

Working with AIG students

Reaching ALL of North Carolina's Academically and/or Intellectually Gifted (AIG) Students

North Carolina legislation has governed gifted education since 1961, exemplifying the state's strong commitment to advanced students and gifted education for nearly 50 years. Written in 1996, NC's current legislation that mandates gifted education is *Article 9B, Academically or Intellectually Gifted Students* [N.C.G.S. § 115C-150.5-8 (Article 9B)]. Article 9B provides a state definition for Academically or Intellectually Gifted (AIG) students and requires local education agencies (LEA) to develop three-year AIG local plans with specific components, to be approved by local school boards and subsequently sent to the State Board of Education and North Carolina Department of Public Instruction (NCDPI) for review and comment. North Carolina remains one of the top-funded states for gifted education in the country.

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, experiences, 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.

Local AIG Programs

Every local school district is mandated to have a local AIG plan, based on state legislation, Article 9B. There is no federal legislation mandating gifted education in schools. Local AIG plans must be developed based on the NC AIG Program Standards (SBE, 2009). The NC AIG Program Standards are critical in providing a statewide framework for quality programming, while still honoring local flexibility. In an effort to strengthen gifted education in North Carolina, these AIG Program Standards represent the commitment of the State Board of Education (SBE) and NCDPI to ensure that the academic, intellectual, social, and emotional needs of AIG students are being met.

Local AIG plans communicate each district's and school's policies and practices regarding student identification, differentiated curriculum and instruction, personnel and professional development, comprehensive programming, partnerships, and accountability. *Note that even though there is a state definition for AIG students, each LEA determines its own*