



**COMMUNITY
CHARTER SCHOOL**

2024-2025

AIG Handbook

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Part 1: AIG Overview

Definition of “Gifted”

The National Association of Gifted Children’s definition of giftedness: Students with gifts and talents perform - or have the capability to perform - at higher levels compared to others of the same age, experience, and environment in one or more domains. They require modification(s) to their educational experience(s) to learn and realize their potential. Student with gifts and talents:

- Come from all racial, ethnic, and cultural populations, as well as all economic strata.
- Require sufficient access to appropriate learning opportunities to realize their potential.
- Can have learning and processing disorders that require specialized intervention and accommodation.
- Need support and guidance to develop socially and emotionally as well as in their areas of talent.
- Require varied services based on their changing needs.

You can find more information on their website at <https://www.nagc.org/>

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).)

§ 115C-150.6. State Board of Education responsibilities.

In order to implement this Article, the State Board of Education shall:

- (1) Develop and disseminate guidelines for developing local plans under G.S. 115C-150.7(a). These guidelines should address identification procedures, differentiated

curriculum, integrated services, staff development, program evaluation methods, and any other information the State Board considers necessary or appropriate.

(2) Provide ongoing technical assistance to the local school administrative units in the development, implementation, and evaluation of their local plans under G.S. 115C-150.7. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

§ 115C-150.7. Local plans.

(a) Each local board of education shall develop a local plan designed to identify and establish a procedure for providing appropriate educational services to each academically or intellectually gifted student. The board shall include parents, the school community, representatives of the community, and others in the development of this plan. The plan may be developed by or in conjunction with other committees.

(b) Each plan shall include the following components:

(1) Screening, identification, and placement procedures that allow for the identification of specific educational needs and for the assignment of academically or intellectually gifted students to appropriate services.

(2) A clear statement of the program to be offered that includes different types of services provided in a variety of settings to meet the diversity of identified academically or intellectually gifted students.

(3) Measurable objectives for the various services that align with core curriculum and a method to evaluate the plan and the services offered. The evaluation shall focus on improved student performance.

(4) Professional development clearly matched to the goals and objectives of the plan, the needs of the staff providing services to academically or intellectually gifted students, the services offered, and the curricular modifications.

(5) A plan to involve the school community, parents, and representatives of the local community in the ongoing implementation of the local plan, monitoring of the local plan, and integration of educational services for academically or intellectually gifted students into the total school program. This should include a public information component.

(6) The name and role description of the person responsible for implementation of the plan.

(7) A procedure to resolve disagreements between parents or guardians and the local school administrative unit when a child is not identified as an academically or intellectually gifted student or concerning the appropriateness of services offered to the academically or intellectually gifted student.

(8) Any other information the local board considers necessary or appropriate to implement this Article or to improve the educational performance of academically or intellectually gifted students.

(c) Upon its approval of the plan developed under this section, the local board shall submit the plan to the State Board of Education for its review and comments. The local board shall consider the comments it receives from the State Board before it implements the plan.

(d) A plan shall remain in effect for no more than three years; however, the local board may amend the plan as often as it considers necessary or appropriate. Any changes to a plan shall be submitted to the State Board of Education for its review and comments. The local board shall consider the State Board's comments before it implements the changes. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

§ 115C-150.8. Review of Disagreements.

In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent or guardian 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 becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

Characteristics of Gifted Children

According to the Davidson Institute, like most people, highly capable students are unique individuals with varied and multifaceted talents and interests. Some demonstrate mastery in multiple areas while others excel in a single subject. Gifted identification often relies on a mix of [gifted testing](#) and more qualitative observations of gifted characteristics and behaviors.

Common Characteristics of Gifted Children:

- Ability to comprehend material several grade levels above their age peers
- Surprising emotional depth and sensitivity at a young age
- Strong sense of curiosity
- Enthusiastic about unique interests and topics
- Quirky or mature sense of humor
- Creative problem solving and imaginative expression
- Absorbs information quickly with few repetitions needed
- Self-aware, socially aware, and aware of global issues

The National Association for Gifted Children lists additional [traits of giftedness](#) that parents may find useful. Of course, each gifted student is unique, and they may present with a mix of these traits or only two very intensely or perhaps you find that none of them at all fit.

