

Rowan-Salisbury School System  
AIG Parent/Guardian Handbook  
2022 - 2025



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## **Contact Information**

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## **National Association of Gifted Children's (NAGC) Definition of Giftedness**

“Gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains. Domains include any structured area of activity within its own symbol (e.g. mathematics, music, language) and/or set of sensorimotor skills (e.g. painting, dance, sports).” - See more at: <http://www.nagc.org>

## **North Carolina 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).

## **Bright Child vs. Gifted Learner**

Bright Child....	Gifted Learner....
<input type="checkbox"/> Knows the answers	<input type="checkbox"/> Asks questions
<input type="checkbox"/> Is interested	<input type="checkbox"/> Is highly curious
<input type="checkbox"/> Is attentive	<input type="checkbox"/> Is mentally and physically involved
<input type="checkbox"/> Had good ideas	<input type="checkbox"/> Has wild, silly ideas
<input type="checkbox"/> Works hard	<input type="checkbox"/> Plays around, yet test well
<input type="checkbox"/> Answers the questions	<input type="checkbox"/> Discusses in detail: elaborates
<input type="checkbox"/> Top group	<input type="checkbox"/> Beyond the group
<input type="checkbox"/> Listens with interest	<input type="checkbox"/> Shows strong feelings and opinions
<input type="checkbox"/> Learns with ease	<input type="checkbox"/> Already knows
<input type="checkbox"/> 6-8 repetitions for mastery	<input type="checkbox"/> 1-2 repetitions for mastery
<input type="checkbox"/> Understands ideas	<input type="checkbox"/> Constructs abstractions
<input type="checkbox"/> Enjoys peers	<input type="checkbox"/> Prefers adults and/or intellectual peers
<input type="checkbox"/> Grasps the meaning	<input type="checkbox"/> Draws inferences
<input type="checkbox"/> Completes assignments	<input type="checkbox"/> Initiates projects
<input type="checkbox"/> Is receptive	<input type="checkbox"/> Is intense
<input type="checkbox"/> Copies accurately	<input type="checkbox"/> Creates new designs
<input type="checkbox"/> Enjoys school	<input type="checkbox"/> Enjoys learning
<input type="checkbox"/> Absorbs information	<input type="checkbox"/> Manipulates information
<input type="checkbox"/> Technicians	<input type="checkbox"/> Inventors
<input type="checkbox"/> Good memorizers	<input type="checkbox"/> Good guessers
<input type="checkbox"/> Prefers straightforward tasks	<input type="checkbox"/> Thrives on complexity
<input type="checkbox"/> Is alert	<input type="checkbox"/> Is keenly observant
<input type="checkbox"/> Is pleased with own learning	<input type="checkbox"/> Is highly self-critical
<input type="checkbox"/> Gets A's	<input type="checkbox"/> May not be motivated by grades
<input type="checkbox"/> Understands complex, abstract humor	<input type="checkbox"/> Creates complex, abstract humor

## **Vision**

Where every day, everyone discovers and achieves the extraordinary.

## **Mission**

To inspire and provide opportunities for innovative and engaging learning.

We fully support the state definition of giftedness: "Academically or intellectually gifted (AIG) students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experiences 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." As a result, we have designed a comprehensive AIG plan to implement best practices to meet the needs of our students.

## **AIG Identification Process**

Formal Written Referrals	Can be submitted year-round
Fall Screening/Identification	August - October
Spring Screening/Identification	March - May

## **Referral**

Any student (K-12) in RSSS may be referred for AIG screening. Our goal is to be sure every student has an equal opportunity to be referred and screened for AIG identification. A formal written referral may come from a student, parent, teacher, or administrator. Additionally, we recognize and accept all students AIG identified in PowerSchool transferring into RSSS from another district within North Carolina. For students transferring into RSSS from out of state, we will accept the out of state gifted identification as a referral for testing in RSSS. An Individual Student Referral must be completed for all referred and transfer students prior to beginning the screening process. The Individual Student Referral includes the following information:

- Demographic information
- Nomination information supporting referral
- AIG Referral Team's outcome of referral and signatures

### **Grades K-2**

AIG Referral Team, consisting of area and district lead teacher and AIG classroom teacher, will review data (iStation, report cards, benchmarks) and work samples (writing, reading, math). Outcome of referral will be no screening needed or pursue aptitude screening for possible identification.

