

Mission/Vision Statement and Funding

Roanoke Rapids City Schools (421) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). 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 and related 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 2025-2028. 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 review and comment.

For 2025-2028, the Local AIG Plan is as follows:

* Mission and/or Vision Statement(s)

The vision of Roanoke Rapids Graded School District (RRGSD) is that RRGSD will offer students learning opportunities that challenge them to reach their potential and become productive citizens. RRGSD fosters high engagement and encourages students to take risks and explore interests to reach their full learning potential. The Academically and Intellectually Gifted program fosters a community of learners who have the goal of continuous progress in learning, rather than perfection.

The Board of Trustees of RRGSD believes that gifted students possess intellectual capacity and academic potential that require educational experiences connected to the regular classroom yet personalized to the rate of learning and unique academic and social needs of the academic and/or intellectually gifted population. Through the regular classroom, augmented with the aid of gifted education specialists, the Board is committed to providing gifted students educational opportunities that expand their knowledge and development as self-directed learners through the comprehensive program described in the service options of this plan. Under this philosophy, RRGSD commits the responsibility of the entire staff of RRGSD to meet the needs of gifted students by using an ongoing process of identifying giftedness, serving the gifted population with appropriate curriculum, developing potential, and fostering gifted traits across all demographic populations. Using the district, staff, and community resources, the Board is committed to the identification and development of students across all demographic populations. The Board also commits to an ongoing evaluation of the success of the gifted education plan to improve the educational quality of all students including gifted students with unique needs.

The AIG program focuses on developing critical thinking skills, and problem solving skills that students apply using experiences in the regular classroom, AIG classroom, and after-school activities.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 159,553.00	* \$ 0.00	* \$ 0.00	* \$ 177,579.00

Standard 1: Student Identification

Roanoke Rapids City Schools (421) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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, including universal screening, for every student to show their strengths and talents.

Roanoke Rapids Graded School District (RRGSD) student identification procedures stated in the AIG Plan are clear, equitable, and comprehensive. These procedures lead towards appropriate educational services.

Referrals

Teachers, parents, students, and community members may refer students to begin the identification process at any time. All students in Pre-K-12th grade may be referred for screening. The AIG Nomination Form (including the Bright Child vs. Gifted Child form) is available online for teachers, parents, students, and community members in English, Spanish, and other languages as needed. The district staff receives an email twice a year to invite them to complete nominations for the AIG program.

Universal Screening

RRGSD implements a yearly screening process that includes a universal screener, the CogAT. The AIG team believes that testing younger students will provide more screening opportunities for students, and the team is trying to eliminate some testing barriers to students from culturally and linguistically different or low-income backgrounds. Therefore, the CogAT will be given to all second graders in late spring. To ensure all students have this opportunity for universal screening, and to give students another chance to show their aptitude, RRGSD will also administer the CogAT to all fifth graders in the fall. The AIG team analyzes the CogAT results immediately after the results are available, and all students who score at 88% and above will continue with the identification process. The team will also scrutinize the scores to take a closer look at students from underrepresented groups, and consider further testing for the top ten percent of students in each subgroup.

Test Performance

As soon as the results are available, the AIG team analyzes end of grade and end of course tests for students as well as the beginning of grade reading test for students in grade 3. All students who score at a Level 5 (or the highest level possible) in reading Beginning of Grade (BOG) test in grade 3 and/or who score at a Level 5 (or the highest level possible) in English language arts (ELA) and/or math End of Grade (EOG) test or End of Course (EOC) test in grades 3 through 10 will continue with the identification process. Additionally, the AIG team analyzes other nationally normed standardized tests that students take (e.g., ACT in grades 11-12, Pre-ACT in grade 10, and AP tests in grades 9-12) for students in the district. All students who score at 88% or above on these tests will be considered for screening. Elementary AIG specialists will also monitor performance of students on DIBELS and iReady to determine if students in K-2 who are performing at least one grade level above their grade level expectations should be tested for AIG services.

After a student has been referred and/or qualified from the screening process, the AIG Team requests parent permission for additional testing and proceeds after such permission is obtained. Individual or small group assessments are administered with respect to student disabilities. The AIG Team collects data from multiple sources to gain the most complete picture of the students whose needs are assessed.

*** Practice B**

Establishes a process and criteria for AIG student identification at all grade levels, K-12, 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.

Students at all grade levels K through 12th grade can be nominated for testing by any teacher, parent, or member of the community at any time. Students may also be nominated for testing through their performance in the K-2 talent development activities. All referrals for testing will be considered, and a comprehensive learner profile will be created for nominated students. The AIG team uses multiple criteria (both quantitative and qualitative) to assist in student identification. These criteria are used to develop a candidate sheet to reveal student aptitude, student achievement, or potential to achieve.

The AIG Coordinator and AIG Specialists have identified criteria for specific off-grade level work samples to use in a portfolio of unassisted student work at all grade levels K-12 and rubrics for scoring the student work samples. Both traditional and non-traditional standard measures are research based. There is an excellent reliability rating on the IOWA, CogAT, and Scale for Identifying Gifted Students (home and school rating scale) that is used for identification in RRGSD. The IOWA and CogAT tests are available to test students from Pre-K to 12th Grade. The RRGSD AIG Program screens students overall using the EOG, EOC, BOG, AP tests, and CogAT. The Aptitude instrument available for screening and identification in K-12 is the CogAT test, and can include the Naglieri as an alternate choice if more information is needed. Achievement instrument available for screening and identification is the off-grade IOWA test, with the SAGES-2 available as an alternate test if needed. Achievement instruments available for screening are EOG, BOG, EOC, portfolio of off-grade level unassisted student work samples with scoring rubric, SIGS (Scale for Identifying Gifted Students), and committee recommendations with specific guidelines on other accepted evidences (e.g., benchmarks, mClass and i-Ready data). Students will be given the CogAT test, and off grade level IOWA, while the Naglieri and SAGES-2 will only be given to students whose data is inconsistent, and will be used to provide additional information.

The students who have been referred or screened for further testing are identified for AIG by a Needs Determination Committee. Equal access to the gifted program (i.e. inter-rater reliability) is ensured throughout the district since screening, identification, placement procedures and the composition of the Needs Determination Committee are consistent. The Needs Determination Committee comprises district educators from an array of grade levels and subject areas trained in the needs of gifted students. The AIG Coordinator does not vote on the Needs Determination Committee, as in the case of a student appeal of the decision, that appeal will be directed to her.

The identification process is based on the use of a variety of instruments recommended by the most current research in gifted education. Unbiased "blind" identification procedures are used to find compelling evidence for identification using both quantitative and qualitative data. Identification of service needs is determined on a case-by-case basis using scores of 88%ile or above (Stanine 8) as the qualifying criterion for the AIG Program. This comparable stanine score is determined using a conversion chart to ensure fidelity. The Needs Determination Committee examines a candidate sheet that includes all quantitative and qualitative data collected. All comments are recorded on the candidate sheet for the committee to use as evidence for student identification.

Candidates placed fully in the AIG program need to have a minimum of at least one subscore on the CogAT test in the above average category. Identification for the need of direct services from the AIG Program are: AI, AG, AR, AM, and IG.

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Grade Span	Academically Gifted - Reading only	Academically Gifted - Math only	Academically Gifted - Reading & Math	Intellectually Gifted	Academically and Intellectually Gifted

K-2	<p>* Quantitative Score- 88% or above composite or subscore on a nationally normed aptitude/ability OR achievement test in reading AND Qualitative Score- 88% or above on SIGS rating scale or other artifacts like off-grade level work samples, talent development work samples, DIBELS or iReady or other district wide student assessment.</p>	<p>* Quantitative Score- 88% or above composite or subscore on a nationally normed aptitude/ability OR achievement test in math AND Qualitative Score- 88% or above on SIGS rating scale or other artifacts like off-grade level work samples, talent development work samples, DIBELS or iReady or other district wide student assessment.</p>	<p>* Quantitative Score- 88% or above composite or subscore on a nationally normed aptitude/ability AND achievement test in reading AND math AND Qualitative Score- 88% or above on SIGS rating scale or other artifacts like off-grade level work samples, talent development work samples, DIBELS or iReady or other district wide student assessment.</p>	<p>* Age level composite score of 96%ile or above on a nationally normed aptitude/ability test without supporting achievement data.</p>	<p>* Quantitative Score- 88% or above composite or subscore on a nationally normed aptitude/ability AND achievement test in reading AND math AND Qualitative Score- 88% or above on SIGS rating scale or other artifacts like off-grade level work samples, talent development work samples, benchmark or end of grade testing, iReady or other district wide student assessment.</p>
3-5	<p>* Quantitative Score- 88% or above composite or subscore on a nationally normed aptitude/ability OR achievement test in reading AND Qualitative Score- 88% or above on SIGS rating scale or other artifacts like off-grade level work samples, talent development work samples, benchmark or end of grade testing, iReady or other district wide student assessment.</p>	<p>* Quantitative Score- 88% or above composite or subscore on a nationally normed aptitude/ability OR achievement test in math AND Qualitative Score- 88% or above on SIGS rating scale or other artifacts like off-grade level work samples, talent development work samples, benchmark or end of grade testing, iReady or other district wide student assessment.</p>	<p>* Quantitative Score- 88% or above composite or subscore on a nationally normed aptitude/ability AND achievement test in reading AND math AND Qualitative Score- 88% or above on SIGS rating scale or other artifacts like off-grade level work samples, talent development work samples, benchmark or end of grade testing, iReady or other district wide student assessment.</p>	<p>* Age level composite score of 96%ile or above on a nationally normed aptitude/ability test without supporting achievement data.</p>	<p>* Quantitative Score- 88% or above composite or subscore on a nationally normed aptitude/ability AND achievement test in reading AND math AND Qualitative Score- 88% or above on SIGS rating scale or other artifacts like off-grade level work samples, talent development work samples, benchmark or end of grade testing, iReady or other district wide student assessment.</p>

6-8	<p>* Quantitative Score- 88% or above composite or subscore on a nationally normed aptitude/ability OR achievement test in reading AND Qualitative Score- 88% or above on SIGS rating scale or other artifacts like off-grade level work samples, classroom performance, benchmark or end of grade testing, iReady or other district wide student assessment.</p>	<p>* Quantitative Score- 88% or above composite or subscore on a nationally normed aptitude/ability OR achievement test in math AND Qualitative Score- 88% or above on SIGS rating scale or other artifacts like off-grade level work samples, classroom performance, benchmark or end of grade testing, iReady or other district wide student assessment.</p>	<p>* Quantitative Score- 88% or above composite or subscore on a nationally normed aptitude/ability OR achievement test in reading AND math AND Qualitative Score- 88% or above on SIGS rating scale or other artifacts like off-grade level work samples, classroom performance, benchmark or end of grade testing, iReady or other district wide student assessment.</p>	<p>* Age level composite score of 96%ile or above on a nationally normed aptitude/ability test without supporting achievement data.</p>	<p>* Quantitative Score- 88% or above composite or subscore on a nationally normed aptitude/ability AND achievement test in reading AND math AND Qualitative Score- 88% or above on SIGS rating scale or other artifacts like off-grade level work samples, classroom performance, benchmark or end of grade testing, iReady or other district wide student assessment.</p>
9-12	<p>* Quantitative Score- 88% or above composite or subscore on a nationally normed aptitude/ability OR achievement test in reading AND Qualitative Score- 88% or above on SIGS rating scale or other artifacts like off-grade level work samples, classroom performance, benchmark or end of grade testing, performance on Pre- ACT, ACT or SAT tests and Advanced Placement, honors and dual enrollment classes.</p>	<p>* Quantitative Score- 88% or above composite or subscore on a nationally normed aptitude/ability OR achievement test in math AND Qualitative Score- 88% or above on SIGS rating scale or other artifacts like off-grade level work samples, classroom performance, benchmark or end of grade testing, performance on Pre- ACT, ACT or SAT tests and Advanced Placement, honors and dual enrollment classes.</p>	<p>* Quantitative Score- 88% or above composite or subscore on a nationally normed aptitude/ability OR achievement test in reading AND math AND Qualitative Score- 88% or above on SIGS rating scale or other artifacts like off-grade level work samples, classroom performance, benchmark or end of grade testing, iReady or other district wide student assessment.</p>	<p>* Age level composite score of 96%ile or above on a nationally normed aptitude/ability test without supporting achievement data.</p>	<p>* Quantitative Score- 88% or above composite or subscore on a nationally normed aptitude/ability AND achievement test in reading AND math AND Qualitative Score- 88% or above on SIGS rating scale or other artifacts like off-grade level work samples, classroom performance, benchmark or end of grade testing, performance on Pre- ACT, ACT or SAT tests and Advanced Placement, honors and dual enrollment classes.</p>

*** 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, multilingual learners, highly gifted, and twice-exceptional.

Roanoke Rapids Graded School District (RRGSD) monitors and analyzes subgroup data for identified gifted students to determine in which subgroup underrepresentation is present and uses this information to inform district procedures and ensure equitable access to AIG programming. Furthermore, RRGSD analyzes EOG and EOC scores for identified gifted students, students with disabilities, and Multilingual learners. The Instructional Services leadership team further disaggregates this data for these subgroups by gender, ethnicity, and absences and analyzes the data for each subgroup to determine how each subgroup is performing as compared to the “all students” subgroup.

