and extensive AIG training.</p>	<p>These classes are offered to students identified as AIG and High Achievers, who are highly interested in the topics selected. They must have parental and teacher's permission to attend these classes.</p>

RECOMMENDED SERVICES FOR ELEMENTARY SCHOOLS

Services	Criteria
<p style="text-align: center;">Talent Pools</p> <p>Students who have a passion for, and show potential talent in the areas of music and the visual arts are encouraged to be members of these groups. The AIG specialist, AIG Cluster Teachers, the Curriculum Resource Teacher, and regular classroom teachers will pool resources and materials to nurture these students and encourage their participation in various contests, performances, and activities during the school year. The services of the art and music enrichment teachers, as well as those of artists and musicians from the community, will be sought as we seek to provide this service option.</p>	<p>The students involved in this option may be drawn from the Gifted Pool or may be drawn from the general school population when recognized and referred by a teacher, parent, classmate, or self. Parental permission will be necessary for inclusion.</p>
<p style="text-align: center;">SEMINARS</p> <p>This service option will be open to interested participants in areas such as critical literacy, multicultural studies, leadership development, and character education. Students will sign up ahead of time and complete readings and/or assignments to prepare them for involvement.</p>	<p>Students will self-select sessions. Parent and teacher's permission will be necessary for participation.</p>

BASELINE SERVICES FOR MIDDLE SCHOOLS

Services	Criteria
<p style="text-align: center;">AIG Resource Classes</p> <p>AIG Resources classes are offered to students who have met the requirements of AIG Identification in Language Arts, Math, or both. High-performing Accelerated Learners may be admitted to the resource class if space permits and the EDT approves this option. Certified AIG teachers differentiate the <i>North Carolina Standard Course of Study</i> by enriching and extending the curriculum. There is an emphasis on critical and creative thinking, abstract thought and problem solving, and creative production.</p>	<p>Students placed in this service option are selected from the Gifted Pool based on high levels of previous performance and achievement, as well as demonstrated aptitude in the subject area. Selection is determined by the school EDT.</p>
<p style="text-align: center;">Accelerated Language Arts/Math Classes</p> <p>Accelerated classes are offered to those students who have been identified as either Accelerated Learner in Language Arts or Math, or both, or a combination of AIG/Accelerated Learner. High level instruction is delivered by certified AIG Language Arts or Math teachers, or teachers actively seeking certification. If there are enough Accelerated Learners to form a class, the identified students should be clustered in a classroom with a teacher with extensive training in gifted education. All other classes should be heterogeneously grouped.</p>	<p>Students placed in this setting have been identified as Accelerated Learners in Language Arts and/or Math, based on a high level of performance, achievement, and aptitude. Selection is determined by the school EDT.</p>
<p style="text-align: center;">Counseling Services</p> <p>Gifted students at this level often need academic, social, and emotional counseling. Planned group counseling can help keep them in the gifted program and encourage them into advanced courses and prepare them and their families for the reality of college preparation, application, and acceptance.</p>	<p>Students in the Gifted Pool who underachieve; have behavioral, social, or emotional problems, and do not perform at an expected level will be referred to the guidance counselor.</p>

RECOMMENDED SERVICES FOR MIDDLE SCHOOLS

Service Options	Criteria
<p style="text-align: center;">Seminars</p> <p>This service option can be open to students who choose to participate in high-level shared inquiry and discussions of real-world concerns. Seminars may last for a couple of hours once per quarter or occur once a week on a regular basis. They may involve critical literacy, leadership training, ethics and character development, or cultural awareness. Thought-provoking topics can be interdisciplinary in nature and require the application of higher level thinking and logic in making connections that lead to a new dimension of knowledge. Advanced reading and/or preparation for the seminar is recommended. Several different seminars could be planned so that students could attend in an area of interest.</p>	<p>Students could self-select participation in this service option and could help choose topics for seminars. This option could be open to AIG, Accelerated, and regular education students.</p>
<p>Talent Development</p> <p>Students who show promise in music and the visual and performing arts should have more opportunities to develop their talents, whether in their regular classes, or in special settings. School personnel can collaborate to discover opportunities that already exist in the county for these talented students. Enlist local artists, musicians, and other professionals to mentor students who show promise. Provide more opportunities for talent exhibitions and competitions.</p>	<p>Students who show talents in art and/or music are found in all populations. Educators, especially gifted specialists and art and music teachers, should be on the lookout for budding artists and musicians. When we find them, we should identify them and do everything we can to nurture their talents.</p>
<p>Advanced Science and Social Studies Classes</p> <p>This service option is highly recommended by NCDPI, Exceptional Children Division, for students who show outstanding interest, motivation, and aptitude in these areas. More depth and breadth in these subjects at middle school would prepare students for higher-level AP and Honors classes in high school. This option would require teachers with a high level of expertise in the subjects and Extensive training in gifted education.</p>	<p>Entrance in this service option would require that students be identified AIG, with high performance in the selected subject area.</p>

High School Services

High School baseline services include self-selected Advanced Placement and Honors courses in English, Math, Science, Social Studies, Foreign Languages, and Art. Students who are identified as Academically/Intellectually Gifted may choose to pursue courses at Louisburg College or Vance-Granville Community College, once all coursework, offered in Franklin County High Schools, in their selected subject area has been exhausted. Dual enrollment is offered in the areas of English, Math, Science, and the Social Studies. See attachment C (FCS #3455-a).

Recommended Service Options for high schools should include the same “Seminars” recommended for middle schools above, and more extensive guidance services.

