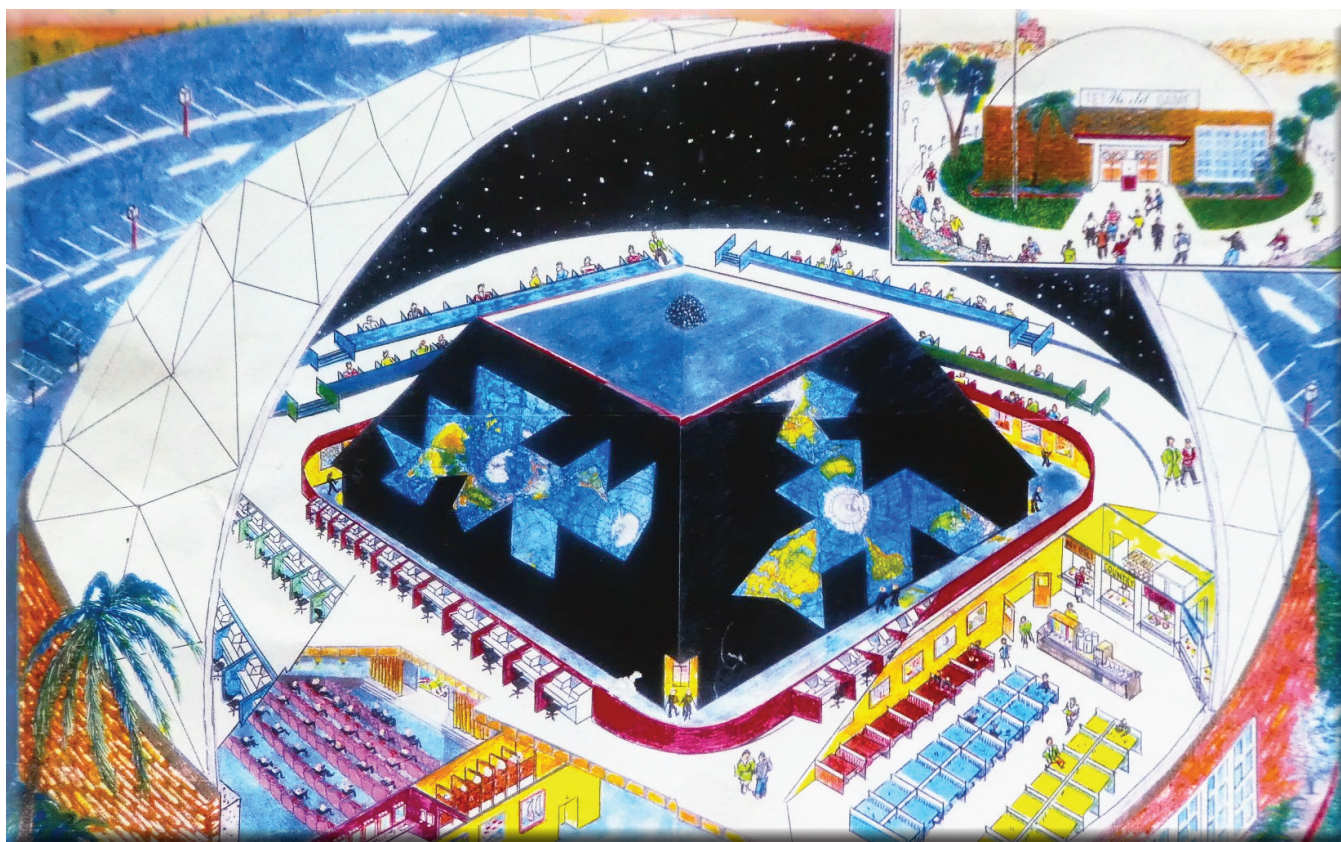


EPG Academy of Arts and Sciences

by Mark Siegmund, RFSPE

A Proposal to Create a Boarding School for Exceptionally and Profoundly Gifted Children



Concept Design for EPG Academy
(Illustration by James Kelly)

Introduction

In a world where clarity of thought and innovation are paramount, the careful cultivation of our brightest minds becomes a critical mission. Exceptionally and profoundly gifted (EPG) children represent an extraordinary resource for societal advancement, yet their unique intellectual and social needs often remain unmet within conventional educational frameworks. This proposal outlines the rationale for the establishment of EPG Academy of Arts and Sciences, a boarding school which will both ensure EPG children thrive academically, socially, and emotionally and equip them to contribute meaningfully to society.

