

Grades 6-8

- Subject grouping – AIG students are grouped together by ability and attend advanced reading, math, social studies, and science classes as a clustered group
- Flexible grouping – Students in each class are assigned to a small group for instruction based on ability and/or interest.
- National Honor Society
- Virtual Public High School Course
- Duke TIP

Grades 9-12

- Honors courses
- Advanced Placement courses
- Career & College Promise Program
- Governor's School
- Governor's Page Program
- Internship/Apprenticeship
- Job Ready Program
- National Honor Society
- National Technical Honor Society
- N.C. School of Science and Math
- Scholar's Diploma
- Sponsor's of Academic Talent (SAT)
- Summer Ventures
- Tar Heels Girls/Boys State

Procedures to Resolve Disagreements

Parents are encouraged to talk with the classroom teacher and the building principal to better understand the identification issues and whether or not the services are appropriate. If the concerns are not resolved, the parent may wish to meet with the AIG Specialist serving the child's school. Members of the AIG PDT (Potential Development Team) may also be invited to attend this meeting.

In the event that a parent disagrees with a determination of the AIG PDT that a student is not eligible for services, an appeal may be made. The parent shall notify the school principal and school AIG Specialist in writing of the intent to appeal within thirty days of being informed of the committee's decision.

1. Appeal to the AIG PDT to reconsider the decision based upon further evidence
2. Appeal to the building level principal
3. Appeal to the Director of Academic Innovation or Coordinator of Gifted Services
4. Appeal to the Assistant Superintendent of Instruction Services and Continuous Improvement

Pathways for AIG Identification and Placement

In order to accurately identify giftedness in students, clear, comprehensive, and equitable screening, referral, and identification processes must be in place. Onslow County Schools' currently employs two different pathways for entrance into the AIG Program.

Option A:

- The student's Standard Age Percentile is **97** or higher in Verbal, Quantitative, Nonverbal, and/or Composite on the CogAT (Cognitive Abilities Test) or other OCS approved standardized aptitude test – this will result in automatic placement in reading and/or math.
- The student's Standard Age Percentile is **92 or higher on BOTH:**
 - the CogAT or other OCS approved standardized aptitude test (the CogAT – or any other standardized aptitude test screens a child's potential).
 - ITBS (Iowa Test of Basic Skills) or other OCS approved achievement test (the ITBS or any other standardized achievement test screens a child's grade level performance in reading and math).

Option B:

- Student must meet **3 out of 4 criteria:**
 - Criteria 1: Aptitude Test – 92 percentile or higher
 - Criteria 2: Achievement test – 92 percentile or higher
 - Criteria 3: Motivation – 2 out of 3 qualifying surveys/scores
 - Criteria 4: Performance – 2 out of 3 criteria (E.O.G./E.O.C. 95th percentile or above in either reading or mathematics, subject grades, work samples demonstrating gifted ability or potential that support the area of identification)

Program Service Options

Academically and/or intellectually gifted students are a diverse group. Their unique abilities and needs require differentiation of regular classroom instruction and other service options designed to provide a comprehensive, advanced, and challenging course of study. OCS goal is to best match the individual student's academic and social/emotional needs with the best program service option. This may include pull-out class, cooperative teaching with the classroom teacher within the class, and enrichment activities.

OCS K-12 service options target reading and math, in accordance with Article 9B. In addition to this subject targeted instruction, specialized studies and integrated learning units that are designed and implemented by AIG Specialists extend the students' intellectual interests to other content areas. OCS enrichment activities, academic projects, investigative research, and academic competitions meet and challenge the intellectual and creative capabilities of gifted students.

Grades K-2

The OCS Nurturing Program allows children to engage in a wide variety of developmental experiences. These experiences help shape gifted and potentially gifted students' educational foundation, which in turn supports their academic and intellectual growth. It is essential that young students with high abilities have access to an appropriately stimulating and challenging education in order to ensure that their full potential is discovered and developed.

Participation in the OCS Nurturing Program does **not** mean that a student has been identified as AIG and they may or may not be referred for the formal screening/testing process for AIG identification. The formal identification and placement of students as academically and/or intellectually gifted typically occurs in grade three.

Service options for grades K-2 may include, but are not limited to, the following:

- K - consultative support and working with referred individuals or small groups as needed
- 1st -- combination of whole group lessons within regular classroom (PETS – Primary Education Thinking Skills), consultative support and working with individuals or small groups as needed
- 2nd -- combination of whole group lessons within regular classroom (PETS), consultative support and working with individuals or small groups as needed, chess instruction

Grades 3-5

- Inclusion – collaboration with classroom teacher/co-teach challenging, rigorous lessons that target higher order thinking skills for cluster groups of identified AIG students and unidentified advanced students. Extend lessons and goals in conjunction with classroom teacher for optimal student growth and enrichment
- Pull-out – identified AIG students are pulled out from regular classroom at a designated time to AIG resource classroom for lessons with AIG Specialist. Lessons may include advanced reading & math, Latin, chess, and global units developed by AIG Specialists that are on the OCS website 'Rubicon Atlas'
- Consultative support – AIG Specialist is in frequent contact and plans with regular classroom teacher to support and nurture AIG students within the regular classroom
- Duke TIP