SERVICE DELIVERY, PRE-K - GRADE 5

	GROUP PLAN	CONTENT MODIFICATION	ENRICHMENT-TALENT DEVELOPMENT	SPECIAL PROGRAMS
Challenging Options For ALL Students	In-class Flexible Grouping	Mastery Learning Units Computer Based Instruction and Technology Learning Centers Enrichment Accelerated Reader	Exploratory Activities Interest Development Character Education	Visual and Performing Arts Contests/Competitions Science Fair
Appropriate Differentiation for MANY Students	In-class Flexible Grouping	Mastery Learning Units Computer Based Instruction and Technology Learning Centers Accelerated Reading and Math Curriculum Compacting	Process Skills Training Thinking Skills Training More Interest Development and Explorations	School and Community Publications School and Community Organizations Counseling: Small Group and Individual
More Differentiation of Curriculum and Service Options for SOME Students	In-class Flexible Grouping Cluster Grouping Based on Interests and Ability Talent Pools	Master Learning Units Computer Based Instruction and Technology Enrichment Centers Curriculum Compacting Differentiation Tiered Lessons Independent Studies <u>Junior Great Books, Seminars</u>	Interest Development Explorations Process Skills and Higher Level Thinking Skills Training Problem Based Learning Project Based Learning Product Development and Real-world Investigations	Discovery Units Explorations Community Service Projects Hands-On Equations Junior Beta Club Tar Heel Junior Historians Art, Science, Robotics Summer Camps Writing Camps Junior Battle of the Books
Accelerated Differentiation for a FEW Students	In-class Flexible Grouping Cluster Grouping Cross-grade Grouping Grade Advancement Distance Learning	All of the Above Independent Contracts Telecommunication Mini-courses Seminars	All of the Above Creative and Future Problem Solving Shared Inquiry	Duke University TIP National Current Events League Continental Math League Wide Selection of Summer Camps at Universities

SERVICE DELIVERY - MIDDLE SCHOOL LEVEL

	GROUP PLAN	CONTENT MODIFICATION	ENRICHMENT-TALENT DEVELOPMENT	SPECIAL PROGRAMS
Challenging Options For ALL Students	Cluster Grouping Within Classes Cluster Grouping Within Teams	Mastery Learning Units Computer Based Instruction and Technology Learning Centers Telecommunications Differentiated Units	Interest Development And Experiences Exploratory Units	Visual and Performing Arts Contests and Competitions Social and Emotional Counseling
Appropriate Differentiation for MANY Students	Cluster Grouping Within Classes, Within Teams, and Across Teams Block Grouping By Subject	Mastery Learning Units Computer Based Instruction Learning Centers Telecommunications Differentiated Units	Explorations and Interest Development Process Skills Training and Experience	Job Training Partnership Act Math-Science Education Network Academic Counseling
More Differentiation of Service Options for SOME Students	Cluster Grouping Within Classes, Within Teams, and Across Teams Block Grouping by Subject	Mastery Learning Units Computer Based Instruction Learning Centers Curriculum Compacting Independent Studies <u>Junior Great Books</u> Seminars Telecommunications	Explorations and Interest Development Process Skills Training and Applications Enrichment Clusters Based on Interests/Staff Expertise Creative Product Development Real World Investigations	Summer Camps and Programs Battle of the Books Junior Beta Club Problem Based Learning Creative Problem Solving Future Problem Solving
Accelerated Differentiation for a FEW Students	Cluster Grouping Within Classes, Within Teams, and Across Teams Block Grouping by Subject Grade Advancement Distance Learning	Mastery Learning Units Computer Based Instruction Learning Centers Curriculum Compacting Independent Studies <u>Junior Great Books</u> Seminars Contracts Telecommunications Advanced Content	Explorations and Interest Development High-level Process Skills and Applications Enrichment Clusters Mentorships Resource Services Higher-level Thinking Skills and Problem Solving	Duke University TIP Courses ODYSSEY OF THE MIND Science Olympiad

SERVICE DELIVERY – HIGH SCHOOL LEVEL

	GROUP PLAN	CONTENT MODIFICATION	ENRICHMENT – TALENT DEVELOPMENT	SPECIAL PROGRAMS
Challenging Options for ALL Students	Flexible Enrollment in Advanced Classes with Recommendation for Admission to Advanced Placement (AP) Courses	Computer Based Instruction and Technology Telecommunications Distance Learning Selected Advanced Courses Higher Order Thinking	Interest Based Electives Seminars	Visual and Performing Arts Contests and Competitions College and Career Counseling Academic Counseling
Appropriate Differentiation for MANY Students	Flexible enrollment in Advanced Classes AP Courses Special Electives	Computer Based Instruction and Technology Telecommunications Distance Learning Special Course Curriculum (AP) Independent Studies Contracts Critical and Creative Thinking Research Skills	Interest Based Electives Seminars	Creative Problem Solving Career Explorations Science Fairs Exhibitions of Creative Products
More Differentiation of Service Options for SOME Students	Flexible Enrollment in Advanced Classes AP Courses Special Electives	Computer Based Instruction and Technology Telecommunications Distance Learning Special Course Curriculum (AP) Special Electives Independent Studies Contracts Curriculum Compacting	Interest Based Electives Seminars Investigations of Real World Problems	Problem Based Learning After-school Internships Mentorships Quiz Bowl National Beta Club Other Honor Societies/Clubs Social and Emotional Counseling
Accelerated Differentiation for a FEW Students	Flexible Enrollment in Advanced Classes AP Courses Special Electives Early Admission to College Concurrent Enrollment Special Schools- School of the Arts School of Math and Science	Computer Based Instruction and Technology Telecommunications Distance Learning Special Course Curriculum (AP) Special Electives Independent Studies Contracts Curriculum Compacting Advanced Content College Courses	Interest Based Electives Seminars Mentorships Internships Community Service Projects	Summer Ventures Governor's School Summer Courses/Programs at Colleges

AIG Curriculum Scope and Sequence

This AIG Scope and Sequence was developed to work with the North Carolina Standard Course of Study to add rigor and enrich the curriculum for grades kindergarten through eight. Students in the high schools participate in Honors and Advanced Placement courses with their own curriculum goals.

Information: To develop the ability to gather, organize, analyze and apply information.

By the end of grade 2	By the end of grade 5	By the end of grade 8
<p>Develop a systematic way to observe, classify, measure, hypothesize, experiment and interpret.</p> <p>Begin to use various resources for information.</p>	<p>Develop the ability to interpret, apply, and evaluate bodies of knowledge.</p> <p>Develop abilities to investigate, question, and imagine as a means to gaining needed information.</p>	<p>Locate sources representing print, electronic, and other media and determine their validity.</p>
<p>Design and build models to explain insights into things seen in the real world.</p>	<p>Develop the ability to use research skills emphasizing comparative analysis and generalizations.</p>	<p>Record bibliographical data and cite the sources of all information needed.</p>
<p>Use technology and software to explore topics. Utilize and apply graphing skills to support data. Begin to develop skills for critical appraisal of sources of information.</p>	<p>Use increasingly complex technology and software to conduct investigations. Conduct experiments using increasingly sophisticated equipment.</p>	<p>Present information in an organized way using complex technology and software.</p>

Problem Solving/Critical Thinking: Define the problem, analyze the problem and solutions, and assess the possible solutions.