What are Traits of Profoundly Gifted Children?

Profoundly gifted individuals score in the [99.9th percentile on IQ and achievement tests](#) and have an exceptionally high level of intellectual prowess.

Characteristics of profoundly gifted individuals may include:

- **Rapid Comprehension:** An advanced ability to learn and process information rapidly, combined with a need for constant mental stimulation; profoundly gifted students often work at a different pace than neurotypical peers—going far ahead or pausing to dive deeply in areas of interest.
- **Intuitive Understanding of the Basics:** Difficulty concentrating on tasks that are not intellectually challenging, including repetitious materials or rote tasks; profoundly gifted children often need less practice to master an idea or concept.
- **Tendency toward Complexity:** A need to understand the “big picture” of what they are learning; they may ask endless “why” questions or prefer to learn whole-to-part rather than part-to-whole.
- **Need for Precision:** An appreciation for nuance and a need for precision in thinking and expression; they may often respond to questions with “that depends...” and they may struggle with multiple choice assessments that ask them to make definitive decisions without an extensive contextual background to questions.
- **High Expectations:** A tendency to hold themselves and others to high standards, which can sometimes present as perfectionism or a very defined sense of justice; this may lead to challenges when understanding rules set by others or interacting with same-age peers who don't hold the same standards.
- **Divergent Interests:** A vivid imagination and niche interests may make it difficult to connect with same-age peers; profoundly gifted students may seek out older children or adults who share their interests, or they may connect with younger children who are flexible in their thinking and engage in imaginational pursuits.

Mission, Vision, and Motto of Community Charter

Mission

With a focus on traditional American values, Community Charter engages students in inquiry-based learning to provide them with the skills necessary to ensure their educational, civic, and economic success in life.

Vision

We are a student driven school of academic excellence, molding life-long learners with principled character.

Motto

Trailblazers Engage, Elevate and Encourage everyday! How do we do that? We BLAZE through the day!

B- Be your best self

L- Lead by example

A- Actively participate

Z- Zero tolerance

E- Engage in all activities, Elevate each other, Encourage self and others

Part 2: K-2 AIG Program Overview, Referral Process, and Services

Referral Process

Referrals can be submitted by teachers, students, or parents and are considered for approval on a monthly basis.

Referral process goes through the following steps:

1. Intention of referral is brought to the attention of the AIG coordinator, who will provide both Home and School forms of the Scales for Identifying Gifted Students (SIGS) and Traits Aptitudes and Behaviors (TABs) Form. Referring person also communicates intention to refer the student to parents/families via email, phone, or other means of contact.
2. Referral form is filled out by the referring person and submitted to the AIG Coordinator with all relevant data (test scores, work samples, report card) and the SIGS/TABs forms. AIG Coordinator creates a file for each student referred with all submitted information. Student file stays in the office of the AIG Coordinator.
3. SIGS forms are evaluated by AIG Coordinator for Raw Score, Standard Score, and Percentile Rank. Results of both forms (home and school) are recorded on the SIGS Summary Form and included in the student file. TABs scores are calculated and included in the student file.
4. AIG Coordinator consolidates all submitted data onto the AIG Program Summary of Eligibility Form, to be kept in student file.
5. AIG Coordinator brings the referred student file to the MTSS Committee, which meets once each month. Committee looks at all data and determines if the student meets the criteria for entry into the AIG program. Committee determines if further information is needed in the form of additional testing, time for growth, etc.
6. AIG Coordinator records the Committee's decision on the MTSS Committee Decision Form, signed by the teacher, AIG Coordinator, counselor, and administrator.
7. AIG Coordinator informs parents/families, teachers, and students of the Committee's decision in writing within 48 hours of the meeting. Additionally, a copy of the decision is kept in the student file.

