

Vance County School Academically Intellectually Gifted Program Handbook



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

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

See more at: <http://www.nagc.org>



NC Article 9B

Academically or Intellectually Gifted Students § 115C-150.5.

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

(1996, 2nd Ex. Sess., c. 18, s. 18.24(f).



Gifted Characteristics

The next 5 pages go over the characteristics of gifted students. First covers comparing a “bright” verses a “gifted” child. The next page covers gifted behaviors pros and cons. The next two pages cover twice exceptional students (students who are both gifted and have an additional exceptionality). The last page covers masked giftedness- characteristics of students who underachieve, are perfectionist, English Language learners, or come from poverty.

Bright Child

Knows the answers
Is interested
Is attentive
Has good ideas
Works hard
Answers the questions
Top group
Listens with interest
Learns with ease
6-8 repetitions for mastery
Understands ideas
Enjoys peers
Grasps the meaning
Completes assignments
Is receptive
Copies accurately
Enjoys school
Absorbs information
Technician
Good memorizer
Enjoys straightforward sequential presentation
Is alert
Is pleased with own learning

Gifted Child

Asks the questions
Is highly curious
Is mentally & physically involved
Has wild, silly ideas
Plays around, yet tests well
Discusses in detail, elaborates
Beyond the group
Shows strong feelings & opinions
Already knows
1-2 repetitions for mastery
Constructs abstractions
Prefers adults
Draws inferences
Initiates projects
Is intense
Creates a new design
Enjoys learning
Manipulates information
Inventor
Good guesser
Thrives on complexity
Is keenly observant
Is highly critical

Gifted Behavior Pros and Cons

<u>Pros</u>	<u>Characteristics and Behaviors</u>	<u>Cons</u>
Enthusiastic, Engaging, Motivated, State of Flow, Productive	<i>High Energy</i>	May be misdiagnosed, leads to behavior issues, Unfocused, Difficulty sitting in class
Moves quickly through material, mastered basics, Good grades	<i>Rapid Learner</i>	Difficulty finding age appropriate materials, School seems like slow-motion, Bored easily, Impatient
Eager to learn, Self-made discoveries, Internal motivation	<i>Intellectual Curiosity</i>	Continuously asking questions, Skeptical of presented material, May become fixated
Remember a great deal of information and make connections between ideas, Great tester	<i>Great Memory, Ability to Retain</i>	They never forget anything! Inability to let things go
Takes their time on assignments, Teacher Pleasers, Vested interest in work, Neat work	<i>Perfectionism</i>	May not finish assignments, Underachievement, Fixed mindset, Fear of failure, Unrealistic standards
Evaluate and synthesize the material, Problem solvers	<i>Analytical, Critical Thinking</i>	May miss the big idea by focusing in on small details, Critical of others while making connections, Picky
Innovative abilities and creativity, Outside of the box thinkers, New and unique solutions	<i>Innovative, Creative</i>	May not complete things the 'right way', Think outside the box, Daydreamer
Able to work on complex problems, Intellectual awareness, Specific academic strengths	<i>Asynchronous Development</i>	Difficulty finding age appropriate materials, Strengths may mask difficulties in other areas, Not relating to peers
Can get your jokes, Able to find humor in everyday situations, Positive, Upbeat	<i>Keen Sense of Humor</i>	Hide behind humor, Doesn't understand age appropriate humor, Inappropriate timing
Empathy shown towards others, Self-reflective, Intuitive, Helpful	<i>Sensitivity</i>	Difficulty with constructive criticism, Internalize and brew on topics, Emotional, Shy, Afraid

Twice Exceptionalities

Gifted Students with Physical Disabilities

- Development of compensatory skills
- Creativity in finding alternate ways of communicating and accomplishing tasks
- Impressive store of knowledge
- Advanced academic skills
- Superior memory
- Exceptional problem-solving skills
- Rapid grasp of ideas
- Ability to set and strive for long-term goals
- Greater maturity than age mates
- Good sense of humor
- Persistence, patience
- Motivation to achieve
- Curiosity, insight
- Self-criticism and perfectionism
- Cognitive development that may not be based on direct experience
- Possible difficulty with abstractions
- Possible limited achievement due to pace of work

