

Academically Intellectually Gifted Program

Currituck County Schools

Parent Handbook
(2016-2019)



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Currituck County Schools

Academically/Intellectually Gifted Philosophy

The Currituck County Plan for Academically and/or Intellectually Gifted Education is aligned with the goals and objectives of the Currituck County School System and the State Board of Education's Guidelines for developing local AIG plans.

Currituck County Schools Academically Intellectually or Gifted Program will ensure that academically or intellectually gifted students are provided with a high level of intellectual stimulation and the opportunity to develop their full potential through high expectations, excellence in teaching, and rigorous approach required for success in a globally competitive world and life in the 21st century.

The Currituck County Public Schools' AIG Program utilizes a full Integrative model to meet the needs of AIG students in grades K through 12. This model is one that makes available, through direct and indirect services, the assistance and resources to identify, support and challenge gifted students. This model enables students to develop to their full potential while utilizing the mainstream curriculum.

It is the philosophy of Currituck County Public Schools that it is the QUALITY, not the QUANTITY of programs and services that make the difference. Simply stated, the AIG Program operates on the premise of "Not More, But Different" when meeting the needs of every AIG student.

North Carolina Definition For Gifted

State Definition of AIG Students, Article 9B (N.C.G.S. § 115C-150.5)

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 the 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.

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Definitions for Specific Identification for Services in CCS' Gifted Program:

Specifically CCS is defining **Academic and Intellectually Giftedness** as students who perform at a substantially high level on both ability and achievement assessments when compared to their peers.

Specifically CCS is defining **Intellectual Giftedness** as students who perform at a substantially high level on ability assessments when compared to their peers, while under performing on achievement assessments and/or classroom grades.

Specifically CCS is defining **Academic Giftedness** as students who perform at a substantially high level on achievement assessments when compared to their peers, while under performing on ability assessments.

Smart or Gifted? Ways to Tell

Helping Gifted Children Soar: A Practical Guide for Parents and Teachers

	Smart Children	Gifted Children
Learning Speed and Application of Concepts	learn in a convergent, linear fashion, piling fact upon fact until they grasp a concept.	think divergently and/or rapidly. In a ten-step process, they may jump directly from Step 2 to Step 10, because by the time they completed the second step, they've already figured out the problem.
	benefit from practice and repetition and are patient with some types of rote learning.	process information in unique ways. They may use "reverse engineering" to solve problems – that is, they gain the answer through intuition and then work back through the steps required to arrive at the initial question.
	follow directions well.	dislike drills and rote learning, because they've mastered what they're supposed to learn by the first or second repetition.
	take in and understand the information presented in class.	prefer finding new ways to solve problems, but are able to follow directions if necessary.
		synthesize information presented in class and can apply it to new situations.
Questioning Style	ask questions that have answers	ask questions about abstract ideas, concepts, and theories that may not have easy answers.
	try to gather facts that relate to the current task.	enjoy figuring out relationships, seeing cause and effect, and predicting new possibilities.
	may prefer that facts be presented in a sequence they can follow.	like complexity and are sometimes comfortable with ambiguous answers to questions
	may ask the same question more than once.	may ask the same question more than once, but rarely in the same way.
Level of Interest	ask questions and are curious about a number of things.	show intense curiosity about nearly everything or often immerse themselves in an area that interests them.
	finish projects as assigned.	get deeply involved and may not finish projects on time because they've become engrossed in or distracted by a particular aspect of the assignment. They can become so interested in a specific topic that they ignore other areas.
	work hard and energetically.	show so much energy and enthusiasm for their areas of interest that they may dream up their own assignments and projects.
	work to please others.	require minimal direction, external motivation, and suggestions.

