Overview of the NC Local AIG Plan Update
Seventh Generation Plans, 2016-2019
Based on Article 9B, 115C-150.5-.8

What should I use to guide our local AIG program development?
As Article 9B legislates, DPI sets the guidelines for school districts to develop their local AIG plan. The NC AIG Program Standards will continue to serve as the principle guidelines for the local AIG program development and update of local AIG plans for 2016-2019. These standards provide a statewide framework while honoring local context and flexibility.

When are the local AIG plans due?
The local AIG plans are due to the SBE/DPI by **Friday, 15 July 2016** for comment. As Article 9B legislates, these updated plans should be approved by the LEA's school board prior to submission and must be submitted every three years to SBE/DPI.

What is the purpose of this plan revision?
In accordance with Article 9B, local plans for serving gifted learners must remain in effect for no more than three years. Over the last six years, our state has focused on the strategic development of gifted programs and services. Our efforts over the last plan cycle to "transform" programs through deep reflection and strategic planning in order to develop and maintain the most effective local AIG programs that support growth of our gifted learners, have in large part been realized. Moving forward, underline districts are expected to address all practices within the standards, in the local AIG plan for serving gifted learners.

What technical assistance is available as LEAs develop their Local AIG Plan?
There are many avenues to receive support as your develop and update your local AIG plan. Support is available through:
□ DPI Division of Advanced Learning staff - through direct discussion, webinars, and meetings
□ AIG Area/ Zone network and AIG Area Leaders
□ Feedback from previously submitted AIG plan, feedback from mid-cycle Interim report, and any additional supporting documents with comments
□ DPI AIG wiki with support materials, including "Unpacking of AIG Program Standards" documents, the 2015 – 16 Plan Revision Overview Calendar, and the Overview of NC Local AIG Plan Update document
□ Professional Development events, including AIG Coordinator's Institute
□ Other Local AIG Plans, posted on DPI's website

General Process Recommendations and Timelines
Please see following pages.

Questions/Comments
Please contact your Division of Advanced Learning staff for further support and information:
- DPI State Consultant for Academically or Intellectually Gifted (AIG) and Advanced Programs, Stephanie Cyrus at Stephanie.cyrus@dpi.nc.gov or (919) 807 – 3698
- DPI Director of Advanced Learning and Gifted Education, Sneha Shah-Coltrane at Sneha.shahcoltrane@dpi.nc.gov or 919-807-3849

GENERAL PROCESS for LOCAL AIG PLAN UPDATE

☐ Determine a **core AIG Plan Development Leadership Team** who will help to make decisions and guide the update of your LEA's local AIG program. This team should include individuals representing various roles and areas of expertise. Stakeholders may include district level leadership, school based administration, school counselors, teachers, AIG Specialists, parents/families, students, and community members.

☐ Establish a **target date** to present your completed plan to your Local Board of Education. Use this date to "backwards plan" the remaining activities to ensure timely submission of your seventh generation AIG plan.

☐ Gather **feedback** from various stakeholders and r**eview all existing data -** including comments from 2013-16 plan review, information submitted in the 2015 Interim Report, any other data collected during the last plan cycle. Some additional ways to collect feedback include: surveys, focus groups, feedback forms, and interviews.

☐ Utilizing all data/ stakeholder feedback available, complete the **LEA AIG Self-Assessment**. A suggested process is to have key stakeholders complete the self-assessment first. This feedback should inform and help guide AIG leadership when completing the school district's Self-Assessment. The Self-Assessment summary decisions will be submitted with the updated local AIG plan in July 2016, just as in the past plan cycles.

☐ Based on the LEA AIG Self-Assessment Tool, **brainstorm ideas on how the LEA will respond** to each of the practices within the standards.

☐ Begin **collecting ideas and evaluating strategies** that will help to strengthen each of your overall standards and determine what planned sources of evidence there might be for each standard.

☐ Remember the **comprehensive nature** of the plan: Pay close attention to how each standard fits together to create an effective AIG program to best meet the needs of your LEA's AIG learners. Work collaboratively with stakeholders to ensure your efforts meet the academic, intellectual, social, and emotional needs of your K-12 population.

☐ Describe and **compose your LEA's responses to each practice**. Ensure the information presented represents your vision and how you actually respond to each practice in your LEA.