Identification Pathways and Criteria

Students qualify for AIG services through any one of 3 pathways. They are outlined as follows:

Pathway 1 (IG):

90%ile on standardized measure of aptitude

Pathway 2 (AR, AM, AG): 3 out of 6

Aptitude 90-99%ile on standard measure of aptitude

Achievement: 90-99% on standardized measure of achievement (STAR/etc.) Performance:

A average in areas of referral (10-point scale)

Portfolio of student work and anecdotal records showing the student consistently working 2 or more grade levels above their own.

Scales for Identifying Gifted Students (SIGS) rating of 119-147 TABs rating of 35 or more

Pathway 3 (AI):

Aptitude 90-99%ile on standard measure of aptitude

AND 2 of the following 5

Achievement: 90-99% on standardized measure of achievement (STAR/etc.)

Performance: A average in areas of referral (10-point scale)

Portfolio of student work and anecdotal records showing the student consistently working 2 or more grade levels above their own.

Scales for Identifying Gifted Students (SIGS) rating of 119-147 TABs rating of 35 or more

Differentiated Education Plan Overview

Each student is provided with a Differentiated Education Plan (DEP). This plan is constructed through collaboration with parents, students, teachers, and the AIG Coordinator.

During the data gathering process before identification, parents are asked to complete a behaviors questionnaire and a strength/weakness inventory of their student. Upon identification as AIG, students meet with the AIG Coordinator to complete a learning style inventory, interest inventory, and set a personal goal they would like to pursue over the course of the school year. Once all this information is collected the AIG Coordinator writes the DEP, which includes:

- Testing information
- Student strengths
- Student learning style(s)
- Academic goals in area of service
- Personal goal set by student
- Learning environment options
- Content modification options
- Enrichment options
- Evidence for differentiation Social/emotional needs of student

DEP academic goals correlate directly to the student's needs as identified by the NC EOG in their area of service.

The DEP is reviewed with parents and students annually and any additional parent input is included in the DEP. DEPs are changed and provided annually to meet student specific needs using the same process listed above. This meeting is attended by the AIG Coordinator, parent/family, student, administration, counselor, regular education teacher, and EC/EL teachers if applicable.

Curriculum

The AIG program incorporates novel studies on a variety of topics and levels to maintain student interest while developing high order thinking. The novel studies for each grade level are as follows:

K: The Gruffalo, The Adventures of Beekle, Memoirs of a Hamster, Pigeon books by Mo Willems

1: Sadako and the 1000 Paper Cranes, The Chicken Squad, Winnie the Pooh

2: Rump: The True Story of Rumpelstiltskin, Stuart Little

AIG program includes math instruction on each child's individualized level through the use of the Freckle, Eureka Math, and other resources provided by NCDPI.

The AIG program includes STEM activities where students will be expected to solve real world problems through research, brainstorming, planning, innovation, reflection, and communication both in teams and as individuals.

Talent Development Overview

The Talent Development Program is considered for students who miss qualification for the AIG program by one or two requirements. AIG Coordinator will work with students on their specific areas of weakness which keep them from being formally identified as AIG. Students are reevaluated throughout the school year to determine if they qualify for identification.

Part 3: 3-12 AIG Program Overview, Referral Process, and Services

Referral Process

Referrals can be submitted by teachers, students, or parents and are considered for approval on a monthly basis.

Referral process goes through the following steps:

1. Intention of referral is brought to the attention of the AIG coordinator, who will provide both Home and School forms of the Scales for Identifying Gifted Students (SIGS) and Traits, Aptitudes and Behaviors (TABs) Form. Referring person also communicates intention to refer the student to parents/families via email, phone, or other means of contact.
2. Referral form is filled out by the referring person and submitted to the AIG Coordinator

with all relevant data (test scores, work samples, report card) and the SIGS/TABs forms. AIG Coordinator creates a file for each student referred with all submitted information. Student file stays in the office of the AIG Coordinator.