Language Ability	learn new vocabulary easily, but choose words that are typical for their ages.	use extensive, advanced vocabularies, understand verbal nuances that escape others, enjoy wordplay and puns, and often talk over the heads of their playmates (and sometimes over adults, too).
	take turns in conversation because their minds are attuned to the give and take of relationships with others.	can dominate conversations at home or at school because of their intense excitement about ideas; although there are many quietly gifted children who have to be encouraged to share their thoughts.
Self-Image	share interests with peers and “fit in” at school; they tend to think that others like them, and thus develop high self-esteem.	generally have high self-esteem; but some may feel so different from others, may not “fit in”, and so may develop low self-esteem.
	strive, achieve, and enjoy their accomplishments.	express dissatisfaction with their performance, because “there’s so much more to do” or “I just didn’t do it right.”
	seldom worry about being perfect.	can be intensely self-critical and perfectionistic.
Concern with Fairness	state firm opinions about what’s fair, but those opinions usually relate to personal situations, such as, “They have more recess time than I do.”	shows concern about fairness and equity far more intensely and on a more global scale. They are able to grasp the subtleties of complex moral and ethical questions, such as those relating to war and environmental issues, and they will defend their viewpoints with fervor and cogency.
	understand reasoning with regard to what’s fair and what isn’t.	will emphasize and debate fairness of a situation.
Emotional Outlook	show emotion, but generally are able to get past an upsetting incident fairly easily. They are usually able to articulate what’s bothering them and will talk relatively freely about their emotions.	experience heightened, sometimes all-consuming, emotions that may hamper other areas of thought or work. They are passionate and they feel deeply. Some are amazingly empathetic, but may bottle up and internalize their feelings or be afraid to show their emotions. They often may fear losing a sense of self-control and belonging.
	Understand that relationships have ups and downs. They can argue heatedly with a friend, yet be best buddies again by the end of the day.	invest heavily in relationships and can be excessively distraught if those relationships are disturbed by a disagreement, a perceived wrong, or a friend’s defection or disloyalty.

North Carolina Academically and/or Intellectually Gifted Program Standards

Standard 1: Student Identification

The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.

Standard 2: Differentiated Curriculum and Instruction

The LEA employs challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners.

Standard 3: Personnel and Professional Development

The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the needs of gifted learners that is on-going and comprehensive.

Standard 4: Comprehensive Programming within Total School Community

The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

Standard 5: Partnerships

The LEA ensures on-going and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.

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 academic, intellectual, social, and emotional needs of gifted learners.

Identification Process

Placement decisions will be made by the AIGSC (AIG Services Committee) which is composed of the Building Level AIG Consulting Teacher, an Administrator, & a Classroom Teacher. Those decisions are made based on the criteria below.

In order to attempt to identify under-represented populations who need Gifted services, CCS completes a universal screening at grade 3 and referrals at other grade levels 4-12.

CCS will use the following multiple criteria in the three pathways for determining AIG student identification:

1. Ability only - 98% or higher verbal, nonverbal, qualitative or composite.
2. Ability + Achievement - 90% or higher on ability (verbal, nonverbal, qualitative, or composite) and achievement.
3. Ability + Achievement average score of 90% or higher with a minimum score of 85% on either test. The student must also show **consistent** above grade level classroom performance including teacher recommendations, observation rating scales, etc. to be considered for identification under pathway 3.

Students whose Ability and Achievement scores average between 85-89% will be placed in a Cluster group for classroom differentiation only with no enrichment pull-out services provided.

Students who score between 95%-97% on Ability assessments, but are underperforming on Achievement assessments and/or in the classroom will need to meet with the AIGSC (including their parent) to determine a plan of action to move them toward academic success. (Intellectually Gifted)

Students who score between 95%-99% on Achievement assessments, but underperformed on Ability assessments will need to meet with the AIGSC (including their parent) to determine a plan of action to meet their specific learning needs in the regular classroom setting. No enrichment pull-out services will be provided. (Academically Gifted)

AIGSC reserves the right to consider individual students who do not meet the established criteria but who exhibit other traits of giftedness.

Other than the universal screening at grade 3, students can be placed in a nomination pool using the following methods: referral by classroom teacher for outstanding performance, parent referral to the AIG committee, or student referral to the AIG committee. Students in the nomination pool are watched closely by teachers as well as the AIG Consulting Teacher. The AIG Consulting Teacher informs the classroom teachers of the nomination pool students each year.

For **transfer** students identified as AIG at their previous school, AIG Consulting Teachers will acquire the data needed to determine if the student meets CCS criteria for AIG services. They will then communicate with the parents about any data gaps that need to be filled. They will conduct any needed assessments. An AIGSC meeting will be held to communicate those findings to the parents, building level administrators, and classroom teachers. A DEP (identified as NC AIG Program Services Plan in PowerSchool) will be created if eligibility criteria are met.

In some instances early identification for K-2 students can occur based on the building level AIGSC decision after reviewing all available data.