By the end of grade 2	By the end of grade 5	By the end of grade 8
Develop skills of inductive and deductive reasoning through the use of logic and problem solving.	Develop independence in identifying and solving meaningful problems. (Identify problems of real concern.)	Given a topic, problem, or issue, select and apply an appropriate methodology.
Consistently advance students toward imagining new possibilities and connections.	Generalize problem solving skills to global issues. Critically analyze problems and solutions.	Determine how an idea or solution interacts with many other systems and can clearly explain the interactions. Determine two or more creative solutions and choose the best solution.
Brainstorm to generate ideas for solutions to problems. Reach conclusions considering all reasons, conditions, and predictions.	Provide activities that encourage independent thinking, planning, and problem solving.	Identify patterns to develop new ideas by determining several possible cause/effect relationships, and/or action sequence relationships.

Communication: The ability to plan, create, and present either orally, visually, or in written form to share thoughts and ideas with others.

By the end of grade 2	By the end of grade 5	By the end of grade 8
Enhance and develop the desire and ability to write intelligibly and creatively. Promote opportunities for risk taking.	Begin to develop sensitivity to language and an awareness of the functions of words, figurative language, and sentence patterns.	Examine effective uses of the English language.
Encourage and develop opportunities for a variety of methods for communication of experiences and ideas to others.	Learn and develop debate techniques. Model the ability to question and tolerance for others questions.	Develop multimedia presentations including literacy elements, devices, techniques, plot components from an independently selected novel.
Utilize discussion techniques encouraging divergent and convergent thinking.	Provide oral discussion to develop mental alertness.	Demonstrate growth in self-management.

Character Development: Work productively and independently as an individual, to be a productive member of a group, and demonstrate positive leadership.

By the end of grade 2	By the end of grade 5	By the end of grade 8
Plan and develop a community service project that impacts the classroom. (whole group)	Plan and develop a community service project that impacts the school and or community. (team)	Plan and develop a community service project that impacts the town, community or state. (team)

PERSONNEL AND PROFESSIONAL DEVELOPMENT

Personnel	Grade Level Service Delivery Option Role	Responsibilities	Certification or Additional Expertise
Board of Education	Governance System wide	Developing Policies Resolutions	Participation in Staff Development Pertaining to the AIG Program
Superintendent Executive Director of Curriculum & Instruction	District Level Administration	Coordinating Curriculum and Instruction across the District, Supervising Administrative and Teaching Staff, Designing and Implementing Staff Development, Resolution	Appropriate Administrative Certification, Participation in District Staff Development Pertaining to the AIG Program
Principals/Assistant Principals	PreK-12	Providing Leadership for Implementation of the AIG Program, Delegating Responsibilities as Appropriate at the School Level, Resolution	Appropriate Administrative Certification, Participation in District Staff Development Pertaining to the AIG Program
AIG Coordinator	PreK-12	Identifying and Placing Students, Supervising AIG Staff, Overseeing Record Keeping, Assisting with Planning Staff Development, Communicating with Parents and Community, Resolution	Appropriate Certification, Participation in District and State Staff Development Pertaining to the AIG Program
Testing Coordinator/ Psychologists	District Level Coordination of Testing	Assisting With Assessments and Data Analysis	Appropriate Administrative Certifications, Participation in District Staff Development Pertaining to AIG Program
AIG Teachers	School Site Support and Service Delivery	Planning with Grade Level and Cross-grade Teams to Differentiate the Curriculum, Directing Services to Students in the Gifted Pool, Serving on the School Eligibility Determination Team, Coordinating Records, Designing Appropriate Curriculum for AIG Students, Communicating with all School Staff, Parents, and Community Leaders, Participating in On- going AIG Staff Development, and Participating in Program Evaluation	Appropriate AIG Certification, Participation in District Staff Development for the AIG Program After Add-on Licensure for Gifted Education is Complete, at least One Hour of AIG Renewal Credits is Required per Licensure Period.

PERSONNEL AND PROFESSIONAL DEVELOPMENT, Continued

Personnel	GRADE LEVEL SERVICE DELIVERY OPTION ROLE	RESPONSIBILITIES	CERTIFICATION OR ADDITIONAL EXPERTISE
AIG Eligibility Determination Team	PreK-12	Reviewing Documentation to Assess Student Needs, Making Recommendations for Differentiated Services When Needed, Keeping Records of Meetings and Placement Decisions, Involving Parent in Decision Making and Planning, Coordinating Services with other Agencies or Schools, Communicating with all School Staff, Maintaining Up-to-Date Rosters of AIG Students, High Achievers, Accelerated Students, AP and Honors Students, and those in the Nurturing Program.	Appropriate Certifications for Positions of Individual Members, Participation in district Staff Development for the AIG Program
General Education Teachers	PreK-8	Collaborating with Grade Level Teachers to Deliver an Aligned Curriculum, Collaborating with the AIG Teachers/Facilitator to Develop an Appropriately Differentiated Curriculum, Referring and Recommending Students Who May Need Services, Communicating with Parents, Serving on the AIG EDT as needed	Appropriate Certifications, Participation in Staff Development Pertaining the AIG Program
Advanced Placement (AP) and Honors Teachers	9-12	Teaching Advanced Placement and Honors Courses, Collaborating/Serving with AIG EDT as needed, Differentiating the Curriculum Appropriately for AIG Students, Communicating with Parents	Advanced Placement Certification(s), Participation in District Staff Development for AIG Program, HIGHLY Recommend AIG Certification or a Combination of AIG Credits and Graduate Credits in Subject Area(s)
Counselors	PreK-12	Serving on AIG EDT, Providing Support to AIG Students as needed, Assisting with Staff Development as needed, Linking Student, Parent, and the School	Counseling Certification, In-service on AIG Students
FCS Gifted Leadership Team	PreK-12	Reviewing/Refining Plan During Implementation, Communicating with School Personnel, Parents, and Community, Reporting to School Board on Implementation	Appropriate Individual Certifications, Participation in Staff Development Pertaining to the AIG Program

PROFESSIONAL PREPARATION PLAN

In order to assure appropriate services for academically/intellectually gifted and high achieving students, it will be necessary for the school system to employ appropriately certified personnel and provide continuous in-service training opportunities for those working with these students. Appropriate in-service sessions for new personnel should be provided during the first month of employment. In addition, the school system will assist personnel working with gifted students to obtain appropriate certification.

