

Mission/Vision Statement and Funding

Harnett County Schools (430) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). 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 and 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 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 2025-2028. 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 review and comment.

For 2025-2028, the Local AIG Plan is as follows:

* Mission and/or Vision Statement(s)

Mission Statement:

The mission of the Harnett County Schools AIG Program is to equitably identify and serve a diverse population of gifted learners through comprehensive, research-based practices. Our program provides differentiated services, ongoing professional learning, and intentional support systems to meet the unique academic and social-emotional needs of gifted students. By fostering a culture of excellence and inclusion, we aim to ensure that all gifted learners are challenged, inspired, and prepared for success in school and beyond.

Vision Statement:

Harnett County Schools envisions an inclusive and dynamic learning environment where gifted learners are recognized, supported, and empowered to reach their full potential. Through collaboration with families, educators, and the broader community, we are committed to nurturing students' academic strengths, creative and critical thinking, leadership abilities, and social-emotional development. We strive to cultivate global awareness, responsible citizenship, and lifelong learning in all gifted students.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
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Standard 1: Student Identification	Harnett County Schools (430) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Standard 1: Student Identification <i>The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.</i>	* Practice A Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities, including universal screening, for every student to show their strengths and talents. Harnett County Schools follows a comprehensive and equitable process to identify K-12 students in need of gifted education services. The district's four-step process includes referral, screening, assessment of needs, and placement in appropriate service options. Each step is designed to gather data that informs instructional planning and differentiation to meet the advanced learning needs of students. Parents/Guardians are informed at each stage of the process. Step 1 – Referral: Referrals for AIG services may be initiated at any point during the school year by teachers, parents/guardians, students, or other stakeholders. These begin with an informal referral request submitted in writing to the school's AIG Lead Teacher. Upon receiving the request, the AIG Lead Teacher completes the formal HCS Gifted Referral Form and submits it to the school's Gifted Identification Team (GIT) for review. The form includes supporting evidence such as End-of-Grade (EOG) scores, classroom performance data, student work samples, and/or behavioral observations. For students in grade levels that participate in district-wide screening (mass testing), a referral form is not required. Step 2 – Screening: Screening for potential giftedness occurs throughout the school year and is not limited to a single testing window. Traditionally, Harnett County Schools conducts off-level testing in the fall for students in Grades K–12 (excluding 3rd and 5th) who have been recommended for screening through the referral process outlined in Step 1. In the spring, universal screening is administered to all 3rd and 5th grade students, with an opt-out option for parents/guardians. However, screening can also take place outside of these scheduled windows if a referral is made or if a newly enrolled student demonstrates potential for giftedness. The Gifted Identification Team (GIT) reviews available student data to determine whether further assessment is appropriate. This may include state and local test scores, classroom performance, and other relevant academic indicators. To support early talent development and broaden access to gifted services, a K–3 Nurturing Program is in place. This initiative encourages schools to implement intentional strategies to recognize and support advanced academic potential prior to formal identification. Each school submits a K–3 Nurturing Plan annually to document and guide these efforts.

Step 3 – Assessment of Needs:

When the screening process indicates that further data is needed, the GIT may recommend formal aptitude and/or achievement testing. Once all scores and supporting documentation are received, the team reconvenes to analyze the results alongside classroom performance and behavioral indicators. The team makes an informed decision regarding the student's eligibility for AIG identification and whether differentiated services are appropriate. This collaborative review ensures decisions are based on multiple data points and reflect each student's unique learning needs.

Step 4 – Placement:

When a student qualifies for services, a Gifted Options Record (GOR) is completed to document the area(s) of identification and recommended service delivery options. The GOR also serves as the student's Differentiated Education Plan (DEP). Parents are informed at each stage of the process and are included in the decision-making process.

Completed forms are signed by all relevant parties and copies are distributed accordingly. The original form is sent to the district AIG Coordinator, with copies provided to the parents and placed in the student's AIG folder, which is housed in their cumulative record. Identification information is entered into Infinite Campus at Central Services to ensure accurate district-wide records.

*** Practice B**

Establishes a process and criteria for AIG student identification at all grade levels, K-12, 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.

Harnett County Schools is committed to identifying and serving students with high academic or intellectual potential through multiple, research-based measures. Identification procedures ensure equity, flexibility, and access to gifted services for all students, regardless of background or grade level. No single criterion excludes a student from identification; the process is designed to capture a range of abilities, aptitudes, and indicators of giftedness. To provide a comprehensive and responsive identification system, Harnett County Schools has developed four identification pathways.

Pathways

Each identification pathway is reviewed and approved by the school-level Gifted Identification Team, ensuring that identification is consistent, research-based, and reflective of each student's learning profile.

Pathway 1: Dual-Score Identification (Grades K–12)

Students who score at or above the 90th percentile on a nationally normed aptitude assessment AND at or above the 85th percentile on a nationally normed achievement assessment will automatically qualify for AIG identification. Both criteria—aptitude and achievement—must be met; one score alone does not qualify a student.

Pathway 2: Multiple Measures Identification (Grades 3–12)

Students in Grades 3–12 may qualify through a multiple-criteria points system. Students must accumulate a minimum of 75 points out of 100 to qualify. This process allows for flexibility and acknowledges strengths in multiple areas. The points system includes the following indicators:

- Achievement Measures (BOG, EOG, EOC, ITBS, NCFE, or other nationally normed standardized tests approved by Harnett County Schools)
- Aptitude Measures (CogAT, Otis-Lennon, NNAT, or other nationally normed standardized tests approved by Harnett County Schools)
- Academic Performance (class grades)
- Observable Behaviors (Gifted Behavior Scale)

Pathway 3: Portfolio and Rubric-Based Identification (Grades K-2)

To identify young learners whose potential may not yet be fully evident through standardized testing, Harnett County Schools uses a rubric-based points system and portfolio review. This pathway ensures early access to gifted services for students with advanced learning potential in the primary grades. The rubric assesses:

- Achievement Measures (nationally normed standardized tests approved by Harnett County Schools)
- Aptitude Measures (CogAT, Otis-Lennon, NNAT, or other nationally normed standardized tests approved by Harnett County Schools)
- Academic Performance (class grades/proficiency levels)
- Observable Behaviors (Gifted Behavior Scale)
- Work Samples, Performance Tasks, and/or Other Artifacts

Pathway 4: Transfer Students Identification (Grades K-12)

Students who have been previously identified as gifted in another district or state may be considered for continued AIG services upon enrollment in Harnett County Schools. The school's Gifted Identification Team (GIT) will review the student's documentation to determine alignment with Harnett County's identification criteria. If existing records meet local standards, services will continue without interruption. When needed, additional data may be collected to support identification decisions and ensure consistent, equitable application of the district's AIG pathways. This process honors prior identifications while maintaining the integrity of local procedures.

Areas of Identification

Once a student meets the criteria through one of the approved pathways, the area of identification, reading, math, or both, must align with the specific subject-area evidence used to support eligibility.

AM: Academically Gifted in Math

Students identified as AM have demonstrated giftedness in mathematics by meeting the criteria outlined in at least one of the approved AIG identification pathways. The area of identification must be supported by math-specific aptitude and achievement data.

AR: Academically Gifted in Reading

Students identified as AR have demonstrated giftedness in reading by meeting the criteria outlined in at least one of the approved AIG identification pathways. The area of identification must be supported by reading-specific aptitude and achievement data.

AG: Academically Gifted

Students identified as AG have met the criteria for both AR and AM, as outlined in the AIG identification pathways.

IM: Intellectually Gifted in Math

Students identified as IM demonstrate exceptional cognitive ability in math, as evidenced by math-based aptitude data (at or above the 98th percentile). Other data points (e.g., GBS, classroom performance) are reviewed by the Gifted Identification Team if achievement scores are not at qualifying levels.

IR: Intellectually Gifted in Reading

Students identified as IR demonstrate exceptional cognitive ability in reading, as evidenced by reading-based aptitude data (at or above the 98th percentile). Other data points (e.g., GBS, classroom performance) are reviewed by the Gifted Identification Team if achievement scores are not at qualifying levels.

IG: Intellectually Gifted

Students identified as IG meet the criteria for both IR and IM.

AIG: Academically & Intellectually Gifted

Students identified as AIG must meet the criteria for both Academically Gifted (AG) and Intellectually Gifted (IG) in the same content area, reading or math. Students may be identified as AIG in one subject and AG in the other, depending on the evidence presented in each area.



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

Harnett County Schools serves approximately 20,254 students. Of this population, around 62% identify as a race other than white. Approximately 1,703 students (8.5%) are formally identified as Academically or Intellectually Gifted (AIG). Among the AIG population, 36.5% students are non-white, approximately 1% are twice-exceptional (2e), and less than 1% are English Learners (EL).

Attaining equity and fairness in the identification of AIG students is a continued goal of Harnett County Schools. Our identification procedures are designed to broaden access and actively respond to the district's diverse demographics, which include culturally and ethnically diverse students, economically disadvantaged students, multilingual learners, highly gifted students, and twice-exceptional learners.

Each AIG Lead Teacher has access to their school's demographic data and is encouraged to work with staff, including ESL

teachers and EC case managers, to monitor the potential of underrepresented student performance for possible AIG referrals. To reach students who may not be referred through traditional pathways, Harnett County Schools conducts universal screening in third grade for all students not previously identified, and again in fifth grade to capture students who may emerge as high-achieving later in elementary school.

In addition to universal screening, off-level screening is offered each fall for students in other grade levels. These referrals often stem from prior-year EOG performance or teacher recommendations, providing another opportunity to identify advanced learners who may not yet be formally recognized. Students may also be referred and tested at any time during the school year by a parent, teacher, student, or other advocate.