3. SIGS forms are evaluated by AIG Coordinator for Raw Score, Standard Score, and Percentile Rank. Results of both forms (home and school) are recorded on the SIGS Summary Form and included in the student file. TABs scores are calculated and included in the student file.
4. AIG Coordinator consolidates all submitted data onto the AIG Program Summary of Eligibility Form, to be kept in student file.
5. AIG Coordinator brings the referred student file to the MTSS Committee, which meets once each month. Committee looks at all data and determines if the student meets the criteria for entry into the AIG program. Committee determines if further information is needed in the form of additional testing, time for growth, etc.
6. AIG Coordinator records the Committee's decision on the MTSS Committee Decision Form, signed by the teacher, AIG Coordinator, counselor, and administrator.
7. AIG Coordinator informs parents/families, teachers, and students of the Committee's decision in writing within 48 hours of the meeting. Additionally, a copy of the decision is kept in the student file.

Identification Pathways and Criteria

Students qualify for AIG services through any one of 3 pathways. They are outlined as follows:

Pathway 1 (IG):

90%ile on standardized measure of aptitude

Pathway 2 (AR, AM, AG): 3 out of 6

Aptitude 90-99%ile on standard measure of aptitude

Achievement: 90-99% on standardized measure of achievement (EOG/EOC/STAR/Check In/etc.) Performance: A average in areas of referral (10-point scale)

Portfolio of student work and anecdotal records showing the student consistently working 2 or more grade levels above their own.

Scales for Identifying Gifted Students (SIGS) rating of 119-147 TABs rating of 35 or more

Pathway 3 (AI): 3 out of 6

Aptitude 90-99%ile on standard measure of aptitude

AND 2 of the following 5

Achievement: 90-99% on standardized measure of achievement (EOG/EOC/STAR/Check In/etc.)

Performance: A average in areas of referral (10-point scale)

Portfolio of student work and anecdotal records showing the student consistently working 2 or more grade levels above their own.

Scales for Identifying Gifted Students (SIGS) rating of 119-147 TABs rating of 35 or more

Differentiated Education Plan Overview

Each student is provided with a Differentiated Education Plan (DEP). This plan is

constructed through collaboration with parents, students, teachers, and the AIG Coordinator.

During the data gathering process before identification, parents are asked to complete a behaviors questionnaire and a strength/weakness inventory of their student. Upon identification as AIG, students meet with the AIG Coordinator to complete a learning style inventory, interest inventory, and set a personal goal they would like to pursue over the course of the school year. Once all this information is collected the AIG Coordinator writes the DEP, which includes:

- Testing information
- Student strengths
- Student learning style(s)
- Academic goals in area of service
- Personal goal set by student
- Learning environment options
- Content modification options
- Enrichment options
- Evidence for differentiation Social/emotional needs of student

DEP academic goals correlate directly to the student's needs as identified by the NC EOG in their area of service.

The DEP is reviewed with parents annually and any additional parent input is included in the DEP. DEPs are changed and provided annually to meet student specific needs using the same process listed above. This meeting is attended by the AIG Coordinator, parent/family, student, administration, counselor, regular education teacher, and EC/EL teachers if applicable.

Curriculum

The AIG program incorporates novel studies on a variety of topics and levels to maintain student interest while developing high order thinking. The novel studies for each grade level are as follows:

- 3: Flora & Ulysses, The One and Only Ivan
- 4: Tuck Everlasting, Bridge to Terabithia
- 5: Alice in Wonderland, From the Mixed up Files of Mrs. Basil E Frankweiler
- 6: The Princess Bride, Pay It Forward
- 7: Hunger Games, A Wrinkle in Time
- 8: Murder on the Orient Express, Hidden Figures

The AIG program includes math instruction on each child's individualized level through the use of the Freckle, Eureka Math curriculum and other resources provided by NCDPI.

The AIG program includes STEM activities where students will be expected to solve real world problems through research, brainstorming, planning, innovation, reflection, and communication both in teams and as individuals.

Advanced math is offered to all students in grades 4 and above who scored a 5 on their previous math EOG. Math 1 is assigned to all rising 8th graders who score 5 on the 7th grade Math EOG.