(Cline, 1999; Whitmore & Maker, 1985; Willard-Holt, 1994)

Gifted Students with Visual Impairment

- Fast rate of learning
- Superior memory
- Superior verbal communication skills and vocabulary
- Advanced problem-solving skills
- Creative production or thought that may progress more slowly than sighted students in some academic areas
- Ease in learning Braille
- Great persistence
- Motivation to know
- Sometimes slower rate of cognitive development than sighted students
- Excellent ability to concentrate

(Whitmore & Maker, 1985)

Gifted Students with Learning Disabilities

- High abstract reasoning ability
- Good mathematical reasoning ability
- Keen visual memory, spatial skills
- Advanced vocabulary
- Sophisticated sense of humor
- Imaginative and creative
- Insightful
- Exceptional ability in geometry, science, arts, music
- Good problem-finding and -solving skills
- Difficulty with memorization, computation, phonics, and/or spelling
- Distractibility and/or disorganization
- Supersensitivity
- Perfectionism
- Grasp of metaphors, analogies, satire
- Comprehension of complex systems
- Unreasonable self expectations
- Often, failure to complete assignments
- Difficulties with sequential tasks
- Wide variety of interests

(Baum, Owen, & Dixon, 1991; Silverman, 1989)

Twice Exceptionalities

Gifted Students with Hearing Impairments

- Development of speech-reading skills without instruction
- Early reading ability
- Excellent memory
- Ability to function in the regular school setting
- Rapid grasp of ideas
- High reasoning ability
- Superior performance in school
- Wide range of interests
- Nontraditional ways of getting information
- Use of problem-solving skills in everyday situations
- Possibly on grade level
- Delays in concept attainment
- Self starters
- Good sense of humor
- Enjoyment of manipulating environment
- Intuition
- Ingenuity in solving problems
- Symbolic language abilities (different symbol system)

(Cline, 1999; Whitmore & Maker, 1985)

ADD/ADHD Issues

The key to distinguishing between the two is the pervasiveness of the "acting out" behaviors. If the acting out is specific to certain situations, the child's behavior is more likely related to giftedness; whereas, if the behavior is consistent across all situations, the child's behavior is more likely related to ADHD. It is also possible for a child to be BOTH gifted and ADHD. The following lists highlight the similarities between giftedness and ADHD. (Cline, 1999; Webb & Latimer, 1993)

Characteristics of Gifted Students Who Are Bored

- Poor attention and daydreaming when bored
- Low tolerance for persistence on tasks that seem irrelevant
- Begin many projects, see few to completion
- Development of judgment lags behind intellectual growth
- Intensity may lead to power struggles with authorities
- High activity level; may need less sleep
- Difficulty restraining desire to talk; may be disruptive
- Question rules, customs, and traditions
- Lose work, forget homework, are disorganized
- May appear careless
- Highly sensitive to criticism
- Do not exhibit problem behaviors in all situations
- More consistent levels of performance at a fairly consistent pace

Characteristics of Students with ADHD

- Poorly sustained attention
- Diminished persistence on tasks not having immediate consequences
- Often shift from one uncompleted activity to another
- Impulsivity, poor delay of gratification
- Impaired adherence to commands to regulate or inhibit behavior in social contexts
- More active, restless than other children
- Often talk excessively
- Often interrupt or intrude on others (e.g., butt into games)
- Difficulty adhering to rules and regulations
- Often lose things necessary for tasks or activities at home or school
- May appear inattentive to details
- Highly sensitive to criticism
- Problem behaviors exist in all settings, but in some are more severe
- Variability in task performance and time used to accomplish tasks.

Other Issues Hiding Giftedness

Masking Giftedness -

At times, various social and emotional issues may cause a child's giftedness to be masked. Such issues may include perfectionism, underachievement, poverty, and language.

