



AIG: ALL DAY, EVERY DAY

Equity & Excellence

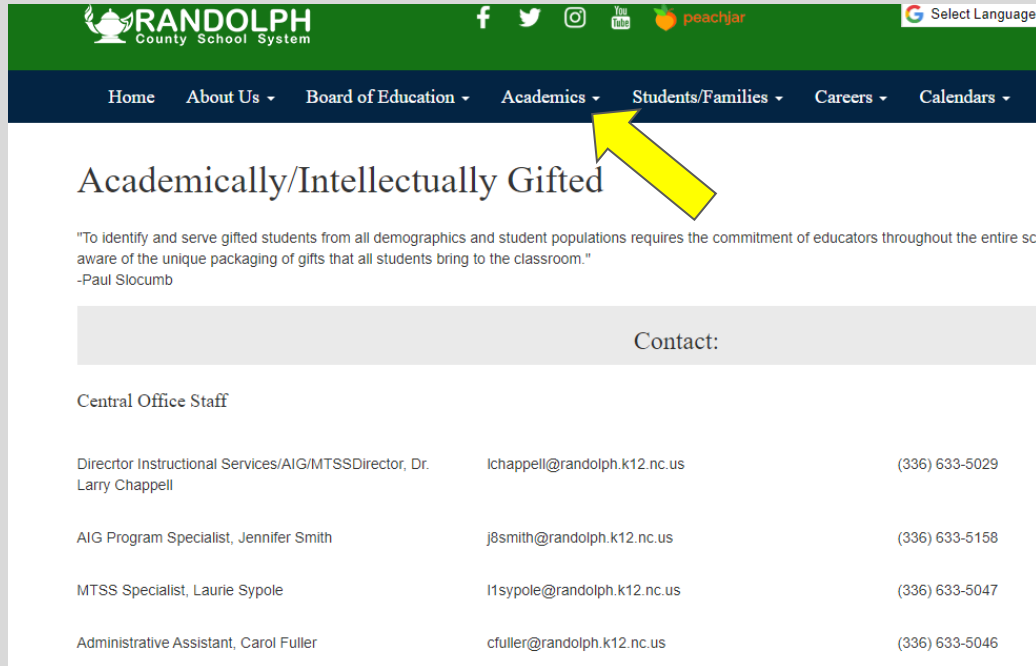


bit.ly/RCSSAIG



RCSS AIG Overview/Resources

[Link to RCSS AIG Program](#)



The screenshot shows the Randolph County School System website. The header is green with the school system logo and social media icons. The navigation bar is dark blue with links to Home, About Us, Board of Education, Academics, Students/Families, Careers, and Calendars. A yellow arrow points to the 'Academics' link. Below the navigation bar, the page title is 'Academically/Intellectually Gifted'. A quote by Paul Sloumb is displayed. A 'Contact:' section follows, listing staff members and their contact information.

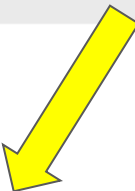
Contact:		
Central Office Staff		
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Goals for RCSS AIG Program

Goals for RCSS AIG Program

Goals of the RCSS Academically and Intellectually Gifted Program

RCSS Program Goals include:


- 
- *Implement a consistent screening, referral, and identification process to ensure equity and access across all grade levels.
 - *Utilize multiple sources of data for students, particularly under-represented populations of students, to demonstrate potential giftedness.
 - *Provide a variety of program services that meet the unique, individual academic and social-emotional learning needs of gifted learners.
 - *Utilize multiple sources of both summative and formative assessment data to cluster and flexibly group students for instruction.
 - *Implement evidence-based curriculum strategies, resources, and practices that are rigorous and challenging in order to increase student achievement and growth of gifted learners.
 - *Build the capacity of all teachers of gifted learners to differentiate instruction in order to accelerate and extend their learning beyond mastery of grade level standards.
 - *Build the capacity of all personnel working with gifted learners to meet the social-emotional needs of identified students.
 - *Promote enrichment and extra-curricular opportunities that align with the needs of gifted learners.
 - *Develop a K-12 Talent Development Continuum for all students.
 - *Increase opportunities for AIG Specialists to collaborate with regular education teachers.
 - *Increase the number of certified staff who earn an add-on AIG license.
 - *Provide intensive professional development through the RCSS AIG Academy for regular education teachers, as well as support teachers, to build their capacity to meet the unique academic and social-emotional learning needs of gifted learners.
 - *Continue to grow partnerships with institutes of higher education and other community businesses and organizations.
 - *Implement the RCSS AIG Plan to fidelity, through data-driven decisions and specific strategies to monitor and evaluate the AIG plan.