The K–3 Nurturing Program provides inclusive enrichment opportunities without formal assessment requirements, allowing teachers to observe students’ potential—particularly those from underrepresented groups—in a low-stakes setting. Teachers are encouraged to document observations of gifted behaviors and advocate for further screening when appropriate. Additionally, students with an IEP (Individualized Education Program) receive their documented testing accommodations during AIG assessments to ensure equitable access to the identification process.

These layered strategies—demographic awareness, universal and off-level screening, inclusive nurturing, and the use of accommodations—reflect the district’s commitment to identifying and supporting gifted learners from all backgrounds.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	10.78%	<5%	<5%	---	9.26%	---	13.64%
Male	13.70%	<5%	5.64%	---	7.21%	---	14.18%
Total	12.00%	<5%	5.09%	---	8.15%	---	13.92%

Percent of Total AIG Students Identified as Dual Exceptionality

<5%

*** Practice D**

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

Procedures are in place to ensure consistent implementation of screening, referral, and identification processes across the LEA. Identification procedures are followed at the school level and monitored centrally to maintain fidelity and equity.

Gifted Identification Teams (GIT) meet regularly at each school to review referrals, evaluate student performance and behaviors, and determine eligibility for gifted services. Meeting schedules and minutes are submitted to the AIG Coordinator to support district-wide oversight. Referrals can be initiated by parents/guardians, teachers, or students and must be submitted in writing to the school’s AIG

Lead Teacher. Upon receiving the request, the AIG Lead Teacher completes the formal HCS Gifted Referral Form and submits it to the school's Gifted Identification Team (GIT) for review. If additional testing is required, the GIT reconvenes after all results have been received to review the data and determine eligibility for identification, taking into account academic data, behavior scales, and other relevant information. All decisions are documented in meeting minutes and shared with the AIG Coordinator. Upon qualifying, students' Gifted Option Records are completed, which serve as the initial documentation of need and the foundation for their Differentiated Education Plan (DEP). Service options are matched to the student's area(s) of giftedness through collaboration among the GIT, teachers, and families. Completed forms are signed by all relevant parties and copies are distributed accordingly. The original form is sent to the district AIG Coordinator, with copies provided to the parents and placed in the student's AIG folder, which is housed in their cumulative record. Identification information is entered into Infinite Campus at Central Services to ensure accurate district-wide records. For students transferring into Harnett County Schools with prior gifted identification, the GIT reviews existing documentation to verify eligibility. When appropriate, prior identification is honored to provide continuity of services. Following this review, required documentation is completed and updated in district records.	* Practice E Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large. Harnett County Schools is committed to providing clear, consistent, and timely information regarding the screening, referral, and identification processes for gifted education to school personnel, parents/guardians, students, and community stakeholders. To ensure school staff are well-informed and prepared, multiple communication methods are utilized, including an annually updated AIG Lead Teacher Guide, quarterly meetings for AIG Lead Teachers led by the district AIG Coordinator and AIG Curriculum Specialist, regular Gifted Identification Team (GIT) meetings at each school, district-wide monthly newsletters, school-wide meetings conducted by GIT members, and dedicated resources available on the internal staff website. For parents and guardians, communication is prioritized through letters sent home before assessments, after results are returned, and when GIT identification decisions are made. Family brochures outlining AIG services and procedures are also available at schools and online to provide clear, accessible information to families. The Gifted Options Record (GOR) and Differentiated Education Plan (DEP) serve as key documents summarizing identification data and recommended service options; copies of these documents are shared with families and maintained in the student's AIG folder. Families also participate in annual gifted reviews to discuss student progress and service plans, as well as parent-teacher conferences for collaborative decision-making regarding services on an as-needed basis. Additionally, all Harnett County schools host a Parent AIG Night during the first quarter of each school year to explain processes and answer questions. District quarterly family newsletters are used to highlight AIG information and updates throughout the year. The Harnett County Schools website maintains a public Gifted and Talented Education page featuring the current AIG Plan, identification procedures, timelines, contact information, and additional resources. Transition
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meetings, documented in the DEP, occur in fifth and eighth grades to support families in planning for middle and high school gifted services. Community stakeholders receive updates through presentations to the Board of Education, where the AIG Plan and any revisions are reviewed and approved. Public information about the program is also accessible via the district website to ensure transparency and awareness.

In the event of a disagreement with GIT decisions, Harnett County Schools provides a clear, multi-step appeals process beginning at the school level and progressing through the principal, central services, superintendent, and ultimately the Board of Education. If concerns remain unresolved, parents/guardians have the option to request a contested case hearing under the appropriate state statutes, ensuring thorough review and due process for all parties. More information about the appeals process can be found in Standard 6, Objective J.

*** Practice 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.

Harnett County Schools maintains thorough documentation of the AIG identification process and the evidence used to inform identification decisions. An AIG folder is created for each identified student and housed within the student's cumulative record. This folder includes qualifying aptitude and achievement scores, meeting minutes signed by the Gifted Identification Team (GIT), the classroom teacher, the AIG Coordinator, and the parent(s)/guardian(s). It also contains the completed Gifted Behavior Scale, Gifted Options Record, and the student's Differentiated Education Plan (DEP). In addition to the physical folder, key identification and service information is entered into Infinite Campus, the district's secure student information system, to ensure centralized tracking and accessibility of AIG data.

Parents/guardians are active participants in the identification process. GIT meetings are held to review all collected evidence, and the results are communicated through parent conferences conducted by the homeroom teacher or, in some cases, the school's AIG Lead Teacher. During these conferences, assessment data, behavioral observations, and identification criteria are discussed with families. Parents are provided with copies of relevant documents, including qualifying data and the DEP, and their signatures on the GIT meeting minutes and DEP serve as documentation of this communication.

For students who transfer into the district, the receiving school is responsible for working with the student's previous school to obtain AIG documentation. The school's Gifted Identification Team (GIT) will review the student's documentation to determine alignment with Harnett County's identification criteria. If existing records meet local standards, services will continue without interruption. When needed, additional data may be collected to support identification decisions and ensure consistent, equitable application of the district's AIG pathways. Parents are informed of transfer decisions through a scheduled conference or direct communication from the student's homeroom teacher or the school's AIG Lead Teacher or counselor, and documentation is added to the student's AIG folder and updated in Infinite Campus to maintain continuity of records and services.

*** Practice G**

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 developed and reviewed annually with parents/ guardians to ensure effective programming, provide a continuum of services, and support school transitions. Differentiated Education Plans (DEPs) are developed during the initial AIG identification process by the school's Gifted Identification Team (GIT), which includes the AIG lead teacher, classroom teachers, administrator, and other relevant personnel. Parents/guardians are invited to participate in the development of the initial DEP and are provided with an overview of their child's identification pathway, service options, and areas of demonstrated strength. Identification data—including aptitude and achievement scores, behavioral assessments, and teacher observations—are carefully analyzed to determine the most appropriate and effective service match tailored to each student's unique academic and social-emotional needs. DEP information is also entered into Infinite Campus to ensure that current service details are accessible to relevant school staff and to support continuity across school years and campuses. Each year at the elementary and middle school levels, the DEP is reviewed during annual gifted review meetings held in the first quarter of school in collaboration with parents/guardians. Because student academic, social, and emotional needs may change over time, service options may be adjusted during these annual reviews to best meet the student's current needs. If changes are needed, a new DEP is created and signed by all parties to reflect those updates. These annual conversations also serve as an opportunity to review progress, discuss classroom strategies, and ensure alignment between services and student growth. At the high school level, the DEP is integrated with the student's four-year plan of coursework or accelerated learning plan (GRAD-006), which is reviewed and updated annually during a parent/guardian and/or student meeting to ensure alignment with evolving academic goals, AIG services, and course selection for the upcoming school year. To ensure continuity of services, DEPs are revisited at key transition points, such as the move from elementary to middle school and middle to high school. This process allows teams to adjust services as needed and help students prepare for new academic environments. * Ideas for Strengthening the Standard - Partner with the ML/Title III Department and evaluate assessments to ensure they are equitable for multilingual learners; consider partnering with IHEs to support this effort. - Partner with the Exceptional Children's Department to build awareness of twice-exceptional (2e) students and develop a plan for reaching and teaching 2e students using policies, practices, and resources. - Include an "AIG Program Progress Report" with the regular report card at each marking period to provide additional communication regarding the student's progress towards meeting the goals outlined on the DEP, IDEP, or other service plan. Planned Sources of Evidence * AIG Identification Pathways Overview

*	Annual Universal Screening Calendar and Rosters		
	Referral and Screening Flowchart		
	Normed Aptitude and Achievement Assessment Data		
Type		Documents Document Template	Document/Link
AIG Standard 1 Additional Resources		N/A	

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 AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

\Harnett County Schools delivers a comprehensive K-12 AIG program aligned to students' areas of identification and designed to meet their academic and intellectual needs across all grade levels and learning environments. The AIG plan serves as a foundational document to guide the equitable distribution of resources and services throughout the district. Each school's principal and AIG lead teacher collaborate with classroom teachers, school counselors, parents, and other school personnel as needed, to facilitate appropriate services as outlined in each student's Differentiated Education Plan (DEP). To ensure instructional quality and appropriate challenge, all AIG-identified students should be served by teachers who are AIG-certified or holds a HCS Local AIG Endorsement certificate. These services are matched to students' identified areas and include academic and social-emotional support. Ongoing communication between school-level personnel and Central Services ensures consistent implementation and responsiveness to student needs.

In elementary school, in **Grades K-3**, Nurturing Programs are created and available at each site to include those students showing gifted potential. Nurturing programs provide opportunities during the school day and in after-school settings for students demonstrating potential. Activities focus on creativity, leadership, and critical thinking.

Identified students and nurturing students in **Grades K-5** are cluster-grouped in groups of five to seven and provided with differentiated instruction in reading and/or math. Teachers use flexible grouping, tiered assignments, project-based learning, and technology integration. School counselors support social-emotional development through direct instruction and collaboration with teachers.