Program Description

Elementary School Services

- K-2 students who are performing above grade level expectations are “nurtured” within the regular classroom setting. AIG specialists work on a consultative basis with K-2 regular education teachers to provide resources and challenging activities for these young students.
- All third grade students are tested early in the school year using the Cognitive Abilities Test (CogAT) to screen for high aptitude in reading and math. These test scores, along with the NC Beginning of Grade Test (BOG) and/or Iowa Test of Basic Skills (ITBS) achievement test results, and classroom performance data are used to determine the type and level of gifted services appropriate for each qualifying student.
- High performing students in fourth and fifth grades are evaluated for gifted services based on CogAT, WISC-V, End of Grade (EOG) scores, classroom assessment data, and teacher referrals.
- A Developmental Education Plan (DEP) is developed by the Academically Intellectually Gifted Services Committee (AIGSC) to designate specific services for identified students. Depending on the committee’s decision:
 - Students may only be cluster grouped with a teacher who differentiates to meet their educational needs.
 - Students may receive support in an inclusion setting.
 - Students may be pulled out once a week for specific help with work habits, organization, etc.
 - Students may be pulled out one to two times a week for enrichment classes. These resource classes emphasize higher order thinking skills, problem solving strategies, research applications, and interest based learning.
- Classroom teachers are responsible for providing differentiated activities designed to challenge and enrich their gifted students with consultation, training, and support from the school AIG consulting teacher.
- DEPs are re-evaluated annually by the AIGSC and recommendations for services are made according to demonstrated need.
 - Currituck County Nurturing Plan
 - Ramsey Behavior Rating Scale
 - Eligibility Forms for ELA and Math
 - DEP form

Enrichment opportunities . . .

- Classroom cluster groupings
- Pull out enrichment classes
- Independent studies
- Interest groups
- Computer based instruction
- School based clubs (Math 24, Battle of the Books, Author’s Club, etc.)
- Competitions/Contests

How can I help my child at this level?

- Stay informed/connected with teachers and school
- Provide varied, prolific reading materials of all ability levels. Classic literature is still an excellent choice.
- Limit screen time. Active, imaginative, creative play is crucial for cognitive development and healthy bodies.
- Nurture strong supportive family time. Have meals together, listen, and share the daily lives and thoughts of your children.
- Investigate community opportunities for exploration and enrichment. Music lessons, sports teams, Scouts, service projects, religious institutions, museums, state parks, libraries, summer camps, and many others provide rich experiences for gifted children.

Resources . . .

- Duke Talent Identification Program (TIP) <http://tip.duke.edu/>
- North Carolina Association for the Gifted and Talented/ Parents for the Advancement of Gifted Education (NCAGT/PAGE) www.ncagt.org
- National Association for Gifted Children (NAGC) www.nagc.org
- The Association for the Gifted (TAG) www.cectag.org
- Hoagies <http://www.hoagiesgifted.org/>

Things to consider when your gifted child is transitioning to middle school . . .

- Social/emotional needs are rapidly changing.
- School counselors and AIG consulting teachers can assist with class schedules, course selections, and extra-curricular activities appropriate for gifted students.
- Students may experience anxiety associated with changing school environments and expectations.
- AIG services are provided differently at the middle school level than at the elementary level.
- Students will be expected to exhibit increased responsibility for assignments, paperwork, and personal behavior.
- Parents should maintain regular contact with teachers and school to remain informed about and engaged in their student's academic/social life.

Middle School Services

- You will still meet annually with the middle school AIG coordinator to discuss your child's plan, although the meetings are normally spaced out through the school year. We will begin discussing class choices for middle school as well as high school and setting up a plan to get to college!
- The AIG Coordinator will work closely with the honors teachers to help plan lessons and will also come into the classroom to teach lessons as well!

Enrichment opportunities . . .

- Students may be eligible for the Duke TIP program and given the opportunity to take the SAT or ACT in 7th grade.
- Middle school offers many clubs that appeal to AIG students including Science Olympiad, Future Business Leaders of America and Battle of the Books.
- Students are also given the opportunity to join band or chorus and to bring the world of music into their lives.
- Additional online opportunities for enrichment are provided as well, such as a stock market, challenge, online book club, brain teasers and other optional activities for your child to get involved in!

How can I help my child at this level?

