

9/15/2020

**Madison County Schools**  
**Local Academically or Intellectually Gifted (AIG) Plan**  
*Effective 2019-2022*

**Approved by local Board of Education on:** 18-NOV-19

**LEA Superintendent's Name:** Will Hoffman

**LEA AIG Contact Name:** Dr. Caroline Davis

**Submitted to NC Department of Public Instruction on:** 28-APR-20

Madison County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement 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 and relate to the categories related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2019-2022. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

***For 2019-2022, Madison County Schools local AIG plan is as follows:***

**Madison County Schools Vision for local AIG program:** To educate each gifted/talented student in a safe learning environment so that they may develop to their highest potential and become contributing citizens. Gifted students will make academic growth commensurate with their abilities, due to their involvement in appropriately rigorous and challenging educational opportunities responsive to their individual strengths and needs.

**Sources of funding for local AIG program (as of 2019)**

<b>State Funding</b>	<b>Local Funding</b>	<b>Grant Funding</b>	<b>Other Funding</b>
<b>\$122695.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

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## 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 screening and referral processes that lead to AIG identification at all grade levels.

**District Response:** Madison County Schools AIG program utilizes multiple criteria for AIG student identification, including measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional standardized measures that are based on current theory and research.

MCS AIG Referral forms include information regarding multiple indicators of giftedness, which may include the following:

1. documentation of observed behavior
2. student performance record and work samples (grades and portfolio pieces)
3. student achievement data (North Carolina EOG/EOC Test scores, K-2 Assessment data, etc.)
4. student aptitude information (as appropriate)
5. information about the student's interests (anecdotal)
6. information about the student's motivation to learn (anecdotal)
7. parent/student/teacher recommendation

### Step 1. Student Search/Screening and Referral

This step includes all activities to determine which students may need further assessment and/or placement. General information sought in this initial phase is readily available for all students. The student search includes but is not limited to the following:

- All third graders will be administered a standardized aptitude test, the Cognitive Abilities Test (CogAT), and end-of-grade (EOG) tests in reading and mathematics.
- 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), parents and/or other appropriate individuals, will arrange for assessments such as the Naglieri

Nonverbal Test. Students scoring high on the nonverbal section of the CogAT but low on the verbal or quantitative section will be referred for further testing using the Naglieri Nonverbal test.

- The Gifted Services Team at each school will conduct an annual review of the standard cognitive and achievement test scores for individual students scoring at or above the 85th percentile for students in grades 3-8 to form a "pool" of student's possibly needing differentiation.
- The Gifted Services Team at each school will review records for transfer students entering grades K-8. Guidance counselors will oversee this process in grades 9-12.
- Students may enter the pool through the referral process. Teachers, parents, and students may make referrals. Referrals may be made at any time during the year.

### Step 2: Gifted Services Team Review and Recognition of Need

The Gifted Services Team uses student data to evaluate strengths and determine academic needs for differentiation. The review process will result in one of three decisions regarding a student's referral:

- Non-placement: Recommendation that services are not required at this time because data collected does not indicate a need for differentiation.
  - Further evaluation: A request for additional evaluation prior to making a decision.
  - Placement: Recommendation that services are required because data collected indicates a need for differentiation. Parental permission will be obtained if additional testing is required. Placement decisions are made using appropriate data and procedures to ensure an accurate appraisal of individual student needs. The Gifted Services Team maintains a roster of all referrals, referral information, and decisions reached. Referred students remain in the pool of potential candidates, even if placement in a service option is not recommended. If a student transfers to Madison County Schools with a previous gifted placement, the Gifted Services Team will consider the most appropriate service match for the student.
- Eligibility for receiving differentiated services is determined using the criteria listed for each service delivery option, with appropriate sources of information for each criteria. The criteria for each service option reflect multiple indicators of giftedness.

### Step 3: Placement and Service Options Match

This step focuses on matching the student with the appropriate service delivery option(s). Criteria for placement for each option and information collected during the student search and the referral process determine the student match. Recommendations for the student-to-service match will be documented using a Differentiated Education Plan (DEP). Parents and referring teachers are notified of the Gifted Services Team's decision and are invited to participate in a conference to complete the Differentiated Education Plan (DEP). The DEP documents the service option(s) which meet the

needs of the student. The purpose of the conference is to explain the goals and objectives of the service option(s), the manner in which progress will be assessed and to obtain parental permission for placement.

Differentiated Education Plan (DEP)

Individual Differentiated Education Plan (IDEP)

Differentiated Education Plan (DEP): A Differentiated Education Plan (DEP) will be written for each student demonstrating a need for differentiation beyond that which is normally provided by regular education. The DEP outlines the program service options(s) appropriate for an individual student at specified grade configurations (elementary K-5; middle school 6-8). The DEP lists the learning environment, content modifications and may indicate special programs available to the student during those grade configurations. A Differentiated Education Plan (DEP) will be completed for each student during each of the education phases (K 5, 6-8, and 9-12).

Individual Differentiated Plan (IDEP): Students who clearly demonstrate outstanding intellectual gifts (95% or above on aptitude) but are underachieving and do not meet the criteria for a service delivery option should be identified. An Individual Differentiated Plan (IDEP) should be developed for each student to meet his or her needs. Also, an IDEP might be appropriate for students who score at the 98% on an achievement and aptitude test and need radical differentiation.

Entrance Criteria

:

Students in K-3 are candidates for formal placement in the 4th grade. All students who show potential are provided with enrichment in an effort to nurture their abilities and learning potential. This time allows students to be challenged and stimulated early in their education and to ensure that their potential is developed. Students in grades k-3 are closely monitored with Madison County Schools reading and/or math assessments. Aptitude tests, student work samples or portfolios, and student interest or motivation are also used to identify students who need nurturing. The AIG coordinator provides support (resources) to the teachers for students who require differentiation.

Grades 4-12:

The following indicators will be used for placement in the AIG program:

Achievement: a standardized test score in reading and/or math at 90% or above

Aptitude: a nationally normed test score of 90%

Performance: grade averages of 90 or above in the area of recommendation

Recommendation: teacher recommendation

Student Interest: a formal interest inventory, informal interview, and/or documentation of a student's particular interest

Student Motivation: documentation of a student's commitment to pursue learning experiences

Within any indicator, a single criterion may reveal a need for services. However, no single criterion can eliminate a student for consideration. Information from any and all indicators may be used in matching students with appropriate service options. Information from specific indicators may be given priority for specific service options. (i.e. reading achievement –English honors class, math achievement-Math honors class.)

