Overview: Mission/Vision Statement and Funding

Franklin County Schools (350) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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

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

* Mission and/or Vision Statement(s)

To be innovative educators in a school system in which all stakeholders work collectively to equip students with future-ready skills within a safe, rigorous, equitable environment conducive to the highest standards for academic and intellectual excellence; with targeted instructional focus on creativity, critical thinking, collaboration, and communication;

which will inspire a love of learning, prepare them for college or career readiness, and holistically meet their academic, intellectual, social and emotional needs.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* $ 445,176.00	* $ 31,016.00	* $ 0.00	* $ 0.00

Franklin County Schools (350) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 1: Student Identification

The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.

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

Franklin County Schools uses multiple data-based criteria. The AIG or IG identification process is clear, equitable, comprehensive, and leads towards appropriate educational services. There are screening and referral processes that lead to AIG identification at all grade levels. Opportunities are provided for every student to show their strengths and talents.

Identification is a three-step process that includes:

(1) Screening
(2) Referral/eligibility
(3) Placement in appropriate service options

Information about the student's needs is used during each of these three identification steps to guide decisions.

ACADEMICALLY/INTELLECTUALLY GIFTED (AIG)

Grades K through 12: A student will be considered AIG (Academically/ Intellectually Gifted) if he or she has a qualifying an aptitude or achievement test score range (85-89) close to the 90th PR (percentile) or higher, or falls within the top ten percent of test takers using local norms, as well as two of the three remaining required criteria:

- Evidence of observable gifted characteristics
- Evidence of observable motivation to learn
- Student performance: grades: at the elementary level Mostly M's and P's for standards-based report card grades, or at the middle school or high school level, grades of 90 or higher
- Or has a portfolio showing evidence of strong intellectual potential or academic potential, creativity, and critical thinking

SCREENING

UNIVERSAL SCREENING

At the end of second grade, CogAT universal Testing screening is administered allowing all second grade students access to assessment with the CogAT Screener. Students who then achieve a determined minimum score (a cut score percentile- determined locally at each elementary site- that allows the district to follow up with testing 30-35% of the second graders) will be provided assessment with the CogAT Post-Screener.

QUANTITATIVE DATA

The district analyzes existing data such as district, statewide, and local reading and math assessment results, both formative and summative, to determine if these data points can complement and provide evidence for screening purposes.

Student aptitude scores are utilized for identification screening purposes in the following ways:

A Student Age Score (SAS) of 120, or an Age or Local Percentile range (85-89) close to 90th percentile or higher, or a score that falls within the top ten percent of test takers on the Cognitive Abilities Test (CogAT), or an another approved aptitude assessment, will be considered for AIG identification.

This may be a composite score, or a single battery score to match the service option.

For example, a Verbal Battery SAS score of 120, or at a range (85-89) close to the 90th percentile, would match a language arts option; and a Quantitative Battery SAS score of 120, or at a range (85-89) close to the 90th percentile or higher, would match a math option. A Nonverbal SAS score of 120, or at a range (85-89) close to the 90th percentile or higher would be an alternative score to consider for a math option to help target underrepresented student populations.

The NNAT-3 (Naglieri Nonverbal Ability Test, Edition 3) may be utilized as an additional assessment option offered to all students which may facilitate targeting to target underrepresented student populations.

Student Achievement Test Scores are utilized for identification screening purposes in the following ways:

- A score range (85-89) close to the 90th percentile or higher on the Iowa Assessment or an approved achievement assessment
- This score on an approved assessment would match one or more areas of AIG identification
- This may be a composite score, or a single battery score to match the service option.

*Unless a student transfers in from another district, or falls within the universal screening at the beginning end of third second grade, individual AIG referrals and screening will not occur until after the first grading period during designated screening/ testing windows throughout the school year, at all levels K-12, to allow multiple, ongoing opportunities for screening and referral.

FCS accepts the following quantitative measures by the LEA (Local Education Agency) or by a licensed psychologist:

- Cognitive Abilities Test (CogAT)
- IOWA Assessment (IA)
- Otis-Lennon (OLSAT)
- UNIT (Universal Nonverbal Intelligence Test)
- Naglieri Nonverbal Ability Test (NNAT)
- End of Grade Test and End of Course Test
- Woodcock-Johnson Test of Achievement
- Wechsler Intelligence Scale for Children (WISC)
- WIDA/ACCESS Test
- Other nationally normed tests

Franklin County Schools follows all guidelines specified for administering assessments that are listed in the administration manuals for each assessment, which may include testing modifications or not taking subtests of assessments.

QUALITATIVE DATA

- Observations of Gifted Traits, Aptitudes, and Behaviors – Documentation of outstanding level gifted characteristics, traits, abilities, or behaviors that are exceptionally higher than others of similar age, experience, or environment as evidenced by checklists, or inventories/checklists completed by the student, parents, and/or teachers, or other approved documentation
- Student Performance – Grades earned in middle school and high school should be equivalent to 90 or higher in ELA (English Language Arts) or Math (or, in elementary school: Standards-Based grades with a history of mostly Ms in Reading Elements and/or Math state standards) on the school report card
- Student Motivation to Learn – An outstanding level of motivation to learn should be evidenced by motivation checklists completed by teachers, AIG Staff, and/or self-nominated students. Parent inventories and student work may also be considered

Non-traditional assessments for consideration may include but are not limited to:

- Checklists
- Portfolios: (Which may include the following and/or other data):
- Case studies (observations by AIG Staff)
- Literacy and/or math assessments scores (district approved diagnostic tools)
- Awards/Achievements
- Performance-based assessments
- Student work samples that reflect creativity and critical thinking

K-12 STUDENTS WITH EVIDENCE INDICATING HIGH-LEVEL DIFFERENTIATION NEEDS

To meet the needs of K-12 potentially highly-gifted students that continually perform above grade level in math and/or reading, an IDEP (Individualized Differentiated Education Plan) will be developed to implement strategies to address those needs.

Data that may be considered may include, but is not limited to:

- District-approved reading assessments
- Math universal screeners
- Utilizing an Iowa Assessment or CogAT Test one grade that is off-grade level above the child's current grade level when that data would support specific programming options, such as subject and/or whole grade acceleration (administered within the last school year)

- Indicators of motivation checklists
- Iowa Acceleration Scales
- Observation of gifted characteristics checklists
- Standards-based reports cards
- State-Mandated Reading Assessment Data may be utilized for K-2 identification purposes.

Analysis of multiple data points will determine if a student's comprehensive learner profile shows a need beyond the regular education program.

All data should reflect achievement at one or more grade levels above the child's current grade level.

The Individualized Differentiated Education Plan (IDEP) will be developed by the teacher, AIG Specialist, parents, guidance counselor, and principal/designee.

Strategies may include, but are not limited to:

- Participating in Primary Education Thinking Skills (PETS) small group instruction
- Differentiation within the classroom by the classroom teacher
- Curriculum compacting
- Tiered lessons
- Independent projects
- Consultation with the AIG Specialist
- Single subject acceleration
- Grade level acceleration

REFERRAL/ELIGIBILITY

1. Teachers may nominate students for review on the basis of classroom performance, motivation to learn, or observation of gifted characteristics. The focus will be multiple opportunities to view a child's strengths.
2. The AIG School Review/Eligibility Determination Team/ teacher(s) will nominate students following a review of school-wide, universal screening test results (administered at the end of second grade).
3. A referral folder and/or portfolio, should provide sufficient evidence for referral through data sources reviewed during the screening process and may also include other items such as: classroom observations by an AIG teacher, counselor, or above grade level teacher, and a collection of student work.

4. Parents may make nominations by contacting the teacher, AIG Staff, counselors, or administrators.
5. Students may nominate themselves or other students for consideration for AIG Identification.

IDENTIFICATION/PLACEMENT

- The multiple criteria and sources of data, both qualitative and quantitative, are utilized and analyzed holistically by the School-Based Review Team to determine eligibility for AIG or IG identification to obtain a complete picture of the student, and show evidence to include a student's achievement, aptitude, and potential to achieve
- No single criterion utilized for identification screening will eliminate a student from being considered for AIG Identification or for the purpose of appropriate service placement
- Any single criterion, if superior, may indicate a need for gifted identification and services

The district AIG Staff partners with the EL and EC departments to communicate the AIG policies and to build awareness regarding assessments, practices, and resources to ensure equitable accountability with all stakeholders in meeting the unique needs of twice exceptional or EL students.

At the elementary in grades K-5, students are served in a small group nurturing opportunities such as exposure to PETS (Primary Education Thinking Skills and/or reading or math nurturing groups to develop their talents and strengths.

At the middle school level in grades 6-8, AIG students and higher learners who meet criteria, are placed in advanced classes for ELA (English Language Arts) and Math. Interdisciplinary enrichment opportunities are offered throughout the school year to foster student engagement and talent/strength development.

At the high school level in grades 9-12, or 13 (Super Senior Level at the Franklin County Early College High School) students self-select coursework, enrichment clubs and elective courses of interest to them, CTE (Career and Technical Education) courses, Jr. ROTC (Reserve Officers' Training Corps), and have access to College and Career Promise dual-enrollment opportunities through a partnership with Vance-Granville Community College, as well as access to AP (Advanced Placement) Capstone coursework.

*** Practice B**
Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

In order to meet the needs of students in our district, multiple data-based criteria are utilized to identify students for the AIG or IG program.

Identification is a three-step process that includes:

(1) Screening
(2) Referral/eligibility
(3) Placement in appropriate service options

Information about the student's needs is used during each of these three identification steps to guide decisions.

ACADEMICALLY/INTELLECTUALLY GIFTED (AIG)
Grades K through 12: A student will be considered AIG (Academically/ Intellectually Gifted) if:

- He or she has an aptitude or achievement test score in a range (85-89) close to 90th PR (percentile) or higher
- Or falls within the top ten percent of test takers using local norms, as well as two of the three remaining required criteria
- Or has a portfolio showing evidence of strong intellectual potential or academic potential, creativity, and critical thinking

The district utilizes several AIG identification areas:

- AR (Academically Gifted- Reading Only)
  This student has shown academic potential for reading in the classroom as well as on a local or nationally-normed achievement test, but may not have aptitude test data that reflects above grade level verbal intellectual skills. Students identified as AR will be given access to academically and intellectually enriching lessons and opportunities to further develop talents and strengths in English Language Arts and reading
- AM (Academically Gifted- Math Only)
  This student has shown academic potential for math, in the classroom as well as on a nationally-normed achievement test, but may not have an aptitude test data that reflects above grade level quantitative and/or nonverbal intellectual skills. Students identified as AM will be given access to academically and intellectually enriching lessons and opportunities to further develop talents and strengths in math

- AG (Academically Gifted- Reading and Math)
  This student has shown academic potential for reading and math in the classroom as well as on a nationally-normed achievement test, but may not have aptitude test data that reflects above grade level verbal, nonverbal, and quantitative intellectual skills. Students identified as AG will be given access to academically and intellectually enriching lessons and opportunities to further develop talents and strengths in reading and math

- AI (Academically and Intellectually Gifted- Reading and/or Math)
  This student has shown both academic/achievement in the classroom, as well as intellectual potential measured on a nationally-normed aptitude test. Students identified as AI will be given access to academically and intellectually enriching lessons and opportunities to further develop talents and strengths in reading and/or math

INTELLECTUALLY GIFTED (IG)
For a student to be considered for Intellectually Gifted/IG identification:

- She or he must have a Composite Aptitude Test Score at the 96 percentile (9th Stanine) or higher

- Students identified as IG will be given access to academically and intellectually enriching lessons and opportunities, as well as targeted social and emotional support (regular check-ins with AIG staff), to further develop talents and strengths

REFERRAL/ELIGIBILITY

1. Teachers may nominate students for review on the basis of classroom performance, motivation to learn, or observation of gifted characteristics, as well as other qualitative and quantitative data which will allow multiple opportunities to view a child's strengths.
2. The AIG School Review/Eligibility Determination Team/ teacher(s) will nominate students following a review of school-wide, universal screening test results (administered at the end of second grade).
3. A referral folder and/or portfolio should provide sufficient evidence for referral. Data reviewed during the screening process, data may include other items such as classroom observations by an AIG teacher, counselor, or above grade level teacher, and a collection of student work.
4. Parents may make nominations by contacting the teacher, AIG Staff, counselors, or administrators.
5. Students may nominate themselves or other students for consideration for AIG Identification.

IDENTIFICATION/PLACEMENT

To determine eligibility for AIG or IG identification, multiple sources of data, both qualitative and quantitative, are analyzed by the school-based review team. These criteria will show evidence of a student's achievement, aptitude and potential to achieve.

- No single criterion utilized for identification screening will eliminate a student from being considered for AIG Identification or for the purpose of appropriate service placement
- Any single criterion, if superior, may indicate a need for gifted identification and services

As needed, AIG staff will partner with EC (Exceptional Children) and EL (English Learner) personnel to gather data regarding students' strengths through assessment and performance. They will be available to collaborate and communicate with any other instructional staff (translators, social workers, psychologists, counselors, EC Teachers within the MTSS (Multi-Tiered System of Supports) process.

K-12 STUDENTS WITH EVIDENCE INDICATING HIGH-LEVEL DIFFERENTIATION NEEDS

To meet the needs of K-12 potentially highly-gifted students that continually perform above grade level in math and/or reading, an IDEP (Individualized Differentiated Education Plan) will be developed to implement strategies to address those needs.

Data that may be considered may include, but is not limited to:

- District-approved reading assessments
- Math universal screeners
- Utilizing an Iowa Assessment or CogAT (Cognitive Abilities Test) Test one grade that is off-grade level above the child's current grade level when that data would support specific programming options, such as subject and/or whole grade acceleration (administered within the last school year)
- Indicators of motivation checklists

- Iowa Acceleration Scales
- Observation of gifted characteristics checklists
- Standards-based reports cards
- State-Mandated reading assessment data may be utilized for K-2 identification purposes

Analysis of multiple data points will determine if a student's comprehensive learner profile shows a need beyond the regular education program.

- All data collected and analyzed for highly-gifted students should reflect achievement at one or more grade levels above the child's current grade level
- When a highly-gifted student needs to be considered for subject or grade acceleration, or needs services beyond the school or system, an in-depth study will be conducted to develop a plan that most appropriately meets his/her needs
- A case study approach may be used to collect information to be reviewed by the AIG Department
- The Individualized Differentiated Education Plan (IDEP) will be developed by the teacher, AIG Specialist, parents/guardians, guidance counselor, and principal/designee

Strategies for meeting these students' needs may include, but are not limited to:

- Participating in Primary Education Thinking Skills (PETS) small group instruction
- Differentiation within the regular classroom
- Curriculum compacting
- Tiered lessons
- Independent projects

- Consultation with the AIG Specialist
- Single subject acceleration
- Grade level acceleration

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

Franklin County Schools has collected data from the NC Official AIG Headcount, referral and screening data, and analysis of district demographics of the student population. This data is used to calculate risk ratios (numeric comparisons of subgroups of students) in order to identify underrepresented AIG student populations

The district screening, referral, and identification procedures were revised in response to evidence pointing to a low representation of African-American, LatinX, and lower-socioeconomic students in the AIG Program.

SCREENING:

- The district has opted to utilize both district-level and building-level local norms from the CogAT Test (for all students) to target more students from underrepresented populations for AIG identification
- The district has implemented identifying students who fall within the top ten percent of scorers in their testing population within each school for AIG Identification
- The district allows the use of an aptitude or achievement score (Iowa or EOG) (both subtest or composite) for AIG identification
- The district began the development of a portfolio process for students who may not test well, but show great potential with grades, work samples (showing critical thinking, creativity, and above grade level potential),

documented observable gifted characteristics, and teacher observation

- The district has moved universal screening from the beginning of third grade to the end of second grade to allow for an untimed universal screening rather than a timed universal screening. This should reduce potential obstacles for students, such as not finishing the test and/or time constraints which may cause anxiety. These obstacles may lead to the omission of some students from the identification process.

The NNAT-3 (Naglieri Nonverbal Ability Test, Edition 3) may be utilized with all students as an additional assessment to target underrepresented student populations.

REFERRAL/ELIGIBILITY:

Multiple data sources, both qualitative and quantitative, are utilized in an ongoing process, within the context of the students' learning environments, offering multiple opportunities for students from underrepresented populations to show evidence of potential and a need for service beyond the regular education program

The referral may be the result of:

- Teacher observation and recommendations
- A collection of work samples showing critical thinking and creativity
- Strong academic performance
- Parent referral
- AIG staff referral
- Students referring other students
- Students referring themselves

IDENTIFICATION/PLACEMENT:

- The collection of multiple data points are used within the district to identify students from both represented and underrepresented student populations for the AIG program

- The district continually reviews available district and statewide assessment data, as well as demographics and performance data, to determine if students have been overlooked for identification, and to determine if screening, referral, and identification strategies are effective and equitable across various student groups and revises the procedures to address issues
- The district partners with EC (Exceptional Children), EL (English Language), Intervention Specialists, and other groups to provide opportunities for students to show strengths that may lead to identification

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

FCS maintains procedures that ensure fair, equitable, and consistent screening, referral, and identification of students who demonstrate the need for rigorous differentiation and talent development. Clear guidelines lead all areas of the process.

- Franklin County's AIG Coordinator and AIG Specialists are continually reviewing data to determine which students have potential for meeting the multiple criteria considered during the referral process
- The district AIG Plan, AIG Coordinator/Facilitator Handbook, and AIG Coordinator are referred to for consistent adherence to the FCS referral, screening, and placement process
- During AIG meetings (Professional Learning Communities- PLCs), discussions occur among the entire AIG Staff regarding procedures which are discussed and reviewed to ensure consistency district-wide

Multiple data sources are generated from the general student population which are then reviewed and discussed with grade level teachers to facilitate determining which students may benefit from further assessment and/or eventual placement within differentiated service options within the AIG Program.

For example, these data sources may include:

- EVAAS (Education Value-Added Assessment System) data
- District-approved reading and math assessment results

- Universal screeners screening results, and End-of-Year Test results

To ensure fidelity in the identification processes and consistency across the district, the following documentation and data points are monitored for consistent, equitable use:

- Observation of Gifted Characteristics checklists
- Indicators of Motivation Checklists
- Parent Inventories
- Anecdotal notes/ documentation from classroom teachers
- Analyses of grades/ student academic performance

The following individual may be asked to complete specific inventories or checklists:

- Current teachers
- Former teachers
- Parents/guardians
- Other adults who have knowledge of the student's strengths, needs, interests, talents, and accomplishments

The district is in the beginning stages of implementing a portfolio process that would review the following:

- Teacher recommendations
- A list of observable gifted characteristics
- Grades

- District-approved formative and summative reading and math assessment tools
- A collection of work samples that show critical and creative thinking

This portfolio will be utilized to identify students who have a history of potential but who may not test well on standardized tests. The process will be implemented consistently across the district, but will allow flexibility for determining a student's potential for AIG identification on a case-by-case basis.