PERSONNEL	CERTIFICATION/TRAINING	TIME
School Board	Participation in Annual Update of AIG Program	Annual Update
Central Office Administrators	Appropriate Administrative Certification, Participation in Staff Development for AIG Program	Annual Update
AIG Coordinator	AIG Certification with Strong Background in Gifted Education, Participation in District and State Level Staff Development	Annual Update
General Educators, PreK-12	Participation in Staff Development in Screening/ Identification of AIG Students, Awareness of Local School AIG Program	Annual Update
Regular/AIG Cluster Teachers, K-8	AIG Certification Required, Active Pursuit of Certification or training in differentiation and QTL; Participation in Staff Development In Gifted Education at Rate of One Credit per Licensure Period	Annual Update ASAP
AIG Specialists/Resource Teachers, K-8	AIG Certification Required, or Active Pursuit of Certification; Participation in Staff Development In Gifted Education at Rate of at Least One Credit (20 contact hours) per Licensure Period	Annual Update ASAP
Honors and Advanced Placement Teachers, 9-12	Appropriate Certification for Subject(s) Taught Advanced Placement Training in Subject Area(s) AIG Certification HIGHLY Recommended <u>or</u> Combination of AIG Credits and Graduate Credits In Subject Area(s)	Annual Update ASAP
Counselors	Appropriate Certification; Participation in Staff Development for AIG Program	Annual Update

EARLY KINDERGARTEN ADMISSION PROCESS

The following is excerpted from the December 4, 2003 Department of Public Instruction memorandum which clarifies State Board Policy on early admission to kindergarten:

A child who has passed the fourth anniversary of his/her birth on or before April 16 may enter kindergarten if presented for enrollment no later than the end of the first month of the school year, and if the principal of the school finds, based on information submitted by the child's parent or guardian, that the child is gifted and that the child has the maturity to justify admission to the school.

The principal shall confer with a committee of professional educators to determine the eligibility of the four-year-old to enter kindergarten. Areas that will be used in determining eligibility are Student Aptitude, Student Achievement, Student Performance, Student Behavior, Student Motivation, Parent Interview, and Gifted Identification Team evaluation results.

The following documentation should be available at the school for all students enrolled as early admission:

- Student demographic information including a copy of the student's birth certificate.
- Date of enrollment or expected date of enrollment.
- A list of the members on the Eligibility Committee and contact point for each member. Any documentation used by the Eligibility Committee to determine eligibility.
- Name of the nationally recognized aptitude test(s) given, date administered, results by percentile and by grade level and the credentials of the person administering the test(s) including a non-conflict of interest statement.
- Name of the nationally recognized achievement test(s) given, date administered, results by percentile and by grade level and the credentials of the person administering the test(s) including a non-conflict of interest statement.
- Samples of student's work prior to enrollment.
- Date and results of a reading assessment, if administered.
- Two letters of recommendation that document the student's physical and social maturity from preschool teachers, child care workers, pediatricians, or other adults who have direct knowledge of the child.
- Time, location, participants and documentation of the informal interview with the child and the structured interview with the parent(s).
- The results of the Gifted Identification Team review within 90 days of enrollment. Documentation of a Differentiated Education Plan or an Individual Differentiated Education Plan, if recommended.

**Franklin County Schools
Early Kindergarten Admission
Revised January, 2004**

PHASE I: ASSESSMENT OF APPLICANT FOR EARLY KINDERGARTEN ADMISSION

TESTING WILL BE PERFORMED AS STIPULATED BELOW:

Aptitude:

Each applicant should present evaluation results from a licensed psychologist that reflect at least the 98th percentile in intelligence on the Wechsler preschool and primary scale of intelligence, third edition (WPPSI-III) or comparable test (Stanford Binet, the Kaufman Anderson).

Achievement:

Children entering kindergarten early shall be functioning two to three years beyond their peers in either reading or mathematics. Children eligible for early admission to kindergarten shall score at the 98th percentile on tests of achievement: test of early mathematics ability-3 (tema-3), test of early reading ability-3 (tera-3) or a comparable test (metropolitan readiness test, Stanford early school achievement test, the mini battery of achievement).

A scale of early social development should also be documented: California preschool competency scale, the Harrison scale, or other comparable scale. The licensed psychologist who administers the aptitude test may administer the achievement test or have a member of his/her professional staff administer the test. Also an impartial professional educator who is trained in the use of the instrument may administer such a test as long as he/she has no potential conflict of interest in the outcome of the assessment.

Test results should be presented to the principal of the enrolling school (within the student's attendance area) during the first thirty (30) calendar days of the school's instructional year. The principal will act on the request within three (3) weeks.

The parents should also present a portfolio of the student's work and a completed parent questionnaire that reflects outstanding ability in one or more of the following areas:

CREATIVE PRODUCTIONS _____
ART _____ MATH _____
WRITING _____ DRAMATIC PLAY _____
SCIENCE _____ SOCIAL INTERACTIONS _____

The principal may request a complete informal reading assessment be carried out for further indication of performance.

Parents should present two (2) letters of recommendation from an adult with firsthand knowledge of the child's performance (preschool teacher, childcare worker, pediatrician, or other adult with direct knowledge of the child other than the parent).

#1. Name: _____
Association to child: _____

#2. Name: _____
Association to child: _____

Documentation checklists that may be useful: California preschool competency scale, Harrison scale, or any other comparable social development indicator.