Part 4: Students rights and responsibilities

Informed Consent

Parents are notified of the intent to identify students at the very beginning of the process, as they are an integral part of identification through the data gathering stage. Once a student has been presented to the MTSS Committee a decision letter is sent home notifying the parents. Included in the letter is a signature form for the parents either giving permission to get services through the AIG department or acknowledging the decision not to provide services. Every reasonable effort will be made to provide the letter and signature forms in the student's native language. All forms must be signed and returned before a student may begin receiving services. Parent signatures are mandatory before additional testing may be pursued for identification or reassessment. Parents of students who are transferring to other LEAs have access to the AIG records through a written request to either the AIG Coordinator or the Admissions office. Documents will be provided on the area of identification and data used for identification, progress reports, additional testing data received, annual review, and supporting documents will be provided to families within 48 hours of written request.

Reassessment Procedures

Students in the AIG program will be reassessed as determined by the MTSS Committee if they are borderline on being identified for the AIG program. A parent will be notified that further testing is required and parental permission for testing is needed.

AIG student performance is tracked throughout the school year to determine if AIG services are inhibiting the student's ability to maintain high performance in class and on assessments. If a student's performance begins to decrease, the AIG Coordinator and classroom teacher hold a meeting with parents to determine ways to increase student performance. If students continue to decline, students may be placed on modified AIG services so as not to miss as much class content. Parents will be included in the process from the beginning and modified services will be provided with parental approval. In severe cases, parents may request suspension of services in writing. Students may also request suspension of services but must have parental permission, via signature, before services are suspended.

Transfers from other LEAs

AIG students transferring to CC are flagged by the admissions department and the AIG Coordinator is notified. In the case they are not provided with transfer paperwork, the AIG Coordinator makes every effort to contact the previous LEA's AIG department to have AIG records sent. AIG information is pulled from PowerSchool records as well. Students will continue AIG services in the areas identified by previous LEA. In the case a DEP is provided, AIG and regular education teachers will continue following the DEP to the best of our school's ability. In the case CC cannot provide services based on the previous DEP, AIG coordinator will develop a new DEP in conjunction with student, parent, administration, and classroom teachers.

Due Process/ Grievance Policy and Process

Local Level: The purpose of this policy is to provide guidelines and directions for the resolution of grievances. In this regard, the objective is to perpetuate a climate of collegiality, mutual trust and respect by resolving differences in a timely, objective and equitable manner. When informal resolution is unsuccessful, the student or parent or guardian may file a grievance. Grievance must be filed in writing, as close as possible to the time of the originating circumstances and include (1) the name of the school employee or other individual whose decision or action is at issue; (2) the specific decision(s) or action(s) at issue; (3) any board policy, state or federal law, state or federal regulation, or procedure that the parent or guardian or student believes has been misapplied, misinterpreted or violated; (4) and the specific resolution desired.

DEFINITION

A grievance is a significant feeling of dissatisfaction or injustice in connection as a parent or guardian that is brought to the attention of the Executive Director or if the grievance is with the Executive Director to the Board. The decision of the Board is final.

SCOPE

This procedure deals with grievances that are not covered by other school policies or practices, such as the Employee Handbook or the Student Code of Conduct. Conflicts are often interpersonal in nature and usually fall into one of the following categories:

- Parent conflicts with another parent, a teacher, a student, or a staff member
- Teacher conflicts with: another teacher, a parent, a student, or a staff member
- Student conflicts with: another student, a parent, a teacher, or a staff member
- Staff member conflicts with: another staff member, a parent, or a teacher

Note that grievances involving established school policy are routinely referred to and handled by the Executive Director. This Grievance Policy is intended to apply to situations that are not to be addressed pursuant to other established policies.

BACKGROUND

Disagreement may arise in any community; such differences are an inevitable consequence of human interaction. In most of these situations, the parties involved resolve the problems. This procedure is designed to assist in the resolution of disagreements in those instances where the parties are unable to settle their differences.

RESPONSIBILITY FOR GRIEVANCE PROCEDURE

The Board of Directors ultimately is responsible for ensuring that the process for resolution of grievances are followed. Individuals with grievances should proceed through the grievance process starting with Level 1 and without skipping a level, unless approved by the Executive Director. However, if the grievance is with the Executive Director the matter may be taken directly to the Board.