The AIG Specialist or AIG Facilitator may conduct an interview with the student and/or observe the student in various academic settings.

Once it is determined a referred student has met qualifying criteria for AIG or IG Identification, the eligibility process continues. The AIG School-Review Team, including a minimum of: the referring teacher(s), AIG Specialist or AIG Facilitator, the school counselor, and the principal or assistant principal, will determine eligibility as well as make identification and service placement decisions.

In some cases, an ESL (English as a Second Language) teacher, or other teachers such as EC - Exceptional Children) Teachers- for students who may be twice-exceptional- who can advocate for the student will be asked to serve on the team. In cases of peer, parent, and self-referrals, the AIG Specialist or AIG Facilitator will be asked to review the referred student's school records, as well as other sources, for evidence of potential giftedness.

The AIG Staff provide professional development to staff at their assigned schools twice a year to ensure staff awareness regarding gifted traits, as well as traits that may obscure giftedness, but may show an indication of giftedness. The process for screening, referral, and identification procedures are shared at this time to facilitate and ensure consistent implementation across the district.

The AIG Coordinator attends leadership meetings and curriculum team meetings to share the AIG screening, referral, and identification information.

The district requires documentation in spreadsheets of all students referred and screened, indicating those students who qualified for AIG identification, as well as those who did not. These spreadsheets also track the type of referral and help with tracking the demographics of students who are being screened for potential AIG identification.

The district monitors the clear and comprehensive guidelines for screening, referral, and identification procedures by:

- Analyzing data from the official NC AIG Headcounts each fall and spring
- Comparing the numbers of student populations from different racial subgroups to see which schools have low numbers of students from underrepresented populations
- Regularly scheduling agenda item meetings with the AIG staff to discuss identification criteria and consistent implementation of the screening, referral, and identification process

The district internally audits the AIG records at each school annually, on random unannounced dates, to ensure that the screening, referral, and identification processes, as well as AIG student records are accurately completed and implemented consistently across the district.

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

FCS has developed an AIG plan that explains the identification process and service options for individual AIG and IG students in order to best meet the needs of the students it serves and shares this plan with school personnel, parents/guardians, students, and the community.

Information regarding the screening, referral, and identification procedures is shared with school personnel in professional development training offered twice a year by the AIG Staff.

- This information is presented in a uniform, standardized Google Slides presentation to ensure consistent communication across the district
- This presentation is tailored to present to school personnel, parents/guardians, and other community stakeholders

Information is shared with parents/guardians, students, and the community-at-large via:

- AIG Information Booths at parent/guardian nights (such as Open House)

- Letters and permission slips sent home regarding AIG screening
- Information sent home to families, in English and Spanish, about the AIG Program and Services (including AIG brochures, postcards, graphic organizers, and bulleted lists), or distributed at PTA Meetings, as well as included in student registration packets
- District Advisory AIG Team meetings are scheduled virtually and face-to-face throughout the school year to share information about AIG programming and services; the screening, referral, and identification process, and information about advocacy for AIG students and services

Posted on the AIG Department page on the FCS District Website is the following information:

- The FCS AIG Plan
- A video highlighting AIG students and how the AIG program has impacted them
- A section for current articles of interest to AIG parents/guardians
- A video learning library
- Information shared with the District Parent Advisory Council (DPAC), as well as the District Advisory AIG Team

The AIG staff provides information to students and parents via Google Classroom and Canvas regarding AIG opportunities such as:

- Announcements
- Assignments
- Projects
- Enrichment/extension activities

The district AIG Staff will have ongoing designated opportunities to share information and provide training about equitable screening, referral, and identification practices within an MTSS (Multi-Tiered System of Supports) structure to support meeting the goals of the AIG program.

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

FCS has developed an AIG plan that explains:

- The identification process
- Evidence gathered and analyzed to support an identification decision
- Service options for individual AIG and IG students
- Maintained, documented student records, which are reviewed by parents/guardians annually, in order to best meet the needs of the students they serve

The School-Based Review Team reviews all information gathered in the screening and identification process to determine which placement will meet each student’s needs.

- Placement decisions should provide students the with opportunity opportunities to receive instruction on an appropriate level so that they experience and demonstrate growth
- Offerings should include talent development in academic subjects and/or academic enrichment programs
- The district’s emphasis is not on the label (AIG), but on individual student strengths, as well as proper, intentional placements in appropriate service options, that allow for academic and talent development

There will be an annual review for each student to follow student growth/achievement and to determine the appropriateness of his/her level of intentional placement in service options.

- The review process will be completed by parents/guardians, each student, and each teacher who provides AIG services
- All identification and placement decisions, as well as educational planning documents, should be designed through a collaborative effort between AIG staff, classroom teachers, school administrators, and parents/guardians

ACADEMICALLY/INTELLECTUALLY GIFTED PROGRAM REFERRAL SHEET
The Academically/Intellectually Gifted Program Referral Sheet indicates the reason for referral, as well as some descriptive observable behaviors/statements that the referring person has indicated are actions and behaviors exhibited by the referred student.

INDICATORS OF MOTIVATION CHECKLIST
The Indicators of Motivation Checklist outlines actions and behaviors a student may exhibit and are ranked by the referring person on a scale of 1-5, with 1 being the least likely that the student exhibits a particular action or behavior, to 5 being the most likely that the student exhibits a particular action or behavior.

OBSERVATION OF GIFTED CHARACTERISTICS CHECKLIST
The Observation of Gifted Characteristics Checklist describes many gifted characteristics and traits the observing/referring person may see the referred student exhibiting on a regular basis within a variety of educational settings.

STUDENT PROFILE SHEET
The Student Profile Sheet outlines the multiple criteria FCS utilizes for identification and recommended placement in appropriate services. Evidence of a student's meeting the district criteria for recommendations for identification, as well as the recommendations of appropriate services for this student by the School-Review/Eligibility Determination Team, are documented on this form. It outlines student grades, student motivation, observed gifted characteristics, achievement and/or aptitude test scores, areas of identification, and recommended placement option(s). It is signed by the parent/guardian granting permission for identification and services.

The AIG records/folders at each school are kept confidential in a central, locked location, such as the student records room in the office or guidance office.

AIG records are kept in both paper format and maintained within the features built into the AIG record for each student within the school and LEA (Local Educational Agency) PowerSchool databases.

*** Ideas for Strengthening the Standard**

- Provide AIG brochures or AIG Plan Summaries for all parents during Open House, as well as have the Director of Communications send it out electronically to all families
- Continue to communicate identification criteria in staff meetings at the school level to ensure all staff are aware of and can clearly communicate identification criteria to parents
- Continue to implement practices to target more underrepresented populations for AIG Identification
- Continue to provide a video library of a variety of AIG topics on the district AIG web page

Planned Sources of Evidence

* Approved AIG Plan published on the district website
* School-based Review/Eligibility Determination Team Documentation
* AIG Headcounts
* Screening, Referral, and Identification Data
* AIG infographics
* DEPs and IDEPs

* Student AIG Folders with signed consent

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 1 Additional Resources	N/A	FCS Consent to Evaluate FCS Indicators of Motivation FCS AIG Program Referral FCS Characteristics of Gifted Behaviors Checklist FCS Traits that Obscure Giftedness Checklist FCS Parent-Family Inventory

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Standard 2: Comprehensive Programming within a Total School Community

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

* **Practice A**

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

In order to meet the academic and intellectual needs of the students in our district, the AIG program matches services with the academic and intellectual needs of the learner by providing a variety of services for gifted and potentially gifted students that modify, supplement, and build on academic and intellectual skills and knowledge, as well as talent development that addresses interests, special talents, and strengths of students.

- A continuum of services beyond the elementary level includes advanced level classes, as well as talent development that addresses interests, special talents, and strengths of students to help meet the academic and intellectual needs of middle and high school gifted learners
- The AIG Department provides service options that match the academic, intellectual, social, and emotional needs of all AIG and potentially gifted learners at all grade levels
- The AIG Department offers program options for students with a variety of needs that enhance, enrich, and extend English/Language Arts and mathematics, as well as offering interdisciplinary talent development

opportunities that address interests, special talents, and strengths of students

DIFFERENTIATED SERVICES FOR FCS

BASELINE SERVICES FOR ELEMENTARY SCHOOLS (GRADES K-5)

AIG (ACADEMICALLY AND INTELLECTUALLY GIFTED) SERVICES

Each school will provide gifted (AIG) services outlined in students' DEPs or IDEPs that may include, but are not limited to, strategies such as:

- AIG resource small-group and collaborative teaching with the regular classroom teacher, co-teaching, and team teaching
- Resource classes may be offered in English/Language Arts and/or math, as well as interdisciplinary talent development opportunities that address interests, special talents, and strengths of students
- Service options for Academically Gifted students (AG) would include resource time and differentiated instruction, to enrich and extend academic potential, which focuses on each identification area of strength, both reading and math
- Service options for Academically Gifted students (AR)- Reading only, would include resource time and differentiated instruction, to enrich and extend academic potential, which focuses on the identification area of strength, which is reading
- Service options for Academically Gifted students (AM)- Math only, would include resource time and differentiated instruction, to enrich and extend academic potential, which focuses on the identification area of strength, which is math
- Service options for Academically and Intellectually Gifted students (AI) would include resource time and differentiated instruction, to enrich and extend academic and intellectual potential, which focuses on each identification area of strength, either reading, math, or both

IG (INTELLECTUALLY GIFTED) SERVICES

Each school provides IG services outlined in students' DEPs or IDEPs that may include, but are not limited to, strategies such as:

- IG resource classes (IG small-group instruction), co-teaching, resource (AIG Specialist visits/instructs in the regular classroom setting), team teaching, and consultative services. Resource classes may be offered in critical thinking skills, logical reasoning skills, English/Language Arts and/or math
- Students identified as IG will be given access to academically and intellectually enriching lessons and opportunities, as well as targeted social and emotional support (regular check-ins with AIG staff), to further develop talents and strengths
- Service options for Intellectually Gifted students (IG) would include resource time and differentiated instruction, to enrich and extend academic and intellectual potential and talent development, which focuses on identified intellectual areas of strength, as well as potential academic areas of strength, which may include either reading, math, or both

NURTURING SERVICES

Nurturing services may be offered to Grades K-5 students who:

- Have superior classroom performance and have standardized test scores at the 80th percentile or higher
- Or fall within the top ten percent of tests takers their school, meet other district-established criteria, and fall short of the guidelines for AIG identification
- This is a data-driven, flexibly-grouped, temporary service option for up to one school year, as long as data supports the service option is appropriate
- School-based AIG Specialists will collaborate with the classroom teachers of all K-5 students and may incorporate a combination of whole-group lessons and small group instruction with the AIG Specialists, to nurture young students

- Small group instruction is flexible and provided for students who show aptitude for the particular skill being taught

BASELINE SERVICES FOR MIDDLE SCHOOLS (GRADES 6-8)

ADVANCED CLASSES

Advanced classes are offered to:

- AIG Students matching their identification areas or who have met the minimum criteria requirements for Advanced English/Language Arts and/or Advanced Math
- Advanced classes are offered to IG, and high-performing students (if space permits), who have met the minimum criteria requirements for Advanced English/Language Arts and/or Advanced Math
- To the extent possible, certified AIG teachers differentiate the North Carolina Standard Course of Study by enriching and extending the curriculum
- There is an emphasis on critical and creative thinking, abstract thought and problem solving, and creative production
- Students placed in this service are selected from the gifted population or are high-performing students who have met minimum criteria, and have high levels of previous performance and achievement, as well as demonstrated aptitude in the subject area
- EOG Test Scores Sheet should be utilized, reviewing the mathematics scores because 4 of the 5 criteria are on that report. Students must make the cut-off in at least 3 of the 4 areas on that report (Developmental Scale Score, Quantile or Lexile Measure, Percentile) to be considered
- For Advanced Math, any student who achieved a Level 5 score on the Math EOG should be given access to Advanced Math as required by state law

- In some cases, teacher recommendation may be used when criteria are not met, and will be reviewed by the placement team and/or principal on an individual case basis

- The minimum criteria for admitting high performing, non-AIG, or IG students to advanced classes (as well as AIG Students whose identification area is AIG Math only or AIG Reading only, but who meet the district criteria for their non-identified subject) are as follows:

PLACEMENT FOR MIDDLE SCHOOL ADVANCED MATH

NC MATH 1

Students must meet 4 of the 5 criteria:

- EVAAS Prediction - 70% or greater likelihood of achieving a Level 4 on the Math I EOC
- EOG Developmental Scale Score - 7th-grade EOG Scale Score of 550 or greater
- EOG Percentile Score- 7th-grade EOG Percentile of 85 or greater, or falls within the top 10 percent of EOG Math scorers at his or her school
- Quantile Measure - 7th-grade Quantile of 1090 or greater
- Course grade - 7th grade math - final grade of 85 or greater
- According to NC Advanced Math Courses State law, any students who scored a Level 5 on their previous year’s EOG Math test must be placed in an Advanced Math course

GRADE 7 ADVANCED MATH

Students must meet 4 of the 5 criteria:

- EVAAS Prediction - 70% or greater likelihood of achieving a Level 4 on 7th-grade math
- EOG Developmental Scale Score - 6th-grade EOG scale score of 551 or greater
- EOG Percentile Score- 6th-grade EOG Percentile of 85 or greater, or falls within the top 10 percent of EOG Math scorers at his or her school
- Quantile Measure - 6th-grade Quantile of 980 or greater
- Course grade - 6th-grade math - final grade of 85 or greater
- According to NC Advanced Math Courses State law, any students who scored a Level 5 on their previous year's EOG Math test must be placed in an Advanced Math course

GRADE 6 ADVANCED MATH

Students must meet 4 of the 5 criteria:

- EVAAS Prediction - 70% or greater likelihood of achieving a Level 4 on 6th-grade Math
- EOG Developmental Scale Score - 5th-grade EOG scale score of 551 or greater
- EOG Percentile Score- 5th-grade EOG Percentile of 85 or greater, or falls within the top 10 percent of EOG Math scorers at his or her school
- Quantile Measure - 5th-grade Quantile of 830 or greater
- Course grade - 5th grade math - final standards-based grades of mostly Ms and Ps
- According to NC Advanced Math Courses State law, any students who scored a Level 5 on their previous year's EOG Math test must be placed in an Advanced Math course

PLACEMENT FOR MIDDLE SCHOOL ADVANCED READING

GRADE 8 ADVANCED READING

Students must meet 4 of the 5 criteria:

- EVAAS Prediction - 70% or greater likelihood of achieving a Level 4 on the 8th-grade Reading EOG
- Developmental Scale Score- 7th-grade EOG scale score of 563 or greater
- 7th-grade EOG Score at the 85 percentile or higher, or falls within the top 10 percent of EOG Reading scorers at his or her school
- Lexile Measure - 7th-grade Lexile of 1250 or greater
- Course grade - 7th-grade reading - final grade of 85 or greater

GRAD**E 7 ADVANCED READING**

Students must meet 4 of the 5 criteria:

- EVAAS Prediction - 70% or greater likelihood of achieving a Level 4 on 7th-grade Reading EOG
- Developmental Scale Score- 6th-grade EOG scale score of 562 or greater
- 6th-grade EOG Score at the 85 percentile or higher, or falls within the top 10 percent of EOG Reading scorers at his or her school
- Lexile Measure - 6th-grade Lexile of 1185 or greater
- Course grade - 6th-grade reading - final grade of 85 or greater

GRADE 6 ADVANCED READING

Students must meet 4 of the 5 criteria:

- EVAAS Prediction - 70% or greater likelihood of achieving a Level 4 on 6th-grade Reading EOG
- Developmental Scale Score- 5th-grade EOG scale score of 557 or greater
- 5th-grade EOG Score at the 85 percentile or higher, or fell within the top 10 percent of EOG Reading scorers at his or her school
- Lexile Measure - 5th-grade Lexile of 1105 or greater
- Course grade- 5th grade Reading – final Standards-Based grades with a history of mostly M's and P's in Reading Elements

BASELINE SERVICES FOR HIGH SCHOOLS (GRADES 9-13)

In grades 9-12, or 13 (Super Senior Level at the Franklin County Early College High School) services may include but are not limited to:

- Student self-selected coursework
- Enrichment clubs and elective courses of interest to them
- Honors courses
- AP (Advanced Placement) courses
- CTE (Career and Technical Education) courses
- Jr. ROTC (Reserve Officers' Training Corps)
- Access to College and Career Promise dual-enrollment opportunities through a partnership with the North Carolina Community College System within Franklin and other surrounding counties

The recommended criteria for students to be enrolled in Honors or AP (Advanced Placement) courses are:

- Student has earned a level 3, 4, or 5 on 8th grade EOG scores for Math, or Reading, or Science and/or two strong years of historical data.

  OR

- Student earned a score that fell within the top 25% of test takers

  OR

- Principal has discretion to add students who do not meet the criteria

At all levels, AIG Specialists, AIG Facilitators, and other AIG personnel/AIG Contacts provide direct and indirect support for regular education teachers and other school and districtwide instructional staff to meet the needs of gifted learners.

These efforts may include:

- Coaching
- Consulting
- Resource development and support
- Content Acceleration
- Professional development

Collaboration for service delivery includes consideration for the Individualized Education Plan (IEP)/504 for a twice-exceptional student or Language Instruction Educational Plan (LIEP) for an English Learner.

FCS has an infrastructure that facilitates and effective MTSS to meet AIG students' academic and intellectual needs by:

- Providing time and space for communication, collaboration, data-based problem solving, and service delivery within a three-tiered MTSS model
- Providing service delivery options which vary in duration and intensity, and may occur during scheduled periods designated specifically for intervention and/or enrichment as part of an MTSS (ex. "I/E (Intervention/Enrichment) Time," "FLEX Time," etc.)

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* **Practice B**
Delivers an AIG program with comprehensive services that address the social and emotional needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel based on student needs.

Franklin County Schools strives to create an environment in which the social and emotional needs of gifted learners, at all ages across the K-12 continuum, are:

- Understood
- Valued
- Nurtured
- Advocated
- Intentionally supported

The district continually strives to implement collaboration and involvement among regular education teachers, AIG Specialists/Facilitators, other instructional staff, parents/families, and administration in order to better facilitate the

creation of an environment that more appropriately addresses and meets the social and emotional needs of AIG and IG students. The social and emotional needs of students are handled on a case-by-case basis and are escalated to the appropriate support and administrative staff personnel as needed.

