



Cumberland County Schools' AIG Program challenges, inspires, and motivates gifted learners to collaborate, compete and succeed in an ever changing world.

## AIG MISSION

To identify, advance, and empower gifted learners to become self starters who question and pursue curiosities through meaningful, interest-based, challenging opportunities. Through talent development, we will inspire students' continuous exploration and discovery of potential, preparing tomorrow's leaders today.

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**FOR MORE INFORMATION PLEASE  
VISIT OUR WEBSITE**



**AIG All Day, Every Day!**

**ACADEMICALLY  
INTELLECTUALLY  
GIFTED  
PROGRAM**





## SCREENING

Screening creates a list of students who may be in need of differentiated services beyond those provided by the regular classroom. The screening process is ongoing and requires time and discussion. Our AIG teachers collect multiple data points on referred students from all appropriate sources. Screening referrals may be submitted by school personnel, parents/guardians, students (self-nominations), and/or community members with academic knowledge of students.

Please refer to our website for a referral form. ([k12ag.ccs.k12.nc.us](http://k12ag.ccs.k12.nc.us))

## ACES 3-5

AIG students are clustered for instruction with other academically capable students. The AIG teacher works with identified students in two ways: with the cluster classroom teacher who has met the local requirement and pulling AIG students to work with them for direct service.

## GEMS 6-8

AIG students are clustered for instruction in math and reading with other academically capable students. Cluster classes are taught by the regular classroom teacher who has met the local requirement, with guidance from the AIG licensed teacher. The AIG teacher supports the regular cluster classroom teachers by providing various AIG materials and rigorous activities in the areas of reading and math.

## SAGES 9-12

Identified students are enrolled in honors and AP level courses in their area of identification and participate in enrichment sessions designed and conducted by the AIG teacher. These enhance their high school academic experience and include, but are not limited to, guest speakers, university tours, college planning and academic counseling.

## DISCOVERY K-2

Though the students are not formally identified gifted, the Discovery Program recognizes and nurtures young children who demonstrate the potential for exceptional academic performance in kindergarten, first and second grades. The Discovery teacher works with the regular education teacher to identify high-achieving students. These students are challenged in a group setting to develop further critical thinking skills. In addition, regular education teachers are provided resources to offer the students independent study on topics of interest.

North Carolina General Statute  
N.C.G.S 115C-150.5-.8 (Article 9B)  
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 field, or in both intellectual area 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.