At the middle school level, **Grades 6-8**, all identified AIG students are placed together in the same core content classes to ensure consistent, homogeneous grouping with academic peers. This intentional placement provides a supportive environment and access to rigorous, appropriately paced instruction aligned to their advanced learning needs. Teachers provide differentiated instruction, use problem-based learning, and incorporate curriculum compacting to meet the academic and intellectual needs of gifted students. Additional advanced learning options for seventh and eighth grade students may include foreign language electives and upper-level math courses through NC Virtual Public Schools or high school partnerships. When available, AIG pull-out services offer additional enrichment aligned to students' interests and strengths.

In high school, **Grades 9-12**, students self-select courses with support from teachers, school counselors, and parents to ensure alignment with their post-secondary and career goals. A range of Honors, Advanced Placement, and dual enrollment courses is available, including participation in Harnett County Early College. The Harnett County Promise Program offers all high school graduates two years of tuition-free coursework at Central Carolina Community College, supporting access for underrepresented AIG populations.

To support instructional quality across the district, AIG-certified personnel collaborate to develop and share curriculum resources through the district website, monthly newsletters, quarterly meetings, and PLCs. These resources ensure that teachers have access to strategies and materials needed to serve the gifted population effectively.

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*** Practice B**

Delivers an AIG program with comprehensive services that address the social and emotional needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel based on student needs.

Harnett County Schools is committed to supporting the social and emotional needs of AIG students across all grade levels through intentional programming, collaboration among school staff, and district-level coordination. Our AIG program integrates social-emotional learning (SEL) into the overall plan for gifted services, recognizing that gifted students often face unique challenges such as perfectionism, asynchronous development, heightened sensitivity, and peer relationship concerns.

In **elementary school**, school counselors provide small group and one-on-one counseling sessions tailored to students' needs. Whole-class lessons often incorporate topics such as emotional regulation, friendship skills, and growth mindset. Many schools use The Zones of Regulation curriculum to help young learners recognize and manage their emotions. Activities such as "Lunch with the Counselor" offer informal opportunities for connection and discussion.

At the **middle school level**, school counselors facilitate "Lunch Bunch" groups where students can build peer relationships and discuss relevant social-emotional topics. Individual counseling is available as needed, and AIG students are supported through collaboration among the school's AIG lead teacher, administration, counselors, and other staff members.

In **high school**, AIG students have access to individual support from school counselors, including one-on-one appointments and quarterly freshman conferences that help students navigate academic demands, goal-setting, and post-secondary planning. Staff collaborate to ensure that academic and emotional support systems are in place as students prepare for college and career transitions.

Harnett County Schools is also proud to announce a partnership with the North Carolina Department of Health and Human Services (NCDHHS) and Hazel Health, providing free virtual mental health services to students throughout the school year and summer break. This program offers access to licensed therapists either at school or from home, ensuring that all students—

including gifted learners—have the emotional support needed to thrive both academically and personally. Each school's Gifted Identification Team (GIT)—comprised of the AIG lead teacher, classroom teachers, administrators, school counselors, enrichment specialists, and EC staff as needed—works collaboratively to identify and support both the academic and emotional needs of gifted learners. Differentiated Education Plans (DEPs) are shared with families and homeroom teachers to ensure consistent communication and understanding of each student's strengths and available service options. This collaborative approach extends beyond the school level. At the district level, the AIG Coordinator, AIG Curriculum Specialist, and Student Services Department partner with school-based teams to provide thoughtful and responsive support. The HCS Mental Health Support Team also offers additional layers of assistance to schools and families. Ongoing professional learning—delivered through quarterly AIG lead teacher meetings, monthly newsletters, and quarterly family newsletters—helps build capacity around supporting the social-emotional development of gifted students both in classrooms and at home. Harnett County Schools' commitment to serving the whole child is also reflected in its long-standing support for military-connected students. The district is proud to be the only public school district in North Carolina to receive the State Superintendent's District Purple Star Award for six consecutive years and the first to earn the Legacy Award. These honors recognize the district's dedication to fostering belonging, stability, and support for military families—many of whom have students identified as gifted. With the help of military liaisons, counselors, and other key personnel, Harnett County Schools ensures continuity of care and targeted services for this unique population. Through these coordinated efforts, layered supports, and cross-role collaboration, Harnett County Schools delivers a comprehensive AIG program that meets the academic and social-emotional needs of gifted learners across all grade levels and learning environments.	
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* Practice C Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice. Harnett County Schools intentionally integrates AIG services with the district's instructional priorities, resources, and overall educational mission. The AIG program is not a stand-alone initiative but is embedded in the broader structure of teaching and learning, ensuring that gifted education complements and enhances district-wide goals. AIG services are aligned with the North Carolina Standard Course of Study and the district's focus on equity, academic rigor, and differentiated instruction. The Learning Focused Framework, adopted across the district, supports this alignment by promoting strategies that are effective for all learners, including those who are gifted. District Instructional Coaches work collaboratively with AIG teachers, classroom teachers, and administrators to provide support and guidance in differentiating instruction and ensuring consistent implementation of services across schools. Weekly PLCs also serve	

as a platform to discuss student needs, including enrichment and acceleration, making AIG part of regular instructional planning.

Policies and procedures outlined in the local AIG plan guide the use of district resources—such as staff, scheduling, curriculum materials, and professional development—to ensure services are equitable and effectively delivered. AIG services are monitored and reviewed in the same way as other academic programs to maintain alignment with district expectations.

This intentional connection between AIG services and district priorities ensures that gifted learners receive meaningful, consistent support within the overall instructional framework of Harnett County Schools.

*** Practice D**

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

Harnett County Schools is committed to using intentional and adaptable grouping strategies to support the academic growth of AIG students and others with advanced learning needs. Teachers regularly adjust student groups within the classroom based on lesson objectives, student interests, readiness levels, learning profiles, and ongoing assessment data, particularly formative assessment results discussed during PLCs. These varied groupings are designed to increase rigor, encourage critical thinking, and ensure students are appropriately challenged.

Teachers at all grade levels meet weekly in Professional Learning Communities (PLCs) to review student performance data, plan instruction, and identify enrichment opportunities for students who have demonstrated content mastery. Enrichment may occur within the classroom or through strategically organized instruction across classrooms. While approaches differ by teacher and grade level, all groupings remain intentional and data-informed to best support student growth.

To meet the academic and intellectual needs of gifted learners, AIG-identified students are placed, whenever possible, with teachers who are AIG certified or hold a Harnett County Schools Local AIG Endorsement. This ensures that instructional decisions are guided by educators with specialized training in differentiation, enrichment, and advanced learner development.

In **elementary school**, AIG students are clustered in heterogeneous classrooms, typically in groups of five to seven, fostering collaboration and targeted instruction. If fewer than five identified AIG students are at a particular grade level, those students are combined within one classroom to ensure appropriate services and support. Within and across classrooms, grouping structures allow gifted students to collaborate with peers and engage in enrichment activities aligned to their needs. Differentiated instruction is provided through tiered assignments, project-based learning, and research opportunities, allowing students to explore topics of interest, progress at their own pace, and develop higher-level thinking skills.

In **Grades K–3**, students also participate in the district's nurturing program, which lays the foundation for talent development. Students identified for nurturing receive enrichment during and after the school day, with a focus on leadership, motivation, creativity, and critical thinking. As students demonstrate emerging strengths, grouping is adjusted to provide more targeted support. Readiness is carefully considered, and collaboration skills are explicitly taught to help students succeed in group settings. The K–3 Nurturing Plan is developed and reviewed annually at each school to ensure continued support of student growth.

At the middle school level, Harnett County Schools intentionally places all identified AIG students in the same core content classes to ensure homogeneous grouping with academic peers, supporting both achievement and growth. Within these classes, teachers implement flexible grouping practices that are responsive to students’ learning needs, interests, and readiness levels. Groupings may shift frequently to support targeted instruction, collaborative projects, and enrichment opportunities. When available, subject-specific pull-out services with AIG-certified teachers provide additional support. In high school, varied grouping practices continue, especially in collaborative settings such as Honors, Advanced Placement (AP), and dual-enrollment courses. Instructional specialists collaborate with teachers to support grouping strategies that challenge students appropriately. School counselors meet annually with students to discuss academic strengths, course selection, and future goals—encouraging students to pursue rigorous coursework aligned with their potential. A range of options including Honors, AP, NCVPS virtual classes, and dual-enrollment ensures access to advanced learning pathways.	* 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. Clear and consistent communication is essential to ensuring that all stakeholders—teachers, administrators, support staff, and families—understand the gifted program in Harnett County Schools. By actively sharing the policies, services, and instructional practices that support gifted learners, the district works to reduce misconceptions, foster collaboration, and create a shared commitment to meeting the needs of AIG students. At the district level, a dedicated “Gifted and Talented Education” section on the Harnett County Schools website provides families and the community with access to the AIG Plan, along with helpful resources and links to support awareness and engagement amongst the different grade levels. For staff, a separate district staff website provides teachers with access to AIG-specific procedures, forms, instructional tools, and useful links for implementing differentiated services. At the school level, Gifted Identification Teams (GITs) are asked to meet monthly to support the implementation of the local AIG plan and to guide services for identified and potentially gifted students. At the beginning of each school year, GITs are also asked to present key AIG information to their school staff, helping to build shared understanding of program goals, identification procedures, and classroom strategies for advanced learners. To support this, a presentation template is provided by the district. Each school also holds an AIG parent/guardian night within the first quarter of the school year, where families are informed about the school’s AIG program structure, services, and expectations. Student work is often showcased, and families are given the opportunity to ask questions and connect with school AIG staff. In addition, annual gifted review meetings are held with parents/guardians to review each student’s Differentiated Education Plan (DEP), discuss differentiated services, and make any necessary updates to content modifications. These meetings may include the student, depending on grade level, and are documented with notes placed in the student’s AIG folder and submitted to the district office. For elementary and middle school students, these meetings occur during the first quarter of the school year. For high school students, they are held during the second semester to align with course planning for the following year.
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To enhance communication and transparency across the district, Harnett County Schools provides brochures at every school that explain the local AIG program and identification process. Quarterly newsletters are sent to parents and guardians to share updates and support the academic and social-emotional growth of gifted learners. Monthly newsletters are shared with school staff to highlight effective practices, instructional strategies, and program reminders. Additionally, quarterly AIG Lead Teacher meetings provide time for collaboration, consistency, and sharing of resources and updates from the district or state level. AIG Lead Teachers also receive a comprehensive handbook containing essential information, timelines, and resources to guide consistent implementation across schools. Throughout the year, the district AIG leadership team remains available to answer questions and offer support to school staff, families, and community stakeholders.