To address social and emotional needs of AIG and IG students, a variety of strategies may include, but are not limited to:

- The AIG Coordinator meets and collaborates with the Chief of Academics to develop strategies for meeting the social and emotional needs of AIG students and communicates the strategies to all stakeholders
- AIG Specialists/Facilitators meet to collaborate and develop a variety of intentional learning opportunities that address AIG and IG students' needs that focus on their social and emotional needs
- AIG Specialists/Facilitators present information to staff at their assigned schools to address meeting social and emotional needs of AIG and IG students within a variety of settings within the total school community
- Collaboration among guidance counselors, specialists, and regular education classroom teachers is facilitated in order to provide access to any social and emotional goals and service information on student Differentiated Education Plans (DEPs).

FCS determines which staff will provide services to support various social and emotional needs, as part of the planning process. The district utilizes an SEL (Social and Emotional Learning) program, *Overcoming Obstacles*, recommended by the office of Equity, to address social and emotional needs, in addition to the support provided by AIG staff.

FCS utilizes existing district level department meetings to share information and problem solve issues around supporting the holistic development of gifted learners. The departments may include the Curriculum & Instruction team, Student Services team, English Learner or Exceptional Children’s Department.

FCS may establish an AIG support team, and invite key stakeholders such as teachers, counselors, other instructional support staff, and administrators to focus on and plan for social and emotional needs of gifted learners.

Strategies will be included to meet the social and emotional needs when the Differentiated Education Plan (DEP) or Individualized Differentiated Education Plan (IDEP) is developed by the AIG support team to ensure the holistic needs of the student are considered.

FCS utilizes existing collaborative team structures, such as district and school-wide MTSS (Multi-Tiered System of Supports) teams, and grade level or department PLCs (Professional Learning Communities) or PLTs (Professional

Learning Teams), to share tools and resources that support the social and emotional development of AIG students with teachers and other staff.

FCS may facilitate matching area mental health professionals or community agencies, specializing in social and emotional well being, with guidance counselors to promote ongoing learning or professional development that supports the unique needs of gifted students.

FCS uses existing collaborative team meetings (which include AIG specialists and guidance counselors), to discuss not only students' academic performance, but also observations and quantitative data related to their social-emotional needs. They will consider and address the interplay between academics and behavior (such as feeling bored, distractedness, etc.).

In cases of more intense student needs, teams can escalate these discussions to school-level MTSS Teams for further problem-solving and intervention planning.

Some specific strategies to address social-emotional needs of gifted learners may include but are not limited to:

- District professional development offerings regarding meeting social and emotional needs of AIG students
- Invite counselors to provide instruction on social/emotional needs in our AIG and IG resource groups for elementary school students
- Continue to have AIG Specialists/Facilitators assigned to serve all schools
- Collaborate with AIG Specialists/Facilitators/Contacts, as well as district curriculum specialists, instructional coaches, and CTE Coordinators to establish counseling groups and/or enrichment opportunities as needed at all levels that address academic, intellectual, social and emotional needs

Counseling and enrichment opportunities may include, but are not limited to:

- Small group or individual sessions with school counselors
- Course Registration sessions with school counselors
- Job-shadowing opportunities

- Participation in academic or enrichment clubs
- Bibliotherapy (reading selections based on addressing students' social and emotional needs)
- Use of Social and Emotional Learning (SEL) Curriculum resources
- Check ins with teacher(s) or a mentor/buddy staff member at the schools
- Restorative Circles
- Escalation of identified areas of need (on a case-by-case basis) to the appropriate support and administrative staff (such as referrals to the Guidance Counselor and/or discussions with the Assistant Principal, Principal, or School Social Worker)

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

The Academically/Intellectually Gifted program and services are connected with the district's priorities. The district allocates available resources to support the implementation of the AIG program and services. The needs of AIG learners are addressed in district policy and practice.

FCS aligns implementation of the AIG program and services with the district's priorities. Strategic plans include strengthening lesson planning and instructional practices to include rigorous, relevant, engaging opportunities for all students with higher level questioning and differentiated instruction.

Learning walks are incorporated to provide schools with non-evaluative, constructive feedback.

District-level and school-level data talks and PLCs (professional learning communities) focus on targeting student's areas of need to facilitate student achievement, proficiency, and growth, both academically, as well as socially-emotionally.

FCS allocates available resources, such as local and state funding to support the implementation of the AIG program and services such as:

- Funding positions for an AIG Coordinator, as well as AIG staff for the elementary and middle schools
- Funding positions for Instructional Coaches for each school (elementary and middle) to facilitate implementing district priorities
- Funding for universal screening tools and other assessment tools for AIG screening
- Instructional resources, materials, and supplies
- Professional development opportunities offered to all teaching staff such as an AIG Licensure cohort in partnership with an institute of higher education
- Professional development opportunities offered to AIG staff

There is collaboration and communication among classroom teachers, AIG specialists, guidance counselors, other personnel and instructional departments, to ensure AIG services are integrated and connected with other various district priorities.

Posters, postcards, and other informational graphics/visuals and materials show how AIG program and district priorities are aligned.

FCS encourages the use of learning management tools such as Canvas, Google Classroom, Google Drive, the district website navigation tools, school-level and district-level PLCs, as well as email communication, to establish systematic methods to ensure every school in the system has access to all resources, programs, and services.

The district works with school and district administrative teams to make sure the needs of gifted learners are addressed at all levels in policy and practice by:

- Reviewing all school-wide policies that relate to AIG to ensure those policies are effective and based on current best practice

- Reviewing all Local Board of Education (LBE) policies that relate to AIG to ensure those policies are effective and based on current best practice
- Making recommendations at the school and district level for new policy as needed

FCS ensures that the AIG program is part of leadership teams' dialogue and is represented when there are "standing meeting" agendas (local boards of education, curriculum, policy, finance, etc.) to advocate for the needs of gifted learners.

FCS may develop a task force to review/ create policies and practices when serving twice-exceptional (2E) children and English Learners.

The district integrates the AIG Coordinator and AIG specialists/Facilitators intentionally into teaming structures, to offer professional development and staff support regarding meeting the academic, social, and emotional needs of AIG students. They offer resources for differentiation within an MTSS infrastructure (such as grade level meetings and data talks) so that the AIG program and gifted students can be consistently represented and advocated for in the MTSS context.

In addition, data from the NC Testing program, as well as district-approved assessment tools, is used in the evaluation and improvement of AIG programming and services.

The district staff (district leaders, teachers, administrative staff, and AIG Staff) utilizes:

- Data from the NC Testing program
- District- approved benchmarks
- Common assessments

The purposes for utilizing data from the NC Testing program, district approved benchmarks, and common assessments are:

- Collaboration
- Evaluation and improvement of AIG programming and services

- To address gaps of knowledge, targeting identified areas of struggle/weaknesses
- To enrichment to areas of strength

Identifying what students have mastered allows for enrichment, extension, and acceleration. Identifying what students struggle with allows for addressing areas of weakness or learning gaps.

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

FCS has developed procedures for a variety of intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs. The strategies occur both at the beginning and throughout the school year.

The district reviews various state and local board policies to determine:

- Where support for grouping procedures already exists
- Where changes can be made to further develop mindsets that support grouping practices which facilitate student achievement and growth
- How to further align policy, research, and local practices

The district analyzes current AIG student achievement and growth data to inform grouping practices and procedures at the school and district level.

- FCS designs grouping procedures and practices based on the comprehensive needs of all students
- Grouping strategies are intentionally designed to allow both ongoing and fluid, flexible grouping (for small group, targeted instruction within the regular classroom) as needed to facilitate students' changing academic, social, and emotional needs throughout the school year

- Grouping policy and/or procedures are based on evidence-based best practices and current research in gifted education

- FCS supports flexible grouping practices through work with school-based teaming structures (ex: grade-level and subject-level teams, professional learning communities, within an MTSS, etc.)

AIG specialists and AIG Facilitators may work with the MTSS team to discuss and plan configurations of flexible groups within the classroom, which can be further supported by additional time in the master schedule specifically devoted to intervention, enrichment, extension, and acceleration (i.e., “I/E- Intervention Enrichment Time,” “FLEX Time”) beyond gifted services outlined in the DEP or IDEP.

Grouping procedures and practices may include but are not limited to:

ELEMENTARY SERVICES
Elementary AIG programs and services are aligned with areas of identification and modify, supplement, and build on the academic skills, standard course of study, and knowledge taught at all grade levels. These may include AIG resource time, enrichment clusters, team-teaching, cluster grouping in homerooms, subject and/or grade acceleration.

MIDDLE SCHOOL SERVICES
Middle school students are served in Advanced Math and/or Advanced English/Language Arts classes, as well as with team-teaching and may participate in enrichment clusters, and/or Seminars that may be offered by middle school AIG Facilitators.

HIGH SCHOOL SERVICES
High school services may include self-selected Advanced Placement and Honors courses in English, math, science, social studies, and foreign languages. High school students are served through Advanced, Honors, and dual-enrollment College and Career Promise opportunities, as well as opportunities for Distance Education through APEX and NCVPS (North Carolina Virtual Public School).

SERVICE/GROUPING DESCRIPTIONS:

- Differentiated services

- AIG resource time inside the AIG and regular education classrooms

- Intentional placement of students, flexible grouping, cross-grade grouping, grade advancement, co-teaching, and nurturing
- Advanced classes in math and English/Language Arts
- Dual-enrollment
- Distance learning (such as with APEX and NCVPS)
- Mentor programs (in conjunction with CTE- Career and Technical Education)

COUNSELING SERVICES
Gifted students at this level often need academic, social, and emotional counseling. Planned group counseling can encourage placement into advanced courses and prepare them and their families for the reality of college preparation, application, and acceptance. AIG and IG Students who underachieve, have behavioral, social, or emotional problems, and/or do not perform as expected will be referred to the guidance counselor.

ADVANCED SCIENCE AND SOCIAL STUDIES CLASSES
This service option is highly recommended by the North Carolina Department of Public Instruction (NCDPI) for students who show outstanding interest, motivation, and aptitude in these areas. Deeper exposure in these subjects at middle school would prepare students for higher-level AP and Honors classes in high school.

DUAL ENROLLMENT
High school AIG or IG Identified students may choose to pursue courses at Vance-Granville Community College, or through NCVPS (North Carolina Virtual Public School), once all coursework offered in Franklin County High Schools in their selected subject area has been exhausted. Where dual-enrollment is available it will be utilized. Once coursework is exhausted at the high school level and at Vance-Granville Community College, dual-enrollment coursework is offered to AIG students at Louisburg College as it is available, after all other coursework options are exhausted.

Franklin County Schools provides training and resources through the AIG Department, to empower teachers across the district as they utilize intentional, flexible grouping practices to facilitate achievement and growth of all students, including AIG Students and other students with advanced learning needs.

INTENTIONAL PLACEMENT OF AIG STUDENTS AND OTHER ADVANCED LEARNERS WITHIN THE REGULAR EDUCATION CLASSROOM SETTING (ELEMENTARY)

Groups of 4 to 10 AIG and IG students are served in heterogeneously (mixed-ability) grouped classes by the following staff:

- Certified AIG teachers
- Teachers with district-approved training in differentiation of instruction; meeting the intellectual, academic, social and emotional needs of gifted learners; as well as other, regular attendance in targeted Professional Learning Communities
- Teachers deliver differentiated curriculum based on students' interests and academic strengths, addressing a variety of learning styles and preferences
- Data-driven, small group instruction is provided for all advanced learners for Language Arts and Mathematics, within the regular education classroom by the regular education classroom teacher(s), with grouping and instructional changes made as indicated by student needs and data evidence

ELEMENTARY NURTURING GROUPS PROVIDED BY AIG STAFF

Nurturing Groups may be offered to students exhibiting standards-based report card grades of mostly Ms and Ps on Reading Elements, and/or Math state standards, and have standardized test scores that fall within the top ten percent of test takers at their individual schools, as well as meet other district-established criteria, but fall short of meeting the criteria for AIG identification. These groups will be flexible, data-driven, temporary service options for up to one school year, as long as data supports the service option is appropriate.

MIDDLE SCHOOL GROUPING

Middle school students are intentionally placed in advanced classes based on district criteria. Students are flexibly grouped for academic enrichment or intervention services.

HIGH SCHOOL COURSE SELECTION

High school students are encouraged by counselors and administrators to self-select rigorous courses based on their

talents and strengths, as well as their academic, social, and emotional needs. Schedule changes may occur as needed and agreed upon by parents/guardians and administrators, and when practicable.

The district AIG Coordinator and the school-based AIG Specialist/Facilitator at each school will monitor AIG students' progress to determine how to support AIG students and potentially gifted students. Through this support, AIG Specialists will collaborate with classroom teachers to determine the needs of AIG students by utilizing assessment data as well as other evidence.

These ongoing assessments may include, but are not limited to:

- Informal Formative Assessments
- District benchmarks
- Common Formative Assessments
- State-Required Reading Assessments

Other school site-based and/or district assessments

* **Practice E**
Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

Franklin County Schools informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG Program and plan.

AIG Staff collaborate with teachers within schools across the district to offer professional development sessions regarding differentiation of instruction and characteristics of gifted students, as well as regulations related to gifted education and the local FCS AIG program and plan.

- The AIG staff present information to the teachers, administrators, and support staff twice a year in staff meetings and/or grade level PLCs (Professional Learning Communities)

- Information is shared regarding to support students' needs with differentiation of instruction for AIG students, that mainly targets teachers and support staff, so they know how to best support AIG students' needs
- Information is shared with the entire staff (teachers, administrators, and support staff) regarding regulations related to gifted education, such as Article 9B outlining state law expectations for gifted education, as well as the identification process, what traits to look for that might indicate giftedness or high potential in students, and service delivery options that support differentiation of instruction for AIG students

The district has developed and utilized a common Google Slides presentation for sharing about the AIG program and services and has made it available for all school and district personnel on the district's website.

This common Google Slides presentation outlines highlights from the local FCS AIG plan including:

- The process for referral, screening, and identification
- Regulations related to gifted education, such as Article 9B, which outlines state law expectations for gifted education
- Traits to look for that might indicate giftedness or high potential
- Service delivery options that support differentiation of instruction for AIG students

Franklin County Schools offers professional development which may include but is not limited to:

- Differentiation of instruction
- Adding depth and complexity to lesson planning
- How to address social and emotional needs of gifted students
- Best practices in gifted education

The district offers an AIG Add-On licensure opportunity with a partnership with UNC Pembroke

- Tuition, fees, and books are paid for by FCS
- Participation is open to all teachers in grades K-12
- Cohort participants agree to work for Franklin County Schools for one year following completion of their coursework

The district has developed an AIG handbook for AIG personnel that contains key information about the local AIG plan, procedures, expectations, as well as identification scenarios to guide identification and placement decisions for AIG students

An AIG summary presentation is shared with AIG staff and all stakeholders to help all personnel understand the essential components of the local AIG plan.

AIG brochures are available in both English and Spanish for staff, administrators, support staff, as well as parents/guardians, which outline essential components of the local AIG plan as well as the grievance process.

The district provides AIG personnel specific times to discuss the delivery of differentiated services and instruction for AIG students within an MTSS within school-based grade level meetings and data talks, as well as additional opportunities to communicate within monthly, district AIG PLCs to communicate and collaborate with each other and other stakeholders who can support the AIG program.

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

Franklin County Schools has given attention to key transition grades to ensure that there is a continuation of services in grades K-12. Collaborative opportunities are held during which AIG Staff convey what AIG students and their

parents/guardians can expect entering third grade after second grade universal screening, as well as sixth grade to communicate how service opportunities are implemented at the middle school level. Freshman orientation nights are provided at each high school to help students make the transition from middle school to high school by communicating expectations and offerings available to students.

AIG Staff collaborate with:

- Teachers within schools across the district
- Instructional coaches
- Guidance counselors
- School administration teams

To offer professional development sessions twice annually regarding:

- Differentiation of instruction and characteristics of gifted students
- Services offered and how those services change at transition points:

(For example):

- At the elementary level there are AIG and Enrichment resource class times during which students are pulled out of their classrooms for services
- At the middle school level, students receive a majority of their services in advanced classes for English Language Arts and Math
- At the high school level, students are offered honors, AP, dual-enrollment, and other opportunities for academic challenge and enrichment

AIG Staff meet with grade level teachers at least quarterly in PLCs (professional learning communities):

- To discuss services

- To discuss how students were identified
- How the students are being served
- Information regarding academic, intellectual, social and emotional needs of the students to ensure a supportive transition
- Changes in services (if needed) for the next grade span are also discussed

The district AIG Staff communicates among and between teachers and schools to ensure an effective continuation of K-12 services in other ways such as:

- The AIG Staff partners with the English Language (EL) and Exceptional Children's (EC) Departments to establish collaborative transition meetings for twice-exceptional and EL/AIG Students
- Transition information presentations and documents are shared with parents/guardians and their children regarding transitions in services from elementary school to middle school to high school
- Students with AIG and IG identification have red AIG Documentation folders that are transferred to the middle or high school by the school-based AIG Specialists/Facilitators
- Headcounts and other forms for transition, are transferred with the red, AIG Documentation folders
- Students transitioning from 8th grade to high school work with their parents, teachers, and a guidance counselor to complete a plan for their four-year course of study with consideration given to Advanced Placement, Honors, and dual-enrollment courses

Differentiated Education Plans (DEPs) and/or Individual Differentiated Education Plans (IDEPs) for secondary students allow for self-selected courses based on students' strengths. Parent input, as well as, a parent signature may be required for each.

* **Practice G**
Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by

Demonstrated Mastery, dual enrollment, subject and/or grade acceleration.

Franklin County Schools offers small group instruction, differentiation within the classroom by the classroom teacher, curriculum compacting, tiered lessons, and independent projects, consultation with the school-based AIG Specialist, early kindergarten admission, individual subject acceleration, or grade acceleration, dual enrollment, early graduation, as well as opportunities for Credit By Demonstrated Mastery.

K-12 STUDENTS WITH EVIDENCE INDICATING HIGH-LEVEL DIFFERENTIATION NEEDS

To meet the needs of K-12 students that continually perform above grade level in math and/or reading, an IDEP (Individualized Differentiated Education Plan) will be developed to implement strategies to address those needs.

The district will provide resources and support for administrators, teachers, and parents/guardians to better understand the opportunities available in order to make informed acceleration decisions that match students' demonstrated needs.

These may include:

- Push notifications from the Director of Communications
- Postings on district social media resources
- Virtual information sessions
- Information posted on the district website

Early Admission to Kindergarten is considered when following NC State Board Policy and the process includes:

1. The child must have turned four years old on or before April 15 of the school year the child is being considered for early Kindergarten admittance to.

