

Overview and Guidance

Lexington City Schools (291) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Welcome

Welcome to DPI's Local AIG Plan electronic system! This database system is the official site where your LEA and/or Charter School will submit its Local AIG Plan for 2022-2025, as mandated by Article 9B. We appreciate your efforts to develop high quality (HQ) AIG services and programming and develop an effective plan to support gifted and advanced learners in your LEA and/or Charter School.

Overview of Legislation

North Carolina has legislation that mandates identification and services of K-12 AIG students. This legislation was passed in 1996 and is entitled Article 9B, Academically or Intellectually Gifted Students (N.C.G.S. § 115C-150.05-.08). Article 9B provides a state definition for Academically or Intellectually Gifted (AIG) students and requires local education agencies (LEA) to develop three-year AIG local plans with specific components, to be approved by local school boards and subsequently sent to the State Board of Education and Department of Public Instruction (DPI) for review and comment.

NC State Board of Education Policy (ACIG-000)

As legislated in Article 9B, the SBE and DPI provide guidelines for LEAs to follow in the development of their local AIG plans. Each year prior to the submission of a new local AIG plan, the standards are revised and approved by the SBE. The NC AIG Program Standards were revised and approved again in June 2021 and continue to serve as a statewide framework for all of NC and guide LEAs to develop, coordinate, and implement thoughtful and comprehensive AIG programs, while still honoring local flexibility.

What is the purpose of this plan update?

As with the previous plan revision cycles, each LEA or charter school is asked to review progress and make updates to

their local AIG plan. The overall process remains the same as the previous plan submission cycles. The LEA or charter should have clear responses to each of the practices within the standards, making sure efforts are made to honor local context while implementing best practices in gifted education. This framework supports our efforts to move forward into the next stage of developing HQ services and programming with a focus on equity and excellence and ultimately supports LEAs and charters to craft effective local AIG programs that support the optimal growth and development of all gifted learners.

Overall Writing Information

Develop a plan for utilizing stakeholder feedback and other applicable data regarding your 2019-22 plan as a starting point for your 2022-2025 plan.

Every standard and practice must be addressed in this local AIG plan through your LEA Response.

The self-assessment rating for each standard and practice can be found in the Self-Assessment section. However, this information will not be printed in your final Local AIG Plan document.

As legislated by Article 9B, local Boards of Education approve local AIG plans. Indicate the date of approval and upload evidence of approval in the submission section.

Upload any documents and forms you need or want to include in either the specific the AIG Additional Resources area on each standard page OR in the AIG Related Documents section.

Note that only a list of these documents will print as part of the text in the plan. The actual documents will not print as a part of the local AIG plan.

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In addition, for each standard, the LEA will provide strategies for strengthening the standard and planned sources of evidence for each standard.

You will be able to print your local AIG plan, or a section of the plan, at any time.

Once completed and approved, you will submit your entry to NCDPI.

After submission of the local AIG plan, you are encouraged to download the final document for posting to your district or charter school website, or other locations as appropriate.

When are the local AIG plans due?

The local AIG plans are due to the SBE/DPI by July 15, 2022 for review and feedback for all LEAs and those charter schools with an existing local AIG plan. All charter schools submitting a local AIG plan for the first time, will submit via the NC CCIP portal by October 15, 2022. As Article 9B legislates, these updated plans should be approved by the LEA's school board prior to submission and must be submitted every three years to SBE/DPI.

For questions, please contact:

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Sneha Shah-Coltrane	Director of Gifted Education and Advanced Programs	sneha.shahcoltrane@dpi.nc.gov

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AIG List of Standards & Practices

Organization of the AIG Program Standards

Each standard is formatted as follows:

Standard: The standard is a defining statement articulating the State Board of Education expectations for quality, comprehensive, and effective local AIG programs and relates to the categories addressed in Article 9B.

Practices: The practices clarify the standard, describe what an LEA must have in place, and guide LEAs for program improvement. These practices will be verified to stakeholders through a variety of sources of evidence.

Standard 1: Student Identification

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

PRACTICES

- 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.
- 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.
- 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 learners, highly gifted, and twice-exceptional.

- d) Monitors the screening, referral, and identification processes for consistent implementation across the LEA.
- e) Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large.
- f) Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.

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.

PRACTICES

- 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.
- 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.
- c) Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.
- d) Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.
- 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.
- f) Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.
- 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.

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.

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

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.

PRACTICES

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.

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.

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

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

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

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

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.

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.

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.

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.

PRACTICES

- a) Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.
- b) Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 gifted learners.
- 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.
- d) Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.
- e) Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.
- f) Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.
- 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.

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.

PRACTICES

- a) Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:
- academic and intellectual
 - social and emotional
- 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.
- 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.
- 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.

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.

PRACTICES

- 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.

- 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.
- 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.
- 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.
- 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.
- 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.
- g) Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.
- h) Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.
- i) Shares all data from local AIG program evaluation with school and district personnel, students, parents/guardians, families, and other community stakeholders.
- 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.

Overview: Mission/Vision Statement and Funding

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* LEA Superintendent's Name:

Dr. Anita Wells

* LEA AIG Contact Name:

Britt, Hakima - kbritt@lexcs.org ▼

Lexington City 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 Lexington City Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

Lexington City Schools' vision for the AIG Program is to develop the academic potential of students in order to prepare 21st Century adults

who reach the highest levels of success using their gifts and talents.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 171,383.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

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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 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.

Screening and Referral Procedures, K-12

Screening Procedures:

Grade 3: The AIG-SBC (School-Based Committee) at each school uses the Naglieri Aptitude test to conduct a broad sweep for potential AIG students annually through universal screening and nominations and formal AIG identifications and services. Beginning 2022-2023, we will use the universal screener, CogAT beginning with grade 3

Grades 4-12: The AIG-SBC (School-Based Committee) at each school will universal screener such as the End-of-Grade tests will continue to be used to assist in identifying students. The school based committees will remain in place to assist with the identification of students by using teacher recommendations and student work samples.

Referral Procedures

-Grades K-2: Students in grades K-2 may be referred to the Nurture Program by a parent, community member, or teacher. Once the student is nominated the teacher will complete an Inventory of Gifted Characteristics. The AIG-SBC (School-Based Committee) team consisting of AIG teachers, the Guidance Counselor, and Administration meet to determine if the student meets 3 of 4 criteria: 1. Mastery of Reading and/or Math demonstrated by meeting all LCS criteria in grade level curriculum for reading and/or math

2. Inventory of Gifted Characteristics

3. Student Work Portfolio that demonstrates advanced abilities and consistently high performance on multiple work products in reading and/or math when compared to same group peers (3 reading including 1 writing, 3 math).

4. Reading and/or Math: At least 1 grade level ahead

Current Grade Level Reading Level/Math (Performance Tasks):

Kindergarten - mClass (score of 450 and above); Math Performance Tasks End of 1st grade

First Grade - mClass (score of 480 and above); Math Performance Tasks End of 2nd grade

Second Grade - mClass (score of 474 and above); Math Performance Tasks End of 3rd grade

--Grades 3-12: Students in grades 3-12 may be referred to the AIG Program by a parent, community member, or teacher. Once a student is referred, the following items are submitted for consideration: -Standardized Aptitude Test Scores (NNAGT3 or other aptitude tests) - Most current Standardized Achievement Test Scores (EOG)

*** 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 LCS AIG Plan provides multiple pathways to identification. Aptitude scores alone provide criteria for Intellectual Giftedness in Pathway One. Aptitude and Achievement scores are used in combination for identification in Pathway Two. Pathway Three includes standardized measures as well as Student Portfolios and also includes informal measures and stakeholder recommendations. Standardized and research-based data are compiled with non-traditional information to create a broad pool of students for consideration to include under-represented populations. The AIG School-Based Committee (AIG-SBC) at each school conducts a broad sweep for potential AIG students annually through universal screening and nominations and formal AIG identification / services. These same methods are also used to establish a pool of candidates for possible Nurture Services in Grades K-3, and aptitude and achievement scores are obtained for identification following nomination to the AIG SBC. Quantitative and qualitative measures from diverse sources are also included in the data compilation. Pathway Three was developed to provide flexibility, and to allow equitable access for students using a broader range of non-traditional data such as learning profiles and rating scales for students in grades 4-12.