The focus should be on the diversity within gifted populations. The gifted are not a homogeneous group nor do they express their talents in the same way.

1. The goal should be inclusion rather than exclusion of students.
2. Data should be gathered from multiple sources; a single criterion of giftedness (i.e., IQ/aptitude score) should be avoided.
3. Both objective and subjective data should be collected.
4. Educators and non-educators who represent various areas of expertise and who are knowledgeable about behavioral indicators of giftedness should be involved.
5. Screening for giftedness should occur as early as possible, should consist of a series of steps, and should be continuous.
6. Special attention should be given to the different ways in which children from different cultures manifest behavioral indicators of giftedness.
7. Decision-making should be delayed until all data on a student have been reviewed.
8. Data collected during the identification process should be used to help determine the curriculum.

### **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.

**District Response:** Madison County Schools AIG program will continue to employ multiple criteria for AIG student identification, including measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional standardized measures that are based on current theory and research.

MCS AIG Referral forms include information regarding multiple indicators of giftedness, which may include the following:

1. documentation of observed behavior
2. student performance record and work samples (grades and portfolio pieces)
3. student achievement data (North Carolina EOG/EOC Test scores, NC Check-In's, Benchmarking, K-2 Assessment data, etc.)
4. student aptitude information (as appropriate)
5. information about the student's interests (anecdotal)
6. information about the student's motivation to learn (anecdotal)
7. parent/student/teacher recommendation

#### **Step 1. Student Search/Screening and Referral**

This step includes all activities to determine which students may need further assessment and/or placement. General information sought in this initial phase is readily available for all students. The student search includes but is not limited to the following:

- All third graders will be administered a standardized aptitude test, the Cognitive Abilities Test (CogAT), and end-of-grade (EOG) tests in reading and mathematics.
- Individual screening K-12 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), parents and/or other appropriate individuals, will arrange for assessments such as the Naglieri Nonverbal Test. Students scoring high on the nonverbal section of the CogAT but low on the verbal or quantitative section will be referred for further testing using the Naglieri Nonverbal test.
- The Gifted Services Team (Principal, AIG Coordinator, Counselor, Teachers) at each school will conduct an annual review of the standard cognitive and achievement test scores for individual students scoring at or above the 85th percentile for students in grades 3-8 to form a "pool" of students possibly needing differentiation.
- The Gifted Services Team at each school will review records for transfer students entering grades K-8. Guidance counselors will oversee this process in grades 9-12.
- Students may enter the pool through the referral process. Teachers, parents, and students may make referrals. Referrals may be made at any time during the year.

#### **Step 2: Gifted Services Team Review and Recognition of Need**

The Gifted Services Team uses student data to evaluate strengths and determine academic needs for differentiation. The review process will result in one of three decisions regarding a student's

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referral:

- Non-placement: Recommendation that services are not required at this time because data collected does not indicate a need for differentiation.
- Further evaluation: A request for additional evaluation prior to making a decision.
- Placement: Recommendation that services are required because data collected indicates a need for differentiation.

Parental permission will be obtained if additional testing is required. Placement decisions are made using appropriate data and procedures to ensure an accurate appraisal of individual student needs. The Gifted Services Team maintains a roster of all referrals, referral information, and decisions reached. Referred students remain in the pool of potential candidates, even if placement in a service option is not recommended. If a student transfers to Madison County Schools with a previous gifted placement, the Gifted Services Team will consider the most appropriate service match for the student. Eligibility for receiving differentiated services is determined using the criteria listed for each service delivery option, with appropriate sources of information for each criteria. The criteria for each service option reflect multiple indicators of giftedness.

### Step 3: Placement and Service Options Match

This step focuses on matching the student with the appropriate service delivery option(s). Criteria for placement for each option and information collected during the student search and the referral process determine the student match. Recommendations for the student-to-service match will be documented using a Differentiated Education Plan (DEP). Parents and referring teachers are notified of the Gifted Services Team's decision and are invited to participate in a conference to complete the Differentiated Education Plan (DEP). The DEP documents the service option(s) which meet the needs of the student. The purpose of the conference is to explain the goals and objectives of the service option(s), the manner in which progress will be assessed and to obtain parental permission for placement.

- Differentiated Education Plan (DEP)
- Individual Differentiated Education Plan (IDEP)

**Differentiated Education Plan (DEP):** A Differentiated Education Plan (DEP) will be written for each student demonstrating a need for differentiation beyond that which is normally provided by regular education. The DEP outlines the program service options(s) appropriate for an individual student at specified grade configurations (elementary K-5; middle school 6-8). The DEP lists the learning environment, content modifications and may indicate special programs available to the student during those grade configurations. A Differentiated Education Plan (DEP) will be completed for each student during each of the education phases (K 5, 6-8, and 9-12).

**Individual Differentiated Plan (IDEP):** Students who clearly demonstrate outstanding intellectual gifts (95% or above on aptitude) but are underachieving and do not meet the criteria for a service delivery option should be identified. An Individual Differentiated Plan (IDEP) should be developed for each student to meet his or her needs. Also, an IDEP might be appropriate for students who score at the 98% on an achievement and aptitude test and need radical differentiation.

### Entrance Criteria

K-3:

Students in K-3 are candidates for formal placement in fourth grade. All students who show potential

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are provided with enrichment in an effort to nurture their abilities and learning potential. This time allows students to be challenged and stimulated early in their education and to ensure that their potential is developed. Students in grades k-3 are closely monitored with Madison County Schools' informal reading and/or math assessments. Aptitude tests, student work samples or portfolios, and student interest or motivation are also used to identify students who need nurturing. The AIG coordinator provides support to the teachers for students who require differentiation (professional development, resources, lesson plans, etc.).

Grades 4-12:

The following indicators will be used for placement in the AIG program:

Achievement: a standardized test score in reading and/or math at 90% or above

Aptitude: a nationally normed test score of 90%

Performance: grade averages of 90 or above in the area of recommendation

Recommendation: teacher recommendation

Student Interest: a formal interest inventory, informal interview, and/or documentation of a student's particular interest

Student Motivation: documentation of a student's commitment to pursue learning experiences

Within any indicator, a single criterion may reveal a need for services. However, no single criterion can eliminate a student for consideration. Information from any and all indicators may be used in matching students with appropriate service options. Information from specific indicators may be given priority for specific service options. (i.e. reading achievement –English honors class, math achievement-Math honors class.)