2. Aptitude and Achievement Assessments (IQ and Achievement Tests), of the child administered April 16 or later of the year the child turns four years old, administered by a licensed psychologist, at the parents' expense (Your child's pediatrician may be helpful in locating a licensed psychologist for this). The child must score at least at the 98 percentile for both the Aptitude and Achievement Tests.

3. The child should be able to perform tasks well above age peers as evidenced by behaviors in one or more areas such as: independent reading, problem solving skills, advanced vocabulary, and some writing fluency (other evidence can be provided and the school principal may require a teacher to complete an informal reading assessment of the child).

4. Observable Student Behaviors/Student Interest showing maturity to participate in structured setting for a full school day, capability of following verbal instructions, and functioning independently within a group evidenced by two letters of recommendation by preschool teacher, child care workers, pediatricians, etc. (utilizing checklists such as the California Preschool Competency Scale, the Harrison Scale, or any other comparable scale of early social development).

5. Motivation/Student Interest of the child assessed in an informal interview with the child, & more structured interview with the child's parents (with the AIG Coordinator, Principal, and school AIG Specialist with the Iowa Acceleration Scale- usually).

6. Parents present documentation to the school principal within the first 30 calendar days of the school's instructional year.

7. The school principal makes a decision regarding the request within three weeks (and may provisionally-with conditions- enroll the child for up to ninety days to observe the child's progress and ability to adjust to the school setting).

Data that may be considered for appropriate services for students indicating high level needs for differentiation of instruction may include, but is not limited to:

- Use of formative and summative assessments
- District-approved reading assessments
- Math universal screeners
- An Iowa Assessment one grade level above the child's current grade level (administered within the last school year)
- Indicators of motivation checklists

- Iowa Acceleration Scales
- Observation of gifted characteristics checklists
- Standards-based reports cards
- State-required reading assessment data may be utilized for K-2 identification purposes

All data should reflect achievement at one or more grade levels above the child's current grade level.

The Individualized Differentiated Education Plan (IDEP) will be developed by the teacher, AIG Specialist, parents/guardians, guidance counselor, and principal/designee.

Franklin County Schools offers small, flexible group instruction that is data driven, as well as strategies which may include, but are not limited to:

- Participating in Primary Education Thinking Skills (PETS) small group instruction (K-3)
- Differentiation within the classroom by the classroom teacher
- Curriculum compacting and/or content replacement
- Tiered lessons
- Independent projects
- Consultation with the AIG Specialist or specialist/expert in a desired area
- Individual subject acceleration, and/or grade acceleration
- Opportunities for distance or virtual learning beyond current grade level
- Long-term plan for future coursework and programming
- Mentoring, interning, job shadowing

SUBJECT OR GRADE ACCELERATION

- A student who exhibits an extraordinary academic ability and maturity may be considered for subject or grade acceleration. In determining the need for subject acceleration, the AIG School-Based Review Team along with the principal and the AIG Coordinator will review the student's ability to meet the criteria

- In determining the need for grade acceleration, parents/guardians and/or the teacher must make the requests for grade acceleration for the next school year to the principal and the school-based AIG Specialist. The committee of the principal or assistant principal, the school-based AIG Specialist, the AIG Coordinator, the teacher(s) of record, prospective teacher(s), and the parent(s)/guardian(s) will determine final placement using the IOWA Acceleration Scale and all other available data, and will develop an Individualized Differentiated Education Plan (IDEP)

- Placement at the next grade level should be provisional for one grading period
  -During this time, behavioral observations should be made and academic progress closely monitored
  -Goals and objectives should include both social/emotional and academic development

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

EVALUATION AREAS/MEASURES (With approved assessments administered within the last school year

- Aptitude – Utilizing a grade level above CogAT, Form 7 or comparable nationally-normed test, composite scores should reflect at least the 98th percentile

- Achievement – Utilizing a grade level above IOWA Assessment, North Carolina End-of-Grade Tests, or comparable nationally-normed test scores, should reflect at least the 98th percentile

- Social-Emotional Development – Questionnaire/Inventory completed by parent

- Academic Performance – Classroom grades should reflect the highest level of performance in all areas

OTHER FACTORS TO BE CONSIDERED

- The candidate for grade-level advancement should be self-motivated
- The student should be a strong, independent reader
- Communication and math skills should be appropriate for the next grade level
- The candidate's social/emotional well-being should be carefully considered for readiness to advance to the next grade level

HIGH SCHOOL OPPORTUNITY

Students who are identified as Academically/Intellectually Gifted may choose to pursue courses at Vance-Granville Community College, or through NCVPS (North Carolina Virtual Public School), once all coursework offered in Franklin County high schools in their selected subject area has been exhausted, and they may pursue courses at Louisburg College once coursework at Vance-Granville Community College has been exhausted. Early graduation is also an option.

Dual-enrollment is offered in the areas of English, math, science, and social studies.

CREDIT BY DEMONSTRATED MASTERY (CDM) PARTICIPANTS

In 2013, GCS-M-001 Policy Defining "Course for Credit," was approved by the State Board of Education (SBE). Within this policy are guidelines for offering Credit by Demonstrated Mastery (CDM) to North Carolina (NC) students. CDM is the process in which local education agencies (LEAs) employ a body-of-evidence to award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time. The CDM process is open to all NC public school students in grades 9–12 in high school courses and in grades 6–8 for high school courses offered in middle school. Only English I may be taken in middle school. LEAs may choose to make CDM available for students in grades 6–8 for middle grades content.

Process to Demonstrate Mastery:

Phase I

Students complete a standard examination of the assessment required for the course to demonstrate foundational knowledge. Examinations shall include, where applicable
• End-of-Course (EOC)
• Career and Technical Education (CTE) Post-Assessment, or
• Locally developed final exam

Re-testing is not permitted.

For EOC courses students must achieve the following scale scores:
Math I > 264
Biology > 261
English II > 165

For CTE courses students must achieve a scale score of 90 to qualify for Phase II.

For non-EOC courses, students must achieve a 90 or higher on the local exam to qualify for Phase II artifact development.

Phase II

Student completes the artifact development process and any other criteria a local school district requires to demonstrate deep understanding and application of course content. Credit is indicated on transcripts as follows:

EOC courses “CDM”

Non-EOC courses “CDM”

Schools participating in CDM must complete the test administration (i.e., Phase I) during one of three 10-day testing windows each year during the months of February, July, or September. LEAs are encouraged to set a deadline for student CDM applications no less than one week prior to each testing window.

*** Practice H**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.

Franklin County Schools develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development at all grade levels.

NURTURING GROUPS PROVIDED BY AIG STAFF (ELEMENTARY)

Nurturing Groups may be offered to students in grades K-5 who exhibit:

- Standards-based report card grades of mostly Ms and Ps on Reading Elements, and/or Math state standards
- Have standardized test scores that fall within the top ten percent of test takers at their individual schools
- Meet other district-established criteria, but fall short of meeting the criteria for AIG identification

These groups will be flexible, data-driven, temporary service options for up to one school year, as long as data supports the service option is appropriate.

K-12 District Policies/practices to broaden access to advanced learning opportunities across the K-12 Continuum may include, but are not limited to:

- Use of the Naglieri Nonverbal Ability Test (NNAT-3) is available for any student to assess potential of all students, but may facilitate identification of students from underrepresented populations such as culturally/ethnically diverse, economically disadvantaged, English language learners, and twice-exceptional
- Use of Local Norms after annual Universal Screening with the CogAT administered with second grade students, has been implemented (to benefit all students) to broaden access to underrepresented student populations by comparing them to students locally in our district
- Students who may not score as well as expected on the CogAT are given the opportunity to take an Iowa Assessment and/or the Naglieri Nonverbal Ability Test (NNAT-3)

- The top ten percent of test takers at each school are being considered for nurturing groups at the elementary level, as well as advanced class placement at the middle school level
- Data from iReady, EOGs, EOCs, standardized aptitude and achievement tests, as well as grades and teacher recommendations are all considered for K-12 talent development opportunities for all students

Students in grades K-12 are offered self-selected enrichment opportunities to develop their talents.

Enrichment and talent development opportunities may include but are not limited to:

- Clubs and extracurricular activities (both school day and afterschool)
- Project-based learning
- Artist residencies
- Battle of the Books
- Book Clubs
- Junior Quiz Bowl
- Job shadowing
- Summer learning opportunities

Service options are communicated to EL, EC, Title I and other teachers who have a specialized student focus and AIG Staff collaborate with these teachers to synergize efforts to facilitate effective programming.

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

Franklin County Schools provides extracurricular programs and events that enhance and further develop the needs, talents, and interests of AIG students.

ELEMENTARY/MIDDLE SCHOOL ENRICHMENT CLASSES
Enrichment classes may be offered on or across grade levels, to students who share common interests and ability levels in particular fields of study, which may include:

- Interdisciplinary classes in core subjects
- Career development exposure/enrichment
- The Four C's of 21 Century Skills: Creativity, Critical thinking, Collaboration, and Communication

These classes may be offered to students identified as AIG or IG who are highly interested in the topics selected. Students must have parent/guardian permission to attend these classes.

HIGH SCHOOL ENRICHMENT OPPORTUNITIES
Enrichment classes/Club Days may be offered on or across grade levels, to students who share common interests and/or ability levels in particular fields of study, which may include:

- Interdisciplinary classes in core subjects
- Career development exposure/enrichment
- The Four C's of 21 Century Skills: Creativity, Critical thinking, Collaboration, and Communication
- These classes may be offered to all students, including those identified as AIG or IG, who are highly interested in the topics selected

INTEREST-BASED CLUBS/ EXTRACURRICULAR OPPORTUNITIES
These academic extracurricular opportunities may be offered during school and/or after school to showcase or demonstrate some of the interests explored and knowledge gained during the school year and to ensure all students have access to these engaging opportunities

These opportunities may include, but are not limited to:

- Chorus
- Band
- Enrichment classes
- Clubs
- Competitions
- Battle of the Books
- Quiz Bowl
- Collaboration with CTE (Career and Technical Education)- (such as job shadowing and internship opportunities)
- Governor's School
- Robotics Club
- STEM Academy

FIELD TRIPS
A combination of both in-school and off-campus field trips may be utilized to enhance and further develop the needs and interests of AIG students.

OTHER OPPORTUNITIES
As enrichment opportunities, middle school and high school AIG and IG students may be able to participate in self-selected activities provided by the school AIG Contact, AIG Facilitator, or principal's designee(s).

The North Carolina Standard Course of Study will be enriched and extended within the regular classroom by the

regular classroom teacher as well as intentional, targeted, appropriate differentiation of instruction offered to meet the unique learning needs of AIG and IG students.

*** Ideas for Strengthening the Standard**

- Continue to Implement targeted professional development on differentiation, and meeting the social and emotional needs of gifted learners
- Continue to incorporate more technology and written communication into AIG service delivery
- Continue to purchase and implement the use of research-based supplemental resources that augment curriculum and instruction, especially digital tools and licenses
- Implement more consistency with DEP documentation and service delivery options at the high school level
- Include curriculum and bibliotherapy to address the social and emotional needs of students

Planned Sources of Evidence

* Curriculum units
* DEPs/IDEPs
* Classroom observations

* Student work samples
* List of resources (including bibliotherapy titles and social/emotional learning teacher resources)
* Documentation from P.E.T.S (Primary Education Thinking Skills) small group instruction

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 2 Additional Resources	N/A	

Franklin County Schools (350) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

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

AIG Specialists and classroom teachers collaborate to offer a challenging, rigorous curriculum that is based on the North Carolina Standard Course of Study, and meets the diverse needs of the gifted learners at all grade levels.

Franklin County Schools uses a variety of resources to provide teachers with the tools necessary to implement strategies according to the identified abilities of gifted learners.

- The AIG Specialists/Facilitators will assist teachers in obtaining or creating informal assessments to determine readiness, interests, and learning profiles
- The AIG Specialists/Facilitators will plan with classroom teachers throughout the year to extend and enrich the curriculum to meet the needs of AIG and IG students
- The district will offer professional development to support classroom teachers to meet the needs of gifted students through a variety of options. For example, professional development sessions on differentiation of instruction, social and emotional needs of gifted students, and common myths and characteristics of gifted learners and gifted education

- AIG Specialists/Facilitators will participate in district professional learning communities, as well as other school/staff meetings with regular education classroom teachers, instructional coaches, and other resource support staff to assist with planning and implementation of opportunities for differentiation, enrichment, extension, and acceleration

- Middle and high school classroom teachers with AIG and IG students, may primarily serve classes grouped by ability allowing for greater depth and complexity to the course objectives. When academic need is greater than can be afforded by the classroom setting, multiple opportunities exist including, but not limited to, online classes and dual-enrollment

- High school guidance counselors will provide course registration sessions to inform AIG and IG students about courses and other opportunities available to them, to encourage AIG students to self-select challenging and rigorous coursework for themselves

- The district will offer opportunities for acceleration, such as single-subject acceleration, grade acceleration, curriculum compacting, and Credit by Demonstrated Mastery

  The North Carolina Standard Course of Study will be enriched and extended within the regular classroom by the regular classroom teacher as well as intentional, targeted, appropriate differentiation of instruction offered to meet the unique academic, social and emotional learning needs of AIG and IG students

This is accomplished with:

- Common units of instruction with embedded enrichment, extension, and acceleration activities that are provided by the AIG Staff

- Coaching and co-teaching opportunities are provided by the AIG Staff, district curriculum specialists, instructional technology facilitators, and instructional coaches

With the implementation of 1:1 instructional technology learning opportunities at all grade levels, students in the district will have wider access to:

- Personalized learning opportunities and pathways; such as the use of iReady reading and math

- Personalized learning pathways to offer enrichment, extension and acceleration through differentiation targeting students' academic strengths
- Work assigned to them at their readiness levels

ELEMENTARY/MIDDLE SCHOOL ENRICHMENT CLASSES
Enrichment classes may be offered on or across grade levels, to students who share common interests and ability levels in particular fields of study.

These enrichment classes may include:

- Interdisciplinary classes in core subjects
- Career development
- Opportunities that employ the use of critical thinking, creativity, collaboration, and communication with like-ability and/or interest level peers
- These classes may be offered to students identified as AIG or IG who are highly interested in the topics selected. Students must have parent/guardian permission to attend these classes

HIGH SCHOOL ENRICHMENT OPPORTUNITIES
Enrichment classes/Club Days may be offered on or across grade levels, to students who share common interests and/or ability levels in particular fields of study, which may include interdisciplinary classes in core subjects, career development, and opportunities that employ the use of critical thinking, creativity, collaboration, and communication with like-ability and/or interest level peers. These classes may be offered to all students, including those identified as AIG or IG, who are highly interested in the topics selected.

* **Practice B**
Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles to address a range of learning needs at all grade levels.

Curriculum accommodations, in English/Language Arts and math, as well as other content areas occur in a blend of regular classroom and small group settings, to provide differentiated services to challenge all AIG or IG state-identified and high performing students.

DIFFERENTIATED SERVICES FOR FRANKLIN COUNTY SCHOOLS

BASELINE SERVICES FOR ELEMENTARY SCHOOLS (GRADES K-5)

AIG SERVICES
Each school will develop a schedule for AIG services, consistent with district AIG program goals, as well as district initiatives.

These services may include but are not limited to:

- Resource (AIG small-group instruction)
- Co-teaching, resource (AIG Specialist visits/instructs in the regular classroom)
- Team teaching

Resource classes may be offered in English/Language Arts and/or math which may include, but are not limited to the following instructional strategies:

- Enrichment, extension, and acceleration activities, as well as opportunities for curriculum compacting embedded within the district math curriculum units that target the needs of students identified as Academically Gifted or Academically and Intellectually Gifted in mathematics
- Enrichment, extension, and acceleration activities, as well as opportunities for curriculum compacting embedded within the district English-Language Arts curriculum units that target the needs of students identified as Academically Gifted or Academically and Intellectually Gifted in reading
- 1:1 instructional technology, blended learning opportunities for personalized pathways for differentiation, enrichment, extension, and acceleration with project-based learning in math that target the needs of students identified as Academically Gifted or Academically and Intellectually Gifted in mathematics
- 1:1 instructional technology, blended learning opportunities for personalized pathways for differentiation, enrichment, extension, and acceleration in math that target the needs of students identified as Academically Gifted or Academically and Intellectually Gifted in mathematics, such as iReady personalized math pathways
- 1:1 instructional technology, blended learning opportunities for personalized pathways for differentiation, enrichment, extension, and acceleration with project-based learning in English-Language Arts that target the needs of students identified as Academically Gifted or Academically and Intellectually Gifted in reading
- 1:1 instructional technology, blended learning opportunities for personalized pathways for differentiation, enrichment, extension, and acceleration in English-Language Arts that target the needs of students identified as Academically Gifted or Academically and Intellectually Gifted in reading, such as iReady personalized reading pathways
- Interest-based curricular and/or extracurricular activities for all gifted learners that are interdisciplinary such as Battle of the Books, Jr. Quiz Bowl, robotics, drama clubs, chorus, music and musical instrument instructional opportunities
- Interest-based, interdisciplinary independent research activities for all gifted learners

IG SERVICES
Each school will develop a schedule for IG services, consistent with district AIG program goals, as well as district initiatives.

These services may include but are not limited to:

- Resource classes (AIG small-group instruction)
- Co-teaching, resource (AIG Specialist visits/instructs in the regular classroom)
- Team teaching
- Consultative services

Resource classes may be offered in critical thinking skills, logical reasoning skills, English/Language Arts and/or math, to further develop intellectual strengths as well as provide opportunities to develop academic, social and emotional strengths which may include but are not limited to:

- Enrichment, extension, and acceleration activities, as well as opportunities for curriculum compacting embedded within the district math curriculum units that target the needs of students identified as Intellectually Gifted
- Enrichment, extension, and acceleration activities, as well as opportunities for curriculum compacting embedded within the district English-Language Arts curriculum units that target the needs of students identified as Intellectually Gifted
- 1:1 instructional technology, blended learning opportunities for personalized pathways for differentiation, enrichment, extension, and acceleration with project-based learning in math that target the needs of students identified as Intellectually Gifted
- 1:1 instructional technology, blended learning opportunities for personalized pathways for differentiation, enrichment, extension, and acceleration in math that target or develop the needs of students identified as Intellectually Gifted in mathematics, such as iReady personalized math pathways
- 1:1 instructional technology, blended learning opportunities for personalized pathways for differentiation, enrichment, extension, and acceleration with project-based learning in English-Language Arts that target or

develop the needs of students identified as Intellectually Gifted

- 1:1 instructional technology, blended learning opportunities for personalized pathways for differentiation, enrichment, extension, and acceleration in English-Language Arts that target or develop the needs of students identified as Intellectually Gifted, such as iReady personalized reading pathways

- Interest-based curricular and/or extracurricular activities for all gifted learners that are interdisciplinary such as Battle of the Books, Jr. Quiz Bowl, robotics, drama clubs, chorus, music and musical instrument instructional opportunities

- Interest-based, interdisciplinary independent research activities for all gifted learners

NURTURING GROUPS PROVIDED BY AIG STAFF (ELEMENTARY)
Nurturing Groups may be offered to students:

- Exhibiting standards-based report card grades of mostly Ms and Ps on Reading Elements, and/or Math state standards

- Have standardized test scores that fall within the top ten percent of test takers at their individual schools, as well as

- Meet other district-established criteria, but fall short of meeting the criteria for AIG identification

- These groups will be flexible, data-driven, temporary service options for up to one school year, as long as data supports the service option is appropriate

The AIG Staff collaborates with regular education classroom teachers within teaming structures by subject and/or grade level to offer differentiated instructional strategies, as well as facilitating staff implementation of diverse and effective instructional practices.

