



Parent Handbook

For

Academically/Intellectually

Gifted Education

2019-2022

Parent Handbook
RCSS Academically & Intellectually Gifted Education Program:

The vision of the RCSS AIG Program is to provide a comprehensive K-12 program that is aligned with the total school community. The identification process is one that affords all students equitable access to demonstrate potential giftedness. Students receive differentiated instruction that meets their individual, unique academic and social-emotional learning needs. Assessment data are used to cluster and/or flexibly group students through a variety of service options in order for students to maximize their learning. Students are exposed to an accelerated curriculum that is rigorous, challenging, and extends and/or enriches their learning beyond mastery level of the North Carolina Standard Course of Study standards. Personnel who work directly with AIG students demonstrate a deep understanding of the characteristics and unique needs (academic and social-emotional learning) of gifted learners, and plan instruction that is grounded in evidence-based AIG strategies, resources, and practices. Extra-curricular opportunities at the school and/or district level and experiences through partnerships with institutes of higher education, businesses/industries, and community and/or faith-based organizations afford gifted students opportunities to explore in depth their academic areas of expertise, personal interests/passions, and potential adult careers. Future Ready Skills (4Cs: Communication, Collaboration, Critical Thinking, Creativity) are integrated into instructional planning for gifted learners in order to prepare students for post-secondary education experiences and/or adult careers.

Purpose: This handbook provides parents with information about the Randolph County School System Academically and Intellectually Gifted (AIG) Program. It includes screening, identification, placement, and resolution of disagreement procedures, as well as other resources that may be useful to parents.

District AIG Personnel:

Jennifer C. Smith, Ed.S.
AIG Program Specialist
Randolph County School System
336-633-5158

Dr. Larry Chappell
Director of Instructional Support/AIG/MTSS
Randolph County School System
336-633-5029

Screening/Referral/Identification/Placement:

The Randolph County School System AIG Program screening, referral, identification and placement process for all grade levels is comprehensive, consistent, and equitable. RCSS is committed to a process that

affords students multiple opportunities to demonstrate potential giftedness, and to be identified as Academically and/or Intellectually Gifted in the areas of Reading and/or Mathematics.

Grades K-2 Criteria for Identification: K-2 students recommended for screening must meet district criteria outlined in the district AIG plan in order to be formally tested for potential identification

AI Pathway (Academically and Intellectually Gifted)

- 97%-99% standardized aptitude test (CogAT) Verbal, Quantitative, or Nonverbal
- 97%-99% standardized achievement test (IOWA) Reading and/or Mathematics

AG Pathway (Academically Gifted)

- 85%-99% on a Standardized Aptitude Test (CogAT) Verbal, Quantitative, or Nonverbal
- 97%-99% standardized achievement test (IOWA) Reading and/or Mathematics

IG Pathway (Intellectually Gifted)

- 97%-99% standardized aptitude test (CogAt) Verbal, Quantitative, or Nonverbal
- Below 90% standardized achievement test (IOWA) Reading and/or Mathematics

Grades 3-5 Criteria for Identification:**AI Pathway (Academically and Intellectually Gifted):**

97%-99% standardized aptitude test: (CogAT): Verbal, Quantitative, or Nonverbal

97%-99% standardized achievement test (IOWA): Reading and/or Mathematics

AG Pathway (Academically Gifted):

85%-99% standardized aptitude test (CogAT): Verbal, Quantitative, or Nonverbal

90%-99% standardized achievement test (IOWA): Reading and /or Mathematics

IG (Intellectually Gifted)Pathway:

97-99% standardized aptitude test (CogAT): Verbal, Quantitative, or Nonverbal

Below 90% standardized achievement test (IOWA): Reading and /or Mathematics

Grades 6-8 for Identification Criteria:**AI Pathway (Academically and Intellectually Gifted):**

97-99% standardized aptitude test (CogAT): Verbal, Quantitative, or Nonverbal

97-99% standardized achievement test (IOWA): Reading and/or Mathematics

AG Pathway (Academically Gifted):

85-99% standardized aptitude test (CogAT): Verbal, Quantitative, or Nonverbal

90-99% standardized achievement test (IOWA): Reading and /or Mathematics

IG Pathway (Intellectually Gifted):

