

Overview: Mission/Vision Statement and Funding

**Madison County Schools (570) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

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Madison County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs aligned to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5). These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA's local board of education or charter school's board of directors and sent to NC DPI for comment.

For 2022-2025, the Madison County Schools local AIG plan is as follows:

\* Mission and/or Vision Statement(s)

MCS AIG Program Mission statement:

Through a partnership with the whole school community, the MCS AIG program will provide engaging, relevant, rigorous, and equitable practices created to meet the different academic, intellectual, social and emotional needs of our AIG students. MCS gifted services will nurture students' skills in communication, critical thinking, collaboration, creativity, and leadership thereby preparing them for leadership, citizenship, and lifelong learning.

**FUNDING FOR LOCAL AIG PROGRAM (as of 2022)**

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 122,390.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

**Madison County Schools (570) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 1: Student Identification**

*The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.*

**\* Practice A**

Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities for every student to show their strengths and talents.

The screening and referral processes of the MCS AIG Program are based on reliably and equitably identifying gifted students. The AIG program relies on the research-based best practices of universal screening and multiple indicators of giftedness, which may include the following:

- § documentation of observed behavior
- § student performance record and work samples (grades and portfolio pieces)
- § student achievement data (North Carolina End-of-Grade/Course Test scores, K-2 Assessment data, etc.)
- § student aptitude information (as appropriate)
- § information about the student's interests (anecdotal)
- § information about the student's motivation to learn (anecdotal)
- § teacher recommendation
- § Parent recommendation

Regardless of socioeconomic status, cultural or ethnic background, physical or linguistic ability, or other demographic factors, all MCS students are included in the AIG search. Each school has a gifted services team that work with the AIG coordinator to review assessment results to determine which students should be referred to the gifted services team for review. Parents, community members, classroom teachers and school principals at all grades may also refer students to the gifted services team for review. Once all available data has been collected a comprehensive learner profile for the student will be reviewed by the GST. This body of evidence will be reviewed by the GST, resulting in better placement decisions. The District AIG Coordinator will collect and monitor screening, referral, and identification demographics to ensure fair, equitable, and consistent processes occur for all student populations district wide.

**Kindergarten (K) Screening/Referral:** Identification for gifted education consultative services for kindergarten occurs after the first semester as district data becomes available on all kindergarten students and at the end of the school year.

- ? Students must show evidence of working at least two grade levels above on district approved math and/or reading formative and summative assessments to be referred for possible AIG testing.
- ? Students are placed on the AIG screening roster.
- ? Once screening criteria is met an AIG Student Referral form is started on the student and testing will be requested and scheduled.
- ? Kindergarten students are given an aptitude test (CogAT or NNAT)

**First - Second Grade (1 - 2) Screening/Referral:** Identification for gifted education consultative services for grades 1 and 2 screening occurs after the first semester as district data becomes available on every first and second grade student and at the end of the school year.

- ? Students must show evidence of working at least two grade levels above on district approved math and/or reading assessments to be referred for possible AIG testing.
- ? Students are placed on the AIG screening roster.

? Once screening criteria is met an AIG Student Referral form is started on the student and testing will be requested and scheduled.

? First-Second grade students are given an aptitude test (CogAT or NNAT)

**Third Grade Screening/Referral:** The Third-grade screening and gifted referral process potentially leads to identification for pull out services in reading and/or math. The process begins with the NC Beginning of Grade (BOG) assessment which is given within the first 10 days of the school year. The second screening/referral occurs mid-year. All third-grade students participate in the Cognitive Abilities Test (CogAT) conducted by MCS testing and accountability. The third screening/referral occurs at the end of the school year with all third-grade students taking the End of Grade (EOG) assessment.

§ Students are placed on the AIG review roster.

§ Once screening criteria is met an AIG referral form is started on the student.

§ Students with a current aptitude score are not required to test but may opt to participate. A score from an aptitude test administered by an eligible entity may be used for screening purposes.

§ EC students with a severe cognitive disability are not required to take the test.

§ Any one of seven CogAT data points may be used to determine if a student is eligible for additional screening:

- Composite (VQN)
- Verbal /Non-Verbal (VN) partial composite
- Quantitative/Non-Verbal (QN) partial composite
- Verbal/Quantitative (VQ) partial composite
- Verbal (V) subtest
- Quantitative (Q) subtest

- Non-Verbal (N) subtest

- After receipt of CogAT results, teachers, parents, and community members may submit a referral which allows staff to evaluate other performance indicators for possible placement.

- Collaboration occurs between the AIG Coordinator and ELL (English Language Learner) Coordinator to identify ELL students who move through the EL programming at a faster pace than their ELL peers or who demonstrate high potential and therefore may benefit from further gifted screening.

**Fourth and Fifth Grade Screening/Referral:** Fourth and fifth grade screening/referral potentially leads to identification for pull out services in reading and/or math. The process begins during the first nine weeks of school based on district approved data and at the end of the school year.

? Students are placed on the AIG Screening Review roster.

? Once screening criteria is met an AIG Student Referral form is started on the student and testing will be requested and scheduled.

§ Fourth and fifth grade students are given an aptitude (CogAT or NNAT) assessment.

**Sixth - Eighth Grade Screening/Referral:** Middle school screening/referral potentially leads to gifted identification and recommendation for advanced coursework in math and/or reading. Screening/referral occurs in the summer prior to the beginning of school due to the advanced curriculum placement. Screening is based on district approved data. Screening and referrals will continue at the end of the school year.

? Screening pools are sent to the district AIG Coordinator by the Middle School gifted liaison.

? Students who meet screening criteria are given an aptitude test (CogAT or NNAT).

**Ninth - Twelfth Grade Screening/Referral:** High school screening is referred as needed.

- ? Multiple opportunities for placement are given throughout the school years; therefore, most students are identified during kindergarten - eighth grade.
- ? At the high school level, the administration of ACT college readiness assessments to all students in multiple grade levels provides additional universal screening opportunities for advanced coursework recommendations.

**General Screening/Referral Information:**

- ? Madison County School students in grades K - 12 can be screened annually if they do not place the prior year.
- ? Students entering the district who do not have an AIG identification during the school year when the testing windows have already occurred are screened on an as needed basis.
- ? Students entering the district with a gifted identification will automatically be placed into the AIG program appropriately, pending a records review.
- ? Parents/guardians and/or teachers of any current Madison County Schools' student who is not identified may ask for screening on a student. The screening may or may not lead to testing and/or gifted placement.
- ? Any student who is not identified may ask for screening. The screening may or may not lead to testing and/or gifted placement.
- ? Individual screening of referrals will be on going throughout the school year. Particular attention will be given to potentially AIG students from culturally diverse, economically disadvantaged, and disabled populations. The AIG coordinator in collaboration with the ELL teacher(s), EC teacher(s), parents and/or other appropriate individuals, will arrange for assessments such as the Naglieri Nonverbal Test.

- ? All new students to MCS are systemically reviewed to determine the need for additional gifted screening. School Data Managers notify the AIG Coordinator of newly enrolled students. The AIG coordinator reviews student data, and students with scores at or above the 85<sup>th</sup> percentile are added to the screening pool to be tested.
- ? Referrals may result in additional screening if available data and indicators warrant the need for further evaluation.
- ? Math and Reading EOG scores and Math 1 and English II EOC scores for all 3-12 students are reviewed annually by the AIG Coordinator to identify students scoring at the 85 percentile or higher for possible screening/referral.

**\* Practice B**

Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

The Madison County Schools (MCS) AIG Program strives for comprehensive, holistic evaluation of student referrals for gifted identification. The reliable collection of multiple indicators of giftedness and their careful, consistent consideration by Gifted Services Teams (GST) is essential to equitably identifying gifted students.

The MCS criteria for AG eligibility is based upon the state definition of giftedness provided in Article 9B (N.C.G.S. § 115C-150.5) and thus specifically address both academically and intellectually gifted student profiles.

The state definition is as follows:

§ 115C-150.5. Academically or intellectually gifted students.

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 fields, or in both 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. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

Madison County Schools uses the following PowerSchool acronyms to designate eligibility areas:

AM – Academically Gifted in Math only

AR – Academically Gifted in Reading only

AG – Academically Gifted in Math and Reading

IG – Intellectually Gifted

AI – Academically and Intellectually Gifted

As student referrals are submitted throughout the school year, the school coordinates the collection of any additional data necessary for informed evaluation, documents this data, and brings referrals to the school Gifted Services Team (GST). Gifted Services Team membership is as follows.

K-8 schools have a standing Gifted Services Team made up of, at minimum, the AIG coordinator, the principal (or designee) and classroom teachers representing the school's grade spans (K-2), (3-5), (6-8) and/or subject areas.

Madison High School (MHS) and Madison Early College High School (MECHS) convene ad hoc GST as needed to evaluate referrals or previously identified student transfers. These teams consist of the district AIG coordinator, the principal (or designee), the grade level counselor, and subject-area classroom teacher representatives.

As its members deem necessary, Gifted Services Teams may also include in their meetings other appropriate personnel. This may include professionals such as the nominating teacher, Exceptional Children's (EC) or English Language Learner (ELL) teacher, School Counselor, School Psychologist, and/or School Social Worker. These persons may serve in an ad hoc capacity or become standing Gifted Services Team members.

The AIG Coordinator will provide a beginning of year gifted awareness session that addresses the following topics:

- Definition of giftedness
- Characteristics and needs of gifted students
- The service delivery plan for meeting the needs of gifted students
- Best search practices

Under the AIG Coordinator leadership, Gifted Services Teams examine qualitative and quantitative student data to determine whether students should be identified and served. The possible gifted identifications and criteria for each are outlined in the following sections.

## Kindergarten – 12 Grade Identification Pathways:

- Pathway 1: Intellectually Gifted (IG): The MCS AIG Program defines intellectual giftedness as exceptional aptitude in the absence of compelling achievement in a specific academic subject area. These students exhibit a disparity between their significant potential to achieve and actual achievement. As a result, services for these students should focus not only on engaging their aptitude through rigorous pursuit of personal interests, but also meeting whatever social, emotional, or other needs cause this disparity so they can perform academically at a level consistent with their aptitude. To be identified as IG, student data must meet the following criteria:
  - 98th percentile or greater quantitative, verbal, nonverbal, and/or composite score (or, depending on how scores are reported for the assessment used, a corresponding index or sub score composite) on an aptitude test (CogAT)
  - Average or below-average subject-area achievement as shown by course grades and EOG/EOC or PreACT/ACT scores

? Pathway 2: Academically and Intelligently Gifted (AI): This designation refers to highly gifted students who show exceptional elements of both academic and intellectual giftedness as demonstrated through a combination of the following criteria. Depending on the available data, students may be identified and served as AI in Math, Reading, or both subject areas.

? 90% or higher on an aptitude test or, depending on how scores are reported for the assessment used, a corresponding index or sub score composite **and**

? 90% or higher on state normed K-12 assessments

? Student performance record and work samples (grades and portfolio pieces)

? Teacher checklist – documentation of observed behavior

? Information about the student's interests and motivation to learn (anecdotal)

? Pathway 3: Academically Gifted (AR, AM, AG): This designation refers to gifted students who show exceptional elements of academic giftedness as demonstrated through a combination of the following criteria. Depending on the available data, students may be identified and served as gifted in Math, Reading, or both subject areas.

? 85% or higher on state achievement tests in reading (AR), math (AM), or both subjects (AG)

? Student performance record and work samples (grades and portfolio pieces)

? Teacher checklist– documentation of observed behavior

? Information about the student's interests and motivation to learn (anecdotal)

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<b>Grade Span</b>	<b>Academically Gifted - Reading only</b>	<b>Academically Gifted - Math only</b>	<b>Academically Gifted - Reading &amp; Math</b>	<b>Intellectually Gifted</b>	<b>Academically and Intellectually Gifted</b>
K-2	*	*	*	*	*
3-5	*	*	*	*	*
6-8	*	*	*	*	*
9-12	*	*	*	*	*

### \* Practice C

Ensures AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

Madison County Schools is committed to addressing the academic needs of all students regardless of their social, economic, or cultural background. This is ensured in the following ways:

- ? Work collaboratively with the Department of Exceptional Children (EC) and English Language Learner coordinator (ELL) to discuss possible AIG referrals.
- ? Offer program information on the referral, screening, identification, and service delivery procedures to all stakeholders at all schools.
- ? Work with classroom teachers, EC teachers, counselors, interventionist, social workers, and administration to share with the AIG coordinator and staff information about students who demonstrate exceptional skills in any area for possible AIG referral or screening.
- ? Use multiple screening criteria for testing.
- ? Use multiple criteria for placement.
- ? Utilize local norms for CogAT testing.
- ? Provide services for K-12 students who meet the criteria for gifted placement.
- ? Improve parent communication by making program information easily accessible via the Madison County Schools' AIG website.