BASELINE SERVICES FOR MIDDLE SCHOOLS (GRADES 6-8)

ADVANCED CLASSES

- Advanced classes are offered to AIG Students matching their identification areas

  OR

- AIG Students who have met the minimum criteria requirements for Advanced English/Language Arts and/or Advanced Math

- Advanced classes are offered to IG, and high-performing students (if space permits), who have met the minimum criteria requirements for Advanced English/Language Arts and/or Advanced Math

The ongoing goal of the school-based AIG Specialist/Facilitator is to continuously engage the academic, intellectual, and social/emotional needs of the AIG and IG learners.

The AIG Staff collaborates with regular education classroom teachers within teaming structures by subject and/or grade level to offer differentiated instructional strategies, as well as facilitating staff implementation of diverse and effective instructional practices.

SERVICES FOR HIGH SCHOOLS (GRADES 9-12)
High school students are encouraged by counselors and administrators to self-select rigorous courses based on their talents and strengths, as well as their academic, social, and emotional needs. Schedule changes may occur as needed, agreed upon by parents and administrators, and when practicable.

These services may include but are not limited to:

- Honors courses

- AP (Advanced Placement) courses

- College or Career Promise opportunities

- Dual enrollment opportunities

- Access to the Franklin County Early College

The recommended criteria for students to be enrolled in Honors or AP (Advanced Placement) courses is:

- Student earned a level 3, 4, or 5 on 8th grade EOG scores for Math, or Reading, or Science and/or two strong years of historical data

  OR

- Student earned a score that fell within the top 25% of test takers

  OR

- Principal has discretion to add students who do not meet the criteria

COUNSELING SERVICES
Gifted students at this level often need academic, social, and emotional counseling.

- Planned group counseling can encourage placement into advanced courses and prepare them and their families for the reality of college preparation, application, and acceptance

- AIG and IG Students who underachieve, have behavioral, social, or emotional problems, and/or do not perform as expected may be referred to the guidance counselor

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

The Franklin County Schools AIG Department implements a variety of research-based supplemental, instructional resources to create challenging opportunities and growth.

A variety of research-based differentiated curricular and resource materials are available to AIG Specialists/Facilitators and classroom teachers.

These instructional resources may include:

- College of William and Mary curriculum units that address a variety themes and topics
- Primary Education Thinking Skills used with grades K-3 to foster critical thinking skills
- Revised Bloom's Taxonomy with a focus for gifted learners on the higher levels including opportunities to analyze, evaluate, and create
- Depth of Knowledge (DOK) leveled question stems, focusing on the level three questions requiring the most critical and deeper level thinking
- Junior Great Books that expose gifted learners to rich, complex text selections and accompanying activities that focus on rigor, depth, sophistication, and abstractness
- Creative Teaching Press math and literacy materials which offer enrichment, extension, and acceleration opportunities for gifted learners
- Pieces of Learning math and literacy materials which offer enrichment, extension, and acceleration opportunities for gifted learners
- Prufrock Press math and literacy materials which offer enrichment, extension, and acceleration opportunities for gifted learners

- Choice boards for math, reading, social studies, and science which offer differentiated enrichment, extension, and acceleration opportunities for gifted learners within their regular education classrooms
- Project PBL which offers enrichment, extension, and acceleration opportunities for gifted learners
- ByrdseedTV resources which offer enrichment, extension, and acceleration opportunities for gifted learners
- Mystery Science which offer enrichment, extension, and acceleration opportunities for gifted learners
- Nearpod Premium access for gifted learners which offer enrichment, extension, and acceleration opportunities
- Yummy Math lesson resources which offer enrichment, extension, and acceleration opportunities for gifted learners
- Other research-based materials such as a variety of novel sets and accompanying resources which offer enrichment, extension, and acceleration opportunities for gifted learners

All instructional resource materials are available in digital repositories or resource libraries, and either printed or assigned via Google Classroom or Canvas, and are available for both AIG staff and regular education classroom staff.

The AIG Staff collaborate to develop and implement district-based curriculum lesson plans and units, to utilize with the research-based resources

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

The district recognizes the importance of aligning and implementing best instructional practices and content, as well as fostering the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership at advanced levels.

The district makes available and uses a variety of resources to foster the development and use of future-ready skills at an advanced level within the instruction provided to AIG students.

These future-ready skills instructional strategies and resources may include, but are not limited to:

- Exploratory classes based on student interest and student self-selection
- Partnerships with CTE (Career and Technical Education) such as job shadowing and career internships with local community partners
- Partnerships with local businesses (such as Novozymes- for scientific research opportunities)
- Technology/STEM opportunities that include robotics, coding, and virtual reality
- Primary Education Thinking Skills (P.E.T.S) to offer critical thinking skills lessons for grades K-3 students
- Community service learning project opportunities
- Real world scenarios such as The Reality of Money events for middle and high school students
- Google Suite Tools use for critical thinking, creativity, collaboration, communication, curiosity, and leadership
- Coding coursework opportunities
- Book club discussions
- Career and Technical certifications including Microsoft Office, Autodesk, and Adobe
- Google Certification student programs
- Career and College Promise opportunities
- Critical thinking skills embedded within AP Capstone and AP courses
- Virtual field trips

- Elective classes based on student interest and student self-selection
- Online classes through APEX or North Carolina Virtual Public School (NCVPS)

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

Franklin County Schools utilizes multiple assessments, both formative and summative, to differentiate curriculum and instruction and to facilitate flexible grouping practices.

The district has a balanced assessment approach that is aligned with district curriculum resources and which ensures measuring a range of students' needs and abilities.

These may include, but are not limited to:

- District Benchmark Assessment
- State-Required Reading Assessments
- Informal Formative Assessment
- Common Formative Assessments
- Other school site-based and/or district assessments (such as iReady)

Assessment Data are used in the following ways:

- The district utilizes benchmark assessment data, as well as school site based and district assessments (both reading and math) to make instructional and flexible grouping patterns based on measures of ranges of students' needs and abilities
- Capacity is built by district training sessions for teachers regarding how to assess students, how to analyze and act on the assessment data in school teams (such as PLCs, grade levels, subject areas, etc.) which enables all students to reach their full potential

- Pre-assessments are administered to match instruction with academic need, drive curricular decisions, and support flexible grouping decisions

- Consideration for how to cultivate growth of gifted students occurs during collaborative meetings among teachers, administrators, instructional coaches, and AIG Staff during which it is determined what would be the most beneficial flexible grouping options based on students' readiness, interests, and/or comprehensive learner profiles

- Research based tools and assessments, such as iReady reading and math assessments, as well as mClass/Dibels assessments are utilized to determine how to flexibly group students for instruction

The district AIG Coordinator and the AIG Specialist/Facilitator at each school will monitor AIG students' progress by reviewing a variety of local and statewide assessment data to determine effectiveness of current grouping practices, as well as how to support AIG students and potentially gifted students. Through this support, AIG Specialists/Facilitators will collaborate with classroom teachers to determine the needs of AIG students.

- The district utilizes research-based tools and/or assessments to determine how to differentiate curriculum and instruction for students in a variety of subject areas for acceleration, enrichment, and extension

- The district will analyze the growth of gifted students during collaborative planning conversations among teachers, instructional support staff, AIG Specialists, and administrators to determine the overall effectiveness of instruction, as well as the implications for differentiation, in preparation for the next instructional unit

- The district fosters open communication and collaboration with school-based teams using structured multi-tiered system of supports (MTSS) protocols to facilitate unbiased, effective data analysis conversations

- Tools have been developed and used to collect assessment data about learner profiles that facilitate analysis of student progress toward academic goals, and synthesize this information with data related to attendance, behavior, and social-emotional needs in order to consider each student holistically within a multi-tiered system of supports (MTSS)

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

Franklin County Schools addresses the social and emotional needs of AIG students through affective curricular and instructional practices. AIG staff collaborate with the student services department to develop instructional strategies to better meet social and emotional needs of gifted students.

To address social and emotional needs of AIG and IG students, instructional strategies may include, but are not limited to:

- Bibliotherapy lessons and/or units (using relevant books & movies) for gifted students that teachers and counselors can use
- Social and Emotional Needs Curriculum resources (FCS utilizes *Overcoming Obstacles*)
- Freshman Orientation for 9th Graders to foster abilities, readiness, and interests to assist with the transition to high school, strengthen organizational and study skills and build relationships with teachers
- Units of study that intentionally support the social and emotional development of gifted students (which may be taught during AIG enrichment/ extension classes)

AIG Specialists are included with school-based grade-level, subject-area, and/or MTSS Teams to intentionally gather, monitor, and discuss relevant social-emotional data, which may include but is not limited to:

- Behavior screening results, discipline referrals
- Attendance data
- Student observations

This information is used to determine appropriate interventions to be delivered by qualified and trained staff (such as AIG staff, school counselors, school social workers, school psychologists, etc.) within the context of the three-tiered instructional/ intervention model (MTSS).

The district facilitates access to social and emotional resources that will support teachers, parents/guardians, and students who are twice-exceptional or EL/AIG.

* **Practice G**
Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional differentiated curriculum and instruction.

Franklin County Schools cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional differentiated curriculum and instruction. The district utilizes formal and informal data to make intentional grouping decisions. The AIG Staff utilizes research-based curriculum and instructional resources to guide this process.

AIG Specialists collaborate with K-3 classroom teachers to incorporate early intervention and talent development opportunities that elicit a variety of observable behaviors and indicators of students' strengths allowing teachers to:

- Involve all primary students as a component of talent development efforts
- Observe student strengths
- Recognize potential
- Respond to outstanding potential with intentional differentiated curriculum and instruction

with strategies which may include, but are not limited to:

- A combination of whole-group instruction, and small-group instruction with the AIG Specialist utilizing Primary Education Thinking Skills (P.E.T.S)

- A nurturing program, which may include other research-based curricula and focus on reading or math skills
- Curriculum compacting
- Tiered lessons
- Independent projects
- Consultation with the AIG Specialist

Using formal and informal assessments, K-3 teachers will use flexible grouping within their classrooms to differentiate instruction by content, process, and product, which may include but is not limited to:

- Grouping with like-ability peers for small group reading and math instruction
- Differentiated personalized learning pathways for reading and math based on readiness levels determined by, and assigned by iReady assessments
- Use of choice boards, menus, and/or other curriculum resources for differentiated curriculum and instruction

AIG Specialists will collaborate with K-3 classroom teachers in PLCs or data talks to provide support for those students who show outstanding potential in relation to others their age, by reviewing formal and informal assessment data, discussing students' academic, intellectual, social, and emotional needs.

AIG Specialists observe students within their regular education classroom settings to determine efforts to meet their academic, intellectual, social, and emotional needs.

The district addresses the needs of K-3 students by fostering creativity, curiosity, and critical thinking through access to advanced content and intentional opportunities to strengthen communication, collaboration, and leadership for students.

Regular education classroom teachers, AIG staff, special education staff, and other instructional staff work collaboratively to develop differentiated curriculum and instruction to cultivate potential in K-3 learners.

* **Practice H**
Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

In order to address the academic and intellectual needs of gifted learners, across all grade levels, a collaborative environment must exist with a variety of personnel who implement differentiated curriculum and instruction based on student needs.

Work with district leadership will exist to ensure implementation of differentiated curriculum and instruction will be supported and expected of all instructional staff, at all levels K-12.

The AIG Coordinator and AIG staff may meet regularly with teachers of AIG students at all levels:

- To plan advanced content
- Problem solving (the use of advanced content)
- Refining implementation of differentiated instructional units/curriculum
- Evaluating the effectiveness of curriculum and instructional units

All AIG staff will advocate for the use of differentiated curriculum/ content during PLCs and/or various grade level meetings where AIG student needs are part of the agenda.

AIG Staff will utilize guiding questions during meetings with other teachers (or PLC teams), to assist with reflecting on differentiation for the gifted learners.

Some examples of these guiding questions may include but are not limited to:

- Are gifted students able to accelerate when needed?
- Do gifted students have regular opportunities to expand upon their areas of interest and strengths?
- Are gifted students encouraged to extend learning beyond the basic level of understanding?
- Do gifted students have an opportunity to NOT succeed with ease in order to develop their talent and potential?

Differentiated curriculum and instruction are implemented throughout the district in ways such as:

- Enrichment and extension opportunities embedded within units of study
- Opportunities for gifted students to accelerate in core subject areas of strength: reading, math, social studies, or science
- Opportunities for grade acceleration if great need is evidenced through observation, formative, summative, and other assessments
- Advanced English Language Arts and Math classes at the middle school level
- Opportunities for students to self-select rigorous and challenging coursework at the secondary level (such as Honors or AP- Advanced Placement courses)
- Enrolling in the FCS Innovation Academy (open to all high school students across the district with transportation provided- a STEM (Science Engineering, Technology and Mathematics-

  focus)
- Applying for the Franklin County Early College high school
- Dual enrollment through partnerships with area community colleges
- Data-driven, flexible small groups for guided reading and guided math
- Personalized learning pathways based on readiness levels assessed with iReady for reading and math

AIG Staff guides the use of differentiated units and/or lessons and the integration of basic differentiation strategies across the school/district to support the advanced learning needs of gifted students.

- The elementary AIG Specialists and middle school AIG Facilitators meet once a month in PLCs (Professional Learning Communities) to plan lessons, share materials, and share/compile resources to facilitate the differentiation of all core subject areas (English Language Arts, Mathematics, Science, and Social Studies) based on student needs
- The AIG Coordinator will communicate with all district leaders through existing structures, such as MTSS (Multi Tiered System of Supports) and district leadership team meetings, to ensure that differentiated curriculum and instruction are prioritized within the district's goals
- The AIG Coordinator communicates and collaborates with school counselors at all levels as needed. to address the academic, social and emotional needs of AIG students
- The AIG Coordinator will attend district leadership meetings and collaborate with district curriculum specialists, instructional coaches, and school administrators to facilitate differentiation of curriculum and instruction

The district provides classroom teachers and AIG personnel with curriculum examples of questions, scenarios, and models of teaching rigorous curriculum supplemented with resources and strategies designed to engage and challenge gifted English language learners.

The district will identify a menu of modifications and accommodations to ensure support and services are provided to address the 2E (Twice Exceptional) students' strengths and challenges.

* **Practice I**
Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed

annually with parents/guardians to ensure effective programming, provide a continuum of services, and support school transitions.

Each AIG or IG identified student has a Differentiated Education Plan (DEP) or Individualized Differentiated Education Plan (IDEP) that matches his or her needs. This document is developed annually by a team which may include: AIG staff, counselors, Principals or designees, teachers and parents/guardians. AIG staff make recommendations for services and student placement in program options is based on qualifications, abilities, needs/appropriateness, and interests which are outlined on these plans.

A collaborative effort for development is encouraged and based on sources of evidence such as:

- District approved reading and math assessments
- Achievement assessment data, such as EOG (End of Grade), EOC (End of Course), or Iowa Assessments
- Aptitude assessment data, such as the CogAT or Naglieri assessments
- Classroom performance as evidenced by grades and observational checklists
- Diagnostic assessment data such as iReady assessment data

Parents are consulted by the AIG Staff to ensure the plan will meet the academic, social, and emotional needs of the student they developed it for.

The AIG Coordinator utilizes the Program Services Tab within the statewide PowerSchool system (database) to keep a record of, and help all staff monitor program services information for gifted learners.

The document is reviewed annually with parents/guardians to ensure the needs of the student are being met and the services are appropriate. If changes are recommended, parents/guardians are invited to a conference with the AIG Staff. If continuation of services is recommended without changes, the AIG Staff notify the parents/guardians with a letter and invite them to call or email them if they have any questions.

The DEP or IDEP establishes the service options with which the school will meet the needs of the AIG or IG student. Program options should be coordinated to guide the student from the time identified through graduation.

These may include, but are not limited to:

- Intentional placement in a classroom, flexible subject grouping, distance-learning programs, independent study, student learning contracts, subject acceleration, in-class flexible grouping, flexible cross-grade grouping, curriculum compacting, mentor(s), and grade acceleration

- The district utilizes an AIG Progress Report at the end of each semester that is sent home with the regular report card to provide additional communication regarding the students' progress toward meeting the goals outlined on their DEPs or IDEPs

- The document is reviewed annually by the school-based AIG Specialist/Facilitator, the school review team, and the parents/guardians of the gifted student to ensure effective programming and a continuum of appropriate services

- A four-year plan of coursework/ program of study DEP is included in rising Freshmen AIG Folders sent to high schools and may be reviewed annually with parents/ guardians

- DEP meetings may be utilized as a guide to review student portfolios and curriculum activities from the year

- AIG Staff foster a collaborative environment with EL personnel and EC personnel to ensure DEP, LIEP (Limited English Proficiency), and IEP (Individualized Education Plans for Twice Exceptional students) outline the supports required/ provided to meet the unique needs of the students each day

AIG Staff are included in IEP meetings when considering the needs of a twice exceptional child. The IEP can be utilized as the AIG IDEP (Individualized Differentiated Education Plan) for the student or as a support document when creating the IDEP (or DEP) for the student

STUDENT PROFILE SHEET

The Student Profile Sheet outlines the multiple criteria FCS utilizes for identification and recommended placement in appropriate services. Evidence of a student meeting the district criteria for identification, as well as, the recommendations of appropriate services for this student by the School-Review/Eligibility Determination Team, are documented on this form. It is signed by the parent/guardian granting permission for identification and services.