RRGSD responds to underrepresented populations in a variety of ways including but not limited to:

- Collaborating with the Multilingual Learner (ML) Program to find students with gifted characteristics;
- Collaborating with the Exceptional Children (EC) Department to find students with gifted attributes who need either direct or indirect services from the AIG Program;
- Collaborating with Title I to provide opportunities for students to show their strengths that may lead to identification;
- Sharing characteristics of gifted students from underrepresented populations with teachers;
- Providing nonverbal testing opportunities for students;
- Providing qualitative measures as an integral part of the identification process;
- Using non-traditional instruments and observational documents for parents and teachers to discover gifted behaviors;
- Providing information about the gifted program in Spanish and English;
- Using the CogAT Form 7 (Form 7 is based on up-to-date research with new item types that reduce language load and make it a more appropriate instrument for ML (Multilingual) children, which is a growing population in our district.);
- Facilitating a K-2 talent development program using PETS (Primary Education Thinking Skills) to help students develop the necessary success in the overall screening in second grade and to develop a portfolio that will be presented to the nominating committee when it is time to consider students for identification.
- Facilitating intentional screening for students who participate in the K-2 talent development program;
- Facilitating advanced math classes in grades 3-8 for students who earn a level 5 on the previous year’s math EOG test and for the top 10% of students in all reported ethnicity and ML subgroups; Advertising Fall and Spring referral/nomination campaigns and sending district-wide email notifications; and

The AIG Needs Determination committee will place students who show potential to achieve, but who are not currently able to meet the criteria for identification provisionally in the AIG program for up to three semesters. Students to be considered must show a disadvantage due to being part of an underrepresented population. During provisional placement, the committee will receive updates from the AIG teacher and the regular education teacher, look at benchmark and end of grade test scores and other data to determine if this is the best placement for the student. The committee will make the decision to continue provisional placement, discontinue services, or to fully place the student within three semesters.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	<5%	---	---	13.92%	---	12.73%
Male	---	5.29%	---	---	---	---	16.44%
Total	14.49%	<5%	5.13%	---	12.68%	---	14.57%

Percent of Total AIG Students Identified as Dual Exceptionality

*** Practice D**

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

RRGSD consistently implements screening, referral, and identification processes across the district. The same person administers testing for students in the identification process, handles all paperwork, and schedules meetings with families. The Needs Determination Committee, which makes decisions about the placement of AIG students, is the same for all students in the district and uses a "blind" process of identification to ensure consistency and equity for all students. The staff at RRGSD receives screening, referral and identification information at the same time. The Universal Screener is administered at both elementary schools during the same week, and all students in both schools are tested simultaneously by the same person. The AIG Coordinator prepares candidate sheets for all students in the same grade level at the same time, and both elementary student placement meetings happen during the same week at both elementary schools. All EOG, BOG and EOC data that is used for screening purposes is analyzed at the same time for all students, leading to testing that happens at a consistent time. Results of AIG testing are shared with parents, classroom teachers and school administrators as soon as the testing process is completed.

*** Practice E**

Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large.

Members of the AIG Team review the referral process with all principals and teachers at the beginning of each school year in leadership and/or staff meetings. The AIG staff sends an email to all district staff reminding them they can refer students for testing and conducts a public awareness campaign via newspaper and social media and/or public advertising in prominent locations. The AIG team has created a summary chart and "Frequently Asked Questions" list of the complete identification process. Both are posted on the AIG website. An AIG brochure informing stakeholders about the program is posted on the AIG website. Likewise, AIG nomination forms and directions are provided on the AIG website in English and Spanish.

The AIG team provides professional development throughout the year to instructional coaches and teachers about characteristics and needs of gifted students, ways to differentiate for gifted students, and ideas for pre-assessing and compacting curriculum for gifted students. The AIG hosts AIG Family Nights for gifted students to showcase their work, for families to have opportunities to learn more about the AIG program and ways to support their gifted students at home, and for families to ask questions and provide feedback on the program. RRGSD also publicizes AIG Advisory Council meetings and invites parents/guardians to attend (even if they are not on the Council).

*** Practice F**

Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.

Every step of the nomination, screening, and identification process is maintained in individual student folders, including but not limited to: correspondence, testing, Needs Determination decisions, work samples as needed, and Differentiated Education Plans (DEP).

When a student is nominated for gifted screening, the AIG Coordinator sends a permission to evaluate form to parents/guardians. After evaluation, the AIG Coordinator provides notification in writing of the placement decision, along with all evaluation information and the Procedures to Resolve Disagreements forms to parents/guardians.

All newly identified students are invited to a placement meeting with the AIG Specialist who will be providing AIG services and the AIG coordinator. All testing and other information used by the Needs Determination Committee will be reviewed with parents at this meeting, giving parents a chance to ask questions. The appeal procedure for parents will be shared in writing at this time. Parents will be given a chance to voice their concerns, questions and goals for their students, and will be invited to collaborate with the AIG staff in the development of the Differentiated Education Plan (DEP) for their child. AIG staff will provide information about the services and extracurricular activities that are available for their students.

Once the DEP is signed, parents and classroom teachers receive a copy of the student's DEP. The original DEP student record and all documentation that has led to identification is housed in an individual AIG file for each student in the AIG Coordinator's office and entered into school records online.

The AIG team conducts continuous data-driven reviews of student's DEP implementation with input from teachers, students, and parents to determine the continuation or revision of services. Certain circumstances may arise that require changes in services during a school year, but RRGSD will not remove a gifted identification label from a student who was identified by the RRGSD Needs Determination Committee. Parent/guardian meetings are held annually to discuss service options.

In accordance with NC State law, RRGSD has in place procedures to safeguard the rights of AIG students and their parents/guardians. Procedures for consent to evaluate and place students in AIG services are followed. Parents/Guardians are informed of procedures to resolve disagreements when a child is not identified as requiring direct services and to parents of identified students concerning services offered.

*** Practice G**

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

RRGSD develops and documents a Differentiated Education Plan (DEP) for each student identified as gifted that provides services matching the needs of the student. Teams of parents, regular education teachers, Exceptional Children (EC) or Multilingual Learners (ML) teachers (when student is twice-identified), AIG specialists, counselors, and administrators review plans yearly to ensure the effectiveness of the programming, to determine changes in needs each year, and to support transitions.

AIG Specialists at the elementary and middle schools send feedback to each parent at each marking period to provide additional communication regarding the student's performance. This included feedback on student progress toward AIG goals.

The AIG team also collects data to monitor the effectiveness of services, including but not limited to: Drop out data report EOG and EOC scores, EVAAS data, AP scores, Pre-ACT and ACT scores, Surveys of teachers, parents, and students, Report cards and Federal Needs Assessment results

The students' DEP's are reviewed and changes are made to reflect the different programs available as students transition from elementary to middle and high schools. The records for all grade levels are kept in the AIG office at one location for the school district, and the DEP's are shared with the classroom teachers serving the student, the parents, and AIG specialists involved in the students' education for each school year. Information is shared with the receiving school for any student transferring between schools.

*** Ideas for Strengthening the Standard**

RRGSD will continue to explore ways to ensure that screening and identification processes are inclusive of all gifted learners including culturally and ethnically diverse students, multilingual learners, and twice-exceptional students. The AIG Needs Determination committee will be informed of current demographic data of AIG students at the completion of the Fall and Spring AIG headcount each year, to analyze the effectiveness of efforts to diversify the identification of AIG students.

Planned Sources of Evidence

* Student DEP's and service plans.

* Individual student records of all students tested by the AIG program including results of all testing, work samples and performance and referrals for testing.

* Records of all Universal Screenings used for identification of testing pool.

Type	Documents	Document Template	Document/Link
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AIG Standard 1 Additional Resources		N/A	
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Standard 2: Comprehensive Programming within a Total School Community

Roanoke Rapids City Schools (421) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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 AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

The Academically and Intellectually Gifted (AIG) program in Roanoke Rapids Graded School District (RRGSD) offers a variety of programs and services for AIG students and nurtures all students through the professional learning community (PLC) model. RRGSD staff intentionally develops the talent of students who are performing significantly better than their peers including students who are identified as gifted.

The development of the Differentiated Education Plan for students will include enrichment in the density (pace), difficulty (complexity), depth (exploration in detail), and diversity (short topics not in regular curriculum) of the regular classroom, as well as programs designed just for the AIG students.

These services will be delivered through the regular classroom setting with assistance from the AIG Support Team, cluster and flexible grouping of AIG students, specific curriculum designed for AIG students, acceleration groups in specific subjects, and opportunities beyond the regular classroom setting during and after the regular school day. Identified students will be in cluster groups with other AIG students for as much of the school day as necessary to meet the needs of the students. Students may be grouped by reading/writing or math needs for advanced instruction.

Some students may require advancement in one or more subjects or grade levels. Determination of needs will be assessed using the IOWA Acceleration Scale on a case-by-case basis. When students are considered for grade acceleration, a committee including AIG Coordinator and Specialist, regular classroom teacher, Coordinator of Curriculum and School Administration, as well as the parent or guardian will convene to interpret the results of the scale and make recommendations for the Differentiated Education Plan for any student grade skipped or subject skipped.

Early entrance to Kindergarten may be an option on a case-by-case basis. The guidelines from the North Carolina Department of Public Instruction will be used. Students entering Kindergarten early will not automatically be identified as gifted and must follow the same referral, screening, and identification process as other students.

The AIG Support Team uses the district website, social media, and other digital communication to inform parents and students about special course offerings through the AIG Program and inform parents and students of upcoming opportunities outside the school district available to AIG students. The AIG Coordinator provides written communication to parents concerning after-school AIG enrichment opportunities.

Elementary School Services: K-2

The AIG Coordinator, elementary AIG specialists, lead teachers and instructional coaches educate teachers in the gifted traits of young students and provide pedagogical professional development on differentiation.

Following the nomination for screening processes, the Needs Determination Committee will meet to discuss each student referred for testing. For K-2 students determined to require direct services, the AIG Team develops a Differentiated Educational Plan that may include, but is not limited to, the

following: pre-assessment, curriculum compacting, specific curriculum designed for gifted learners, subject grouping or clustering, contests, during/after-school enrichment opportunities, support for social and emotional needs.

Grades K-2 identified students will receive pull-out service with the AIG specialist as scheduled in their DEP.

Students work with a variety of challenging texts to build vocabulary, expand global knowledge, strengthen reading comprehension, respond to higher level questioning, and develop verbal and figural analysis skills through writing and class discussions, shared inquiry, and/or Building Thinking Skills program. Types of text include poetry, plays, artwork, novels, excerpts from higher-level texts, stories from Junior Great Books and/or Jacob's Ladder Reading Comprehension Program, as well as fiction and non-fiction trade books to prompt in-depth discussions on relevant topics. These studies include a writing component to challenge the students to think about the topic in a different way or create their own version of a story.

Elementary School Services: Grades 3-5

The AIG Coordinator, elementary AIG specialists, and lead teachers instructional coaches educate teachers in the gifted traits of elementary students and provide pedagogical professional development on differentiation and questioning.

Following the nomination, screening, referral, and identification processes, the AIG Team develops a Differentiated Educational Plan for Grades 3-5 students determined to require direct services.

Service for grades 4-5 students who have an identification in math (AI, AG, and AM) is placement in that grade level's advanced math course, where students will experience the grade-level standards at an accelerated pace accompanied by deeper enrichment in the regular math classroom. Students will receive Math enrichment by an AIG certified teacher at least 45 minutes a day for at least 18 sessions every 9 weeks. The curriculum will include materials from the Mentoring Mathematical Minds instructional materials, advanced thinking and logic puzzles, real world math application and participation in math contests and competitions beginning in 5th grade.