97%-99% standardized aptitude test (CogAT): Verbal, Quantitative, or Nonverbal

Below 90% standardized achievement test (IOWA): Reading and /or Mathematics

Grades 9-12 Criteria for Identification:**AI Pathway (Academically and Intellectually Gifted):**

97%-99% standardized aptitude test (CogAT): Verbal, Quantitative, or Nonverbal

97%-99% standardized achievement test (IOWA): Reading and/or Mathematics

AG Pathway (Academically Gifted):

85%-99% standardized aptitude test (CogAT): Verbal, Quantitative, or Nonverbal

90%-99% standardized achievement test (IOWA): Reading and/or Mathematics

IG Pathway (Intellectually Gifted):

97-99% standardized aptitude test (CogAT): Total Verbal, Quantitative, or Nonverbal

Below 90% standardized achievement test (IOWA): Total Reading and/or Mathematics

Placement

A School-Based AIG (SBC-AIG) Committee reviews screening data and determines if a student meets RCSS identification criteria. Once identified, the committee meets with parents/guardians to complete required gifted paperwork, which includes a Differentiated Education Plan. The DEP outlines service options, content modifications, and instructional programs or strategies to be implemented at the school level. DEPs are developed for all identified students in grades K-12, and are reviewed annually, as well as on an as needed basis.

Transfer Students:

RCSS practices reciprocity with other NC school districts. Students identified as gifted who transfer to RCSS are scheduled into designated core classes with clusters of gifted students. When students identified as gifted transfer to RCSS from within NC, out-of-state, or alternative choices for schooling, AIG Specialists utilize the RCSS AIG Transfer form, which allows for a 30-day period of time for RCSS to request, process, and review academic records for transferring students. If the SBC-AIG Committee determines that aptitude and achievement data meet RCSS criteria for gifted identification, the committee will meet with parents/guardians to complete required paperwork for the transferring student. Should the SBC-AIG Committee determine that aptitude and achievement data do not meet RCSS criteria for gifted identification, RCSS may initiate the formal screening process.

Early Admission to Kindergarten:

RCSS complies with the state legislation [G.S. 115C-364(d)] allowing a child to enter kindergarten early if he/she demonstrates an extraordinary level of academic ability and maturity. When a parent/guardian of a student requests, the principal convenes a committee of professional educators that includes school staff, and may include the school level AIG Specialist and/or the AIG Program Specialist, and district staff to consider the required five factors as outlined in state policy to determine a student's eligibility to enter kindergarten as a four-year-old. It is the responsibility of the parent/guardian to present information required by state policy to the principals. Early admission to kindergarten does not automatically result in gifted identification.

Grade Acceleration/Skipping:

RCSS recognizes and uses the Iowa Acceleration Scale as a primary tool to guide educators in making important decisions regarding whether a student is a candidate for whole grade acceleration (grade skipping). The Iowa Acceleration Scale is administered to students by the school's AIG Specialist or other authorized staff. The principal convenes a committee of educators that includes school staff, and may include district staff and the school's AIG Specialist and/or the AIG Program Specialist, to review data from the Iowa Acceleration Scale and other relevant data to render a final decision regarding whole-grade acceleration. Grade acceleration/skipping does not automatically result in gifted identification.

K-12 Service Options and Content Modifications:

RCSS offers a continuum of services to address the academic needs in the areas of Reading and /or Mathematics of K-12 gifted learners. Services are identified based on the unique academic and social-emotional needs of gifted students. AIG Specialists and regular education teachers of gifted students are expected to differentiate instruction for identified students as outlined in their Differentiated Education Plans (DEPs). The following service options are available to all AIG students:

Grades K-2:

Based on schedules and availability, AIG Specialists and school building administrators work collaboratively to utilize data and individual student needs to identify K-2 students for nurturing services. A point of pride is the option, based upon a referral process, for K-2 students to be formally identified for gifted services. Identified students, as well as students identified for nurturing, may receive one or more of the following services provided by AIG Specialists: Resource class "pull out" direct instruction, core classroom "push in" clustered instruction, and consultative independent study extension/enrichment assignments developed collaboratively by the AIG Specialist and regular education teachers.