Through these intentional, multi-layered efforts, Harnett County Schools ensures that the AIG program is well-communicated, consistently supported, and aligned with the broader instructional mission of the district.

*** Practice F**

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

To ensure a seamless continuation of services as AIG students transition between grade configurations, schools address both student needs and parent concerns through special meetings and Open House Nights. Schools develop specific plans to facilitate smooth transitions from one grade level to the next, and through collaboration, they establish effective transition practices.

At key transition points, such as the end of fifth and eighth grades, AIG teachers are required to hold parent conferences. During these conferences, they discuss Differentiated Education Plans, services, student progress, and opportunities at the next grade level. When guidance counselors register students for the next school level, they provide additional information to aid in the transition process. This collaboration between school counselors at both schools ensures that students, including those on a watch list for potential AIG identification, are appropriately communicated to the next school level at the end of the school year.

As part of the transition process, each school is asked to send their feeder schools a list of incoming identified AIG students, as well as a list of students who should be monitored for potential giftedness. This information helps ensure that the receiving school is aware of the academic needs and potential of these students as they move forward. Harnett County Schools utilizes Infinite Campus, our student information system, to document and share updated identification status, educational plans, and service records. This centralized database ensures that key personnel across schools have real-time access to student information, supporting timely and accurate transitions for AIG students.

For students transitioning into middle school, special information sessions, open houses, and building tours are organized to help them adjust to the new environment. Similarly, before entering high school, freshmen are offered a summer experience at each high school to assist with adjustments related to building layouts, schedules, course credits, grading policies, attendance policies, and other high school-specific matters. Student leaders play a key role in many of these sessions. Regardless of the transition point, both the academic and affective needs of students and their families are prioritized throughout the process.

In addition, schools continue their efforts to communicate and collaborate throughout the school year. Gifted Identification Teams

(GIT) meet monthly to discuss student needs and program updates. At the beginning of each school year, GIT members are asked to present to their staff, sharing important information regarding the AIG program and transition practices. Quarterly meetings for AIG Lead Teachers provide opportunities for collaboration and professional development.

*** 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.

Harnett County Schools offers a variety of programs and services to meet the academic, social, and career development needs of AIG students who demonstrate exceptional potential. These opportunities include compacted content, Credit by Demonstrated Mastery (CDM), dual enrollment, and both subject and grade acceleration, all designed to support gifted students' continued growth and challenge.

At the elementary and middle school levels, teachers can assign independent work or compact the content for accelerated students. Content compacting involves modifying the curriculum for students who have demonstrated mastery of the material, typically by passing an assessment with at least 85% mastery and showing appropriate evidence of understanding. In these cases, teachers may replace content, offer enrichment options, or assign other activities. Compacting is most effective in subjects like mathematics, which have a clearly defined sequence of skills.

Subject skipping is another option for highly gifted students in these grade levels. When a student needs a more advanced class in a specific subject, they may be allowed to "test out" and bypass certain subjects or skill levels based on assessment results (typically standardized achievement tests) and teacher recommendations. These students remain with their regular peer group but receive instruction at a higher level in another class. Ongoing monitoring of student achievement ensures that subject skipping remains appropriate.

Grade skipping (whole-grade acceleration) is available for highly gifted students who demonstrate the capacity to move ahead one year in the academic sequence. Harnett County Schools uses the Iowa Acceleration Scale (IAS) to guide the decision-making process for grade acceleration. The IAS is a nationally recognized, research-based tool that evaluates multiple factors to determine whether grade skipping is an appropriate intervention. These factors include academic achievement, cognitive ability (aptitude), developmental readiness, social-emotional development, school attendance, and student motivation, as well as input from teachers, administrators, and families.

To be considered for grade acceleration, students must typically demonstrate very high performance on nationally normed aptitude and achievement tests (e.g., scoring in the 97th percentile or higher), with results current within the past 12 months. Additional indicators include advanced reading ability, strong performance in math and communication skills, age-appropriate social development (as assessed by educators or counselors), and a recommendation from the student's teacher or principal. The Gifted Identification Team (GIT), with input from school counselors and administrators, reviews the student's complete profile using the IAS rubric to determine eligibility. If the team recommends acceleration, the student enters a trial placement period of one grading term to ensure the new placement is appropriate both academically and socially. Final decisions regarding grade acceleration are made by the school principal in consultation with district leadership.

At the high school level, gifted students are encouraged to take honors and AP courses, as well as advanced career and technical education classes. One key acceleration option for high school students is Credit by Demonstrated Mastery (CDM). CDM allows students to earn course credit by demonstrating a deep understanding of the content, bypassing the traditional seat-time learning experience. In Harnett County Schools, the student must apply for CDM. The application includes an Agreement of Understanding (signed by student, parent, and school official) which explains in detail all the steps in the CDM process as well as how course credit will, or will not, be awarded.

There are two phases to the CDM process:

Phase 1 requires the student to pass an assessment that measures mastery of the foundational skills and content of the subject. The student must score at least 90% on a local exam or a superior score on a state assessment (such as the EOC). Students who do not meet the score requirement will not proceed to Phase 2.

Phase 2 requires the student to create an artifact that demonstrates a deep understanding of the content standards and the ability to apply the knowledge and skills expected at the end of the course. A CDM Review Panel will assess the artifact and recommend whether the student should pass or fail, and whether one credit towards graduation will be awarded. If the student or parent disagrees with the decision, an appeal can be made to the panel.

College and Career Promise is an opportunity for 11th and 12th grade students who meet certain grade point average (GPA) requirements to take courses for dual credit. Students select either a Career and Technical Education Pathway or a College Transfer Pathway and earn dual (high school and college transfer) credits from either the community college (CCCC) or any University of North Carolina system school. Students will hold a dual enrollment, with no tuition or textbook costs. Courses are available on campus, with online options at the high schools to accommodate student schedules and transportation needs. Additionally, the CTE Department offers Learning Academies, such as the Harnett Health Sciences Academy and the Public Safety Academy, where students can apply for a cohort in a specific professional area of study. For 9th and 10th-grade gifted and highly motivated students, dual enrollment is also available through Central Carolina Community College. These students can enroll in either the Career and Technical Eligibility Pathway or the College Transfer Eligibility Pathway. Each pathway has specific requirements that must be met for successful dual enrollment. High school students also have the opportunity to take online courses during the summer through the NC Virtual Public School (NCVPS), expanding access to advanced learning beyond the traditional school year.

*** Practice H**

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

Harnett County Schools is committed to identifying and developing the potential of K–3 students who show early signs of giftedness. Recognizing that formal identification typically occurs in third grade, our focus is on purposeful, intentional programming that nurtures talent through early intervention, particularly among students from underrepresented populations. This foundation is built through strong collaboration and communication among teachers, support staff, and AIG personnel.

Instructional strategies include number talks, mental math, critical thinking tasks, and the use of choice boards to promote student voice and ownership of learning. Students engage in advanced reading groups that stretch comprehension and vocabulary development. i-Ready enrichment pathways and more challenging math tasks are used to accelerate growth and ensure appropriate levels of rigor. Additionally, the Primary Education Thinking Skills (P.E.T.S.) curriculum is implemented in some schools to promote analytical and creative thinking through structured lessons. Flexible grouping within content areas allows students to work at an appropriate level of challenge and encourages peer collaboration. These groupings are dynamic and responsive, shifting as needed based on formative assessment data and teacher observations. Teachers meet regularly in Professional Learning Communities (PLCs) to review student progress, discuss instructional strategies, and share ideas for supporting high-potential learners. Each school serving K–3 students submits an annual Nurturing Plan that outlines how students are selected for participation, the activities planned for the year, and how parents are kept informed. Students identified as demonstrating potential are supported with intentional instructional strategies and documented in individual portfolios, which include student work samples, teacher notes, and observational data that reflect growth in problem-solving, creativity, and leadership. Gifted Identification Teams (GITs) meet monthly to discuss student progress, review data, and refine instructional approaches. In addition, GIT members are encouraged to present an overview of the Nurturing Program to their school staff at the beginning of each year using a provided presentation template. Ongoing collaboration with classroom teachers, instructional support staff, and AIG Lead Teachers ensures a coordinated and consistent approach to talent development. Leadership and service-learning opportunities are also promoted to encourage social-emotional growth and a sense of responsibility within the school community. Through these intentional practices and collaborative efforts, Harnett County Schools ensures that the unique needs of young, high-potential learners are met, laying the foundation for continued success in later grades.	* Practice I Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12. Harnett County Schools is committed to promoting both equity and excellence by expanding access to advanced learning opportunities for all students, particularly those from underrepresented populations. Through purposeful policies and practices, we work to identify and support students whose potential may be overlooked due to cultural, socioeconomic, or language barriers. To ensure early access to talent development, all third and fifth graders are administered the CogAT screener each spring. This universal screening process helps identify students who may not have been referred through traditional pathways, including those whose potential might otherwise go unrecognized due to limited access to enrichment opportunities or other barriers. In addition, any parent, teacher, or student can request screening in grades 4–12. EOG data is reviewed annually to identify additional students for possible screening. When students transfer into the district, their records and prior educational experiences are reviewed to determine if further evaluation is warranted. Gifted determinations are made using a combination of achievement data, aptitude testing, academic performance, and a Gifted Behavior Scale (GBS). Across all grade spans, intentional strategies are used to
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develop talent and increase access to advanced instruction:

In elementary school, flexible grouping within classrooms is used to identify and nurture high-potential students, including those not yet formally identified. When students show advanced readiness or aptitude, they may be clustered in small peer groups to promote collaboration and provide differentiated support. Instructional strategies such as tiered assignments and enrichment tasks are used to promote critical thinking and academic growth, helping uncover and develop emerging talent.