Service for grades 3-5 students who have an identification in reading (AI, AG, and AR) is pull-out AIG enrichment during the intervention/enrichment block, which is at least 45 minutes each day, at least 18 days every 9 weeks. This intensive enrichment includes students engaging with William and Mary Literature units, Vanderbilt ELA units, project-based learning, working with a variety of challenging texts to build vocabulary, expand global knowledge, strengthen and deepen reading comprehension, respond to and create higher level questions, and deepen verbal and figural analysis skills. Students will also participate in a passion project or research project with a topic of interest to them, to develop individual talents and interests, and to gain experience in research and sharing that research in a meaningful way.

Services for grades 3-5 students who have an identification in math or reading (AI, AG, AR, and AM) also include, but are not limited to, the following: curriculum compacting, contests, curriculum designed for gifted students (e.g., William and Mary units) In-school enrichment, after-school enrichment opportunity, STEAM enrichment advanced content, grouping with other AIG students, support for social and emotional needs.

Services for grades 3-5 students who have an IG identification include, but are not limited to, the following: Individualized Differentiated Education Plan (IDEP) to include support designed to remediate (if needed) and grow academic skills to bridge the gap between achievement and aptitude performance. Content will be personalized based on students' interest

In some cases, a student may require single subject or grade acceleration. A case study using the IOWA Scale of Acceleration will be used to determine the needs of such students.

Middle School Services: Grades 6-8

The AIG Coordinator and middle school AIG specialist/instructional coach educate teachers in the gifted traits of middle school students and provide pedagogical professional development on differentiation, questioning, and using literature circles as independent studies/small group projects and strengthening balanced literacy in middle school courses.

The AIG Team will continue to screen yearly for gifted characteristics of talent pool students and newly enrolled students by looking at their achievement data. Student grades will be reviewed each grading period and teacher input requested regarding the achievement and needs of identified gifted learners.

Students will be placed in ability cluster groups across teams and whole class grouping for specific subject needs.

Pre-assessment, curriculum compacting, academic competitions, specific conceptually-based curriculum for gifted learners, and enrichment opportunities may be offered to students identified as requiring AIG services.

The AIG Team will develop a Differentiated Educational Plan for Grades 6-8 students determined to require direct services.

Service for grades 6-8 students who have an identification in math (AI, AG, and AM) is placement in that grade level's advanced math course, which is at least 60 minutes each day and taught by AIG certified staff, instead of the standard grade-level math course. Students will experience accelerated, compacted curriculum: compacted Grade 6: All of Grade 6 + ½ of Grade 7, compacted Grade 7: ½ of Grade 8, accelerated Grade 8: All of Math 1.

Service for grades 6-8 students who have an identification in reading (AI, AG, and AR) is an AIG reading course, which is at least 45 minutes each day for at least one semester and taught by AIG certified staff. This intensive enrichment includes students engaging with William and Mary units, project-based learning, working with a variety of challenging texts to build vocabulary, expand global knowledge, strengthen and deepen reading comprehension, respond to and create higher level questions, and deepen verbal and figural analysis skills. Students will complete a passion project on a topic of their choice and produce a presentation to deepen knowledge and skills in an area of interest, and to sharpen their research skills and share their knowledge with an audience in a meaningful way.

Services for grades 6-8 students who have an identification in math or reading (AI, AG, AR, and AM) also include, but are not limited to, the following: curriculum compacting, contests, curriculum designed for gifted students (e.g., William and Mary units) n-school enrichment, after-school enrichment opportunity, advanced content, support for social and emotional needs, Socratic seminar

Service for grades 6-8 students who have an IG identification include, but are not limited to, the following: Individualized Differentiated Education Plan (IDEP) to include support designed to remediate (if needed) and grow academic skills to bridge the gap between achievement and aptitude performance, content will be personalized based on students' interest.

In specific cases, subject or grade acceleration may be necessary. A case study using the IOWA Acceleration Scale will be used to determine the needs of such students.

High School Services: Grades 9-13

The AIG coordinator will consult with AIG students; and facilitate sessions for AIG students during Jacket Time or Power (Intervention and Enrichment Time) at Roanoke Rapids High School and Roanoke Rapids Early College High School.

High school honors classes will be assessed by a committee that includes the teachers and curriculum coaches to assure that the classes meet the standards for differentiated instruction and are rigorous for students. Instructional strategies will be evaluated to include strategies to foster higher order thinking skills.

Teachers with AIG Add-on Licensure or experience working with AIG students will lead clubs, sessions or contests specifically designed for AIG students throughout the school year. Interested teachers will submit a proposal to the AIG coordinator for the program they would like to lead, and will be paid a stipend for the completion of the AIG opportunity. Proposals may include, but are not limited to Battle of the Books, KidWind or Solar Team, Robotics,

Chess, Academic Competitions, and Essay Contests like Quill or Quiz Bowl. Students will have the opportunity to express their interests when staff create programs to fit their needs.

The AIG Team will continue to screen yearly for gifted characteristics of talent pool students and newly enrolled students by looking at achievement data. Student course selections will be studied and student meetings will take place as needed to ensure that students are engaged in the most appropriate level of coursework.

Each grading period, the AIG Team will assess AIG students' grades, and underachieving students may be referred for counseling or other support. Course selection and career counseling will occur yearly or as necessary.

Advanced Placement courses currently offered are English Language and Composition, English Literature and Composition, Biology, Chemistry, Calculus AB, US History, Government, and Spanish. Using current best practice research, the AP curriculum will continue to be reviewed and modified to meet the needs of gifted learners. AP and Honors teachers will collaborate to modify curriculum to meet the needs of gifted learners. Teachers will continue to attend AP training to expand their knowledge of their subject and best practices. AP teachers will lead vertical alignment discussions within their departments. The high school instructional coach will lead professional learning community meetings for the teachers of AP courses to share insights about students and to develop common instructional practices.

High school students have the opportunity to choose the level of advanced courses with the guidance of the AIG coordinator in yearly sessions to develop student's DEP's. Courses include honors and AP classes, enrollment in North Carolina Virtual Public School Classes, as well as dual enrollment opportunities in community college classes through the regular high school, or enrollment in the Roanoke Rapids Early College. Students in high school who are identified as AG or AI are able to take college courses beginning in 9th grade with qualifying scores on the Pre-ACT. Students will also be given the opportunity to enroll in classes through the North Carolina School of Science and Math. AG and AI students in 9th grade at the RRHS will be given a Pre-ACT test to give them the opportunity to meet the entrance requirements for high school students interested in attending a community college to take classes in the 9th and 10th grades. Early College students will not require this test, since they are automatically able to take college classes.

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Grade Span	Academically Gifted	Intellectually Gifted	Academically and Intellectually Gifted	Additional information
K-2	* Pull out services with AIG specialist. Summer enrichment opportunities.	* Services to be determined on DEP by individual needs.	* Pull out services with AIG specialist. Summer enrichment opportunities.	* Grade and subject acceleration are available on an individual basis.
3-5	* Pull out services with AIG specialist. After school/ summer enrichment opportunities. Cluster grouping in the regular classroom with an AIG certified/ experienced teacher.	* Services to be determined on DEP by individual needs.	* Pull out services with AIG specialist. After school/ summer enrichment opportunities. Cluster grouping in the regular classroom with an AIG certified/ experienced teacher.	* Grade and subject acceleration are available on an individual basis.

6-8	* Pull out services with AIG specialist for one semester for students identified for AIG reading services, advanced math placement for students identified for AIG math. After school/ summer enrichment opportunities. Cluster grouping in the regular classroom with an AIG certified/ experienced teacher.	* Services to be determined on DEP by individual needs.	* Pull out services with AIG specialist for one semester for students identified for AIG reading services, advanced math placement for students identified for AIG math. After school/ summer enrichment opportunities. Cluster grouping in the regular classroom with an AIG certified/ experienced teacher.	* Advanced classes are available through NCVPS on an individual basis.
9-12	* Advanced academic classes including honors, AP, dual enrollment, NCVPS, NCSSM, CDM In school and after school enrichment opportunities including clubs and contests.	* Services to be determined on DEP by individual needs.	* Advanced academic classes including honors, AP, dual enrollment, NCVPS, NCSSM, CDM In school and after school enrichment opportunities including clubs and contests.	* DEP's are individualized based on student interests and talents.

*** Practice B**

Delivers an AIG program with comprehensive services that address the social and emotional needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel based on student needs.

We believe that we must nourish each individual child as a whole person and facilitate his or her social and emotional growth as well as academic needs. We have implemented the Multi-Tiered Systems of Support (MTSS), which includes universal social-emotional- behavioral screeners, created goals and action steps for students based on their identified needs, and have implemented a core curriculum for social and emotional areas. MTSS district and school level leaders, instructional coaches, and AIG specialists share information and problem solve information around supporting the needs of the “whole child” regarding gifted students during PLC meetings, staff meetings, and wraparound team meetings. Individual students who need additional support around social and emotional needs will have social/emotional goals and supports added to their DEP.



Specifically for AIG students, collaboration around social and emotional needs is coordinated by the school counselors. At our elementary school. Classroom teachers complete a social emotional screening for all students, which will identify students who need additional support. Counselors will identify students who may be in need of small group counseling sessions around specific topics (such as stress management skills and techniques, self-control, test anxiety, or executive functioning). The counselor meets with the AIG specialist and regular education teachers to discuss the AIG students with parent referrals and to identify other students whose classroom performance in AIG indicates the need for small group counseling. In certain situations, administrators, regular education teachers, AIG specialists, or the school counselor may realize that a larger group of AIG students has similar social and emotional needs that should be addressed. In that case, the counselor will push into the AIG classroom or the regular classroom where AIG students are clustered to provide that social and emotional instruction.

At the middle school, school counselors push into the AIG classroom for each grade level to teach a social/emotional lesson. Each lesson focuses on an issue pertinent to gifted students such as stress management, perfectionism, mindfulness, mindset, and perseverance. Counselors have small group and/or individual counseling sessions as needed with students.

At the high school and Early College, social and emotional needs are addressed through small group and/or individual sessions with school counselors as needed. School counselors work with AIG students in particular on the following topics: perfectionism, underachievement, preparing for success in Dual Enrollment and/or Advanced Placement Classes, preparing for the future.

Students are provided opportunities to recognize habits that lead gifted students to move toward self-actualization, and understand their own strengths and abilities. Teachers use questionnaires and interest inventories to help students think about and become more aware of their interests and learning styles. Teachers promote reflective and metacognitive behaviors, and they help students develop coping strategies. Teachers have been trained in Yoga 4

Classrooms and incorporate these mindful practices in their lessons. Students are able to complete individual projects that reflect a proactive approach to social and world problems that concern them. They are encouraged to complete service learning projects in an area of their choosing.

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*** Practice C**

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

Accountability; pre-kindergarten, elementary, and middle school principals, AIG coordinator, instructional coaches, multilingual learner lead teacher, reading specialist/ interventionist, meet at various times of the year to discuss the interconnected services for all students.

During the RRGSD professional learning days scheduled throughout the school year, the AIG Team presents professional development for classroom teachers around differentiation, tiered assignments, content-based teaching, and curriculum compacting; instructional coaches facilitate job-embedded professional development on gifted students in PLC meetings throughout the year. This communication and collaboration ensures that instructional services are integrated and curriculum resources are horizontally and vertically aligned and differentiated for ability levels.

The school system creates a yearly Equity Plan to ensure that all schools in the system have access to equitable resources including teachers (based on qualifications, growth, and allotments), instructional supplies and materials, textbooks, and professional development. The Chief Finance Officer, Superintendent and Human Resource Officer determine equitable staff allotments to find the best ways to allocate available resources. This process allows RRGSD to have more AIG specialists and support and resources than what the 4% state PRC 034 allotment would otherwise provide.

*** Practice D**

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

All students are expected to meet state and local academic performance standards. While heterogeneous grouping usually is the best means of meeting the educational goals for all students, RRGSD recognizes that gifted students and other students with advanced learning needs may differ in the amount of time needed or in the instructional methodology that will best assist them in learning the curriculum. When homogeneous grouping is used, the procedures will be intentional and flexible to facilitate the achievement and growth of the students, and then students will be returned to the heterogeneous environment.