Principal's remarks: _____

Principal acceptance of requirements in phase I:

Principal signature _____ date _____

Phase II: principal interview with parent and child.

The principal shall determine that a child is ready for early admission to Kindergarten by informally interviewing the child and then conducting a more structured interview with the parent.

An appropriate interview with the child may take place in a warm and inviting environment, such as a kindergarten classroom. It may also be found appropriate for the child to spend a day with the kindergarten teacher. The principal or his/her designee should ask questions which focus on the child and the child's personal interests which suggest a "school type" quest for knowledge.

If the principal's decision is that the child be admitted to kindergarten, that decision remains on a trial basis for the first ninety (90) days of the child's enrollment. The principal may rescind his/her approval based on substantial documentary evidence that the child is not adjusting satisfactorily to the school setting. The parent should abide by the decision of the principal.

Before a child is removed from school, the parent must be invited to assist in developing improvement strategies. If these strategies are not successful and the decision is made to remove the child from school, the parents must be given ten (10) days notice to arrange child care, if needed.

Although early kindergarten admission does not automatically place a child in the program for academically/intellectually gifted, such a child would obviously have very special learning needs. For this reason, after the school has determined that the child has made a satisfactory adjustment and will remain in school, or after the child has been enrolled for ninety (90) calendar days, the child shall be reviewed by the academically/intellectually gifted team. If determined to qualify for services, a differentiated education plan or an individual differentiated education plan shall be developed.

Documentation that the child is not adjusting to the school setting should be relayed to the parent as soon as such evidence is presented by the child's performance or behaviors.

A list of available psychologists may be obtained from the phone directory yellow pages.

BFPartin 1/04

**FRANKLIN COUNTY SCHOOLS
EARLY KINDERGARTEN ADMISSION
REVISED JANUARY, 2004**

EARLY KINDERGARTEN ADMISSION, CONTINUED

STUDENT GRADE LEVEL ADVANCEMENT

To facilitate the process of student grade level advancement in Franklin County Schools, the following guidelines/procedures are suggested:

EVALUATION AREAS/MEASURES

Aptitude – CogAT, Form 6, OLSAT-7, or comparable nationally normed test
Scores should reflect at least the 98th percentile.

Achievement – Iowa Tests of Basic Skills, North Carolina End of Grade Tests, or comparable nationally normed test.
Scores should reflect at least the 98th percentile.

Social-Emotional Development – A school psychologist will administer an appropriate scale of social development and may ask an impartial professional educator who is trained in the use of the instrument to administer it as long as he/she has no potential conflict of interest in the outcome of the assessment.

Academic Performance – Classroom grades should be A's (93 or above).

OTHER FACTORS TO BE CONSIDERED

The candidate for grade level advancement should be self-motivated.
The student should be a strong independent reader.
Communication skills should be appropriate for the next grade level.
Math skills should be appropriate for the next grade level.

PROCEDURES

1. Evaluation data should be collected and reviewed by the Eligibility Determination Team, under the direction of the principal. A psychologist may do additional testing, if needed.
2. The current and prospective teachers, with the assistance of the Gifted Education Specialist/Resource Teacher, the student, and the parents should develop an Individualized Differentiation Education Plan (IDEP) to be used at the next grade level. Goals and objectives should include both social and academic development.
3. Placement at the next grade level should be provisional for one marking period. During this time, behavioral observations should be made and academic progress closely monitored.

COLLEGE COURSE REQUEST FORM
(FCS #3455-a)

This form must be completed in its entirety and within the timeline designations for consideration to take college courses. Also, it is the responsibility of the applicant to be fully aware of all provisions of the Franklin County Board of Education Policy #3450 and adhere to such provisions. This form must be completed and returned to the school counselor three weeks prior to the first day of college classes. A copy of the most current transcript and Individualized Differentiated Education Plan, if AIG identified, must be attached to this form.

Student Name _____

High School _____

College Course Desired _____

Semester: Fall _____ Spring _____ Summer _____ Year _____

Signatures

Signatures below indicate permission for the above mentioned student to take college courses and accept all associated responsibilities and Board Policy provisions.

Student _____ Date _____

Parent/Guardian _____ Date _____

Address _____

Phone # _____

School system signatures below indicate permission for the above mentioned student to take college courses in accordance with all Board policy provisions.

Counselor _____ Date _____

Principal _____ Date _____

Superintendent/Designee _____ Date _____

Approved _____ Disapproved _____

Financial obligation: Franklin County Schools _____ Parent/Guardian _____

Superintendent/Designee _____ Date _____

**APPLICATIONS FOR ADMISSIONS AS A HIGH SCHOOL DUAL
ENROLLMENT STUDENT**



Application for Admission as a High School Dual Enrollment Student

Name _____
Last First Middle

Address _____
Street, Route, Box

City, State Zip

(____) _____
Home Phone County

Parent/Guardian _____

Emergency Work/Contact Phone Number _____

The following information is used for statistical purposes and is optional:

Date of Birth _____ Sex _____ Religious Preference _____

Social Security Number ____ - ____ - _____ Race _____

High School _____ Probable Graduation Date _____

It is my desire to become a dual enrollment student for the

SPRING Semester ____20____

FALL Semester ____20____

SPRING Semester ____20____

FALL Semester ____20____

SIGNATURE OF APPLICANT

DATE

SIGNATURE OF COUNSELOR MAKING RECOMMENDATION

DATE

Louisburg College does not discriminate in any form, against students, employees, applicants on the basis of race, color, sex, creed, national origin, age or handicap.

COMMUNITY INVOLVEMENT

The Franklin County School System should meet the Academically/Intellectually Gifted Education Program needs by sharing information with the business community and community organizations. There should be active involvement of the community with the gifted program by encouraging responsibility and commitment to students, parents, and community in implementation.