The three Pathways to identification of AG and IG are as follows:

Pathway 1: Intellectually Gifted (Must meet one criteria)

___ APTITUDE score of 98th percentile or greater on the Subtest or Composite

Pathway 2: Academically and Intelligently Gifted AIG, AIG(R) or AIG(M) (Must meet both criteria)

___ STANDARDIZED APTITUDE score of 85th percentile or greater on the Subtest or Composite

STANDARDIZED ACHIEVEMENT score of 85th percentile or greater in Reading and/or Math [AIG(R) and/or AIG(M)]

Pathway 3: Academically and/or Intellectually Gifted AG, AR or AM (Must meet 4 of 6 criteria)

Standardized Aptitude Score 75th percentile or higher (includes district-wide, non-verbal aptitude test administered to all third graders)

Standardized Achievement Score no more than 12 months old in Reading and/or Math at the 75th percentile or higher (includes NC End-of-Grade and End-of-Course Tests)

Research-based, norm-referenced Gifted Rating Scales/Checklists

Multiple Diagnostic Benchmark Assessments that demonstrate high ability and performance in reading and/or math

Student Portfolio that demonstrates advanced abilities and consistently high performance on multiple work products in reading and/or math when compared to same group peers

Teacher Observation/Recommendation that can include evidence as shown through exceptional grades, classroom behaviors, and interests.

As LCS moves in the direction of implementing a new universal assessment tool CogAT, we will also revise the qualifying criteria as follows. K-1 screening for the nurture program will remain the same as noted above. Students in the 2nd grade will be screened in the spring of the school year (April) using the CogAT screener.

Intellectual (IG): 98th%ile or higher aptitude

Exceptional Achievement (AG, AM, AR): 98th%ile or higher achievement (Math, Reading, or both)

Academically and Intellectually (AIG): Student meets the 90th% or higher aptitude AND the 90th% or higher achievement in one or both subjects.

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* 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.

The referral and identification practices used in LCS are responsive to having an equitable representation of students in our AIG program. Please refer to our demographic data analysis.

There are disproportionalities in the representation of certain subgroups in the district. The multiple pathways for AIG identification ensure that the demographic makeup of our district is reflected with regard to ethnicity, economic status, English language (multi-

language) proficiency, and twice exceptional learners. A non-verbal measure is used in the annual district screening during the third grade year for all students in the district for the 2021-2022 school year. CogAT will begin in grade 2 for the 2022-2023 school year. Pathway Three allows flexibility in reviewing additional, non-standardized measures when giftedness is indicated, but standard criteria are not met.

Pathway 3: Academically and/or Intellectually Gifted AG, AR or AM (Must meet 4 of 6 criteria)

___ Standardized Aptitude Score 75th percentile or higher (includes district-wide, non-verbal aptitude test administered to all third graders)

___ Standardized Achievement Score no more than 12 months old in Reading and/or Math at the 75th percentile or higher (includes NC End-of-Grade and End-of-Course Tests)

___ Research-based, norm-referenced Gifted Rating Scales/Checklists

___ Multiple Diagnostic Benchmark Assessments that demonstrate high ability and performance in reading and/or math

___ Student Portfolio that demonstrates advanced abilities and consistently high performance on multiple work products in reading and/or math when compared to same group peers

___ Teacher Observation/Recommendation that can include evidence as shown through exceptional grades, classroom behaviors, and interests

For the CogAT screener, the following criteria is in place:

___ Intellectual (IG): 98th%ile or higher aptitude

___ Exceptional Achievement (AG, AM, AR): 98th%ile or higher achievement (Math, Reading, or both)

___ Academically and Intellectually (AIG): Student meets the 90th% or higher aptitude AND the 90th% or higher achievement in one or both subjects.

* Practice D

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

The AIG School Based Committee informs teachers of the referral process each spring during a staff meeting. Additional one-on-one meetings are held for teachers who have more questions. All documents/forms/samples are provided to each teacher for any student

who may qualify for services. Teachers are informed how to refer a student and the items that need to be completed when bringing a student to the committee.

Teachers begin gathering data such as:

- Standardized Aptitude Score 75th percentile or higher (includes district-wide, non-verbal aptitude test administered to all third graders)
- Standardized Achievement Score no more than 12 months old in Reading and/or Math at the 75th percentile or higher (includes NC End-of-Grade and End-of-Course Tests)
- Research-based, norm-referenced Gifted Rating Scales/Checklists
- Multiple Diagnostic Benchmark Assessments that demonstrate high ability and performance in reading and/or math
- Student Portfolio that demonstrates advanced abilities and consistently high performance on multiple work products in reading and/or math when compared to same group peers
- Teacher Observation/Recommendation that can include evidence as shown through exceptional grades, classroom behaviors, and interests

Teachers submit documentation to the Lead AIG teacher to ensure the paperwork is completed correctly. The AIG-SBC (School-Based Committee) then meets to place students in appropriate AIG services. A spreadsheet is kept at each school with each student that goes through the process and if they meet or did not meet the criteria. A folder is made for each student who is placed to receive services and is kept in the front office. Each fall and spring the Lead AIG Teacher will check the Headcount against the spreadsheet and folders to ensure all students are identified correctly.

* **Practice E**

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

The AIG School Based Committee informs teachers of the referral process each spring during a staff meeting. Additional one-on-one meetings are held for teachers who have more questions. All documents/forms/samples are provided to each teacher for any student who may qualify for services. Teachers are informed how to refer a student and the items that need to be completed when bringing a student to the committee. Teachers begin gathering data. Teachers turn in documentation to the Lead AIG teacher to ensure the paperwork is completed correctly. The AIG-SBC (School-Based Committee) then meets to place students in appropriate AIG services. A

spreadsheet is kept at each school with each student that goes through the process and if they meet or did not meet the criteria. A folder is made for each student who is placed to receive services and is kept in the front office and stays with the student throughout their school career. Each fall and spring the Lead AIG Teacher will check the Headcount against the spreadsheet and folders to ensure all students are identified correctly.

Parents/Families/Students:

Lexington City Schools AIG Program has a website that parents, families, and students can visit to learn more information about our program/services. Schools also have brochures to inform the parents, families, and students of our referral process, program, and they can also contact their child's teacher or other personnel for further information.

Parents of third graders are notified in the Spring each year both before and following the Third Grade administration of the AIG screening test administered in Lexington City Schools. Parents are provided with evaluation information and service options during results meetings held at each school. Parent meetings are held at the beginning of each school year to formulate Differentiated Education Plans. Parents and students are involved in developing and documenting Differentiated Education Plans.

CogAT transition: Parents will be notified in the fall of students who qualify for AIG services.

Community:

Lexington City Schools AIG Program has a website that the community can visit to learn more information about our program/services. We also have a brochure to inform the community of our referral process, program, and school personnel they can contact for further information.