As Dina Brulles and Susan Winebrenner point out in "Maximizing Gifted Students' Potential in the 21st Century," students who are gifted "benefit from learning together, and research documenting these benefits supports cluster grouping. Students identified as having high ability better understand and accept their learning differences when there are others in the class who share similar traits. Learning together on a daily basis can encourage these students to pursue in-depth study of their interests."

In developing the procedures for intentional, flexible grouping practices for 2025-2028 AIG plan, the following factors have been considered: the individual student's best opportunity for achievement; the skill level of the student; the most effective instructional climate for the student; the ages and maturity levels of the students in the group; the most effective instructional climate for the group; the most effective social climate for the group and student; and the requirements of the General Assembly of North Carolina in House Bill 986.

In assigning gifted students in grades 3-8 into heterogeneous (mixed ability) classrooms, RRGSD administrators and staff will intentionally group students into clusters of 4-9 students with similar identifications (IG, AM, AR, AG, AI) and place them with a teacher who is trained, will receive training in, or who has proven to be effective in understanding and responding to the exceptional learning needs of gifted students based on teacher effectiveness data. If there is not a cluster of 4-9 students with a similar identification, students will be placed with students of other gifted identifications.

This procedure is intended to support teachers in challenging gifted students more easily and grouping students for instruction within classes as an intervention and enrichment strategy to improve student performance. Teachers are more likely to use formative assessment data to form flexible learning groups in their classrooms when they have a group of students who require differentiated instruction in order to experience academic growth.

RRGSD will have advanced courses in mathematics for grades 6-8 for students who are gifted in math (AM, AG in math, and AI in math), students who earned a Level 5 on the previous year's Math EOG test, and the top 10% of each reporting ethnicity subgroup on the previous year's Math EOG test. In grades 9-13, students who are gifted in math (AM, AG in math, and AI in math) and students who make a 5 on the previous year's Math EOG/EOC test will take an honors level, dual enrollment, or Advanced Placement math course. No student who qualifies for the advanced math course will be removed unless the parent or guardian of the student provides written consent for the student to be excluded or removed from that course.

The school system instructional team will work with each building principal and assistant principal to create the specific clusters of students in homerooms according to the Schoolwide Cluster Model. When making placements, teachers from the sending and receiving grades work with the building principal, teachers who have had gifted education training, and special education teachers to assign all students in the grade to one of the categories that follows.

Grouping categories:

- *Group 1—Gifted: All gifted-identified students, including those who are not fluent in English, not productive in school, and twice-exceptional gifted students.
- *Group 2—High Average: Highly competent and productive students who achieve well in school.
- *Group 3—Average: Students achieving in the average range of grade-level standards.
- *Group 4—Low Average: Average students who are able to achieve at grade level with some support.
- *Group 5—Far Below Average: Students who struggle in several subject areas and score below proficiency levels on academic measures.

The cluster group of gifted students (Group 1) is placed in a classroom with the designated gifted cluster teacher for that grade level. When possible, the designated gifted cluster teacher will be AIG-licensed, have received training in teaching AIG students, or shown success based on teacher effectiveness data in working with gifted and high ability students. High-achieving students (Group 2) are then evenly placed into the classes that do not have the gifted students. Students from Groups 3 and 4 are then placed into each class, and students in Group 5 are placed into all classes except the gifted cluster class. With this placement method, no teacher has the full spectrum of abilities. Narrowing the range of achievement levels in every class allows teachers to focus their efforts more productively (Winebrenner & Brulles, 2008).

*** 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.

RRGSD informs all administrators, teachers, 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 in a variety of ways. For RRGSD employees, the most frequent method of communication is email, which is used to inform stakeholders about programs, testing, results, schedules, upcoming dates, and delivery of differentiated services. The RRGSD instructional leadership and AIG team integrate program standards, legislation, and regulations around gifted programs into the RRGSD locally offered professional development, monthly administrative leadership meetings, and school staff meetings. The Instructional Services division staff discuss instructional services and programs for gifted learners during grade level, team, departmental, and principal professional learning community meetings. The AIG specialists provide information about each AIG student's Differentiated Education Plan to all teachers of gifted students.

Furthermore, there is a wealth of information on the RRGSD AIG webpages. The AIG webpages are hosted on the RRGSD Instructional Services Page. This page includes information about the AIG advisory council, AIG certified staff, early admission to Kindergarten, after school enrichment opportunities, family

nights, NC Legislation regarding gifted students, nominations for AIG, parent information, the RRGSD local plan and procedures to resolve disagreements.

*** Practice F**

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

Communication among the Instructional Services division at Roanoke Rapids Graded School District is important. The AIG team notifies classroom teachers at the beginning of the year about gifted students and the services they receive in the Differentiated Education Plan (DEP). Student records are housed in the AIG office, and the AIG coordinator provides copies of the DEP to all teachers each year. AIG transition meetings are held between grade spans to update students' DEPs; administrators, counselors, AIG specialists, and regular education teachers are invited to attend. The AIG coordinator meets with 6th grade families and students at Open House and introduces AIG students to the AIG specialist at the middle school. Students at Belmont and Manning Elementary Schools attend camps and after school programs, as well as field trips together throughout elementary school, so they already know each other when they attend Middle School.

To help the high school transition and facilitate the registration process for students, high school counselors, and administrator come to the middle school and meet with eighth graders at Chaloner Middle School (CMS) to discuss high school options (Roanoke Rapids Early College [RRECHS] and Roanoke Rapids High School [RRHS]), high school pathways (core classes and electives), and explain how students register for classes. Then, eighth grade students visit their high school in the spring. On this visit, students learn about the many options for courses they can enroll in (including CTE pathways, world languages, and other electives), and they meet teachers and learn their way around the school. At this time, each high school hosts a rising freshmen registration evening for eighth graders and their families. Students have opportunities to make course selections with their current 8th and future 9th grade teachers. Over the summer, rising freshmen attend a ninth grade open house. In addition to experiences for students, middle school and high school teachers work vertically throughout the year to organize their pacing, priority standards, and expectations into systemic action. This planning occurs on common professional development days throughout the school year.

Throughout grades six through twelve, students learn about post-secondary educational opportunities.

RRHS offers multiple career clusters/CTE pathways and college transfer pathways that are provided in conjunction with Halifax Community College (HCC). RREC (Roanoke Rapids Early College) as another pathway that will allow students to graduate in four or five years with a high school diploma and associate's degree and/or career certification.

Counselors work with students on CFNC to complete career interest surveys and match their high school schedules with their post-graduation plans. Every year, students complete/update their four-year course plan. As they become upperclassmen, students visit with representatives from higher education, military, and careers during their POWER Block/Jacket Time. Students attend college fairs at HCC. RRGSD partners with HCC to offer courses at RRHS, at RREC, at the community college campus, and online; other partnerships have included Nash Community College, Pitt Community College, and Coastal Carolina, which offers courses that are not available through HCC to help students to obtain necessary courses to complete their desired educational pathway. Scholarships, summer bridge opportunities, and college orientations are communicated via student email groups and based on their individual college. Students have the opportunity to attend visits with college and career recruiters during POWER Block/Jacket Time. While these meetings are not mandatory, students are highly encouraged by their counselors to attend. The senior counselor gives seniors important information about these visits, opportunities to submit college applications without registration fees, scholarship opportunities, and due dates for important deadlines. The counselors coordinate activities with HCC; these activities include college fairs and placement test opportunities. Local employers often reach out to the counselors to share job opportunities with students.

Parent and family information sessions are held to inform stakeholders about advanced educational opportunities available in Roanoke Rapids for gifted high school students.

*** 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.

The Roanoke Rapids Board of Trustees has developed policies and procedures for a variety of acceleration opportunities including Credit by Demonstrated Mastery and subject and/or grade acceleration in Policy 3420: Student Promotion and Accountability. This policy is available at the following website: <https://boardpolicyonline.com/?b=roanoke&s=179548>

RRGSD extends to all students an opportunity to participate in Credit by Demonstrated Mastery based on the guidelines established by the NC Department of Public Instruction.

Students may be accelerated in a specific subject, subjects, whole grade, or whole grades based on exceptionally high aptitude, achievement, and motivation. The Iowa Acceleration Scale is used to determine if the need for whole grade acceleration is indicated. Following data collection and interviews with students and parents, the AIG Team will determine subject or grade acceleration on a case-by-case basis. An Individual Differentiated Education Plan will be written to address the need on an annual basis.

Additionally, early entrance to kindergarten may be an option on a case-by-case basis. Requirements from the NC State Board of Education and guidelines from the NC Department of Public Instruction will be used to determine if a student qualifies for early entrance. A student entering kindergarten early is not automatically identified as gifted and must still go through the AIG referral, screening, and identification process. See RRGSD Policy 4100: Age Requirements for Initial Entry at <https://boardpolicyonline.com/?b=roanoke&s=179575> and NC State Board of Education Policy KNEC 001 at <https://assistive.eboardsolutions.com/ePolicy/policy.aspx?PC=KNEC-001&Sch=10399&S=10399&C=KNEC&RevNo=1.12&T=A&Z=P&St=ADOPTED&PG=6&SN=true>

Advanced math courses in grades 6 and 7 will be compacted for the Math 6-7 content (in grade 6) and Math 7-8 content (in grade 7). This procedure will compact three grades of math content into two years, and it should prevent conceptual understanding gaps for eighth grade students who take Math 1.

Additional opportunities for students who may be in need of acceleration include honors, Advanced Placement, and dual enrollment courses at RRHS and RRECHS. Gifted students may also be able to pursue distance learning opportunities through North Carolina Virtual Public School (NCVPS), North Carolina School of Science and Math (NCSSM), or online course providers.

* Practice H

Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming.

In grades K-2, the Enhancement teachers (Art, Music, PE and Media) provide PETS (Primary Education Thinking Skills) lessons for all students. These teachers receive training and support from the AIG Coordinator and AIG Specialists. The AIG staff will make copies and provide materials for these lessons, and model the lessons for the teachers. This is the only time in the school schedule that all students are present, including the EC and ML students ensuring that all students benefit from the opportunity to develop thinking skills. All K-2 students throughout the school system will be taught thinking skills regardless of their ethnicity, background or skills that they are showing in the classroom. Students with potential that has not been realized yet, will have a chance to further develop their skills. Students who show potential in the whole group PETS lessons, will be pulled during intervention and enrichment time to receive small group instruction with the AIG specialists.

In grades K-3, the RRGSD AIG team assists the regular classroom teachers in exploring ability and uncovering gifted potential among all students. Throughout the school year, regular classroom teachers encourage critical, creative, and higher order thinking skills; build the foundation of conceptual math strategies; and observe all primary students. Based on data collected by the AIG Specialist from PETS, mClass and iReady as well as recommendations from classroom teachers, students will be placed in pull-out groups facilitated by the AIG Specialists. Students will be taught using Junior Great Books, Building Thinking Skills, William and Mary, Jacob's Ladder, and Project M3 curriculum materials. Work samples from these talent development groups are saved for future consideration in the AIG referral process.

K-3 students who show talent in the early grades are invited to attend a Mathematics (STEAM) camp in the summer. Students are referred to the camp by elementary teachers, or pulled from the list of students who excelled in the PETS talent development groups. The camp will feature a math and science theme for the year, and focus on exploration and questioning using hands-on projects and experiments. The camp will be taught by the AIG certified staff.

*** Practice I**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12.

In grades 4-12, students who make a Level 5 on the Math EOG/EOC and/or who are in the top 10% of a reported ethnicity subgroup (regardless if they have a gifted identification) are included in the advanced math course. In grades 9-13, opportunities for certain clubs and competitions (such as Science Olympiad, Battle of the Books, Quiz Bowl and Robotics) are open to students who are interested (regardless if they have a gifted identification). Summer Camps are available for students in grades 4-12 who show a particular interest in Chess or Robotics, but are not identified as AIG students along with the students in the AIG program.

Service options for gifted students are communicated to the Multilingual Learner, Exceptional Children, and Title I departments as well as the reading specialist, interventionist, and instructional coaches. Partnerships among these Instructional Services roles are essential for effective programming and to synergize the efforts to broaden access to advanced learning opportunities for underrepresented AIG populations. AIG identification process and screening process is fully communicated to ML, EC, and regular classroom teachers. Regular education teachers are educated concerning recognizing gifted traits in students.