Grades 3-5:

Resource Classroom: This accelerated service option is for identified students in grades 3-5. This model affords students opportunities to receive direct differentiated instruction that extends regular education core curriculum standards. This service option is provided by the AIG Specialist in a separate setting with like peers. This model is referred to as "pull out" services for students in grades 3-5.

In-Class Cluster Grouping with Identified Students: This accelerated service option affords identified students to be grouped for differentiated extension opportunities within the regular education classroom. The AIG Specialist serves identified students through small group instruction. This model is referred to as "push in" services for grades 3-5.

Grades 6-8:

Core Classroom Cluster Grouping: This accelerated service option groups identified students having similar academic needs and abilities to a regular education, mixed ability English Language Arts and/or Mathematics classroom. This model is the primary service model for identified students in grades 6-8.

Grades 9-12:

Core Classroom Cluster Grouping: Students in grades 9-12 identified as Academically and/or Intellectually Gifted are encouraged to enroll in rigorous, challenging courses. Identified students are encouraged to enroll in Honors/Advanced Placement (AP) or Career College Promise (CCP) courses when feasible. Identified students are also encouraged to explore Career Technical Education (CTE) courses, which currently include Advanced Placement courses.

Grades K-12:

Core Classroom Flexible Grouping: All teachers are encouraged to utilize this model for all students. This accelerated service option allows learners to be flexibly grouped on a regular basis. Teachers base groupings on data, readiness, multiple intelligences, learning styles and/or interests.

Randolph County Schools Appeal Process for Parents/Guardians: N.C.

General Statutes 115C-150.8. Review of Disagreements.

In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

If Parents/Guardians have a disagreement regarding screening, nomination, identification, or service options, they may appeal by following these procedures:

STEP I Appeal to the SBC-AIG.

- Parents/Guardians must send a written request for a conference to the SBC-AIG. The request must address the nature of the appeal. The SBC-AIG will schedule a conference with the parents within ten (10) days of the written request.
- Prior to the scheduled conference, the SBC-AIG will review all relevant information and determine if any additional information is needed.
- SBC-AIG will then discuss their decision concerning placement with the parents.

If parents/guardians wish to appeal the SBC-AIG decision, they may proceed to STEP II.

STEP II: Appeal to the AIG Program Director.

- Parents/Guardians have up to five (5) working days after the SBC-AIG conference to make a written appeal to the AIG Program Director.
- The AIG Program Director will review the grievance and respond to the parents/guardians and the SBC-AIG in writing within ten (10) working days.

If parents/guardians wish to appeal the AIG Program Director's decision, they may proceed to STEP III.

STEP III: Appeal to the Assistant Superintendent or Superintendent.

- Parents/Guardians may appeal the decision by the Director to the Assistant Superintendent or Superintendent within five (5) working days of receiving the response. Appeal should be in writing.
- The Assistant Superintendent or Superintendent will review the grievance and respond in writing to the parents/guardians and the Director within ten (10) working days.

If parents/guardians wish to appeal the decision by the Assistant Superintendent or the Superintendent, they may proceed to STEP IV.

STEP IV: Appeal to the Randolph County School System Board of Education.

The Randolph County School System Board of Education will review the grievance and respond in writing to the parents/guardians and the Assistant Superintendent or Superintendent and the Director of Instruction within ten (10) working days.

NCAGT/PAGE

North Carolina Association for the Gifted and Talented

Parents for the Advancement of Gifted Education PO Box 899
Swansboro, NC 28584-0899 www.ncagt.org

NAGC National Association for Gifted Children

1331 H Street, Suite 1001
Washington, DC 20005
www.nagc.org

TAG The Association for the Gifted

c/o Council for Exceptional Children
1100 North Glebe Road
Suite 300
Arlington, VA 22201-5704 www.cectag.org

NCDPI Sneha Shah-Coltrane

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919-807-3849

<http://www.ncpublicschools.org/aig/>

Duke TIP <https://tip.duke.edu/>

Created by the Randolph County School System AIG Department