COMMUNITY INVOLVEMENT PLAN

1. Collaborate with the Franklin County Chamber of Commerce as a focal point of communication to different businesses and community organizations.
2. Establish work study programs through community businesses and organizations encouraging community projects. For example: United Way of Franklin County, Young Farmers of Franklin County, Franklin County Jaycees, Soil and Water Conservation Service, and the Cooperative Extension Services.
3. Collaborate with administrators at the elementary, middle, and high school levels to facilitate productive communication and results.
4. Make parents, teachers, and students aware of learning opportunities at Louisburg College, Vance-Granville Community College, Franklin County Schools summer programs and camps, 4-H Camps, and the Franklin County libraries.
5. Provide correspondence between schools, students, parents, and communities.
 - A printed brochure providing accurate information outlining the AIG Education Program is made available to students, parents, and communities.
 - A semi-annual newsletter is published, providing updates and information for students, parents and communities concerning the county policies, state and local events, or opportunities available including updated information of the students. The newsletter may also include articles by the gifted students.
 - Continue efforts to establish a PAGE (Partnership for the Advancement of Gifted Education) organization for Franklin County Schools. All stakeholders should be invited to participate. This group could provide leadership, advice, and support as well as being conduits for information going out into all the communities.
 - AIG Coordinator and AIG Specialists present multimedia programs and facilitate discussion groups at PTA meetings and other community organization meetings to share program goals as well as achievements.
 - Members of the AIG Steering Committee and Gifted Leadership Team present updates of the AIG Program to school and community groups.

LINKS TO OTHER SYSTEMWIDE EFFORTS

Franklin County Schools promote the integration of system wide initiatives leading to increased learning and academic achievement for students. To isolate implementation of practices and procedures within schools and the school system as a whole greatly diminish opportunities for success.

Linking system wide efforts produces systematic and systemic change. The Franklin County Schools Academically/Intellectually Gifted Education Program is viewed as a system wide effort that will increase academic achievement for all students without regard for placement in the program.

Listed below are system wide efforts that are coordinated with gifted programming.

- North Carolina Standard Course of Study implemented system wide and used with gifted program through curriculum modification
- Staff development sessions on characteristics of gifted students, identification/placement procedures, curriculum differentiation, and legal issues in gifted education planned throughout the year
- System wide technology plan coordinated with staff development for AIG certified teachers including the Quality Teaching and Learning staff development.
- The AIG program will collaborate with the Exceptional Children's Program, the Reading First initiative, and the testing director to minimize testing in the screening and reevaluation process.
- Collaborate with the art and music teachers to meet the needs of students in talent pools.
- Gifted Leadership Team made up of teachers, administrators, parents, and community members with responsibilities for gifted students as well as those not affiliated with gifted students and/or programs.

EVALUATION

Evaluation will be based on a complete review of each program component, philosophy, goals, student identification procedures, service delivery, personnel and parent and community involvement. Each component will be examined to determine its effectiveness based on current district data, student needs, parent and community attitudes, and research in the field of gifted education.

There are two distinct types of objectives that comprise the evaluation effort. They are management objectives and expectation objectives.

Management Objectives: This type of objective is designed to allow a objective to take place. These are very important in education as a necessary first step to achieving a desired goal.

Expectation Objectives: This is a specific statement of an expected change that will take place as a result of a particular intervention.

Once the management objective is obtained then the program component can take place and we can stress its effectiveness. There is a need for both types of objectives in an evaluation plan in order to show student growth. Each objective must be linked to be meaningful.

Program Evaluation Tables on the following pages present an overview of Franklin County Schools management and expectation objectives. During the year, objectives may be modified and will be used as part of the annual review of the program.

Information specific to program evaluation may include countywide or school surveys, student/parent questionnaires, relevant educational data, etc. All evaluation efforts will be facilitated by the Academically/Intellectually Gifted Program Coordinator and reviewed by the Gifted Leadership Team.

GOAL 1: To identify students of diverse populations who perform or exhibit potential for performing at extremely high levels of achievement within their academics or area(s) of expertise through use of various assessments at different levels (early childhood, elementary, middle, and high school).

Management Objective	Did You Do It?	Expectation Objective	Did it Work?	How Do You Know it Worked?
<p>General screening and referrals, K-12</p> <p>Reevaluations at grades 3, 5 and 8</p> <p>Semi-annual reviews of all students in the Gifted Pool (AIG, High Achievers, Accelerated Learners, Honors and AP Students)</p>	<p>Were students referred? Were tests offered? Were third, fifth, and eighth graders in the pool reevaluated?</p> <p>Were semi-annual reviews done?</p>	<p>To select all students who scored at the 70th percentile and above for the initial pool/review. To have teachers identify and document observable gifted traits, abilities, and behaviors.</p>	<p>Students at the 70th percentile and above were screened. Students in the Gifted Pool are reevaluated at grades 3, 5, and 8 and all grades are reviewed semi-annually.</p>	<p>Gifted Pool is established and individual students and eligibility records are reviewed. EDT minutes are recorded. All records of tests, reviews, checklists, and other authentic assessments are on file.</p>
<p>Establish a screening process to assist teachers in recognizing and referring students from special populations. (Underachievers, minorities, handicapped, low socio-economic)</p>	<p>Screening process/program in place</p>	<p>To increase referrals of culturally diverse, economically disadvantaged, handicapped, and/or underachieving students.</p>	<p>More special population student referrals, identification, and placements</p>	<p>Records of referrals/identification</p> <p>Increase in culturally diverse student identification</p> <p>Differentiated Education Plans</p>
<p>To provide training for regular classroom teachers and members of EDT</p>	<p>Teams are in place and personnel preparation is ongoing,</p>	<p>To increase members'/teachers' ability to recognize characteristics of giftedness in diverse populations and make decisions concerning identification and placement as a team.</p>	<p>Students are appropriately placed.</p>	<p>Individual student eligibility records</p> <p>Follow-up for student placement</p> <p>Documentation on AIG Headcount and Nurturing Headcount</p>

GOAL 2: To provide differentiated learning experiences through a continuum of service delivery which will challenge students, will meet their individual needs, and will develop their potential. These needs should be met with sufficient funding and adequate staffing.