* **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.

Parents are provided with evaluation information and service options during results meetings held near the end of each school year. A folder is made for each student which includes referral and consent forms, testing protocols and results, as well as the Differentiated Education Plan, as listed on the AIG Folder Checklist. This folder is kept in the front office and transitions from school to school so as to

stay with the student throughout their school career. Parent meetings are held at the beginning of each school year to formulate Differentiated Education Plans. Parents and students are involved in developing and documenting Differentiated Education Plans.


*** Ideas for Strengthening the Standard**

We need to continue to identify students at the secondary level and maintain a healthy practice of documentation at the middle and high schools. Professional development facilitated by our elementary school AIG teachers for middle and high school teachers will assist with creating a smooth vertical process for paperwork correcting any paperwork mishaps.

Planned Sources of Evidence

- * Professional development sign-in sheets
- * AIG Folders/Checklist and packets
- * Agenda and minutes for end of year and beginning of year meetings

Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	 Parent/Guardian Consent for Initial Placement in the AIG Program

Standard 2: Comprehensive Programming within a Total School Community

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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.

Students in grades K-3 receive differentiated instruction in the regular education classrooms in reading and/or math. Early Kindergarten entry and grade advancement are opportunities provided to our youngest students. Kindergarten students are clustered in groups of three students in general education classes and receive differentiated instruction in reading and/or math. AIG services to students are designed to emphasize higher order, critical, and creative thinking skills in all core curricular areas.

Advanced skills in applied literacy and mathematics in the context of science and social studies instruction is also a district practice. AIG services include multidisciplinary units, integrated projects, and interest based learning. Services are provided to students in grades 4-8 on a daily basis in classrooms that contain AIG students and small clusters of students who have the potential to be formally identified in the coming months through high performance and/or interest. Clustering our gifted learners on a daily basis across all classrooms provides ongoing opportunities for meeting the social and emotional needs of our students. Students who are IG through Pathway 1 receive additional services once a week for 45 minutes from the Lead AIG Teacher via pullout groups. Students work on projects that encourage creativity and collaboration with their peers.

Service options include programming for aptitude, achievement and student interests to address a wide range of unique student needs and area of identification. Differentiation of instruction in all classrooms is the overriding philosophy in Lexington City Schools and for

the implementation of services to gifted learners. Differentiated content, instructional resources, flexible grouping, and methods for ongoing assessment are documented on the Education Plans. Educational Plans can include cluster services in regular education classrooms, accelerated classes in reading and / or math, acceleration and compacting specific subjects, grade acceleration, early admission to Kindergarten, and access to interest-specific coursework based on each student's unique needs.

Reading and language arts services for students identified as AR/AIG/AG can include advanced vocabulary study, advanced literature studies in fiction and nonfiction, integrated studies with applied literacy in science, social studies and math, as well as differentiated writing instruction using advanced rubrics. Math services for students identified as AM/AIG/AG can include advanced problem-solving, high school course options for acceleration, and extracurricular math opportunities.

Service options for high school students can include an array of coursework that offers enrichment, extension, and acceleration of curriculum. Services are provided to students in grades 9-12 on a daily basis in classrooms that are honors, Advanced Placement, or Dual enrollment in college courses. This allows gifted learners access to specific areas of study. Internships, apprenticeships, and independent studies can also be included on Educational Plans for high school students. Service options on Educational Plans can also include elective choices, extracurricular academic activities, clubs and creative competitions.

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* **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 Lead AIG teacher directly works with the Department of Teaching and Learning to ensure that we are integrating services. We have adopted a R.I.S.E (Rigorous Innovative Schools for Everyone) Initiative. Within this initiative we have several new programs that are a focus; Leader in Me, Spanish Immersion in Kindergarten, STEAM classes at the Elementary Schools, Apple Initiative, and Student Led Conferences. AIG students are participating in at least one, if not all, programs throughout the year. The lead AIG teacher aligns services with these initiatives. Our school counselors incorporate SEL initiatives and programs to serve all students, including our AIG students [i.e. Second Step-elementary level; SPARCS (Structured Psychotherapy for Adolescents Responding to Chronic Stress) -secondary level]. At that time, grouping practices transition from the use of achievement and ability data on each individual student to coursework based on achievement, ability and student choice. Counselors plan with students and parents to choose the most rigorous and challenging coursework based on student abilities, interests, and vocational choices. Historical student data is examined and used to

guide student grouping and classroom placements. Grouping practices are flexible in that students at the middle school are assigned to AIG reading and /or Math teams based on ability levels and interests, as well as on meeting the social and emotional needs of students. Our district is also expanding its efforts in the MTSS process to support systems already in place.

Guidance is part of students special time in grades K-5. Students receive social and emotional support for 45 minutes through weekly guidance lessons with school counselors. Lexington City Schools holds district PD sessions at the beginning of each school year with new teachers, and includes a session on the characteristics and needs of gifted learners. Teachers, AIG specialists, and counselors collaborate to plan cooperative learning opportunities, cluster grouping and interest-based projects that support the social emotional needs of our AIG students in PLC meetings. At the middle school, the social needs of students are used to form flexible groups across the content areas. At the high school, meeting the social and emotional needs of students is included in the daily activities of the School Counselors and through additional activities such as Club Day and extra curricular activities. Problem based learning is used to address the social aspect of working together, especially at the middle school.

*** Practice C**

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

Policies and researched-based practices are enforced across the district to ensure differentiated instruction. Differentiated instruction is utilized by all teachers in Lexington City Schools and are the basis for classroom grouping assignments. Grouping practices that ensure the support and growth of AIG students are evident from the time of identification through the eighth grade, K-8. Prior to high school, LCSs AIG students are clustered in AIG teacher classrooms and receive services five days each week. Students at the high school level, grades 9-12, develop a four year plan for coursework completion.

Instruction to our students is differentiated and services are flexible and documented for each AIG student. High levels of academic growth are expected by creating opportunities and challenges for all students in the AIG classrooms and in advanced placement courses. AIG services are documented on the Education Plan for each student. AIG teachers are full time, school based staff members who have the same responsibilities and expectations as all other Lexington City Schools employees.

*** Practice D**

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

Every school in Lexington has a school based AIG committee. The membership of each school's committee consists of teachers, administrators and support staff. Each program standard and practice of the AIG program are shared with committee members. Grade level PLCs, MTSS teams, and district coaching teams consistently analyze data to ensure flexible groups are appropriate, practical, and fluid. Weekly (PLCs), quarterly (MTSS) and annual meetings are held to discuss strengths and needs of each program and practice at every school in the district. Additional meetings are held with each school's principal to discuss the provision of differentiated services and instruction for students. Data is used to form flexible groups to address students' specific needs. Specific areas of strengths and needs in each standard and practice are discussed in order to ensure that school wide programs include best practices in gifted education.

*** 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.

Quarterly meetings are held with AIG teachers in order to allow for systemic focus, vertical articulation, and collaborative planning between schools. The Director of Special Programs in Lexington meets with teachers and school administrators at key transition points (K-1, 5- 6 and 8-9) to ensure continuity in programming and services. Teachers hold transition meetings at key transition points (K-1, 5-6, and 8-9) in order to ensure that each student is placed and enrolled in classrooms and classes that meet the academic and social/emotional needs of the student. Additional information of an historical nature is shared between teachers, administrators, and school counselors on each student at key transition points. The director will collaborate with key stakeholders to create an AIG Quick Guide or handbook to provide an overview of the AIG components. Each school's MTSS team will play an intricate part in delivery of differentiated services and instruction for AIG students. Education plans are used to guide the services for each student. The plans are monitored and changed when necessary to ensure appropriate instruction is in place.