Currently, MCS has 2082 students enrolled in K-13. Demographics of this group are as follows:

Gender:

Female – 48.73%

Male – 51.82%

Race/Ethnicity:

Asian – 0.24%

Black or African American – 0.28%

Hispanic – 5.28%

American Indian/Alaskan Native – 0.24%

Two or More – 4.51%

Native Hawaiian/Pacific Islander – 0.04%

White – 91.02%

By comparison, the demographics of the 188 students currently identified as gifted are as follows:

Gender:

Female – 45.21%

Male – 54.78%

Race/Ethnicity:

Asian – 0%

Black or African American – 0%

Hispanic – 2.66%

American Indian/Alaskan Native – 0%

Two or More – 0.53%

Native Hawaiian/Pacific Islander – 0%

White – 96.8%

### Screening K-8

Screening occurs at each grade level throughout the school year (see A above).

District blanket testing, utilizing the Cognitive Abilities Test (CogAT), occurs in third grade. Classroom teachers and GST review these assessment results to determine possible referrals. Any student scoring at the 85th percentile or greater on a standardized aptitude assessment composite or sub score will be referred to the school Gifted Services Team. Staff may also refer students who score below the 85th percentile if other data may indicate giftedness or a need for additional assessment.

During screening, the AIG coordinator collaborates with the Exceptional Children (EC) department and the English Language Learner (ELL) coordinator to identify students in these special populations that need additional screening for AIG services because their exceptionality may have affected their participation/score results.

The use of the Naglieri Nonverbal Ability Test can be administered. This test does not require students to read, write, or speak, and is said to measure ability rather than different categories of Cognitive abilities. These discussions occur

at the school level as well as at the district level. At the school level EC/EL staff can communicate with the teacher and AIG staff regarding specific learning targets and academically gifted characteristics observed in the student. At the district level, this collaboration includes the intentional sharing of data that speaks to the student's strengths as evaluated through assessments administered by these departments.

### High School universal screening:

At the high school level, the administration of ACT college readiness assessments to all students in multiple grade levels provides additional universal screening opportunities for advanced coursework recommendations.

The following practices are available to all students, but are specifically targeted at increasing identification opportunities of students from underrepresented populations:

1. Use of composite, partial composite, and subtest aptitude data.
2. Providing multiple pathways to identification
3. Offering additional opportunities for identification to occur throughout the school year.
4. Providing additional opportunities for referral (parent, teacher, student, community member) beyond blanket testing scores.

### Referral



Research indicates that conducting a district wide screen, rather than relying solely upon referrals, is one of the most positive factors in providing equity and access to gifted services. Referrals for service are not required for a student to be evaluated for AIG services but serve as an additional opportunity for adults to advocate for student needs and to ensure that students are not inadvertently missed.

The district's AIG Referral form is available on the AIG Department page of the district website. In addition to referrals received from families who may opt out of the universal screening, a referral may also be submitted for the following reasons:

- A student new to Madison County Schools from out-of-state with previous gifted identification will be automatically placed in the gifted program after a records review for the best service delivery is determined.
- A student, parent, teacher, or community advocate with data or other objective indicators of potential that have not been previously considered.
- Parent seeking acceleration consideration for their child.

In considering referrals, Gifted Services Teams pay particular attention to demographic factors such as (but not limited to) potential socioeconomic status, cultural or ethnic background, and physical or linguistic ability. GST will also invite support personnel, such as EC or ELL coordinator, School Counselors, School Social Workers, to serve on the GST as needed. These professionals help promote equity by providing additional insights into students' potential to achieve, assisting in interpreting student data, and advocating for referral and identification of historically underrepresented students.

The AIG Coordinator in collaboration with school GST's will work throughout the year to monitor students in underrepresented populations who show potential for giftedness and regularly seek teacher referrals within these groups. The AIG coordinator will collect and monitor screening, referral, and identification demographics to help ensure fair, equitable, and consistent processes occur for student populations district wide.

The AIG Coordinator advocates for equity in gifted education through conversations with central support services personnel, including members of the Curriculum and Instruction department. The District AIG Coordinator pursues opportunities to partner with colleagues whose roles are relevant to seeking equity, such as the Director of Exceptional Children's Programs, the coordinator for English Language Learner Coordinator, and/or the Director of MTSS. Working with this cross-section of teams will help to ensure identification of and responsiveness to under-represented gifted student populations.

**\* Practice D**

Monitors the screening, referral, and identification processes for consistent implementation across the LEA.

Procedures for student screening, referral, and identification are detailed in the Madison County Schools (MCS) AIG Plan, which is approved by the Madison County Board of Education. The MCS AIG Plan is the source of unifying guidance in gifted education for all Madison County schools, and its consistent implementation is assured through the regular collaboration of the AIG Coordinator and school Gifted Services Teams.

Gifted Services Teams are responsible for gifted identifications. At the K-5 and 6-8 level these teams are standing committees led by the AIG coordinator; at MHS and MECHS the GST are formed as needed.

To promote consistency, the AIG Coordinator trains Gifted Services Teams (GST) members periodically/upon convening on the following topics:

- The intent of the AIG plan
- The purpose of the Gifted Services Team (GST)
- Identification procedures
- Array of Services
- Confidentiality of student information
- Advocacy for students and the AIG program

To promote consistent practices within each school from year to year, the AIG Coordinator/designee will provide staff with an annual awareness session that includes:

- The legal mandate for and definition of giftedness (Article 9B)
- An overview of the MCS AIG Plan
- The characteristics and needs of gifted students, including those from traditionally underrepresented populations.
- A review of best search practices
- A review of the gifted screening, referral, and identification processes

The AIG Coordinator takes an active role with GST throughout the year to ensure consistency with identification practices. The AIG coordinator will help prepare for the first GST meeting by helping collect student information, co-planning the agenda with site personnel, attending the meeting itself, modeling correct student identification

procedures, and helping complete any follow-up paperwork. The AIG Coordinator will monitor meetings for consistency of practices. The AIG Coordinator will annually conduct random audits of student files to ensure consistent identification and procedure practices.

The AIG Coordinator and GST will collect and monitor screening, referral, and identification demographics information to ensure fair, equitable, and consistent processes occur for all student populations district wide. This data will be shared with district leadership and principals at monthly administrator meetings.

**\* Practice E**

Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/families, students, and the community-at-large

The AIG coordinator/designee will provide faculties with annual orientation on the MCS AIG Program, including an overview of screening, referral, and identification practices. The AIG Coordinator in collaboration with support roles such as School Counselors or School Psychologists, may also provide professional learning throughout the school year on various aspects of the MCS AIG Program. The AIG coordinator may also share information through participation in grade-level or subject-area Professional Learning Community (PLC) meetings. The AIG Coordinator provides district leadership with information about the gifted program through written or verbal updates/presentations at monthly district administrator meetings. Additional follow-up conversations might occur with Curriculum and Instruction, the Director of Exceptional Children's Programs/ Director of MTSS (e.g., Multi-Tiered System of Support), the coordinator for English Language Learners. This information will be updated and placed on the AIG website. Information will also be available at schools for distribution through newsletters, open house, and parent/teacher conferences.

**\* Practice F**

Documents a student's AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records.

The teacher, in collaboration with the AIG coordinator, support staff, and other Madison County Schools professionals, creates a Differentiated Education Plan (DEP) and/or an Individual Differentiated Education Plan (IDEP) for each AIG-identified student. This plan is based on student need and the array of services available. The teacher meets with the parent/guardian for an initial placement conference to review and sign the student's DEP/IDEP; subsequently, the teacher conferences annually with the parent/guardian to review, revise, and/or rewrite the student's current DEP/IDEP. The Parent/guardian receives a copy of the placement form (at the initial placement meeting) and a copy of the DEP/IDEP (at the annual review). AIG services should not begin without the parent/guardian signature on the current DEP/IDEP. The AIG coordinator (or, in grades 9-12, the School Counselor) is responsible for maintaining and securing all student records and updating them as needed.

At the end of each school year, Gifted Services Teams conduct the Yearly Performance Review for all AIG-identified students with a DEP/IDEP. Review evidence may include (but is not limited to):

- Teacher and support staff feedback
- Progress reports and/or report cards
- Parent/Guardian conferences
- Summative Assessment data (e.g., EOGs, EOCs, and other year-end-data, etc.)
- Student work samples

If the student is progressing satisfactorily in his/her/their service option(s), the parents will be notified via the Yearly Performance Review form.

MCS students educational experience, including gifted learners, exists within a Multi-Tiered System of Supports (MTSS) framework. This system allows all educators to consider available resources, examine available data, and proactively plan academic, attendance, behavioral, and social-emotional supports for students in need of intervention

and enrichment. Like any student, gifted learners may show varying strengths and needs due to varying factors at varying points in their educational careers, and a high-functioning MTSS helps all educators work together to support AIG students in both their successes and struggles. The organization this framework provides can be useful in situations when gifted students' service delivery plans need adjustment.

For students currently on a DEP who are not progressing satisfactorily in their service option(s):

- The teacher in collaboration with the AIG coordinator, support staff, and other Madison County Schools professionals writes an IDEP with input from stakeholders.
- The teacher (and when necessary, the AIG Coordinator) conferences with the parent/guardian for input on and approval of the IDEP.

For students currently on an IDEP who are not progressing satisfactorily in their service option(s), the teacher (or, in grades 9-12, the School Counselor) will revise the IDEP in collaboration with individual specialists (e.g., AIG Coordinator, School Counselors, School Psychologists, School Social Workers) and/or school-wide assistance/intervention teams.

School-wide assistance/intervention teams may, through their data analysis structures and processes, independently identify gifted students in need of academic, attendance, behavior, and/or social-emotional supports. In such cases, these teams will communicate with the teacher and AIG Coordinator (or, in grades 9-12, the School Counselor) to develop intervention plans, which may be reflected in DEP/IDEP documentation.

At no point will any gifted student's lack of satisfactory academic progress or need for intervention be used as grounds for eliminating gifted services. Giftedness is part of a student's identity that cannot be taken away, and gifted services

are a key component of their educational experience necessary to ensure continued success and growth, not a privilege to be earned or revoked. Once students are identified as gifted in MCS, their services can and should be modified to ensure an appropriate match to their shifting strengths and needs, but these services will not be terminated.

### **\* Ideas for Strengthening the Standard**

- develop targeted plans for enhancing equitable screening, referral, and identification practices among Hispanic and English Learner students.
- participate in professional learning on giftedness in historically underrepresented populations and develop plans to train staff on this topic.
- develop a process for including demographic audits as a component of all Gifted Services Team meetings.
- investigate the use of additional data collection sources for screening, referral, and identification, including standardized achievement assessments and an updated gifted rating scale.
- collaborate with the AIG Advisory Council to develop an updated AIG Parent/Guardian Handbook and/or Frequently Asked Questions (FAQ) document for families.
- develop a plan to partner with the Exceptional Children's department to communicate with various stakeholder groups about district policies, practices, and resources to build awareness of and intent to reach and teach students who are twice- exceptional.
- Research/review student portfolio options
- develop a rubric which allows for equitable use of the qualitative data in the identification process.
- develop parameters for required training on the use of the tools used to gather qualitative input.