Outcome 1: No screening needed at this time

Outcome 2: Pursue AIG screening. Obtain permission to test and administer NNAT.

99% = IG identification

**Grades 3-5**

AIG Referral Team will review data (aptitude, achievement, grades, teacher inventory). The AIG Referral Matrix Indicators will be used to determine outcome of referral (screening or no screening needed).

<b>AIG Referral Matrix Indicators</b>			
<b>AIG Department Referral</b>	<b>Teacher Referral</b>	<b>Parent Referral</b>	<b>Other Referral</b>
<p><b>Aptitude:</b></p> <ul style="list-style-type: none"> <li>• CogAT: 80% or higher V, QN, VQN (% may be lower based on school norms)</li> <li>• Nurturing Data: &gt;4 observational notes recorded on average per calendar year</li> <li>• Transfer student</li> <li>• Other: _____</li> </ul>	<p><b>Achievement:</b> 2 pieces of supporting data such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• BOG/EOG Level 5</li> <li>• i-Ready Benchmark Data</li> <li>• Lexile</li> <li>• Grades</li> <li>• Letter of recommendation</li> <li>• Other: _____</li> </ul>	<p><b>Achievement:</b> 2 pieces of supporting data such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• BOG/EOG Level 5</li> <li>• i-Ready Benchmark Data</li> <li>• Lexile</li> <li>• Grades</li> <li>• Other: _____</li> </ul>	<p><b>Achievement:</b> 2 pieces of supporting data such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• BOG/EOG Level 5</li> <li>• i-Ready Benchmark Data</li> <li>• Lexile</li> <li>• Grades</li> <li>• Letter of recommendation</li> <li>• Other: _____</li> </ul>

Outcome 1: No further screening at this time

Outcome 2: Pursue AIG screening

**Grades 6-12**

Individual referrals will be accepted based on a formal written request.

**Screening/Identification**

The RSSS currently uses multiple aptitude and achievement assessments to collect data for a comprehensive student profile. The CogAT aptitude assessment is given to all third-grade students: CogAT composite percentile may be used for Math and/or Reading identification. CogAT verbal subtest percentile may be used for a Reading identification. The quantitative and non-verbal CogAT composite percentiles may be used for a Math identification. Other aptitude assessments available for use are OLSAT and NNAT. Achievement assessments used for AIG identification include the ITBS and NC EOGs. RSSS identifies students for AIG using one of the three pathways in grades K-12:

**Pathway 1: Intellectually Gifted (Reading and Math)**

**Grades K-2**

- 99% Naglieri

**Grades 3-12**

Must meet one of the following criteria:

- 96% or higher aptitude Composite score CogAT, Naglieri, or OLSAT
- 96% or higher Verbal subtest on CogAT for Reading identification
- 96% or higher on Quantitative and Nonverbal composite for Math identification

**Pathway 2: Academically and Intellectually Gifted**

**K-2**

96% Naglieri and 98% on a national normed achievement test (Reading and/or Math)

**Grades 3-12**

Must meet criteria for Math and/or Reading

- Sum of aptitude (CogAT, OLSAT, Naglieri) and achievement (EOG, ITBS) percentile ranks of 180 or higher in Reading, Math, or both.

**Pathway 3: Academically Gifted**

**Grades 3-12**

Must have 80% on aptitude to use Pathway 3

Must meet 3 out of 5 criteria for Math and/or Reading identification:

- 90% or higher aptitude percentile rank (CogAT, OLSAT, Naglieri)
- 90% or higher achievement percentile rank (EOG, ITBS)
- Grade A in subject area (Reading or Math) for most recent four quarters
- 90% or higher Creativity Index on Figural Torrance Tests of Creative Thinking (Figural TTCT)
- 84% Gifted Rating Scale

**Pathway 4: Low Incidence**

For schools identifying less than five students during the end-of-year, third grade screening process. Must have one indicator from each of the following:

- Aptitude 90% or higher
- Student Interview Rubric Score of 19 or higher
- Achievement 90% or higher
- Grades-A average
- WIDA Writing Sample Tier C, Level 3
- Student Interview Rubric Score of 19 or higher
- Teacher Endorsement
  - 84% or greater Gifted Rating Scale
  - 90% or greater Scales for Identifying Gifted
  - 91% or greater Universal Talented and Gifted Screener
  - 57 points or greater Slocumb Payne Teacher Perception Inventory
- Other
  - Top 10% CogAt for grade level
  - Top 10% Achievement for grade level

