

Academically
Intellectually
Gifted
Program

Elizabeth City – Pasquotank Public Schools



Handbook

Elizabeth City – Pasquotank Public Schools
Academically/Intellectually Gifted
Philosophy

Services for gifted students must be a part of an overall educational program that promotes excellence for all students. We, as a community, recognize our responsibility to discover, nurture, and develop the potential giftedness of each student, and to provide the resources necessary to challenge all students. It is our belief that students exhibiting exceptional abilities exist in all ethnic, geographic, and socio-economic groups, and we are committed to meeting diverse needs through providing an array of service options and the funding necessary to implement them.

Gifted Education should provide a range of identification services, sensitive to cultural, socio-economic, and academic diversity. Gifted Education should promote as well as provide a rigorous, differentiated curriculum which allows children to learn at a faster rate, to engage in more complex and abstract thought, to achieve at the highest standards, and to satisfy their unique social and emotional needs.

To provide these services we recognize that continuous staff development and parent and community education are essential components for raising standards and expectations and for providing differentiated education. Only when there is collaboration and communication among schools, parents, and the community will the potential of our gifted students be realized.

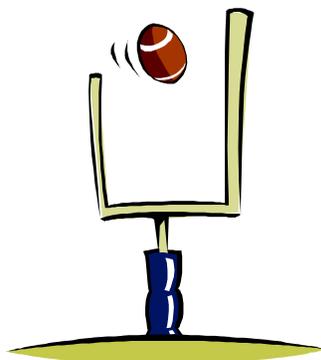
North Carolina Definition
For Gifted

- Gifted children and youth perform or show potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.
- These children and youth exhibit high performance capability in intellectual areas and/or specific academic fields.
- These students require differentiated educational services beyond those ordinarily provided by the regular education program.
- Outstanding abilities are present in children and youth from all cultural groups, across all economic strata and in all areas of human endeavor.

Program Goals

To identify and recognize academically or intellectually gifted students based on a range of identification procedures and an array of programming options that are sensitive to diverse needs.

- To provide a comprehensive and ongoing staff development program which addresses rigorous differentiated instruction and unique social and emotional needs for gifted students.
- To offer a continuum of services designed to develop and to nurture the potential giftedness in each student.
- To communicate the nature and variety of needs of gifted students within the school and community settings in order to foster collaboration, education, and understanding in meeting these needs.
- To develop high standards and challenge students in all areas of the regular curriculum so that services for gifted students are an integral part of the overall plan for excellence for all students.
- To monitor the progress of individual academically gifted students as part of an ongoing systematic evaluation of the academically or intellectually gifted program.
- To develop programs, services and guidelines that will encourage underserved students who show potential to perform at remarkably high levels.



Characteristics of the Academically Gifted Child

Academically or intellectually gifted children are generally inquisitive, imaginative and analytical in nature. Below are some characteristics common to the gifted child.

Asks questions	Is intense
Is highly curious	Initiates projects
Is mentally/physically involved	Creates new designs
Has unusual ideas	Loves to learn
Elaborates by discussing in detail	Manipulates information
Demonstrates strong opinions	Inventor
Already knows the concept	Thrives on complexity
Mastery easily achieved	Is highly self-critical
Prefers adults	Teacher challenger
Has many strong learning passions	Constructs abstractions
Draws inferences	Is keenly observant



Identification and Eligibility

Part One: Nomination Pool Students

The formation of a nomination pool of students begins the screening process. This process takes place throughout the year with all grade levels. A grade level wide sweep of all students is held each year as information becomes available. A student may be placed in the nomination pool by the following methods:

- Referral by their homeroom teacher for outstanding classroom performance
- Achieving a score of 85th percentile or higher on ability tests
- Achieving a score of 85th percentile or higher on achievement tests
- Parent referral to the AIG Implementation Team
- Student referral to the AIG Implementation Team

Students in the nomination pool are:

- Watched closely by teachers and the AIG Facilitator for additional differentiation needs
- Identified to their new teachers as they move into new grade levels
- Moved in and out of flexible-groupings as their abilities and needs merit
- Clustered with students of like ability or interest

These students may be served in the “all”, “many”, or “some” levels on the Service Delivery Grid, depending on the need shown by each student every year in a particular subject. Students may move between levels as needed. A child is matched with the level of differentiation he/she needs.

Part Two: Referral for Identification:

Each year, students are reviewed for possible identification as they show evidence of consistent need for differentiation of content and process above and beyond that provided by the regular program. Students are nominated from within the nomination pool by a teacher, parent, self or the AIG Implementation Team recommendation.

Multiple criteria should be gathered for students demonstrating remarkable ability in a subject. Students showing only one to a few criteria should be watched for further need. Students should be identified who demonstrate an active need for differentiation.

Multiple criteria may include the following:

- Classroom performance
- Student work samples
- Consistent high achievement on achievement measures, both objective and authentic
- High levels of achievement
- Grades from class work
- Achievement records, i.e. Accelerated Reader, etc.
- Authentic assessment i.e. K-2 assessment portfolios, NC open ended tests, etc.
- Anecdotal records of student motivation and achievement
- Competitions, contests and awards
- Extracurricular activities

Service Options

Service delivery options include an array of differentiated services for K-12 students. There are prerequisites for participation. For a description of these services, please consult with the AIG facilitator at your school.