PROCESS

All levels of grievance resolution shall be documented.

Level 1: Direct Resolution

The process begins with a conversation between the aggrieved party and the person with whom he or she has a grievance. If the grievance is not resolved, the aggrieved party or person has 21 days to submit, in writing, to the Executive Director, a formal grievance. If the grievance is with the Executive Director, the formal written grievance will be submitted to the Board.

Level 2: Administrative Resolution

Upon receipt of the written grievance, the Executive Director will facilitate the second meeting between the involved parties within 10 days and may propose solutions. If the aggrieved party is not satisfied with the resolution, the aggrieved party may submit a formal appeal to the Board of Directors within 5 days. If the grievance is with the Executive Director, the Board will facilitate a meeting with the aggrieved party within ten (10) days and will decide and inform the Chairperson of the Board of Directors. The decision rendered by the Board will be final.

Level 3: Board Mediation

Complaints directed to the Board must be made in writing to the Board Chair, and must specify the individual(s) involved, details of incidents giving rise to the complaint (dates, approximate times), efforts taken to resolve the problem, and the requested solution. The grievance process will be managed by a grievance committee that will be formed if a grievance comes to the board. This grievance committee is convened for the sole purpose of resolving grievances escalated to the board. The Grievance Committee will review the written documentation and decisions of the Executive Director and will allow the grievant to make a brief statement. The Grievance Committee will make a recommendation to the Board Chairperson for approval. The Board Chairperson will then issue a final written decision within 30 calendar days of receipt of the formal written grievance. The Board's decision will be the final decision regarding the matter.

State Level: In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent or guardian 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 becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. (1996, 2nd Ex. Sess., c. 18, s.18.24(f).)

Student Responsibilities

Students are responsible for maintaining high academic standards while participating in the AIG program. Students in grades K-2 are expected to maintain a minimum 85%ile in STAR testing. Students in grades 3-12 are expected to maintain a minimum 90% average in the class of identification as well as an 85%ile in STAR and EOG/EOC testing. Student performance is tracked throughout the year by the AIG Coordinator and the regular education classroom teacher(s).

Students are responsible for making up any missed assignments from the classroom due to their pull out services. Additional time to make up the assignments are at the discretion of the classroom teacher.

Students not maintaining high academic standards in either the AIG program or the regular education classroom over 2 academic quarters or STAR testing cycles will be evaluated for underperformance and an individual plan will be put in place to monitor student progress.

The AIG Coordinator will meet with the student, parents/guardians, administrators, and classroom teacher/s and determine underachievement interventions to put in place. Interventions will remain in place for one full quarter of the year. Failure to show improvement at the end of that quarter year may result in alternative AIG services in the regular classroom instead of being pulled out or temporary suspension of AIG services until the student demonstrates they can handle the responsibility of maintaining grades at the same time as participating in the AIG program.

Students are responsible for being prepared and participating in AIG classes during their assigned time. A progress report on overall behaviors and effort will be sent home with each quarterly report card.

Students are responsible for taking care of and returning any AIG library books checked out. If a book is damaged or lost, the student is responsible for paying a fee to replace the book.

Student Underachievement Interventions

When students are underperforming over 2 quarters (3-9) or testing cycles (k-2), students will begin an intervention process to help students reach their full potential. The following are the steps that will be taken.

1. The classroom teacher will approach the AIG coordinator with their concerns about student performance.
2. The AIG coordinator will provide the classroom teacher with a checklist of underachievement behaviors. The teacher will fill out the student information portion of the sheet and check off the behaviors they are observing in the classroom.
3. The student will be given a Gifted Underachievement Source Identification Survey. Students will mark off any feelings, actions, and events they identify with or experience in order to determine the underlying source of the underachievement.
4. A meeting will be scheduled with the student, parents, classroom teacher, AIG coordinator, and administrators (stakeholder team) to determine a plan of action that best meets the needs of the student. Interventions will remain in place for 9 weeks.
5. At the conclusion of the 9 weeks, another meeting will be held for the stakeholder team to determine if the interventions are working. At this point the team determines which course of action to follow:
 - a. Continue intervention strategies
 - b. Discontinue intervention strategies
 - c. Further evaluation is needed
6. The team will also determine if the student should maintain pull out services in AIG, modify their services, or temporarily suspend services to best meet the needs of the student.

