

Academically and Intellectually Gifted Services Handbook

Camden County Schools

"Camden Keeps Kids First in Education"



Camden County Schools

Special Program Services

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Camden, NC 27921

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Gifted Education in Camden County Schools

Mission Statement and Philosophy

Through a passion for student-centered learning, the Camden County School System will provide educational opportunities that will create students who can compete and flourish in an ever-changing society. We, the Camden County School System, recognize our responsibility to discover, nurture, and develop the potential of each student. We believe all children have the potential for learning and success. This success should involve all those who are talented, advanced, and gifted in an overall educational program.

It is belief of the Camden County School System that those who exhibit gifted behaviors exist within all ethnic, geographic, and socioeconomic groups. Our purpose is to provide rigorous and relevant instruction for all students. We recognize that diverse needs require an array of service options in order to maximize the student's opportunity to develop and show gifted behaviors. These services are essential for those students who are gifted but are not reaching their potential as well as those students with limited learning opportunities. We will encourage continuous staff development and collaboration among teachers, parents, administrators, students, and community members to better meet the needs of talented, advanced, and gifted students.

We must prepare all students to be continuous lifelong and independent learners who can survive in an ever-changing complex society. Our vision of stimulating independent goal-oriented thinkers will then be accomplished.

Definition of Gifted Students

Camden County Schools and the North Carolina Department of Public Instruction define gifted students in the following way:

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 may require differentiated education 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.

Nomination

Camden County Schools has developed a process for nominating students to receive an array of differentiated services. This process includes student screening, team review, referral, and service options match. Students who score at or above the 90th percentile on an end-of-grade test and are exceeding grade level expectations are considered for nomination. Each school has developed a site-based team to review a student's eligibility, to determine if further assessment is needed, or to match a student's needs to an appropriate service option. Transfer students who received gifted services in a previous school will be reviewed by the AIG team for local eligibility based on individual needs.

Assessment

Criteria for entry into service delivery options include aptitude, achievement on standard measures, classroom performance, demonstrated products or abilities, student motivation and interests, teacher observation, and teacher/other recommendation and/or approval. Students must meet five of the six criteria to be eligible for AIG services.

The assessment phase will incorporate both quantitative and qualitative measures. If a student does not meet 3 of the 4 following criteria: Observation, Student Interest, Student Motivation to Learn, and Student Performance then testing is not needed. If screening results indicate more in-depth assessment is warranted, parents will be asked to sign a “Consent to Test” form. Professional personnel will administer formal testing in the student’s fluent language.

Assessment tools used as multiple indicators may come from the following criteria:

Qualitative Data:

Observation Checklists: Indicator of a student’s needs for differentiation, based on his/her observable behavior. The child’s teachers will complete a checklist. This checklist will assess characteristics of learning, motivation, creativity, and leadership.

Student Interest: Indicator of a student’s focus areas and /or curiosity. This may be shown through a formal interest inventory/survey, and informal interview, or documentation of a student’s particular passion. Interest may also be demonstrated through student’s participation in extracurricular activities.

Student Motivation to Learn: Indicator of a student’s commitment to pursue learning experiences. Does the student go above and beyond what is expected? This may be shown through school (competitions) and/or outside activities. With some students this area may be affected by unfavorable environmental circumstances. For these students, who have been called ‘underachievers’, an individual case study may be important to reflect specific areas of need.

Quantitative Data:

Student Performance: Indicators demonstrate a student's mastery. This includes how well the student is performing in the regular classroom. Grades will be reviewed as indicators and will include grades from three of the four most recent grading periods. (Homework, classroom assessments, Star Reading/Math, etc.)

Student Achievement: Indicators demonstrate a student's knowledge. Students are administered a norm-referenced test by qualified personnel and must score 90%ile or above in reading and/or math.

Student Aptitude: Indicator of a student's capacity for learning. This involves reasoning, problem solving, memory, etc. Aptitude will be shown through test scores on a formal individual assessment and the student must score 90%ile or above. Aptitude (IQ test) tests will be administered by qualified personnel.

*Student will be formally tested if student is in the second semester of 2nd grade and meets the above criteria.

