



Public Schools of North Carolina

# Preparing to present the local AIG plan to the Board of Education!

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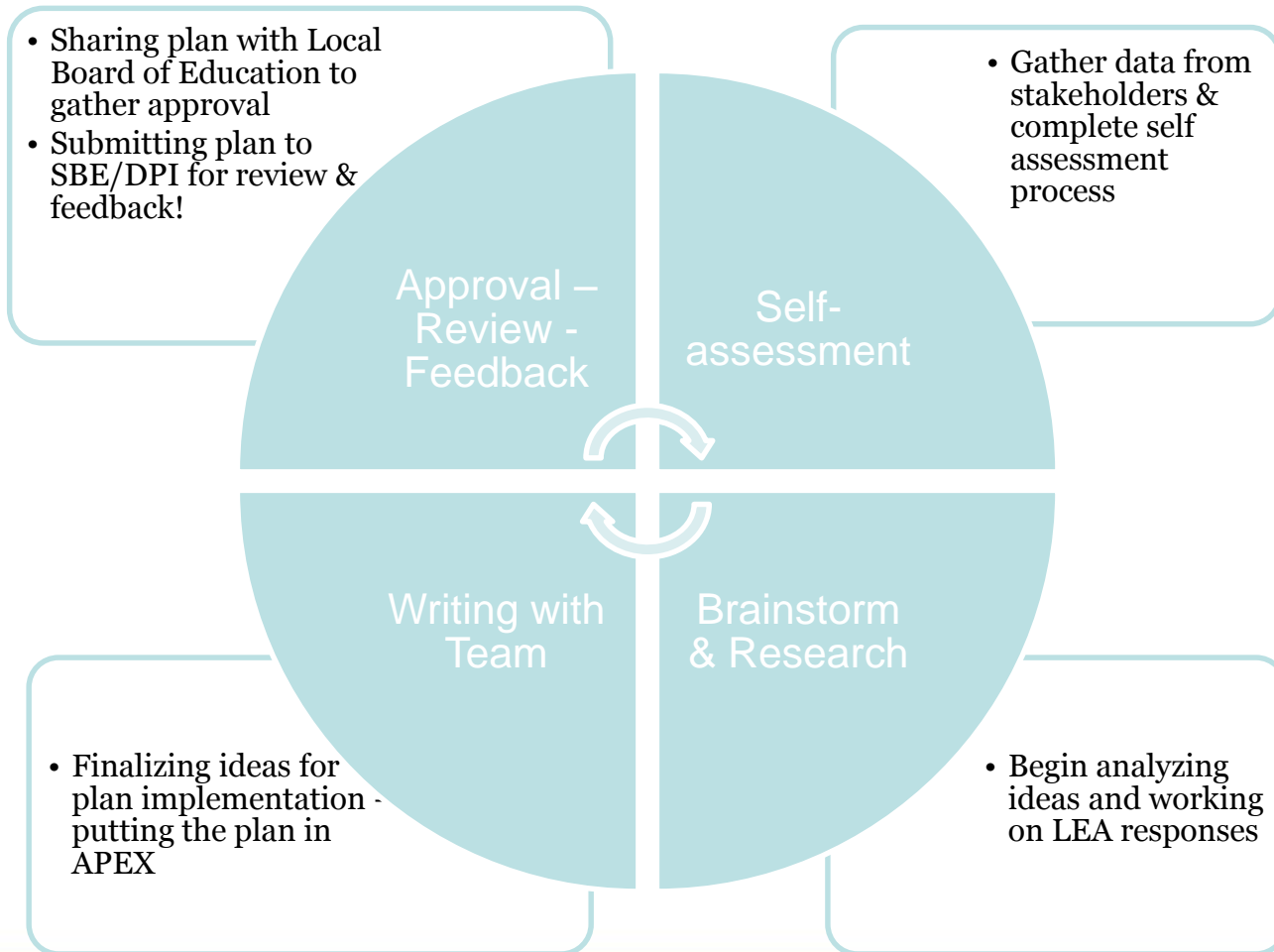
*April 2016*

# Goals for today

- Preparing for the presentation
  - Questions to consider
  - Non-negotiables for sharing
- Next steps of process
- FAQ – process thus far!



# Steps of the process



# Final steps of the process

- Local board of education **approves** the local AIG plan
- District coordinator **submits** the plan to the State Board of Education/ DPI for review & comment.
- Local board of education **considers** the feedback received



# Preparing for the presentation

Questions to ask district leadership:

1. When is the **date** for presentation?
2. How much **time** you will have on the agenda?  
*Does this time include a Question & Answer period?*
3. Will the board read the plan and then have a **review** period? How long is the review period?
4. What are the expectations for what **material** is shared during the presentation? *Is there a **standard protocol** for how material is shared?*



# Critical elements: TIME

Depending on the time  
you have – what will you  
share?

- Non-negotiables
- Additional items for  
consideration



# Critical elements: PAC

Purpose – Audience -  
Context

Local Boards of Education  
are **UNIQUE!**

How much background  
information would be  
helpful in building  
understanding and support  
for the local AIG program?



# What must be shared?



The **complete draft** of the plan!

Download a draft from APEX for review!



What to share? How to share?

# **ADDITIONAL ITEMS TO CONSIDER...**



# State Definition of Giftedness

Academically or intellectually gifted (AIG) 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.



# Article 9B (N.C.G.S. § 115C-150.5 - .8):

- Provides a state definition of giftedness
- Our legal mandate:
  - Identify
  - Serve
  - Develop local plans (every 3 years)



## The NC AIG Program Standards help to...

- Guide LEAs to develop, coordinate, and implement thoughtful and comprehensive AIG programs.
- *Build a statewide framework for quality and comprehensive local AIG programs, while honoring local context and flexibility.*
- Better meet the academic, intellectual, social, and emotional needs of gifted learners.
- Optimally develop AIG students' potential.



# Additional considerations

- Highlight the **process** used to develop this plan.
- Focus on the **changes** in your plan.
- Share any **new initiatives** that need explanation and support.

Provide an **executive summary** –

*A quick overview of the components in each of the standards*



Dibrelle Tourret, Guilford County Schools

# IDEAS FROM THE FIELD



# Recap

## Critical elements:

- Time
- Purpose
- Audience
- Context

What additional components do you need to share?





## **Other questions...**

Use of appendix and other items to upload  
APEX system





# Support...

- Let us know how we can help!
- You can reach Stephanie:
  - [Stephanie.cyrus@dpi.nc.gov](mailto:Stephanie.cyrus@dpi.nc.gov)
  - (919) 807 – 3698
- Online office hours coming up!
  - Thursday, 21 April 9:30 – 12:00