At the middle school level, students demonstrating high achievement or potential, regardless of formal AIG identification, are clustered together to encourage peer collaboration and access to enriched curriculum. Flexible grouping allows teachers to respond to student needs and interests, supporting ongoing talent development. Students who score Level 5 on state EOGs are given access to higher-level math courses, providing opportunities for acceleration and continued academic challenge.

In high school, advanced coursework is open to all students, regardless of AIG identification. Students may enroll in honors, Advanced Placement (AP), and college-level classes based on interest and readiness. Career and College Promise pathways provide dual credit opportunities, and enrollment is not limited to identified gifted students. High school students also have the opportunity to take online courses during the summer through the NC Virtual Public School (NCVPS), expanding access to advanced learning beyond the traditional school year.

Harnett County Schools also partners with Central Carolina Community College and offers the Upward Bound program to support first-generation college-bound students. This program includes Saturday sessions, summer experiences, and internship opportunities in fields such as math and science.

These efforts are part of an ongoing district-wide commitment to remove barriers and provide equitable access to rigorous learning experiences. By frontloading opportunities and embedding talent development practices throughout our K–12 programming, we strive to ensure that all students—especially those from historically underrepresented groups—can realize their full potential.

*** Practice J**

Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.

Harnett County Schools delivers a comprehensive K–12 AIG program aligned to students’ areas of identification and designed to meet their academic and intellectual needs across all grade levels and learning environments. The AIG plan serves as a foundational document to guide the equitable distribution of resources and services throughout the district. Each school’s principal and AIG lead teacher collaborate with classroom teachers, school counselors, parents, and other school personnel as needed, to facilitate appropriate services as outlined in each student’s Differentiated Education Plan (DEP). These services are matched to students’ identified areas and include academic and social-emotional support. Ongoing communication between school-level personnel and Central Services ensures consistent implementation and responsiveness to student needs.

Elementary Services (K–5):

In grades K–3, Nurturing Programs are created and available at each site to include those students showing gifted potential. Nurturing programs provide opportunities during the school day and in after-school settings for students demonstrating potential.

Activities focus on creativity, leadership, and critical thinking.

Identified students in Grades K–5 are cluster-grouped and provided with differentiated instruction in reading and/or math. Teachers use flexible grouping, tiered assignments, project-based learning, and technology integration. Counselors support social-emotional development through direct instruction and collaboration with teachers.

Middle School Services (6–8):

Identified students are clustered by area of identification and participate in AIG pull-out classes designed to increase depth, rigor, and pace. Teachers facilitate advanced learning through problem-based instruction and enrichment aligned to student interests and strengths.

Additional opportunities include foreign language and upper-level math courses through NC Virtual Public Schools or partnerships with high schools.

High School Services (9–12):

Students self-select courses with support from teachers, counselors, and parents to ensure alignment with their post-secondary and career goals. A range of Honors, Advanced Placement, and dual enrollment courses is available, including participation in Harnett County Early College.

The Harnett County Promise Program offers all high school graduates two years of tuition-free coursework at Central Carolina Community College, supporting access for underrepresented AIG populations.

To support instructional quality across the district, AIG-certified personnel collaborate to develop and share curriculum resources through the district website, monthly newsletters, quarterly meetings, and PLCs. These resources ensure that teachers have access to strategies and materials needed to serve the gifted population effectively.

*** Ideas for Strengthening the Standard**

- Increase training opportunities for all educators to help recognize and nurture giftedness in traditionally underrepresented populations, including students from diverse cultural, linguistic, and socio-economic backgrounds.
- Expand intentional talent development efforts in grades 3–8, with a focus on identifying and supporting students who may be overlooked using traditional measures.
- Explore the feasibility of hiring dedicated AIG specialists at the school level to enhance consistency in identification, service delivery, and parent communication.
- Develop targeted programming and resources to address the social and emotional needs of gifted learners, including partnerships with school counselors and mental health professionals.

Planned Sources of Evidence		
*	- K-3 Nurturing Plans and Lesson Documentation	
*	- Student Demographic Data and Program Rosters	
*	- Flexible Grouping Documentation	
*	- Differentiated Curriculum Samples and Enrichment Opportunities	
*	- Vertical Alignment and Articulation Evidence	
*	- Professional Collaboration and Planning Records	
*	- Teacher Support Materials and Communications	
*	- Family Communication and Outreach	
*	- Instructional Schedules and Service Logs	
*	- Student Performance Data	
Type	Documents	Document/Link
AIG Standard 2 Additional Resources	Document Template	N/A

Standard 3: Differentiated Curriculum and Instruction

Harnett County Schools (430) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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 by differentiating curriculum and instruction, including enrichment, extension, and acceleration strategies.

AIG students have varying levels of giftedness and ability, just as other students do. With the NC Standard Course of Study (NCSCOS) as the foundation, instruction is differentiated for gifted learners to ensure a challenge that is both rigorous and relevant. The NCSCOS for grades K–12 provides a framework for expanding and enhancing instruction to meet the needs of AIG students. Teachers build upon these standards by applying curriculum modifications that align with learner characteristics such as prior knowledge, student interest, rate of learning, and learning style. These differentiated approaches may affect the content, process, product, assessment, grouping, learning pace, or instructional strategies.

In elementary school, gifted students are cluster-grouped within heterogeneous classrooms to allow for more targeted instruction and peer collaboration. Instruction is further supported through nurturing groups in K–3, learning centers, and flexible enrichment grouping in reading and math. Teachers use tiered assignments, technology tools, and project-based learning to extend students' thinking and personalize instruction based on readiness and interest.

At the middle school level, differentiation includes tiered assignments, compacted curriculum, and enrichment menus to ensure students are challenged within the core content areas. Instructional strategies such as Paideia seminars, Socratic discussions, and interdisciplinary projects promote deeper engagement and critical thinking. Students are cluster-grouped and placed in advanced classes, when available, based on identification, and some schools may also offer AIG pull-out sessions based on staffing and scheduling.

In high school, acceleration is provided through Honors, Advanced Placement (AP), Career & College Promise (CCP), and dual enrollment opportunities. Teachers use differentiation strategies such as independent study contracts, academic competitions, student-led inquiry, and mentoring opportunities to further personalize instruction. High school students also have the opportunity to take online courses during the summer through the NC Virtual Public School (NCVPS), expanding access to advanced learning beyond the traditional school year.

District-level support includes the revision of pacing guides to embed critical thinking and differentiation strategies. These guides are housed on the Harnett County Schools Staff Website and are accessible to all teachers. The district AIG Coordinator and AIG Curriculum Specialist are available to attend PLCs to provide support, instructional coaching, and resources that help K–12