The focus should be on the diversity within gifted populations. The gifted are not a homogeneous group nor do they express their talents in the same way.

1. The goal should be inclusion rather than exclusion of students.
2. Data should be gathered from multiple sources; a single criterion of giftedness (i.e., IQ/aptitude score) should be avoided.
3. Both objective and subjective data should be collected.
4. Educators and non-educators who represent various areas of expertise and who are knowledgeable about behavioral indicators of giftedness should be involved.
5. Screening for giftedness should occur as early as possible, should consist of a series of steps, and should be continuous.
6. Special attention should be given to the different ways in which children from different cultures manifest behavioral indicators of giftedness.
7. Decision-making should be delayed until all data on a student have been reviewed.

8. Data collected during the identification process should be used to help determine the curriculum.

### **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.

**District Response:** The Madison County AIG program will continue to ensure AIG screening, referral, and identification procedures respond to traditionally underrepresented 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.

The program will continue to establish partnerships with EC, ELL, Title I, and other programs in order to identify potential giftedness in underrepresented students. The AIG Coordinator will meet annually with personnel (EL teacher, classroom teacher, counselor, principal) to share and to review the students in the screening pool who might be identified as EC, ELL, Title I.

All third graders will be administered a standardized aptitude test, the Cognitive Abilities Test (CogAT), and end-of-grade (EOG) tests in reading and mathematics.

- 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), parents and/or other appropriate individuals, will arrange for assessments such as the Naglieri Nonverbal Test. Students scoring high on the nonverbal section of the CogAT but low on the verbal or quantitative section will be referred for further testing using the Naglieri Nonverbal test.
- The Gifted Services Team at each school will conduct an annual review of student data, and the standard cognitive and achievement test scores for individual students scoring at or above the 85th percentile for students in grades 3-8 to form a "pool" of student's possibly needing differentiation.

Primary age students that are referred to the program can be tested using the CogAT and/or Naglieri Nonverbal Test. The school psychologist also has access to multiple IQ assessments that can be used to gather more data to help the GST with placement options for students.

### **Practice D**

Implements screening, referral, and identification processes consistently within the LEA.

**District Response:** The Madison County AIG program plan will continue to ensure consistency in implementation of screening, referral, and identification processes within the LEA. We currently use the following data for AIG screening, referral, and identification:

1. Aptitude (Cognitive Abilities Test/CogAT) 90% and above
2. Achievement (EOG/EOC data) 90% and above
3. Classroom grades/performance 90% and above
4. Teacher observation
5. Student motivation and anecdotal information

All third graders will be administered a standardized aptitude test, the Cognitive Abilities Test (CogAT), and end-of-grade (EOG) tests in reading and mathematics.

The Gifted Services Team at each school will conduct an annual review of student data, and the standard cognitive and achievement test scores for individual students scoring at or above the 85th percentile for students in grades 3-8 to form a "pool" of student's possibly needing differentiation.

School personnel, parents/guardians, students and community members with academic knowledge of students may submit nominations for students to be considered for possible identification as academically/intellectually gifted.

The AIG team at the elementary level will then compile a master pool of students to be considered for placement. The AIG student eligibility profile should be completed for students in this pool.

At the middle and high school level, the AIG coordinator and School Counselors will review student records through the school counseling office for possible placement recommendations.

Primary age students that are referred to the program can be tested using the CogAT and/or Naglieri Nonverbal Test. The school psychologist also has access to multiple IQ assessments that can be used to gather more data to help the GST with placement options for students.

### **Practice E**

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

**District Response:** Communication with stakeholders to define the procedures for identification and service options will be distributed annually in the district. The AIG Coordinator will distribute AIG information at district leadership meetings. The AIG Coordinator will provide professional development for all school level teams on screening, referral and identification procedures to ensure consistent implementation across the district. A Differentiated Education Plan or Individual Differentiated Education Plan is created for each student identified in the AIG program based on student need and the array of services available. A parent conference is held annually to complete the student's DEP/IDEP and all documentation is filed in the student's AIG folder and maintained by the teacher.

## **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.

**District Response:** The Madison County Schools AIG Program maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families. The AIG program will utilize the features in PowerSchool to document identification evidence for students.

### Yearly Performance Review

K-5 Elementary and 6-8 Middle School: The Gifted Services Team will ensure that an annual review of the progress of each student participating in differentiated service options is conducted by teachers who are providing the services. The purpose of the review is to determine the student's performance in the differentiated service area. The Gifted Services Team will oversee the following:

- ongoing communication from the teacher delivering each option via progress reports, report cards, and North Carolina End-of-Grade or End-of-Course test scores
- alternative assessment data pertaining to the student's progress provided to parents by the teacher or mentor, such as evaluations of special projects/units of study, presentations, etc.

If a student is progressing satisfactorily in his/her service option(s) and no changes are required, the parents will be notified of his/her continued placement in those options. If other service options are needed, the Gifted Services Team may amend the Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP). Parents will be invited to a conference to discuss the changes.

If the yearly performance review indicates that a student is not performing satisfactorily, the team will invite parent(s) to a conference to discuss a change in the Differentiated Education Plan (DEP), Individual Differentiated Education Plan (IDEP), or the development of an Intervention Plan.

Intervention Plan (K-12): During the year, a teacher or parent may become concerned about the performance of a gifted student especially underachieving or gifted students with learning disabilities in a particular service option. The student's current level of performance and areas of concern will be reviewed. A change in the Differentiated Education Plan or an Intervention Plan may be needed in order for the student's individual needs to be met. If an Intervention Plan is written, strategies such as counseling sessions, a student-teacher contract or study guides may be included. The Gifted Services Team will monitor the student's progress and eligibility for gifted services will be reviewed. Parents will be involved in the intervention process.

9-12 High School: The gifted services team will review the following at the end of each semester: course grades, end-of-course and/or advanced placement scores, teacher or mentor evaluation of independent studies, and course selection for each student. Satisfactory progress, determined by these factors, will serve as evidence of student progress without further conferences with parents or review of the Differentiated Education Plan.

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Unsatisfactory grades test scores, or teacher/mentor's evaluation of independent studies will require parent notification/invitation to a conference. However, parents may request a conference at any time that a student appears to be having difficulties or chooses not to take the courses outlined in the Differentiated Education Plan.