A major initiative to broaden access to advanced learning opportunities for underrepresented gifted populations in RRGSD is the Roanoke Rapids Early College High School. RRECHS intentionally recruits first generation college students, students at risk for not graduating from high school or college, students underrepresented in higher education, and students in need of academic acceleration. Many of the first cohort of RRECHS scholars are culturally and ethnically diverse, economically disadvantaged, Multilingual learners, highly gifted, and/or students with disabilities. At RRECHS, students have the flexibility to take more than the traditional eight courses per year, and they take dual enrollment courses beginning in grade 9 (instead of grade 11). Students are required to complete service opportunities and participate in career mentoring and networking before graduation. Because of the intense personalization required in this program, it is limited to 40 students per grade.

*** Practice J**

Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.

Students at Roanoke Rapids Graded School District are encouraged to participate in extracurricular programs and events that enhance and further develop their needs and interests. At the elementary schools, gifted students may participate in competitions (WordMasters and Math Olympiad) and after-school enrichment (such as chess and Lego Robotics for beginners and advanced students. At the middle school, gifted students may participate in competitions (like Math Olympiad, Battle of the Books, Quill, Quiz Bowl), after-school enrichment (coding and robotics), and clubs (Junior Beta and chess) and Art and Maker Space Camps. Students present performances and projects to each other and their families on AIG Family Nights in the Fall and Spring of each year. The AIG staff surveys students to determine which clubs/opportunities they are interested in and the offering changes based on student interests.

Students who have completed Kindergarten to eleventh grades are invited to participate in summer camps, based on the interests of the AIG students. The current summer camp will be a rising Grades 1-5 Science, Technology, Engineering, Art and Mathematics (STEAM), rising Grades 6-8 Robotics and rising Grades 5-11 Chess camp and will offer students chances to participate in robotics and coding as well as science experiments, chances to build and create. The camps will be offered to AIG students as well as students in talent development groups and taught by AIG licensed staff.

At the high school and Early College, students participate in competitions (Science Olympiad and SkillsUSA), and all students experience a Power Block/Jacket Time (extended lunch block to allow for intervention and remediation and enrichment during the school day). All students may choose from a variety of clubs and activities during the school day. Teachers with AIG certification or other teachers interested and successful in working with AIG students, will be able to submit proposals for leading activities, clubs or contests of interest to AIG students. Once the proposals are approved by the AIG Coordinator, the teachers will

be paid a stipend for leading the activity. The activities may include a Battle of the Books team, an AIG chess club, essay contests, and math contests for AIG students.

*** Ideas for Strengthening the Standard**

RRGSD is looking for ways to enhance the communication with stakeholders regarding the opportunities available for AIG students as well as talent development opportunities for students in the school system.

Planned Sources of Evidence

* DEP's which list students' individualized plans for opportunities to enrich and extend the curriculum.

* RRGSD generated online posts that show student involvement in enrichment opportunities.

* Presentations to parents informing them of opportunities specific to secondary students to participate in advanced learning opportunities.

Type	Documents	Document Template	Document/Link
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AIG Standard 2 Additional Resources

N/A

Standard 3: Differentiated Curriculum and Instruction

Roanoke Rapids City Schools (421) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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 by differentiating curriculum and instruction, including enrichment, extension, and acceleration strategies.

Roanoke Rapids Graded School District uses differentiation strategies to adapt the NC Standard Course of Study (NCSCOS) to address the range of advanced ability levels of gifted students. The majority of this work happens in grade level, subject area, and departmental professional learning community (PLC) meetings as teachers plan together using the NCSCOS, pacing guides, unpacking documents, and units of study to provide differentiated instruction to identified gifted students as well as flexible groups based on students' needs and interests.

AIG specialists, instructional coaches, and other staff in the Instructional Services division attend PLCs to support kindergarten through grade 12 teachers as they identify priority and supporting standards and determine how much time should be allotted to each language arts, mathematics, science, and social studies standard. Using that pacing, teachers determine the "big rocks" that determine a student's mastery of each standard and create the assessment that demonstrates that mastery. AIG Specialists, lead teachers and Instructional coaches help teachers create pre-assessments that inform their daily planning for all students. For the students who already show mastery on the pre-assessment, AIG specialists, lead teachers and instructional coaches assist teachers in creating content replacement, extension, and/or acceleration activities to use with these flexible small groups and/or individual students. Differentiation for gifted students includes enrichment in the density (pace), difficulty (complexity), depth (exploration in detail), and diversity (short topics not in regular curriculum) of the regular classroom to ensure that students experience learning environments based on PEAK principles. When AIG specialists are not facilitating AIG classes, they are available to assist classrooms with clusters of gifted students and follow-up with teachers on the incorporation of the professional development during PLCs and assist teachers in adapting lesson plans to ensure the needs of gifted learners are met.

*** Practice B**

Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12.

The Instructional coaches, lead teachers, and school leadership teams meet with PLC teams weekly to plan for instruction around student abilities, needs and interests. These coaches facilitate discussion to help teachers plan for students who demonstrate mastery of the core materials. Teachers will receive training in using pre-assessments to gauge the level of student mastery. Teachers plan for tiered instruction using whole group and small group protocol, use of choice boards or learning contracts and flexible grouping. Instruction can include differentiation strategies including direct services by the AIG specialist (push-in or pull-out). Enrichment content can be added to align and extend a student's understanding of content objectives. Engaging and challenging activities like inquiry-based learning, project-based learning, and Socratic seminars and independent research opportunities. AIG specialists collaborate with teachers and share strategies to ensure support across the school.

Teachers will receive ongoing PD planned and led by the school district AIG staff and Director of Curriculum and Instruction to ensure teachers are able to incorporate differentiated instruction for gifted students, especially to address the needs of twice exceptional students, and culturally and linguistically diverse students.

The AIG Coordinator will meet with students and parents in middle and high school to discuss their interests and goals, and provide them with guidance in choosing options at this level. Students will receive information on

- Honors Classes
- Advanced Placement Classes
- Traditional High School vs Early College High School
- North Carolina School of Science and Mathematics Classes
- Career and College Promise Program
- North Carolina Virtual Public School Classes

*** Practice C**

Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students.

Students in Kindergarten - Grade 2 experience the following evidence-based resources that enhance student learning: Jacob's Ladder and content units of study for gifted students that were created by College of William and Mary's Center for Gifted Education and Junior Great Books from the Great Books Foundation.

Students in Grades 3-5 experience the following evidence-based resources that enhance student learning: Jacob's Ladder and content units of study for gifted students that were created by College of William and Mary's Center for Gifted Education, Junior Great Books from the Great Books Foundation, and Mentoring Mathematical Minds.

Students in Grades 6-8 experience the following evidence-based resources that enhance student learning: Jacob's Ladder and content units of study for gifted students that were created by College of William and Mary's Center for Gifted Education, Junior Great Books from the Great Books Foundation, primary source documents, novels, and project-based learning (coding, robotics, and stock market game). Additionally, students in grades 6-8 may access NCVPS classes for middle school students as funds allow.

Students in Grades 9-13 engage in a personalized learning environment using the district's 1:1 technology with chromebook access 24 hours a day/7 days a week and take-home hotspot devices to provide internet access for students whose homes do not have it already to access honors, advanced placement, dual enrollment, NCVPS, NCSSM, CFNC, AP Central and other online learning opportunities.

Roanoke Rapids Graded School District has provided AIG specialists and regular classroom teachers with research-based best practices materials and resources to meet the needs of gifted students. Materials are available through a loan-out resource library from the AIG department. The use of materials is structured through PLCs and collaboration between AIG team and regular classroom teachers. The AIG program also supports academic competitions that enhance student learning and growth opportunities.

*** Practice D**

Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility.

Roanoke Rapids Graded School District provides professional development for teachers and support in creating integrated curriculum units that incorporate critical thinking, communication, collaboration, creativity, and leadership. At the elementary level, students develop future ready skills through leadership days and student-led conferences. A partnership with the Roanoke Valley Chamber of Commerce provides opportunities for students in grades eight through twelve to participate in mentoring, job shadowing, and internships with local businesses. High school students participate in POWER Block/Jacket Time with a myriad of opportunities for student-interest groups, clubs, and organizations that foster critical thinking, communication, collaboration, creativity, and leadership. All students at Roanoke Rapids Early College participate in a Scholar Seminar that fosters the development of future ready skills.

*** Practice E**

Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.

Roanoke Rapids Graded School District uses a balanced approach that includes growth, diagnostic, formative, and summative assessments to differentiate classroom curriculum and instruction and inform flexible grouping practices. AIG specialists use data from common formative assessments, benchmark assessments, and summative assessments to support gifted and potentially gifted students. AIG specialists, instructional coaches, and other staff in the Instructional Services division attend PLCs to discuss gifted education and support teachers in analyzing performance of gifted learners and design effective instruction based upon the analysis.

RRGSD uses the following assessments:

- mClass Grades K-3
- NC Check Ins: Math Grades 3-8 and ELA Grades 4-8
- Benchmarks: ELA & Math Grades 3-8, Math 1, English II, Biology, and Math 3
- I-Ready Reading
- I-Ready Math
- EOG/EOC Tests: Grades 3-12
- Common Formative Assessments: K- Grade 12
- CogAT: Grade 2 & 5

PLCs use the information gleaned from these assessments to create flexible groups and differentiate for small groups and individual students as necessary. The results of these assessments also inform MTSS/IABS Supports.

*** Practice F**

Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.

Although AIG teachers have the primary responsibility for ensuring the needs of gifted learners are met, a process is in place to maintain a collaborative effort by all stakeholders to provide a challenging learning environment for students identified as gifted.

The AIG Coordinator provides in-service opportunities for administrators and AIG specialists and disseminates information and elicits collaboration from various stakeholders. She facilitates communication among AIG, MTSS, EC, Counseling, Students Services, and Instructional Services teams, departments, and divisions based on the individual needs of the students. The AIG Coordinator also works with middle and high school counselors, students and parents to ensure AIG students are taking a challenging and advanced academic pathway.

The AIG staff and Instructional Support staff plan with the classroom teachers to differentiate instruction for advanced learners during weekly PLC meetings, making the differentiation for AIG students a priority. Pre-assessment, Post-assessment and more formal summative assessments will be used to determine the level of achievement of student groups, and will identify which students are in need of acceleration, extension of the curriculum, or independent learning in addition to the learning opportunities of other students. Teachers will receive resources and support to add depth and complexity to their classroom instruction. Grade level teams will meet in district led PD to plan for the curriculum to have depth and complexity for AIG students.

The AIG Specialist serves as a resource to the cluster teacher when applicable, and communicates with the regular classroom teachers about the AIG students' progress. The AIG specialists monitor the progress of individual students and reflect with the regular classroom teacher to ensure that the AIG students are being challenged and receiving instruction that extends beyond a basic level and takes advantage of the gifted students' interests and strengths.

<p>The school district instructional coaches and instructional lead teachers meet twice monthly with the Director of Curriculum and Instruction to evaluate the effectiveness of differentiated instruction, and to reflect on ways to improve instruction for gifted students.</p> <p>A team of teachers, instructional coaches and the Director of Curriculum and Instruction will evaluate the Honors courses at the high school level using the Honors Level Coursework Development and Evaluation Tools to plan differentiated instruction at the high school level. Data will be collected and assessed to inform instructional adjustments for AIG students. AIG personnel guide classroom teachers through questions that include whether the AIG students are able to accelerate when needed and whether opportunities are being given to extend their learning.</p> <p>AIG specialists will work with both the EC teacher and classroom teacher to address the unique needs of twice exceptional AIG students, to help them shore up deficits and overcome challenges, while exceeding in their areas of giftedness.</p> <p>Ongoing evaluation of assessment data at the classroom, school and district level will be used to evaluate the effectiveness of the differentiation, and to highlight teachers and students who need additional support in this area. AIG.</p>								
<p>* Ideas for Strengthening the Standard</p> <p>RRGSD will look for ways to incorporate the NC Portrait of a Graduate resources in the planning of a differentiated curriculum for gifted learners. Skills that will be included are adaptability, collaboration, communication, critical thinking, empathy, learner's mindset and personal responsibility in both the classroom curriculum and extra-curricular activities.</p>								
<p>Planned Sources of Evidence</p>								
<p>* District and state assessment data.</p>								
<p>* Agenda from instructional planning meetings.</p>								
<p>* Agenda from PLC team meetings.</p>								
<table border="1"> <thead> <tr> <th data-bbox="1058 73 1182 2037">Type</th> <th data-bbox="1058 73 1182 2037">Documents</th> <th data-bbox="1058 73 1182 2037">Document Template</th> <th data-bbox="1058 73 1182 2037">Document/Link</th> </tr> </thead> <tbody> <tr> <td data-bbox="1182 73 1534 2037">AIG Standard 3 Additional Resources</td> <td data-bbox="1182 73 1534 2037"></td> <td data-bbox="1182 73 1534 2037">N/A</td> <td data-bbox="1182 73 1534 2037"></td> </tr> </tbody> </table>	Type	Documents	Document Template	Document/Link	AIG Standard 3 Additional Resources		N/A	
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Standard 4: Personnel and Professional Development

Roanoke Rapids City Schools (421) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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.

