

Lexington City Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2019-2022

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Lexington City Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and relate to the categories related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

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

For 2019-2022, Lexington City Schools local AIG plan is as follows:

Lexington City Schools Vision for local AIG program: 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.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$159423.00	\$0.00	\$0.00	\$0.00

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Standard 1: Student Identification

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

Practice A

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

District Response: 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.

--Grades 4-12: The AIG-SBC (School-Based Committee) at each school will give the Naglieri Aptitude test to potential AIG students annually through universal screening and nominations and formal AIG identifications and services.

-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 - Reading Level: I - Math Performance Tasks End of 1st grade

First Grade - Reading Level: M - Math Performance Tasks End of 2nd grade

Second Grade - Reading Level: P - 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 the following items are submitted for consideration:

- Standardized Aptitude Test Scores (NNAGT2 or other aptitude tests)
- Most current Standardized Achievement Test Scores (EOG)

- Other achievement data (quarterly assessment scores, report card, reading level, lexile level, etc.) Completed Inventory of Gifted Characteristics
- Student work samples that indicate above grade level work (Standardized work sample packets please.)
- A letter of recommendation stating why this student needs AIG services (This can include evidence such as exceptional grades, classroom behaviors and interests.)
- Any other information or evidence you feel will help the AIG-SBC make a determination.

The AIG-SBC (AIG-School Base Committee) will meet to determine if the students qualify to receive services.

Practice B

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

District Response: 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.

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he 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

Practice C

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

District Response: The referral and identification practices used in LCS are responsive to having an equitable representation of students in our AIG program.

Lexington City Schools has 3,018 students. We have 352 students in our AIG Program which represents 12 percent of our population.

Our LEA demographics are as follows:

American Indian/Alaska Native: .2%

Asian: 4.3%

Black/African American: 30.8%

Hispanic: 34.6%

Native Hawaiian: 4.6%

Two or More: 8.3%

White: 21.3%

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 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. 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

Practice D

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

District Response: 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 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. 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.

District Response: School Personnel:

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.

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.

District Response: Parents are provided with evaluation information and service options during results meetings held at each school. 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 to Strengthen 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. Our elementary AIG teachers, (been in our system for more than 10 years) do a great job with the paperwork!

Sources of Evidence: PD sign in sheets
Packet of forms

Standard 2: Comprehensive Programming within a Total School Community

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

Practice A

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

District Response: 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 receive additional services once a week for 45 minutes from the Lead AIG Teacher. 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.

Practice B

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

District Response: 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.

Practice C

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

District Response: 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. Prior to high school, LCSs AIG students are clustered in AIG teacher classrooms and receive services five days each week. Our younger potential students are clustered in groups of three at the K levels. Students at the high school level develop a four year plan for coursework completion. 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. Instruction to Lexington City Schools students is highly 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

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

District Response: 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. Quarterly 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. 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

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

District Response: 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.

Practice F

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

District Response: 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 G

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

District Response: 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.

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. In Lexington City Schools, this currently includes Math I.

Practice H

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

District Response: 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 that 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.

Lexington City Schools will begin offering additional Talent Development opportunities in grades 3-12 as a means to broaden access to all students. Our hope is to be able to identify students who might not perform academically, but have other ways of showing their ability.

Practice I

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

District Response: 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 and 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 sign up 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.

Ideas to Strengthen the Standard: Ensure that all staff are involved in DEP development at the high school level.

Sources of Evidence: Transition forms to accompany folders

Standard 3: Differentiated Curriculum and Instruction

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

Practice A

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

District Response: 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.

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.

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

The high school has a "Clubs" program which meets quarterly. The variety of clubs are based on student interests and offer enrichment and acceleration activities during the regular school day. Math 1 in 7th and 8th grade, Math II in 8th grade beginning 2020-2021 school year, along with Spanish 1 will be offered at the middle school level. The high school offers 2 English, 2 Math, 2 Science, and 2 Social Studies AP classes as well as Virtual High School offerings. Dual enrollment is available for our students at our local community college.