## Additional Screening

- ❑ As new achievement data (EOG's) is released, additional screening will be provided as needed

**Pathway 1**

- 96% or higher aptitude Composite
- 96% or higher Verbal subtest on CogAT for reading identification
- 96% or higher on Quantitative and Nonverbal composite for math identification

**Pathway 2**

- Sum of aptitude and achievement percentiles of 180 or higher in reading (AR), math (AM) or both (AI)

**Pathway 3**

- **Must have 80% on aptitude to use Pathway 3**
- **Must meet 3 out of 5 criteria for math and/or reading identification:**
  - 90% or higher aptitude
  - 90% or higher achievement
  - Grade A in subject area (reading or math) for year/semester
  - 90% or higher Creativity Index on Figural Torrance Tests of Creative Thinking (Figural TTCT)
  - 84% or higher on the Gifted Rating Scale

**Low-Incidence Pathway**

To be used for third grade screening in schools with a low-incidence of AIG identification

- Must have one indicator from each of the following:
  - **Aptitude**
    - 90% or higher (CogAT, NNAT, OLSAT, TerraNova)
    - Student Interview Rubric Score of 19 or higher
  - **Achievement**
    - 90% or higher (EOG, BOG, ITBS, TerraNova3, NC Check-Ins average)
    - Grades-A average
    - WIDA Writing Sample Tier C, Level 3
    - Student Interview Rubric Score of 19 or higher
  - **Teacher Endorsement**
    - 84% or greater Gifted Rating Scale
    - 90% or greater Scales for Identifying Gifted
    - 91% or greater Universal Talented and Gifted Screener
    - 57 points or greater Slocumb Payne Teacher Perception Inventory
  - **Other**
    - Top 10% CogAT for grade level
    - Top 10% Achievement for grade level

There are four pathways that are used to qualify students for the AIG program.

**#RSSExtordinary**

## Notification

- ❑ Fall screening notification will be sent as soon as they are available.
- ❑ Spring screening notification will be sent home with the 4<sup>th</sup> quarter report card



## **Programming**

### Continuum of Services

Grade Span	Service Delivery	Content Modification May include but not limited to	Enrichment
K-3	Whole group nurturing		Fostering the development of critical thinking skills
4-5	Cluster grouping for Reading and/or Math instruction taught by AIG licensed (NC) or locally endorsed teachers (LEEP), 4 <sup>th</sup> and 5 <sup>th</sup> grade modified pull out	Problem Based Learning (PBL), Blended Learning, Tiered Assignments, Compacting, Best Practices, Acceleration	<ul style="list-style-type: none"> <li>● Saturday Enrichment</li> <li>● Summer Camps</li> <li>● Asynchronous Enrichment Courses</li> </ul>
6-8			
9-12	Cluster grouping based on student choice in alignment with *AIG academic blueprint	Honors, Advanced Placement (AP), Dual Enrollment, Early College, North Carolina Virtual Public Schools (NCVPS)	

\*Implementation of AIG academic blueprint will begin in 2022/2023 school year.

### **Elementary and Middle School**

Once placement in AIG is determined, a Differentiated Education Plan (DEP) will be created for the student. The DEP will remain in place for the current academic year. It will be created in collaboration with the AIG Area Lead, classroom teacher (when applicable), parent and student. A conference will be held at the beginning of the year via face to face meeting, video conference, or telephone to outline, create and obtain parental consent on the DEP for the current school year. Another conference will be held at the end of the school year to conduct a DEP Annual Performance Review to document annual progress and make a recommendation for service delivery for the following year.