*** Practice F**

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

The district will continue to bridge the gap between the transitional points from elementary to middle to high school. To ensure there is no break or drop in service, each school's counselor(s) and/or AIG teacher(s) will review the AIG reports when creating students' schedules and support services. These teams will meet at the end of each year to collaborate on a smooth transition. School administration will also be a part of these conversations and the district's AIG plan will be used as a reference and guide.

*** 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.

Opportunities for subject and grade acceleration, compacted content, and credit by demonstrated mastery are provided for all students and documented in each student's differentiated education plan. Teachers analyze data to identify students who can be accelerated in reading or math groups through differentiation in specific grade level classrooms through the eighth grade.

In order for a student to accelerate a grade, we will consider the whole child to determine the best fit:

-Age/Maturity

-Grades and Benchmark Test Scores will be reviewed from a variety of grade levels

-EOG Test Scores - Percentiles will be reviewed from a variety of grade levels

The final decision will rest with the Principal, school-based teams, and parental input.

All students in North Carolina Public Schools in grades 9-12 are eligible to request an opportunity to earn credit by demonstrating mastery for available courses. Middle school students may request an opportunity for CDM for high school courses offered in grades 6-8. Key information and brochures are made available to students and parents. In the event there is no EOC for the course, a teacher-made assessment is available for students to master out of the course. In Lexington City Schools, this currently includes Math I.

Early admission for kindergarten is designed for students who are not only academically ready and advanced, but who are also demonstrating advanced characteristics socially, emotionally, and developmentally that would demonstrate readiness for the elementary classroom environment. A team is comprised of professional educators that consider various standards to indicate readiness:

- Student Aptitude: 98th percentile on an intelligence test
- Achievement: 98th percentile on either reading or math standard assessment
- Performance: child performs tasks well above same-age peers
- Observable student behaviors/student interest: child will demonstrate social and developmental maturity sufficient to participate in a structured setting for a full school day.
- Motivation/student interest: Principal conducts an informal interview with the child to gain knowledge

* 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.

Lexington City Schools uses Pathway Three in our identification process to ensure that all subgroups of students are included in our programming and classrooms for AIG students.

Students in grades K-3 are not formally identified as AIG, but they can be in our Nurture program. Students who are placed in our Nurture program can work a grade level above their peers. The teachers of the students provide enrichment opportunities to meet the needs of the individual learners. Nurture students in 3rd grade are pulled for 45 minutes each week by the Lead AIG Teacher to work on reading, math and science standards through PBL activities.

In our efforts to support equity, Lexington City Schools will begin offering additional talent development opportunities in grades 3-12 as a means to broaden access to all students. These opportunities include, but are not limited to, Math 24, Battle of the Books, writing contests, violin or art lessons, Science Olympiad and Robotics, chorus, band, and summer enrichment camp. Our hope is to be able to identify students who might not perform academically, but have other ways of showing their abilities.

* Practice I

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

Extra curricular programs and events are offered to all students at each school in the district, but vary between the elementary and secondary levels. Programs and events are promoted at the school level through school staff and students are encouraged to participate in areas of their interest.

Elementary programs include Violin or Art on a rotational basis, Battle of the Books, and Spelling and Geography Bees, Math 24, North Carolina Science Olympiad and Robotics are also offered. Each year students compete on teams within our district. Teachers in our elementary schools work with the teams and encourage participation. As students see their peers competing they begin to want to participate in the future.

At the secondary level, academic, creative and occupational opportunities are offered on a registration basis and are documented on the DEP. Athletics, academic competitions, chorus, robotics, and Quill are just a few of the extra curricular activities that enhance and further develop the needs and interests of AIG students.

The Jacket Academic Boosters was created for LCS to support students in academic competitions. Students who participate in the competitions and come in first, second, or third place receive a monetary prize from the Jacket Academic Boosters. Without the support of this organization, we would not be able to award students for their hard work.

Lexington City Schools offers an enrichment summer camp for rising 2nd, 3rd, and 6th graders. This 2-week camp will provide students with an preview of upcoming curriculum expectations and field trips focused on enrichment ELA, math, and science.


*** Ideas for Strengthening the Standard**

Ensure that all staff are involved in DEP development at the middle and high school levels.

Planned Sources of Evidence

- * Transition forms to accompany folders
- * Availability and advertisement of opportunities: brochures, district and school websites, etc.
- * Collaboration with teachers/staff in other specialized areas (EC, ESL, MTSS, etc.) in the form of quarterly/semester meetings with recorded agendas and minutes

Documents

Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	 <u>Initial Student Eligibility and Placement Record</u>

Standard 3: Differentiated Curriculum and Instruction

Lexington City Schools (291) 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.

District-wide, our AIG Teachers work together in school-level PLCs and district-level alignment meetings to develop curriculum maps, pacing guides, and common units of study. When planning, emphasis is placed on critical thinking, reasoning, problem solving and inquiry.

Using Core and Essential Standards as a basis, AIG teachers use differentiated instructional practices to ensure student growth and learning. Various curriculum modifications are matched to characteristics shared by subgroups of learners that include cognitive ability, prior knowledge, learning style preferences, interests, and learning rates. Differentiation strategies bring about change in content, process, product, assessment, grouping practices, teaching strategies, classroom resources, and pace of learning. Core Standards are the foundation for classroom learning and readily lends itself to being aligned to higher order thinking and problem solving, and compacted, accelerated, and deeper curriculum work along with coaches in each school support teachers in the creation and implementation of high quality lessons in the curriculum and differentiated instructional strategies.

For grades K-5, Collaboration occurs each week with staff members in grade level PLCs. Core Standards are adapted into a three hour literacy block in our elementary schools, and incorporates fiction and non-fiction texts in order to build reading strategies.

District-wide, Project Based Learning activities, virtual reality technology, technology projects are student-driven and encouraged for enrichment, extension, and acceleration of any lesson.

Lexington Middle School, grades 6-8, offers Math 1 in 7th and 8th grade. Middle School students also have the opportunity to take Math II in 8th grade, along with Spanish 1. Lexington Senior High School, grades 9-12, offers two English, one Math, two Science, and two Social Studies Advanced Placement (AP) courses. AP Research and Seminar is also offered. Students have the opportunity to earn the AP Capstone designation by completing a series of AP courses and passing the exams. Additionally, students have the opportunity to take college classes at the Community College and earn college credits while in high school.

Several of the schools in the district have special curriculum focus (Pickett Elementary, grades 1-5, -Spanish Immersion & STEM; Southwest Elementary Global Academy, grades 1-5; Charles England Elementary, grades 1-5- Leader In Me; Lexington Middle School, grades 6-8-STEM).

* **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.

Curriculum and Instruction in Lexington City Schools is augmented with inquiry learning, concept-based instruction, curriculum compacting, taxonomies of higher level metacognitive thinking, and Socratic search and Paideia seminars.

Curriculum is reviewed and paced each summer based on the feedback from teachers, the standard course of study, and the seamless flow. While teaching standards, students may use a variety of strategies to learn:

-Choice Boards - opportunity to complete standards-based activities based on the interest of the student.

-Questioning Techniques - higher order questioning is encouraged to help students think deeply about subjects.

-Literature Circles - encouraged during reading to encourage students to talk about their reading to gain a deeper understanding of the text.