**Ideas for Strengthen the Standard:** Screening, identification, and placement procedures will be updated to align with the new North Carolina AIG Program Standards. These changes will be reflected in our Individual Student Eligibility Profile, Differentiated Education Plan, Instructional Objectives, and School Site Decision forms. The Parent AIG Handbook will be updated to clearly communicate and define student's AIG identification procedures and service options. Informational brochures which communicate identification, referral and screening and service information will be updated and made available at each school. To address parental concerns, we will continue our efforts to improve communication at the high school level in regards to opportunities for AIG students in and outside of the school environment.

**Sources of Evidence:** District and/or school websites, brochures, handbooks, and agenda for district wide PLC grade level and Curriculum Team Meetings.  
Updated Placement Paperwork  
Updated Parent Handbook  
Updated Parent Brochure  
Updated District and individual school websites  
Agendas and presentations at various stakeholders' meetings  
Student AIG folders  
AIG headcount  
Testing calendar  
Differentiated Education Plans (DEPs)  
Documentation of parents' annual review meetings

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

The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

### **Practice A**

Delivers an AIG program with comprehensive services that address the needs of gifted learners across all grade levels and learning environments. These services are aligned to a student's AIG identification.

**District Response:** MCS employs three AIG assistants who work directly with students and teachers in grades 3-8 to provide targeted enrichment on a weekly basis. The AIG Coordinator works with teachers on differentiation strategies to enrich, extend, and accelerate as needed in the cluster grouped classrooms. The AIG Coordinator consults with teachers and school counselors for affective support and helps problem solve around the affective needs of gifted learners.

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 AIG 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 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 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.

The following indicators are used for placement in the AIG program:

Achievement: a standardized test score in reading and/or math at 90% or above

Aptitude: a nationally normed test score of 90%

Performance: grade averages of 90 or above in the area of recommendation

Recommendation: teacher recommendation

Student Interest: a formal interest inventory, informal interview, and/or documentation of a student's particular interest

Student Motivation: documentation of a student's commitment to pursue learning experiences

Within any indicator, a single criterion may reveal a need for services. However, no single criterion can eliminate a student for consideration. Information from any and all indicators may be used in matching students with appropriate service options. Information from specific indicators may be given priority for specific service options. (i.e. reading achievement –English honors class, math achievement-Math honors class.)

Elementary School Service Delivery Options

#### Academic Learning Environment

- AIG Consultation/Support
- Cluster Grouping
- Cross-Grade Grouping
- Multi-Grade Groups
- Subject Acceleration
- Subject Groups
- Grade Acceleration

#### Content Modification

- Advanced Content
- Contracts
- Computer Applications
- Curriculum Compacting
- Differentiated Units
- Enrichment Units
- Independent Study
- Interdisciplinary Units
- Learning Centers
- Support Services (AIG)
- Tiered Assignments

#### Enrichment/Special Programs

- Accelerated Reader
- Contests/Competitions
- Duke 4th/5th Grade Talent Search
- Field Trips
- Math Superstars

- Odyssey of the Mind
- Summer Opportunities
- Super Saturday
- Enrichment Triad Model Activities (Renzulli Type I, II, III)
- Renzulli Learning Systems

### Middle School Service Delivery Options

#### Academic Learning Environment

- AIG Consultation/Support
- Algebra I
- Cluster Grouping Across Teams
- Grade Acceleration
- Honors Language Arts
- Honors Math
- Subject Acceleration

#### Content Modification

- Advanced Content
- AIG Support
- Computer Applications
- Contracts
- Curriculum Compacting
- Differentiated Units
- Independent Study
- Interdisciplinary/Thematic Units
- Tiered Assignments

#### Enrichment/Special Programs

- Accelerated Reader
- Band
- Duke TIP Program
- Field Trips
- Interests Clubs
- Junior National Honor Society
- Math Counts
- Math Superstars
- Odyssey of the Mind
- Science Fair
- Summer Opportunities

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- Super Saturdays
- Enrichment Triad Model Activities (Renzulli I, II, III)
- Renzulli Learning Systems
- Visual/Performing Arts

#### High School Service Delivery Options

##### Academic Learning Environment

- Advanced Placement
- Dual Enrollment
- Honors Classes
- Independent Advanced Placement Opportunities
- Special Schools
- Subject Acceleration
- AIG Consultation/Support

##### Content Modification

- Advanced Content
- Computer Application
- Distance Learning
- Learning Contracts
- Independent Study
- Tiered Assignment

##### Enrichment/Special Programs

- Academic Recognition
- Band
- Clubs and Organizations
- Governor's School
- Independent Research
- Internships
- Interest-based Electives
- Job Shadowing
- Leadership Training
- Mentor Program
  
- Summer Opportunities

#### **Practice B**

Integrates and connects AIG services with the total instructional program and resources of the LEA in policy and practice.

**District Response:** MCS AIG program utilizes service delivery options for AIG students that provide an 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, pull-out program, and within the core curriculum.

The AIG Coordinator works with administrative teams, Lead Teachers, AIG assistants and grade level groups to make sure the needs of gifted learners are addressed at all levels.

### **Practice C**

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

**District Response:** Madison County Schools utilizes intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs. Students in elementary school are served in both the regular classroom and during enrichment or flex times. This ensures that those students are not excluded from any core instruction. Advanced learners at middle school are guided toward deeper enrichment in math and reading during flex/pull-out times. Advanced courses for these students are offered at both the middle and high school through course selection, dual enrollment and online courses.

The AIG Coordinator, Associate Superintendent, Lead Teachers, AIG Assistants consult with teachers in Professional Learning Communities in grades K-12 to provide support for planning instruction for gifted students.

### **Practice D**

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.

**District Response:** The AIG Coordinator will collaborate with teachers, school administrators and support staff to deliver relevant information concerning the local AIG program and plan. This will be accomplished through meetings, AIG Handbook, AIG Brochure and AIG Website.

### **Practice E**

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

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**District Response:** The AIG Coordinator, with the support of the Associate Superintendent, will communicate among and between teachers and schools to ensure effective continuation of K-12 services, especially at key transition points.

**Practice F**

Addresses the social and emotional needs of AIG students through collaboration among school counseling personnel, regular education teachers, AIG specialists, and others.

