ACADEMICALLY AND INTELLECTUALLY GIFTED FAMILY GUIDE

The FLA Academically and Intellectually Gifted Program

Falls Lake Academy's AIG program follows the guidelines established in Article 9B of the North Carolina General Statutes. The General Assembly recognizes that public schools should encourage all students to strive for academic excellence. In particular, academically or intellectually gifted (AIG) students demonstrate, or have the potential to demonstrate, performance at substantially high levels when compared with others of their age, experience, or environment.

AIG students may show exceptional ability in intellectual areas, specific academic subjects, or in both. These students require differentiated educational services that go beyond the regular classroom instruction in order to meet their advanced learning needs.

Falls Lake Academy believes that outstanding abilities can be found among students from all cultural and economic backgrounds and across all areas of human endeavor. The AIG program is committed to identifying and supporting these students so that their talents can be fully developed and nurtured.

Identification Processes

K-2 Early Identification	At FLA, students in grades K-2 are not formally identified unless there is clear evidence of an exceptional need for differentiated instruction that exceeds their current grade level by at least two years. However, young learners demonstrating potential for advanced learning may be supported through small-group enrichment opportunities known as Nurture Groups, facilitated by the AIG Coordinator. Participation in these groups does not constitute formal gifted identification. Instead, these groups remain flexible, allowing a broad range of students to benefit from targeted support. All second graders are screened with the Test of Cognitive Abilities in the spring of their second grade year. Students that score at or above the 85th percentile, will be further evaluated for their need for AIG services beginning in their third grade year.
Formal and Informal Screening	Grades 3-12 Identification The goal of the screening process is to gather information and build a body of evidence to examine for students who will be considered for AIG services. A learner profile will be developed and evaluated to determine if a student has needs beyond what is provided by the regular educational program. Multiple opportunities are in place for every student to show strengths and talents. Formal screening tools include, but are not limited to: ● Test of Cognitive Abilities (CogAT) ● Iowa Test of Basic Skills (IOWA)

	• iReady Diagnostics and NC Check-ins • Naglieri General Abilities Test • NC End of Grad and End of Course Tests • PreACT/ACT/SAT Informal screening tools include, but are not limited to: • Kingore Observation Inventory (KOI) • Classroom grades • Portfolio demonstrating advanced thinking
Referral	FLA regularly monitors student data throughout the school year for AIG identification. Students can be referred through data review, called Data Days, which are held for all grade levels in September and February. Additionally, parents can nominate their child for further data collection by completing the Google Form found on our school website.
Data Collection	For each student nominated, the AIG Coordinator will collect relevant student data and open a file for our Gifted and Talented Identification team to review. Both formal and informal performance indicators will be used to determine the student's eligibility for program service options in Reading and/or Mathematics.

Students in grades 3-12 must meet the requirements in one of the Pathways described below to qualify for formal gifted identification. Based on the data collected, a student can be identified in one of the following areas.

- Academically Gifted in Reading (AR): Student demonstrates strength in the area of reading with substantially high levels of accomplishment
- Academically Gifted in Mathematics (AM): Student demonstrates strength in the area of mathematics with substantially high levels of accomplishment
- Academically Gifted in both Reading and Mathematics (AG): Student exhibits high performance capability in reading and math and possesses a strong capacity for learning
- Academically and Intellectually Gifted in both Reading and Mathematics (AI): students showing extremely high levels of both aptitude and achievement.
- Intellectually Gifted (IG): students showing exceptional aptitude and potential without corresponding academic achievement

Pathways to Identification

Multiple pathways are in place for students to be identified for AIG Reading and/or Mathematics services.

Pathway One: 93rd percentile or higher in both aptitude (CogAT) and achievement (EOG/EOC/IOWA)

Pathway Two: Student must meet 3 of the 5 criteria below

- 87th percentile or higher in aptitude(CogAT)
- 87th percentile or higher in achievement(EOG/EOC/IOWA)
- Grades greater than or equal to 93% or Mastery for the last two grading periods

- Kilgore Observation Inventory greater than or equal to 93rd percentile
- Greater than or equal to 87th percentile on approved Local assessment (iReady Diagnostic, NC Check-ins, Gifted Rating Scales)

Pathway Three: Student is in the top 10 percent of their grade level in achievement or aptitude

Pathway Four: greater than or equal to 77th percentile in achievement or aptitude with one of the following: ML, EC, McKinney Vento, chronic absenteeism