Practice B

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

District Response: 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.

District Response: 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

Technology resources provide a gateway for many learning opportunities focusing on 21st century

skills. Students currently have Chromebooks in each grade level that teachers can use in their classroom. In 2019-2020 Lexington City Schools adopted the Apple Initiative. All teachers will be 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. Over the next two years, students in 3-12 will be 1:1 with iPads. Students in Kindergarten will be 1:3 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, and leadership.

District Response: 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 will be 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. Honors, AP, and CTE courses are offered to students who wish to develop future ready skills and challenge themselves academically.

Practice E

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

District Response: 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 K level. Teachers also use a variety of formative and benchmark assessments to inform instruction. 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.

District Response: Lexington City Schools students in grades K-5 receive social and emotional support through weekly lessons with school counselors. Students have guidance once a week that focus on topics such as: character, integrity, forgiveness, having a positive attitude, kindness, etc.

Lexington City Schools hold district professional development sessions throughout the year and presenters are encouraged to include strategies for all ranges of learners including gifted students.

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 activities such as Club Day and extra curricular activities.

Practice G

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

District Response: Lexington City Schools' have a Nurture program for students in grades K-3 and are clustered in groups of at least three in the elementary schools.

All Kindergarten students attend one school in Lexington. We have developed a Makerspace at this school and students participate in a Makerspace activity twice a month. The school holds a Makerspace Night for their parents to showcase what they have been making and learning in the class. The Media Coordinator incorporates STEAM Challenges into her weekly lessons to cultivate the potential of all students.

Students in first and second grade attend media classes once a week. In the classes, our Media Coordinators introduce students to curriculum they might not have in a regular classroom setting such as coding and STEAM challenges. Both of these help foster critical thinking skills, collaboration,

communication, and creativity.

Nurture students in third grade are pulled once a week by the Lead AIG teacher. Students work together to solve PBL and National Geographic activities along with Breakout EDU. These activities challenge the minds of our young learners and encourage them to think deeper about the curriculum.

Practice H

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

District Response: 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 times 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 instructional coaches in their own schools.

Practice I

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

District Response: 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 Teacher, 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 to Strengthen the Standard: Offer quarterly PD sessions by AIG staff to others throughout the

district to assist in appropriate identification of students.

Sources of Evidence: DEP's for all grade levels
Program guidelines for identification

Standard 4: Personnel and Professional Development

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

Practice A

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

District Response: Lexington City Schools has a certified lead AIG teacher that serves as the lead coordinator for the program. The Lead AIG teacher works in alignment with the Curriculum and Instruction Department and the Director of Special Programs.

The Lead AIG teacher:

- 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 gifted learners.

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

Provides leadership for teachers of AIG students.

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

Classroom teachers work with the Lead AIG teacher in the district to:

Elementary

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

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

Work closely with the guidance department to offer advanced content in classes.

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. The gifted teacher in conjunction with the support of the lead teacher offers sessions throughout the year that provide teachers with new strategies 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, special education teachers, counselors, and school administrators.

District Response: 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 teacher is available to offer support to presenters as they need.

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.

District Response: Elementary

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 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.

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 no AIG licensed teachers at the high school although there are many trained Advanced Placement teachers at Lexington Senior High School.

Practice E

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

District Response: 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. Our Opportunity Culture Multi-classroom Leader contains her 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.

Practice F

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

District Response: AIG teachers are provided with ongoing opportunities to reflect on best practices in gifted education. Ongoing staff development throughout the school year provides opportunities for dialogue regarding student outcomes. Attendance at professional development sessions is followed by AIG PLC discussions during which teachers plan and implement for AIG student needs with other schools. Classroom walk-throughs, teacher observations, peer observations, and instructional coaching are components of routine practices that also support the implementation of new learning.

Ideas to Strengthen the Standard: Require quarterly AIG meetings for all AIG staff
Encourage middle and high schools staff to add AIG licensure

Sources of Evidence: Sign in sheets
Tuition reimbursement

Standard 5: Partnerships

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

Practice A

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

- * academic and intellectual
- * social and emotional

District Response: 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. 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 also. Our AIG-PAC has held book studies which specifically address the social / emotional needs of AIG students. One of our school counselors attended these sessions with us as well.