At Roanoke Rapids Graded School District (RRGSD), the Academically and Intellectually Gifted (AIG) Coordinator is AIG-licensed by the state of North Carolina and collaborates with other AIG-licensed specialists to make decisions on practices that positively impact student learning and provide accountability for quality and equity of opportunity for all students. The AIG Coordinator is solely responsible for the planning, implementation and monitoring of the AIG program. She collaborates with AIG-licensed specialists to make decisions about programming, identification, curriculum and instructional resources, and teaching/learning strategies for gifted students to ensure the appropriate differentiated services. Additionally, she guides and supervises the implementation of a district-wide program and plan for PK-13 students and supervises the implementation of gifted program service options; uses data (e.g., screening, student achievement to monitor, inform, and guide decisions; ensures that adequate funding is used for gifted education services; communicates with parents, community and the advisory council regarding gifted education services and the evaluation of the district AIG plan; and conducts monthly meetings to support AIG specialists with planning, curriculum and instruction.

RRGSD employs AIG Specialists, who are housed at the elementary schools (one full-time specialist at each school) and middle school (one part-time specialist) and one AIG coordinator, to coordinate aspects of the AIG program at the elementary and secondary level. The AIG specialists and coordinator provide services to identified students; participate in professional development opportunities (including statewide conferences); provide professional development and resources to regular education teachers; and serve as members of grade level professional learning communities (PLCs). The three AIG specialists are AIG-licensed educators. There is an AIG coordinator who facilitates the AIG program at all grade levels and coordinates and provides special learning opportunities during and after school, as well as during summer camps. This person administers screening assessments, maintains documentation of student identification evidence and services provided to students, and facilitates communication with stakeholders. The AIG coordinator attends regional and state AIG meetings for coordinators, webinars, conferences and other training to stay abreast of latest research, trends and best practices in gifted education.

- The Role of the AIG Coordinator
- Provides leadership in the implementation of the program
- Clarifies roles and responsibilities of key personnel involved in the program
- Provides in-service opportunities for administrators and AIG specialists
- Collaborates with AIG Support to conduct educational awareness sessions for parents whose children are involved in the program
- Develops an evaluation design to measure the effectiveness of the program
- Communicates the goals and objectives of the program to parents and the community
- Maintains the AIG Advisory Committee to monitor program progress, community acceptance, and formulate recommendations
- Disseminates information and elicits collaboration from various stakeholders during RRGSD Leadership meetings
- Facilitates communication among AIG, MTSS, EC, Counseling, Students Services, and Instructional Services teams, departments, and divisions
- Advocates for AIG students and program
- Plans and leads AIG enrichment activities and programs like chess club, drama class, technology and robotics day STEAM summer camps
- Tests all PreK-12 students that are eligible or have been referred for AIG testing
- Oversees the screening, referral and identification process for the school district
- Maintains documentation of student identification evidence and services provided

- Develops, monitors and evaluates the local AIG plan
- Compiles the testing information for the Needs Determination Committee and facilitates the meetings of this committee as they decide whether students are eligible for AIG services.
- Facilitates AIG PLC meetings to develop the capacity and leadership potential of the AIG specialists to deliver equitable and consistent services based on best practices in gifted education.
- Maintains an accurate AIG headcount and completes state reporting for AIG developing Differentiated Education Plans (DEPs) designed to meet the academic, social and emotional needs of gifted students
- Facilitates meetings with parents and teachers to monitor and review DEPs
- Communicates with parents regarding services and opportunities for gifted students
- Plans and oversees summer camps and after school programs throughout the year
- Plans and copies whole group AIG Lessons for the K-2 PETS lessons that will be taught by Enhancement staff (Art, Music, Media, P.E.)
- Trains staff and models lessons for the implementation of this program.

*** Practice B**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan.

Roanoke Rapids Graded School District (RRGSD) believes academic, emotional and social growth of students is paramount; therefore, academic, intellectual, social, and emotional needs are topics of instructional services and AIG PLCs. During AIG PLCs, the AIG coordinator shares the latest information on gifted education and legislation from the NCAGT newsletters and Northeast AIG regional meetings as well as arranging for other professional development opportunities including guest speakers and book studies. She provides opportunities for AIG specialists to attend gifted workshops including NCAGT Conference, NCCAT programs supporting gifted students, as well as other NCDPI-sponsored conferences and events with sessions focusing on supporting gifted learners.

RRGSD instructional personnel use academic research-based practices and curriculum with all students. AIG specialists explicitly address the academic and intellectual needs through enrichment in the density (pace), difficulty (complexity), depth (exploration in detail), and diversity (short topics not in regular curriculum) of the regular classroom. Specialists may provide these services in the regular classroom with co-teaching with the regular education teacher; during the intervention/enrichment block; in an AIG classroom; and by supporting the regular education teacher in providing these services to students during cluster and flexible grouping of AIG students, using specific curriculum designed for AIG students, facilitating acceleration groups in specific subjects, and/or providing opportunities beyond the regular classroom setting during and after the regular school day.

AIG Specialists explicitly address social and emotional needs of gifted learners by directly and indirectly providing services and resources to students. Specialists work with school counselors to lead students through a process of self-identification in which they learn about what it means to be “gifted,” how they (as gifted students) are different from their non-gifted peers, and about how to develop habits of mind including a growth (instead of fixed) mindset. The AIG team shares these resources with other instructional staff (including instructional coaches and regular education teachers) and families to support students.

RRGSD strives to support all students at pivotal transition periods in school (prekindergarten, kindergarten, grade three, grade six, grade nine, and post-graduation). Middle school counselors meet with rising sixth grade AIG students to support the transition to middle school. The AIG Coordinator meets with middle school AIG students to help them select electives and meets with administrators and teachers to form cluster groups on grade level teams. The AIG Coordinator works alongside high school counselors during registration to help AIG students register for honors, dual enrollment, and Advanced Placement courses.

At the elementary level, there is an AIG specialist at each of the two elementary schools who teaches AIG students daily and works with other teachers to support AIG students in the regular classroom. There is an AIG specialist at the middle school who works with students for half the time.

The roles of the AIG Specialists may include, but are not limited to, the following:

- Provides appropriate differentiated curriculum and instruction for gifted learners
- Provides consultative services to school personnel in the areas of academic, intellectual, social, and emotional needs of gifted learners
- Designs and implements professional development for school personnel aligned to the AIG program standards
- Supports general education teachers as they review data to reflect and refine their use of differentiation
- Collaborates with classroom teachers on the referral process for the AIG Program
- Collaborates with support staff to address the needs of special populations (exceptional children, English learners, and school counselors)
- Ensures that appropriate services are provided
- Communicates with parents regarding services and opportunities for gifted students
- Contributes to the development of collaborative learning cultures to support student success
- Stays abreast of the latest information on gifted education, legislation, and best practices for gifted learner
- Advocates for gifted learners and their families
- Meets with parents regarding their child's DEP

*** 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.

Roanoke Rapids Graded School District recognizes that meaningful professional development implemented and monitored with fidelity is a key factor in the growth of gifted students. The AIG coordinator collaborates with administrators, AIG specialists, and instructional coaches to provide AIG professional development.

AIG Specialists at each school inform staff including regular classroom teachers, school counselors, exceptional children's teachers, ML teachers, and other staff of AIG policies, procedures, and practices within RRGSD. Along with instructional coaches and/or consultants, they provide professional development on the following topics:

- Gifted Characteristics
- Instructional practices for gifted and advanced learners
- Social and emotional characteristics of gifted learners (including overexcitability, asynchronous development, and perfectionism and underachievement)
- Scheduling and placement options
- Differentiation of curriculum and instruction and flexible grouping
- Socratic Seminars and inquiry teaching
- Support for the Gifted Education Praxis (to support additional teachers in earning AIG add-on licensure)
- Professional Learning on gifted ML and EC students
- Gifted underrepresented populations

All personnel involved in AIG programs and services are required to earn professional development continuing education units (CEUs) yearly through required PLC meetings and required training, as well as attendance at AIG conferences as funds allow.

Classroom teachers are encouraged to complete an AIG add-on license. Teachers who choose to study for and take the Gifted Education Praxis test on their own, will be reimbursed with evidence of a passing score. RRGSD will also pay for the state Add-on Licensure fee for teachers who successfully complete licensure requirements.

*** 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.

Classroom placements for the upcoming school year in grades K-8 will occur at the end of each school year following spring gifted testing and the AIG Coordinator will work with each building principal and assistant principal to create the specific clusters of students in homerooms according to the Schoolwide Cluster Model. When making placements, teachers from the sending and receiving grades work with the building principal, teachers who have had gifted education training, and special education teachers to assign all students to cluster groups. The AIG cluster groups will be placed with classroom teachers who have earned their AIG add-on license when possible, or with a teacher who has demonstrated success in working with this cluster group based on teacher effectiveness data.

After benchmarks and EOG tests, the AIG coordinator will meet with the rest of the AIG team and building principals to monitor the effective assignment of students to the appropriately licensed or prepared personnel. Data will be shared with instructional services personnel, district leadership, and/or AIG advisory group as appropriate.

The AIG team and administrators are encouraging teachers who are successful with gifted students to take the Gifted Education Praxis and earn AIG add-on licensure or take college classes to earn their AIG add-on licensure. After earning AIG add-on licensure, RRGSD will provide recognition at the local level (e.g., Board of Trustees meeting).

Teachers who teach Advanced Placement courses are required to attend the Advanced Placement Summer Institute before or during their first year teaching the course and are encouraged to attend at least every three years thereafter.

The Role of the Regular Education Cluster Teacher of AIG Students:

- Exposes all students to a wide variety of enrichment activities
- Provides appropriate differentiation for the gifted students assigned to the classroom when students are not with the AIG teacher
- Examines the existing curriculum and determines where additional content material is needed
- Knows and utilizes appropriate instructional strategies for gifted students
- Compacts the curriculum for gifted students when appropriate and will be documented on a student's DEP
- Helps identify students with "gifted potential" and develops strategies to address their needs
- Monitors the progress of each gifted student to pursue investigation based on their individual interests
- Communicates the program to parents and the community
- Advocates for AIG students and program

The AIG team and Director of Curriculum and Instruction will develop newsletters with professional development information and/ or meetings to support classroom teachers of AIG cluster groups.

*** Practice E**

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

The AIG coordinator works closely with teachers who are interested in earning their AIG add-on license by providing study groups and materials for teachers interested in earning their license through the Praxis exam. Students who pass the Praxis Exam will receive a refund from the school system for the cost of the test. The AIG coordinator will also partner with a college which will provide coursework for teachers and support staff to earn an AIG add-on licensure. The classes will be offered once during the three year AIG plan and will be free of charge to teachers as funds allow. Teachers who take advantage of the cohort opportunity commit to serve the district for three years after earning an AIG add-on license.

The AIG coordinator will work Human Resources to recruit teachers of diverse backgrounds who have earned their AIG add-on license, or are interested and willing to earn this credential. The AIG coordinator will compile a list of teachers and support personnel who are licensed at each school and recruit teachers who show interest and talent in working with AIG students to pursue licensing.

AIG licensed teachers will receive support through a quarterly newsletter with instructional strategies and ongoing PD to provide information on teaching strategies, ideas for dealing with topics of interest, and will be given opportunities to voice questions and concerns. Topics will include ways to assess, plan and differentiate instruction and support gifted learners.

*** Practice F**

Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices. RRGSD provides ongoing staff development with regards to equity and excellence in gifted education. This topic is included every year during the professional development sessions sponsored by the school system for all teachers. The AIG leadership team will provide sessions for the staff with regards to the topic of equity and excellence in our district and schools. Professional Development will also be provided to the Needs Determination Committee that looks at AIG eligibility of individual students using resources by NCDPI- Call to Action and Guidebook to support this professional development.