**District Response:** MCS AIG Program works to ensure collaboration and involvement among regular education teachers, exceptional children's teachers, other specialists, counselors, AIG assistants, instructional staff, parents/families, and administrators to provide differentiated programming and services that meet the needs of AIG students. MCS will provide opportunities for the AIG coordinator and other teachers to plan, implement, and refine applications of their professional development learning.

**Practice G**

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

**District Response:** MCS AIG program offers both subject and grade acceleration. The guidelines for options are as follows:

Subject Acceleration

:

98% on an achievement test in that subject area

97% on an aptitude test

95 or higher for the final average in the subject being considered

Recommendation from the teacher of specific subject, AIG coordinator, and principal

Student interest and motivation

Grade Acceleration

- :
- 98% on an achievement test in all areas
- 98% on an individual test such as the WISC-IV and/or Stanford-Binet V
- 95 or higher for final averages in all academic subjects
- Recommendation from the guidance counselor, AIG coordinator, principal, classroom teacher(s), and psychologist
- Student interest and motivation
- Psychological evaluation that includes social/personal development

Students in K-3 are candidates for formal placement in the 4th grade. All students who show potential are provided with enrichment in an effort to nurture their abilities and learning potential. This time allows students to be challenged and stimulated early in their education and to ensure that their potential is developed. Students in grades k-3 are closely monitored with Madison County Schools' informal reading and/or math assessments. Aptitude tests, student work samples or portfolios, and student interest or motivation are also used to identify students who need nurturing. The AIG coordinator, Lead Teachers, Instructional Improvement Director, and the Associate Superintendent provide support to the teachers for students who require differentiation.

The district offers Credit By Demonstrated Mastery.

Madison County Schools follows the state guidelines when reviewing for early entrance to kindergarten. These guidelines include:

- a. Fourth birthday by April 16th of entry year.
- b. Testing administered after April 16th of entry year.
- c. Aptitude (Score at the 98th percentile on a standard individual test of intelligence such as the Stanford-Binet, WPPSI, Kaufman-Anderson, or other comparable tests administered by a licensed psychologist)
- d. Achievement two to three years beyond peers (Score at the 98th percentile on either reading or mathematics on a standardized test of achievement)
- e. Performance (Observations, student work samples, informal reading assessment)

- f. Observable Student Behavior (Social and developmental characteristics, as documented through two recommendation letters from preschool teachers, pediatricians, or other adults with knowledge of the child. Checklists may also be used for support in this area)
- g. Motivation/Student Interest (Observations, interviews with the child which document a great deal of knowledge or extreme interest on the part of the child)

Parents wishing to submit a child for consideration for early admission to kindergarten shall present the required information within the first thirty days of the school's instructional year. If the child is admitted to kindergarten, the principal may rescind his/her approval based on substantial evidence that the child is not adjusting satisfactorily to the school setting. (N.C. House Bill 1099) Early admission to kindergarten does not automatically place a child in the AIG program. The school's Gifted Services Team must review the child's progress and educational setting in ninety (90) calendar days of the child's enrollment. If the Gifted Services Team recommends the child receive services, either a Differentiated Education Plan or an Individual Differentiated Education Plan shall be developed.

#### **Practice H**

Implements intentional strategies to broaden access to advanced learning opportunities for under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. These strategies may include talent development efforts.

**District Response:** Madison County Schools AIG Program strives to ensure that traditionally underrepresented populations receive the same opportunities and services across the district. AIG student identification is provided to personnel who have a specialized focus such as ELL and EC teachers that may also provide services to our AIG students. We maintain a deliberate focus on our economically disadvantaged students. We sometimes have highly gifted students or students who need more than the standard DEP (Differentiated Education Plan) can offer, an IDEP (Individualized Differentiated Education Plan) is developed for that student.

#### **Practice I**

Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.

**District Response:** Madison County Schools offers many extra-curricular programs. Examples of these activities both in and out of the classroom are:

Battle of the Books

Career and College Fairs

Math Enrichment Club

Science Olympiad  
Odyssey of the Mind  
Beta Club

**Ideas for Strengthen the Standard:** The AIG Coordinator will work with Lead Teachers, Regular Education Teachers, and administrators to share pertinent information about the local AIG plan and program.

Define to all stakeholders the MCS identification criteria for each area of giftedness.

**Sources of Evidence:** Differentiated Education Plans  
Individual Differentiated Education Plans

Eligibility Record that documents the multiple criteria for student identification

Revised Parent Handbook

### **Standard 3: Differentiated Curriculum and Instruction**

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

**District Response:** The Madison County Schools AIG Program understands that while some teachers use strategies that address abilities, readiness, interest and learning profiles, there are still inconsistencies across the district regarding implementation of researched-based differentiation strategies for gifted learners. We must have a more deliberate focus on differentiated curriculum and instruction for our gifted learners at all levels.

AIG Service Delivery Options:

Elementary Service Delivery:

Academic Learning Environment

AIG Consultation/Support

Cluster Grouping

Cross-Grade Grouping

Multi-Grade Groups

Subject Acceleration

Subject Groups

Grade Acceleration

Content Modification

Advanced Content

Contracts

Computer Applications

Curriculum Compacting

Differentiated Units

Enrichment Units

Independent Study

Interdisciplinary Units

Learning Centers

Support Services (AIG)

Tiered Assignments

Enrichment/Special Programs

Contests/Competitions

Duke 4th/5th Grade Talent Search

Field Trips

Math Superstars

Odyssey of the Mind

Summer Opportunities

Enrichment Triad Model Activities (Renzulli Type I, II, III)

Middle School Service Delivery Options:

Academic Learning Environment

AIG Consultation/Support

Math 1

English 1

Cluster Grouping Across Teams

Grade Acceleration

Honors Language Arts

Honors Math

Subject Acceleration

Content Modification

Advanced Content

AIG Support

Computer Applications  
Contracts

Curriculum Compacting

Differentiated Units

Independent Study

Interdisciplinary/Thematic Units

Tiered Assignments

Enrichment/Special Programs

Band

Duke TIP Program

Field Trips

Clubs

Junior National Honor Society

Math Superstars

Odyssey of the Mind

Science Fair

Summer Opportunities

Enrichment Triad Model Activities (Renzulli I, II, III)

Visual/Performing Arts

High School  
Service Delivery Options Summary:

Academic Learning Environment

Advanced Placement

Dual Enrollment

Honors Classes

Advanced Placement Opportunities

Special Schools

Subject Acceleration

AIG Consultation/Support

Content Modification

Advanced Content

Computer Application

Distance Learning

Learning Contracts

Independent Study

Tiered Assignment

Enrichment/Special Programs

Academic Recognition

Band

Clubs and Organizations

Governor's School

Independent Research

Internships

Interest-based Electives

Job Shadowing

Leadership Training

Summer Opportunities

All classroom teachers who teach AIG students are expected to provide curriculum delivery which enriches, extends, and accelerates the North Carolina Course of Study for the gifted students within their classrooms. The AIG program recognizes the need for ongoing professional development for the AIG coordinator, AIG assistants, teachers, and administrators.