Management Objective	Did You Do It?	Expectation Objective	Did it Work?	How Do You Know It Worked?
To establish true AIG Clusters in classrooms, enrichment classes, and resource classes	Students are appropriately placed in AIG options.	To provide a differentiated curriculum for identified students.	Students receive appropriately differentiated educational experiences	Principals' placement records, Curriculum Compactors, Work samples, Portfolios, Lesson Plans
To provide personnel preparation for teachers.	Teachers providing AIG services are AIG certified or actively working toward certification in gifted education.	To provide differentiated curriculum for identified students.	Teachers differentiate curriculum to accommodate students' needs, abilities, interests, and learning styles.	Curriculum Compactors, Work samples, Portfolios, Lesson Plans, Center activities, Test scores, Teachers receive documentation of AIG training.
To develop differentiated education plans for highly able and other students with special need when appropriate.	Differentiated Education Plans (DEPs) or Individual Differentiated Education Plans (IDEPs) are developed for students with special needs.	To meet the needs of highly able students with special needs.	Students are advanced in rigorous curriculum and experience appropriate challenges.	DEPs and IDEPs, Curriculum Compactors, Off-grade level tests
To establish consistent baseline services in each school.	Baseline services for each grade are in place.	To mandate a foundation of consistency across schools.	Baseline services are in place.	AIG Resource Classes, AIG Cluster Classes, Enrichment Classes, Subject Grouping, Advanced Content in Academic Areas, Accelerated Learner Classes, Honors Classes, Advanced Placement Classes

GOAL 3: To encourage participation in comprehensive and ongoing staff development in gifted education in order to provide differentiated learning for gifted students in their areas of expertise. To provide learning experiences for staff which will create awareness of AIG student's needs.

Management Objective You Know?	Did You Do It?	Expectation Objective	Did it Work?	How Do
To meet with principals and administrators concerning goals and status of the AIG program.	Number of principals and administrators participating in meetings.	To continue to build awareness and support of administrators for the program.	Principals and administrators articulate program.	Eligibility Determination Teams are in place in each school. Personnel preparation is in place. Students identified are assigned appropriately. Gifted education specialist is assigned to each school.
To conduct yearly orientation and staff development for school personnel in the characteristics of gifted students, the referral and identification process, legal issues in gifted education, and curriculum differentiation.	Number of personnel who participated in sessions	To build personnel understanding of their role in the AIG program.	Gifted support staff (guidance counselors, principals, assistant principals, AIG Cluster Teachers, enrichment teachers, and regular classroom teachers are providing appropriate support.	Eligibility Determination Team minutes show understanding of program goals and objectives. AIG records, Curriculum Compactors, Model lesson plans
To conduct an orientation each fall for parents.	Number of parents attending, Parent Handbooks sent to parents during time of screening and identification	To promote parent awareness of program goals, objectives, and revisions. To seek support for gifted services by inviting parents to join PAGE (Partnership for the Advancement of Gifted Education).	Parents are knowledgeable and supportive.	Parent involvement in PAGE and DEP/IDEP development
To provide staff development training in differentiation and other areas of gifted education.	Number of teachers participating.	To provide teachers with appropriate strategies to differentiate for students.	Student needs are met.	Lesson plans, Curriculum Plans, Student Products

GOAL 4: To conduct ongoing reviews and evaluations of the AIG Education Program's accomplishments and needs and to assess and review the program periodically.

Management Objective	Did You Do It?	Expectation Objective	Did it Work?	How Do You Know it Worked?
To set up record keeping for EDT decisions concerning identification and placement.	Records are maintained at each school site.	To ensure that students are appropriately placed for services.	Students receive differentiated services.	EDT records, Standards for differentiation of services
To develop and maintain record keeping for service delivery that is consistent at each school site.	Records are maintained and available for review.	To improve services (document existing services).	Services are provided for students according to strengths, needs, interests, and learning styles.	Service delivery log for Gifted Specialist
To establish review/planning team for the district (Gifted Leadership Team).	Team established and meeting log maintained.	To ensure that program is systematically reviewed and improved.	Services for students are modified and improved when needed.	Changes in planning based on recommendations of the Gifted Leadership Team recommendation
To establish mechanism to collect data listed with each objective.	Data collected and reviewed to document each objective.	To ensure that services continue to improve basees on appropriate information.	Services for students are modified and improved when needed.	Changes in planning based on review team (GLT) recommendations
To provide report to principals and EDTs about student performance.	Reports compiled and distributed to principals.	To monitor service delivery options to maximize student performance.	School continues to revise site options so that student performance continues to increase.	Service delivery plans are reviewed and revised each spring.

Goal 5: To continue collaborative efforts among Franklin County Schools AIG Education Program, community agencies, business and industry, religious affiliations, and families to promote a positive atmosphere with a vision of its purpose and goals.

Management Objective	Did You Do It?	Expectation Objective	Did It Work?	How Do You Know It Worked?
To produce a print newsletter twice a year.	Newsletter printed and distributed	To keep parents informed about school system activities.	Parents are informed.	Parent surveys/questionnaires to determine awareness and program impact.
To provide orientation for parents and community members using brochure developed.	Number of parents and non-parents attending, Number of brochures sent and given to parents and community members	To build parent and community awareness for the program.	Parent and community support and involvement in PAGE	Parent involvement with DEP and IDEP
To provide interaction with experts and professionals.	Resource lists of community experts and professionals created through PAGE	To schedule appropriate expert or professional presentations.	Students interact with experts or professionals in their special interest fields.	Log of presentations, Work samples, Portfolios

Academically/Intellectually Gifted Plan Review Parent Survey

This survey is part of a program to review and revise the Academically/Intellectually Gifted Program in Franklin County. Survey responses will be compiled and reviewed by the Steering Committee for the plan review. The responses will assist the school system in improving gifted education services over the next several years.

Your responses to the following questions will be greatly appreciated. Please return the completed survey to _____.

1. My child is currently in ___elementary ___ middle ___ high school.
2. I receive reports and information on my child's academic progress in the AIG program.
 ___rarely ___sometimes ___often
3. I can speak freely to school personnel about my child's academic needs and strengths.
 ___rarely ___sometimes ___often
4. I have the opportunity to provide input at the school about my child's gifted services.
 ___rarely ___sometimes ___often
5. My child is motivated and challenged by the AIG services received. (Please check only those services that your child receives.)

