



**Parent Handbook
For
Academically/Intellectually
Gifted Education**

2022-2025

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 (Communication, Collaboration, Critical Thinking, Creativity, Curiosity, Leadership) 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.

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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): Verbal, Quantitative, or Nonverbal
Below 90% standardized achievement test (IOWA): 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.

The following program service options are available:

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. Based upon a referral process, K-2 students may 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 AIG Specialists and regular education teachers.

Early Admission to Kindergarten:

RCSS complies with 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 AIG Specialist at the school level, 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 principal. Early admission to kindergarten does not automatically result in gifted identification.

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: This accelerated service option allows learners to be flexibly grouped on a regular basis. Teachers assign groups based on formative and summative data including diagnostic reading/mathematics data, Multi-Tiered Systems of Support (MTSS) data, and other data relevant to specific subgroups of students, student 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 (IAS) 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 and other district staff, 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 academic strengths and potential adult careers.

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.

**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 AIG Program 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 AIG Program Director within ten (10) working days.

Gifted Resources:

[Randolph County School System AIG Program](#)

[NC Department of Public Instruction Division of Advanced Learning and Gifted Education:](#)

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

[National Association for Gifted Children](#)