Update the district website resources

## Planned Sources of Evidence

\* - AIG Plan - School and District websites - Agendas from school faculty meetings, district staff meetings - Gifted student folders - PowerSchool AIG state reports - Gifted Services Team (GST) meeting

\* N/A

\* N/A

### Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	



Standard 2: Comprehensive Programming within a Total School Community

**Madison County Schools (570) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 2: Comprehensive Programming within a Total School Community**

*The LEA provides a K-12 AIG program with an array of services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners. These services will develop students' strengths through intentional learning experiences in various domains that are not dependent on the students' demographic background or economic means.*

**\* Practice A**

Delivers an AIG program with comprehensive services that address the academic and intellectual needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

The Madison County Schools (MCS) AIG Program designs effective gifted education experiences through an intentional combination of various services and settings varying in kind, degree, and duration to meet each student's unique academic, intellectual, and social-emotional strengths and needs. MCS recognizes the role of gifted education within a Multi-Tiered System of Supports (MTSS) and uses this framework to inform the services gifted students receive and the settings in which those services are provided. The array of services described in this section ranges from developing gifted potential to addressing the needs of students who demonstrate advanced skills and abilities.

Once the Gifted Services Team identifies a nominated student, the teacher consults with the student, parents, classroom teacher(s), AIG Coordinator, and any other relevant stakeholders (e.g. educational support specialists such as Exceptional Children's or English Learner teachers, School Counselors, School Social Workers, etc.) to develop a service delivery plan matched to the student's identification area (academically gifted in Math, Reading, or both subjects; intellectually gifted; or academically and intellectually gifted). In the elementary and middle schools, all relevant stakeholders receive a copy of the DEP/IDEP annually.

Service delivery plans are developed based on available data and the identification criteria. All differentiated services are documented in a Differentiated Education Plan (DEP) or, if appropriate, an Individualized Differentiated Education Plan (IDEP). To ensure identified AIG students are matched to appropriate services, Gifted Services Teams and classroom teachers annually review DEPs and IDEPs. AIG services should not begin without the parent/guardian signature on the current DEP/IDEP.

Service delivery settings can vary depending on student needs, human capacity, scheduling considerations, and other school-specific factors; options may include delivery within the general education classroom, within pull out services K-8, and during scheduled periods designated specifically for intervention and/or enrichment as part of an MTSS (e.g., “High-Five Time,” “FLEX Time, I/E Time” etc.) or in a variety of other settings as described below.

Specific services and settings available at each grade span may include the following options described below.

In K-2 students may be served in settings including, but not limited to the following:

- Flexible groups
- Heterogeneous groups
- Accelerated subject or grade
- Classroom interest centers
- Community resource programs
- Cultural arts presentations and programs
- Guest speakers

- Interest based clubs, contests, and competitions

In grades 3-5:

In addition to service delivery settings used in grades K-2, students in grades 3-5 may include, but not limited to the following:

- Online coursework (NC Virtual Public School)
- Academic clubs and competitions (Battle of the Books, Math/Science Fairs, etc.)
- Mentoring

In grades 6-8:

Students may be served in settings including but not limited to those in grades K-5.

In addition to K-5 service delivery options, services for students in grades 6-8 may include:

- Academic clubs and competitions (Math counts, Battle of the Books, Mock Trial, etc.)
- Advanced coursework (e.g., fast track to Math 1, etc.)

In grades 9-12:

In addition to service delivery settings used in grades K-8, students may also be served in settings including but not limited to:

- Honors, Advanced Placement (AP), dual-enrollment

- Early graduation and/or admission to college
- Governor's School
- Residential schools (NC School of the Arts, NC School of Science and Math – these options are offered outside of MCS at the family's expense)
- Academic Clubs and Competitions (CTE education competitions, Science Olympiad, etc.)
- Apprenticeships, internships, and/or job shadowing
- Community Service projects
- Elective courses
- Independent study
- Mentorships


These service delivery options are also supported by interest-based activities; AIG coordinator and staff (or, in grades 9-12, School Counselors) collaborate with the range of educators in their schools to recognize students' interests and connect them to these opportunities. It is the goal of the MCS AIG Program to provide students with experiences that encourage the development of critical thinking, collaboration, creative thinking, communication, leadership, problem solving, and other future ready skills.

Most of the gifted students' instructional time is spent with their general education teacher(s) in cluster groups. So, the AIG coordinator and highly qualified staff provide direct and indirect support for general education teachers and other school personnel to meet the needs of gifted learners. These efforts may include:

- Coaching
- Consulting

- Resource development and support
- Content acceleration
- Professional development

Giftedness is part of a student’s identity that cannot be taken away, and gifted services are a key component of their educational experience necessary to ensure continued success and growth, not a privilege to be earned or revoked as stated in Standard 1, Practice F. The MCS AIG Program does not “de-gift” students due to unsatisfactory performance on their DEP/IDEP. Rather, this situation describes a need for adjusting services that more appropriately meet the needs of the student. The AIG coordinator and staff will work with all stakeholders to create a new DEP/IDEP for the student

  Click here to remove the table and use only the narrative field.

Grade Span	Academically Gifted	Intellectually Gifted	Academically and Intellectually Gifted	Additional information
K-2	*	*	*	*
3-5	*	*	*	*
6-8	*	*	*	*
9-12	*	*	*	*

**\* Practice B**

Delivers an AIG program with comprehensive services that address the social and emotional needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel based on student needs.

The AIG coordinator facilitates collaboration among a variety of groups to develop the most complete picture of each AIG student to best serve their social and emotional needs. Annual presentations to school faculty and staff build awareness by highlighting the unique social and emotional needs of AIG students. The AIG coordinator also provides specific training on social-emotional needs as necessary throughout the school year and conducts formal and informal check-ins with classroom teachers (e.g., during grade level meetings, PLCs, in one-on-one conversations, etc.) to ensure these needs are being met.

The AIG coordinator also collaborates with school counselors, school social workers, and other members of the Student Services Department to provide additional supports in meeting AIG students' social and emotional needs. School counselors provide individual and small group counseling sessions for students who have been referred by classroom teachers and/or the school's assistance team. School Counselors also meet with each rising ninth grader to offer course suggestions, facilitate the high school registration process, and generally assist with this crucial transition. As needed and appropriate, the AIG coordinator can also attend professional development opportunities with School Counselors and classroom teachers to build common understanding and language surrounding the social and emotional needs of gifted students.

Meetings to develop formal student plans are another opportunity for collaboration around social-emotional needs. In the annual review of Differentiated Education Plans (DEPs) and Individualized Differentiated Education Plans (IDEPs), the teacher considers not only academics, but also social and emotional needs, and relevant support staff (e.g., EC and/or ELL teachers, school counselors, psychologists, and/or social workers) are included as needed to assist in these considerations. Teachers also meet with parents/guardians annually to discuss the learning environment, differentiated instruction delivery, and success in meeting social and emotional needs, and, if necessary, revise DEPs/IDEPs. The AIG coordinator, support staff, and classroom teacher also take part as appropriate in 504 and/or Individualized Education Plan meetings for twice-exceptional AIG students to help assemble the most detailed picture of these students' needs. The DEP/IDEP, including any specific social and emotional goals, is shared with parents/guardians, teachers, and relevant support staff.

The social-emotional needs of all students, including the gifted, are also supported through Professional Learning Communities (PLCs) operating within a Multi-Tiered System of Supports (MTSS) framework. In regular PLC meetings,

grade level and/or subject area teams discuss not only students' academic performance, but also observations and quantitative data related to their social-emotional needs, allowing for a whole-child approach that considers and addresses the interplay between academics and behavior. In cases of more intense student needs, PLCs elevate these discussions to school-level MTSS Teams for further problem-solving and intervention planning.

At the district level, the MCS AIG Program also collaborates with other groups to best meet gifted students' needs. Through periodic meetings with the Central Services Team, Curriculum, District Leadership Team, and District MTSS Team, the AIG Coordinator can share information and collaborate with school principals and district-level administrators regarding social-emotional needs of the gifted. The AIG Coordinator also works with the AIG Advisory Council, which serves as a venue for sharing with stakeholders information about the social and emotional needs of gifted learners and obtaining feedback for how to improve in this area

**\* Practice C**

Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.

Madison County schools (MCS) is committed to providing an array of services designed to meet the unique and varying needs of gifted students while educating these students, like all students in MCS, for productive citizenship and lifelong learning. The MCS AIG Program is not an isolated initiative within the school system; rather, various frameworks and collaborative structures at all levels allow gifted education to be integrated with and connected to the total instructional program in MCS.

At the district level, the AIG Coordinator periodically communicates with several teams central to the instructional and strategic planning for the district:

- District Leadership Team: Superintendent, Assistant Superintendent, Curriculum & Instruction, all director-level positions in the MCS central support services office, and all school principals.
- District Multi-Tiered System of Supports (MTSS) Team

- District Curriculum & Instruction Team

The AIG coordinator will also periodically attend Board of Education meetings and will be involved in policy revisions that impact the AIG program specifically.

The AIG coordinator may also serve on various teams integral to the instructional program including but not limited to:

- Calendar Committee
- SHAC
- SSMT
- School Improvement Teams (SIT)
- Grade-level, subject area, or other Professional Learning Communities (PLCs)

Through membership on these teams, the AIG Coordinator is empowered to continually share information about and advocate for the MCS AIG Program with other stakeholders, who in turn provide context for and input on AIG programming through their perspectives and work. These conversations and resulting plans drive the allocation of available resources and the practical implementation of the MCS AIG Plan and MCS Board of Education policies pertaining to gifted students.

**\* Practice D**

Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.



Madison Schools recognizes the importance of flexible grouping as a best practice for all learners. Classroom teachers employ a variety of research-based grouping methods both within AIG services and in general classrooms.

Teachers at all grade levels may group gifted students in a variety of ways, such as an individual student working with the teacher, small groups of students working cooperatively, and/or whole class activities. In keeping with best practices for differentiated instruction, classroom teachers create and plan for flexible groups based on students' readiness for new material, interests, and learning profiles, which may be comprised of data such as formative and summative assessment results, aptitude assessment results, student growth data, work samples, and teacher observations.

These flexible groupings may be homogeneous, grouping students with similar strengths or needs together, allowing teachers to specifically target these areas, or heterogeneous, with students of varied strengths and needs strategically grouped together to support and learn from one another as well as the teacher. These flexible grouping configurations can shift as needed throughout an instructional unit or even a single lesson, and the work of these groups is differentiated in terms of how students access content, process it together, and create products to demonstrate their understanding. Flexible groupings are consistently and intentionally designed to maximize student engagement and growth toward instructional goals.

Flexible grouping practices are also supported school-wide by the work of Professional Learning Communities (PLCs) within a Multi-Tiered System of Supports (MTSS). Classroom teachers regularly meet in PLCs organized by grade level, grade span, subject area, or other like groups to discuss student data and plan accordingly for students' strengths and needs. These conversations and planning directly inform the creation of flexible groups within the classroom, and these groupings are further supported by time in the master school schedule specifically devoted to intervention and enrichment (e.g., "I/E" "High Five time," "FLEX Time," etc.). During these periods, flexible groups can meet with highly qualified staff to address their academic, intellectual, behavioral, and/or social-emotional strengths and needs to support achievement and growth in the general classroom.

At the district level, the District AIG Coordinator regularly analyzes available data for AIG students, including academic achievement (e.g., as indicated on end-of-grade and end-of-course tests, ACT test results, AP exam scores, etc.), academic growth (i.e., as reflected in the Education Value-Added Assessment System), and behavioral and social-emotional data (e.g. number of absences and office discipline referrals). This analysis is shared and discussed at least annually with groups such as the District Leadership Team and Curriculum and Instruction Team to further inform course scheduling and grouping decisions.

**\* Practice E**

Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

The AIG Coordinator will work to disseminate information about the AIG Program to Madison County Schools employees in a variety of ways. These methods include:

- Annual training on AIG regulations and procedures (e.g., relevant state law; the use of multiple criteria to recognize AIG students; and the nomination, identification, and service delivery process);
- Annual training for new members on Gifted Services Teams on state AIG law and standards, the local AIG Plan, and procedures for identifying AIG students.
- Review of identification procedures at each Gifted Services Team meeting.
- Updates at grade level, subject area, and/or PLC meetings.

- Periodic updates from the AIG Coordinator at meetings of the Central Services Team, Curriculum and Instruction Team, District Leadership Team and/or District MTSS Team.
- Updates from the AIG Coordinator at Board of Education meetings upon the Board's request.
- Collaborate with school counselors and administrators to ensure all classroom teachers are aware of their AIG rosters and understand differentiation best practices for teaching gifted students.

