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**Policy for the Education of Academically and/or Intellectually  
Gifted (AIG) Students**  
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**AIG Program and North Carolina Laws:**

**General Statute 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 at substantially higher 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.

**General Statute 115C-150.7. Local Plans**

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 plan may be developed by or in conjunction with other committees.

**Definition:**

Academically and/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 higher performance capabilities in intellectual areas and specific academic fields. Academically or intellectually gifted students 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. (Article 98. North Carolina State Constitution).

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Orange Charter School (OCS) believes that the exceptional needs of our most capable students (i.e. challenging curriculum and teaching environment) must be met in order for them to become effective world citizens. OCS will recognize, nurture, provide challenging academic opportunities, and respond to the academic, social, and emotional needs of our gifted students in the context and fulfillment of the OCS AIG mission. Our goal is to provide the most challenging curriculum to AIG students as possible within the constraints of the resources available at OCS.

## **Policy**

### **Identification:**

OCS is committed to serving the academic, intellectual, social, and emotional needs of AIG students. Potential OCS AIG students in grades 3-8 will be formally referred to the Academically Intellectually Gifted (AIG) Committee that meet the following criteria:

- Students scoring 95% or higher on End-of-Grade (EOG) test
- Students scoring 95% or higher in core classes for the academic school year
- Nationally recognized standardized testing (High aptitude score: 95th percentile or higher)

Potential OCS AIG students in grades K-8 may also be recommended to the AIG Committee by:

- Primary or individual subject classroom teacher
- Parents/guardians

When a teacher or parent/guardian recommend a student for AIG the following must be included with the recommendation:

- Portfolio of student work demonstrating giftedness
- Previous and current years report cards
- Previous and current years End-of-Grade (EOG) test scores
- Parent/guardian Consent to Evaluate Form
- Referral for Gifted Assessment Form

Due to the inherent difficulties in identifying AIG students in grades K-3, the criteria that should be considered prior to referral is slightly different than for grades 4-8, and will include the following:

- Classroom observations by the teacher
- Student interviews conducted by the teacher
- Classroom performance data and work samples, which should include the reading skills and student's ability to solve logic puzzles
- Formal test data (if available)

The OCS AIG Committee will consist of the administrator, and EC teacher, an elementary school teacher, and a middle school teacher. The OCS AIG Committee will document details of the referral and must justify the approval or refusal of all students for the OCS AIG program. The OCS AIG Committee will notify parents/guardians of the decisions by made by the committee for their child's AIG referral.

The OCS AIG student's classroom teacher in conjunction with the OCS AIG Committee will define an AIG student's Differentiated Education Plan (DEP). The AIG student's classroom teacher will be responsible for making sure the student is following the DEP. An AIG student's program, as defined in the DEP, should be reviewed twice a year.

Poor classroom behavior, health impairments, learning disabilities, race, gender, or ethnicity should not be considered during the identification/referral process for potential OCS AIG students. More rigorous evaluation of potential AIG students might be required when there is limited or nonstandard English in the home, transience in elementary school (at least 3 moves), economic disadvantage, and identified disability.

### **Differentiated Curriculum and Instruction**

See Appendix II.

#### ***Comprehensive Programming within a Total School Community***

The OCS AIG Program will function within the standard OCS curriculum seamlessly with the main difference being integration of curriculum differentiation. The total OCS community (administrator, faculty, support staff, and parents/guardians) is considered integral to a successful AIG Program. As such, a successful AIG program requires that all OCS staff (i.e., administrator, teachers, teaching assistants, and support staff) must be familiar with the OCS AIG program and this policy, process of delivery of differentiated services to AIG students, and all applicable regulations. OCS-associated (after school clubs) and/or external extra-curricular programs (local institutions and/or experts) should be encouraged in the AIG program.

### ***Partnerships***

A gifted student that has the support and interest of parents/guardians are more likely to succeed with differentiated curriculum. Parents/Guardians are encouraged to be involved in the education and nurturing of their gifted child. OCS encourages parents/guardians of a child identified as gifted to provide an intellectually challenging home environment to supplement his/her academic course load. Parents/guardians should be involved early in the AIG referral process and will be provided the opportunity to discuss his/her child, including any special needs, with the student's primary teacher and AIG specialist. Parents/guardians may request input from the OCS faculty and/or the administrator on how to encourage and sustain his/her child's academic momentum.