Transfer Students

Any student who transfers with appropriate documentation of participation in a program for academically or gifted services (current within one year) will be reviewed for instructional placement. This documentation must meet the criteria of Camden County AIG Plan. Students must have been administered an individual achievement and aptitude test. The AIG team will meet within the nine weeks of the child's enrollment to discuss appropriate services for the student. If the student demonstrates a need for services, the parents/guardian will meet with the AIG team to grant permission for services for the student in the gifted program. *Transfers from other school systems are NOT automatically eligible for AIG services although provisional or probationary placement may be warranted.*

Service Options

The AIG Team determines which service delivery options meet the student's needs. Placement of students is based on individual student need for a differentiated education program. When these students are recognized for gifted services, decisions are made to match students with particular program service options that will afford them the opportunity to receive instruction on an appropriate level. The match ensures that students will experience and demonstrate growth in academic subjects or enrichment programs. Possible service options are as follows:

- *Elementary/Intermediate School Service Options:* Cluster grouping within the regular class, independent study, resource support, resource class, nurturing program(K-2)
- *Middle School Service Options:* subject grouping in language arts and math
- *High School Service Options:* Honors and advanced placement classes, distance learning

Annual Review

At the end of each school year, the parents of each student receiving AIG services will be invited to attend a conference regarding the student's progress. The team will again discuss the appropriate service options for the student in the coming year.

Tri-Annual Review

Students will be reviewed every three years to insure Classroom Performance, Motivation and Interest criteria are being met. If any of these criteria are not being met the AIG team will meet to determine if services should be continued.



Above Grade Subject Placement/Grade Skipping

Must meet 7 of the 7 criteria:

Quantitative:

Aptitude: 97 – 99th percentile on Verbal and/or Quantitative or Non-verbal sub scores on approved nationally normed tests

Achievement: 97th – 99th percentile on Reading and/or Math on approved nationally normed tests.

Classroom Performance: 98 – 99 percent mastery of reading and/or math on formal and informal tests.

Qualitative:

Gifted Characteristics: displays the above gifted characteristics at a level that matches high achievers in the next grade level as evidenced by work products and anecdotal notes

Interest: Displays the gifted characteristics at a level that matches high achievers in the next grade level as evidenced by work products and anecdotal notes

Motivation: High task commitment: desire to learn material at the next grade level as evidenced by work products and anecdotal notes

Maturity: shows maturity of above grade level peers or maturity level will not interfere with success in next grade level classes.

Bright vs. Gifted – Characteristics of gifted learners

Source: Janice Szabos, Challenge Magazine, 1989, Issue 34



A Bright Child:	A Gifted Learner:
Knows the answers	Asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	Has wild, silly ideas
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail, elaborates
Top group	Beyond the group
Listens with interest	Shows strong feeling and opinions
Learns with ease	Already knows
6-8 repetitions for mastery	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good memorizer	Good guesser
Enjoys sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

If a parent/guardian has a dispute with the district's gifted program or identification criteria;

Procedures to Resolve Disagreements

The following procedure will be used to resolve disagreements between parents/guardians and the local administrative unit when a child is NOT identified as an academically or intellectually gifted student OR the appropriateness of services offered to an identified academically or intellectually gifted student is in disagreement with the parties above.

General Procedures:

1. The parent/guardian should meet with the teacher to seek a resolution.
2. If this meeting does not resolve the problem, the parent/guardian should document their concerns in a letter to the teacher, requesting a written response within 10 working days.
3. Upon receipt of this letter, the parent/guardian may then apply to school administration on their child's behalf OR contact the AIG team at the school for a review of the concern.
4. If resolution is not reached at the school site level, parents should contact succeeding district representatives: The Director of Special Programs, the Director of Elementary or Secondary Education, the Superintendent, the School Board.
5. After exhausting these channels, parents may seek mediation, a due process hearing, or legal resolution. Attorney's fees are not available to parents in the event they prevail in a due process.

1. The parent should meet with the AIG Facilitator/Teacher at the school and/or with the AIG team to seek a resolution or further information. The parent/guardian may then follow steps 2-5 outlined above.
2. Finally, the state level grievance procedure allows the parent/guardian to file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The administrative law judge convenes a hearing and shall make a decision that contains findings of fact and conclusions of law.



AIG Contacts:

Grandy Primary: Tami Griffin (Kindergarten-3rd grade)

Camden Intermediate: Tami Griffin (4th and 5th grades)

Lori Worthington (6th grade)

Camden Middle: Deann McDaniel (7th grade)

Lynn Gregory (8th grade)

Camden High: Amber Davis

CamTech: Lynn Needham

Central Office: Mrs. Jean Gray-White
Director of Special Programs

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