-Problem/Project Based Learning Activities - offered to help students think deeper about the standards. PBL's allow students to learn across a variety of subjects in one problem/project.

* Practice C

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

Teachers in Lexington City Schools do a great job of incorporating a variety of resources that enhance student learning and allow for creativity, communication, and critical thinking skills:

-Breakout EDU Challenges - allow students to use critical thinking and collaboration skills while solving problems from multiple content areas.

-Wake Forest PBL Resources - allow students to use critical thinking skills to solve a real-world problem

-Overnight Field Trip Experiences - allow students to explore different areas of the state. While students are on the field trips they have classes to learn about different science/social studies topics. -Wordly Wise Vocabulary - students are introduced to new vocabulary words they can use in context to become better readers

-Hands on Equations - hands on manipulatives that help students explore algebraic equations and expressions

-Lego Math - hand on manipulatives that help students explore fraction concepts -Virtual Reality headsets - allow for enrichment/extension/acceleration.

-NC Check-ins

Several of the schools in the district have special curriculum focus (Pickett Elementary-Spanish Immersion & STEM; Southwest Elementary Global Academy; Charles England Elementary-Leader In Me; Lexington Middle School-STEM).

Technology resources provide a gateway for many learning opportunities focusing on 21st century skills. In 2019-2020 Lexington City Schools adopted the Apple Initiative. All teachers are provided with a Macbook Air, iPad and Apple TV for their classroom. One iPad lab will be available at each school for teachers to use with their whole class. Students in grades 3-12 will be 1:1 with iPads. Students in Kindergarten will be 1:1 with iPads and students in first and second grade will be 1:2 with iPads.

*** Practice D**

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

Lexington City Schools offers a variety of programs and events that assist in developing critical thinking skills, communication, collaboration, creativity, and leadership. A makerspace classroom is available at each elementary school for students to use; in addition students will attend media classes weekly for forty-five minutes, where the integration of STEM/STEAM and Makerspace activities is utilized. During this time, students are encouraged to think critically, communicate, collaborate, and show their creativity when demonstrating their learning. "Leader in Me" practices are included in all PK-5 classrooms that will promote leadership skills. LCS promotes a range of academic competitions to students; Battle of the Books, Math 24, Geography Bee, Poetry Contest, Spelling Bee, Coding and Robotics, Science Olympiad, Art and Oratorical.

Middle and high school teachers work closely with other departments to ensure the integration of core subjects. Lexington Middle also offers Battle of the Books, Spelling Bee, Coding and Robotics opportunities. Honors, AP, and CTE courses are offered to students who wish to develop future ready skills and challenge themselves academically. Additionally, Lexington Senior High School offers arts-based programs, such as dance, chorus, band, drama, etc.

*** Practice E**

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

AIG teachers use ongoing assessments and progress monitoring to drive instruction and to facilitate grouping practices for differentiating classroom curriculum. mClass is used at the elementary level along with other assessment tools three times per year. Math assessments are conducted four times each year. Ongoing progress monitoring allows us to measure the growth of each student from the beginning of each year to the end of the school year and for the

development of a historical document with individual student data. This information is provided to each school at key transition points for all students. One to One performance tasks are completed for each student at the Kindergarten level. Teachers also use a variety of formative and benchmark assessments to inform instruction (mClass and iReady). Pre and Post-Assessments are used to identify students who need additional enrichment, acceleration or extension activities via flexible grouping and other differentiation strategies.

*** Practice F**

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

Lexington City Schools students in grades K-5 receive social and emotional support through weekly lessons with school counselors and through collaboration with MTSS teams. Students have guidance class once a week that focuses on topics such as: character, integrity, forgiveness, having a positive attitude, kindness, etc. Our elementary school counselors embed "Second Step" into their weekly guidance lessons. This program is a holistic approach to building supportive communities for every child through social-emotional learning.

For secondary schools, SPARCS (Structured Psychotherapy for Adolescents Responding to Chronic Stress) is embedded into the school day by the guidance counselors.

Cooperative learning, cluster grouping and interest-based projects are practices that also support the social emotional needs of our AIG students. At the middle school, the social needs of students are used to form flexible groups across the content areas. Problem based learning is used to address the social aspect of working together. At the high school, meeting the social and emotional needs of students is included in the daily activities of the School Counselors and through additional extracurricular activities

*** 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.

The Lexington City Schools district has a Nurture program for students in grades K-3 who are clustered in groups of at least three in the elementary schools. The following information is on LCS Nurture Program Placement Record:

? Mastery of Reading and/or Math demonstrated by being above grade level for reading and/or math.

? Inventory of Gifted Characteristics Score: _____ Date of Test: ____/____/____

? mCLASS Dibels 8 - EOY K = 450+ 1st = 480+ 2nd = 474+ Score: _____

? Student Work Portfolio demonstrates advanced abilities and consistently high performance on multiple work products in reading and/or math (3 reading including 1 writing, 3 math)

Reading Portfolio: _____ Math portfolio: _____

Media Coordinators incorporates STEAM Challenges into their weekly lessons to cultivate the potential of all students.

Students in first and second grade attend media classes once a week. In the media classes, our Media Coordinators introduce students to curriculum they might not have in a regular classroom setting such as coding and STEAM challenges. However, classroom teachers and media coordinators collaborate via informal conversations and PLCs to discuss weekly lessons that may align for both media class and the classroom setting. Both of these experiences foster critical thinking skills, collaboration, communication, and creativity.

Early identification and intervention will begin with a summer enrichment camp offered to rising 2nd graders, 3rd graders, and 6th graders, and 9th graders in the district who demonstrate strong academic promise. Efforts are placed on all students, especially those whose strengths are readily observable as well as those students whose strengths are not yet cultivated. Students will be introduced to age-appropriate lessons and activities that offer challenge and rigor.

* 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.

Differentiated curriculum and instruction is developed collaboratively in Lexington City Schools as the primary means for providing academic services to all students. Teachers participate in common planning at all schools. All staff members attend monthly meetings to align curriculum between schools, to plan projects, and to support instructional

goals for students. AIG Service providers attend these sessions to ensure coordination of efforts for students who receive multiple services. AIG Teachers have quarterly planning sessions in order to plan projects, align curriculum between schools, and support instructional issues. In addition to PLC common planning time at each school, data teams meet quarterly to discuss student response to curriculum and instruction and to review progress. In order to foster 21st century collaboration among staff members, lesson plans are posted on Google Drive. AIG Teachers also have afternoon planning once each week with district instructional coaches.

*** 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.

Differentiated Education Plans are developed and documented annually for K-12 students to articulate differentiated curriculum and instructional services that match and meet the needs of each student. The DEP's in Lexington City Schools are initially developed for each student by the AIG Teachers, the student's classroom teachers, the student, and the parents. Differentiated Education Plans are reviewed with families during the beginning of the year parent conferences.

*** Ideas for Strengthening the Standard**

Lexington City Schools is committed to offering quarterly PD sessions by AIG staff to others throughout the district to assist in appropriate identification of students.


Planned Sources of Evidence

* DEP's for all grade levels

* Program guidelines for identification including those for Early Identification and Nurture Programs

* AIG Folders/Checklist and packets

Documents

Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	 Nurture Program Placemen Record

Standard 4: Personnel and Professional Development

Lexington City Schools (291) 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.

Lexington City Schools has licensed **lead** AIG teachers who collaborate with the Curriculum and Instruction Department and the Director of Special Programs.