DIFFERENTIATED EDUCATION PLAN (DEP) GRADES 3-5, 6-8, 9-12

The Differentiated Education Plan (DEP) outlines services/options available to meet the differentiated instructional needs of gifted learners and is developed annually by a team which may include: AIG staff, counselors, Principals or designees, teachers and parents/guardians. This document will be reviewed annually by the AIG Specialist, AIG

Facilitator, or AIG Contact with parents/guardians of gifted learners to communicate program expectations to foster a collaboration between home and school.

INDIVIDUALIZED DIFFERENTIATED EDUCATION PLAN (IDEP) GRADES K-12
The Individualized Differentiated Education Plan (IDEP) outlines services/options to target specific, unique needs for students who may need consultative services through the AIG program, are IG students with unique service needs, K-2 student(s) showing great need for differentiated instruction that is above grade level peers, and/or AIG students who need an intervention plan to target areas of concern and/or will be experience temporary academic probation due to a decline in grades, test scores, or other concerns that the School Review/Eligibility Determination Team discuss in conjunction with parents/guardians and the school administration.

This document is developed annually by a team which may include: AIG staff, counselors, Principals or designees, teachers and parents/guardians. It will be reviewed annually (or as needed) by the AIG Specialist, AIG Facilitator, or AIG Contact with parents/guardians of gifted learners to communicate program expectations and foster a collaboration between home and school.

*** Ideas for Strengthening the Standard**

- Continue to Implement targeted professional development on differentiation, and meeting the social and emotional needs of gifted learners

- Continue to incorporate more technology and written communication skills into AIG service delivery
- Continue to purchase and implement the use of research-based supplemental resources that augment curriculum and instruction, especially digital tools and licenses
- Be more consistent with DEP documentation and service delivery options at the high school level

Planned Sources of Evidence

* Pacing Guides
* Curriculum units
* Student Profile Sheets
* DEPs/IDEPs
* Interest inventories, surveys, and interviews
* Classroom observations
* Student work samples
* Professional Development logs
* List of students with evidence that were grade accelerated
* Dual-Enrollment Evidence
* AIG Plan
* List of speakers, mentors
* List of resources
* Lesson plans

* Rosters and digital logs
* Benchmarks
* Common Formative Assessments
* State-Required Reading Assessment Data
* List of clubs and competitions
* Invitations to activities
* Primary Education (Thinking Skills) Lesson Plans
* Documentation from P.E.T.S small group instruction
* Agendas and minutes from meetings

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 3 Additional Resources	N/A	FCS IDEP_English FCS 3-5 DEP FCS 6-8 DEP FCS AIG-IG Progress Report FCS Nurturing Progress Report FCS AIG High School DEP

Franklin County Schools (350) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 4: Personnel and Professional Development

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

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

Franklin County Schools employs an AIG licensed educator, who works at the district level, to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

THE AIG COORDINATOR:

- Meets with AIG Specialists/Facilitators at each level to plan, develop, revise, and guide the AIG plan and its implementation at the individual schools
- Plans and organizes professional development opportunities to engage AIG specialists in continued adult learning regarding gifted and advanced students
- Participates in professional development opportunities, including regional and other statewide meetings to support gifted programs
- Meets with administrators, faculties, and parents/families from all schools throughout the district about individual or school-wide issues or concerns
- Attends meetings throughout the district with other district leadership representing the gifted program and collaborating with them to synergize efforts on behalf of gifted students

- Provides leadership and advocacy for the needs of AIG learners at all levels
- Represents the district at meetings concerning the AIG program and reports back to the superintendent and the Board of Education
- Monitors the implementation of program services and staff
- Develops, monitors, and evaluates the local AIG plan
- Presents the written plan to the parents/families, faculty and staff, the administrators of the district, and the Board of Education
- Purchases and distributes materials for the gifted program
- Coordinates the process for Governor's School nominees and submits necessary paperwork for participants
- Establishes and participates with an AIG Compliance Review Team
- Oversees the screening, referral, identification and placement processes at the district level
- Enrolls students into the AIG program through PowerSchool, and collects, reviews, and presents data for all schools in the district regarding their AIG (Academically and Intellectually Gifted) and IG (Intellectually Gifted) populations
- Maintains documentation of students identification evidence and services provided
- Facilitates meetings that involve single subject acceleration, as well as, acceleration to the next grade level
- Serves at the AIG Content PLC (Professional Learning Community) Lead
- Attends AP Leadership trainings and serves as a district contact for AP (Advanced Placement)
- Develops partnerships with and communication strategies with families and the community to support the AIG program

- Collaborates with other district-level leadership to ensure the AIG Coordinator is included on the district MTSS team(s) in order to effectively represent, provide information about, and advocate for the AIG Program within an MTSS context

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

Franklin County Schools engages AIG-licensed specialists in tasks that directly address the academic, intellectual, social, and emotional needs of K-12 gifted learners.

AIG STAFFING:

- There are four elementary school AIG Specialists that each serve two elementary schools
- There are two middle school AIG Facilitators that each serve two middle schools
- There is one counselor at each high school that serves as the AIG Contact

AIG Specialists/Facilitators in elementary and middle schools work with classroom teachers to plan and implement appropriately challenging and engaging instructional strategies, as well as offer differentiation resources that will improve their abilities to provide engaging, rigorous, and relevant student assignments.

AIG Specialists and Facilitators will continue to meet to plan appropriate differentiated instruction for:

- AIG and IG students
- The nurturing program
- Primary Education Thinking Skills
- District-wide initiatives

AIG Specialists and Facilitators provide ongoing training to FCS Staff regarding:

- Gifted characteristics (academic, intellectual, social and emotional)
- Traits that may obscure but in fact indicate giftedness
- AIG Identification Criteria and AIG Plan highlights
- Collaborative teacher leadership opportunities at their schools, across the district, and more

AIG Specialists and Facilitators organize collaborative discussions with FCS Staff regarding AIG and IG students' academic, intellectual, social and emotional needs. AIG Specialists and Facilitators may also offer suggestions for meeting those needs.

AIG Specialists and Facilitators offer enrichment and extension opportunities to enhance the overall education of AIG and IG students by analyzing interest inventories and offering choices of work products.

Middle school AIG math and English/Language Arts teachers throughout the district may attend AIG Professional Development and/or professional development that incorporates:

- Strategies for effective differentiation of instruction
- May meet to plan challenging, differentiated curriculum which is developmentally appropriate, meets the NC Standard Course of Study guidelines, and equips all students with future-ready skills via a challenging, rigorous curriculum

In addition:

- AIG Specialists/Facilitators will routinely meet to plan appropriate differentiated lessons for the students in the gifted population
- AIG Specialists/Facilitators will collaborate with classroom teachers to plan
- AIG Specialists/Facilitators may utilize units instructional resources provided on the North Carolina Department Public Instruction AIG Division of Advanced Learning and Gifted Education website

- AIG Specialists/Facilitators will attend district PLCs and school meetings

AIG Specialists (elementary)/ Facilitators (middle school):

- Use Canvas and Google Apps for group sharing
- Plan with grade level and cross-grade teams to differentiate the curriculum
- Facilitate services for students in the gifted population
- Serve on the School Review/Eligibility Determination Team
- Coordinate records (such as verification of AIG headcounts)
- Design appropriate curriculum for AIG and IG students
- Communicate with all school staff, parents, and community leaders
- Participate in ongoing AIG professional development
- Participate in district professional development

AIG Contacts (high school counselors):

- Facilitate services for students in the gifted population
- Coordinate records (such as verification of AIG headcounts)
- Communicate with all school staff, parents, and community leaders
- Actively encourage students to enroll in coursework that is challenging and engaging
- Use Canvas and Google Apps for group sharing
- Participate in district professional development

AIG Specialists, Facilitators, and AIG Contacts serve/advocate for gifted students. They collaborate with other staff to provide appropriate support from the AIG program to meet students' academic, intellectual, social, and emotional needs.

The strategies implemented may include but are not limited to:

- Directly providing services and resources to students (individual and group support- such as motivational and support counseling, course registration guidance, interest inventories, enrichment opportunities, etc.)
- Indirectly supporting students by providing services and resources to teachers, other school and district-wide instructional staff, and families (differentiation resources, leading school professional development opportunities, providing district level professional development opportunities, etc.)
- Collaborative planning time with other staff in their schools for the purpose of strengthening services designed to meet the needs of gifted and talented learners, such as PLCs (Professional Learning Communities)/ work sessions throughout the school year to focus on differentiated curriculum and instruction to meet students' academic, social, and emotional needs
- The district encourages these staff members to review current professional articles, books, and NCDPI (North Carolina Department of Public Instruction) resources to engage with others in continued adult learning regarding gifted learners

The district promotes a variety of professional development opportunities, including statewide initiatives to support gifted programs and advanced learners, such as:

- A partnership with UNC Pembroke to offer any K-12 staff the opportunity to participate in a cohort, with tuition, fees, and books paid for by the district, to complete coursework to obtain AIG add-on licensure
- District professional development opportunities that offer sessions on a variety of topics, including differentiation of instruction, meeting social and emotional needs, and how to increase depth and complexity of lessons and assignments

The district collaborates with school-level leadership to ensure the AIG specialists, AIG Facilitators, and AIG Contacts are integrated with school-level MTSS (Multi Tiered Systems of Support) team(s) (ex. grade-level and/or subject area

teams, professional learning communities, school MTSS teams, etc.) in order to effectively represent, provide information about, advocate for, and serve gifted students within an MTSS context.

* **Practice C**
Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.

Franklin County Schools establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.

These professional development requirements may include, but are not limited to:

- Attending Sizzlin' Summer (district, mandatory summer professional development) sessions that focus on best instructional practices that address meeting the academic, intellectual, social and emotional needs of gifted students
- Attending content area, district-required PLCs

- Completing online training modules that focus on targeting and meeting the academic, intellectual, social and emotional needs of gifted students
- AIG staff professional development sessions offered during staff meetings or grade level meetings to facilitate differentiation of instruction, as well as support the academic, intellectual, social and emotional needs of gifted students
- Participating in the district's partnership with UNC Pembroke to obtain AIG add-on licensure, paid for by the district in exchange for continuing to work for the district for a year upon completion of the UNCP coursework and obtaining the AIG add-on licensure

Resources and tools are provided for all stakeholders to support the needs of AIG students. AIG specialists and other support staff are provided opportunities to collaborate with classroom teachers and support differentiation by modeling and coaching teachers using these strategies.

Educators will receive professional learning opportunities regarding the role of gifted education within a Multi-Tiered System of Supports (MTSS), as well as opportunities to learn about gifted EL and EC students.

In an effort to assess district needs, information gathered from surveying certified staff and principals, through a collaborative effort among the departments will determine:

- The direction for staff development training with an AIG emphasis
- How AIG specialists and facilitators, as well as other stakeholders who have earned AIG add-on licensure, will be utilized to lead professional development sessions

* **Practice D**
Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

Franklin County Schools provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

The district encourages intentional placement of K-12 AIG or IG students in groups of 4 to 10 (or more if needed) in:

- Heterogeneously grouped classes at the elementary level
- Heterogeneously (mixed ability group) or homogeneously (like ability group) grouped classes (Advanced Classes for ELA and Math) at the middle school level

AIG or IG students should be placed with teachers who:

- Have AIG certification
- Have extensive AIG training in differentiation
- Effectively utilize Professional Learning Communities (PLCs)
- Participate in other professional development offered by the district
- Deliver differentiated curriculum that enriches/extends the North Carolina Standard Course of Study based on student interests, strengths, learning styles, and needs

Teachers at all levels, K-12, have opportunities to obtain AIG add-on licensure to ensure the district has staff who have the skills needed to best meet the academic, intellectual, social and emotional needs of AIG, IG, and other higher performing students.

These opportunities may include:

- A partnership with UNC Pembroke, where the district pays tuition, fees, and book costs, is offered to cohorts of district staff, to obtain AIG add-on licensure upon completion of coursework. Those opting into the partnership opportunity agree to work with the district for at least one year upon completion of the coursework and addition of the AIG add-on licensure

- Completion of a district Canvas course intended to be a study guide for participants who wish to take the Praxis to obtain AIG add-on licensure

Cluster grouping/assignment of students to an AIG licensed teacher or one who has met the LEA requirements for the position is outlined in the local AIG plan and is communicated with principals, district leadership, and the local board of education, as appropriate.

The district may provide recognition at the local level (ex: board meeting) for completing AIG add-on licensure or completing local requirements.

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

The district is developing strategies for recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.

The strategies the district are currently implementing are:

- Offering a $1,000 retention bonus for returning to the district to teach (annually- paid each August)
- Offering an annual district longevity bonus that increases for each bracket range of years of experience up to 25 years plus of experience ($4,500 maximum for the most years of experience) paid above the local supplement of 8% of the salary rate
- A partnership with UNC Pembroke to offer cohorts of district staff tuition, fees, and books paid for by the district to obtain AIG add-on licensure upon completion of coursework and agreeing to work with the district for at least

one year upon completion of the coursework and obtained AIG add-on licensure

- Dental insurance paid for the employee by the district
- Providing a working atmosphere of professionalism with a focus on relationship building, equity, and excellence

The district may consider other recruitment and retention options such as:

- Use of the district's application system to filter for candidates who have AIG licensure or Gifted Certification from outside of NC
- Embedding questions in the interview process related to meeting the needs of gifted and advanced learners
- Analyzing staff needs among the schools in the district to strategize during the hiring process

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

Franklin County Schools will provide focused professional learning opportunities to realize equity and excellence in gifted education which will include changing mindsets, policies, and practices.

The district will determine its professional development needs regarding the mindsets, policies, and practices for realizing equity and excellence in gifted education.

The district will develop and implement plans to provide focused professional learning opportunities regarding the critical actions for equity and excellence in gifted education, which may include:

- Presenting research and information about the critical actions to district leadership at leadership meetings
- Presenting research and information about the critical actions to school administrators in principal and assistant principal meetings

- Presenting research and information about the critical actions to the Curriculum and Instruction Team at Curriculum Roundtable meetings
- Targeted professional development meetings with all classroom teachers, instructional support staff, etc. provided by AIG staff that addresses gifted characteristics and traits that may obscure giftedness but may show potential giftedness, differentiation strategies, and strategies for addressing social and emotional needs of gifted and potentially gifted learners

Outlining for all stakeholders the action steps the district has implemented to realize equity and excellence regarding the referral, screening, and identification process:

- Identifying the top ten percent of test takers within each school
- Utilizing local norms for identification
- Using a flexible approach with qualifying test scores by allowing the use of an achievement OR aptitude test score
- Implementing a portfolio process for students who have high potential but may not test well
- Moving the district universal screening from third grade to second grade to eliminate timed testing (which may have created an unintentional barrier to identification for some students)
- Educating all stakeholders about gifted characteristics and traits that may obscure but may indicate potential giftedness
- Updated screening tools and checklists
- Creating a range of test scores for identification that provides for flexibility

*** Practice G**
Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning.

Franklin County Schools encourages all instructional staff to be teacher leaders and affords them opportunities to collaborate and implement professional development that focuses on best instructional practices for gifted education.

Franklin County Schools expects AIG Specialists/Facilitators in elementary and middle schools to work with classroom teachers to plan and implement appropriately challenging and engaging instructional strategies that will:

- Improve their abilities to provide engaging, rigorous, and relevant student assignments
- Meet the academic, intellectual, social and emotional needs of gifted students and other higher performing students

Franklin County Schools strives to provide more equitable and excellent gifted education and in with that goal:

- Changes referral, screening, and identification practices as needed and provide professional development sessions for all stakeholders from district leadership to classroom teachers regarding these changes
- Strategically plans and implements initiatives that align with AIG program goals (such as using iReady personalized pathways to provide a layer of differentiation, data talks that springboard action toward addressing specific student needs, embedded opportunities for enrichment, extension, and acceleration within district-provided instructional units, etc.)

AIG Specialists and Facilitators will continue to meet in AIG PLCs, with staff at assigned schools on early-release or staff meeting days, during school data talks, or during grade level/ subject planning meetings, as well as with district curriculum specialists to plan appropriate differentiated instruction for AIG and IG students, the nurturing program, Primary Education Thinking Skills, and district-wide initiatives such as:

- Increasing student engagement
- Implementation of more rigorous, challenging lessons and activities
- Collaborating with classroom teachers to model intentionally thought-out, pre-written higher level questions

- Addressing the whole gifted student by addressing academic, intellectual, social and emotional needs

K-12 teachers throughout the district are strongly encouraged to:

- Attend professional development that incorporates strategies for effective differentiation of instruction
- To plan and implement challenging, differentiated curriculum which is developmentally appropriate, meets the NC Standard Course of Study guidelines, and equips students with future-ready skills
- Collaborate with AIG Specialists/Facilitators routinely to plan appropriate differentiated lessons for the gifted students and other higher performing students
- Collaborate with district curriculum specialists and AIG staff to plan learn best instructional practices

In addition the AIG Staff aligns AIG program goals with district initiatives by:

- Connecting the needs of gifted learners with School Improvement Plan goals and align professional development activities accordingly
- Providing a uniform slides presentation to the staff at their assigned schools that covers topics such as the local AIG plan specifics (such as the identification process, gifted characteristics and traits that obscure giftedness but may indicate giftedness, some instructional practices that support gifted education- including social and emotional needs of gifted learners)
- Using resources creatively when designing and delivering professional development (collaborating with neighboring school districts, partnering across our region, utilizing the “Booster Shots” available from NCDPI, etc.)

The district promotes and provides opportunities for professional development outside of the district to support best practices and state/national standards.

The district builds in time throughout the school year to facilitate coaching, implementation and reflection based on professional development experiences to support participant understanding and program improvement. This includes AIG Staff and may include:

- Best practice sharing sessions after professional development experiences among AIG Staff and between AIG staff, other classroom teachers, and other instructional support staff in collaborative settings
- Use of technology tools to share new ideas and grade appropriate resource materials from professional development learning experiences
- Providing exemplar lessons illustrating the theory and concepts learned during professional development to help with differentiation and co-teaching, as a component of AIG coursework
- Prioritizing professional development regarding MTSS and MTSS Teams, including the necessity of high-quality differentiated instruction within these structures, to ensure effectively established and maintained MTSS structures
- Involving the AIG Coordinator and AIG specialists directly with school and district MTSS teams for explaining AIG Program goals, aligning them with school and district MTSS goals, and planning and delivering professional learning in order to integrate the perspective of gifted education

*** Ideas for Strengthening the Standard**

- The AIG Coordinator will collaborate with other district leaders to prioritize district professional development needs, especially with regard to AIG staff being involved and included in MTSS structures
- The AIG Coordinator will collaborate with district coaches and curriculum specialists to implement targeted professional development for staff that meet the needs of gifted learners, including differentiation, best instructional practices in gifted education, as well as social and emotional needs sessions
- The AIG Coordinator, as well as AIG Specialists and Facilitators will attend professional development opportunities and bring back best practices in gifted education to the district

Planned Sources of Evidence

* District AIG Coordinator's job description
* Compiled data
* AIG Headcounts
* Meeting schedules
* Agendas and rosters from meetings
* Teacher schedules
* DEPs and IDEPs
* List of AIG certified teachers
* Logs from professional development opportunities
* School Improvement Plans that reflect AIG Student needs
* AIG Staff Canvas pages
* Data talks
* AIG PLC Agendas

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 4 Additional Resources	N/A	2022-2025 FCS AIG Plan Summary

Franklin County Schools (350) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.