AIG: All Day, Every Day

Documents and Links

Documents and Links

AIG Parent Handbook

 [AIG Parent Handbook.pdf](#)

 [AIG Curriculum Links.pdf](#)


2019-2022 RCSS AIG Plan

 [2019-2022 RCSS AIG Plan.pdf](#)

 [2019-2022 RCSS AIG Plan Focal Points.pdf](#)

NC DPI Web page

 [NC DPI Web page](#)

 [Guidance on Adapting AIG Programming to Remote Learning](#)

 [2020 Remote Learning](#)

Links

[Gifted Development Center](#)

[National Association for Gifted Children](#)

[Neag Center for Gifted Education and Talent Development](#)

[North Carolina Association for the Gifted/Talented](#)

[Supporting the Emotional Needs of the Gifted](#)

[The Association for the Gifted](#)

State Definition of Giftedness (North Carolina . General Statute 115C-150.5) (1996)

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



NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5).



Article 9B.

Academically or Intellectually Gifted Students.

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

The General Assembly believes the public schools should challenge all students to aim for academic excellence and that academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

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

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

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

North Carolina Academically or Intellectually Gifted Program Standards

State Board of Education Policy ACIG-000 – June 2018

Historical Overview of Academically or Intellectually Gifted (AIG) in NC

North Carolina has had legislation governing gifted education since 1961, exemplifying the state's strong commitment to gifted education for over fifty years. In 1974, legislation identified gifted and handicapped children as children with special needs. In 1977, Chapter 927 in the NC Session Laws brought into compliance a system of educational opportunities for all children requiring special education. In 1983, Chapter 247 in the NC Session Laws revised the program title to "Academically Gifted" to emphasize North Carolina's commitment to academic programs and legislated that a student's gifted education program may be described with an Individual Education Plan (IEP) or a Group Education Plan (GEP). In 1993, Chapter 321, Section 134(c) in NC Session Laws, required that the State

State Definition of AIG Students, Article 9B (N.C.G.S. § 115C-150.5)

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

Rationale for the AIG Program Standards

"The General Assembly believes that public schools should challenge all students to aim for academic excellence" (Article 9B). The State Board of Education's (SBE) vision is that "Every public school student, through access to needed resources and rigor, will graduate ready for post-secondary education and work, prepared to be a globally engaged and productive citizen." Therefore, quality and comprehensive AIG programs are essential in supporting these goals and the needs of gifted learners across North Carolina.



RCSS AIG Identification Process

Grades 3-12

Aptitude
(CogAT)
97%-99%



Achievement
(IOWA)
97%-99%



Gifted Identification
AI:
Academically/Intellectually
Gifted
In
Math and/or Reading

Aptitude
(CogAT)
85%-99%



Achievement
(IOWA)
90%-99%



Gifted Identification
AG:
Academically Gifted
In
Math and/or Reading

Aptitude
(CogAT)
97%-99%



Achievement
(IOWA)
Below 90%



Gifted Identification
IG:
Intellectually Gifted
In
Math and/or Reading

Alternative Assessments/Pathways for Identification:

Aptitude: Otis Lennon School Ability Test (OLSAT); Naglieri Nonverbal Test (NNAT); Reynolds Intellectual Abilities Scale (RIAS); Weschler Intelligence Scale for Children (WISC); Intelligence Quotient (IQ)

Achievement: District-developed Performance Tasks Minimum Score: 3.0 (Reading and/or Mathematics);
90% or above End-of-Grade (Reading and/or Mathematics)/ End-of-Course
(English/Mathematics)

Other: Slocumb-Payne Teacher Perception Inventory; William & Mary Classroom Observation Scale, Gifted Rating Scale(GRS); RCSS Alternative Placement form; subgroup data (NC EOG/EOC; WIDA ACCESS

Grades K-2 Criteria for Identification:

RCSS offers students in grades K-2 access to screening for potential identification of giftedness on a referral basis. To ensure equity and consistency, the district establishes two screening windows, one in the fall, and one in the spring, to conduct K-2 screening.]