Characteristics of Underachievement

- High ability levels
- Low or inconsistent grades or performance on assignments
- Little or no effort or motivation
- Undeveloped work habits and disorganization
- Incomplete work
- Negative attitudes toward school and others
- Claims work is too easy or too hard
- ADD or ADHD behaviors
- Masking behaviors
- Social problems

Characteristics of Perfectionism

- Unreasonably high expectations for self
- Hesitates to attempt new or challenging tasks
- Requests lots of assistance and affirmation on challenging tasks
- Highly critical of own work and may speak poorly about own performance despite its quality
- Gives up easily when facing a challenge
- Has difficulty calling a project "finished"
- Extreme cases may also be evidenced by sleeplessness, depression, and/or eating disorders

Characteristics of English Language Learners-

- Inventive vocabulary use combining both languages
- Uses advance nonverbal expression
- Scores high on nonverbal measures
- Develops new language quickly
- Problem solve in creative or different ways
- High visual memory/auditory memory skills
- Strong use of logic
- Questions to learn
- Strong curiosity
- social /independent

Characteristics of Children of poverty

- Richness in expression or entertaining
- Excels in real world problem solving
- Expresses in figures and images verses words
- Rapid reactive decision making
- See patterns
- Strong emotions
- Notices relationships
- Questions authority, fairness
- Strong curiosity
- Street smart
- social



Vision

The vision of the Vance County Schools Academically Intellectually Gifted Program is to discover, nurture, develop, and empower the potential of all AIG students.

Mission

The mission of the Vance County Schools Academically Intellectually Gifted Program is to maximize the potential of gifted and talented learners by providing services and programs which match their unique social/emotional, academic, and intellectual needs.



ATG Program Overview



K-3 Nurturing Educational Thinking Skills (NETS)

1st nine weeks- AIG Specialist & Regular Education teacher watch and collect data. AIG Specialist will teach whole group lessons in K-3 classrooms.

2nd nine weeks- AIG Specialist and Regular Education teachers meet to discuss students. Parents are contacted for permission to participate. AIG Specialist may begin pulling students out by December.

3rd & 4th nine weeks- Students are pulled out at least twice a month.



4th-5th AIG Program

Students who are identified as AIG will be served through pull out or push in by AIG Specialist.

Currently students are participating in Google Classroom AIG classes. Students meet twice a week through Zoom and work independently on activities.

6th-8th AIG Program (VCMS & V3A)

Students who are identified as AIG will be served through pull out or push in by AIG Specialist.

Currently students are participating in Canvas AIG classes. Students meet twice a week through Zoom and work independently on activities.

6th-8th AIG Program (STEM)

STEM is an accelerated program. Students are enrolled in compacted math and reading classes.



9th- 12th AIG Program

Students who are identified as AIG are able to take Honors and Advanced Placement Classes.

Credit By Demonstrated Mastery

Students also have the capability to take Credit By Demonstrated by Mastery. Credit by Demonstrated Mastery (CDM) is the process by which a student may earn credit for a high school course by demonstrating a deep understanding of the content; without course enrollment or seat time. CDM was designed to respond to the needs of students, families, AIG community, school personnel and leadership. CDM specifically offers North Carolina students the opportunity to personalize and accelerate their learning, thus allowing for optimal student growth while providing an opportunity to have effective seat time to learn new content.

Students shall demonstrate mastery through a multiphase assessment, consisting of: Phase 1: A standard examination, which shall be the EOC/EOG where applicable, or a final exam developed locally; and Phase 2: An artifact which requires the student to apply knowledge and skills relevant to the content standards.



Screening and Placement Process



K-3 Nurturing Educational Thinking Skills (NETS)

Parent Recommendation

Teacher Recommendation

Whole Group Lesson by AIG Specialist

Documentation is collected by teacher (DRA, iStation, iReady, Reading 3-D, work samples, NETS behavior survey)

Parent permission is requested.

AIG takes data collected to GIT. Decision is made.

No Services needed. Parents are contacted with results.

Yes the student receives services through NETS.



3rd Grade- Universal Screener (CoGat given to all 3rd graders)

- Parental permission sent home for additional testing for
- Students scoring 75% or higher on any subtest of the Cogat
 - Student who have participated in NETS programs
 - Students who score in the top 20% of minority students based on scale scores.

Students will take additional test.

AIG Specialist will collect additional data

Regular Education teachers complete Gifted Behavior Scale, and collect work samples, grades

AIG specialist will gather all data and take to the GIT (Gifted Identification Team) to make a decision.

No Services needed. Parents are contacted with results.