classroom teachers enrich, extend, and/or accelerate the NCSCOS for AIG students. Most schools strive to provide a common planning time for grade-level or content-area teachers to collaborate, allowing for more effective planning of differentiated instruction for AIG learners. Students may also participate in academic and arts-related clubs and competitions—such as band, chorus, STEM, and problem-solving—that stretch their abilities, deepen critical thinking, and foster collaboration with like-minded peers. These opportunities are available at the elementary, middle, and high school levels, with each school choosing clubs and competitions based on student interest and available resources. Many of these opportunities are facilitated in partnership with the district’s AIG Coordinator, AIG Curriculum Specialist, and Special Programs Coordinator, who provide planning support and help coordinate events across the district.	* Practice B Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12. The district recognizes the importance of using students’ identified abilities, readiness, and interests to address a wide range of learning needs across all grade levels. Harnett County Schools prioritizes placement of AIG students with teachers who are AIG certified or hold a HCS Local AIG Endorsement certificate to ensure specialized expertise in meeting advanced learners’ needs. This certification supports effective differentiation, enrichment, and acceleration across all grade levels. Differentiated instructional strategies and service models are implemented K–12 and are supported by district leadership to ensure gifted learners are appropriately challenged and engaged. In elementary school, students demonstrating advanced potential are supported through a range of differentiated instructional practices informed by their abilities, readiness, and interests. AIG students are cluster-grouped in heterogeneous classrooms, in groups of five to seven, to foster collaboration and provide targeted instruction. If a school has fewer than five identified AIG students at a particular grade level, those students are placed together within one classroom to ensure appropriate services and instructional support. Flexible grouping is also used within and across classrooms so that gifted students can collaborate with peers and engage in enrichment opportunities aligned to their needs. Teachers use learning and interest inventories to personalize instruction and implement strategies such as curriculum compacting, tiered assignments, project-based learning, and exploratory enrichment activities that promote higher-order thinking. School-based Nurturing Plans guide enrichment for younger students not yet formally identified but showing potential, allowing early exposure to advanced tasks and problem-solving experiences. Cross-classroom collaboration opportunities, such as Math Olympiads, provide additional academic challenge and peer interaction. Teachers are supported by district-provided pacing guide extensions, supplemental resources, and consultative services from the AIG Coordinator and AIG Curriculum Specialist, who also attend PLC meetings to help ensure consistent and effective differentiation across grade levels. At the middle school level, all identified AIG students are grouped together in the same core content classes to ensure their advanced abilities, academic readiness, and interests are met through appropriately challenging instruction and enrichment tailored to their learning needs. These students are placed in advanced classes, when available, alongside other high-achieving peers to meet individual strengths and interests, ensuring each student is challenged appropriately. Schools may also offer AIG-only pull-out
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sessions in specific content areas, depending on available staffing and scheduling. Instructional strategies include tiered assignments, curriculum compacting, Socratic and Paideia seminars, interdisciplinary projects, and the use of pacing guide extensions to support enrichment and acceleration. Enrichment menus aligned to core curriculum goals offer student choice and opportunities to pursue deeper learning. Some middle schools also provide access to virtual courses, such as foreign language through NCVPS, to expand advanced learning options. The AIG Coordinator and AIG Curriculum Specialist provide ongoing support through PLC participation, resource sharing, and professional development. In high school, AIG students are served through a wide array of advanced coursework options, including Honors, Advanced Placement (AP), Career & College Promise (CCP), and dual enrollment opportunities in partnership with local colleges and universities. Students are encouraged to pursue rigorous academic pathways based on their readiness, interests, and post-secondary goals. When teaching AP courses, teachers are also trained through the College Board AP program. Differentiation strategies at the high school level include independent study contracts, student-led inquiry projects, and participation in academic and arts-related competitions. High school students also have the opportunity to take online courses during the summer through the NC Virtual Public School (NCVPS), expanding access to advanced learning beyond the traditional school year. Additional support such as Credit by Demonstrated Mastery (CDM) allows students to earn course credit by demonstrating content mastery through assessments and projects. The AIG Coordinator and AIG Curriculum Specialist support teachers in delivering differentiated instruction and aligning advanced opportunities to students' needs. Across all levels, teachers use learning and interest inventories, formative assessments, and student conferencing to tailor instruction that reflects learners' needs and preferences. School schedules and collaborative planning are structured to promote the integration of advanced learning experiences. Academic and interest-based clubs are also available at all grade levels for gifted students. These clubs often include academic competitions, service learning, STEM activities, and fine arts opportunities such as band and chorus. Each school determines which clubs and competitions they offer, and many are facilitated or supported by the district AIG Coordinator and AIG Curriculum Specialist to ensure broad access and meaningful engagement for students. If requested by the principal, the Iowa Acceleration Scale may be used to help guide decisions about grade-level acceleration. Final decisions are made collaboratively by the principal and district leadership.	* Practice C Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students. The district utilizes a wide range of evidence-based resources to address the academic, intellectual, and social-emotional needs of AIG students across all grade levels. These resources align with the NC Standard Course of Study while also offering opportunities for depth, complexity, and enrichment appropriate for gifted learners. In elementary school, teachers implement district-adopted programs such as Eureka Math, Benchmark Advance (ELA), and i-Ready. While these resources are used district-wide, they include embedded activities and pathways that support advanced learners through differentiation and enrichment. District instructional coaches have created pacing guides that provide structure and guidance, and teachers participate in PLCs to review data, plan lessons, and engage in collaborative professional development. PETS (Primary Education Thinking Skills) is also used to foster higher-order thinking amongst our primary students. To support social-emotional development, elementary schools implement the Zones of Regulation curriculum. Activities such as "Lunch with the
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Counselor” offer informal opportunities for connection and discussion.

In **middle school**, students are placed in advanced classes with teachers who are AIG-certified or who hold a HCS Local AIG Endorsement certificate. A variety of strategies—such as curriculum compacting, revised pacing guides, and enrichment menus—are used to provide appropriately challenging instruction based on student interests, readiness, and abilities. Instructional approaches such as Paideia seminars, Socratic discussions, and interdisciplinary projects are integrated to deepen engagement and critical thinking. Technology tools such as ALEKS (which personalizes math instruction based on student readiness) and Achieve3000 (which adjusts Lexile levels to match and grow reading ability) further enhance academic differentiation and support students working at or above grade level. At the middle school level (Grades 6–8), school counselors facilitate “Lunch Bunch” groups where students can build peer relationships and discuss relevant social-emotional topics. Individual counseling is available as needed.

At the **high school** level, services include placement in Honors, Advanced Placement (AP) (taught by AP-trained teachers), Career & College Promise (CCP), and dual enrollment courses. Students are taught by teachers who are AIG-certified, AP-trained, or hold a HCS Local AIG Endorsement certificate. Differentiation continues through opportunities such as independent study contracts, academic competitions, and student-led inquiry projects. School counselors play an important role in supporting high school AIG learners, meeting with them annually to select courses and providing ongoing social-emotional support. Each counselor remains with the same students all four years, helping build strong relationships that foster consistent guidance and support.

Harnett County Schools is also proud to announce a new partnership with the North Carolina Department of Health and Human Services (NCDHHS) and Hazel Health. This initiative provides free virtual mental health care services to students during both the school year and summer break. Students have access to licensed therapists either at school or from home, ensuring every child has the opportunity to thrive emotionally and academically. This partnership reflects the district’s continued commitment to meeting the evolving social-emotional needs of all students, including advanced learners.

Across all grade levels, the AIG Coordinator and AIG Curriculum Specialist actively support instructional planning by attending PLCs, providing enrichment and extension resources, and collaborating with teachers to thoughtfully and effectively address the academic, intellectual, and social-emotional needs of gifted students. Additionally, the district plans to offer professional development opportunities focused on the social and emotional needs of gifted learners. To further enrich learning opportunities, the district offers a Summer Trek Program for identified students in grades 3–8, emphasizing STEM-based experiences that allow students to explore science, technology, engineering, and math in engaging and innovative ways.

Harnett County Schools is also proud to be the only public school district in North Carolina to receive the State Superintendent’s District Purple Star Award for six consecutive years and the first to receive the Legacy Award. These honors highlight the district’s sustained commitment to supporting military-connected students and their families, demonstrating a long-standing dedication to inclusive and responsive practices that address students’ emotional well-being. This commitment reflects a district-wide approach to nurturing the whole child and ensuring that all students—including gifted learners—feel seen, supported, and valued.

*** Practice D**

Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility.

Fostering durable, future-ready skills in gifted learners requires intentional efforts that go beyond academic rigor. In Harnett County Schools, we aim to help AIG students develop adaptability, collaboration, communication, critical and creative thinking, empathy, a learner's mindset, and personal responsibility—skills essential for post-secondary success. These competencies are embedded across grade levels through targeted enrichment opportunities, instructional strategies, and extracurricular programs.

In elementary school, students are introduced to these durable skills through STEM learning experiences, nurturing groups, and project-based activities that foster curiosity, creativity, and critical thinking. Career days, guest speakers, and field trips help broaden students' awareness of future possibilities. Clubs often lead or participate in service projects, cultivating empathy and social responsibility at a young age. Students also engage in collaborative activities, such as problem-solving centers and team-based challenges, where they begin developing skills in communication and teamwork.

Middle school AIG students are exposed to deeper learning experiences through STEM clubs, technology extensions, and Career and Technical Education (CTE) electives. These opportunities encourage real-world application of skills and the development of leadership and initiative. Enrichment menus and project-based learning help students practice personal responsibility, while academic discussions and Paideia seminars further develop communication and critical thinking. CTE classes at the middle level also introduce students to career exploration and basic job skills, planting the seed for future college and career pathways.

At the high school level, students have access to a wide range of programs that directly support college and career readiness, including Career and College Promise (CCP) courses, Advanced Placement (AP) offerings, and trade-based CTE academies. These pathways allow students to explore specific career interests, earn college credit, and gain hands-on experience that builds confidence and independence. Student Government, Leadership Academies, service-learning opportunities, and public speaking experiences help develop a strong sense of personal responsibility, empathy, and civic engagement. Teachers continue to challenge students to think critically and creatively by providing authentic audiences for projects and establishing business partnerships that connect classroom learning to real-world application.

Additionally, Harnett County Schools supports future-ready mindsets through initiatives like the Growing Greatness program, a "grow your own" teacher pipeline. This initiative nurtures high school and college students who aspire to become educators, helping them develop personal responsibility, leadership, and a strong learner's mindset. Teachers have been hired from this program which reflects the district's belief that investing in our students leads to a sustainable, high-quality teaching force rooted in our community.

Through these combined efforts, the district fosters a learning environment that equips AIG students with the mindset and skills they need to thrive in college, careers, and life.

*** Practice E**

Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.

AIG students are assessed on an ongoing basis, just as all students are, using both formative and summative assessments to monitor progress and inform instruction. These assessment results help teachers differentiate classroom instruction, adjust pacing, and implement flexible grouping practices that match student readiness, interests, and learning profiles.

Formative assessments include teacher-created tests, Benchmark Advance assessments, mid- and end-of-module Eureka Math assessments, i-Ready diagnostic and progress monitoring tools, mCLASS reading assessments, K–2 Math Assessments, work samples, presentations, student inventories, surveys, journals, group assignments, etc. These tools provide teachers with timely data to adjust instruction and groupings. Summative assessments may include state-required EOG/EOC assessments, quarterly benchmarks, final exams, and culminating projects that assess mastery of standards and growth over time.

At the **elementary level**, assessment data is regularly reviewed and analyzed during Professional Learning Communities (PLCs) that include classroom teachers, school administrators, and MTSS interventionists. When appropriate, district personnel also participate to provide additional insight and support. These collaborative meetings allow educators to strategically group students, adjust instructional pacing, and tailor lesson complexity to meet individual needs. They also help identify gifted learners who would benefit from targeted enrichment, advanced content, or additional academic challenge.