NOTE: Students in grades K-2 recommended for screening must meet the following criteria in order to be formally tested for potential identification:

- 1.Recommendation from parent/guardian/teacher/administrator
- 2.Score 85% or higher on the RCSS AIG K-2 Checklist (minimum of 36 points)
- 3.Must meet the following mCLASS designations:
 - *K-2 reading levels at the time of screening (beginning, middle, end of year) should be at least one grade level above the expected proficient level at the time of screening.
 - *K-2 Text Reading Comprehension (TRC) /Dynamic Indicators of Basic Early Literacy Skills (DIBELS): students should score in the above proficient "blue" range.

AI:

97%-99% standardized aptitude test (CogAT)
97%-99% standardized achievement test (IOWA)

AG:

85%-99% standardized aptitude test (CogAT)
97%-99% standardized achievement test (IOWA)

IG:

97%-99% standardized aptitude test (CogAT)
Below 97% standardized achievement test (IOWA)

Grades 3-5 Criteria for Identification:**AI:**

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

AG:

85%-99% standardized aptitude test (CogAT): Verbal, Quantitative, or Nonverbal
90%-99% standardized achievement test (IOWA): Reading and /or Mathematics

IG:

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

NOTE: Once the initial screening/identification process for grades 3-5 is complete, students who do not meet RCSS criteria for identification may be recommended for nurturing services provided by the AIG specialist at the school.

Grades 6-8 for Identification Criteria:**AI:**

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

AG:

85-99% standardized aptitude test (CogAT): Verbal, Quantitative, or Nonverbal
90-99% standardized achievement test (IOWA): Reading and /or Mathematics

IG:

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:**

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

AG:

85%-99% standardized aptitude test (CogAT): Verbal, Quantitative, or Nonverbal
90%-99% standardized achievement test (IOWA): Reading and/or Mathematics

NOTE: 90%-99% End of Course achievement test performance in English and/or Mathematics may be used as achievement criteria for Academically Gifted identification.

IG:

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

NOTE: The AIG Program Specialist works collaboratively with the Director of Secondary Education, middle and high school counselors, career development coordinators, and other staff involved in the high school registration process. Students identified as gifted in grades 9-12 are strongly encouraged to enroll in rigorous courses of study that may include Honors/Advanced Placement courses across all subject areas including Career and Technical Education.

Identification/Placement:

Once the screening process is complete, the next step in the identification process involves the AIG Specialists (K-8) or the AIG Program Specialist (9-12) convening a School-Based AIG (SBC-AIG) Committee meeting. The purposes of the committee are to review initial screening data to determine potential gifted identification, complete required AIG identification paperwork, and initiate the development of the Differentiated Education Plan (DEP). The DEP is a required document outlining gifted services, content modifications, and instructional programs or strategies to be implemented at the school level based on a student's area(s) of identification. Parents/guardians of any student not meeting RCSS criteria for identification receive a letter of notification.

Differentiated Education Plan (DEP)



Student _____

Grade _____

School _____

Date _____

Identification(s): (Select all that apply)

- ☐ AI ☐ Reading ☐ Math ☐ AG ☐ Reading (AR) ☐ Math (AM)
☐ IG ☐ Reading ☐ Math ☐ Nonverbal

School-Based Committee AIG Differentiated Education Plan Recommendations:

(Select all that apply)