**Mid-Year AIG Progress Report**

<b><u>Reading</u></b>	<b><u>Math</u></b>
Topics covered:	Topics covered:
Differentiation strategies being used:	Differentiation strategies being used:
Student areas of strength/areas of growth:	Student areas of strength/areas of growth:

This information was shared with parent/guardian and student via:

- Face to Face Meeting  
  Video Conference  
  Telephone Conference  
  Mail Correspondence  
  Class Dojo  
  Remind

**Annual Performance Review—End of Year**

Reflection of annual goal for student growth:

- Maintain AIG Service Reading  
  Add AIG Service Reading  
  Withdraw AIG Service Reading  
 Maintain AIG Service Math  
  Add AIG Service Math  
  Withdraw AIG Service Math

This information was shared with parent/guardian and student via:

- Face to Face Meeting  
  Video Conference  
  Telephone Conference  
  Mail Correspondence  
  Class Dojo  
 Remind

Parent/Legal Guardian Signature:	Date:
AIG Teacher Signature:	Date:
Administrator/Designee Signature:	Date:

## **High School**

AIG students transitioning to high school will create a four-year high school academic blueprint collaboratively with AIG Area lead teachers, guidance counselors and parents. This plan will incorporate courses aligned with college and career readiness. This plan will be reviewed each year by either an AIG area lead or certified high school guidance counselor.

## **Enrichment**

### **K-3 Nurturing**

Rowan-Salisbury School System's (RSSS) AIG nurturing program was designed to foster the development of critical thinking skills among all students. The program is taught in a whole group format to ensure equal access and provide exposure to unlock potential in all students. AIG Area Lead Teachers will be providing whole group instruction to target the following thinking skills:

- Convergent
- Divergent
- Inventive
- Analytical
- Creative
- Visual
- Spatial
- Evaluative

Professional development and resources will be provided to classroom teachers to continue in the development of these gifts and talents. Programs may include but are not limited to: Tin Man Press materials, Primary Education Thinking Skills (PETS), critical thinking tasks, programming and robotics, and logic puzzles. Area lead teachers will teach lessons to all K-3 students. Additional opportunities for support will be provided for high performing K-3 students in a small group setting to enhance further development of critical thinking skills, as well as targeting the social and emotional needs students may have.

### **Grades 4 - 8 Enrichment Opportunities**

The AIG department offers enrichment opportunities to AIG students in grades 4-8 through many formats including but not limited to:

- Grades 4-5 modified pull-out enrichment time led by the AIG lead teacher based on identification area(s).
- Summer Camps
- Saturday Enrichment Offerings
- Asynchronous Enrichment Courses offered in fall and spring through the Canvas

## **Grievances**

### **Procedure for Resolving Disagreements:**

#### **Step 1: AIG Needs Determination Team Conference**

- ❑ The parent/guardian may make a request in writing to the school principal for a conference with the AIG Needs Determination Team to discuss concerns about identification and/or implementation of the child's Differentiated Education Plan (DEP). The team, including the school principal, reviews the student's record and nomination, identification and service options decision. The team may gather additional information about the student from teacher(s) and/or parents/guardians as needed. The AIG Needs Determination Team grants the conference within 10 school days of receipt of the request and responds to the parent/guardian in writing within 5 school days after the conference.

#### **Step 2: Appeal to the AIG Coordinator**

- ❑ If the disagreement is not resolved with the AIG Needs Determination Team, the parent/guardian may request an administrative review at the district level. The parent/guardian may appeal the decision of the AIG Needs Determination Team in writing to the AIG Coordinator within 15 days of receiving the written response from the AIG Needs Determination Team at the school. The parent/guardian must explain in writing the concerns and specific points of disagreement with the team. The AIG Coordinator will convene a panel to review the disagreement within 5 school days of receipt of the appeal. The panel will include the Chief Academic Officer (or designee) and other members at the discretion of the AIG Coordinator. The AIG Coordinator will respond in writing within 10 school days to the parent/guardian and principal concerning the outcome of the review.

#### **Step 3: Appeal to the Superintendent**

- ❑ If agreement cannot be reached by the AIG Coordinator, the parent/guardian may appeal the decision to the Superintendent

#### **Step 4: Appeal to the School Board**

- ❑ If agreement cannot be reached administratively, the parents/guardians may appeal to the Rowan Salisbury Schools Board of Education. The Board will offer a written decision to the parents within 30 school days.