No, But Nurture- Student demonstrates gifted potential may be retested again one year after test date.
Parents are contacted with results.

Yes the student is gifted.
Goes to CRT (Compliance Review Team) for final approval.
Then parents are contacted, DEP and AIG 4 are signed.
-Identified as IG, AI, AM, AR, AG
-Based on pathways



4th-12th grade- Universal Screener (EOG/EOC Scores)

Students scoring 80% or higher on any EOG/EOC will parental permission sent home for additional testing.

Students will take Aptitude and Achievement Test.

AIG Specialist will collect additional data

Regular Education teachers complete Gifted Behavior Scale, and collect work samples

AIG specialist will gather all data and take to the GIT (Gifted Identification Team) to make a decision.

No Services needed.
Parents are contacted with results.

No, But Nurture- Student demonstrates gifted potential may be retested again one year after test date.
Parents are contacted with results.

Yes the student is gifted.
Goes to CRT (Compliance Review Team) for final approval.
Then parents are contacted, DEP and AIG 4 are signed.
-Identified as IG, AI, AM, AR, AG
-Based on pathways

Parent or Teacher Referral

Parent to fill out referral form

Teacher to fill out referral form

Students will take Aptitude and Achievement Test.

AIG Specialist will collect additional data

Regular Education teachers complete Gifted Behavior Scale, and collect work samples

AIG specialist will gather all data and take to the GIT (Gifted Identification Team) to make a decision.

No Services needed. Parents are contacted with results.

No, But Nurture- Student demonstrates gifted potential may be retested again one year after test date. Parents are contacted with results.

Yes the student is gifted. Goes to CRT (Compliance Review Team) for final approval. Then parents are contacted, DEP/IDEP created and AIG 4 are signed.
-Identified as IG, AI, AM, AR, AG
-Based on pathways



Identification Pathways



There are 6 pathways in which students may be identified for AIG in Vance County Schools. These are based upon the state and county definitions.

Academically Gifted in Reading (AR)- This is a student whose achievement and/or aptitude scores meet or exceed criteria in Reading.

Academically Gifted in Math (AM)- This is a student whose achievement and/or aptitude scores meet or exceed criteria in Math.

Academically Gifted (AG)- This is a student whose achievement and/or aptitude scores meet or exceed criteria in both Reading and Math.

Academically and Intellectually Gifted (AI)- This is a student whose achievement and composite aptitude scores meet or exceed criteria to be Academically and Intellectually identified.

Intellectually Gifted (IG)- This is a student who traditionally demonstrates weaknesses in achievement in Reading and/or Math but overall aptitude is 98% or higher.

Pathway 1
Intellectually
Gifted

Aptitude
98%tile or higher
composite score

Pathway 2A
Academically
Gifted Reading

Aptitude
94%tile or higher
in reading

OR

Achievement
94%tile or higher
in reading

OR

85%tile or
higher on
BOTH Aptitude
and
Achievement in
reading

OR

80%tile or higher
on aptitude AND
achievement in
reading AND
Grades 85% or
higher AND Gifted
Behavior Scale
85% or higher

Pathway 2B
Academically
Gifted Math

Aptitude
94%tile or higher
in math

OR

Achievement
94%tile or higher
in Math

OR

85%tile or
higher on
BOTH Aptitude
and
Achievement in
Math

OR

80%tile or higher
on aptitude AND
achievement in
Math AND Grades
85% or higher AND
Gifted Behavior
Scale 85% or
higher

Pathway 3
Academically
Gifted Math
and Reading

Aptitude
94%tile or higher
in math and/or
reading

OR

Achievement
94%tile or higher
in Math and/or
reading

OR

85%tile or
higher on
BOTH Aptitude
and
Achievement in
Math and/or
reading

OR

80%tile or higher
on aptitude AND
achievement in
Math and/or
reading AND
Grades 85% or
higher AND Gifted
Behavior Scale
85% or higher

Pathway 4
Intellectually
and
Academically
Gifted

Aptitude
98%tile or higher
composite score

AND

94%tile or higher
in reading AND
math on EITHER
aptitude or
achievement
test.