Regular Classroom (k-5) ___rarely ___sometimes ___often
AIG Resource (pull-out) ___rarely ___sometimes ___often
Enrichment (pull-out) ___rarely ___sometimes ___often
Advanced Language Arts (middle school) ___rarely ___sometimes ___often
Advanced Mathematics (middle school) ___rarely ___sometimes ___often
Honors Classes (high school) ___rarely ___sometimes ___often
Advanced Placement Classes (high school) ___rarely ___sometimes ___often

6. What are the strengths of these services?

7. What are suggestions for improvements for these services?

DUE PROCESS PROCEDURES FOR ELIBILITY DETERMINATION AND SERVICE DECISION

environments
home and

Franklin County is continually seeking ways to provide quality learning in all schools. This commitment takes a collaborative effort between the

Gifted School. Therefore, the Franklin County Schools Academically/Intellectually

(AIG) Program goals, objectives, and service options should be communicated to parents. In the event that a parent/guardian does not agree with a decision, the following steps should be followed to resolve any disagreement:

- I. **Appeal to the Eligibility Determination Team at the school level.**
- II. **Appeal to Principal.**
- III. **Appeal to the AIG Coordinator.**
- IV. **Appeal to the Superintendent.**
- V. **Appeal to the Franklin County Board of Education.**
- VI. **Appeal to State Level Administrative Law Judge for a Contested Case Hearing.**

STEP I: Appeal to the Eligibility Determination Team at the school.

- The parent/guardian may request a conference with the Eligibility Determination Team at the child's school. This request must be made in writing. The committee should be given a maximum of 10 work days to convene all members for a conference.
- At this conference, the individual student profile will be examined and discussed. Information used to determine eligibility for service options will be reviewed with the parent/guardian. If needed, the child's teacher may be asked to provide further documentation concerning student characteristics and achievement.
- At this conference, all information is shared with parent/guardian and minutes are recorded on EDT minutes forms and signatures are obtained from the parents.
- Following the conference, EDT will respond to the parent/guardian's concerns in writing within 10 work days of the conference.

STEP II: Appeal to the Building Level Principal.

- The parent/guardian may appeal the decision of the EDT to the Building Level Principal. This should be done in writing within 10 work days of the decision from the EDT. The principal shall schedule the conference within 10 working days of the receipt of the written request. The chairperson of the EDT and the student's teacher may be invited to this conference along with the parent/guardian.
- The principal will review the concern. During the conference, the principal may request further information from the child's teacher, the EDT, and /or the parents. Minutes are recorded on the EDT minutes form and signatures are obtained from all those present.
- The principal will respond to the concern in writing within 10 work days of the conference.

STEP III: Appeal to the Coordinator for Gifted Programs.

- Parent/Guardian may appeal the decision of the building level principal to the Academically/Intellectually Gifted Coordinator. This should be done in writing within 10 work days of the decision from the building level principal. Please submit this appeal to:

**Academically/Intellectually Gifted Program Coordinator
Franklin County Schools
P. O. Box 449
Louisburg, North Carolina 27549**

- This conference will be scheduled within 10 work days of the receipt of the request.
- The AIG Coordinator will review the concern. During the conference with the parent/guardian, additional information may be requested from the child's teacher, the EDT, the parent/guardian, and/or the principal. Minutes are recorded and signatures are obtained from those present.
- The AIG Coordinator shall respond to the concern in writing within 10 work days of the conference.

STEP IV: Appeal to the Superintendent

- The parent/guardian may appeal the decision of the AIG Coordinator to the Superintendent in writing within 10 work days of the decision. Please submit appeal to:

**Dr. Bert L'Homme
Franklin County Schools
P. O. Box 449
Louisburg, North Carolina 27549**

- A conference will be scheduled within 10 work days of the receipt of request for appeal.
- The Superintendent will review the concern. During the conference with the parent/guardian, further information may be requested from the child's teacher, the EDT, the parent/guardian, the principal, and/or the AIG Coordinator. Minutes are recorded and signatures are obtained from those present.
- The Superintendent will respond to the concern in writing within 10 work days of the conference. At this point, the Superintendent may request mediation in order to resolve this concern. This shall be done by an impartial mediator.

STEP V: Appeal to the Franklin County Board of Education

- The parent/guardian may appeal the decision of the Superintendent to the local Board of Education within 10 work days of the decision from the Superintendent. This appeal must be in writing. Please submit this appeal to:

**Franklin County Board of Education
P. O. Box 449
Louisburg, North Carolina 27549**

This request must be made the Monday prior to the next scheduled board

order that this appeal may be placed on the agenda.

- The Board of Education will review the concern. The Board may request further information from the child's teacher, the EDT from the respective school, the parent/guardian, the principal, the AIG Coordinator, and/or the Superintendent. Minutes are recorded and signatures are obtained from all present.
- The Board of Education will make a final decision in writing within 10 calendar days of the meeting.

STEP VI: State Level Grievance Procedure

- Once all efforts have been exhausted within the local school system, the parent/guardian may file a petition for a contested case hearing in accordance with Article 3 of Chapter 150B of the General Statutes, the Administrative Procedures Act of North Carolina.
The issues for review will be limited to:
 - I. Whether the local system improperly failed to determine eligibility for services within the gifted program.
 - II. Whether the local system implemented and provided those services specified within the differentiated gifted education plan.
- Following the hearing, the administrative law judge will serve the final decision. The administrative law judge will give a copy of written findings and the decision to the parties and to the State Superintendent of Public Instruction.

Timeline

- 2007-2008
- *Begin to introduce a Thinking Skills Program into all non-reading first elementary schools for students in grades k-2.
 - *Implement the first round of Differentiation training to non-AIG certified teachers in the elementary schools.
 - *Develop a Needs Assessment.
 - *Begin giving the Cogat to all third grade students for screening.
 - *Meet with parents to implement a PAGE program.
- 2008-2009
- *Add Thinking Skills Program into all other elementary schools.
 - *Implement Differentiation training to non-AIG certified teachers in the middle schools and continue the training in the elementary school.
- 2009-2010
- *Implement Differentiation training to non-AIG certified high school teachers and continue the training in the elementary and middle schools.

**AIG Budget
2006-2007**

Travel	\$1000.00
Tuition Fees	\$3384.00
Instructional Supplies	\$6616.00
Supplies and Materials	\$1500.00
Workshop Expenses	\$3000.00