* **Practice A**
Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:

- academic and intellectual
- social and emotional.

The Franklin County Schools AIG department partners with parents/guardians of AIG and IG students to place them in appropriate learning environments within the program options that match their cognitive and affective needs.

This intentional, two-way partnership between AIG staff and parents/guardians may include but is not limited to:

- Parents/families are invited to participate in an initial-placement conference to discuss service delivery options
- The annual performance review/ DEP development for AIG and IG identified students, that parents/guardians are encouraged to collaborate with, ensures that ongoing appropriate program service options are appropriately matched to current needs, and helps determine if an IDEP is needed
- Parents/guardians of AIG and IG students are invited to collaborate with AIG staff and students at schools to share expertise and foster student interest and passion through further exploration and discussion of topics, current issues, and concerns that affect gifted learners

- AIG students and their parents/guardians are provided information and support to foster their passions and interests both in and out of the classroom including information about scholarship opportunities, summer camps, etc.

- The district has a full-time Family Engagement Specialist and maintains the District Parent Advisory Council which all parents are welcome to participate. This group meets regularly to encourage parents providing feedback and strategies for continuous improvement across the district with a variety of topics and areas of concern

- The District Advisory AIG Team meets throughout the school year, in regularly scheduled meetings, to elicit feedback regarding AIG programming and services, to seek input and feedback/suggestions for AIG plan improvements and revisions, and to encourages the creation of a partnership/advocacy group consisting of parents and other partners to support meeting the needs of gifted learners. (Partners for the Advancement of Gifted Education “PAGE” chapter)

- Surveys in English and Spanish are sent to all stakeholders to obtain feedback regarding the AIG program. The results are made available to parents/guardians, administrators, and school personnel, and the public at large on the district website in both English and Spanish

- In-school and out of school presentations, field trips, and guest speakers, which parents/guardians are encouraged to be involved with, are provided to foster student awareness, build exposure to a variety of topics, and to offer opportunities for healthy development of AIG and IG students’ academic, intellectual, social and emotional needs

- The district provides the AIG Department with a local budget which is utilized to obtain resources to foster meeting the academic, intellectual, social and emotional needs of gifted learners including print materials to share with parents/guardians, AIG and IG students, and other advanced learners

- The district specialists and instructional coaches, as well as AIG Staff, and central office leaders collaborate to create curriculum units, plan and implement educational opportunities that focus on sharing successes, and seek further strategies to bring in parent and family engagement partnerships

- The AIG Staff utilizes digital tools for education, that parents/guardians have access to, for fostering the development of AIG and IG students’ academic, intellectual, social and emotional needs, while equipping them with future-ready skills such as collaboration, communication, creativity, and critical thinking

- The district plans and implements a variety of community events and enrichment activities (such as STEM nights, etc.) to increase partnerships with families and engage AIG students

- The district provides intentional opportunities for parents/guardians to share how they would like to be involved with and supportive of the AIG program. It facilitates on-going opportunities for families of gifted students to ask questions as well as share concerns and successes by regularly communicating with them and inviting them to parent advisory sessions. The district encourages phone calls and emails to communicate with AIG staff and other district stakeholders

- The district works closely with the ESL Department to establish collaborative and strong partnerships with families of English Learners, communities, and students to overcome any language barriers that will impede participation in educational opportunities through AIG programs by providing translated documents and providing interpreters when needed

* **Practice B**

Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.

The district fosters partnerships with community stakeholders, institutes of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.

The district collaborates and provides opportunities for students to have enrichment, extension, and acceleration in a variety of ways which may include but are not limited to partnerships with:

- Surveys

- Public meetings

- Blackboard MN (Mass Notifications) is used as the district-wide platform for generating automated calls, emails, and text messages with information branded as “FCS Find Out First.”

- Local institutes of higher education to provide dual enrollment opportunities

- Community STEM nights for students and families
- The district CTE (Career and Technical Education) department and local businesses and industries to provide summer camp opportunities
- Local businesses and industries to provide job-shadowing and internship opportunities
- The local arts council to advertise community arts opportunities available to students
- Local businesses and industries provide research and project-based learning opportunities (such as student group projects with Novozymes, The Reality of Money Simulation for high school students in partnership with local banking institutions, etc.)

The district partners with external organizations such as:

- Institutes of higher education (such as Vance-Granville, other community colleges, and surrounding colleges and universities)
- Regional Education Service Alliance (RESA)
- North Carolina Association for the Gifted and Talented (NCAGT)
- National Association for Gifted Children (NAGC), as well as other (Local Education Agencies) LEAs to create opportunities for professional development for teachers, administrators, and the community

These professional development opportunities for teachers, administrators, and the community may include but are not limited to:

- AIG add-on licensure opportunities through a partnership with UNC Pembroke
- Effective coaching and leadership opportunities through a partnership with RESA
- Administrative Leadership master’s degree programs through partnerships with North Carolina State University and North Carolina Central University
- District reimbursement for teachers to attend the NCAGT Conference

- Districts sharing of resources provided by NCAGT with parents/guardians and community stakeholders
- The NCDPI Division of Advanced Learning and Gifted Education (DALGE) providing opportunities for district LEA AIG staff across the state to attend NAGC virtual conferences
- Partnerships with surrounding LEAs to provide multi-district and regional professional development opportunities

The district provides for community involvement, aside from district-wide AIG Advisory groups, by providing opportunities for parents/guardians of AIG and IG students to be guest speakers, opportunities for networking during school events such as open house, curriculum nights, transition informational meetings and events, etc.

The district pursues volunteers and sponsorships from various community organizations to support gifted learners in various interests areas which may include but are not limited to:

- Art competitions
- Science competitions
- STEM clubs
- Robotics clubs
- Dual-enrollment coursework offered by Vance-Granville Community College both on campus and at each high school with a “College and Career Promise” initiative
- Dual-enrollment courses offered at an Institution of Higher Education to AIG students after exhausting all other coursework opportunities
- Grants for teachers available through Novozymes, Wake Electric, United Way, the NC Community Foundation, the Franklin County Education Foundation, and

Grassroots Grants for multicultural events available through the Franklin County Arts Council

Collaborative efforts with the Franklin County Arts Council, Franklin County Education Foundation, Franklin County 4-H, Franklin County Soil and Water Conservation District, NC State University, NC Coastal Pines Girl Scouts,

Novozymes, NASA Ambassadors, and other businesses

The district has compiled a video repository of topics that will be located on the AIG Department website regarding the AIG plan and program, as well as topics to support gifted learners and their parents/guardians regarding academic, intellectual, social and emotional needs.

* **Practice C**
Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff.

In order to serve the needs of AIG and IG students in Franklin County Schools, stakeholders (including parents/guardians of gifted students, AIG staff, other district instructional and support staff from the school and district level, and community members) reflecting our diverse community, are invited to participate in the development, implementation, monitoring, and revision of the local AIG program and plan.

Responsibility for the education of gifted learners is a shared one, requiring strong partnerships with all stakeholders in the AIG program.

Although AIG Department staff meet regularly to review all aspects of the local AIG program and plan, as well as make recommendations for improvement, a District Advisory AIG Leadership Team of stakeholders should be an integral part of this process.

Team members are invited to participate on the District Advisory AIG Leadership Team in ways which may include but are not limited to:

- By responding to surveys indicating interest
- Invitations via emails from AIG Staff
- Phone calls from AIG staff inviting them

- Recommendations from principals about parents/guardians who may be interested and are emailed an invitation from the AIG Coordinator

The District Advisory AIG Leadership Team may include but is not limited to:

- Parents/guardians of gifted students
- AIG staff
- Other district instructional and support staff from the school and district level
- Community members
- AIG students

The District Advisory AIG Leadership Team meets at regularly scheduled times throughout the school year and engages in the following initiatives which may include but is are limited to:

- Reviewing the AIG plan annually
- Making recommendations for AIG program improvement
- Working with the AIG Coordinator and the Chief of Academics to implement the plan
- Monitoring the local AIG plan and evaluating its effectiveness
- Revising the local AIG program and plan

The District Advisory AIG Leadership Team meets and reviews the local AIG plan using surveys and input from parents/guardians, teachers, other community stakeholders, and students.

The District Advisory AIG Leadership Team meets either virtually or face to face, and has access to and is invited to leave comments and revisions within Google Docs for each practice of each standard of the local AIG plan for the review and revision process. Their comments, suggestions, and revisions are carefully considered by the AIG Coordinator, who drafts the AIG plan, and are included or discussed with the AIG staff and Chief of Academics for further consideration for inclusion.

All stakeholders are invited to participate, facilitate, and collaborate, to address the needs of AIG and IG students in the following ways which may include, but are not limited to:

- Participating as a District Advisory AIG Leadership Team member
- Advocating for gifted students at parent focus group meetings
- Advocating for gifted students at district-level PTA Advisory group meetings such as the District Advisory Parent Council (DPAC)
- Advocating for gifted students and sharing ideas regarding AIG program strengths and areas for suggested improvement at AIG Committee meetings
- Obtaining feedback from faculty and staff through surveys, informal communication, formal communication, in professional learning communities (PLCs), in staff meetings, etc.
- Collaborative digital platform comments, such as Google Docs

Paper or Digital surveys, such as Google Forms

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

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

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

The district informs all students, parents/families guardians, and the community of the following:

- Local AIG Plan

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

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

The AIG Department has formed a partnership with the ESL Department within the Curriculum and Instruction Department to provide translated materials that respond to the diverse language needs of the district which may include but are not limited to:

- Important information sent out by the district to parents/guardians is translated to respond to the diverse language needs of the community
- Translators are available and used when needed
- The district data managers and other school office staff collect email and contact information from parents to deliver school messenger notifications about events and for mass delivery of electronic news
- The district utilizes Blackboard MN (Mass Notifications) to communicate to parents/families via email, automated phone messages, and text messages that are translated to respond to the diverse language needs of the district's community
- The central office employees, instructional technology facilitators, instructional coaches, and AIG staff collaborate to plan and provide offerings available for gifted learners and communicate those offerings to parents/guardians of gifted students, examples of those offerings are: job shadowing, internships, contests, mentorships, and community outreach/ service learning opportunities through the AIG and CTE departments

The district utilizes all available communication tools to advertise events, information about curricular and extracurricular offerings for students, information about district policies and procedures, and important news information that needs immediate action.

These forms of communication/ tools may include but are not limited to:

- Canvas (utilized to communicate information to parents about grades, classwork, assignments, etc.)
- AIG websites
- A variety of social media platforms (such as Facebook, Twitter, Instagram, etc.)
- Fliers
- E-mails
- Letters
- Newsletters
- AIG-specific newsletters
- Automated phone calls to inform parents of upcoming opportunities
- FCS district website
- AIG Brochures/ pamphlets
- AIG Information booths at Open House
- Surveys about AIG programming and services
- Public meetings
- District parent meetings (AIG Transition Nights, etc.)
- Blackboard MN (Mass Notifications) are utilized as a district-wide platform for generating automated calls, emails, and text messages with information branded as “FCS Find Out First.”
- An AIG programming Google Slides presentation is utilized at school staff meetings and is available for all stakeholders on the district AIG website

- Virtual and face-to-face information meetings
- Local newspapers and news media outlets are utilized to promote district promising practices, celebrated events and happenings, as well as the district's strategic plan initiatives for continuous improvement in all areas, including AIG programming and services

*** Ideas for Strengthening the Standard**

- Collaborate with the Director of Communications to more broadly advertise opportunities for parents, community members, and other stakeholders to get involved with improving and implementing AIG programming and services
- Continue advocating for parents to form PAGE (Partners for the Advancement of Gifted Education) groups in Franklin County Schools
- Invite local businesses to be involved with AIG programming

Planned Sources of Evidence

* FCS website
* Canvas pages
* AIG brochures, letters, newsletters, etc.
* Meeting agendas
* Surveys
* Publicly-posted plan
* Invitation to meetings

* Meeting rosters
* Copies of grant applications
* List of students dually enrolled at VGCC and/or other Institutions of Higher Education
* Translated Documents

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

Franklin County Schools (350) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 6: Program Accountability

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

* **Practice A**
Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. § 115C-150.5-.8 [Article 9B]), which has been approved by the local board of education and sent to SBE/DPI for review and comment.

The district has written an AIG plan that is approved by the local Board of Education and is implemented by each school.

Franklin County Schools has a written AIG plan established with input from teachers, parents, community stakeholders, and administrators. It is available to all stakeholders and is implemented at each school.

A District Advisory AIG Team represented by AIG Staff, parents/guardians of gifted students, community stakeholders, other district personnel, and the AIG Coordinator, lead the AIG plan revision process which includes but is not limited to:

- Assessing the current reality regarding implementation of program vision and goals
- Gathering feedback from all stakeholders to evaluate the local AIG program
- Creating a timeline to complete local AIG plan revisions
- Communicating updates regarding the AIG plan revision process to various stakeholders in a timely manner

The district process by which the local AIG plan revision occurs is as follows:

- The AIG plan is revised monthly during the AIG plan revision/plan writing year
- Revisions are drafted by the AIG Coordinator and reviewed monthly by the AIG staff, as well as district teachers, curriculum specialists, principals, district leadership, community stakeholders, and parents/guardians
- Suggestions and feedback provided monthly for AIG plan revisions from AIG staff, district teachers, curriculum specialists, principals, district leadership (including ESL and EC personnel to ensure their perspectives are shared regarding these underrepresented populations), community stakeholders, and parents/guardians are taken into consideration and supported by the AIG Coordinator as draft revisions are finalized
- Final drafts of each AIG plan standard's revisions are then sent to the district's Chief of Academics for review and feedback
- The AIG Coordinator completes final revisions to the AIG plan based on feedback from the Chief of Academics
- The finalized draft of the AIG plan revisions are provided to the Board of Education for consideration for approval

Following the AIG plan revision process, the AIG Coordinator attends a Board of Education meeting to discuss finalized revisions of the AIG plan, answers any questions the Board may have, and formally requests the Board of Education take a vote on approving the revised AIG plan.

The district submits to the Department of Public Instruction (DPI)/ State Board of Education (SBE) an AIG plan for review and feedback, per state legislation, following State Board of Education (SBE) guidelines, as well as the NC AIG Program Standards, once the plan has been approved by the local Board of Education.

* **Practice B**
Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

The district recognizes the importance of following the approved AIG plan, monitoring the plan, and its implementation throughout the district on an ongoing basis.

The AIG Coordinator meets with AIG Specialists/Facilitators from all elementary and middle schools throughout the year to:

- Plan curriculum
- Monitor referrals
- Discuss the implementation of the plan at each individual school
- Provide assistance where needed

The AIG Coordinator collaborates with school administrators to ensure AIG and IG students' academic, intellectual, and social/emotional needs are being met, as well as meeting with the Executive Director of Elementary Education and Federal Programs, the Executive Director of Secondary Education and Career and Technical Education, as well as the Chief of Academics to advocate for the AIG program and plan to monitor if the AIG plan is being implemented with fidelity at each school.

The school administrators will follow the local, FCS Board-approved, district AIG plan, considering AIG and IG student needs during scheduling, and will facilitate and ensure consistent implementation of the AIG plan, with fidelity, in each school across the district.

The school-based AIG Specialists and high school counselors periodically send AIG Headcount information to the AIG Coordinator, which helps monitor the student identification and placements in services.

The AIG Coordinator visits schools, regularly, to observe AIG teachers, classroom teachers, reviews schedules and adherence to the AIG plan. The AIG Coordinator, school administrators, and AIG Staff collaborate to ensure AIG and IG students are placed in classrooms of AIG-licensed teachers or teachers who have received district-approved training to facilitate the appropriate, differentiated instruction of AIG and IG students.

The AIG Specialists and AIG Facilitators will adhere to AIG personnel (teacher) expectations outlined in the AIG plan (See Standard 4: Personnel and Professional Development, Practice B).

The AIG Coordinator collects, reviews, and discusses/presents district and state assessment with district leadership, AIG staff, and other stakeholders, including parents/guardians, to track AIG and IG student growth.

The AIG Coordinator collects, reviews, and discusses/presents AIG program survey data with district leadership, AIG staff, and other stakeholders, including parents/guardians, to track AIG plan implementation and effectiveness.

* **Practice C**
Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy.

Franklin County Schools uses and monitors state funds for the local AIG program according to state policy. However, the district recognizes that these funds need to be supplemented with local funds to effectively maintain the current programs and services outlined in the local AIG plan.

Description of state AIG funding use:

- Salaries of AIG-certified teachers
- AIG Coordinator Salary
- Supplies and materials
- Digital resources for AIG staff use

Description of local AIG funding use:

- Staff professional development
- Travel/mileage reimbursement
- Supplies and materials

Other than salary projections and allocations for AIG staff, including the AIG Coordinator, handled by the district Finance/Payroll Department, the AIG Coordinator handles AIG funds and expenditures, making sure they are aligned

with district goals and initiatives, utilized for AIG student and stakeholder needs, as well as implementation of the local AIG program and plan.

The AIG Coordinator:

- Creates AIG budget proposals
- Utilizes AIG funds for universal screening needs
- Purchases AIG program supplies and materials
- Purchases print and digital teacher resources for AIG staff
- Purchases materials for outreach to staff, community, and parent/guardian stakeholders regarding AIG plan details (identification criteria, service details, etc.)

The use of local and state AIG funds are monitored by the AIG Coordinator, the district's Chief of Academics, the district Finance Department, and the Superintendent.

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

The district recognizes the importance of data, and data sharing with stakeholders, and utilizes several options, such as data from PowerSchool, EVAAS, as well as district and state assessments to obtain the information needed to track student growth data.

Data from EVAAS, district, and state assessments are shared by the Director of Testing and Accountability with district leaders, including the AIG Coordinator, quarterly and annually and is disaggregated and analyzed to:

- Recognize patterns and trends over time

- Inform mindsets, policies, and practices regarding equity and excellence for AIG students and other higher learners (such as the diversity of the AIG student population and AIG program effectiveness)
- Track student growth and determine areas of strengths and weaknesses regarding district instruction
- Target academic needs of AIG students and other higher learners to facilitate appropriately-leveled instructional delivery, resources, services, and differentiation
- Determine the effectiveness of the MTSS structure regarding AIG students and other higher learners

The AIG Department compiles several reports, regarding AIG students and other higher learners, for the school district.