**\* Practice F**

Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.

Communication among all stakeholders is important for ensuring the continuation of appropriate AIG services throughout a student's school experience. The AIG Coordinator facilitates ongoing communication among administrators, teachers, schools, and other stakeholders concerning delivery options as AIG students transition between grade spans. This communication occurs at monthly district team meetings, PLCs (district, school), and GST meetings.

When students are identified as gifted, the identification is documented in PowerSchool based on their area(s) of eligibility.

The AIG coordinator collaborates with classroom teachers to develop Differentiated Education Plans (DEPs) or Individualized Differentiated Education Plans (IDEPs) for gifted students. This information is kept for each student in a folder which follows the student between schools. At the end of the year teachers meet with parents to discuss the differences in service at the middle school level and have parents sign an annual review form.

The AIG coordinator will assist with the information transfer between schools when identified students move within Madison County. If a student moves out of the school system, the school includes a copy of their AIG portfolio with other transfer information and retains the original student file. This file becomes an inactive file unless the student returns to Madison County Schools. Inactive files are kept for five years past the student's anticipated graduation date. Afterwards, these records are destroyed.

In the spring semester transitional grades (grade 5 and 8) students participate in campus tours. School counselors, teachers, and administration at each site provide a campus tour, information on registration, school expectations, and possible academic, social, and athletic opportunities. Families are invited to attend an orientation at each school (middle and high). Students and their parents/guardians can tour the facility, learn about school expectations for student placement in advanced courses to ensure gifted service delivery, ask class registration questions, and hear information about possible academic, social, and athletic opportunities.

All fifth-grade students are invited to attend a "Jump Start" summer camp at the middle school before the school year starts. The camp provides opportunities for students to meet other 5<sup>th</sup> grade students from each of the three elementary schools, participate in fun educational and social emotional activities to prepare them for entering middle school for the first time.

**\* Practice G**

Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration.

The district provides opportunities for students to experience accelerated learning.

**Content Based Acceleration:**

Content-based acceleration includes strategies that provide students with advanced content, skills, or understanding before the expected age or grade level. In content-based acceleration, students typically stay with peers of the same age and grade for most of the school day but receive higher grade level instruction through advanced content. Content based acceleration available in MCS:

· Acceleration within the grade-level classroom:

This is an approach to instruction that allows the student to work on higher grade-level content in the regular classroom instead of grade level instruction. This is accomplished through differentiation practices implemented by the classroom teacher, which may include curriculum compacting. In these cases, the teacher uses pre-assessments to document grade level proficiency on specified standards. Using the results of the pre-assessment the teacher adjusts the curriculum pacing for the student.

· Curriculum Compacting:

Instructional practice of creating a scope and sequence that allows students to experience higher grade level content within a lower grade level or course sequence. This practice is currently used on a district wide basis in the accelerated math sequences in grades 6-8. Curriculum compacting can occur within an individual classroom or across a grade level in a school and is determined using pre-assessments which indicate student mastery of content prior to instruction. Through curriculum compacting, instruction can be adapted to omit previously mastered concepts and proceed to new material.

· Credit by Demonstrated Mastery (CDM):

Procedures outlined by the NC Department of Public Instruction which allow a student to receive credit for a course without completing classroom instruction by completing two phases of assessment:

- o Phase I: A standard exam, which shall be the EOC where applicable or a final exam developed locally. The student must meet a score threshold set by DPI to move on to Phase Two. These thresholds vary by eligible course.
- o Phase II: An artifact that requires the student to apply knowledge and skills relevant to the content standards. Performance tasks may be required.
- o Students must demonstrate mastery, not just proficiency, on Phase 1 to eligible for Phase II.

o CDM timeline:

	Fall Administration	Spring Administration	Summer Administration
Applications Due			
Phase I Assessment Window	Late September	Late February	End of July
Phase 1 Results Delivered	Early October	Beginning of March	Beginning of August
Phase II Assessment Window	Late October-Early November	Late March to Early April	Late August to Early September
	Mid-November	Mid-April	Mid-September

Application and Phase I Assessment Windows are fixed; Phase I results and Phase II assessment window and results may adjust dependent upon receipt of scores from Phase I, student scheduling for Phase II assessment, and panelist availability for Phase II.

The CDM process is open to all students in grades 9-12 as well as students in grades 6-8 taking high school courses; however, the following courses are not eligible for CDM:

- o Career and Technical Education (CTE) work-based learning courses (co-op, internship, apprenticeship)
- o CTE courses that have a clinical setting as a requirement of the course, such as ProStart, Early Childhood Education I/II and Nursing Fundamentals.
- o CTE Advanced Studies courses
- o CTE courses in pilot and/or field test status
- o English Language learner (ELL) courses
- o Healthful Living required courses
- o AP courses
- o Occupational Course of Study (OCS) Occupational Preparation I, II, III, and IV courses

Individual requests for CDM should be directed to the student's assigned school counselor. The CDM process is available to all students; however, it is not meant as an acceleration tool for an entire group of students and is offered in addition to other acceleration opportunities.

- Advanced Placement (AP) Courses College level courses taught by high school instructors in the high school setting. These courses are open enrollment and thus accessible to any high school student who wishes to enroll. High schools actively publicize and recruit for these options to ensure that all students and families are familiar with the opportunities and benefits.

- Single-subject acceleration: The student must be achieving at least one grade level above his/her assigned grade level in the subject for which acceleration is being sought. Subject acceleration shall not be limited to core content subjects (e.g., a musically gifted student who demonstrates the need for acceleration).

-

Steps for recommending single-subject acceleration include the following:

Step 1: Referrals for single-subject acceleration may be initiated by the child's parent, teacher, or by a community stakeholder by submitting the district's referral form.

Step 2: The completed referral form is submitted to the appropriate school-based staff: Gifted Services Team Chair (middle school level), or assigned School Counselor (high school level).

Step 3: Once the request is received, the school-based staff member will contact the AIG Coordinator for the *Iowa Acceleration Scale (IAS): A Guide for Whole Grade Acceleration*, to use as a guide for gathering appropriate qualitative and quantitative data for consideration.

Step 4: The school will gather data that must include qualitative observational data from time spent in the next grade level subject or subjects in order to complete the following six sections of the Iowa Acceleration Scale:

- General Information
- School History
- School and Academic Factors
- Developmental Factors
- Interpersonal Skills
- Attitude and Support

Step 5: Upon completion of the previously listed steps, at the elementary and middle school levels, the IAS will be used by GST (which must include the student's parent/guardians and classroom teacher(s)) to facilitate discussion on the academic and social-emotional characteristics of the student to determine the appropriateness of formally established subject(s) acceleration for the current academic year. Subject acceleration does not result in a change in the student's official grade level.

Step 6: GST will make a recommendation to the school principal who, by state statute, has the authority to make appropriate student placements. Students who qualify for subject acceleration will be placed as Academically Gifted (Math acceleration AM, Reading acceleration AR).



**Grade-Based Acceleration:** Commonly known as “grade skipping”, grade-based acceleration strategies typically shorten the number of years a student spends in the K–12 system. In grade-acceleration, a student is placed on a full-time basis in a higher-level that is typical given the student’s age. Types of grade-based acceleration available in Madison County Schools:

- o Early Entrance to Kindergarten: Parents seeking early entrance to kindergarten for their student(s) can get information about this process from the AIG Coordinator and/or school principal. These children must meet the following criteria as explained in Madison County Board of Education Policy 4100, Age Requirements for Initial Entry (as well as the cross-referenced components of North Carolina General Statutes 115C-364 and North Carolina State Board of Education policy Standards for Early Admission to Kindergarten, policy ID KNEC-001):
  - o The child reached the age of four on or before April 16;
  - o Student is presented for enrollment no later than the end of the first month of the school year;
  - o Student demonstrates an extraordinary level of academic ability and maturity as evidenced by the following documentation to be furnished by the parent/guardian “within the first 30 calendar days of the school’s instructional year” (North Carolina State Board of Education, 1999b):
    - o A score of 98th percentile on an individual aptitude test given by a certified psychologist at parent/guardian expense.
    - o An achievement level “two to three years beyond the child’s peers” (North Carolina State Board of Education, 1999b) as evidenced by a 98th percentile score on a standard test of achievement.
    - o Student work samples documenting performance “well above age peers as evidenced by behaviors in one or more areas such as independent reading, problem solving skills, advanced vocabulary, and some writing fluency” (North Carolina State Board of Education, 1999b);
    - o Letters of recommendation with specific documentation of physical and social maturity.
  - o In determining eligibility for early entrance to Kindergarten, the principal shall convene the Gifted Services Team to assist in making decisions about each case. In addition, the principal will conduct an informal interview with the child to

determine his/her level of curiosity and interest in learning, as well as a more structured interview with the parents to explain school expectations. The principal will reach a decision regarding early kindergarten entry within three weeks after receiving the required information from the parent/guardian, and the principal may decide to implement a conditional enrollment period of up to 90 days “in order to observe whether the child is able to adjust to the school setting” (North Carolina State Board of Education, 1999b).

o Early entrance to kindergarten does not constitute AIG identification. However, the AIG coordinator and principal will review the files of students admitted to school according to these guidelines after the first ninety calendar days of the child being enrolled in school to see if the principal deems it appropriate for the child to continue in kindergarten. If the records indicate gifted potential, then the school Gifted Services Team will proceed with reviewing the nomination.

### **Whole-grade Acceleration** (grade skipping)

To be considered for whole-grade acceleration, the student must be achieving at least two grade levels above his/her assigned grade level.

Steps for recommending grade acceleration include the following:

- o Step 1: Referrals for grade acceleration may be initiated by the child’s parent, teacher, or by a community stakeholder by using the district’s referral form.
- o Step 2: The completed referral form is submitted to the appropriate school-based staff: Cluster group Teacher (elementary level), GST Chair, or assigned School Counselor.
- o Step 3: Once the request is received, the school-based staff member will contact the AG Department for the *Iowa Acceleration Scale (IAS): A Guide for Whole Grade Acceleration*, to use as a guide for gathering appropriate qualitative and quantitative data for consideration.
- o Step 4: School staff will gather data that must include qualitative observational data from time spent in the next grade level subject or subjects to complete the following nine sections of the Iowa Acceleration Scale:
  - General Information
  - School History

- Critical Items
- Assessment of Ability
- Assessment of Achievement
- School and Academic Factors
- Developmental Factors
- Interpersonal Skills
- Attitude and Support

o Step 5: Upon completion of the previously listed steps, at the elementary and middle school levels, the IAS will be used by GST (which must include the student's parent/guardians and classroom teacher(s)) to facilitate discussion on the academic and social-emotional characteristics of the student to determine the appropriateness of formally established grade acceleration.

o Step 6: GST will make a recommendation to the school principal who, by state statute, has the authority to make appropriate student placements. If the principal makes the decision for grade acceleration, the student is officially placed in the next grade as documented in PowerSchool and the student will be placed as Academically Gifted (AG).

### **Early Entrance to College**

In MCS, there are two ways students can be admitted to college early: Early Graduation and Dual-Enrollment programs.

o Early Graduation: Students who take advantage of early graduation finish high school in less than four years by increasing the amount of coursework taken each year in high school in order to meet NC graduation requirements early. For guidance around early graduation, the student and his/her family should consult with the student's assigned school counselor. Annually, the Testing and Accountability Director will provide to the AIG coordinator a list of students who exited Madison County Schools as "Early Graduates."

o Dual Enrollment: Career & College Promise (CCP) is North Carolina's dual enrollment program for high school students. This program allows eligible NC high school students to enroll in college classes at North Carolina community colleges and universities through their high school. Students who successfully complete college courses earn college credits they can take with them after high school graduation.

o Career & College Promise offers these pathways:

· College Transfer – designed for students planning to continue their education career beyond high school to eventually achieve an Associate's or bachelor's degree. For guidance on using CCP for college transfer credit, the student and his/her family should consult with the student's assigned school counselor. Annually, High School Counselors will provide to the AIG coordinator disaggregated data regarding students who participated in CCP transfer credit opportunities. Schools could use AP Potential Report to recommend students for college course work. Schools should track college course participation rate of their students, disaggregated by race and gender.