The Lead AIG teacher(s):

- Oversees the screening, referral, identification, and paperwork process at each school.
- Provides leadership for teachers of AIG students.
- Attends professional development opportunities and redelivers the information gained at the sessions.
- Develops, monitors, and evaluates the local AIG plan.
- Works in classrooms of the gifted students to provide instruction and assistance to the AIG teachers as well as transitional support between grade levels.

*** Practice B**

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

The Lead AIG Teacher also serves as the AIG-Licensed specialist in the district to:

- Provide leadership for teachers of AIG students.

- Work in classrooms of the gifted students to provide instruction and assistance to the AIG teachers as well as transitional support between grade levels.

Elementary classroom teachers work with the Lead AIG teacher in the district to:

- Use research-based instructional strategies when teaching in the classroom.

- Provide advanced curriculum along with the current grade level standards to students in this classroom.

- Gather together once a quarter to collaborate as they plan projects for students.

Secondary classroom teachers work with the Lead AIG teacher to:

- Use research-based instructional strategies when teaching in the classroom.

- Collaborate with guidance the department to offer advanced content in classes. They meet once a quarter in PLC's to collaborate and vertically align projects for gifted students.

The quality and variety of instructional strategies that positively impact our gifted learners include differentiation that addresses individual learning styles, augmented with inquiry learning, concept based instruction, curriculum compacting, higher level thinking, critical thinking, reasoning, problem solving and inquiry.

Professional Development is offered to teachers. Professional development will be offered throughout the year to provide all teachers with new strategies and best practices they can use in their classroom. With every session, we include enrichment/acceleration opportunities to reach all 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.

All staff are surveyed each year regarding their professional development needs. The data is reviewed by our Central Office staff and we plan our professional development opportunities for the year.

At the beginning of the school year, LCS designated a workday to offer all staff (teachers, administration and specialists) a full day of required professional development called EdFest. On this day, a variety of sessions are offered to teachers. We offer sessions that align with the survey responses that meet the needs of teachers. Presenters are encouraged to add enrichment/acceleration pieces to their presentation. The lead AIG teachers are available to offer support to presenters as needed.

We work to offer the following for each school role represented:

Classroom teachers-characteristics of gifted learners, social and emotional strategies, advanced content resources

Administrators-characteristics of gifted learners, social and emotional strategies, gifted vocabulary and documentation

Counselors-social and emotional strategies

Special Education teachers-teaching twice exceptional students, advanced content resources, characteristics of gifted learners, social and emotional strategies

ELL personnel-advanced content resources, characteristics of gifted learners, social and emotional strategies.

Other specialists-characteristics of gifted learners, social and emotional strategies, advanced content resources

Our goal is to provide more support to teachers who are interested in earning their AIG add-on license.

*** 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.

Elementary Schools:

Each year in May, our AIG School Based Committee comes together to determine the students who place in our gifted program. Once the decision has been made, the Principal at each elementary school places additional students in the gifted classrooms. Gifted students are served in a self contained and/or regular classroom and receive services daily. Each elementary school has two AIG teachers serving the students. Out of our three elementary schools, 7 teachers, only 4 contain their AIG license. If gifted students are in regular classrooms, they receive additional rigorous services from the AIG certified teacher.

Secondary Schools:

All middle school students are placed on grade level teams and in clustered classes according to the identified area of qualification. Lexington City Schools has no AIG licensed teachers at the high school although there are many trained Advanced Placement teachers at Lexington Senior High School.

*** Practice E**

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

Professional development provided in the district comes from a multitude of sources. Attendance at the annual State AIG Conference is followed by PLC meetings during which the information is shared among AIG teachers. Professional development is also provided through our partnership with the Piedmont Triad Consortium. Site based, district level, and web-based PLCs are also ways of providing relevant, ongoing, job-embedded professional

development for building capacity of the AIG staff members and ensuring best practices in gifted education are being aligned with our local program goals.

The lead AIG teacher serves as a curriculum coach helping teachers meet the needs of the gifted learners in their classroom. Currently, our Opportunity Culture Multi-classroom Leaders have their AIG license offering support to teachers who teach gifted learners.

Our goal is to collaborate with a neighboring school district to develop and deliver more professional development opportunities for our teachers.

Lexington City Schools and its Human Resource department will:

- provide local professional development and study materials to prepare teachers and other support staff to earn AIG licensure through the appropriate Praxis exam(s).

- partner with other LEAs, RESAs, IHEs or other groups to provide local and/or regional professional development to professional development to prepare teachers and other support staff to earn an AIG add-on licensure

- work with district leadership to provide financial support for teachers who earn an 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.

AIG teachers are provided with ongoing opportunities to reflect on best practices in gifted education. Classroom walk-throughs, teacher observations, peer observations, and instructional coaching are components of routine practices that also support the implementation of new learning.

* **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.

The AIG coordinator will align with the district's professional development team(s) to:

- ensure services on district committees when strategic vision, mission, and priorities are being set for AIG needs.
- collaborate with instructional staff to integrate best practices for gifted learners and those who demonstrate strong academic promise.
- connect the needs of gifted learners with School Improvement Teams and align professional development activities accordingly.
- use technology to share ideas and grade appropriate resource materials.

*** Ideas for Strengthening the Standard**

- AIG teacher recruitment and/or encouragement for add-on licensure.
- Required quarterly AIG meetings for all AIG staff

Planned Sources of Evidence

* -Sign in sheets

* Tuition reimbursement

* Professional Development opportunities/trainings (agendas)

Documents

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

Standard 5: Partnerships

Lexington City Schools (291) 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.

Parents are currently involved and well informed regarding student services that meet the needs of AIG students. There is a link on the local website that takes parents to a current copy of the AIG Plan as well as to the criteria for AIG identification. When our district assesses all third grade students, a letter is sent home to parents regarding the test administration dates, and also includes information describing the multiple pathways to AIG identification. A Parent Advisory Council is selected and meetings are held on a quarterly basis. This council was selected via school/teacher recommendations. This council is currently in place as the selected parents have volunteered to remain on the committee. This council serves as a liaison for other parents and community members by dispersing and receiving information and feedback. Minutes and surveys are shared among stakeholders to enhance the AIG program.

Teachers who have attended Professional Development sessions share the information they received with our parents and then again in our AIG PLC meetings. Parents are involved with AIG programming and services at annual DEP conferences. Our AIG-PAC meets monthly to discuss accomplishments and areas of growth. Minutes and surveys are shared with administration to grow and enhance our ongoing communication with all stakeholders.

*** 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.

Lexington City Schools has numerous partnerships with local businesses and community agencies in both Lexington City and Davidson County. Partnerships with institutions of higher learning include Davidson-Davie County Community College, University of North Carolina at Greensboro, and High Point University. Advanced learning and internship opportunities are available through Lexington Memorial Hospital, The Veterinary Clinic, The Dispatch daily newspaper, the Davidson Local online newspaper, the United Arts Council, and the NC Zoo.

Community agencies in our area who support our students and our programs include Communities in Schools, Delta Sigma Theta, NAACP, Rotary Scholars, Project Potential, and The College Foundation of NC who provides banquets, awards, scholarships, assistance with college applications and financial aid. Our middle school students visit college campuses on a grade level, rotational basis to the following universities: University of North Carolina at Chapel Hill, Fayetteville State University, and Lenoir Rhyne University. Elementary parents and families are involved at high levels in Lexington. Activities to increase parental participation and support for our AIG programs and services include quarterly conferences, curriculum nights, school events, and the AIG Parent Advisory Council.