- Please help your child with the transition to middle school. They are now responsible for 6 classes a day with 6 different teachers. Look over their shoulders and be involved. Help them to become organized and make sure that their work is completed in a timely manner.
- Another thing to keep in mind is that your child is used to being the top of their class, with the class moving at a slower pace. Now your child is being placed in an honors 6th grade class where every child was the top of their class! And that class will now move at a quicker, accelerated pace! Students sometimes have difficulty with this understanding. Please praise them and help them to understand that not every grade may be an "A"!
- And please feel free to stay in contact with the teachers and AIG coordinator! We will all work together to ensure that middle school is a great experience for your child!

Resources . . .

- <https://www.khanacademy.org/>
- Please feel free to contact any teacher or your school AIG coordinator at any time! It is our goal to work closely with you to ensure that your child is achieving everything that they are capable of!

Things to consider when your child is transitioning to high school . . .

- The AIG Coordinator will meet with each student and parent during their 8th grade year to discuss high school choice and scheduling.
- School counselors and AIG consulting teachers can assist with class schedules, course selections, and extra-curricular activities appropriate for gifted students.
- AIG services are provided differently at the high school level than at the middle level.
- Students will be expected to exhibit increased responsibility for assignments, paperwork, and personal behavior.
- Parents should maintain regular contact with teachers and school to remain informed about and engaged in their student's academic/social life.

High School Services

What's the difference?

	Currituck County High School	J. P. Knapp Early College High School
Admission	Open admission through Guidance	Application Process in Spring of 8th grade
Schedules	Hybrid (TBD)	Personalized with 4-5 year plan
Graduation Requirements	28 credits for UNC system	Satisfy North Carolina State and Local Requirements (28 credits for UNC system)
Band Participation	Yes as well as Jazz Ensemble and Chorus	May participate in CCHS Marching Band, after school, but not classes
Sports Participation	Yes	No school sponsored sports
Extra-Curricular Activities	BETA, SGO, Science Olympiad, FCCLA, DECA, poetry club, other clubs	There are many opportunities at JPKECHS as well as at the College of the Albemarle Campuses
Dual Enrollment	NCVPS as well as COA	Students begin taking college courses in 9th grade online as well as some NCVPS/Edgenuity online Courses
Hours	7:45-3:05	7:45 am– 3:20pm
Transportation	Yes and parking permits	Provided to JPKECHS and to COA Campuses, students may also drive with parking permit
Graduation	June	JPKECHS and College graduation take place on College of Albemarle Elizabeth City Campus in May

- CCHS - Differentiated Education Plan
- JPKECHS – Differentiated Education Plan
- JPKECHS - Individualized Academic, College and Career Planning with Counselor and Seminar Teachers.

CCHS Enrichment opportunities:

- SGO
- BETA
- DECCA
- FBLA
- Poetry Club
- Anime Club
- Honors Art Society
- Makerspace
- Science Olympiad
- CCHS daily reporters
- Competitions
- Contests
- independent studies

JPKECHS Enrichment opportunities:

- College class enrollment beginning in 9th grade
- Summer enrichment opportunities include college courses at COA
- Leadership and other Enrichment Programs offered on local College Campuses, extra-curricular activities on JPKECHS Campus as well as extracurricular opportunities at COA Campuses.

How can I help my child at this level?

- Keep in contact with the student's teachers and counselor.
- Utilize the web pages and Google classrooms for daily activities
- Be aware of your student's grades through Power School and/or COA student log in.
- Careful planning of activities including sleeping, school work, church, friends, sports, etc needs to be efficient and effective.
- Watch for signs of fatigue, sadness, withdrawal.
- Encourage teachers to challenge or think outside the box for enrichment activities.
- Investigate leadership activities, camps, Governor's School and University summer programs.

Resources:

- AIG Coordinator and other AIG trained teachers
- Sengifted.org – Supporting the Emotional Needs of the Gifted
- Currituck County High School guidance website <http://www.currituck.k12.nc.us/Page/426>
- www.byrdseed.com
- JPKECHS – Tutoring built into scheduled day (Morning Office Hours, Mid-day Office Hours, Friday Office Hours)
- College of the Albemarle Student Support Center
- JPKECHS Support Labs and Facilitators

Things to consider when your child is transitioning to college . . .

