



# NC's Guidance on Adapting AIG Programming to Remote Learning

The North Carolina Department of Public Instruction (NCDPI) and the Division of Advanced Learning and Gifted Education (DALGE) are committed to supporting NC's public schools and educators in their efforts to create and deliver successful outcomes in a remote learning environment. Whether instruction happens in schools or via remote learning, meeting the needs of Academically or Intellectually Gifted (AIG) learners needs to happen all day, every day. To do so, many policies and practices must be kept in mind when adapting AIG programming to remote learning. The State Board of Education and NCDPI, in consultation with the North Carolina Department of Health and Human Services, have developed [\*Lighting Our Way Forward: North Carolina's Guidebook for Reopening Public Schools\*](#) in response to the COVID-19 public health crisis. *Lighting Our Way Forward* provides a detailed framework for things to consider when reopening schools.

## **Considerations for AIG learners While Reopening Public Schools**

1. How can the guiding principles for reopening schools be applied specifically for AIG learners?
2. How will being in Plan A, Plan B, or Plan C affect the instruction and programming for AIG learners across the grade levels? How will your district respond to the students' academic and social and emotional needs?
3. Which of the critical factors for reopening plans may have unique application or relevance for AIG learners?

## **Background of Gifted Education**

N.C.G.S. § 115C-150.5-.8 ([Article 9B](#)) provides a state definition of giftedness and outlines expectations around identification and delivery of appropriate services for gifted learners. As a result of Article 9B, each local board of education is mandated to establish a plan which outlines the different types of services provided in a variety of settings to meet the diverse needs of identified academically or intellectually gifted students. Additionally, the [NC AIG Program Standards](#) have been developed to serve as a statewide framework and guide Local Education Agencies (LEAs) to develop, coordinate, and implement thoughtful and comprehensive

AIG programs. Given NC's strong foundation, it is important to consider the following guiding principles when adapting AIG programming to meet the needs of AIG learners all day, every day, even in a remote learning environment.

## **Guiding Principles for Adapting AIG Programming to Remote Learning**

### **1. Different contexts, same expectations.**

The end goal and expectations for delivery of appropriate services for AIG learners remains the same whether students are served in school buildings or via remote learning. How will you keep this in mind when developing your plans, actions, and assessments for success in a remote learning environment? How will you work within each school and across the district to continue services and meet the needs of AIG learners?

### **2. Different paths, same destination.**

Given that remote learning will likely be associated with different actions to accomplish AIG goals, the time and responsibility for making these goals succeed may shift. Who may need to spend more time or get involved with the AIG program who may not have been previously, within the school? What different resources will you need to ensure AIG learners' needs can best be met?

### **3. Preparation for success.**

Given that remote learning will likely require staff to either do things they've never done before or have done only sparingly, what new types of professional development will they need to be successful? How will existing professional development opportunities be adjusted to also include addressing the needs of AIG learners?

### **4. Continued flexibility.**

Article 9B grants LEAs flexibility in what LEAs do and how they do it. How will this flexibility to match local context and need be leveraged in a remote learning context and within your Reopening Plans? Adapt your AIG services depending on each local Reopening Plan. Be clear in your *Remote Instruction Plan: Component 14* with how you will be flexible and adapt to meet the needs of your AIG learners, through identification and service.

## Strategic Actions to Adapt AIG Programming to Remote Learning

Intentional planning for specific, responsive actions will enable you to adapt your district/school's AIG programming to continue to thrive in a remote learning environment.

### 1. Continue to Implement Local AIG Plan.

- The actions, programs, and services provided by each LEA should all coordinate to help accomplish the LEA goal of serving AIG students all day, every day. What does "all day, every day" look like in a remote learning environment?
- How does a remote learning context change what needs to be done to accomplish this goal?

### 2. Teach Students.

- How can you consistently promote student learning, growth, and achievement for AIG students?
- How can you make sure that students are engaged and developing understanding and not just being kept busy?

### 3. Maintain Focus on Equity and Excellence.

- How will a remote learning context affect what you have been doing to promote equity and excellence?
- What new challenges will arise with remote learning and what are actions you can take to mitigate these challenges?
- How can the talents of students whose potential has not yet been realized, be developed and recognized?

### 4. Communicate.

- How has the AIG staff (personnel) been included in the planning for remote learning at each grade level?
- How have other staff been included and informed about planning for remote learning for AIG students?
- How will communication with students and families continue through a variety of modes described in the Local AIG Plan?

### 5. Reimagine Support.

- Who within the AIG team and within the larger LEA team and community will need to be recruited to help accomplish remote learning goals?
- Who will need to be more strongly supported to accomplish their work in a remote learning context?
- How can collaboration be facilitated for stakeholders to support each other?

### *Final Thoughts for Adapting AIG Programming to Remote Learning*

As we seek to meet the advanced learning needs of students all day, every day, we must take action to ensure all aspects of AIG programming are considered. By considering the core purpose of our work and being flexible to adapt to various contexts, schools will help all students reach their full potential, even in a remote learning environment.

**Remember Student Needs.** How will you respond to the academic, intellectual, social, and emotional needs of AIG students in each Reopening Plan? Consider both overall programming and individual needs that may arise in each learning situation.

**Adapt AIG Programming to the Context.** How will you adapt AIG programming for each Reopening Plan as we continue to respond to the public health needs of COVID-19?



Public Schools of North Carolina  
State Board of Education  
Department of Public Instruction

For more information, visit: <https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education>

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