☐ Consider **specifically addressing** how each practice will be implemented at the elementary (primary and upper grades), middle, and high school settings, where applicable.

☐ Use the current online system, the APEX site, to create your local AIG plan. This is the official manner for submission to SBE/DPI. The APEX site is https://schols.nc.gov/aigplan. **This site will be available in January 2016**.

☐ **Present your proposed local AIG plan** to your Local Board of Education for approval. **Pay close attention to your local board's timeline for review.** Allow time for required edits and revisions, if requested by the Local Board of Education. *(Also be aware that many local boards of education require an initial reading and then the approval process happens after a review period).*

☐ **Submit your LBE approved Local AIG Plan to the State Board of Education/DPI – using the APEX system**. Be aware that the online system will not allow you to submit the plan without entering a date of local board approval.

☐ **Review comments** received from SBE/DPI to support continuous program improvement.

☐ **Continue implementation** based on your updated AIG plan and continue to grow your AIG program.

NC Department of Public Instruction
October 2015

BEST PRACTICES TO REMEMBER

☐ **No one criterion should keep a child from being identified as AIG.**

☐ A**ny single criterion**, *if superior*, can be used to include a child in services.

☐ DPI strongly discourages the practice of "de-gifting" children; instead we encourage districts to develop programs based on matching appropriate services to student needs.

☐ The NCSCOS, including the Common Core and Essential Standards, **does not replace** the need for gifted education services. These standards enhance, not supplant, gifted education services and further support the optimal development of our AIG learners.

☐ Have DEPs (Differentiated Education Plans) or other student plan which document differentiated educational services in place for *all* identified K-12 students. Best practice supports an annual meeting with families to review and revise the DEP's outlined services as demonstrated by individual student need.

☐ Local AIG professional development is **NOT equivalent** to an AIG add-on license through an accredited IHE program.

☐ **Ensure consistency and quality** across schools and grades for overall programming. If differences exist among school programs to honor and value local needs, develop a strong framework to guide services to ensure all children in your LEA are being served most appropriately.

☐ AP/IB is not enough for AIG learners in high school. Develop a more comprehensive program that will address their cognitive and social/emotional needs as well as their academic needs.

☐ Explicitly address your **purposeful and intentional program efforts** to develop the potential of your K-3 population.

☐ Find ways to **intentionally and strategically** integrate district programming, such as early admission to Kindergarten, AP/IB/Honors, and Credit by Demonstrated Mastery (CDM), etc. into your plan for serving gifted learners.

☐ Consider ways to **improve communication with families;** communication concerns continue to be the issue that is most commented upon to DPI.

☐ Develop strategies to **guide and monitor programing** at individual school levels. Make data-driven decisions. Pay close attention to survey data, observations, and student data. Implement action steps based on data.

☐ **Analyze** your AIG Budget and help ensure funds are used for AIG programming.

□ Establish **identification and services for Intellectually Gifted** (IG) students. IG is mandated by Article 9B. *In PowerSchool, there is an "IG" designation for our students.*

□ As you consider issues related to Identification of AIG students: **your current identification process and criteria** needs to be clearly in the plan, even if you may be revising it. This information should be explicitly stated in the plan; not simply included in the Appendix (or attached) documents.

□ **Parent/Family Rights:** your current grievance procedures leading to Article 9B, 115C-150.8, and other parent safeguards need to be clearly in the plan, even if you may be revising it.

□ **Programming**: your current AIG program services needs to be clearly in the plan, rather than simply in the appendix.

□ **Program Contact**: the current person responsible for implementation of the program must be indicated in the plan, even if you are in transition.

The following resources are available to support your Local AIG Plan Update:

□ **Updated NC AIG Program Standards**. Updates to the standards focus on streamlining some practices and clarify wording with those that were most unclear in 2013. These updates were approved by the SBE on 1 October 2015.

□ **Resource List** with reading materials to support the development and implementation of best practices aligned with the AIG Program Standards.

□ "**Unpacking the AIG Program Standards" resource document**, which will outline and describe more in-depth each of the practices and guidelines for basic implementation as well as innovative solutions.

□ **Webinar schedule** – review times for technical assistance

□ Updated **guidelines and instructions for use of the APEX site** with additional user-friendly functions. This site will be available no later than mid-January 2016 and the DPI team will host webinar training to prepare districts for plan submission.