### **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.

**District Response:** In the past, teachers in Madison County Schools have been offered training in differentiation; however, this was not seen as a district-wide program and little support was given for classroom implementation. Since very few of our classroom teachers have AIG licensure or gifted training, our program must rely on local professional development. Currently, we have teachers using a wide variety of methods to differentiate instruction, but the services are not consistent across the district. Teacher feedback indicated the need for professional development addressing differentiation.

Madison County Schools provides AIG services through pull-out programming for grades 3-8 on a weekly basis. Middle and high school students are offered advanced classes and have the opportunity to attend courses offered through NCVPS and colleges/universities.

MCS AIG program provides K-2 AIG consultation at this time.

### **Practice C**

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

**District Response:** Madison County Schools selects and uses a variety of evidence-based supplemental resources that augment curriculum and instruction. Some examples are:

Reading Foundations

Math Foundations

Junior Great Books

Enrichment Triad Model Activities (Renzulli I, II, III)

Envision

Jacob's Ladder

The AIG Coordinator will maintain a resource library for AIG staff and classroom teachers with access to differentiated lessons and other evidence-based resources.

#### **Practice D**

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

**District Response:** 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. In an effort to foster the development of future-ready skills at an advanced level MCS has equipped classrooms with an Interactive whiteboard, projector, and document camera. Many teachers have access to laptops, iPads, and/or Kindle Fire devices for use in their classrooms.

Our students also participate in the following program(s) to foster future-ready skills:

Odyssey of the Mind

Project Lead the Way

Science Olympiad

Career Fairs

Battle of the Books

Envirothon

Problem-Based Learning

MCS AIG program recognizes the need to:

1- build/research technology resources for our elementary, middle, and high school teachers to use with gifted students.

2- Investigate and develop community service projects for gifted students.

3-Investigate possible opportunities for middle and high school students to engage in summer internships/mentorships with local businesses.

4-Investigate additional opportunities to apply learning in real life contexts: Model UN, Geocaching

### **Practice E**

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

**District Response:** The Madison County School system uses both formative and summative assessments to analyze student data. All of Madison County Schools are assessed annually by state required End of Grade/ End of Course testing. This will also include Measures of Student Learning (MSLs)/Common Exams. Benchmark testing is also used for assessment several times throughout the year at all levels

to inform instruction. Teachers participate in PLCs at the school and district level in which test data is analyzed and this analysis is used to drive their instruction and grouping for maximum learning.

### **Practice F**

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

**District Response:** 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.

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

2-Continue to build resources for parents pertaining to social/emotional needs of gifted students in the lending library at the central office.

3-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.

4-Provide individual/group guidance from school counselors for gifted students on an as-needed basis.

5-Continue to research and update resources to share with stakeholders.

6-School counselors are members of the Gifted Services Team at each school.

7-The AIG Coordinator is available to meet with gifted students, parents, teachers for general support for student success.

8-All schools will be provided with Judith Halsted's book: *Some Of My Best Friends Are Books: Guiding Gifted Readers from Pre-School to High School*. She discusses the importance of bibliotherapy (reading a book that addresses an issue and then discussing it with a counselor and applying it to their own situation) in the book.

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. 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 as well as their meet student social/emotional needs. Talent development options will be based on student interest and motivation.

### **Practice G**

Cultivates and develops the potential of young (K-3) students through purposeful and intentional differentiated curriculum and instruction.

**District Response:** Students in K-3 who show

potential are provided with enrichment in an effort to nurture their abilities and learning potential. This time allows students to be challenged and stimulated early in their education and to ensure that their potential is developed. Students in grades k-3 are closely monitored with Madison County Schools' informal reading and/or math assessments and teacher observation. Aptitude tests, student work

samples or portfolios, and student interest or motivation are also used to identify students who need nurturing. The AIG coordinator provides resource support to the teachers for students who require

differentiation. An AIG assistant is placed at each school as a means for providing continuous

support for teachers to meet student needs. All elementary schools review data on a consistent basis (via district and school level Professional Learning Communities) and modify the curriculum for all students. Each elementary school provides flexible grouping for all students to allow individual needs to be met.

### **Practice H**

Develops and implements differentiated curriculum and instruction through collaboration among regular education teachers, AIG personnel, and other related instructional staff.

**District Response:** The AIG Coordinator and AIG assistants work with classroom teachers to assist with meeting the needs of individual students and providing enrichment experiences for the entire class. The AIG coordinator works directly with students when appropriate. The AIG program provides pull-out enrichment for grades 3-8. All teachers will have the opportunity to attend professional development sessions that provide the necessary strategies and skills that are key to cultivating the potential of gifted students. Madison County Schools utilizes Professional Learning Communities, both at the district and school level, to provide time for teacher/leadership collaboration.

### **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/families to ensure effective programming, provide a continuum of services, and support school transitions.

**District Response:** Madison County Schools AIG Program develops and documents a plan that articulates

the differentiated curriculum and instruction services that match the identified needs of K-12 students.

The plan is reviewed annually.

The AIG program seeks to provide an open line of communication that would foster the collaboration among AIG personnel and other professional staff, including exceptional children's personnel and others related to AIG students, to develop and implement differentiated curriculum and instruction.

**Ideas for Strengthen the Standard:** 1-Utilize the AIG~IRP (Instructional Resources Project) provided through NCDPI to guide and support teachers working with gifted students.

2-Provide professional development in differentiation strategies to support classroom teachers K-12 who are teaching gifted students.

3-Provide professional development for high school teachers teaching honors level courses following the Honors Level Course Rubric and Advanced Placement (AP) teachers following the College Board guidelines.