At the **middle and high school levels**, assessment data is used similarly during content-area planning meetings. AIG-certified teachers, instructional coaches, school counselors, and when appropriate district-level personnel collaborate with classroom teachers to interpret results, monitor progress, and guide instructional planning aligned to student needs. These teams consider student performance on district-adopted resources such as i-Ready, ALEKS, and Achieve3000 (middle school) alongside formative checks to inform instructional adjustments, support strategic grouping, and ensure continued academic growth. In addition, state-required EOG/EOC assessments and other summative assessments are reviewed to help determine course placement and enrichment opportunities for the following school year.

Each year, an annual gifted review is conducted for all identified students. These reviews examine student progress, participation in differentiated services, and performance on both classroom-based and formal assessments. Parents/guardians are included in this process, and updates to the Differentiated Education Plan (DEP) are made based on student growth, evolving needs, and instructional recommendations for the upcoming school year. For elementary and middle school students, these meetings take place during the first quarter. For high school students, they are held during the second semester to align with course selection and academic planning.

Through intentional use of assessment data and cross-role collaboration, Harnett County Schools ensures that gifted learners receive instruction that is responsive, rigorous, and appropriately challenging.

*** Practice F**

Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.

Gifted collaboration at each school begins with the Gifted Identification Team (GIT), which includes AIG lead teachers, classroom teachers, school counselors, administrators, and other staff such as EC teachers or enrichment specialists as needed. Any faculty or staff member may refer a student for AIG consideration, and the GIT works collaboratively to review data, identify student needs, and

recommend appropriate services.

To meet the needs of the whole child, teachers frequently consult with other school personnel—including counselors, special education teachers, and enrichment staff—to design differentiated strategies that match individual student strengths. Collaboration happens regularly during PLCs, grade-level planning, and schoolwide data meetings, where classroom teachers analyze student progress and work together to adjust instruction. When appropriate, AIG Lead Teachers, the AIG Curriculum Specialist, and the AIG Coordinator may join these meetings to support curriculum planning and ensure alignment with the district’s gifted services.

Assessment data is used in these collaborative settings to guide differentiated instruction. By reviewing growth trends and student performance—whether through classroom assessments, Benchmark Advanced, iReady, or McREL tools—teams design flexible grouping strategies, adjust pacing, and select enrichment or acceleration options tailored to student readiness.

At the district level, the AIG Curriculum Specialist has developed a series of elementary support documents available on the Harnett County Schools staff intranet to support classroom differentiation. These tools help general education teachers implement tiered assignments, compact curriculum, and promote student choice across content areas.

In addition, special enrichment opportunities reinforce the district’s collaborative commitment to differentiated instruction. Summer Bridge programs (pending funding) help rising 6th and 9th grade students explore advanced content in math, English, and CTE areas. Summer Trek, a STEAM-based camp designed specifically for AIG students, provides engaging and challenging activities that promote higher-level thinking and creativity.

Each school maintains a regularly scheduled AIG team meeting, including administration and AIG leadership when possible, to reflect on services, review student progress, and refine curriculum implementation for advanced learners. Through these layers of collaboration, Harnett County Schools ensures that differentiation for gifted learners is intentional, informed by data, and grounded in shared professional expertise.

*** Ideas for Strengthening the Standard**

- Expand access to resources for teachers, parents, and students who are twice-exceptional or gifted multilingual learners.
- Strengthen collaboration with the Student Services Department to help develop instructional strategies that better support the social and emotional needs of gifted learners.
- Design grade-specific units that address the unique social and emotional needs of students at different stages.
- Involve AIG Specialists in school-based teams—such as grade-level, subject-area, and MTSS teams—so they can help collect, review, and discuss data related to students’ social-emotional development.

Planned Sources of Evidence

*	- Sample Lesson Plans & Pacing Guides		
*	- Differentiated Education Plans (DEPs)		
*	- Cluster Grouping Charts & Service Schedules		
*	- Assessment Reports & Data Dashboards:		
*	- Enrichment Menus & Activity Logs		
*	- Professional Development & PLC Documentation		
*	- GIT Meeting Agendas/Minutes & Referral Documents		
*	- Program Documentation		
*	- Resource Lists & Tool Snapshots		
Type		Documents	Document/Link
AIG Standard 3 Additional Resources		Document Template	N/A

Standard 4: Personnel and Professional Development	
Harnett County Schools (430) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 4: Personnel and Professional Development	<i>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.</i>
* Practice A Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. All Central Services supervisors overseeing the gifted program hold AIG licensure. The Assistant Superintendent for Curriculum and Instruction serves as the district's AIG Director, with a dedicated AIG Coordinator providing direct support to schools. Both individuals are certified in gifted education and are responsible for guiding the implementation, ongoing monitoring, and periodic revision of the AIG Plan to ensure alignment with state policy and local needs.	
* Practice B Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan. In addition to support provided by Central Services, each school has an assigned AIG Lead Teacher. This individual may serve at any grade level and, when possible, is selected based on AIG licensure and relevant experience. The AIG Director and AIG Coordinator remain current with state and local gifted education initiatives through webinars, conferences, and professional meetings. The Director oversees the overall gifted program, including the student database, identification decisions, budgeting, and personnel. The Coordinator serves as a direct liaison between schools and Central Services by collaborating with school staff and AIG Lead Teachers, visiting classrooms to monitor services, facilitating professional development, attending PLCs upon request, and reviewing AIG documentation for accuracy. AIG Lead Teachers at the school level are encouraged to hold AIG licensure to ensure strong, site-based support. If they are not certified, they are encouraged to obtain their HCS Local AIG Endorsement certificate. These teachers lead their school's Gifted Identification Team (GIT), guide placement decisions, address parent concerns, mentor classroom teachers, promote differentiated services, and help ensure all AIG documentation is complete. Schools are ultimately responsible for implementing the AIG Plan and providing appropriate services to gifted learners. To strengthen services and support differentiation, all personnel who work with gifted learners are encouraged to pursue either NCDPI AIG licensure, the HCS Local AIG Endorsement certificate, or both, and to engage in ongoing gifted-focused professional development. In North Carolina, state licensure may be earned by completing 18 graduate-level credit hours in gifted education or by passing the Praxis Gifted Education exam (5358). Teachers who pursue the district's Local AIG Endorsement complete a sequence	

of district-approved trainings and demonstrate proficiency in gifted-education best practices. In addition, instructors of Advanced Placement (AP) courses must fulfill College Board training requirements to ensure high-quality, rigorous instruction.

*** 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.

Harnett County Schools is committed to equipping all personnel who work with gifted learners, including classroom teachers, instructional specialists, student services staff, and school administrators, with the tools and knowledge needed to effectively meet their academic, intellectual, and social-emotional needs.

All school personnel, especially those directly involved with gifted students, are encouraged to pursue gifted licensure or the HCS Local AIG Endorsement and to participate in ongoing, research-based professional development focused on rigor, differentiation, and nurturing potential in underrepresented student groups.

Professional development is delivered through multiple formats, including school-based PLCs, curriculum training, mentoring sessions, and quarterly meetings for AIG Lead Teachers. These sessions often include strategies to support advanced learners, foster equitable identification practices, working with underserved populations, and strengthen tiered services. To enhance this effort, Harnett County Schools utilizes resources and tools provided by NCDPI's Advanced Learning and Gifted Education division, including the "AIG Booster Shots". Also, Beginning-of-year presentations at school sites are led by the AIG Coordinator, AIG Curriculum Specialist, and/or AIG Lead Teachers to ensure school staff are aware of key components of the AIG plan and their roles in implementation.

To expand the pipeline of qualified educators, teachers are directed to state-approved university coursework, including online options. Harnett County Schools also partners with Campbell University to provide access to gifted coursework and supports the development of local AIG cohorts when possible. In addition, the district offers a Local AIG Endorsement program for educators seeking foundational training in gifted education without completing full licensure requirements.

High school teachers who teach Honors and Advanced Placement (AP) courses are also expected to attend classes to advance their understanding of how to challenge their gifted high school students. AP teachers are required to submit their course syllabus to the College Board for approval in order for their students to receive AP course credit.

By aligning expectations across all school roles and embedding gifted education into district-wide professional development, Harnett County Schools ensures that educators at every level are prepared to meet the needs of advanced learners.

*** 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.

Gifted students need teachers who will challenge them, stretch their thinking, and support their academic, social, and emotional growth. Harnett County Schools recognizes the importance of placing qualified and knowledgeable teachers with these learners. Principals are encouraged to assign teachers who hold an AIG add-on license or HCS Local AIG Endorsement certificate, to general

education classrooms that serve a heterogeneous cluster of five to seven gifted students.

In cases where an AIG-licensed teacher is not available, preference is given to teachers who have completed the Local AIG Endorsement program or are actively pursuing AIG licensure. This approach ensures a broader pool of trained educators capable of delivering differentiated instruction and meeting the needs of gifted learners.

For students demonstrating gifted potential in Grades K–3, placement in the Nurturing Program is prioritized. These students are also clustered in small groups and, whenever possible, placed with AIG-licensed teachers or those with local endorsement to provide early access to enriched instructional practices and differentiated strategies.

At the secondary level (middle and high school), teachers of advanced content, including Honors and Advanced Placement (AP) courses, are expected to complete appropriate training, such as College Board-approved professional development. These teachers must meet content-specific expectations and are encouraged to seek AIG licensure or local endorsement to strengthen their instructional practices for gifted students.

By expanding training opportunities and establishing clear expectations for teacher placement, Harnett County Schools ensures that gifted students are served by professionals who are both knowledgeable and equipped to meet their unique needs.

*** Practice E**

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

Harnett County Schools is committed to strengthening the recruitment and retention of AIG-licensed professionals, including those from diverse backgrounds. The district partners with recruitment and retention coordinators to identify educators who exhibit strong potential for supporting gifted learners. These individuals are encouraged to pursue gifted licensure or participate in our K–12 Local Endorsement Program, which is voluntary and open to all teachers across grade levels and content areas. This endorsement serves as an entry point for educators to gain foundational knowledge in gifted education.