· Career & Technical Education (CTE) – allows students to begin a certification or diploma program in a particular technical field or career area. For guidance with using CCP for CTE certifications or diploma

programs, the student and his/her family should consult with the school's Career Development Coordinator.

Annually, the CTE Department will provide to the AIG coordinator disaggregated data regarding students who participated in CCP certification or diploma opportunities.

· Cooperative Innovative High Schools – North Carolina's early colleges and other innovative high schools that are characterized by their small student population and their location on the campus of a college/university or community college allow students to simultaneously work toward completion of both the high school diploma and an associate degree, transferable credit, or certificate. Madison County Schools has one Cooperative Innovative High School (Madison Early College High School). Specifically, appropriate for gifted learners, the district's Early College allows students to complete the majority of their high school graduation requirements during the first two years of enrollment before matriculating as full-time college students at the host university. Data regarding student enrollment and participation is available through all state and district-wide reports.

o Residential Schools: For some AIG students, full enrollment in institutions outside of Madison County Schools may be appropriate. The North Carolina General Assembly funds two residential schools, the North Carolina School of Science and Math (NCSSM) and the North Carolina School of the Arts (UNCSA), that address the unique needs of highly gifted students with significant interest in these subject areas. Some AIG students may choose to apply to

colleges or universities that offer early admission; if accepted, these students may transfer from high school into such programs. The early admission student who completes graduation requirements must adhere to the guidelines presented in Madison County Board of Education Policy 3460, Graduation Requirements. The AIG coordinator and school counselors work to identify potential applicants for NCSSM. These students must meet selection criteria to attend.

o Independent Study: Highly gifted students also have the opportunity to pursue independent studies on higher level tasks or areas of interest. Appropriate supervising personnel (e.g., AIG support staff, classroom teachers, School Counselors) will direct these activities, which may result in mentorships, job shadowing opportunities, or any number of other individualized projects.

**\* Practice H**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.

The AIG coordinator will continue to be trained in recognizing giftedness and providing services to under-represented populations in ways that best meet their needs. AIG subgroup data and district-wide subgroup data is analyzed and discussed to encourage equitable access for all under-represented populations. Gifted Services Teams will collaborate with regular education teachers to recognize signs of giftedness that may appear differently in under-represented populations and coach regular education teachers of the use of talent development strategies to increase student proficiency for under-represented populations. The AIG Coordinator and GST will continue to collaborate with MCS ELL coordinator, EC teachers, and other program specific specialists to build a broader profile of potentially gifted students from under-represented populations and again share talent development strategies that can be combined with specific program goals to increase student proficiency.

**\* Practice I**

Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming.

MCS continues to provide extra-curricular opportunities for advanced learners. These opportunities are based on student interest that are available to develop talents, reinforce interest, and provide extra-curricular programming. However, not all schools participate in every opportunity. There are varying factors of why this is the case but a lot of

this is dependent on student and adult interest. The below options are a general list of options that have been offered by most schools.

- o Battle of the Books
- o Math Counts
- o Math Olympiad
- o MATHCOUNTS
- o Science Olympiad
- o Spelling and Geography Bees
- o Beta Club or Honor Society
- o Essay Contests
- o Science Fair
- o Governor's School
- o History Day
- o Duke University Motivation for Academic Performance (MAP)
- o Program Duke University Talent Identification Program (TIP)

\*Options may vary from year to year and by school

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**\* Ideas for Strengthening the Standard**

- o Discuss SEL at PD or PLCs to see how to help students or target a group of students.

- o Provide professional development for administrators and teachers, counselors to understand the following: data analysis, grouping practices for growth of students, and instructional strategies that are effective with groups of advanced learners.
- o Provide an opportunity for students to demonstrate some of the interests explored during the school year.
- o Develop a resource guide for extra-curricular programs, as well as a timeline of programs and camp offerings (in February/March).
- o Promote PD for regular classroom teachers on recognizing and providing services that respond to the traditionally underrepresented populations.
- o Incorporate social and emotional needs into the student's DEP.
- o Develop a common PowerPoint when sharing about AIG programs and services with all schools. MCS will create talking points/instructional materials to help communicate the needs of the gifted learners.

**Planned Sources of Evidence**

* - PLC meeting minutes - Professional development agenda/attendance sheets - Resource Guide - Student DEP
* N/A
* N/A

Documents		
Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	

Standard 3: Differentiated Curriculum and Instruction

**Madison County Schools (570) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 3: Differentiated Curriculum and Instruction**

*The LEA employs challenging, rigorous, and relevant curriculum and instruction to accommodate a range of academic, intellectual, social, and emotional needs of K-12 gifted learners.*

**\* Practice A**

Adapts the NC Standard Course of Study (SCOS) K-12 to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration.

The MCS Multi-tiered Systems of Support (MTSS) and the district strategic plan support the NC Standard Course of Study and expects students to receive instruction in a strong differentiated core curriculum. The NC Educator Evaluation System requires all teachers to differentiate for all students. All students identified as AIG will experience curricula that build upon and extend beyond the North Carolina Standard Course of Study (NCSCOS). Enrichment, extension, and acceleration of the NCSCOS are adapted through rigor in the classroom through teachers reviewing student data and standards mastery to meet students' needs. The AIG program will provide students with opportunities to study curricula in greater depth and at a quicker pace than covered by the NCSCOS and to explore areas of interest beyond the NCSCOS.

Madison County Schools students can be identified in the areas of reading, math, and/or intellectual ability. Differentiated instruction shall be provided to gifted learners to extend, enrich, and/or accelerate their content. Classroom teachers are encouraged to provide flexible instructional grouping of gifted students based on their ongoing and identified needs and/or interests.



The key principles of differentiated instruction are:

- Student-centered instructional practices and materials are standards-based and grounded in research. Instruction has clear objectives with focused activities to reach the objectives.
- Assessment results are used to assess learning and shape future instructional decisions.
- Students are provided multiple avenues to show mastery of essential content and skills, and to demonstrate their learning.
- Instructional pacing, depth and complexity are varied and adjusted based on student need.

Enrichment and Extension: Every student identified as AIG will be engaged in many opportunities for enrichment and extension including, but not limited to:

- Broadening classroom studies through self-selected activities
- Studying in areas of personal interest
- Creating individual project-based learning opportunities to allow for personal in-depth study
- Engaging in civic responsibility lessons and activities
- Study groups, group presentations, and collaborative projects
- Project Based Learning
- Honors, Advanced Placement, and Career and College Promise courses
- Participating in various extra-curricular activities such as Odyssey of the Mind, Science Olympiad, and Battle of the Books.

### Acceleration:

Acceleration is defined as the student's progress through an educational program at rates faster or at ages younger than conventional. The district-provided data management and analytics allows classroom teachers to easily track and document student achievement. Classroom teachers are expected to use formative data to identify students who demonstrate advanced mastery of grade level skills and content. Through their partnership with the child's family, classroom teachers are expected to include parental feedback in their analysis of student achievement, when acceleration options are being considered. Using both qualitative and quantitative data, the following acceleration opportunities are available:

### Elementary Opportunities:

- o Early entry to Kindergarten according to the establish state guidelines
- o Consultative services provided by the AIG coordinator. This service allows the AIG coordinator to partner with the classroom teaching in developing and implementing classroom instructional strategies for high performing students in grades K–2.
- o Subject Acceleration
- o Grade Acceleration
- o Acceleration within Grade-Level Classrooms
- o Based on continuous formative assessment
- o Allows students to move more quickly through content when mastery of the current skill or content is evident.
- o Students spend more time on application of skills to real-world situations, depth of research and abstract concepts.

### Middle School Opportunities:

- o Advanced and Accelerated courses in which upper grade level standards are included in the Scope and Sequence of the course. The scope and sequence of High School NC Math 1 is available at the middle school.
- o District-provided fast track math that allow students to transition to a higher math course (advanced track). These courses focus on the NC Standard Course of Study standards that are critical to a student's ability to obtain the skills and content needed to accelerate to a math course that is not currently a part of their math course sequence.
- o Grade Acceleration
- o Subject Acceleration

#### High School Opportunities:

- o Dual enrollment through the Career and College Promise. These opportunities allow high school students to fulfill high school credit requirements via their participation in community college courses.
- o Enrollment at the Madison Early College High School program. Students complete most of high school graduation credit requirements in grades 9 & 10. In grades 11 & 12, students receive all instruction from college/university professors. Since most high school credit requirements are completed in grades 9 & 10, many of the courses taken at the college level can be used for transfer credit when the students transition from high school to post-secondary opportunities.
- o Enrollment in Advanced Placement
- o Credit by Demonstrated Mastery (CDM), which is an opportunity for students to earn credit for high school courses without fulfilling seat-time requirements. Students can earn credit for high school classes through a two-part assessment process:
  - o Phase I: A standard exam, which shall be the EOC where applicable or a final exam developed locally.
  - o Phase II: An artifact that requires the student to apply knowledge and skills relevant to the content standards. Performance tasks may be required.
- o Students must demonstrate mastery, not just proficiency, on Phase I to be eligible for Phase II

### \* **Practice B**

Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles to address a range of learning needs at all grade levels.

Madison County schools and classroom teachers use local, state, and national standards to align and expand curriculum and instructional plans. Instruction is paced in response to the student's individual needs Using data from sources including county and state assessments, DEP/IDEP documentation, pretest assessments, observational notes, entrance/exit slips, and classroom assessments. MCS provides a continuum of AIG programming to allow for the diversity of individual needs of AIG students and to implement a variety of evidence-based programming options for acceleration and enrichment. Instructional services for AIG students will be differentiated based on identification, performance, and data collected through ongoing assessments. To differentiate and meet the varied needs of gifted learners, students may receive services tailored to their individual needs. Every identified gifted student will receive services. Some identified gifted students may receive strategically targeted services in addition to the core instruction to target the student's learning needs. A small percentage of identified gifted students who demonstrate the greatest intellectual need and have not sufficiently responded to the previous services on the continuum require intensive targeted services.

Best practices for every AIG student include the following instructional practices:

- o Ongoing progress monitoring and attention to affective needs
- o Placement in classes where the teachers have knowledge of the characteristics of gifted learners and usage of proven strategies (e.g., curriculum compacting, acceleration, and grouping) as demonstrated by completing district level training (MCS Local AIG Credentials)
- o Small, differentiated group instruction and challenge activities.
- o Pre-assessments to prevent repetition and re-teaching of content students have already mastered.
- o Use of data from pre-assessments that allows students who have demonstrated mastery of the content to move on to a more rigorous and appropriate level

- o Provide opportunities for high ability students to move through the curriculum at a faster pace.

Gifted learners can handle content that is deeper, more complex, and more abstract than the regular grade level instruction provides.

- o Requires pre-assessment, curriculum differentiation, and consistent ongoing assessment.
- o Higher order thinking skills should be embedded.
- o Instructional opportunities based on student strengths and interests.