- Start preparation for the college application process early using informational websites such as CFNC.org, act.org/profile and bigfuture.collegeboard.org. These sites can help with researching career-college major choices, College and University choices, the college application process, how to pay for college information and much more.
- Have your student search out scholarships in their junior year so they know which ones they want to apply for the next year and when their deadlines are.
- Make sure your student is communicating with the school counselor and you about college application, financial aid application and scholarships prior to the dates they are due.
- Have your student build a portfolio of their extracurricular activities starting in the 9th grade (volunteer hours, sports, leadership roles in school and community organizations, awards, etc). This will be helpful when filling out the college application and scholarship applications.

Service Options

The AIG students in Currituck County follow NC Standard Course of Study. AIG Consulting Teachers will provide support on differentiated instruction by meeting with each grade level PLC as their schedules allow. Classroom teachers plan and provide differentiated lessons according to student needs as evidenced in their lesson plans.

Sample of Service Delivery Options and Recommendations

Service Options & Recommendations	Elementary & Secondary
Computer Based Instruction	<ul style="list-style-type: none"> • Scheduled time on a computer with direct instruction from regular education teacher or authorized personnel
Cluster Grouping of High Performing Students	<ul style="list-style-type: none"> • Students whose achievement and ability scores that average between 85%-89% and therefore don't qualify for AIG. • Demonstrated/documentated performance • Reading/Math above grade level • Teacher Recommendations (based on classroom performance data) • AIGSC recommendation
Cluster Grouping of AG & IG Students	<ul style="list-style-type: none"> • AG Students who score 90-97% on Achievement Tests but don't have other qualifying criteria will be cluster grouped to allow for differentiation based on their specific academic strengths. • IG Students will be cluster grouped to allow for specific instruction on work habits and skills based on their IDEP (identified as NC AIG Program Services Plan in PowerSchool) goals.
Curriculum Compacting	<ul style="list-style-type: none"> • Mastery of material on teacher made or alternative assessment • Evidence of appropriate independent work skills • Evidence of ability to follow through with plan • Student interest and motivation as assessed by teacher
Differentiated Accelerated Units	<ul style="list-style-type: none"> • Based on curriculum area of study and student interest and performance
Enrichment AIG Services	<ul style="list-style-type: none"> • Students who qualify for AIG pull-out/inclusion services under pathway 1, 2, 3 • AIGSC recommendation
Flexible Grouping	<ul style="list-style-type: none"> • Discretion of teacher (based on observation, alternative assessment, and other collected data)

Grade Acceleration	<ul style="list-style-type: none"> • 98/99th percentile on Nationally Normed Individual/Group Aptitude Assessment • Appropriate social development (as assessed by teachers, parents, counselors, and/or psychologist observations) • Academic performance and development appropriate for next level • Strong independent reader • AIGSC recommendation made to principal where final decision is made for placement
Independent Contracts, Independent Instruction, Independent Study	<ul style="list-style-type: none"> • Evidence of appropriate independent work skills • Evidence of ability to follow through with plan • Student interest and motivation as assessed by teacher
Interdisciplinary Units	<ul style="list-style-type: none"> • Discretion of teacher • Student interest-Subject based
Learning Center	<ul style="list-style-type: none"> • Interest based or performance based at the discretion of the teacher
Subject Acceleration	<ul style="list-style-type: none"> • Demonstrated/Documented performance at 2 grade levels above grade placement • AIGSC recommendation • Demonstrated/Documented performance through the Credit through Demonstrated Mastery (CDM) process
Tiered Activities	<ul style="list-style-type: none"> • Instructional activities that focus on the essential conceptual understanding and skill development related to a topic but provide a challenge to students of all ability levels through tiers. Each instructional tier provides different levels of complexity, abstractness and open-endedness.