OR

85%tile or higher
on BOTH Aptitude
and Achievement
in reading and
math

Pathway 5
AM, AR, AG

*Reserved for students
who have educational
or situational
circumstances for
which traditional testing
alone may not be
sufficient to identify
giftedness.
-culturally/linguistically
diverse
-economically
disadvantaged
-physical/sensory
disability
-learning/processing
disability

85%tile or higher
in reading and/or
math on Aptitude
or Achievement
test

AND

-85% or higher Gifted Behavior
Scale
-85% or higher grades
-Portfolio (show anecdotal
observations and student work
samples representing need)
-IEP/504

Pathway 6
Transfer

Students who transfer from other districts where they
were identified as gifted/AIG will receive reciprocity in
the area(s) of identification in the prior district.



*Differentiated Education Plan
(DEP)
And
Individualized Differentiated
Educational Plan
(IDEP)*



Differentiated Education Plan (DEP) is a plan written to address appropriate differentiation and services for each gifted student. The classroom teacher and the AIG specialist collaborate to match services with needs.

Individualized Education Plan (IDEP) is a plan written to address appropriate differentiation and services for a set of unique needs of gifted students. Students who may need additional services, consultative service, intervention plans or other assistance. The classroom teacher, the AIG specialist, and possibly EL/EC teachers collaborate to match services with needs.

Pathway 1 Intellectually Gifted

Students who are identified through Pathway 1 will be given an IDEP. IG students often have additional needs that may not be met with just a DEP.

Pathway 2A, 2B, and 3 Academically Gifted Reading, Academically Gifted Math, or Academically Gifted Reading and Math

Students who are identified through Pathway 2A, 2B, or 3 will be given a DEP.

Pathway 4 Academically Intellectually Gifted

Students who are identified through Pathway 4 will be given an IDEP and a DEP. AI students' needs may not be met with just a DEP, so they will also have an IDEP to address additional needs.

Pathway 5 Academically Gifted Reading, Academically Gifted Math, or Academically Gifted Reading and Math

Students who are identified on Pathway 5 are students who have educational or situational circumstances for which traditional testing alone may not be sufficient to identify giftedness. Students who are culturally/linguistically diverse, economically disadvantaged, physical/sensory disability, or learning/processing disability. Depending upon the situation the students may be given a DEP and/or an IDEP.

Pathway 6 Transfer

Students who move to Vance County from other counties or state and are identified use this path. We accept their identification. Students may be given a DEP, an IDEP, or both, depending upon their identification.



AIG Curriculum and Programming



Curriculum

Grades K-3

Primary Education Thinking Skills, by Nichols, Thomson, Wolfe, Merritt

Building Thinking Skills-Book 1, by Sandra Parks

Thinking Skills, Grades 3-4, by Sandra Parks

STEM (Science Technology Engineering Mathematics) Elementary Schools

Jacob's Ladder Units

Logic Puzzle

Grades 4-12

Gardner's Multiple Intelligences

Jacob's Ladder Units

Marzano's Classroom Instruction that Works

Paideia Teaching and Seminars

Renzulli's Enrichment Triad Model

Taba's Teaching Strategies

Creative Problem Solving

Empowering Writers

Junior Great Books

The College of William and Mary: Literary Reflections Units and Problem Based Science Curriculum

Reading Across the Curriculum

Revised Bloom's Taxonomy

Writing Across the Curriculum

Project-based learning

STEM (Science Technology Engineering Mathematics) Elementary Schools

AP

Honors

CCP

Early College

Dual Enrollment



Delivery Options

Reading/Math Incentive Programs-Reading incentive programs, such as Accelerated Reader and Book Adventures are innovative, classroom-proven programs that combine children's literature with software that tests comprehension. The software is also capable of managing student records and tracking reading performance. Math incentive programs, such as Accelerated Math and Math Facts in a Flash can be used to accelerate and individualized math instruction.

Computer-Based Instruction- Computer-based instruction can be used both to enrich the curriculum and remediate specific skills deficits. This is particularly appropriate for gifted students having specific skill gaps (gifted underachievers, learning disabled, culturally diverse). Care must be taken that software is selected for enrichment that challenges thinking, problem-solving, and decision-making. Many appropriate programs and services are also available through Internet, a global network that links thousands of computers enabling them to share services to communicate.