MCS and classroom teachers should utilize current evidence based instructional practices that differentiate content, process, and product for our gifted learners based on their readiness, interests, and learning profiles. These practices may include, but are not limited to:

- o Active Engagement
- o Curriculum Compacting
- o Conceptual Discussions
- o Extensions
- o Flexible Assessments
- o Flexible tasks
- o Flipped classroom
- o Independent Learning Contracts
- o Interest inventories that drive content, process, or product choices
- o Pre-assessments

- o Problem- Based Learning
- o Small Group Instruction
- o Simulations
- o Debates
- o Socratic/Paideia Seminar
- o Subject Integration
- o Thinking Maps
- o Tiered assignments
- o Vary Levels of Complexity
- o Vary Pacing
- o Vary Tasks

Differentiated instructional practices will involve grouping students. Grouping strategies for every identified AIG student may include:

- o Cluster grouping
- o Cooperative learning teams.
- o Cross-grade classes, cross-age grouping
- o Flexible skills grouping
- o Ability grouping

- o Cooperative learning teams of similar ability
- o Regrouping by achievement for subject instruction
- o Within class performance grouping

Some identified AIG students may receive strategic targeted instruction, in addition to the core instruction, so that ceilings are not placed on learning. These options may include everything listed in the above section and may also include but is not limited to:

- o Competitions or advanced clubs
- o Complexity and Depth of learning
- o Conceptual learning
- o Curriculum compacting
- o Goal setting for college planning
- o Honors, Advanced Placement courses
- o Pull out Grouping

A small percentage of identified AIG students receive intensive targeted services. These services are provided to gifted learners who demonstrate the greatest academic and intellectual need and have not sufficiently responded to the previous services on the continuum. These services may in some cases replace core instruction. The duration of the targeted services may be extended for a longer period and varies based on student assessment and progress monitoring data. These options can include everything listed in the above sections and may also include but not limited to:

- o Single subject acceleration
- o Whole grade skipping
- o Early entrance to school

- o Concurrent enrollment
- o Mentorships and Internships
- o Early College admission
- o Credit by Demonstrated Mastery (CDM)
- o Dual Enrollment Learning (Career and College Promise Program)
- o Extra-Curricular Programs
- o Special Schools for the Gifted (ex. NC School of Science and Math and Governor's School)

For the next plan cycle the AIG coordinator will investigate adding professional development offerings and support for classroom teachers through facilitating MCS AIG Local Credentials training. The training modules may include but are not limited to:

- o Introduction to Gifted Education
- o Social and Emotional Needs of the Gifted
- o Differentiation
- o Identification and development of students in under-represented populations

**\* Practice C**

Incorporates a variety of evidence-based resources that enhance student learning.

The AIG coordinator and MCS maintain a gifted education resource library for the district. Schools also house gifted resources and items may vary by site. This includes books and program manuals that support current research in gifted education and system initiatives. These researched-based materials help ensure best practices for gifted learners are consistently implemented throughout the county. These materials are available for checkout from the district resource library.



Evidence-based resources at each site may include but are not limited to:

Elementary Level:

- o K-3 Nurturing Program-Primary Education Thinking Skills, or PETS program
- o Jacob's Ladder, William and Mary resources for ELA and math
- o Junior Great Books
- o Problem Solver
- o Socratic and Paideia Seminar resources
- o DPI Advanced Learning Labs

Middle School Level:

- o William and Mary resources for ELA and math
- o Problem Solver
- o Content-based choice menus
- o Socratic and Paideia Seminar resources
- o Jacob's Ladder
- o DPI Advanced Learning Labs

High School Level:

- o Honors aligned curriculum

- o Advanced Placement curriculum
- o Socratic and Paideia Seminar resources
- o William and Mary resources
- o DPI Advanced Learning Labs

The AIG coordinator will work with district MTSS members and Curriculum and Instructional members in Language Arts and Math to add more research based gifted resources to complement the district curricular initiatives.

**\* Practice D**

Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership.

The Madison County Schools AIG Program recognizes the need to provide experiences for our gifted students, which not only incorporate technology skills, but provide our students with authentic experiences. To foster the development of 21st century content and skills at an advanced level MCS has equipped classrooms with a Mimeo board, projector, and document camera. Many teachers have access to laptop, iPad, and Kindle Fire devices for use in their classrooms.

Our students also participate in the following programs to foster future-ready skills:

- o Odyssey of the Mind
- o Science Olympiad
- o Career Fairs
- o Battle of the Books
- o Envirothon

- o Problem-Based Learning

MCS AIG program recognizes the need to:

- o Investigate new technology resources for our elementary, middle, and high school teachers to use with identified AIG students.
- o Investigate and develop community service projects for AIG students.
- o Investigate possible opportunities for middle and high school students to engage in summer internships/mentorships with local businesses.

**\* Practice E**

Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

Madison County Schools (MCS) uses a vigorous system of ongoing assessments to gather student data and inform instruction. This system includes formative (e.g., exit tickets, checklists, pre-tests, student work products, teacher observations, etc.), interim (e.g. benchmark and diagnostic assessments, NC Check-Ins, etc.) and summative assessments (e.g. teacher-created unit tests, locally-developed final exams, Advanced Placement exams, North Carolina End-of-Grade and End-of Course tests, etc.). The results of these assessments determine a student's academic need, drive curricular decisions, and support flexible grouping decisions.

All teachers participate in data literacy training as part of school professional learning communities (PLCs) to become proficient in using data to inform instruction and provide differentiation. The district's Director of Testing and Accountability works with school teams and departments to analyze data and provide data in a format that is easy to understand and manipulate for differentiation. The Director of Testing and Accountability also maintains a district assessment calendar to aid and notify in the collection of assessment data and to analyze performance. Teachers use results as feedback and monitor results to determine effectiveness of content, instruction, and differentiation. All teachers are encouraged to study growth and proficiency of students and discuss with support staff. Assessment tools

also allow for clarity in relating performance levels to expectations. Principals and school leadership teams use results from multiple data sources to establish classroom lists and promote flexible grouping when feasible.

**\* Practice F**

Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.

In our district the Multi-Tiered System of Supports (MTSS) model provides a framework within which all educators work to support the academic, behavioral, and social-emotional success of all students. An effective MTSS includes structures such as grade-level or subject-area Professional Learning Communities (PLCs) and school-level MTSS Teams to gather, monitor, and discuss data, including that which indicates student social-emotional needs (e.g., behavior screening data, discipline referrals, etc.). These teams and data sources are supported by the expertise and observations of teachers working with gifted learners. This collaboration is further supported at the district level by the AIG Coordinator's conversations with members of the district MTSS Team alongside the Associate Superintendent, who is responsible for School Counselors and Social Workers, and the Director of the Exceptional Children's Program, who is responsible for School Psychologists and MTSS for the district.

Based on the available qualitative and quantitative data, teachers and support staff lead the way in responding to gifted students' social-emotional needs and guiding other educators in doing so. The AIG coordinator, administration, teacher, and support personnel can lead conversations with and provide targeted direct instruction to groups of gifted students on their unique social-emotional needs, including establishing peer relationships, forming healthy self-concept, adopting, and maintaining a growth mindset, and avoiding academic perfectionism or underachievement.

The Madison County Schools AIG Program recognize that children who are gifted have some unique social/emotional needs and may feel different from children their age, experience, or environment. Therefore, it is important that gifted students are provided access to appropriate counseling and support to ensure their affective needs are being met. Data indicates a need for additional staff development in meeting the social and emotional needs of gifted learners and providing resources for parents of gifted students. MCS will:

- o Provide staff development in the social and emotional needs of gifted students for classroom teachers and school counselors.

- o Continue to build resources for parents pertaining to social/emotional needs of gifted students in the lending library at the central office.
- o Research and develop intentional and meaningful curriculum units and lessons that address the social/emotional needs of gifted students by guidance counselors and applicable classroom teachers.
- o Provide individual guidance from school counselors for gifted students on an as-needed basis.
- o Continue to research resources to share on the AIG webpage

The service delivery options section describes the array of differentiated services available at each grade cluster—elementary, middle school, and high school. The needs of highly able and gifted students vary widely; therefore, the service delivery options address student needs in all content areas. At each grade level cluster, expectations of how the needs of gifted students will be met in the regular education program and within the core curriculum.

The program for the AIG students emphasizes development of advanced academic achievement and higher-level thinking and reasoning skills. Instruction in the AIG program is drawn from the North Carolina Standard Course of Study. Work that enriches and accelerates the standard course of study/Common Core Curriculum is used to provide challenging learning experiences.

Various program options and opportunities are required to meet the wide range of individual needs demonstrated by gifted students. A continuum of services is needed for individual student needs not only to be identified but also to be addressed through varying program services is necessary.

In addition to concentrating on specific academic content, enrichment services focus on the development of interest and special interests. It is important to stimulate interests and talent potential in all students. Talent development options will be based on student interest and motivation.

#### \* **Practice G**

Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional differentiated curriculum and instruction.

Madison County Schools is committed to talent development of students of high intellectual/academic potential in grades K-3. Students are identified for talent development using multiple indicators, including math and reading screening results, systematic observations, portfolio assessments, work samples, and teacher interviews. Talent development is dynamic and flexible and will include students from special populations.

Differentiation occurs in the gifted cluster classroom by varying content, process, product, and environment and is reflected in advanced learning experiences and enrichment opportunities. As part of the district's expectation for reading instruction students should be flexibly grouped based on benchmark and progress monitoring data with advanced level readers working with rigorous text and using compacted NCSCOS standards particularly for comprehension strategies. Similarly, for math instruction students should be given opportunity to work with manipulatives, problem solving activities, and to explore a deeper level of understanding of particular math domains of interest.

PETS will be utilized at the K-3 level. Primary Education Thinking Skills (PETS) is a systematized enrichment and diagnostic thinking skills program. Lessons are presented in convergent analysis, divergent synthesis, visual/spatial thinking, and evaluation, suitable for grades K-3.

PETS helps build behavioral portfolios for talented learners that support a differentiated approach to their education, integrates flexibly into any existing primary curriculum, and offers opportunities for learners with different strengths to shine.

**\* Practice H**

Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

All teachers who teach gifted students will use differentiated instruction to accommodate the strengths and needs of students identified as AIG. The AIG coordinator will collaborate with general classroom teachers, special education teachers, EL teachers, counselors, and others with ideas for differentiation strategies at the annual DEP meeting and throughout the year as requested. This collaboration may occur in person (e.g., via Professional Learning Community, grade level/subject area, or one-on-one meetings) or virtually. Teachers will use formative and summative assessments to monitor student understanding and achievement. The district supports the use of PLCs in schools to best ensure the implementation of research based best practice to meet all student needs.

At the district level, the AIG Coordinator supports and advocates for differentiated curriculum and instruction through conversations with district-level teams such as the Curriculum and Instruction Team, District Leadership Team, and District Multi-Tiered System of Supports (MTSS) Team. These conversations allow for two-way communication with key stakeholders such as school principals, the Director of the Exceptional Children's Program, the Curriculum Director, the Assistant Superintendent, and the Superintendent.

**\* Practice I**

Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/guardians to ensure effective programming, provide a continuum of services, and support school transitions.

The Madison County Schools AIG Program uses a uniform Differentiated Education Plan (DEP) and Individualized Differentiated Education Plan (IDEP) to document services for gifted students. These documents are created annually based on available data and collaboration with the full range of education professionals to ensure appropriate student-service match and smooth transitions from grade to grade. The services documented in a DEP or IDEP are based on each student's academic, intellectual, and social-emotional strengths and needs as well as grade-level and subject-area curriculum standards and opportunities. Teachers of gifted students invite families to conference about and sign the DEP/IDEP at the beginning of each school year and are available at any time to meet with parents/guardians to discuss services.

Classroom teachers and the Gifted Services Team complete a Yearly Performance Review for each student they serve to ensure the differentiated services provided continue to appropriately match each student’s academic, intellectual, and social-emotional strengths and needs. The AIG Coordinator completes an audit of AIG student records annually to ensure the DEP/IDEP process is being followed.

The AIG coordinator, administrator, and/or school counselor(s) will collaborate to ensure all high school teachers know their gifted student roster and best practices for differentiating for these students. Please note, that all identified gifted students have an “AIG” icon next to their name in PowerSchool. For AIG students at both High Schools, course selections become the DEP. Course selection is accomplished with input from the student, parents/guardians, and grade-level counselor. Students are encouraged to take the most rigorous coursework available to meet their individual needs. Counselors provide information to parents/guardians regarding the unique social, emotional, and behavioral needs of AIG students, and they provide counseling sessions to support AIG students in these areas.

**\* Ideas for Strengthening the Standard**

· Update the district webpage with curriculum links to AIG resources.

**Planned Sources of Evidence**

\* Teacher evaluations -Student work samples Teacher lesson plans -Differentiation strategies documented during teacher observation by administrators -Schedule of professional development -Individual

\* N/A

\* N/A

**Documents**

Type	Document Template	Document/Link
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Standard 4: Personnel and Professional Development

**Madison County Schools (570) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 4: Personnel and Professional Development**

*The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the diverse needs of gifted learners that is ongoing and comprehensive.*

**\* Practice A**

Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

The current district AIG Coordinator is AIG licensed, holds a master's degree in gifted education, and a doctorate in school leadership and policy analysis. The AIG coordinator collaborates with district and school staff to do the following tasks:

- o Guide, plan, develop, implement, revise, and monitor the local AIG program, including overseeing the screening, referral, and identification processes at the district level and ensuring documentation of student identification evidence and services provided are maintained at each school
- o Providing leadership for the needs of AIG learners through participation in the MCS Central Support Office Leadership Team meetings and District Leadership Team Meetings (which include school principals, directors, Assistant Superintendent, and Superintendent)
- o Monitoring implementation of program services and staff
- o Participating in professional development opportunities including regional roundtables and statewide meetings supporting the AIG program.
- o Providing professional development and resources to engage classroom teachers and gifted staff in continued adult learning regard gifted and advanced students.