Service Options & Recommendations	Secondary
Advanced Placement Courses / Honors Classes	<ul style="list-style-type: none"> • Past performance in subject area class (recommended A or high B) • Teacher recommendation • Student interest/motivation • Students who do not meet above criteria will be expected to sign a contract; student's' progress will be reviewed at end of first marking period • Students will complete summer readings, seminars as designed by each teacher • Students are expected to take AP exam at conclusion of course • EOC / EOG level 4 or level 5
Concurrent Enrollment	<ul style="list-style-type: none"> • Teacher recommendation • Social/Emotional maturity level appropriate • AIGSC recommendation
Credit by Demonstrated Mastery	<ul style="list-style-type: none"> • Student request • Students must earn level 5 on EOC or 98% on NCFE; then they must complete additional work in that subject that will be scored by a rubric • Once that process is completed they move on to the next course in the sequence
Curriculum Compacting	<ul style="list-style-type: none"> • Mastery of material (> 90 assessment) • Teacher judgment to pull child back into regular instruction for portions of unit not mastered or student interest
Dual Enrollment	<ul style="list-style-type: none"> • Social/Emotional maturity level appropriate • AIGSC recommendation
Mentorships/ Internships	<ul style="list-style-type: none"> • Exceptional interest on part of student • Extensive interviews between parents and students • Must be able to provide own transportation • Must agree to present or publish information learned through mentorship program to audience of peer and adults (contract)
On-line Learning	<ul style="list-style-type: none"> • Based on student directed research • Some courses scheduled through student registration (computer lab and technology) • Offered through certain courses
Selected Advanced Courses	<ul style="list-style-type: none"> • Student registration
Seminars	<ul style="list-style-type: none"> • Teacher judgment • Student interest
Special Electives	<ul style="list-style-type: none"> • Student registration

Procedural Safeguards for Academically and/or Intellectually Gifted Students (Dispute Resolution)

When parents fail to agree with a decision of the Academically and/or Intellectually Gifted Services Committee (AIGSC) regarding placement or services, the following procedures may be used for dispute resolution. These procedures are:

Step 1 – Parent submits a written request for a conference with the AIGSC at the local school level. The AIGSC will meet with the parent to discuss the data and CCS AIG Identification criteria. The AIG Consulting Teacher or Administrator will communicate, in writing, final outcome of meeting with parents, team members, and AIG County Coordinator. If no resolution occurs at the school level, the parent may proceed to step 2.

Step 2 - Parent may appeal in writing to AIG County Coordinator. The AIG County Coordinator will conduct a meeting and respond in writing to the parent concerning the outcome of the review. The written response will also be shared with the building level AIGSC and superintendent. If no resolution occurs, the parent may proceed to step 3.

Step 3 – Parent may appeal, in writing, to the superintendent or his/her designee. The superintendent or designee will review the grievance, collect data, and conduct a meeting. A written response will be given to the parents concerning the outcome of the meeting. The written response will also be shared with AIG County Coordinator, the building level administrator, and the Administrative Assistant to the Superintendent (for School Board access as needed). If no resolution occurs administratively, parent may proceed to step 4.

Step 4 – Parent may appeal, in writing, to the Currituck Board of Education. The Board will review all data and provide a final written decision to the parent. The written response will also be shared with the superintendent.

At any point in the hierarchy of procedures, the school system can recommend mediation with an impartial facilitator. When disputes are not settled at the local school system level, parents may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes.

The scope of 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 developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. 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 become final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

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FAQ

Where can I find a copy of the 2016-2019 AIG plan?

- The plan can be found on the county webpage at www.currituck.k12.nc.us under Instruction, under AIG Program.

Who do I contact for information if I am moving to the district?

- Parents can find information on our county webpage using the instructions above.
- If parents want to speak to a school representative during the school year, they can contact the school to talk with the Principal or AIG Consulting Teacher.
- If parents want to speak to a school representative during the summer, they can contact the school to talk with the Principal or they can contact the district office and speak with Virginia Arrington.

If my child is identified as gifted in another district or state, will they continue with those services in Currituck County?

- Students identified in other school systems will be considered for eligibility based on individual needs, available testing information, and local options available. The following steps will be followed when determining placement of a transfer student.
- Step 1: Data Managers responsible for registering new students informs the AIG Consulting Teacher that an identified gifted student has enrolled.
- Step 2: Student will be cluster grouped with other AIG students.
- Step 3: Appropriate office staff requests AIG records from previous school.
- Step 4: Upon receipt of records, Academically and/or Intellectually Gifted Services Committee reviews the records and determines appropriate services.
- Step 5: The Eligibility Record for Differentiated Services is completed.
- Step 6: If found eligible for services, a new Differentiated Education Plan is written to meet the individual needs of the student.

What if I want to become involved in AIG activities?

- Parents can participate on the AIG Advisory Committee, attend Advisory meetings, attend Family Nights, volunteer for Math 24 or Battle of the Books.