Service Model	Content Modification	Programs/Instructional Strategies
<input type="checkbox"/> Resource Classroom	<input type="checkbox"/> Differentiated Instruction (Conceptual Units, Tiered Lessons)	<input type="checkbox"/> Junior Great Books
<input type="checkbox"/> In-Class Cluster Grouping	<input type="checkbox"/> Advanced Mathematics	<input type="checkbox"/> Jacob's Ladder
<input type="checkbox"/> Core Classroom Flexible Grouping	<input type="checkbox"/> Curriculum Compacting	<input type="checkbox"/> Habits of Mind/Growth Mindset
<input type="checkbox"/> Cross- Grade Subject Acceleration	<input type="checkbox"/> Contracts/Learning Centers	<input type="checkbox"/> Literature Circles
<input type="checkbox"/> Resource Class (Pull – Out Model)	<input type="checkbox"/> Independent Study	<input type="checkbox"/> Project/Problem-Based Learning (STEM)
<input type="checkbox"/> Whole Grade Acceleration/Grade Skipping	Other:	<input type="checkbox"/> AIG- IRP Lessons
<input type="checkbox"/> School-wide Extension/Enrichment		<input type="checkbox"/> Shared Inquiry (Socratic Seminars)

Standard 2: Comprehensive Programming within a Total School Community

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. Flexible grouping is a fluid process allowing both identified and non-identified students opportunities to interact academically, as well as socially and emotionally.

Cross Grade Subject Acceleration: This accelerated service option provides students who need accelerated instruction in one more content areas to be placed in classes with older peers for part of the school day. Students remain with grade level peers for the majority of the school day.

Whole Grade Acceleration/Grade Skipping (K-8): Whole skipping is appropriate for a small percentage of gifted students whose academic and social-emotional needs are substantially more advanced than their age/grade peers. The Randolph County School System recognizes and utilizes the IOWA Acceleration Scale as a primary tool to guide educators in making important decisions regarding whether a particular student is a candidate for whole grade acceleration. The IOWA Acceleration Scale is administered to students by the school's AIG Specialist or other authorized staff. The principal convenes a committee of school and district staff, including the AIG Specialist, and may include 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.

School-wide Extension/Enrichment: This accelerated service option provides opportunities for all students, particularly identified students, to participate in small group settings offered during the school day based on the school's master schedule.

Extra-Curricular Opportunities: This service option varies at schools across the district. These services are not exclusive to identified students. Extra-curricular opportunities may be aligned with academics, visual and performing arts, and/or various areas based on student expertise/passion.

Independent Study: This service option is available for identified students who demonstrate exceptional need for accelerated enrichment or extension on a case-by-case basis based on the unique, individual needs of academically and/or intellectually gifted students. Independent study opportunities are developed collaboratively by the AIG Specialist and regular education teachers.

Standard 3: Differentiated Curriculum & Instruction



The North Carolina Standard Course of Study (NCSCOS) defines the appropriate content standards for each grade or proficiency level and each high school course to provide a uniform set of learning standards for every public school in North Carolina. These standards define what students should know and be able to do. These standards provide the foundation for curriculum, instruction, and assessment. The NCSCOS is used as the entry point for differentiation. Teachers of gifted learners are expected to demonstrate the ability to differentiate standards in order to meet the academic and social-emotional learning (SEL) needs, and to extend and/or enrich learning experiences for advanced learners.

According to Tomlinson & Moon (2013), teachers of advanced learners should demonstrate skills to differentiate instruction in the follow areas:

*CONTENT - what a student needs to learn

*PROCESS - how a student will come to master and "own" knowledge, ideas, and skills

*PRODUCT - how a student will demonstrate what he/she learns

*AFFECTIVE/LEARNING Environment - the climate that encompasses the learning and interactions among students teachers: the personal, social, and physical arrangements in the classroom

In order to challenge advanced learners, teachers demonstrate an in-depth knowledge of content standards, and they assess learners to determine student mastery of grade level standards in order to plan and implement differentiated lessons to extend/enrich learning experiences. Teachers understand and respond to the academic, as well as SEL needs of their learners. Differentiation instruction is multi-faceted process. Daily differentiation is philosophy embraced by teachers who believe that students have potential and can be successful if instruction includes research-based best practices and strategies based on students' identified abilities and social-emotional learning needs. Effective differentiation results in lessons that are rigorous and challenging, and lessons that afford students opportunities to extend their learning beyond grade level standards.