4-Revise AIG DEP/IDEP forms

**Sources of Evidence:** 1-Teacher lesson plans

2-Professional development agendas and attendance rosters

3-examples of pre, formative, and post assessment data, documented student readiness or diagnostic assessment results and trends.

4-Compiled list of AIG resources for parents.

5-Agendas, attendance rosters from professional development regarding social/emotional needs of gifted students.

6-Revised AIG DEP/IDEP forms

## **Standard 4: Personnel and Professional Development**

The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the needs of gifted learners that is on-going 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.

**District Response:** MCS employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. The individual has AIG Licensure, a Master's degree in Gifted Education, and a Doctorate in Educational Leadership and Policy Analysis.

### **Practice B**

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

**District Response:** Madison County Schools ensures that a AIG-licensed coordinator is engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of gifted learners.

### **Practice C**

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.

**District Response:** The system's Personnel Preparation Program shows how the district plans to support the development of regular classroom teachers, administrators, support staff, and AIG specialists 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 continue to develop their expertise on current gifted education and differentiated best practices for a total of 30 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 licensure of all involved AIG teachers through the university pathway or Praxis exam.

#### **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.

**District Response:** School Principals schedule AIG students in classrooms with teachers who have met the LEA's professional development requirements for that position or have earned an AIG add-on license. In some instances our rural landscape does not allow all schools to employ teachers who have met the LEA PD requirement and in those instances other resources are brought into play to meet those students' needs. The AIG Coordinator works closely with all personnel who come into contact with AIG students in the school setting. The AIG Coordinator provides consultative services as well as many resources, materials, and technology that will aid partially trained teachers to meet gifted student needs.

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**Practice E**

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

**District Response:** MCS AIG Program aligns professional development opportunities with local AIG program goals, district initiatives, and best practices in gifted education.

**Practice F**

Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.

**District Response:** Madison County Schools utilizes common planning and both district and school level Professional Learning Communities to provide opportunities for teachers to plan, implement, and refine applications of their professional development learning.

**Ideas for Strengthen the Standard:** 1-Consider ways to share resources when designing and delivering PD; include finding ways to collaborate with neighboring school districts, partner across a region, and/or utilize "Booster Shots" and other resources available on DPI AIG wiki site.

(Duke TIP teacher resources, GT Ignite PD, SimpleK12 PD)

3-Use technology to share new ideas and grade appropriate resource materials.

**Sources of Evidence:** 1-PD attendance log

2-personnel surveys reflecting a needs assessment for PD for gifted learners (teacher working conditions survey)

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## Standard 5: Partnerships

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

### **Practice A**

Develops partnerships with parents/families that are intentional and meaningful to support the following needs of AIG students:

- \* academic and intellectual
- \* social and emotional

**District Response:** An active partnership among parents, community, and school is essential for a successful academically gifted program. Linking the academic program to real world experiences nurtures a student's aptitude, talents, and interests. However, this requires extensive parental and communal involvement. Madison County Schools believes that such interest by the general public will encourage unique opportunities for educational experiences that will expand the student's knowledge even further. When academically gifted children and young adults observe that education is a focal point in the family, as well as the community, they will make education a priority.

The AIG program website and handbook will be updated. A brochure will be created to share information with all stakeholders about the AIG program in MCS. Parent meetings will be held every year to create new AIG paperwork and review any changes. Career and College Fairs will be held at the high school.

### **Practice B**

Shares with stakeholders, including all students' parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.

**District Response:** The MCS AIG program disseminates information with stakeholders at parent meetings, AIG website and handbooks. The AIG program will develop a brochure and presentation to share relevant program information with stakeholders.

### **Practice C**

Establishes and utilizes an advisory group to develop, implement, and monitor 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 and families, AIG teachers, and other instructional and support staff.

**District Response:** MCS AIG Program will continue to work toward involving stakeholders, reflecting the diversity of AIG parents/families and the community, in the development, implementation, and monitoring of the local AIG program and plan. This is accomplished by working with the district

Curriculum Team, Lead Teachers, school counselors, and the testing director.

**Practice D**

Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

**District Response:** The MCS AIG Program needs to have the ability to inform parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language. The AIG coordinator works with the English Learner coordinator to translate information for students and families.

As new materials are created to inform parents and families of AIG students of opportunities, these will be translated into the native languages, as needed. Translators are made available at meetings when necessary to ensure accurate communication.

At the present time all of the identified AIG students speak English.

**Practice E**

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

**District Response:** Partnerships are vital to the well-being of our Madison County Schools' AIG program and the students we serve. Madison County Schools partners with AB-Tech, Mars Hill University, The University of North Carolina at Asheville, Appalachian State University and Western Carolina University. MCS offers dual enrollment opportunities for high school students. High school students have the option to apply and attend the Madison County Early College High school. The MCS GEAR UP program offers many opportunities to our students.

**Ideas for Strengthen the Standard:** Find ways to improve the participation of stakeholders in the development and implementation of the AIG program plan.

Improve communication with our Hispanic population by translating documents into Spanish as needed.

**Sources of Evidence:** Translated forms

AIG website

AIG parent/student handbook

School handbook(s)

## **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 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.

**District Response:** The MCS AIG program develops a written plan describing the local AIG program in accordance with state legislation and SBE policy, which has been approved by the LEA's school board and sent to SBE/DPI for review and comment. The Madison County Board of Education and the administrative staff fully support the Plan for the Academically Gifted. This plan guides our efforts to serve and identify gifted students.

### **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.

**District Response:** The AIG plan for Madison County Schools adheres to North Carolina's AIG legislation, Article 9B, and the six North Carolina AIG Program Standards adopted by the State Board of Education. The implementation of the local plan will be monitored by Madison County Schools AIG Coordinator. Fidelity checks will be conducted by meetings with Lead Teachers, regular education teachers, internal paperwork review, surveys, PLCs, and administrative observations.

### **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.

**District Response:** The State of North Carolina in Program Report Code 034 allocates funds for gifted education. Madison County Schools AIG Program has a yearly budget in place to categorize expenditures and facilitate and implement the local AIG plan. The AIG Coordinator receives a finance report each month for review, and the AIG Department in conjunction with the Finance Department work together to ensure state funds allotted for gifted education are used correctly. Madison County Schools AIG Program closely monitors the use of state funds for the local AIG program according to state policy

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**Practice D**

Maintains, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students.