*** 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.

Professional development opportunities align and support the goals and initiatives of Roanoke Rapids Graded School District. During district wide professional development, the AIG team will plan professional development opportunities that will include information from the NCDPI AIG Booster Shot resources that will be presented to all middle and high school staff members. Additional staff development opportunities will be provided to regular education teachers about different topics in Gifted Education.

RRGSD sets aside a portion of PRC 034 money to send AIG personnel to AIG conferences focusing on AIG students.

The Instructional Coaches will work with Advanced Math teachers and teachers of gifted students to incorporate best practices in teaching gifted students in their plans for differentiating instruction for gifted students in the regular classroom.

Job-embedded professional development opportunities allow AIG specialists and other faculty and staff to plan, implement, and refine applications of their professional learning. Structures in place at RRGSD to facilitate collaboration among AIG Specialists and other teachers to share best practices and build capacity for AIG and refine their own learning include the following:

- Elementary School: Weekly grade-level PLCs and monthly grades 3-8 advanced math PLC
- Middle School: Weekly grade-level subject-specific PLCs, monthly grade-level PLCs, and monthly grades 3-8 advanced math PLC
- High School: Weekly departmental PLCs and monthly advanced placement PLC

Administrators: Monthly leadership (district and building administrators), monthly assistant principal meetings, weekly instructional services PLCs with instructional coaches, teachers of ML, AIG specialists, Reading Specialist/Interventionist, and exceptional children's representatives, monthly AIG team PLC, monthly elementary instructional leadership PLC, and monthly secondary instructional leadership PLC

*** Ideas for Strengthening the Standard**

RRGSD will prioritize professional development opportunities for staff that emphasizes equity and excellence in gifted education.

Planned Sources of Evidence

- * Newsletters and agendas for Professional Development sessions with classroom teachers of gifted learners.
- * List of AIG licensed staff published on the RRGSD website.
- * Agendas of Professional Development for all teachers.

Type	Document/Link
AIG Standard 4 Additional Resources	N/A

Standard 5: Partnerships

Roanoke Rapids City Schools (421) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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.

Meaningful partnerships and open communication with parents and families support intentional services provided to gifted students at Roanoke Rapids Graded School District. The AIG team encourages the participation of our stakeholders through attendance at AIG Advisory Council meetings and AIG Family Nights, parent and family focus groups, and paper/pencil or electronic communication including surveys to collect data and feedback. During AIG Family Nights, all parents and families are invited to ask questions, provide feedback about programming options, and provide ideas for academic, intellectual, social, and emotional services for gifted learners. AIG specialists send home newsletters with information about upcoming lessons and activities to encourage parents to talk to their students about their activities at school. Parents are asked to fill out questionnaires to help the AIG teachers get to know their students.

Partnerships between RRGSD and its parents and families provide additional opportunities based on interests and passion areas of gifted learners. The AIG team encourages parents and family members to be guest speakers about their careers, interests, and current issues in our community. Individual parents and elementary parent and teacher organizations (PTO and PTA) supplement resources and/or activities for our students.

The AIG team meets and plans with parents and family to ensure that appropriate services are being provided for AIG students. Differentiated Education Plan meetings are held with the parents to discuss the most appropriate services for their child. The AIG team provides resources to parents on its website at <https://sites.google.com/rrgsd.org/instructionalservices/home/aig/parents-of-gifted-students>

*** 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 AIG coordinator meets with central office staff to coordinate efforts of the AIG program with the other programs and services in the school district. Since the opening of Roanoke Rapids Early College High School, the partnership between RRGSD and Halifax Community College has strengthened to include both Career and College Promise and Cooperative Innovative High School (CTE and College Transfer) pathways. Community partners are invited and encouraged to attend student events, competitions, and Family Nights.

The AIG team partners with other school districts in the area to participate in scholastic competitions. Our AIG team partners with the media coordinators and AIG coordinators from both public and private schools and charter schools in the area to plan and coordinate efforts to have competitions for the students in

<p>this rural area. While most of the students on the competition teams are AIG students, all students are welcome to participate. The local librarians make up a team to compete against the middle school Battle of the Books team, to help the team prepare for the regional competition.</p> <p>The AIG program meets with parents to listen to ideas and input when planning extracurricular opportunities for AIG students. Parents are invited to attend any competitions and field trips, and to participate in family nights to voice their concerns and give input on the AIG program. Students and families experience the camaraderie and positive atmosphere of being part of a team at these competitions. The AIG Coordinator will work closely with AIG coordinators in the northeast region to provide competition experiences.</p> <p>The AIG program coordinates with the summer school program to allow students who are twice identified or who need remediation in one subject to participate in enrichment camps and remediation programs, and works with the ML program to allow students to benefit from more than one program. The AIG summer camp also partners with a high school Lego First Team that will teach middle school students about Lego Robotics as part of the middle school summer camp.</p> <p>RRGSD has developed a partnership with The Center for Energy Education in Roanoke Rapids. The center sponsors educational opportunities and summer camps for students to learn about renewable energy. Students receive information from the camps and Roanoke Rapids CTE teachers teach the summer camps.</p> <p>RRGSD will join the NCASA (North Carolina Association for Scholastic Activities) to provide contests and opportunities for students, such as Quiz Bowl and Quill.</p> <p>RRGSD will join the FIRST North Carolina program to provide robotics competitions for the school district. The school system will partner with local businesses and apply for grants to provide the funding for these competition teams. We will also seek community experts and mentors in the field to assist with coding and building of the robots. Students have the opportunity to network with other teams and mentors throughout the state, and to connect with others in the larger community with similar interests.</p> <p>Local experts have also agreed to coach the chess team at the high school level. This team will compete in chess matches with the Triangle Chess organization to give students a chance to compete against others in a larger area.</p>	<p>* 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.</p> <p>Roanoke Rapids Graded School District has established and utilizes its AIG Advisory Council to develop, implement, and monitor its local AIG program and plan. There is at least one parent/family leader from each school (Manning Elementary, Belmont Elementary, Chaloner Middle, Roanoke Rapids High, and Roanoke Rapids Early College) who represent different segments of the community. There are at least two students (one from Roanoke Rapids High and one from Roanoke Rapids Early College) on the council. All AIG staff (coordinator, supporter, facilitator, and specialists), one RRGSD Board of Trustee, the Multilingual Learner lead teacher, one AIG-certified instructional coach, one assistant principal, and two principals are on the council. In addition, various community members serve on the council including one Halifax County Commissioner, one North Carolina Department of Transportation legislative liaison (who is a RRGSD alumnus and former student in the AIG program), and the Halifax Community College President. Advisory Council meetings are announced during AIG Family Nights, and all parents are invited to attend. The AIG Program also uses the website to promote participation from all stakeholder groups to reflect the diversity of the district.</p> <p>The AIG Advisory Council meets to discuss data (EOG/EOC performance of AIG subgroups, participation and passing rates of Advanced Placement and dual enrollment courses, and dropout rates for AIG students) and provide guidance to develop the local AIG plan and continuously improve the AIG program. The AIG Advisory Council meets at least twice a year.</p>
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The AIG team meets with parents of Multilingual learners to develop DEP's and to communicate with families along with the ML learner program, which provides interpreters at meetings, and translates communication from the AIG department to the students' native languages. The ML teacher also serves on the AIG Advisory Council to represent the needs of these students and at least one parent member on the committee has an ML student.

*** Practice D**

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

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

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

The RRGSD AIG program informs parents and the community of opportunities available to AIG students through the online messaging App, AIG website, brochures, email notifications, automated phone calls, and district Facebook page and Twitter feed. All forms and the AIG Plan are translated into Spanish (and other languages upon request).

The AIG staff and guidance department at Roanoke Rapids High School, and Roanoke Rapids Early College will work together to provide information sessions for parents and students regarding the advanced learning opportunities at the high school level. The AIG staff, counselors, parents and students work together with each student to develop a DEP that reflects the personalized opportunities for each student to access advanced learning opportunities.

The local AIG plan is shared with parents on AIG family nights, and posted on the RRGSD website.

*** Ideas for Strengthening the Standard**

RRGSD will continue to work with local businesses to not only solicit monetary contributions to AIG programs, but to also partner with mentors that are willing and able to help our programs grow.

Planned Sources of Evidence

* Power point presentations given at AIG family night presentations.

* RRGSD website and social media accounts.

* Community sponsors recognized for competition teams.

Standard 6: Program Accountability

Roanoke Rapids City Schools (421) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment.

Roanoke Rapids Graded School District develops and maintains a written plan that complies with Article 9B, describes the local AIG program, and serves the needs of its students in its local context. The AIG staff works with other stakeholder groups (parents, students, teachers, administrators, instructional coaches, and AIG Advisory Council) to write the plan based on self-assessment feedback from the various groups. ML and EC personnel are included on the AIG Advisory Council and are invited to contribute their perspective regarding these underrepresented populations. After the drafting process, the AIG team shares the draft with the stakeholder groups to get feedback, makes revisions to the new plan draft, and updates local policies and procedures as needed. Once the updated draft is complete, the AIG Coordinator presents it to the Superintendent and the RRGSD Board of Trustees. Following approval by the Board of Trustees, the AIG Coordinator submits the plan to DPI for review and comment. Each year, the AIG team completes an internal self-assessment, and any revisions to the local plan are presented to the Board of Trustees for approval and then sent to DPI for review and comments.

*** 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.

RRGSD collects data to monitor the implementation and effectiveness of the AIG program and plan and ensures fidelity of implementation for all AIG program components. Once a year, the AIG team (district coordinator, facilitator, and specialists) completes a formative evaluation of the district's gifted plan by gathering and analyzing EOG, EOC, AP, CCP, attendance, dropout, teacher effectiveness, and stakeholder perception data for trends. The data is summarized in an annual report to the AIG Advisory Group and AIG team PLC and published on the AIG web page for all stakeholders. The AIG Program will monitor and evaluate the AIG Plan implementation in the following ways:

- Monitor and analyze EOG, EOC, AP, CCP, attendance, dropout, and teacher effectiveness data for all identified students to ensure growth and that the needs of students are met
- Monitor service delivery plans annually
- Monitor AIG budget
- Survey stakeholders to assess the disposition of those groups
- Complete internal program audits based on classroom walk-throughs and AIG folder reviews

*** 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.

The AIG Program budget is developed collaboratively among the Chief Finance Officer, the Superintendent or designee and the AIG Coordinator. The first priority for AIG funds is people; AIG Coordinator salary, part-time AIG specialist at the middle school, after-school AIG coaches stipends and summer program salaries are paid out of PRC 034. Other federal, state, and/or local funds support the two AIG specialists at the elementary schools. Resources that are aligned with goals of the local AIG plan and support students are the second priority for AIG funds. The AIG budget is monitored yearly for integrity by the Chief Finance Officer, Superintendent or designee and the AIG Coordinator. Expenditures are monitored by the AIG Coordinator, the Chief Finance Officer and the Superintendent or designee to ensure funds are utilized for comprehensive local AIG plan implementation. All receipts for materials and curriculum products and contracts for professional development are maintained by the AIG Coordinator. Funds are used to pay for registration fees for contests and opportunities for AIG students.

*** 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 AIG Coordinator and the Director of Testing and Accountability, and curriculum coaches work together yearly to analyze, disaggregate, and share student achievement, student growth, and annual dropout data (EOG, EOC, AP, ACT, Pre-Act, WorkKeys, etc.) for all students and for subgroups of students with a special emphasis on AIG identified students. The district tracks data for the purposes of early warning for dropout prevention, and student support teams include AIG representation for gifted students.

In addition, the AIG team looks at other indicators of student performance including the following:

- Number of students participating and earning credits in Career and College Promise and Advanced Placement courses
- Number of students earning credits, career certifications, and/or Associate's degrees through Cooperative Innovative High School programs
- Information about college acceptances, scholarships, and/or employment
- Adhering to the rules of FERPA, this data is shared with the AIG team during PLCs and with parents/community members at Family Nights and with the AIG Advisory Group.

*** 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 AIG team collects many different types of data and formalizes the information gathered throughout the year by creating reports about the state of the program annually. The AIG team presents to stakeholders about the representation, performance, and retention of underrepresented populations (culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional) in the local AIG program.