Curriculum Compacting- Curriculum compacting is modifying or streamlining the regular curriculum in order to eliminate repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities while ensuring mastery of basic skills. Curriculum compacting can be implemented at any grade level and with minimum additional funding. Teachers must have training and support during implementation. During compacted time, students may pursue activities in their classroom, media center or special resource center.

Socratic Seminar- A Socratic Seminar is a teaching strategy in which all students read a challenging piece of literature. Then is a discussion forum, students engage in critical thinking, listening, communicating, and wonder. This creates an atmosphere of intellectual engagement, cooperation, and conversation during which the goal is not to answer questions, but to generate more questions.

Differentiated Units/Projects- One of the most effective ways to deliver differentiated curriculum to gifted students is through designing differentiated units that incorporate individual learning abilities and levels of content and skill. This has proven to be an effective planning tool to accomplish this and is appropriate for gifted students in regular classrooms, part-time classes, resource settings, and full-time placements.

Independent Contracts / Studies- Independent contracts are agreements made between teacher and student that allow students to work independently on either accelerated or enriched materials related to a unit of study. To be effective, contract goals must be realistic and teachers must meet with students on a regular basis and review their progress.

Thematic or Integrated Units- Thematic units deal with information from various disciplines that is integrated under a broad-based theme such as conflict, power, patterns, etc. Because these units provide opportunities to deal with content at a highly abstract level of sophistication, they are an appropriate way to modify curriculum for gifted students.

Learning Centers- Students would be given an opportunity to delve into different interests and academic activities throughout the day in the regular classroom.



Student-led Conferences-Student-led conferencing is having students conduct formal conferences with their parents or guests to display their schoolwork as well as discuss their learning, educational goals, and strategies for meeting those goals. Such conferences are a continuation of the classroom conversations about learning that take place between the teacher and the students through the development of a portfolio.

Tiered Assignments- This option follows general class instruction and involves varying (tiering) the assignments given to students after instruction. The assignment may be for in-class guided practice, independent practice, and/or short or long term projects. Assignments are made based on student abilities and interests and relate to class instruction that all students receive. The teacher does not change teaching strategies; what the student does changes.

Cooperative Learning- Either as a whole class or by ability levels, students work together to learn material within structures that assure positive interdependence, equal participation, individual accountability, and simultaneous interaction.

Research Paper- Self-selected topics based on a concept or theme are researched by the student independently under the guidance of the teacher. The student will follow MLA or APA research format.

Learning Environment

Cluster Grouping of Gifted Students Across Teams - Each team identifies students performing at an advanced skills level in communication skills and/or mathematics. Such students are pulled together during an instructional period and taught by a teacher who is certified in gifted education.

Acceleration by Subject (in regular classroom) - Based on assessment, students are allowed to test out and bypass specific subjects or skill levels. They might receive instruction at a higher level with another group of students and yet remain with their peer group for most of their instruction. This works best in subjects that have a clearly developed sequence of skills, such as mathematics. Care must be taken that once begun, such acceleration opportunities continued to be made available to the students.

Honors Courses- Honor courses are advanced courses that cover traditional content, but also focus on issues, programs and themes related to topics. They are designed to help students develop a knowledge base in that specific discipline and learn to apply that knowledge at an advanced level. Although these courses are not usually limited to gifted students, they need clearly defined prerequisites and entry and exit guidelines in order to be effective.

Advanced Placement Courses- The advanced placement program consists of college level courses and examinations for high school students. The courses may be designated as AP courses or Honors courses. AP course descriptions are carefully followed and are usually taught by teachers who have received training. Courses and examinations are available in several dozen areas of the curriculum.

Dual Enrollment -This option allows students to be enrolled in two levels of school at the same time. Students may remain at one level and attend another level for a specific course or period of time. This option works best with content that is highly sequential, such as mathematics, foreign language, etc. This is also an appropriate option for secondary students that might be enrolled in courses at postsecondary institutions. Through dual enrollment, students may receive college credit for courses taken while still in high school.

Early Graduation- Students will be allowed to accelerate their high school schedule to enable them to complete graduation in less than four years.

Blended/Online Platform- AIG specialist instructs students through an online platform, where student complete enrichment activities synchronously and asynchronously.