*Revised Bloom's
Taxonomy*

Depth of Knowledge

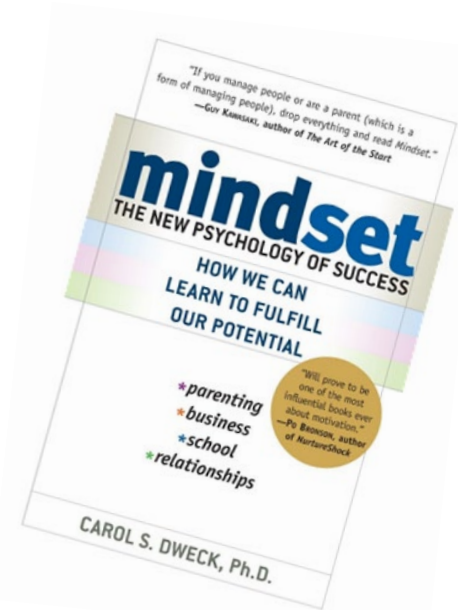
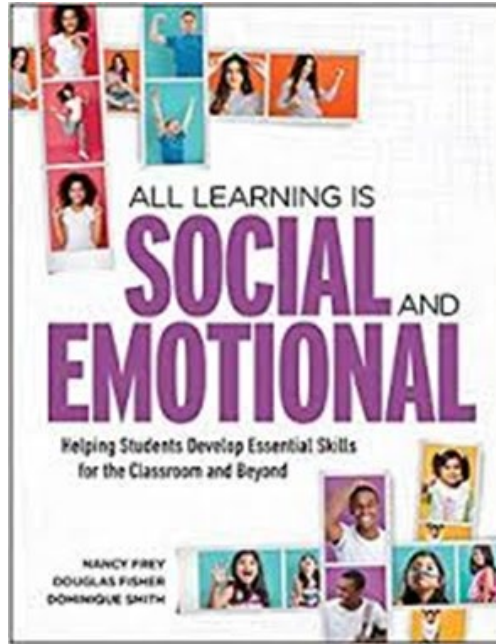
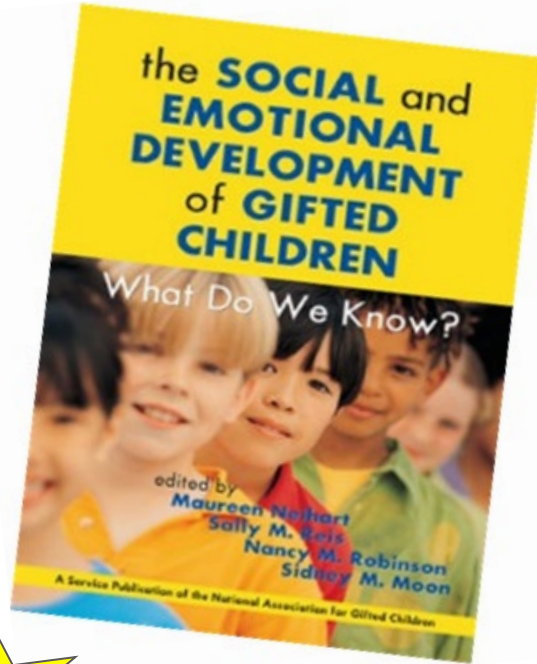
*Depth and
Complexity*

Socratic Seminars

*Problem-Based
Learning*

*The 4 Cs: Critical
Thinking, Creativity,
Collaboration,
Communication*

Social-Emotional Learning (SEL), Growth Mindset & Talent Development



Practice H

Implements intentional strategies to broaden access to advanced learning opportunities for under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. These strategies may include talent development efforts.

MTSS & AIG

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY



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Standard 4: Personnel & Professional Development

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.

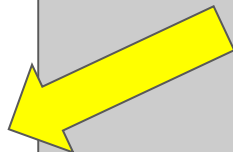
District Response:

RCSS requires teachers of gifted learners (both AIG Specialists and regular education teachers, particularly Mathematics and English/Language Arts teachers, to successfully complete one or more of the following preparation paths:

- 1) AIG add-on license through an institute of higher education
- 2) AIG add-on license by earning required score on PRAXIS test
- 3) Successful completion of the RCSS AIG Academy (which does not result in an add-on AIG license)

NOTE: Teachers participating in the RCSS AIG Academy receive information for how to pursue add-on AIG licenses through institutes of higher education and/or by taking the required PRAXIS.