#### **Step 5: Administrative Law Hearing**

- ❑ If above steps fail to resolve the disagreement satisfactorily, the parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the North Carolina General Statutes. This must be done within 20 calendar days after receipt of the written decision of the Board of Education. According to the law, "The scope of the hearing shall be limited to: Whether the local school administrative unit improperly failed to identify the child as an AIG student, or whether the local plan developed under G.S. 115C- 150.7 has been implemented properly with regard to the child." Following the hearing, the administrative law judge will make a decision based on the findings of fact and conclusions of law. The decision of the administrative law judge is final, is binding on all parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. The administrative law judge shall give a copy of the written findings and the decision to the parties and to the State Superintendent of Public Education.

## **Glossary**

Acceleration Model	Content presented at a faster pace and in an earlier sequence than what is traditional
Achievement	Measure of academic knowledge (EOG Percentile Rank)
Aptitude	Measure of reasoning ability (IQ Score)
Blended Learning	Students receive instruction via a blend of online and electronic means as well as face-to-face
Cluster Model	Five or more gifted students grouped together within a heterogeneous classroom
Compacting	Completing more content in a year than what is traditional
DEP	Differentiated Education Plan (how your student will receive AIG services)
Flexible Grouping	Groups within the classroom that change regularly based on pre-assessment data
Genius Hour / Maker Space	Students get to explore their passion during a set period of time
Learning Contracts	Agreement between student and teacher that outlines content to be learned with presentation options
LEEP	Local Educator's Endorsement Plan - RSSS teachers trained in AIG service delivery
Nurturing	Foster development of critical thinking skills
Problem-Based Learning (PBL)	Enrichment/extension units focused on a problem involving research skills and problem solving
Referral	Request for screening
Screening	Evaluation for AIG Identification
Socratic Seminar	Literacy methods for discussing and investigation a work of literature
Tiered Assignments	A differentiated instructional strategy in which students all work toward the same goal, but where activities are geared toward each student's level
<b>AIG Identification Areas</b>	
Intellectually Gifted (IG)	Identified with aptitude score

	Identified math & reading through Pathway 1
Academically and Intellectually Gifted (AI)	Identified with aptitude and achievement scores Identified math & reading through Pathway 2
Academically Gifted (AG)	Identified with multiple measures including aptitude, achievement, grades, and/or gifted rating scale Identified math & reading through Pathways 3-4
Academically Gifted Math (AM)	Identified math only through Pathways 2-4
Academically Gifted Reading (AR)	Identified reading only through Pathways 2-4
<b>Screening Instruments</b>	
CogAT	CogAT Abilities Test-group administered aptitude assessment measuring a student's learned reasoning and problem solving abilities through a battery of verbal, quantitative and nonverbal test items
EOG Percentile Rank	A state normed percentile rank used as an achievement indicator for AIG identification.
GRS	Gifted Rating Scale- a scholastic assessment where a teacher rates specific gifted behaviors they have observed over time
ITBS	Iowa Test of Basic Skills- standardized achievement test for reading and math
IOWA Acceleration Scale	A tool to help schools make effective decisions regarding a grade skip.
NNAT	Naglieri Non-Verbal Abilities Test- a non-verbal, culturally inclusive aptitude assessment of general ability ideal for diverse student populations
OLSAT	Otis Lennon School Ability Test- aptitude test to screen abilities from K-12 in terms of reasoning skills and abstract thinking abilities
TerraNova Survey	Achievement test for reading and math
TTCT	Torrance Test of Creative Thinking- a test of creativity using figural representation to assess five mental characteristics
TONI-4	Test of Nonverbal Intelligence 4th Edition- language free aptitude test ideal for evaluating those with limited language ability

## **Resources**

- ❖ National Association for Gifted Children (NAGC):
  - [www.nagc.org](http://www.nagc.org)
- ❖ North Carolina Association for the Gifted & Talented
  - <http://ncagt.org>
- ❖ Davidson Gifted:
  - [www.davidsongifted.org](http://www.davidsongifted.org)
- ❖ Hoagies' Gifted:
  - [www.hoagiesgifted.org](http://www.hoagiesgifted.org)
- ❖ Social and Emotional Needs of the Gifted (SENG):
  - <http://sengifted.org>
- ❖ Rowan County Crosby Scholars
  - [www.crosbyscholarsrowan.org](http://www.crosbyscholarsrowan.org)
- ❖ RSS AIG website:
  - <https://www.rssed.org/families/programs/aig>
- ❖ RSS AIG Wakelet
  - <https://wakelet.com/wake/jCfAkg9ObskmgcHJVz0la>