Flexible Grouping within the regular classroom- Students will be grouped within a regular education classroom as needed based on ability and/or interest.

Consultative Services- The AIG Specialist works with the cluster and/or regular education teacher to plan lessons/ assignments appropriate for the student.

Whole Class Instruction- The AIG Specialist will instruct an entire class, using higher order thinking skills such as the Primary Education Thinking Skills. The regular classroom teacher will assist, observe, and document students who demonstrate outstanding potential for performing at high levels when compared with their peers.

Collaboration with the regular education teacher- AIG specialist and the regular education teacher work together to meet the needs of the student (co-teaching, team-teaching, or planning)

Enrichment Grouping- Enrichment grouping is provided to cluster teachers and/or students through the services of an AIG Specialist who helps design differentiated activities. Team/collaborative teaching may occur with the regular teacher.

Cluster Grouping of Gifted Students- A cluster group (5 to 10) of gifted students is assigned to a regular heterogeneous class. The cluster teacher works closely with the AIG Specialist to design appropriate differentiated curricula for this group. If a school has fewer than 5 identified gifted students in a specific grade, then these students should be clustered in one classroom.

Resource (Pull Out)- Students leave their regular classroom for a specified period of time for instruction from an AIG Specialist. Activities may extend the regular curriculum and may focus on specific process skills such as critical and creative thinking, research skills, and independent and small group investigation. The success of any resource program depends on the cooperation and planning between regular teachers and the gifted resource teacher.

Cross Grade Level Instruction/Subject Acceleration (IDEP Required)- Based on assessment, students are allowed to test out or bypass specific subject or skill levels. They might receive instruction at a higher level with another group of students and yet remain with their peer group most of their instruction. This works best in subjects that have clearly developed sequence of skills (reading, math, etc.) It is appropriate at any grade level. Care must be taken that once begun, such acceleration opportunities continue to be made available to students.

Grade Skipping (IDEP Required)- Students are moved ahead a grade or grades. This works well with students who demonstrate a content mastery at three or more years above their current grade level.





Procedures to Resolve Disagreements

In the event that a parent/guardian disagrees with a decision, it is hoped that the concerns may be resolved at the individual school level. The following procedures should be followed to resolve any disagreements.

Procedures to Resolve Disagreements

Step 1 Appeal to School Level Gifted Identification Team (GIT)

1. The parent/guardian may request a conference with the (GIT) at the child's school. The request should be made in writing. The GIT should be given ample opportunity (10 school days) to convene all members together for the conference.
2. At this conference the individual student profile will be examined and discussed. Information used to determine eligibility for service delivery options shall be reviewed with the parent/ guardian. If needed, the child's teacher may be asked to provide further documentation concerning student characteristics and achievement to the GIT.
3. At this conference, all information is shared with the parent/guardian and the minutes are recorded on the GIT minutes form. Team minutes form and signatures are obtained from those attending.
4. Following the conference, the GIT will respond to the parent's concerns in writing within 10 school days after the conference.

Step 2 Appeal to Building Level Principal

1. The parent/guardian may appeal the decision of the GIT to the building level principal. This should be done within 10 days of the decision from the GIT. The principal shall schedule the conference within 10 school days of the receipt of the written request.
2. The principal shall review the concern. During the conference he/she may request further information from the child's teacher, the GIT, or the parents. Minutes are to be recorded on the GIT minutes form and signatures obtained from all present.
3. The principal shall respond to the concern in writing within 10 school days of the conference.

Step 3 Appeal to AIG Coordinator

1. The parent/guardian may appeal the decision of the building principal to the AIG Coordinator. This should be done in writing within 10 school days of the decision from the building level principal.
Please submit this appeal to:
AIG Coordinator
Post Office Box 7001
1724 Graham Avenue
Henderson, North Carolina, 27536
2. The AIG Coordinator will review the concern. During the conference with the parent/guardian they may request further information from the child's teacher, the GIT, the parent/guardian and/or the principal. Minutes should be recorded on the GIT minutes form and signatures obtained from those present.
3. The AIG Coordinator shall respond to the concern in writing within 10 school days of the conference.