Students identified as academically and/or intellectually gifted are clustered in core classrooms at grades 3-5, grades 6-8, and grades 9-12. Identified students are served by teachers who have successfully completed at least one of the three preparation paths for teaching AIG students. Services vary based on grade spans. For example, clusters of gifted students in grades 3-5 receive direct services from a district-funded AIG Specialist assigned to the school. Middle grades students identified in the areas of Mathematics and/or Reading are strategically clustered for Math and English/Language Arts courses. Identified students in grades 9-12 are encouraged and counseled during the annual registration process to enroll in challenging, rigorous high school courses. Identified students are clustered in high school courses based on enrollment.



NC's Guidance on Adapting AIG Programming to Remote Learning

The North Carolina Department of Public Instruction (NCDPI) and the Division of Advanced Learning and Gifted Education (DALGE) are committed to supporting NC's public schools and educators in their efforts to create and deliver successful outcomes in a remote learning environment. Whether instruction happens in schools or via remote learning, meeting the needs of Academically or Intellectually Gifted (AIG) learners needs to happen all day, every day. To do so, many policies and practices must be kept in mind when adapting AIG programming to remote learning. The State Board of Education and NCDPI, in consultation with the North Carolina Department of Health and Human Services, have developed [*Lighting Our Way Forward: North Carolina's Guidebook for Reopening Public Schools*](#) in response to the COVID-19 public health crisis. *Lighting Our Way Forward* provides a detailed framework for things to consider when reopening schools.

Considerations for AIG learners While Reopening Public Schools

1. How can the guiding principles for reopening schools be applied specifically for AIG learners?
2. How will being in Plan A, Plan B, or Plan C affect the instruction and programming for AIG learners across the grade levels? How will your district respond to the students' academic and
3. Which of the critical factors for reopening plans may have unique application or relevance for

AIG programs. Given NC's strong foundation, it is important to consider the following guiding principles when adapting AIG programming to meet the needs of AIG learners all day, every day, even in a remote learning environment.

Guiding Principles for Adapting AIG Programming to Remote Learning

1. Different contexts, same expectations.

The end goal and expectations for delivery of appropriate services for AIG learners remains the same whether students are served in school buildings or via remote learning. How will you keep this in mind when developing your plans, actions, and assessments for success in a remote learning environment? How will you work within each school and across the district to continue services and meet the needs of AIG learners?

2. Different paths, same destination.

Given that remote learning will likely be associated with different actions to accomplish AIG goals, the time and responsibility for making these goals succeed may shift. Who may need to spend more time or get involved with the AIG program who may not have been previously, within the school? What different resources will you need to ensure AIG learners' needs can best be met?

3. Preparation for success.

Given that remote learning will likely require staff

AIG Remote Learning: Guidance/Resources

Documents and Links

AIG Parent Handbook

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Links

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2020 AIG Remote Learning Resources

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2020 AIG Remote Learning Resources

NEW RESOURCE: Guidance on Adapting AIG Programming for Remote Learning

The North Carolina Department of Public Instruction (NCDPI) and the Division of Advanced Learning and Gifted Education (DALGE) are committed to supporting NC's public schools and educators in their efforts to create and deliver successful outcomes in a remote learning environment. To that end, our team is continuing to develop resources to support your planning for remote learning. Below you will find the new NC's Guidance on Adapting AIG Programming to Remote Learning document. This document provides strategies and considerations to guide district efforts to ensure the needs of AIG learners are met, whether instruction happens in schools or via remote learning.

[NC's Guidance on Adapting AIG Programming for Remote Learning](#) 

REMOTE LEARNING RESOURCES FOR AIG LEARNERS

Advanced Learning and Gifted Education

2020 AIG Remote Learning Resources

[Academically or Intellectually Gifted](#)[Advanced Coursework](#)[Career and College Promise](#)[Cooperative Innovative High Schools](#)[Credit by Demonstrated Mastery](#)[DALGE COVID-19 Program Updates](#)

Thank You!



<https://bit.ly/RCSSAIG>



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Equity & Excellence



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