Fall Data Collection:

- AIG Fall Headcount
- Advanced Math Course Report
- EVAAS data
- AIG Screening/Identification Report

- Enrollment in advanced and honors courses
- Benchmark data

Spring Data Collection:

AIG Spring Headcount

- AIG Screening/Identification Report
 - Benchmark data
 - Drop out data
 - Retention data
 - EOG/EOC data
- The AIG team will complete universal CogAT screening for grade 2 using level 8 of CogAT Form 7 and grade 5 using level 11 of CogAT Form 7 to ensure that all students are provided opportunities to show aptitude regardless of their background. AIG staff will analyze district data, such as DIBELS and i-Ready to monitor students from diverse subgroups to be included in Talent Development Opportunities and Advanced Math Classes.

*** 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.

Regular education teachers are encouraged to obtain add-on licensure through an institution of higher education or by taking the Gifted Education Praxis test for certification. Records of licensed AIG teachers are maintained by the Coordinator of Human Resources and posted by the District AIG Coordinator on the AIG website at www.rrgsd.org. Student placement decisions are made based on AIG licensure and other factors. As PRC 034 funds allow, PRC 034 money is used to provide resources, materials, curriculum, field studies, after-school opportunities, and Praxis reimbursement for successful completion of the gifted test for the development of AIG students. The District AIG Coordinator may organize cohorts of teachers interested in obtaining their AIG Add-on License by attending college classes as the need and interest arises in the school district.

*** Practice G**

Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the ongoing implementation and effectiveness of the local AIG program to support continuous program improvement.

The Roanoke Rapids Graded School District AIG team collects data regularly to identify areas of program improvement for AIG, curriculum and instruction, English learners, exceptional children, and federal programs. Surveys, interviews, focus groups, quick asks during PLCs and district leadership meetings, Parent Advisory Council, and Family Nights are used throughout the year to ensure all stakeholders have opportunities to provide feedback. Data for AIG includes documentation about each program standard/practice and school-level/district-level to ensure consistency, fidelity, and equity across schools and in accordance with the vision of the AIG program and plan. Surveys are collected from students, teachers, parents/guardians and other stakeholders.

*** Practice H**

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

The AIG Coordinator publishes data from evaluation of the local AIG program and shares it with the public in a variety of ways including the website, paper brochures, district fact sheets, and NC School Report Cards. Active sharing sessions of the data include presentations at the AIG Advisory Council and AIG Family Night meetings as well as presentations to the RRGSD Board of Trustees, Superintendent's Cabinet, district leadership meetings, instructional leaders

PLC, and instructional services PLC. Data from surveys and test scores are combined to protect confidentiality of stakeholders and adhere to FERPA guidelines.

The district Instructional Services team has established a culture of data-rich discussions at regular meetings with stakeholder groups (district leadership team, instructional leadership team, instructional services PLC, AIG team PLC, and teacher PLCs). Data is used to guide practices, program improvements, and action steps. These structures are utilized during comprehensive program evaluation to review and revise the local AIG program and plan. The AIG team and AIG Advisory Council review the effectiveness of the services provided by the AIG program using stakeholder feedback from surveys, interviews, focus groups, quick asks during PLCs and district leadership meetings, Parent Advisory Council, and Family Nights. Information gleaned from the data which requires changes in the service offerings will be revised by the AIG team and presented by the AIG Coordinator to the RRGSD Board of Trustees for approval. The revised plan will be sent to DPI for review and comment.

*** Practice 1**

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.

In accordance with Article 9B, RRGSD has procedures in place to safeguard the rights of AIG students and their parents/guardians. Procedures for informed consent to evaluate, place, and serve students in AIG services are followed. Parents/guardians are informed of procedures to resolve disagreements when a child is not identified as requiring direct services and to parents/guardians of identified students concerning services offered.

Differentiated Education Plans and Individual Differentiated Education Plans (DEPs and IDEPs): Plans are confidential. Information within the DEP/IDEP and the entire AIG folder may be transferred to a new school by formal request only. Students and/or parents may request conferences with AIG personnel concerning DEP/IDEP at any time during the school year. Consistent reviews of DEPs are held with parents/guardians.

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Process	Procedure
Informed consent for identification	* When a student is nominated for gifted screening, a permission to evaluate form is sent to parents/guardians. After evaluation, notification of the placement decision, all evaluation information, the Procedures to Resolve Disagreements forms, and an invitation to a placement meeting are sent to parents/guardians.
Informed consent for placement	* Right to Refuse Service: All placement decisions for AIG students are made with parental consent, and after collaborating with parents/ guardians and receiving written signatures on the student DEPs. If a student wishes to discontinue a service that was determined to be needed, documentation is kept in the student's AIG folder. Services may be re-instituted at a later date after review of needs if desired.

<p>Transfer procedures</p>	<p>* Transfers: Any student moving into RRGSD from a North Carolina school who is identified as gifted will be considered gifted in RRGSD. However, the student must be brought to the Needs Determination Committee to determine the level of service needed. The student will receive resource service if in grades 3-5 until the Needs Determination Committee meets to determine service needs. If it is determined that the student does not need resource service, then the student will be served in a cluster group within the classroom.</p> <p>Transfers from Out of State: Students entering RRGSD from out of state may provide documentation of gifted services from their previous school to expedite the process. Nationally normed aptitude and nationally normed off-grade level achievement tests are accepted. RRGSD will administer any testing needed to complete a profile for the student. The student profile will be reviewed by the Needs Determination Committee to determine if and what services are needed. If any evaluation is necessary, the parent/guardian will receive documentation of the evaluation, Procedures to Resolve Disagreements, and an invitation to a placement conference.</p>
<p>Reassessment procedures</p>	<p>* Reassessment Process If a student is not performing well in the AIG pull-out classroom, or struggling academically, emotionally or socially, a conference with the parent/guardian, AIG teacher, regular education teacher(s), and District AIG Coordinator will be held to determine the best modification of the Differentiated Education Plan. If necessary, an Individual Differentiated Education Plan will be developed to meet the unique affective needs of the gifted student. Services can be adjusted and grade level placement and acceleration, pull-out services, advanced math opportunities, counseling services and requests for additional services can be discussed and considered.</p> <p>Add-on Identification: If it is deemed that a student requires service in another area, or the identification needs to be changed, the identification process will be used to screen and identify the student. The needs determination committee will be reconvened to look at the additional information to determine eligibility for additional services.</p>
<p>Procedures to resolve disagreement</p>	<p>* The procedure to resolve disagreements is provided to all screened students and posted on the website at https://sites.google.com/rrgsd.org/instructionalservices/home/aig/procedures-to-resolve-disagreements. The procedures is as follows: AIG Identification Appeal Procedure Step 1: Needs Determination Team Conference 1. Parent/guardian may make a request for a conference with the Needs Determination Team to discuss the concerns. (A written request is required. The AIG Coordinator keeps the written request for documentation.) 2. Needs Determination Team reviews the student's record and all previous nomination, identification, and service onion decisions.</p>

The committee may gather additional information about the student from teachers and/or parents as needed. The Individual Student Profile may be updated.

3. The Needs Determination Team grants the conference within 10 school days of request and responds to parent/guardian in writing within 10 school days of conference. IF THE DISAGREEMENT IS NOT RESOLVED AT THE NEEDS DETERMINATION TEAM CONFERENCE, THEN PROCEED TO STEP 2: APPEAL TO AIG COORDINATOR/EXECUTIVE DIRECTOR OF INSTRUCTIONAL SERVICES.

Step 2: Appeal to AIG Coordinator and Director of Curriculum and Instruction

1. Parent/guardian may appeal the Needs Determination Team's decision in writing to the AIG Coordinator within 10 days of receiving the response.
2. AIG Coordinator and Director of Curriculum and Instruction review the grievance within 10 days of receipt of appeal.
3. AIG Coordinator responds in writing to the parent/guardian and principal concerning the outcome of the review within 10 school days. IF GRIEVANCE IS NOT RESOLVED IN STEP 2, THEN PROCEED TO STEP 3: APPEAL TO THE SUPERINTENDENT.

Step 3: Appeal to the Superintendent

1. Parent/guardian may appeal in writing the decision of the AIG Coordinator within 10 days of receiving the response.
2. Superintendent receives the grievance within 10 days of the receipt of the appeal.
3. Superintendent responds in writing concerning the outcome within 10 school days to the parent/guardian and principal. IN THE EVENT THAT THE LOCAL GRIEVANCE PROCEDURE FAILS TO RESOLVE THE DISAGREEMENT, THEN THE STATE LEVEL GRIEVANCE PROCEDURE WILL BE IMPLEMENTED.

Step 4: State Level Grievance Procedure

1. Parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to:
 - Whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student
 - Whether the local plan has been implemented appropriately in regard to the child
- B. 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 all parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

*** Ideas for Strengthening the Standard**

RRGSD will continue to look for ways to strengthen two way communication with parents, families, staff and community members regarding AIG services.

Planned Sources of Evidence

* Written copies of grievance procedures that are shared with parents in writing and on the school district website.

* Copies of all student DEPs kept in the AIG Coordinator's office.

* Data from different sources including AIG Spring and Fall Headcounts.

Documents

Document Template

Document/Link

AIG Standard 6 Additional Resources

N/A

Roanoke Rapids City Schools (421) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

05/20/2025 

AIG Related Documents

Roanoke Rapids City Schools (421) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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](#)  [Local AIG Plan Approval](#)

Optional Documents

Type **Document Template** **Document/Link**

AIG Standard 1 Additional Resources N/A

AIG Standard 2 Additional Resources N/A

AIG Standard 3 Additional Resources N/A

AIG Standard 4 Additional Resources N/A

AIG Standard 5 Additional Resources N/A

AIG Standard 6 Additional Resources N/A

Glossary

Roanoke Rapids City Schools (421) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition
AIG Program	Program of instruction for Academically or Intellectually Gifted students
AIG Specialist	Teacher licensed to teach Academically and Intellectually Gifted students
AIG Advisory Council	AIG Leadership Team composed of central office administrators, principals, Board of Education members, AIG teachers, regular education teachers, and parent and student representatives. The purpose of this committee is to meet regularly with the AIG Coordinator, provide ongoing assessment of the existing programs, and evaluate the local plan to ensure alignment with the state AIG standards.
Acceleration	A flexible pacing strategy, which places students at an appropriate instructional level (regardless of age).
Achievement Testing	Instruments that measure what a child knows academically and what he/she can do academically.
Aptitude Testing	Instruments that measure a child's mental ability.
Cluster Grouping	The cluster group of 4-12 like ability gifted students are placed in a classroom with the designated gifted cluster teacher for that grade level. Narrowing the range of achievement levels in every class allows teachers to focus their efforts more productively
Curriculum Compacting	Adapts the regular curriculum to meet the needs of advanced students by eliminating work that has already been mastered or condensing work that may be mastered at a pace more appropriate for the student's ability level.
College and Career Promise	courses offered through the local community college
DEP	Differentiated Education Plan; outlines the program services which a students will receive
Differentiated Instruction	Modifying instructional strategies, complexity, and activities to match the learning needs of the student.
Enrichment	A program that is designed to enrich students who demonstrate advanced reading and/or math abilities for their age. This program addresses the needs of children who are early bloomers, but it does not necessarily mean that they are 'gifted'.
EOG	End-of-Grade test of North Carolina
Flexible Grouping	Students are grouped and/or re-grouped for instruction differentiation.
Grade Acceleration	Allows a student to proceed to an advanced grade level in all subject areas to meet the student's ability and performance needs.
Higher Level Thinking Skills	Activities that promote thinking levels such as application, analysis, evaluation, and synthesis.

Mentoring	Students, with the support of an "expert", are involved in investigative activities, inquiries and productions in which the learner attempts to think, feel and act like a practicing professional.
Needs Determination Committee	A team of educators made up of classroom teachers and administrators and AIG specialists from different schools that meets to address identification and / or service needs for AIG identified or potentially gifted students.
PETS	Primary Education Thinking skills program that offers enrichment lessons to students in Kindergarten to third grades to develop critical thinking skills
Problem-Based Learning	Enrichment and Extension units that focus on a problem. They involve research skills, group dynamics, and problem solving, and operating like a practicing professional in related fields.
Pull-out Services	Homogeneously grouped instruction provided in a separate setting for reading and/or math
Qualitative Data:	Data gathered from teachers and parents about a student.
Quantitative Data	Data gathered from testing a student.
Talent Development	A program that is designed to enrich students who demonstrate advanced reading and/or math abilities for their age. This program addresses the needs of children who are early bloomers, but it does not necessarily mean that they are 'gifted'.