Lexington City Schools partners with area businesses and institutions of higher education to offer rigorous curricula and opportunities for all students. A Summer Enrichment Program 2022 is a two-week camp being offered to students already identified as Nurture/ AIG and to those who have academic promise. The camp is offered to rising 2nd, 3rd, 6th, 8th, and 9th graders. Qualified staff will be hired to facilitate this camp. Communication is being advertised via all school and district websites and AIG parent advisory committee.

LCS will seek to partner with external organizations such as institutions of higher education, Regional Education Service Alliance (RESA), Piedmont-Triad Education Consortium, North Carolina Association for the Gifted and Talented (NGCAT), National Association for Gifted Children (NAGC), and other PSUs to create professional development opportunities for teachers, administrators, and community leaders.

* **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.

Parent Advisory Council is selected and meetings are held on a quarterly basis. This council was selected via school/teacher recommendations. This council is currently in place as the selected parents have volunteered to remain on the committee. This council serves as a liaison for other parents and community members by dispersing and receiving information and feedback. Minutes and surveys are shared among stakeholders to enhance the AIG program. Each Parent Advisory Council meeting begins with the State's definition of giftedness, and a handout listing the six standards for the NC AIG Program is provided. During AIG Plan development times, and Parent Advisory Committee meeting is held to share the information and feedback discussed and received by school administrators, curriculum directors and specialists, and each AIG teacher in LCS. A survey is developed, mailed (or sent electronically), and placed on the website for feedback from parents.

AIG Teachers at each school meet with parents and families at the beginning of each school year in their individual classrooms for Open House/Orientation. Contact information is shared between the teacher and the families, and ongoing communication between the school and the home is very effective. The AIG teachers publish a quarterly newsletter that details the activities, field trips, projects, and lesson topics being covered during each grading period.

Each year, the council, district coordinator, and administrators review survey results and collaborate to enhance the program for students and stakeholders.

* **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.

Elementary

AIG Teachers at each school meet with parents and families at the beginning of each school year in their individual classrooms for Open House/Orientation. Contact information is shared between the teacher and the families, and ongoing communication between the school and the home is very effective using website announcements and reminders (school-level and district-level). The AIG teachers publish a quarterly newsletter that details the activities, field trips, projects, and lesson topics being covered during each grading period.

Secondary

All middle school students are placed on grade level teams and in clustered classes according to the identified area of qualification. Lexington City Schools has one AIG licensed teacher at the high school although there are many trained Advanced Placement teachers at Lexington Senior High School.

Quarterly AIG newsletters are sent home with students at the elementary and middle schools. Parents of AIG students who require information in a language other than English are provided a newsletter translated into their native language. Each school records weekly call outs to parents with information regarding extra-curricular and enrichment opportunities for their students. Information provided to Central Office employees by community agencies and institutions of higher learning is transmitted to teachers for dissemination to families of AIG students and vice versa. The district plan and resources will be accessible via the district website. The plan will also be accessible in various languages.

*** Ideas for Strengthening the Standard**

- Continue to send parent/student surveys
- Brochures/flyers at each school for parents

- Hold AIG parent roundtable/advisory meetings
- Plan accessible on School/district level websites

Planned Sources of Evidence

- * Sign in sheets/ Call-outs
- * Distribution of brochures
- * Parent/student survey samples

Documents

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

Standard 6: Program Accountability

Lexington City Schools (291) 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.

The AIG Plan for Lexington City Schools is revised and updated according to NC AIG Program Standards with the involvement of all stakeholder groups. The AIG Plan is approved by the LCS Board of Education and sent to DPI for comments. Comments are considered and are used to inform amendments, revisions, and updates to the Plan.

*** 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 implementation of the local AIG program and plan are monitored by the Lead AIG Teacher in conjunction with the Director of Special Programs and the Assistant Superintendent through quarterly AIG department meetings and quarterly AIG PAC meetings. The program and plan are also monitored and reviewed in monthly updates with school administrators. Placement decisions for students, transition meetings between sending and receiving staff members, annual conference attendance and quarterly committee meetings with parents also ensure that the AIG program is implemented according to state policies and current legislation. Principals conduct classroom walk throughs and observations in order to document the instructional effectiveness of classroom teachers.

*** 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.

All allotted funds are used for the local AIG program according to state policy. The Director of Special Programs works with the Director of Finance to create an AIG budget. The Director of Finance monitors the expenditures to ensure funds are being spent correctly. Funds are used to pay the salaries of AIG certified teachers and to provide resources for the program as available.

*** 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.

Student growth, achievement, and drop out data are analyzed at both the school and Central Office levels using the data from EOG, EOC, SAT, AP, ACT and PreACT. The data is analyzed to help guide classroom instruction of our gifted students. Growth, achievement, and drop out data are disaggregated by the Central Office Administrative Staff Team in collaboration with School Leadership teams to determine areas of need and strategic support for students. The data is presented each quarter to our Local School Board. The board meetings are streamed live so the community can see the data as well. The data is analyzed and used to guide student supports, evaluate program effectiveness, and strengthen the AIG program and services. These practices are in place to ensure transparency, inform mindsets, and policies for equity and excellence.

*** 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.

Lexington City Schools has 3,143 students. We have 263 students in our AIG Program which represents 8 percent of our population. These are the numbers as of June 2022.

Lexington City Schools ensures that all under-represented populations are represented and retained in the local AIG program. Our broad sweep of students utilizes data gathered through the non-verbal ability test, the Naglieri in third grade. Additional Pathways are available to identify and ensure the representation, under-represented populations to be formally identified as AIG students. CogAT will be the new screener beginning 2022-2023 school year.

Following the CogAT assessment, the lead AIG teachers and program coordinator will collaborate with school and district team to identify qualifying students. The school teams will remain in place to review other qualifying documents. Combined data will determine student placement and services. Additionally our newly developed MTSS teams will take an active role in identifying and retaining high performing student status.

As we approach the 2022-2023 school year, we have 54 newly identified students based on the Naglieri screener and school-based collaboration.

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

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	19.64%	6.29%	8.70%	---	---	---	15.02%
Male	---	<5%	7.68%	---	8.70%	---	10.49%
Total	19.42%	5.46%	8.18%	---	7.14%	---	12.63%

Percent of Total AIG Students Identified as Dual Exceptionality

* 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 Resources and Finance / Payroll Departments in Lexington City Schools keep accurate and updated records of teacher certification and teaching assignments. AIG Funding is also used to recruit current teachers for AIG Licensure by providing reimbursement for coursework needed to obtain the licensure. The district supports the focused practice of the AIG Coordinator and school principals of increasing the number of AIG certified teachers in the district who serve our students by actively recruiting qualified candidates within the district and the surrounding areas.

* Practice G

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

Parents and students are provided opportunities throughout the school year to provide feedback regarding the implementation and effectiveness of the local AIG program. These opportunities include Open House/orientation meetings for all AIG Parents and Students at each school at the beginning of the year, monthly staff meetings for members of each school, quarterly department meetings with AIG Teachers, and quarterly Parent Advisory Committee meetings. Annual meetings are held with School Principals to discuss strengths and areas of improvement for our AIG programming and services. The district also surveys our families/students at the end of each year to determine their educational needs for the upcoming school year.

* 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.