The reports compiled by AIG staff and the AIG Coordinator include:

- AIG enrollment by school disaggregated by gender and race
- AIG enrollment by level (elementary, middle, and high school) disaggregated by gender and race
- The number of students referred to the AIG program disaggregated by race, gender, referral type, identification status/placement, and school
- Comparisons of the number of students identified as AIG in their ethnicity populations in relation to the number of students in their ethnicity populations enrolled at their assigned schools
- Numbers of students at each school who aren’t identified as AIG students but receive nurturing, enrichment, or extension services through the AIG Department

Other indicators of student performance that indicate growth and achievement of AIG students, such as:

- Number of internships or mentorships
- Number of students participating in dual enrollment
- Information regarding college acceptances

- Scholarship information
- Qualitative data regarding social and emotional needs
- Successful AP or CIE class completion rates

Several sources will be used to obtain data, such as:

- EVAAS
- PowerSchool
- iReady
- NC Check Ins
- MClass reading diagnostics
- EOG assessments
- EOC assessments
- ACT tests
- AP exams
- K-2 state math assessments

The AIG Coordinator collaborates with the District Data Manager to track annual drop-out data for AIG students. This information is shared with high school counselors/ AIG contacts to facilitate more closely monitoring AIG students in order to signal early warnings for drop-out prevention, as well as to keep them focused and on track for successful high school completion.

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

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

The sources of data maintained and analyzed focused on the retention of students within the local AIG program may include but are not limited to:

- The number of students referred to the program disaggregated by race, gender, referral type, and service
- The number of AIG students disaggregated by race and gender
- The number of high performers/accelerated learners disaggregated by race and gender
- Multiple year comparison charts that show how often white students are identified compared to underrepresented populations, which include risk ratios
- This data is collected annually by the AIG Coordinator and is analyzed by the AIG Coordinator, AIG Staff, Chief of Academics, Superintendent, and other stakeholders to determine:
- Equity in access to AIG programming for the students that represent the district's demographics
- Effectiveness of identification criteria, referral, the identification process, and services
- Retention data to ensure that students' demographic factors do not reduce their likelihood of of access to and participation in the AIG program

- Next steps needed if there are areas of concern regarding underrepresented populations of students within the AIG program, such as culturally/ethnically diverse, economically disadvantaged, English Learners, highly gifted, or twice exceptional students

The district strives to improve individualized instruction and meeting students' academic, intellectual, social and emotional needs and utilizes strategies which may include, but are not limited to:

- Fosters collaboration between AIG staff, as well as school and district-level MTSS teams to gather, analyze, and act on multiple data sources regarding referral, identification, services, and retention of students within the AIG program

- Determines if various demographic groups are equitably identified for intervention within an MTSS structure

- Evaluates if the MTSS interventions available for AIG students are effective

- Studies show students from underrepresented populations are being referred, identified, served and retained (remain in the gifted education program over time) to look for disproportionality issues by examining trends in referral, identification, and services

The district continually examines screening, referral, identification, and retention policies and practices to look for factors that contribute to disproportionality which may include but are not limited to:

- Evaluating effectiveness of universal screening tools and practices

- Determining if mindsets and policies are contributing to disproportionality

- Examining PowerSchool data from State AIG headcounts to determine if the district has issues regarding equity and access to AIG programming

The AIG Department partners with other district personnel who may be monitoring information regarding disproportionality in other departments as well, to compare procedures for monitoring the data and discuss their findings. The AIG Department also evaluates if these practices align with district AIG program goals.

The AIG Coordinator reports this data to the Superintendent and the local Board of Education.

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

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	5.03%	<5%	---	6.30%	---	15.83%
Male	---	<5%	5.47%	---	9.67%	---	15.41%
Total	---	<5%	5.12%	37.93%	8.09%	---	15.61%

Percent of Total AIG Students Identified as Dual Exceptionality

<5%

* **Practice F**

Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the local AIG plan.

In order to best serve the AIG and IG students in Franklin County Schools, teachers who teach AIG and IG students are encouraged to have extensive, district-approved training in:

- Differentiation of instruction
- Gifted characteristics
- Developing and implementing appropriate leveled instruction to meet the needs of all students with appropriate rigor, depth, and complexity

- Meeting the social and emotional needs of gifted learners
- Best practices in Gifted Education

The Chief of Academics and AIG Coordinator collaborate with Human Resources to maintain records of teachers that have AIG licensure and those that have met the district's criteria to teach AIG and IG students.

The district works with appropriate personnel including Human Resources and/or Professional Development staff to document the employees earning an AIG add-on license, meeting the local professional development criteria, or participating in other professional development geared toward gifted learners.

The district Department of Curriculum and instruction collaborates with the district's Human Resources department to develop procedures and practices to use the personnel data to support goals and strategies outlined in the local AIG plan (such as offering tuition, fees, and books for obtaining AIG add-on licensure through partnership with an institute of higher education).

The AIG Department partners with school administrators to:

- Discuss needs of the school AIG program
- Determine appropriate placement for gifted and advanced learners
- Make informed hiring decisions
- Support the goals of the AIG program

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

Getting regular feedback from students, parents/guardians, families, teachers, and other stakeholders is one way to measure the success of the AIG program. Stakeholders are given opportunities annually to provide feedback in a variety of ways and settings, which may include but are not limited to:

- Surveys
- Interviews
- Focus groups/meetings
- Requests for AIG plan feedback
- Curriculum and Instruction Roundtable meetings
- DEP meetings/annual conferences
- Leadership (Principal) meetings
- PLCs (professional learning communities (both school level and district level)
- MTSS context meetings

Documentation regarding each standard and practice at the individual school and district level is utilized to ensure:

- Consistency and fidelity of the local AIG program vision
- Equity in service delivery across the district

Parents, teachers, and students are surveyed, and the information provided is considered when making changes to the local AIG plan and program.

Annual feedback opportunities and surveys are made accessible to all stakeholders, including parents/guardians of students in the AIG program. Survey results are accessible by the AIG Coordinator who reviews the survey data and reports it to the public (community and partner stakeholders, AIG Specialists/Facilitators, and the school district leaders. Data is collected regularly, both formally and informally, to identify areas of potential AIG program improvement.

A variety of surveys are made accessible to stakeholders annually, and the data is disaggregated and posted on the district website. A District Advisory AIG Leadership Team meets regularly throughout the school year to provide

feedback on AIG programming and the language of the local AIG plan.

The district focuses on three specific surveys that target different stakeholders which include:

- Survey provided to AIG students regarding AIG programming and services
- Survey provided to parents/guardians of AIG students and advanced learners regarding AIG programming and services
- Survey provided to community and staff stakeholders regarding AIG programming and services

Surveys parallel the self-assessment tool used in the local AIG plan development process and feedback is analyzed to determine the effectiveness of the local AIG program, including its integration with MTSS.

* **Practice H**
Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.

The state requires that the AIG plan be revised every three years using a set of criteria, which includes a comprehensive evaluation of the local AIG plan utilizing multiple sources of data.

The district invites regular formal and informal feedback from stakeholders to review and revise the local AIG program and plan.

- Using the criteria given to our district by the state, the AIG Coordinator, AIG Specialists/Facilitators/Contacts at all levels, the District Advisory AIG Leadership Team, (and possibly other parent focus groups, such as the DPAC- District Parent Advisory Council), meet regularly at different times throughout the school year to:
- Complete a comprehensive program evaluation of the current local AIG plan and program Target areas for improvement
- Make changes throughout the three-year process

Description of the process to evaluate the local AIG program from multiple perspectives using an array of data points:

- The AIG Coordinator assembles and meets regularly with a District Advisory AIG Leadership Team
- Surveys regarding AIG and IG identification processes, AIG and IG programming, and AIG, IG, as well as nurturing services, are made accessible to FCS stakeholders including students, parents/guardians, FCS staff members, and other community stakeholders
- The AIG Coordinator collaborates with other district leaders, district curriculum specialists, and the Chief of Academics to assess, review and revise the AIG plan, as well as, strategically plan for continuous AIG programming and district-wide improvement initiatives
- Individual practices for each AIG plan standard are shared with the District Advisory AIG Leadership Team, district staff, other parents/guardians, and community stakeholders for feedback regarding the language and understandability of the local AIG plan, as well as if there are suggestions for plan revisions
- The AIG Coordinator takes all feedback into consideration when drafting the local AIG plan for review by the Chief of Academics and local Board of Education

The district recognizes that the local AIG plan and program require continuous review and may require changes as needed. The district determines if changes are needed to the local AIG plan mid-cycle (every 1.5 years) at a minimum, based on local, state, other updates and changes.

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

The district recognizes the importance of sharing all data from local AIG program evaluation with:

- School and district personnel
- Students

- Parents/guardians
- Families
- The District Advisory AIG Leadership
- Team District Leadership School Administrators
- Student Advisory Groups
- PTA/PTSA (Parent-Teacher Association/ Parent Teacher Student Association)
- Other community stakeholders.

All stakeholders need to understand the AIG plan and how the program is implemented. This includes any data collected about the program.

The AIG Coordinator, with the help of the Director of Communications, will share data from annual survey results reports and other evaluations of the local AIG plan to all stakeholders in a variety of formats which may include, but are not limited to:

- Posting on the FCS district website
- Paper Brochures
- District Fact Sheets
- Links embedded in Blackboard MN (Mass Notifications)
- Infographics via QR (quick response) codes on postcards, etc.

The following information should be taken into consideration when information is shared to different stakeholder audiences:

- Data should be made available in the languages represented by district/school community stakeholder groups

- Information should be relevant to each group when sharing program evaluation data
- Confidentiality of all stakeholders who may have provided feedback during the comprehensive program evaluation should be protected

Protect confidentiality and adhere to the rules of FERPA (The Family Educational Rights and Privacy Act) when sharing student data with the public

* **Practice J**
Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

Through utilization of the local AIG plan, the district protects the rights of AIG and IG students.

Franklin County Schools employs a process for safeguarding the rights of AIG and IG students and their parents/guardians.

Written procedures that inform consent regarding evaluation and placement are followed throughout the district. Parents/families are informed of the procedures to resolve disagreements when a child is not identified, or concerning appropriate differentiation.

The district safeguards the rights of AIG students with ways which may include, but are not limited to:

- AIG plan
- Grievance process
- Parent Rights brochure
- Student placement policy

Description: When a child is referred for AIG or IG services, parents are given a brochure explaining the process.

At each level of the referral process, parents are informed and are asked to partner with AIG staff and/or give consent for:

- Evaluation
- Complete a Parent Inventory
- Review documentation/data and sign a student profile sheet giving consent for placement
- Consult with the AIG Specialist/Facilitator about creating the Differentiated Education Plan (DEP) or Individualized Differentiated Education Plan (IDEP) when AIG or IG identified

This commitment involves a collaborative effort between parents/guardians and school staff.

The following district AIG program processes and services are communicated to parents/guardians in student's native language:

TRANSFER STUDENTS
From another school in the district:

- An identified Franklin County AIG or IG student who moves to another school within the district will not change his/her classification
- If upon reviewing the student's DEP or IDEP, team members feel that differentiated services at the new school are not appropriate for this student's needs, they should invite the parents/guardians to a conference for revision of the DEP or IDEP and make changes appropriate for the individual student

From a school outside of Franklin County and/or North Carolina:

- The student will be temporarily placed and served in the FCS AIG program while AIG records are requested and obtained from the prior school
- Once the AIG records are obtained from the student's former school and the student's academic or intellectual performance has been observed, the School-Based Review Team will review all information utilizing a completed FCS Student Profile Sheet to determine what differentiated services are appropriate for the

student's needs according to the Franklin County Schools AIG Plan so the district can honor reciprocal identification status and determine identification and placement needs based on the identification and services offered by the prior school

- The district will honor the interstate compact on educational opportunities for military children (https://www.dodea.edu/Partnership/interstateCompact.cfm)

The data managers at each school need to inform (in writing) AIG Specialists and Facilitators when a new AIG or IG student enrolls at the school and that appropriate class placement occurs. AIG Staff and data managers will work collaboratively to obtain AIG records from previous schools attended by newly enrolled AIG or IG students.

ACADEMIC PROBATION/ SERVICES REVIEW PROCESS

If there are concerns about an AIG or IG student's performance and placement, the school-based AIG Specialist, principal/designee, guidance counselor, classroom teacher(s), parent/guardian, and other School-Based Review Team member(s) should collaborate to establish an Intervention Plan and/or modifications to the DEP or IDEP.

After a minimum of one-half of a grading period (or may be a longer period of time as needed), the same team should reconvene to review the student's progress and discuss service options.

If there has been no improvement, then an Individual Differentiated Education Plan (IDEP) should be developed to support and provide the student with more appropriate service options, and the opportunity to re-enter the gifted service option(s) at a later date.

At the end of the school year, if there has been no improvement, the student may be re-evaluated to determine if there is any need for reconsideration of AIG services. The services may be adjusted.

The student's formal identification is not removed from the local and state headcount, unless there is strong evidence indicating a need to exit the student and the parent agrees with the decision.

REASSESSMENT

Should an AIG staff member, teacher, school administrator, other district stakeholder, or parents/guardians think it is in the best interest of an AIG or IG student to be reassessed for add-on or initial identification for services, parents/guardians will be notified and written consent obtained for consent to evaluate.

GRIEVANCE PROCESS

In the event a parent/guardian does not agree with a decision, the following steps should be followed to resolve any disagreement:

1. Appeal to the principal (and the School-Review/Eligibility Determination Team) in writing within 10 days of the disagreement. The principal should send a written decision to the parent within 5 days.

2. If the disagreement is not resolved at the school level, the parent/guardian should submit his/her complaint in writing to the AIG Coordinator and Chief of Academics within 10 days of receiving the school decision. The Chief of Academics will then call a meeting of the AIG Compliance Review Team, and a decision will be made. The decision will be sent to the parents/guardians in writing within 10 days of receiving the complaint.

3. At this point, if the disagreement has still not been settled, the parent/guardian must submit the complaint in writing to the superintendent within 10 days of receiving the AIG Compliance Review Team's decision. The superintendent will reply to the parent within 10 days of receiving the complaint.

4. If further clarification is needed for the grievance process, and/or the superintendent's decision, refer to NC General Statute, Article 9B 115C-150.8, Article 9B: Academically or Intellectually Gifted Students and contact the Division of Advanced Learning and Gifted Education at the NC Department of Public Instruction to inquire about a state level grievance and the involvement of an administrative law judge.

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*** Ideas for Strengthening the Standard**

- The AIG Coordinator will complete AIG walkthroughs to assess the fidelity of AIG programming
- The AIG Coordinator will attend principals' meetings as needed to advocate for AIG programming and to communicate information regarding the AIG programming and student needs

- AIG PLCs will be implemented with specific agenda items that communicate expectations for AIG and IG identification, programming, and service-delivery options, district-wide

Planned Sources of Evidence

* FCS AIG plan
* School observations
* AIG Specialists' and AIG Facilitators' schedules
* School data/compiled data reports
* Copy of the AIG budget
* Disaggregation of EOG/EOC scores by level
* District benchmark scores
* AIG and IG enrollment data
* DEPs/IDEPs
* Interventions (if needed)
* Licensure reports
* Staff development rosters
* Student placement
* Invitations to serve
* Agendas and minutes
* Surveys
* Data from surveys

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 6 Additional Resources	N/A	FCS English/Spanish FCS Parents_Guardians AIG Program Survey FCS Stakeholder AIG Program Survey FCS AIG Students/Nurtured Students AIG Program Survey

Local Board of Education Approval

Franklin County Schools (350) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:
06/30/2022

Original Application Submission Date: 07/15/2022

Documents		
Type	**Document Template**	**Document/Link**
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	FCS BOE Approval_2022-2025_6-30-22

AIG Related Documents

Franklin County Schools (350) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents		
Type	**Document Template**	**Document/Link**
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	FCS BOE Approval_2022-2025_6-30-22

Optional Documents		
Type	**Document Template**	**Document/Link**
AIG Glossary [Upload up to 1 document(s)]	N/A	Glossary of Terms
AIG Standard 1 Additional Resources	N/A	FCS Consent to Evaluate FCS Indicators of Motivation FCS AIG Program Referral FCS Characteristics of Gifted Behaviors Checklist FCS Traits that Obscure Giftedness Checklist FCS Parent-Family Inventory
AIG Standard 2 Additional Resources	N/A	

AIG Standard 3 Additional Resources	N/A	FCS IDEP_English FCS 3-5 DEP FCS 6-8 DEP FCS AIG-IG Progress Report FCS Nurturing Progress Report FCS AIG High School DEP
AIG Standard 4 Additional Resources	N/A	2022-2025 FCS AIG Plan Summary
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	FCS English/Spanish FCS Parents_Guardians AIG Program Survey FCS Stakeholder AIG Program Survey FCS AIG Students/Nurtured Students AIG Program Survey

Franklin County Schools (350) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Phrase	Definition
Achievement Test	An assessment of developed knowledge or skill
AIG	Academically an/or Intellectually Gifted
AP	Advanced Placement
Aptitude Test	A test designed to determine a person's ability in a particular skill or field of knowledge
Case Studies	Processes or record in which detailed consideration is given to the development of a particular person, group, or situation over a period of time
Curriculum Compacting	A technique for differentiating instruction that allows teachers to make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities
CTE	Career and Technical Education
DEP	Differentiated Education Plan
Differentiation	The process of modifying (changing) instruction to meet individual student needs
Dual Enrollment	Students being enrolled-concurrently (at the same time)-in two distinct academic programs or educational institutions (such as high school level and college level courses)
EVAAS	Education Value-Added Assessment System

Grade Level Acceleration	The process of determination that a student is academically and intellectually advanced for his or her age and prepared for the rigor of next-grade-level instruction
IDEP	Individualized Differentiated Education Plan
IG	Intellectually Gifted
LEA	Local Education Agency
MTSS	Multi-Tiered System of Supports
PETS	Primary Education Thinking Skills
Portfolios	Sets of pieces of creative work and other documentation collected by someone to display a person's skills
Qualitative Data	Data that describes qualities or characteristics
Quantitative Data	Data that can be counted or compared on a numeric scale
Single Subject Acceleration	An individual subject acceleration is the practice of assigning a student, who meets the specified criteria, to content instructed at a higher grade level with the purpose of meeting the high achieving or gifted student's unique needs
STEM	Science, Technology, Engineering, and Math
Tiered Lesson	A method that varies the complexity level of assignments, so all students have a chance to find success and make progress
Universal Screening	Testing of an entire grade level to look for students who may need gifted education services

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