### ***Personnel and Professional Development***

OCS will employ an AIG-licensed consultant until which time an AIG-licensed faculty member is hired. OCS staff development in the areas of curriculum differentiation and AIG education methods are strongly recommended for all faculty members. OCS will provide opportunities for faculty to attend state and/or national gifted conferences and continuing education (e.g., on-line course on curriculum differentiation offered by the Hill Center, visits by external AIG experts to OCS, etc.). It is suggested that all faculty should share and discuss current literature on best practices for gifted education.

### ***Grievances***

The OCS AIG program goals/objectives, options, process, and the results of the AIG referral process will be clearly communicated to parents/guardians. If there are any disagreements the following procedures should be followed:

1. Parents/guardians should initially approach the student's primary teacher to discuss any ambiguities that they may have, as well as any disagreement with the AIG referral process.
2. If the parents/guardians are not satisfied with the response from the student's primary teacher, they should consult with the OCS administrator.
3. If the parents/guardians continue to be dissatisfied, they may file a grievance with the OCS Grievance Committee, which in conjunction with the OCS Board of Directors will make a final decision.

### ***Program Accountability***

Evaluation of the OCS AIG program, as well as, individual AIG student performance (EOG test scores, teacher evaluations, and grades) will be performed yearly. Individual AIG student yearly performance will be reviewed during a parent conference. The OCS AIG program will develop and administer parent/student/faculty surveys on a yearly basis. A yearly evaluation of faculty professional development for effectiveness will be performed.

## **Appendix I**

### *Points for Consideration:*

- Students demonstrate gifted behaviors by using a variety of intelligences and often learn to think in non-traditional ways.
- Gifted students need intellectual interaction with each other.
- Giftedness exists within all ethnic, geographic, and socioeconomic groups.
- The wide range of gifted student's strengths requires a K-8 continuum of educational opportunities and experiences beyond and connected to the regular instructional program.
- Current research-based best practices for educating gifted students should be used as much as possible (resource-based) to identify gifted students, curriculum design, instructional approach, and student assessment.
- Gifted students need appropriate rigor, complexity, novelty, depth, and acceleration in their curriculum.
- All licensed faculty should be capable of recognizing the needs of gifted students.
- Teachers of gifted students need to understand the individual student's intellectual and affective needs, engage students in enthusiastic learning, and maximize student achievement.
- Families need input on encouraging and sustaining the intellectual, social, and emotional growth of their gifted child.
- Differentiation of curriculum and instruction must be provided on an on-going basis to ensure a robust and rigorous curriculum.
- In K-3 students, it can be difficult to determine which students are truly gifted. K-3 students who consistently reach or exceed expected academic benchmarks sooner than their peers are likely to benefit from a differentiated curriculum.

## APPENDIX II

Curriculum differentiation for K-8 students at OCS can be accomplished by using the following methods or a combination of the following methods:

### ***Learning Environments:***

- Cluster groups within the classroom
- Resource support in the classroom (inclusion)
- Cluster groups across classes or grades
- Resource support outside the classroom (pullout)
- Subject acceleration (pre-test on base knowledge)
- Grade acceleration
- Electives for gifted students
- Independent study
- Individualized plan

### ***Content Modification:***

- Learning centers/thematic units
- Interest-based, differentiated, or mastery units
- Problem-based learning
- Curriculum acceleration
- Independent study
- Technology-related instruction

### ***Enrichment Opportunities:***

- North Carolina Virtual Public School (NCVPS high school language and mathematics on-line courses)
- OCS parent/guardian based curriculum enhancement proposals
- Music/Art (Strings, Performing Arts, etc.)
- Subject area fairs, contests, or competitions
- Interest-based clubs
- Accelerated reader
- Individual/small group investigation
- \*Community resources
- \*Mentor programs
- \*Other (i.e., Spelling Bee, Geo Bee, Chess Club, Superstars, Math Counts, Word Masters, Talents Unlimited, Math Olympiad, Odyssey of the Mind, Talent Identification Program, Future Problem Solving Program)

*\* These enrichment opportunities may take place outside of the school setting and may entail costs that OCS will not be responsible for covering.*

## REFERENCES

- 1) North Carolina General Statute IISC-150.5.
- 2) North Carolina General Statute IISC-150.7.
- 3) Durham County North Carolina Public Schools Program for Academically and/or Intellectually Gifted Students Local Plan. 2007-2010.
- 4) Orange County North Carolina Schools Plan for Academically/Intellectually Gifted Program. 4th Generation. 2007-2010.
- 5) Wake County Public School System Academically Gifted Program Plan. 4th Generation. 2007-2010.
- 6) Parent Guide for Academically and Intellectually Gifted Education (AIG) in the Chapel Hill-Carrboro City School System