Multiple sources of data are used to review and revise the AIG program and plan. District and school level teams review data sources including, but not limited to, EVASS, Benchmarks, EOG/EOC and content area assessment tools. Information is gathered from the data to determine individual student growth and achievement. Feedback from stakeholders regarding identification and placement is solicited on an annual basis. Historical data sheets on each student are shared with teachers at key transition points for programming and service provision. The program coordinator collaborates with lead AIG teachers, administrators, and district personnel to reflect, analyze, and revise the AIG plan. Key information, including but not limited to, is reviewed: parent surveys, testing data (CogAT, EOGs, EOCs, school-based portfolios, etc.), community partnerships, and instructional practices.

*** Practice I**


Shares all data from local AIG program evaluation with school and district personnel, students, parents/guardians, families, and other community stakeholders.

The AIG Plan for LCS is available to the public and is posted on the district's web site. Data that is gathered in response to parent, staff and student surveys, and from evaluation of the AIG program, is shared with parents and other stakeholders at our quarterly Parent Advisory Committee meetings and yearly at our School Board Meetings. Our school board meetings are live-streamed and archived in a database, so the material shared can be accessed at any point.

*** 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.

Students who are identified as AIG are always identified as AIG. Exits from AIG do not occur. Parents may request that their student not be provided AIG services or included in AIG classrooms, but the identification remains with the student. LCS offers an array of service options to support struggling gifted students. The district has procedures in place for informed consent, transfer students from other LEAs, procedures for resolving disagreement with identification or services, and due process procedures for parental notification.

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

Process	Procedure
Informed consent for identification	* Through school recordings and school websites, parents are notified that their child will participate in a screener for eligibility into the AIG program.
Informed consent for placement	* Once eligibility has been determined, a "Parent/Guardian Consent for Initial Place in the AIG Program" is sent home to the parent. The parent then responds to the consent on that same form.

<p>Transfer procedures</p>	<p>* PROCEDURES FOR TRANSFER STUDENT PLACEMENT</p> <ol style="list-style-type: none"> 1. The Guidance Counselor informs the chairperson of the SBC-AIG that an identified AIG student has enrolled. 2. The Guidance Counselor requests records from previous school. A student who has paperwork indicating a similar placement in another school system or has transcripts that show accelerated course placement will be temporarily placed in the corresponding class level in LCS while the AIG SBC reviews paperwork and determines eligibility under LCS guidelines. 3. Upon receipt of records, the AIG-SBC reviews the records and determines identification and appropriate services. 4. The Individual Student Eligibility and Placement Record is completed and added to the student record. 5. Parental consent for identification and recommended services on the Differentiated Education Plan (DEP) or Individual Differentiated Plan (IDEP) is obtained.
<p>Reassessment procedures</p>	<p>* Parents/families may seek outside, independent evaluations from a licensed psychologist and submit the results to the child’s school counselor for review by the school’s AIG Program Team. The parent should notify the program coordinator of their intentions to seek reassessing.</p>
<p>Procedures to resolve disagreement</p>	<p>* PROCEDURES TO RESOLVE DISAGREEMENT WITH THE AIG IDENTIFICATION OR AIG PROGRAM SERVICES</p> <p>The LCS Grievance Procedure may be used for any disagreement with respect to actions regarding the identification, evaluation, placement, and/ or provision of educational services and programs to students. A parent or guardian disagreeing with the decisions reached by school personnel should first seek an informal resolution of the disagreement by going through the administrative chain of command, which occurs in this order: classroom teacher</p>

through the administrative chain of command, which occurs in this order: classroom teacher, principal, Director of Special Programs, Assistant Superintendent for Elementary or Secondary Education, and Superintendent. All parties are encouraged to reach a resolution at the school level or administrative level. If a resolution is not reached at the administrative level, parents may appeal the school district's decision by requesting an impartial hearing with an Administrative Law Judge through the Office of Administrative Hearings. The parent or guardian may also have the right, under certain circumstances, to file a complaint with the Office for Civil Rights or file suit in the federal court system.

A) INFORMAL RESOLUTION AT THE ADMINISTRATIVE LEVEL

STEP 1 – Conference with the Director of Special Programs

A parent or guardian wishing to invoke the appeals process for his/ her child shall make a written request for a conference to discuss the grievance and seek resolution within 30 days following the acts or omissions giving rise to the grievance. The written request shall be directed to the Director of Special Programs, 1010 Fair Street, Lexington, NC 27292 within 30 days following the acts or omissions giving rise to the grievance. In addition,

- 1) The written request shall fully describe the grievance.
- 2) The Director of Special Programs shall grant the conference within 10 school days following receipt of the request.
- 3) The Director of Special Programs will conduct an investigation of all allegations and will review the procedures and decisions of the school's AIG school-based committee, personnel, and principal, if applicable. A written response shall be made to the parent or guardian and principal from the Director of Special Programs within 20 school days of the conference unless further investigation is necessary or the conference necessitates that more time be taken to respond.
- 4) Only the parent, guardian, or someone acting in loco parentis will be permitted to attend or represent the student at the conference with the Director of Special Programs.

STEP 2 – APPEAL TO THE SUPERINTENDENT

If the grievance is not resolved pursuant to the conference with the Director of Special Programs, the parent may appeal the decision to the Lexington City Schools Superintendent. The request must be made in writing to the Superintendent within 20 days of receiving the Director of Special Program's decision. The superintendent will review the request and supporting documents and schedule and hold a conference with the grievant, principal, and any other individuals the superintendent determines to be appropriate within 10 school days after receiving the appeal. The student may be accompanied by a parent, legal guardian or other person who is in a position of loco parentis to the student. If the student or his/her parent wish to bring an attorney to the conference, advance notice must be given to the Superintendent so that a Board attorney may attend the conference and/or the school official whose decision has been called into question may have legal counsel present at the conference. The superintendent shall provide a written response within 20 school days of the conference unless further investigation is necessary or the conference necessitates that more time be taken to respond. In responding, the superintendent may not disclose information about other students or employees that by law is considered confidential.

STEP 3 – APPEAL TO THE BOARD OF EDUCATION

If the grievance is not resolved at the Superintendent level, the parent may appeal by requesting a hearing before the Board of Education. The request must be made in writing to the Board of Education, 1010 Fair Street, Lexington, NC 27292 within 10 days of receiving of the Superintendent's decision.

a. Mandatory Appeals

1) If the grievant is dissatisfied with the superintendent's response to his or her grievance and has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, the grievant may appeal the decision to the board within 10 days of receiving the superintendent's response.

2) The Board of Education may designate hearing panels composed of not less than 2 members of the board to hear and act upon such appeals in the name of and on behalf of the Board of Education. The hearing will be conducted pursuant to LCS Board Policy 1.11 Hearings Before the Board.

3) The board will provide a final written decision within 10 school days of hearing the appeal unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

4) Only the parent, guardian, or someone acting in loco parentis will be permitted to attend or represent the student at the conference with the Director of Special Programs.

*** Ideas for Strengthening the Standard**

-Share survey results with all stakeholders

-Share newsletters on website

Planned Sources of Evidence

* Survey collection

* Newsletters on individual school webpages

* Live-streamed board meetings with archived minutes and data

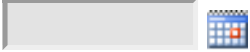
Documents

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



Local Board of Education Approval

Lexington City Schools (291) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:








Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 Local AIG Plan Board Approval Document

AIG Related Documents


Lexington City Schools (291) 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)]	 Local Board of Education Approval Template	 Local AIG Plan Board Approval Document
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	 Parent/Guardian Consent for Initial Placement in the AIG Program
AIG Standard 2 Additional Resources	N/A	 Initial Student Eligibility and Placement Record
AIG Standard 3 Additional Resources	N/A	 Nurture Program Placemen Record
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

Lexington City Schools (291) 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.