Procedures to Resolve Disagreements

Step 4 Appeal to Superintendent

1. The parent/guardian may appeal the decision of the AIG Coordinator to the Superintendent in writing within 10 school days of the decision. This conference shall be scheduled within 10 school days of the receipt of the request for appeal.

Please submit the appeal to:

Superintendent

Vance County Schools Post Office Box
7001 1724 Graham Avenue
Henderson, North Carolina 27536

2. The Superintendent will review the concern. During the conference with the parent/guardian, he may request further information from the child's teacher, the GIT, the parents/ guardians, the principal, the AIG Coordinator. Minutes will be recorded and signatures obtained from those present.

3. The Superintendent shall respond to the concern in writing within 10 school days of the conference.

4. At this point the Superintendent may request mediation in order to resolve the concern. An impartial mediator will conduct the mediation process

Step 5 Appeal to the Local Board of Education

1. The parent/guardian may appeal the decision of the Superintendent to the Local Board of Education within 10 school days of the decision from the Superintendent. This appeal should be in writing.

Please submit this appeal to:

Vance County Board of Education Chairperson
Post Office Box 7001
1724 Graham Avenue
Henderson, North Carolina 27536

This request should be made in a timely manner, which allows the request to be placed on the agenda for the next meeting of the Vance County Board of Education as prescribed by their rules.

2. The Board will review the concern. The Board may request further information from the child's teacher, the GIT, the parent/guardian, the principal, the AIG Coordinator, and/or the Superintendent. During the meeting minutes will be recorded and signatures obtained from those present.

3. The Board shall make a final decision in writing within 30 days of the receipt of the written complaint.

Resources

Parent and Student resources to help with AIG students.



Parent Resources

- [National Association for Gifted Children](#)
- [Davidson Gifted Database](#)
- [Parents of Gifted Children | Hoagies' Gifted](#)
- [Welcome to NCAGT | NCAGT](#)
- [NC DPI: Advanced Learning and Gifted Education](#)
- [48 Essential Links for the Parents of Gifted Children](#)
- [Resources for Parents of Gifted Children](#)
- [Websites for Parents](#)
- [Texas Association for the Gifted & Talented](#)
- [Resources for Parents of Gifted Children | Ohio Department of Education](#)
- [Gifted Parents](#)
- [Resources for Parents of Gifted Children](#)
- [Family & Professional Resources](#)
- [Gifted and Talented / Social and Emotional Supports For GT Children \(and Parents\)](#)
- [Parent Educational Websites](#)
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Student Resources

- [Hoagies' Gifted Kids & Teens](#)
- [Resources-gifted-kids](#)
- [Big Ideas for Little Scholars – Resources for Gifted and Advanced Learners](#)
- [Useful Websites for Gifted and Talented Children](#)
- [Ten Websites for Gifted Kids](#)
- [Wonderopolis: Where the Wonders of Learning Never Cease](#)
- [November Featured Games](#)
- <https://www.mensaforkids.org/>
- [30 Great Online Resources for Gifted Kids in 2021](#)
- [Websites for gifted kids and teens](#)
- [Best Websites for Gifted Children and Students](#)
- [Free Rice](#)
- [Rube Goldberg – Home of the Official Rube Goldberg Machine Contests](#)
- [Puzzles to make: Torquato puzzle](#)
- [Cybraryman Student Pages](#)



Teacher Resources

- [Equity in Gifted/Talented Education](#)
- [Resources for Educators](#)
- [Lesson plans and Resources for Teaching Gifted Students](#)
- [Texas Association for the Gifted & Talented](#)
- [Resources for Teachers with Gifted Students](#)
- [50 Tips, Tricks and Ideas for Teaching Gifted Students](#)
- [Teaching Gifted and Talented Students](#)
- <https://wke.it/w/s/YtrkKX>
- [Davidson Gifted Database](#)
- [Welcome to NCAGT | NCAGT](#)
- [NC DPI: Advanced Learning and Gifted Education](#)
- [The Social Emotional Needs of the Gifted](#)
- [teaching-learning social-emotional](#)
- [Twice-Exceptional Students](#)
- [Resources for Educators](#)
- [Gifted on Understood.Org](#)
- [Six Myths of Gifted Education That Lead to Overlooking Talented Minority Students](#)
- [Giftedness Myths & Misconceptions](#)



Contact

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