- o Developing partnerships with families and the community stakeholders through a variety of communication methods to support the AIG program.
- o Ensure compliance with state and local regulations, policies, and procedures.
- o Oversee budget and materials selection.
- o Coordinate professional development opportunities including state and/or national conference attendance.
- o Evaluate the effectiveness and appropriateness of the local AIG program with all stakeholders.

The MCS AIG Coordinator provides leadership in the support of AIG learners by:

- o Monitoring the implementation of the program, services, and staff; including reminders for AIG screening, referrals, and supervision of file transfers
- o Maintaining and supervising documentation of student identification evidence and services; including oversight of headcount verification and seeking additional information about identified students who transfer in from outside of the district and lack records for identification.
- o Advocating for and leveraging funding opportunities for the AIG program to attend seminars and meetings to further develop practices in support of gifted learners and to provide additional enrichment opportunities for AIG students.

**\* Practice B**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 gifted learners.

Madison County Schools employs one full-time AIG licensed coordinator. The AIG coordinator works with classroom teachers of gifted students and school support staff at all grade levels. MCS recognizes the need for our gifted students to be taught by highly qualified teachers and in an effort to comply with this practice MCS has developed a local gifted endorsement for all teachers of gifted students.

### \* Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.

The system's Personnel Preparation Program shows how the district plans to support the development of regular classroom teachers, administrators, and support staff through additional personnel preparation in gifted education. Designing Services and Programs for High Ability Learners, A Guidebook for Gifted Education (Corwin Press), guides the specific content areas for staff development and was used as a resource in developing this section. The personnel preparation offered is directly linked to our service delivery options and is essential to ensure that Madison County can reach our district goals. Madison County does require a specific amount of professional development for key service providers that includes but is not limited to the following:

- Characteristics of gifted students and those under represented
- Instructional strategies for gifted students to ensure academic rigor
- Social Emotional development and needs of gifted students
- Intervention strategies for at-risk gifted students
- Understanding the psychosocial and academic needs of gifted learners

The AIG program requires 4.5 units of credit in gifted education and differentiation strategies for gifted students. After attaining the AIG program professional development requirement teachers need to continue to develop their expertise on current gifted education and differentiated best practices for a total of 20 hours for each 5 year licensure renewal cycle.

Training will be made available locally utilizing current staff, regionally in cooperation with other LEAs, specific subject area workshops, state sponsored workshops, staff development opportunities provided by DPI—district roundtable, and through the exceptional children's conference.

Madison County Schools encourages teachers to attain NC AIG licensure.

**\* Practice D**

Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

The goal is to have all gifted students in elementary, middle school, and high school clustered with teachers who have earned their MCS Local AIG Credentials or AIG add-on state license. MCS will utilize the Schoolwide Cluster Grouping Model to embrace diversity, increase achievement, and expand gifted services. K-12 teachers who successfully complete the AIG Credential Modules or have attained state licensure for AIG will be placed on a list kept by the HR and AIG coordinator. When it is not possible to place an identified AIG student with a teacher who has received the appropriate training, the teacher will participate in the training that school year. Credentialed teachers are encouraged to take a Refresher Module as part of their continuing education toward renewing their NC Teaching License.

**\* Practice E**

Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.

Madison County Schools is a small, rural school system with moderate teacher turnover from year to year. When positions do come open, Madison County Schools seeks to employ the most highly qualified candidates. For this reason, candidates with advanced certifications, such as an add-on certification in AIG, or candidates who have significant knowledge or experience working with diverse populations certainly receive priority in the screening and hiring process. New hires who are involved in the Beginning Teacher program are encouraged to look at obtaining add-on licenses such as an AIG certification. The AIG Coordinator also will meet with this group to present information about our local AIG program and to recruit members to pursue AIG add-on licensure.

**\* Practice F**

Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.

Madison County Schools' AIG coordinator will explore documents like the "Call to Action: Critical Actions to Realize Equity and Excellent in Gifted Education" publication from the North Carolina Department of Public Instruction annually. This document specifically focuses on changing mindsets, policies, and practices to increase access and opportunities for all. The AIG Coordinator, alongside district and school-based teams, will analyze these actions and compares those to our local AIG plan. Conversations lead to data analysis, which then leads to actionable plans for real changes to the local AIG plan.

The AIG Coordinator will seek further demographic analysis to examine these groups. This will involve conversations with central office leadership, including the Director of the Exceptional Children's Program and MTSS, the Director of Student Services, and the Director of Accountability and Federal Programs.

Professional learning opportunities will be created based on professional conversations, relevant data, and available resources. The AIG Coordinator will collaborate with the appropriate district directors (e.g., Exceptional Children's Direction, Director of Accountability and Federal Programs, etc.) to help integrate existing action steps and efforts regarding equity and excellence.

**\* Practice G**

Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning.

In Madison County Schools (MCS), training on gifted education is aligned with and embedded within district-wide professional development goals. The MCS Curriculum and Instruction Team prioritizes, plans, and delivers professional learning based on a variety of information, including:

- o Student proficiency and growth data.

- o Staff and student survey results (e.g., on the NC Teacher Working Conditions Survey and locally developed follow-up surveys)
- o School, district, and state initiatives (e.g., the MCS Strategic Plan, the MCS AIG Plan, individual School Improvement Plans)
- o Current pedagogical best practices and trends (e.g., as gathered from professional reading, attendance at regional meetings and state/national conferences, etc.)
- o Professional standards
- o The North Carolina teacher evaluation instrument (NCEES)
- o Other formal and informal needs assessments

Professional learning offerings are delivered during days scheduled annually for this purpose, as well as throughout the school year in both in-person and virtual settings.

Through communication with district Curriculum and Instruction and MTSS teams, the AIG coordinator will be able to directly impact the integration of gifted education into broader professional learning contexts.

Currently, professional learning priorities in MCS include the related topics of the Multi-Tiered System of Supports (MTSS) framework for total school improvement, the role of Professional Learning Communities (PLCs) in this framework, and the necessity of high-quality differentiated instruction within these structures. These needs are fundamentally intertwined: high-quality differentiation informed by the collaborative work of PLCs creates effective core instruction, the bedrock of an MTSS framework. A robust MTSS creates specific, consistent structures to monitor and respond to the unique academic, intellectual, and social-emotional needs of AIG students throughout the school.

#### **\* Ideas for Strengthening the Standard**

Continue to work with teams to provide relevant professional development for teachers of the gifted.

## Planned Sources of Evidence

\* Agendas PD sign in sheets

### Documents

Type	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	



## Standard 5: Partnerships

### Madison County Schools (570) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

#### Standard 5: Partnerships

*The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.*

#### \* Practice A

Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:

- academic and intellectual
- social and emotional.

The AIG Program is committed to establishing strong partnerships with stakeholders to foster support of our gifted students. Partnerships are utilized to provide support in all areas in the following ways:

- ? Conferences with parents/guardians for initial placement and annual reviews
- ? Phone and/or email contact with parents/guardians
- ? Madison County Schools' AIG webpage to provide information on the components of the gifted program as well as showcase student enrichment opportunities and highlight student accomplishments
- ? Gifted Education Program informational brochure to provide parents written, accurate information about the AIG program options with copies available to interested parents at each school site and at the Madison County Schools' Central Support Office
- ? Newsletters and semester report cards detailing the curriculum and standards taught.

- ? Parent and student surveys conducted annually to identify areas of strength and need in the AIG program design and implementation procedures.
- ? Distribution of information from Community support groups (Gifted, ADHD, ODD, OCD, Depression, Perfectionism, etc.)
- ? Collaboration with MCS Communication Officer
- ? Resource library on the social and emotional needs of gifted children available for parents and students

The AIG program implements initiatives for student benefit and intentionally attempts to involve parents/guardians, families, and the community in supporting gifted education through activities such as:

- ? Teacher and/or student-led conferences
- ? Battle of the Books (Elementary, Middle, High)
- ? Math Counts
- ? Junior Beta Club
- ? Junior Beta

**\* Practice B**

Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.

Madison County Schools strives to develop sustained community partnerships that enhance and contribute to the array of available services. The AIG Coordinator actively seeks to foster such partnerships, but the total school community -- Board of Education members, the Superintendent, principals, classroom teachers, and even students -- is involved in

doing so. Key community partners include Appalachian State University (ASU), Mars Hill University (MHU), Asheville-Buncombe Community Technical College, local businesses, and industry.

Community partnerships enhance the AIG Program by providing AIG students with a broader range of authentic, rigorous, engaging learning experiences. In some cases, these enriching opportunities extend beyond the school walls by providing mentoring, job shadowing, internships, distance learning, dual enrollment, and apprenticeship experiences. Partner programs include (but are not limited to):

- o Apprenticeships, job shadowing, and mentoring
- o Community Grants
- o Career and Technical Education (Advanced Studies)
- o Dual enrollment
- o Early college admission Field trips (e.g., college visits)
- o Governor's School
- o NC School of the Arts, NC School of Math and Science
- o Online and/or distance learning courses

**\* Practice C**

Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff.

The AIG Advisory Council plays an important role in the development, implementation, and monitoring of the AIG Program. Its purpose is to promote gifted education in Madison County, support enrichment opportunities for students,

and assist in the monitoring and revision of the MCS AIG Plan. The AIG Advisory Council is also a key avenue for fostering community partnerships.

The Council is led by the AIG Coordinator, meets annually, and is comprised of up to 7 persons. In seeking parent/guardian representatives, the AIG Coordinator aims to represent various community partnerships and district demographics (e.g., parents of twice-exceptional students or from diverse cultural, ethnic, or socioeconomic backgrounds). Principals and Board of Education members also have standing invitations to attend any AIG Advisory Council meeting. Recommendations from the AIG Advisory Council are reviewed by the District AIG Coordinator and referred to appropriate teams for further action.

**\* Practice D**

Informs all students, parents/guardians, and the community of the following:

- Local AIG Plan
- Local AIG program services
- Policies relating to advanced learning and gifted education
- Ways to access opportunities available to AIG students

Communication is ongoing and responds to the diverse language needs of the community.

Parents/guardians are invited to an annual meeting/open house where information is shared about AIG program services, the local AIG plan, and various opportunities for AIG students. The AIG Coordinator will make sure that the AIG Department link on the Madison County Schools home page contains updated information regarding the AIG program, the local AIG plan, and AIG activities. The district makes use of an automated communication system that is used to inform parents about meetings and activities. Also, letters are frequently sent home so the communication between the school and home can be maintained.

Every effort will be made to keep parents and the community informed of opportunities available to the AIG students in Madison County. Communication will be maintained through an annual parent meeting, notes home, newsletters, and the AIG page on the Madison County Schools website. When necessary, the local newspaper can be used to share

information about upcoming events or opportunities. Attention will be given to the native language of students and every effort is made to make sure that information is shared in that native language.

**\* Ideas for Strengthening the Standard**

- o Continue to nurture community relationships and partnerships.
- o Actively seek out partnerships in the community that exist but are not being utilized.
- o Make use of the MCS AIG website to provide information on community activities and learning activities.

**Planned Sources of Evidence**

\* - AIG Advisory Council roster - AIG webpage - Data base of community relationships and partnerships

\* N/A

\* N/A

**Documents**

Type	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	

Standard 6: Program Accountability

**Madison County Schools (570) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 6: Program Accountability**

*The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the diverse academic, intellectual, social, and emotional needs of gifted learners.*

**\* Practice A**

Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. § 115C-150.5-.8 [Article 9B]), which has been approved by the local board of education and sent to SBE/DPI for review and comment.