Practice B

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

District Response: 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 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, and placed on the website for feedback from parents.

Practice C

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

District Response: The AIG Parent Advisory Council consists of parent members who directly reflect the student population in Lexington City Schools. Teachers representing each of the grade level divisions in Lexington City Schools serve as a featured speaker at the Council meetings. All parent members live in the Lexington City community, and some also serve on the Board of Education, and in other municipal positions in the community. The meetings are held in the Board of Education Room and at each of the schools on a rotational basis. Council meeting dates are scheduled at the beginning of each school year so that dates and times are known in advance by all members.

Practice D

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

District Response: 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.

Practice E

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

District Response: 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 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

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, 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.

Ideas to Strengthen the Standard: Continue to send parent/student surveys
Have brochures at each school for parents
Hold AIG parent roundtable

Sources of Evidence: Sign in sheets
Distribution of brochures
Parent/student survey samples

Standard 6: Program Accountability

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

Practice A

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

District Response: The 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 comment. 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.

District Response: 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.

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

District Response: 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, IB, 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 and our 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.

Practice E

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

District Response: Lexington City Schools has 3,018 students. We have 352 students in our AIG Program which represents 12 percent of our population.

Our AIG Program compared to the district demographics are as follows:

American Indian/Alaska Native: $1/7 = 14\%$

Asian: $28/131 = 21\%$

Black/African American: $72/930 = 8\%$

Hispanic: $107/1,043 = 10\%$

Native Hawaiian: $3/14 = 21\%$

Two or More: $29/249 = 12\%$

White: $111/644 = 17\%$

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.

Practice F

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

District Response: 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.

Practice G

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

District Response: 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 to determine their educational needs.

Practice H

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

District Response: Multiple sources of data are used to review and revise the AIG program and plan. Data sources include 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 receiving teachers at key transition points for programming and service provision.

Practice I

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

District Response: 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 and families through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

District Response: 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.

PROCEDURES FOR TRANSFER STUDENT PLACEMENT

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.

PROCEDURES TO RESOLVE DISAGREEMENT WITH THE AIG IDENTIFICATION OR AIG PROGRAM SERVICES

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, 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.

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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.

b. Discretionary Appeals

1) If the grievant is dissatisfied with the superintendent's response to his or her grievance but has not 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, then within 10 days of receiving the superintendent's response, the grievant may submit to the superintendent a written request for a hearing before the board of education.

2) If the full board will be meeting within two weeks of the request for a hearing, the board will decide at that time whether to grant a hearing. Otherwise, the board chair shall appoint a three-person panel to review the request and determine if a hearing should be granted. The panel will report the decision to the board. The board may modify the decision of the panel upon majority vote at a board meeting.

3) 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. Any hearing conducted will be conducted pursuant to LCS Board Policy 1.11 Hearings Before the Board.

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

Ideas to Strengthen the Standard: Share survey results with all stakeholders
Share newsletters on website

Sources of Evidence: Survey collection
Newsletters on individual school webpages

Glossary (optional):

Appendix (optional):

Naglieri Parent Info for AIG Pathways (1).docx (*Appendix - Standard 1*)
Potential and DEP.docx (*Appendix - Standard 1*)
AIG School to School Transition.docx (*Appendix - Standard 2*)
AIG brochure 2019.pdf (*Appendix - Standard 2*)
AIG 4-5 DEP.docx (*Appendix - Standard 3*)
DEP 6-8.docx (*Appendix - Standard 3*)
AIG Certification Reimbursement.docx (*Appendix - Standard 4*)
Naglieri Parent Info for AIG Pathways (1).docx (*Appendix - Standard 5*)
AIG Policies and Procedures.docx (*Appendix - Standard 6*)
LCS BOE July 2, 2019 minutes.pdf (*Local Board Approval Document*)