Glossary

Ability Grouping	Class or group assignment based on observed behavior or performance. Ability grouping is not the same as tracking. It is most effective for cluster grouping or flexible groupings in the general education setting.
Accelerated Learning	A strategy of progressing through education at rates faster or ages younger than the norm.
Accountability	Holding students, teachers, administrators, and other school personnel responsible for instructional outcomes.
Advanced Placement(AP)	A program developed by the College Board where high schools offer courses that meet criteria established by institutions of higher education. In many instances, college credit may be earned with the successful completion of an AP exam in specific content areas.
Affective Curriculum	Curriculum that focuses on person/social awareness and adjustment, and includes the study of values, attitudes, and self.
Aptitude	An inclination to excel in the performance of a certain skill.
Asynchrony	A term used to describe disparate rates of intellectual, emotional, and physical rates of growth or development often displayed by gifted children.
At-Risk	A term used to describe students whose economic, physical, emotional, or academic needs go unmet or serve as barriers to talent recognition or development, thus putting them in danger of underachieving or dropping out.
Authentic Assessment	Evaluating student learning through the use of student portfolios, performance, or observations in place or in conjunction with more traditional measures of performance such as tests and written assignments. The process allows students to be evaluated using assessments that more closely resemble real world tasks, such as a scientific experiment to demonstrate understanding of the laws of motion.
Bloom's Taxonomy	Developed in 1956 by Benjamin Bloom, the taxonomy is often used to develop curriculum for gifted children. There are six levels within the taxonomy that move from basic to high levels of thinking. These include knowledge, comprehension, application, analysis, synthesis, and evaluation.
Brainstorming	Brainstorming is an activity used to generate many creative ideas that have no right or wrong answers and are accepted without criticism. Effective brainstorming is characterized by fluency and flexibility of thought.
Collaboration Delivery	Collaboration Delivery of AIG services is the responsive planning of both the general education teacher and the AIG specialist to ensure that AIG students receive a rigorous, differentiated and responsive education that meets their unique learning needs.
Cluster Grouping	A grouping assignment for gifted students in the regular heterogeneous classroom. Typically, five or six gifted students with similar needs, abilities, or interests are “clustered” in the same classroom, which allows the teacher to more efficiently differentiate assignments for a group of advanced learners rather than just one or two students.

Computer-based Instruction and Technology	Computer-based instruction can be used both to enrich the curriculum and remediate specific skill deficits. This is particularly appropriate for academically and/or intellectually gifted learners having specific skill gaps (gifted under achievers, 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 and Information Super Highway.
Concurrent or Dual Enrollment	Most often refers to high school students taking college courses, often for college credit. Dual enrollment is viewed as providing high school students benefits such as greater access to a wider range of rigorous academic and technical courses, savings in time and money on a college degree, promoting efficiency of learning, and enhancing admission to and retention in college. The terms may also be used to refer to middle grade students taking high school courses and earning credit toward graduation.
Cooperative Learning	An instructional method that allows students to work in small groups within the classroom, often with a division of assignment of several specific tasks or roles. This group strategy allows students to practice working in a group and taking leadership roles. However, when gifted students participate in cooperative learning groups intentionally clustered by mixed ability students, special care must be taken to differentiate tasks appropriately.
Creativity	The process of developing new, uncommon, or unique ideas. The federal definition of giftedness identifies creativity as a specific component of giftedness.
Criterion-Referenced Testing	An assessment that compares a student's test performance to their mastery of a body of knowledge or specific skill rather than relating their scores to the performance of other students.
Curriculum Compacting	After showing a level of proficiency in the basic curriculum, a student can then be allowed to exchange instructional time for other learning experiences.
Differentiation	Modifying curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom.
Differentiated/ Accelerated Units	Teachers design units of instruction that have enrichment activities that students might pursue once they have demonstrated content mastery (90%) of the basic material. Reinforcement activities are also designed for students needing additional work or performing below mastery. The units are "learner based" but "teacher paced" which allow teachers to appropriately pace the instruction for the entire class for an extended period of time and yet provide differentiation and an incentive for high performance. In a team situation, one teacher might take the "reinforcement group" and one the "enrichment group" on an as needed basis (not a continuous daily pullout).
Early Admission	Students who meet graduation and university requirements by the end of their first semester of their senior year may choose to graduate early. This option allows students to enroll early in a post-secondary institution.
Enrichment	Activities that add or go beyond the existing curriculum. Activities may occur in the classroom or in a separate setting.
Flexible Grouping	An instructional strategy where students are grouped together to receive appropriately challenging instruction. True flexible grouping permits students to move in and out of various grouping patterns, depending on the course content. Grouping can be determined by ability, size, and/or interest.