Part 5: Resources

CC AIG Plan in Full

The CC 2022-2025 AIG Plan in full can be viewed on the NCDPI site by visiting <https://www.dpi.nc.gov/documents/advancedlearning/aig/aigplans/communitypublic/open>

FAQ

1. My child is in the gifted program in their current school. Will they be placed in the gifted program when we transfer to Community Charter School?

Every district and every state has their own set of local criteria that needs to be met for qualification for gifted services. We want to provide the best options for matching services provided at the previous school. However, CC recognizes and accepts all students identified as AIG in PowerSchool transferring into CC from another district within North Carolina.

2. How does a student qualify for gifted services in Community Charter?

Each student must qualify via one of the three pathways explained in our handbook on page 7 for K-2 students and page 10 for 3-8 students.

3. How do students withdraw from the AIG program if it is no longer a good fit?

Contact AIG teacher to complete a Discontinuation of Services Form.

4. What is the process for appealing the placement decision?

Please refer to the Grievance process on page 12.

5. How do I do a parent or student self referral?

Please contact your child's teacher AND Kimberly Canham (AIG Coordinator) and let them know you wish to start the referral process. The appropriate forms will be sent home for you to complete and return. Work samples, especially those showing exemplary effort and knowledge, that have been graded and sent home can be used for identification in the portfolio section, so please send those in with the forms.

Resources

- ❖ National Association for Gifted Children (NAGC):
 - www.nagc.org
- ❖ North Carolina Association for the Gifted & Talented:
 - <http://ncagt.org>
- ❖ Davidson Gifted:
 - www.davidsongifted.org
- ❖ Hoagies' Gifted:
 - www.hoagiesgifted.org
- ❖ Social and Emotional Needs of the Gifted (SENG):
 - <http://sengifted.org>

Glossary of Terms

Academically or Intellectually Gifted (AIG) - students who perform or show the potential to perform at substantially high levels of accomplishment in intellectual areas, specific academic fields, or both, and who require differentiated educational programs

AI Academically and Intellectually Gifted

AG Academically Gifted in Math and Reading

AM Academically Gifted in Math

AR Academically Gifted in Reading

IG Intellectually Gifted

Acceleration - an educational intervention that moves students through an educational program at a faster than usual rate or younger than typical age

Achievement - accomplishment or performance; realization of potential

Aptitude - undeveloped potential or ability

Clustering - grouping similar-ability students to allow social and academic interaction between peers

Collaboration/Consultation - services provided through an AIG teacher working with a regular education teacher to provide a differentiated curriculum to a student in the regular classroom setting

Compacting - accelerating instruction in basic skills so capable students can move to more challenging material

Continuum of Services - a range of levels of service used to meet students' needs

Differentiated Curriculum - learning experiences provided for students who require curriculum different from the regular education program to meet their needs

Differentiated Education Plan (DEP) - a guiding document that identifies an AIG student's academic and personal goals for each school year. This document also tells what kind of services the student will receive as well as content modifications that will be used. A new plan is written each school year.

Enrichment - deeper coverage of content

Grade Skipping/Grade Acceleration - promotion to a higher grade with older students

Independent Study - self-education, using self-selected resources, driven by student interest

Subject Skipping/Subject Acceleration - promotion to a higher grade with older students for core classes in one or two areas only

Tiered Assignments - activities that keep the same focus on understandings and skills but provide routes of access at varying degrees of difficulty

Community Charter School AIG Program

Referral to AIG Program

Please complete the following information about the student being considered for Academically or Intellectually Gifted Services. Submit to AIG Coordinator with the Gifted Behavior Scale in the areas of referral.

Referral Date: _____

Student _____ Grade _____

Gender _____ Race _____ DOB ____/____/____

NCWISE # _____

Area of Referral _____ ELA _____ Math _____ Both

Person initiating referral: Teacher Parent Student AIG Coordinator Admin

Please list strengths which are descriptive of this student's academic performance or behavior.