**District Response:** The AIG coordinator, Lead Teachers, and classroom teachers grades K-8 will review and document student performance growth annually for AIG students. High school counselors will be responsible for analyzing student performance for high school AIG students. A list of all AIG identified students will be compiled and shared with teachers, counselors, and administrative staff at both high schools.

The AIG coordinator will work with the Testing director to develop a systematic procedure to gather, analyze, and share AIG student growth and achievement data for the district, including EOG, EOC, PSAT, SAT, AP, ACT, PLAN, and EXPLORE.

**Practice E**

Monitors the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

**District Response:** The MCS AIG program will continue to monitor the representation and retention of underrepresented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. The AIG coordinator will work with the ESL coordinator, Title I teachers, EC teachers, Lead Teachers, regular education teachers, administrators, and support staff to put procedures in place to ensure the systematic screening, identification, and placement of underrepresented populations.

**Practice F**

Maintains current data regarding the credentials of personnel serving AIG students.

**District Response:** The Human Resources Director maintains current data regarding licensure of AIG personnel.

**Practice G**

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

**District Response:** MCS AIG Program will elicit regular feedback from students, parents/families, teachers, and other stakeholders regarding the quality and effectiveness of the local AIG program.

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Feedback is collected from the Board of Education, students, parents/families, teachers, and other stakeholders regarding the quality and effectiveness of the local AIG program at key points. Information is gathered and shared at yearly DEP meetings and annual review meetings.

**Practice H**

Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.

**District Response:** Madison County Schools continuously seeks to improve the AIG program. The review and revision of the local AIG plan in Madison County is ongoing and comprehensive. Multiple sources of information from all stakeholders are reviewed and used in decision-making and supported by administrators and the local Board of Education.

**Practice I**

Disseminates all data from evaluation of the local AIG program to the public.

**District Response:** The Madison County Schools AIG plan is reviewed by the local Board of Education and made available on both the state and local AIG website.

**Practice J**

Safeguards the rights of all AIG students and their parents and families 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.

**District Response:** The Madison County Schools AIG Program has established written policies that safeguard the rights of AIG students and their parents/families, including informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements

AIG Due Process Procedure:

Madison County continues to seek ways to make our schools quality-learning environments. Part of the attainment of this commitment is a collaborative effort between the home and school.

Madison County Schools' Gifted Education Program goals, objectives and service options should be clearly communicated to parents. In the event that a parent/guardian disagrees with a decision, it is hoped that the concerns may be resolved at the local level. The following procedures should be followed to resolve a disagreement.

### Step I: Appeal to the School Gifted Services Team

1. The parent/guardian may request a conference with the Gifted Services Team at the child's school. This request must be made in writing. The Gifted Services Team should be given ample opportunity (10 days) to convene all members together for conference.
2. At this conference, the individual student profile will be examined and discussed. Information used to determine eligibility for service delivery options should be reviewed with the parent/guardian. If needed, the child's teacher may be asked to provide further documentation concerning student achievement.
3. At this conference, all information is shared with the parent/guardian and minutes recorded on the Gifted Services Team minutes form and signatures are obtained from those involved.
4. Following the conference, the Gifted Services Team will respond to the parent's concerns in writing within ten (10) days of the conference.

### Step II: Appeal to the Building Level Principal

1. The parent may appeal the decision of the Gifted Services Team to the building level principal. This must be done in writing within ten (10) days of the decision from the Gifted Services Team. The principal shall schedule the conference within ten (10) days of receipt of the written request. The Gifted Services Team chairperson and the child's teacher may be invited to this conference along with the parent/guardian.
2. The principal shall review the concern. During the conference, he/she may request information from the child's teacher, the Gifted Services Team, or the parents. Minutes are recorded on the Gifted Services Team minutes form and signatures are obtained from all those present.
3. The principal shall respond to the concern in writing within ten (10) days of the conference.

### Step III: Appeal to the Associate Superintendent

1. The parent/guardian may appeal the decision of the principal to the Associate Superintendent. This must be done in writing within ten (10) days of the decision from the associate superintendent.

Please submit the appeal to:

Ms. Lisa Gahagan, Associate Superintendent

Madison County Schools

5783 Highway 25-70

Marshall, NC 28753

The conference shall be scheduled within ten (10) days of receipt of this request.

2. The Associate Superintendent will review the concern. During the conference with the parent/guardian, the Associate Superintendent may request further information from the child's teacher, the Gifted Services Team, the parent/guardian, and the principal. Minutes are recorded on the Gifted Services Team minutes form and signatures are obtained from those present.

3. The Associate Superintendent shall respond to the concern in writing within ten (10) days of the conference. At this point, the superintendent may request mediation in order to resolve the concern. An impartial mediator shall be selected for this process.

#### Step IV: Appeal to the Local Board of Education

1. The parent/guardian may appeal the decision of the superintendent to the local board of education. This must be done in writing one week prior to the next scheduled board meeting in order that this appeal is placed on the agenda. Please submit the appeal to:

Madison County Board of Education

Madison County Schools

5783 Highway 25-70

Marshall, NC 28753

2. The board of education will review the concern. The board may request further information from the child's teacher, the Gifted Services Team, the parent/guardian, the principal, associate superintendent and/or superintendent.

3. The board shall make a final decision in writing within thirty (30) days of the receipt of the written complaint.

#### Step V: State Level Grievance Procedure

Once all efforts have been exhausted within the system, the parent/guardian may file a petition for a contested case hearing in accordance with Article 3 of Chapter 150B of the General Statutes, the Administrative Procedures Act, of North Carolina.

The issues for review shall be limited to:

1. Whether the local system improperly failed to determine eligibility for services within its gifted education program.

2. Whether the local system implemented and provided those services specified within the differentiated gifted education plan.

Following the hearing, the administrative law judge shall serve the final decision. The administrative law judge shall give a copy of written findings and the decision to the parties and to the state superintendent of public instruction.

**Ideas for Strengthen the Standard:** Gather input from parents, administrators, teachers and students at the end of each school year to guide the the continuous improvement of AIG program services for students. Leverage school parent night(s)/open house(s), curriculum team meetings, PLCs, and surveys to gather information.

**Sources of Evidence:** Student surveys

Parent surveys

Teacher surveys

Meeting attendance sign in forms

**Glossary (optional):**

**Appendix (optional):**

Appendix Glossary AIG.docx (*Appendix*)

Appendix Service Delivery Options.docx (*Appendix*)