Madison County Schools develops and maintains a three-year comprehensive AIG plan that supports and assures the incorporation of programs and services that are legislated by the State Board of Education and the Department of Public Instruction. The plan is reviewed and evaluated annually and any changes that are deemed necessary are made at the time of review. Every three years, as mandated by the state, the AIG plan is revised by a committee of stakeholders. At that time, each component of the plan is discussed, and necessary revisions are made to ensure the continuation of programs and services which address the unique academic, intellectual, social and emotional needs of gifted learners. The AIG Coordinator submits the changes to the local board of education for final approval. The revisions are then forwarded to the Department of Public Instruction.

**\* Practice B**

Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

The AIG plan for Madison County Schools adheres to North Carolina's AIG legislation, Article 9B, and the North Carolina AIG Program Standards. The successful implementation of the plan is monitored by the AIG Coordinator in

collaboration with district directors and school administrators. The AIG Coordinator seeks feedback from directors, administrators, and teachers regarding the implementation of the plan.

The AIG Coordinator works with multiple stakeholder groups to ensure awareness and implementation of the AIG Plan. In monitoring the local AIG Program, the AIG Coordinator may take steps such as:

- Collaborating with Gifted Services Teams to develop and deliver AIG Plan awareness sessions
- Delivering annual updates on the MCS AIG Program, including data on academic proficiency and growth, and social-emotional best practices, to groups such as the MCS Board of Education, District Leadership Team, and AIG Advisory Council
- Discussing and seeking input on issues related to gifted education with district and school administration at Curriculum and Instruction and District Leadership Team meetings.
- Facilitating the development, deployment, and analysis of AIG feedback surveys
- Conducting an annual audit of internal AIG records

**\* Practice C**

Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy.

The AIG Coordinator works closely with the Finance Director to monitor state funds allotted for the AIG program. District personnel keep and monitor records of state funds allotted for the AIG program. Because of the small ADM for Madison County Schools, state funds barely cover the salary and benefits of the one AIG coordinator. The AIG Coordinator, Finance Director, and Superintendent work closely to secure additional funds to help meet the needs of the AIG learners and program.

**\* Practice D**

Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.

Annually, Madison County Schools maintains, analyzes, and shares student performance growth data in grades 3 - 12 with all stakeholders including the local School Board, Central Office personnel, school administrators, teachers, and parents/guardians.

Annual growth is assessed, as well as growth over time, in both elementary and middle schools. The AIG coordinator, administrators, and regular classroom teachers use this data to plan and implement appropriate educational opportunities for gifted learners. The growth data analyzed and shared includes:

- ? EOG tests - reading, math, and science results
- ? Student portfolios
- ? Quarterly classroom performance data (report cards)
- ? AIG progress reports
- ? Informal/Formal assessments
- ? Teacher-led conferences with students identifying areas of strength and weakness.

The data used to determine growth consists of ongoing assessments and periodic formal assessments at the end of units of study.

The number of students in high school taking Honors and AP Courses is evaluated. High school AP exam data is reported annually to various stakeholders. During the semi-annual headcount processes, the number of students who have dropped out during that school year is calculated. High school counselors work with both students and



parents/guardians and are often able to intervene and suggest alternatives when students seek to withdraw from school. Information is shared with the high school administrators, and Central Support Services personnel.

District data is disaggregated for the K- 12 AIG subgroup.

**\* Practice E**

Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

Student data records are kept and maintained by the Gifted Services Team and the student's assigned teacher at each school. Each identified AIG student has a file folder in which any data from standardized testing is cumulatively compiled. This data is provided by the Testing Director. Student grades and achievement data are pulled from PowerSchool and placed in student records. Program data is kept and maintained by the AIG Coordinator with the assistance of the school-based GST and classroom teachers. The AIG Coordinator keeps annual data from EVAAS pertaining to student growth and is responsible for sharing this data with district teams (MTSS, Curriculum and Instruction, etc.). The Testing Director can provide data on cohort graduation rates (four year and five year), grade level testing proficiency rates (levels 3, 4, and 5), career and college ready testing proficiency rates (level 4 and 5), EL progress, PreACT, ACT scores, and WorkKeys testing data.

The district leadership team meets at least annually to review and analyze student and program disaggregated data provided by the AIG program. This information is used to evaluate the effectiveness of the AIG program, to spot weaknesses in the program, and identify needed areas of professional development that exist within the system. These meetings lead to suggestions for strengthening the program and ideas for improving the current plan

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**Percent Ethnicity Identified as AIG**

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	---	---	---	---	---
Male	---	---	---	---	---	---	---
Total	---	---	---	---	---	---	---

**Percent of Total AIG Students Identified as Dual Exceptionality**

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**\* Practice F**

Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the local AIG plan.

The Human Resource Department maintains updated files on the credentials of all Madison County personnel, including personnel serving AIG students. Licensure credentials, renewal activities, and professional development activities are documented. This data is monitored by the AIG Coordinator to ensure that all teachers serving AIG students are highly qualified and that teachers who have AIG certification/Local AIG credentials are serving gifted students.

**\* Practice G**

Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.

The Madison County Schools (MCS) AIG Program annually gathers feedback on its programming through surveys administered to AIG students, their parents/guardians, their teachers, and their principals. Each of these surveys are aligned with the North Carolina AIG standards.

Once survey results are received, the AIG Coordinator will analyze school- and district-level data, discuss its implications on practice, and share this information with appropriate stakeholders (e.g., school and district administration, the AIG Advisory Council, and the MCS Board of Education). Data from the surveys that are appropriate for public consumption are posted on the district AIG website.

In addition to annual surveys, the MCS AIG Program uses a variety of other means to continuously gather feedback. During annual conferences, parents/guardians of AIG students can provide verbal or written feedback via their student's DEP/IDEP. Teachers also maintain open parent communication (e.g. in person, via phone, virtual conferencing and/or email) throughout the school year. Regularly scheduled meetings of the AIG Advisory Council offer another venue for feedback. The AIG Coordinator also seeks feedback through collaborative conversations with those of the Curriculum and Instruction Team, the District Multi-Tiered System of Supports (MTSS) Team, and the District Leadership Team. The AIG Coordinator maintains an open door communication policy, allowing concerns and suggestions to be handled professionally, efficiently and effectively.

**\* Practice H**

Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.

Madison County Schools welcomes feedback from all stakeholders regarding the quality of the AIG program. The advisory council meets at least annually to provide feedback on the program. Opportunities for students, parents, and teachers to provide feedback on the quality and effectiveness of the local AIG program is important to the continued improvement of the AIG program. Surveys will be provided for AIG parents, AIG students, and school staff annually. Annual survey results will be compiled and shared at AIG advisory meetings, stakeholder meetings, and at the beginning of the year parent meetings. The feedback from the committee and the data from the surveys will be compiled and used to adjust and revise to the local AIG plan, which is formally revised every three years.

**\* Practice I**

Shares all data from local AIG program evaluation with school and district personnel, students, parents/guardians,

families, and other community stakeholders.

Madison County Schools' AIG Program recognizes the need to disseminate program evaluation data to stakeholders. Since this data is used to evaluate and revise the local plan and programs, it is imperative to make this data readily accessible to stakeholders. Ways to accomplish this task include sharing data with the following groups:

- ? Staff members at individual school sites
- ? AIG Parent Advisory group
- ? Superintendent's Student Advisory Council
- ? Principals and Assistant Principals
- ? District leadership
- ? AIG students and parents/guardians from elementary, middle school, and high school levels

**\* Practice J**

Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

The Madison County Schools (MCS) AIG Program recognizes its duty to safeguard the rights of its students and their parents/guardians. To this end, all school staff follow policies and procedures to protect student privacy, resolve disagreements, ensure the provision of appropriate educational services, and appropriately destroy confidential records. These policies and procedures are developed in accordance with all applicable local, state, and federal laws, including the Family Educational Rights and Privacy Act (FERPA) and North Carolina General Statutes Chapter 115C, Article 9B, 115C-150.8 (Review of Disagreements). Parents/guardians are informed of these policies and procedures through the public posting of the AIG Plan on the district website, as well as communication with the school.

The AIG program in Madison County Schools safeguards the rights of all AIG students. The AIG plan provides safeguards that include:

- o Informed consent for testing (English and Spanish): Written permission must be given by a parent/guardian before any AIG placement evaluation can be conducted.
- o Reassessment Processes: Students may be reassessed based on additional evidence and recommendations.
- o Differentiated Education Plan (DEP): The DEP is reviewed annually by teachers and other personnel to ensure that the student's needs are still being met and to make any changes needed for the student to be successful.
- o Reevaluation Process: Once a student is identified as gifted in Madison County, the parent/guardian is the only one that can request that the identification be removed. If the student is experiencing issues in the classroom, individual attention is given to that student to determine where the problems lie, and strategies are incorporated to help. The student's DEP can be adjusted to help with the progress as well. If the parent still feels as though the student is not meeting the challenges of the gifted program, he/she may remove the child.

Transfer Students: AIG students who have transferred into Madison County Schools from another LEA within the state are placed in the gifted program. Once the paperwork from the other system arrives, the student's scores and service options are evaluated, and a DEP is created for services in our LEA. We honor all gifted services from other districts. If a student who has been identified as AIG transfers into Madison County Schools from another state, the school Gifted Services Team will determine placement based on data received from the former school district. If the data received is not compatible with our district or if the scores do not match our criteria, the student will be retested using our assessments and criteria and then a decision is made based on results.

Due Process Procedures: Due process procedures in resolving issues between parties is guaranteed by Madison County Schools. If a parent/guardian disagrees with the decision regarding referral, identification, or services, the following procedure will be followed to resolve the situation:

- o Step 1: The parent/guardian may submit a written request for a conference with the AIG Coordinator to discuss their concerns. If the AIG Coordinator cannot resolve the issue, the process may continue.
- o Step 2: The parent/guardian may appeal in writing to the principal. The principal will review the documentation related to the issue and respond to the parent/guardian. If the principal cannot resolve the issue, the process may continue.
- o Step 3: The parent/guardian may appeal in writing to the superintendent. The superintendent will review the documentation related to the issue and respond to the parent/guardian. If the superintendent cannot resolve the issue, the process may continue.
- o Step 4: The parent/guardian may appeal in writing to the Madison County Board of Education. The board will review the documentation related to the issue at the next regularly scheduled board meeting and respond to the parent/guardian. If the board cannot resolve the issue, the process may continue.
- o Step 5: If the Board's decision fails to resolve the disagreement, the parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The purpose of the review is to determine if: the local school administrative unit failed to properly identify the student as an academically and/or intellectually gifted student, or the local plan has been implemented inappropriately with regard to the student. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusion of law. Notwithstanding the provision of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. Any attorney fees are the responsibility of the parents.

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Process	Procedure
Informed consent for identification	* <input data-bbox="436 1312 684 1365" type="text"/>

Informed consent for placement

\*

Transfer procedures

\*

Reassessment procedures

\*

Procedures to resolve disagreement

\*

**\* Ideas for Strengthening the Standard**

- o Encourage teachers to become AIG certified/attain local gifted credentials.
- o Continue offering professional development on differentiation and AIG related topics for teachers.
- o Work to strengthen AIG surveys and use of data.
- o Consider additional school-level quantitative and qualitative data, such as K-2 Nurture frequency, in the evaluation of program effectiveness.

Partner with MTSS to identify resources appropriate for the enrichment components of the MTSS process implementation

**Planned Sources of Evidence**

\* AIG survey data PD agendas/attendance sheets Meeting minutes/attendance sheets Data base of resources for the enrichment components of MTSS EVAAS data AIG enrollment data: AP participation AIG annual

## Documents


Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	



Local Board of Education Approval



**Madison County Schools (570) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

\* Approved by local Board of Education on:

02/27/2023 

Original Application Submission Date: 03/02/2023



**Documents**

<b>Type</b>	<b>Document Template</b>	<b>Document/Link</b>
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <a href="#">Local Board of Education Approval Template</a>	 <a href="#">Madison Local AIG Plan Board Approval Document</a>

AIG Related Documents

**Madison County Schools (570) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Required Documents**

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <a href="#">Local Board of Education Approval Template</a>	 <a href="#">Madison Local AIG Plan Board Approval Document</a>

**Optional Documents**

Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

**Madison County Schools (570) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

Phrase	Definition

The Local AIG Plan glossary is provided in an uploaded document.

Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	