Please list weaknesses which are descriptive of this student's academic performance or behavior.

Person Referring Student

Title/Relation to Student

Community Charter School AIG Program
Request for Suspension of AIG Services

Student _____ Date: _____
School Year 20____/20____ Grade _____ Homeroom Teacher _____
Area of Identification _____ ELA _____ Math _____ Both _____

I am requesting a suspension of AIG services for the following reason(s):

Please read the following options and initial the one of your choice. If choosing option A please provide a date to resume services.

- A. _____ I would like AIG services to resume on the following date: _____
B. _____ I do not wish AIG services to resume for the rest of the school year. I will have an opportunity to discuss resuming services at the beginning of the next school year.

I understand that during this time my child **will not** be receiving AIG services as stated in my child's DEP (Differentiated Education Plan).

Parent(s)/Guardian(s) Name (printed)

Parent(s)/Guardian(s) signature

Date

Community Charter School

AIG Progress Report

Quarter _____ School Year _____

Student: _____ Grade _____ HR Teacher: _____

Rating: Students are rated 1-4. Please look over the report and discuss the different areas with your student.

*1 or 2 represents weakness in that area

*4 represents strength in that area

Section 1: <u>Overall</u>				
1. Student is always prepared for group time.	1	2	3	4
2. Student is participatory during group time.	1	2	3	4
3. Student is always respectful towards peers.	1	2	3	4
4. Student demonstrates a positive attitude.	1	2	3	4
5. Student completes assignments as given.	1	2	3	4
6. Student demonstrates exemplary behavior.	1	2	3	4

Section 2: <u>Effort</u>				
1. Student demonstrates best effort in group.	1	2	3	4
2. Student demonstrates motivation in group.	1	2	3	4
3. Student takes initiative with assignments.	1	2	3	4
4. Student demonstrates high work ethics.	1	2	3	4
5. Student is engaged and on task during group.	1	2	3	4

Comments:

Community Charter
Parent Consent to AIG Library Use

I, _____ (parent name),

_____ allow

_____ do NOT allow

my child _____ to participate in using the AIG library.

I understand if I ALLOW my child to use the AIG library that my child will be able to check out 1 book at a time from the AIG library and will be responsible for returning it in the same condition as it was when checked out. I understand that my child will be responsible for paying a fee if the book is damaged or lost. I have read through the Library Rights and Responsibilities with my child. I understand I have the final say as the parent or guardian for what my child is allowed to read. I have listed the topics I would like my child to be restricted from borrowing.

Restricted topics: _____

Parent/Guardian signature

Date

Community Charter
AIG Library Rights and Responsibilities

I, _____, understand that I am responsible for any books I check out from the AIG library.

Please initial each line after reading:

_____ AIG library books are reserved for use by students in the AIG program.

_____ I understand that I am limited to checking out one book out at a time.

_____ I will NOT lend AIG library books to anyone.

_____ I will check out AIG library books in the proper method by signing out books on the checkout log and signing them back in when they are returned.

_____ Using the AIG library is a privilege. I will lose access to the AIG library if I do not follow AIG library guidelines and policies.

_____ If an AIG library book is lost I am responsible for paying a replacement fee based on the value of the book.

_____ If a book is significantly damaged I am responsible for paying a replacement fee based on the value of the book. Significant damage includes, but is not limited to, torn cover, torn or missing pages, damaged spine, and/or water damage.

_____ Report cards will not be released until all lost books are returned or lost/damaged fees are paid in full.

Student Signature

Date

Parent Signature

Date

Dear Parents,

I am updating student records for the AIG department. I ask that you please take a moment and update your contact information for our files. Thank you!

Kimberly Canham

CCS AIG Coordinator

Student's Information:

Name _____

Grade Level _____

Classroom/Homeroom Teacher _____

Mother's Information:

Name _____

Phone Number _____

Email Address _____

Other Contact Information _____

Father's Information:

Name _____

Phone Number _____

Email Address _____

Other Contact Information _____