Gifted (Academically/ Intellectually Gifted)	The federal Elementary and Secondary Education Act defines gifted and talented students as “Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.” [Title IX, Part A, Definition 22. (2002)]
Grade Acceleration	Although few students will need this service delivery option, grade acceleration is certainly a possibility. Grade acceleration can mean actually skipping levels in the normal sequence of promotion. However, grade skipping should be a carefully explored and individualized option to be used when no other acceptable option meets a student’s needs.
Honors Classes	Honors classes cover traditional content, but also focus on issues, problems, and themes related to topics, and stress higher level thought processes. They are designed to help students develop a knowledge base in the specific discipline and learn to apply that knowledge at an advanced level. These courses are not limited to identified gifted students, but have clearly defined prerequisites, and exit criteria.
Heterogeneous Grouping	Grouping students by mixed ability or readiness levels. A heterogeneous classroom is one in which a teacher is expected to meet a broad range of student needs or readiness levels.
Homogeneous Grouping	Grouping students by need, ability, or interest. Although variations between students exist in a homogeneous classroom, the intent of this grouping pattern is to restrict the range of student readiness or needs that a teacher must address.
Independent Study	A self-directed learning strategy where the teacher acts as a guide or facilitator and the student plays a more active role in designing and managing his or her own learning.
Intelligence	The ability to learn, reason and problem solve. Debate revolves around the nature of intelligence as to whether it is an innate quality or something that is developed as a result of interacting with the environment. Many researchers believe that it is a combination of the two.
Intelligence Quotient (IQ)	A numerical representation of intelligence. IQ is derived from dividing mental age (result from an intelligence test) by the chronological age times 100. Traditionally, an average IQ is considered to be 100.
Learning Centers	Learning Centers are an appropriate way to provide content enrichment. These are usually designed as tabletop workstations for individual or group work. Students may self-select centers or may be assigned to a center on a rotating basis. The center approach adapts well to the development of multiple intelligences. Teachers might develop different centers and trade during the year. Although this is usually thought of as an elementary activity, it has been used effectively with middle school students. Learning centers may be located in regular classrooms, media centers, or resource rooms. Another alternative is to locate a variety of learning centers in classrooms shared by teaching teams.
Learning Styles	Preferred way(s) in which individuals interact or process new information across the three domains of learning identified in the taxonomy of education objective: cognitive (knowledge), psychomotor (skills) and affective (attitude). An individual’s preferred learning style is how he/she learns best.

Mentor	A community member who shares his or her expertise with a student of similar career or field of study aspirations.
Norm-Referenced Testing	An assessment that compares an individual's results with a large group of individuals who have taken the same assessment (who are referred to as the "norming group"). Examples include the SAT and Iowa Tests of Basic Skills.
Orbital Studies	Orbital Studies are short-term (3-6 weeks) independent investigations that relate to a particular part of the course curriculum. Student choice is a key element of the strategy.
Portfolio Assessment	An alternative or supplement to traditional measures of giftedness, portfolios offer a collection of student work over time that can help to determine achievement and progress. Many of the elements found in portfolios cannot be captured by a standardized test.
Pull-Out Program	A program which takes a student out of the regular classroom during the school day for special programming. This methodology is not to supplant the rigorous and differentiated education that AIG students are to receive in the general education Cluster Class.
Rubric	A rubric is a chart composed of criteria for evaluation and levels of fulfillment of those criteria. A rubric allows for standardized evaluation according to specified criteria, making grading simpler and more transparent.
Social-Emotional Needs	Gifted and talented students may have affective needs that include heightened or unusual sensitivity to self-awareness, emotions, and expectations of themselves or others, and a sense of justice, moral judgment, or altruism. Counselors working in this area may address issues such as perfectionism, depression, underachievement, or career planning.
Tiered Assignments	A differentiated instructional strategy in which all students work toward the same goal, but activities are geared toward each student's level of understanding.
Twice Exceptional	A term used to describe a student that is both gifted and disabled. These students may also be referred to as having dual exceptionalities or as being AIG/LD or AIG/ED, etc.
Underachieving or Underachievement	A term used to describe the discrepancy between a student's performance and their potential, or ability to perform at a much higher level.