The Case for a Specialized Boarding School

EPG children, defined by IQ scores of 160 and above, differ significantly from their moderately gifted peers and, thus, have unique needs. Research underscores their heightened susceptibility to social isolation, under-stimulation in standard classrooms, and a lack of intellectual peers.¹

These challenges often lead to boredom, emotional struggles, and underachievement. Addressing these needs requires an environment that fosters intellectual growth, emotional well-being, and peer relationships among similarly gifted individuals.

Limitations of Existing Educational Models

Pullout programs and traditional gifted education initiatives often fall short of success for EPG children. Studies reveal these programs lack depth, are sporadically implemented, and fail to build a systematic knowledge base.²

Existing private and public gifted schools cater primarily to *moderately* gifted children, leaving EPG students underserved. Even state-supported boarding high schools, though beneficial, rarely address the comprehensive needs of EPG children across all age groups.

The Boarding School Model Advantage

A boarding school for EPG children offers unparalleled opportunities for academic rigor, peer bonding, and holistic development. Living and learning with intellectual equals fosters collaboration, reduces social isolation, and enhances emotional resilience. The residential model also ensures access to specialized faculty, advanced coursework, and a supportive environment conducive to intellectual and personal growth.³

Features That Will Set EPG Academy Apart

1. Focus on Exceptionally and Profoundly Gifted Students.

Unlike other gifted programs, EPG Academy will be exclusively dedicated to the top 0.003% of children. This focus will allow for tailored curricula, innovative teaching methods, and resources specifically designed for this demographic.

2. Comprehensive Support System.

EPG Academy will provide individualized support—including mentorship, counseling, and career guidance—ensuring students achieve both academic excellence and emotional well-being. This integration of arts and sciences will foster

well-rounded development, nurturing creativity alongside analytical skills.

3. Community and Collaboration.

By bringing together like-minded peers, EPG Academy will cultivate a sense of belonging and mutual respect, which will create a collaborative environment that promotes teamwork, problem-solving, and leadership skills essential for future success.⁴

4. Evidence-Based Design.

Research demonstrates that specialized boarding schools significantly enhance academic achievement, social adjustment, and long-term career success. Alumni of such institutions report high levels of satisfaction and preparedness for life beyond school.⁵ EPG Academy will build on this foundation, incorporating cutting-edge educational practices and continuous assessment to refine its approach.

5. Interdisciplinary Residential Program for Ages 4–17.

While prestigious institutions, such as Hunter College High School and Stuyvesant High School, serve gifted students, they primarily focus on urban populations and lack residential components. Private schools with gifted programs often cater to *moderately* gifted students, leaving EPG children underserved. State-supported boarding high schools, such as the North Carolina School of Science and Mathematics, focus on older students and specific disciplines, whereas EPG Academy will serve ages 4–17 and emphasize interdisciplinary learning.

Call to Action

The creation of EPG Academy of Arts and Sciences represents a transformative step forward in gifted education, addressing the unique needs of exceptionally and profoundly gifted children. We invite educators, policymakers, philanthropists,

and advocates to join us in realizing this vision. Your support can make a profound difference in the lives of these remarkable children and, by extension, in the advancement of our society.

Visit <https://members.tripod.com/tetworld/index-epgacademy1.html> to learn more, contribute to

funding initiatives, and help shape the future of gifted education.

For more information, you are also welcome to email Mark Siegmund at m.siegmund@thousanders.com.

NOTES.....

1. Miraca Gross, *Exceptionally Gifted Children* (Oxfordshire, England: Routledge, 2003).
2. Ellen Winner, *Gifted Children: Myths and Realities* (New York, NY: Basic Books, 1997).
3. Lisa Stamps, "Residential Schools for Gifted and Talented High School Students," *Schoolhouse Options* 6, no. 4 (2006), https://dukegiftedletter.com/articles/vol6no4_sh.html.
4. Rena Subotnik, Paula Olszewski-Kubilius, and Frank Worrell, "Rethinking Giftedness and Gifted Education: A Proposed Direction Forward Based on Psychological Science," *Psychological Science in the Public Interest* 12, no. 1 (2011).
5. Mihaly Csikszentmihalyi, Kevin Rathunde, and Samuel Whalen, *Talented Teenagers: The Roots of Success and Failure* (Cambridge, England: Cambridge University Press, 1996). Ω

"Let us put
our minds together
and see what life
we can make
for our children."
—Sitting Bull