Advanced Courses	Flexible Pacing
Advanced Placement Courses	Flexible Subject Grouping
Apprenticeship	Grade Acceleration
Grouping by Subject	Honors Courses
Cluster Grouping	In-Class Flexible Grouping
Computer Based Instruction	Independent Investigation
Concurrent Enrollment	Independent Study
Continuous Progress	Interdisciplinary Units
Community Service	Interest Based Learning
Course Acceleration	Internships
Cross-Grade Grouping	Learning Centers
Curriculum Compacting	Learning Contracts
Differentiated Units	Mentorships
Advanced Instructional Units	Mini Courses
Distance Learning	Resource Services
Dual Enrollment	Seminars
Early Admission	Student Portfolio
Enrichment Centers	Telescoped Curriculum
Enrichment Clusters	Thematic Units

Transfer Students

Transfer students who have been previously identified will be reviewed for local eligibility based on individual needs and local options available.

Parent and Community Involvement

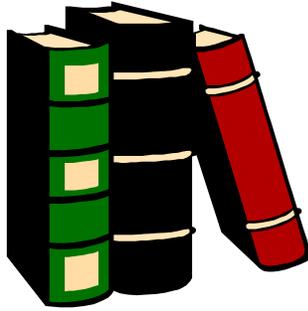
The Gifted Education Program encourages parent involvement. An active partnership among parents, community and school is necessary for a successful academically gifted program. Combining the academic program to real world experiences nurtures a student's aptitude, talents, and interests. However, this requires ample parental and community involvement. Interest expressed by the general public can encourage unique opportunities for educational experiences that will expand the student's knowledge even further.

For more information please contact:

Elizabeth City – Pasquotank Public Schools AIG Specialist
P. O. Box 2247
1200 Halstead Boulevard
Elizabeth City, NC 27909
252-335-2981

North Carolina Association for the Gifted and Talented (NCAGT)
P. O. Box 899
Swansboro, NC 28584-0899
901-326-8463
FAX 910-326-8465

Consultant for Gifted Education
North Carolina Department of Public Instruction
301 N. Wilmington Street
Raleigh, NC 27601-2825
919-715-1999



Recommended Books:

My Child is Gifted! Now What! by Rick Olenchak

Growing up Gifted by Barbara Clark

The Gifted Kids Survival Guide by Galbraith & Delisle

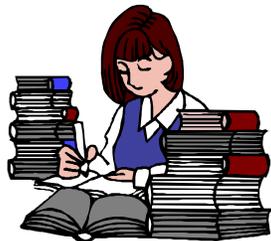
Helping Gifted Kids Soar by Strip & Hirsch

Smart Girls by Barbara Kerr, Ph.D.

Smart Boys by Kerr & Cohn

The Survival Guide for Parents of Gifted Kids by Sally Walker

These books are available for checkout in the parent center



Procedural Safeguards for
Academically or Intellectually Gifted Students

If a parent/guardian disagrees with the decision of the AIG Identification Team regarding student placement or services offered, the following procedure is available:

STEP I – Teacher/AIG-NDT Committee Conference

- A. Parent/guardian may make a request* for a conference with the AIG Identification Team to discuss the concerns about the placement decision.
- B. AIG-NDT reviews the student's records and previous nomination, identification, and service delivery options decisions. The committee may gather additional information about the student from parents and/or teachers, if needed. Any decision, whether it constitutes a change or not, will be noted in the student's folder.
- C. AIG-NDT conducts a conference within ten school days of parental/guardian request and subsequently responds to the parent/guardian in writing within ten school days following the conference.

* A written request is preferred. Please keep written request for documentation of due process. If the request is oral, note the date of request and any decisions made. Put in student's folder.

IF THE DISAGREEMENT IS NOT RESOLVED AT THE AIG-NDT CONFERENCE, THEN PROCEED TO STEP II.

STEP II – Appeal to Principal/AIG-NDT Coordinator/EC Program Administrator

- A. Parent/guardian may appeal AIG-NDT decision in writing to the Principal/AIG Coordinator and/or the Exceptional Children's Program Administrator (ECPA) within ten school days of receiving the response.
- B. Principal/AIG Coordinator and/or ECPA review(s) the grievance and conduct(s) a meeting within ten school days of receipt of appeal.
- C. Principal/AIG Coordinator and/or ECPA respond(s) in writing to the parent/guardian concerning the outcome of the review within ten school days.

STEP III - Appeal to Local School Board

- A. Parent/guardian may appeal decision of Principal/AIG Coordinator/ECPA to the Assistant Superintendent or Superintendent within ten school days of receiving the response.
- B. Assistant Superintendent or Superintendent reviews the grievance and conducts a meeting within ten school days of receipt of the appeal.
- C. Assistant Superintendent or Superintendent responds in writing concerning the outcome within ten school days to the parent/guardian and AIG Coordinator/ECPA and principal.

STEP IV – Appeal to Local School Board

- A. Parent may appeal to the Board of Education in writing within ten school days following the written response from STEP III.
- B. The Board shall offer a final written decision within thirty days.

STEP V – North Carolina State Level Grievance Procedure

- A. Parent may file a petition for a contested case hearing under Article 3 of Chapter 150B of the NC General Statutes. The scope of the review shall be limited to:
 - (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student,
 - OR
 - (ii) whether the local plan for gifted education has been implemented appropriately in regard to the student(s) needs.
- 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 NC 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 NC General Statutes.

As an alternative to Steps III or IV, a school system could elect to form either a grievance committee to hear disagreements or employ an impartial mediator to hear disputes.

A Sampling of Varied Teaching Strategies Using Differentiation

Discovery Learning
Hands-On Activities
Flexible Grouping
Socratic Seminar
Writing throughout the Curriculum
Student Presentations
Open Ended Questioning
Tiered Assignments
Curriculum Compacting
Abstract Concept Development
Interdisciplinary Studies
Differentiated Units Incorporating Depth, Breadth, and Complexity
Authentic Assessment
Individualized Work or Assignments
Integrated Units of Study
Interest Learning Centers
Independent Studies
Cooperative Learning Groups
Classroom Environment Adaptations
Literature Circles
Technology Options
Content Modification
Student Portfolios