Areas of Identification

Academically Gifted (AG): Students that met both an AR and AM Pathway

Intellectually Gifted (IG): Students that score at or above 97th percentile in aptitude, but without the corresponding achievement

Academically and Intellectually Gifted (AI): Students that meet both the IG Pathway and AG Pathway

Service Delivery

At Falls Lake Academy, we recognize that a number of our students meet the state's definition of giftedness—demonstrating, or having the potential to demonstrate, significantly high levels of achievement compared to their peers in age, experience, or environment. However, we also understand that giftedness presents differently in each student. The traits of one gifted student may be extremely different from another. Therefore, there is no one-size-fits-all approach to meeting their academic and intellectual needs. In our commitment to inclusive and collaborative support for all learners, we are aligning our gifted services with the existing Multi-Tiered System of Support (MTSS) framework. Using the MTSS tiers of Universal (Core), Supplemental, and Intensive, we ensure that AIG students receive the appropriate level of challenge and enrichment at any given time. This tiered approach allows for flexible, responsive instruction that meets the unique academic and intellectual needs of advanced learners while fostering consistency and collaboration among all educational personnel.

Tier 1: Universal Support for all K-12 Nurtured or Gifted Students

At the Universal Tier, all students identified as gifted or being served in a nurture group have access to enrichment opportunities and differentiated instruction within the general education classroom. These supports are available school-wide and help make sure all advanced learners have fair access to challenging and engaging work.

Tier 2: Targeted, Domain-Specific Support for K–12 Students Identified as AR, AM, AG, or AI

Targeted, domain-specific support is provided for students who qualify for services under Pathways 1 or 2, having demonstrated advanced abilities in reading or mathematics. Students identified as **IG** only will be placed in Tier 2 if they consistently demonstrate proficiency in reading and/or math within the regular education classroom.

Tier 3: Intensive Support

Intensive, customized support is offered to highly gifted students in grades K-12 with aptitude and achievement scores in the 97th-99th percentile. These students require the most individualized level of instruction and support.

At the beginning of each school year, a Differentiated Education Plan (DEP) will be developed for students identified as gifted. This plan will be shared with classroom teachers to ensure instructional differentiation is implemented effectively. In addition, the DEP will be shared with counselors and school support staff to support not only the students' academic needs but also their social and emotional development. The AIG Coordinator, who is a member of the MTSS team, collaborates regularly with the EC Director and the ELL Coordinator. For students identified as both AIG and EC, the DEP will reflect their individual strengths and interests.

Transfer Students

Students who transfer from other districts with no prior AIG identification must be enrolled and actively attending FLA before the student can be nominated. The School Based Gifted and Talented Identification Team will meet to review all records of transfer students. The meeting should be held 30 days after receipt of school records documenting previous AIG services. The AIG nomination/referral procedures will then be followed.

Students who transfer from other districts and have official documentation that they were identified and served in an AIG program, will be served in the areas of reading and/or mathematics, depending on the subject areas in which the student was identified by the previous district. If the student has evaluation results that are not more than one calendar year old and the student was not identified for a gifted program at his or her prior school system, then the evaluation results may be used to help determine AIG eligibility after enrollment at FLA.

Students who transfer from other districts with no prior AIG identification, but have prior identification tests and scores from the previous district that meet FLA AIG identification criteria will receive AIG identification at FLA.

Procedures to Resolve Disagreements

If parents have a dispute with the application of FLA's AIG identification criteria, process, or procedure as it applies to their child, parents may take the following steps:

1. Meet with the AIG coordinator to seek further information and understanding.
2. If this meeting does not lead to resolution, parents should document their concern and request a meeting with the Gifted and Talented Identification Team. This team is composed of the members of the AIG Identification team, the student's Personal Adult Advocate (PAA), Director of the School, and AIG Coordinator.
3. In the event that this meeting does not resolve the dispute, the FLA board policy for grievance procedures (1.7430) should be followed.

More Information on our School's Website

Falls Lake Academy creates a written Academically or Intellectually Gifted (AIG) Plan to explain how we support gifted learners. This plan is required by North Carolina law and must follow state guidelines and is updated every three years.

We believe this plan reflects Falls Lake Academy's mission to provide a challenging learning environment while also supporting the academic, social, and emotional needs of our gifted learners.

You can access this detailed document on our school's website. Go to "About Us", then "AIG and EC."