To increase access and motivation, the district offers reimbursement for teachers who pass the AIG Praxis (5358) as part of their licensure journey. In return, participants agree to remain employed with Harnett County Schools for a minimum of 24 months following completion of licensure or the Local Endorsement Certificate.

Ongoing professional development opportunities—facilitated by the AIG Coordinator and other certified staff—are regularly provided to support both new and existing AIG educators in meeting the unique academic and social-emotional needs of gifted learners.

To honor and retain talent, the district recognizes educators who earn their AIG add-on licensure or complete the Local Endorsement Certificate during Board of Education meetings. These accomplishments are also celebrated publicly, including recognition on the district's official Facebook page.

Moving forward, Harnett County Schools will collaborate with district leaders to develop more intentional strategies to recruit and retain AIG educators from diverse backgrounds, ensuring equitable access to highly qualified teachers for all gifted learners.

*** Practice F**

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

Harnett County Schools is committed to fostering equity and excellence in gifted education through professional learning that supports changing mindsets, policies, and practices. The district's gifted education leadership team identifies areas for growth and collaborates with the AIG Coordinator to plan targeted training using best practices from state and national resources, including NCDPI's Call to Action.

Focused professional development is provided through quarterly meetings with AIG Lead Teachers, where topics such as equitable identification, mindset shifts, underrepresentation, and differentiated instruction are discussed. Additional learning opportunities are embedded in school-based PLCs, mentoring sessions, and curriculum planning meetings.

To support this work, the district will collaborate with a local educational mentor in gifted programming, formerly of Campbell

University, who has served Harnett County Schools, Johnston County Schools, and NCDPI. With decades of experience in gifted education, he will lead a series of professional development sessions focused on differentiation, the social and emotional needs of gifted learners, and equitable instructional practices. He will also assist in facilitating the district's AIG Local Endorsement Program for teachers seeking foundational training in gifted education.

Harnett County Schools also aims to increase its engagement in school-based PLCs and back-to-school staff development meetings to reinforce consistent, high-quality gifted practices across all sites. These efforts reflect the district's ongoing commitment to professional learning that supports equity, excellence, and growth for all gifted learners.

*** 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.

Harnett County Schools aligns professional development with local AIG program goals, district initiatives, and best practices in gifted education to ensure educators are fully equipped to meet the needs of advanced learners. The AIG team collaborates with instructional support staff and school leaders to integrate gifted education strategies into broader professional learning efforts, ensuring alignment with district priorities and responsiveness to school-based needs. PD is offered in flexible formats—including face-to-face or virtual sessions—delivered during teacher workdays or after school to accommodate varying schedules.

Professional learning is designed to connect the needs of AIG students with School Improvement Plan goals, aligning activities to support both equity and excellence in gifted education. Specific professional development offerings include an overview session, "District Plan 101," to familiarize staff with the Local AIG Plan details, and "AIG 101," which addresses gifted characteristics, instructional strategies, and the social-emotional needs of gifted learners, all grounded in current research and best practices. The district also leverages resources creatively, collaborating with neighboring districts, regional partners, and utilizing tools such as the NCDPI "AIG Booster Shots" to enhance professional learning experiences.

Targeted training is provided for various groups, including beginning teachers, instructional coaches, and grade-level/content PLCs,

with quarterly meetings for AIG Lead Teachers to foster collaboration, planning, and reflection. Educators are encouraged to pursue professional development opportunities outside the district to stay current with state and national standards. Attendance at the annual North Carolina Association for the Gifted and Talented (NCAGT) conference is highly encouraged, as it provides educators with access to current research, innovative practices, and statewide collaboration in gifted education. Additionally, the district builds in time for coaching, implementation, and reflective practices to deepen understanding and support continuous program improvement. Harnett County Schools also benefits from the guidance of an educational mentor in gifted programming, recently retired from Campbell University, who helps facilitate professional learning focused on differentiation, social-emotional development, and the AIG Local Endorsement program. The district celebrates those who earn AIG add-on licensure or local endorsement through public recognition at Board meetings and on social media, reinforcing the value of professional growth and supporting retention efforts. Together, these strategies create a comprehensive, dynamic professional learning system that advances educators' ability to provide meaningful, differentiated instruction and support for gifted learners, aligned with the district's mission and the evolving needs of its students.	
* Ideas for Strengthening the Standard - Ensure all educators receive professional learning on the role of gifted education within a Multi-Tiered System of Supports (MTSS). - Ensure all educators receive professional learning on gifted multilingual learners and twice exceptional students. - Use professional books provided by NCDPI or local district/school to plan a book study with staff and administration. - Facilitate best practice sharing sessions after professional development experiences among AIG staff and between AIG staff and classroom teachers, as well as other instructional support staff in collaborative settings.	
Planned Sources of Evidence	
* - AIG Personnel Licensure Records	
* Professional Development Agendas, Sign-in Sheets, and Materials	
* - Professional Learning Tracking System or Database	
* - Gifted Education Program Monitoring Reports:	

*	- Recruitment and Retention Documentation		
	- Recognition and Communication Artifacts		
	- Local AIG Endorsement Program Curriculum and Completion Records		
	- Use of External Resources and Partnerships		
	-Alignment Documentation Linking Professional Development with School Improvement Plans		
Type		Documents	Document/Link
AIG Standard 4 Additional Resources		Document Template	
		N/A	

Standard 5: Partnerships	Harnett County Schools (430) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Standard 5: Partnerships <i>The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.</i>	* Practice A Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students: ▪ academic and intellectual ▪ social and emotional.
Harnett County Schools values the critical role parents and guardians play in supporting the academic, intellectual, and social-emotional development of gifted learners. Our goal is to build meaningful, two-way partnerships that foster open dialogue, mutual understanding, and shared responsibility. Each school hosts an AIG parent/guardian night within the first quarter of the school year to provide an overview of gifted services, explain how students are supported, and offer opportunities for questions and feedback. For families unable to attend, alternative options such as digital presentations, handouts, or one-on-one conversations are made available to ensure all parents are informed and engaged. Throughout the year, schools offer multiple touchpoints for partnership, including parent-teacher conferences, student-led conferences, curriculum nights, and PTO events. These meetings are used not only to share updates about student progress and programming but also to gather input, answer questions, and address concerns. AIG teachers and coordinators encourage parents to share insights about their child’s learning preferences, interests, and social-emotional needs so that support can be more personalized and responsive. At the district level, AIG personnel send quarterly newsletters, in English and Spanish, via email to families of identified students. These newsletters include program updates, resources, and enrichment opportunities. Each communication includes contact information and an open invitation for families to reply with questions or suggestions, encouraging a continued, two-way exchange throughout the year. In addition, a dedicated email address has been created specifically for AIG-related inquiries, giving parents and guardians a direct line of communication with district staff. Information about Gifted and Talented Education, including contact details for district AIG personnel, is also available on the Harnett County Schools website. By ensuring this information is easily accessible, we strive to keep families informed, supported, and actively engaged in their child’s learning journey.	

To further strengthen partnerships, parents are invited to contribute to Differentiated Education Plans (DEPs), particularly during transition years (such as 5th and 8th grade), ensuring their perspectives are considered in planning for services. AIG Lead Teachers remain accessible for ongoing communication, and schools maintain open lines through phone calls, emails, newsletters, and parent surveys.

By creating a culture of transparency and shared purpose, Harnett County Schools strives to ensure that families are not only informed participants but also active partners in shaping their child's gifted education experience.

*** 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.

Harnett County Schools benefits from strong community partnerships that enhance and support the AIG program at all grade levels. Within the county, we are fortunate to have both a university and a community college. When appropriate and funding allows, the district collaborates with the Campbell University School of Education to provide professional development opportunities related to gifted education.

Our partnership with Central Carolina Community College (CCCC) expands access to advanced coursework through dual enrollment. The College and Career Promise program allows eligible 11th and 12th-grade students to earn both high school and transferable college credit through CCCC or any University of North Carolina system school. Highly motivated 9th and 10th-grade students who meet eligibility criteria may also participate in Career and Technical or College Transfer Pathways. These opportunities support meaningful academic challenge and prepare students for future college and career success.

Local civic organizations provide extended learning opportunities through scholarships, mentorships, and internships, while parents remain among our most valuable partners—sharing their professional experiences to help students make real-world connections. Many schools also partner with Fort Bragg, inviting civilian and military personnel to participate in school events and share occupational expertise. Harnett County Schools is proud to be the only public school district in North Carolina to receive the State Superintendent's District Purple Star Award for six consecutive years, and the first to earn the Legacy Award. These honors highlight the district's long-term commitment to supporting military-connected students and families—many of whom are also identified as gifted. Ongoing partnerships with military liaisons, counselors, and support services reinforce our mission to serve the whole child while strengthening community ties that directly benefit AIG learners.

*** 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.

Harnett County Schools values ongoing input from a wide range of stakeholders to strengthen the AIG program and ensure it reflects the diverse needs of our community. Feedback is gathered through parent communication, student records, and teacher input, and this information is shared with the AIG Coordinator to guide implementation and inform needed program adjustments.

Each school's principal selects faculty and staff for their Gifted Identification Team (GIT), with consideration given to representation that reflects the school population. Principals also appoint a teacher to serve as the school's AIG Lead Teacher.

At the district level, all AIG Lead Teachers serve on the AIG Advisory Board, which meets throughout the school year to provide input on identification processes, programming, funding decisions, and ongoing monitoring. The Advisory Board also includes central office staff, administrators, a school board member, and representatives from local institutions such as Central Carolina Community College and Campbell University, along with business professionals.

As we continue to develop the Advisory Board, our goal is to more intentionally recruit members who represent the racial, ethnic, socioeconomic, and geographic diversity of Harnett County. This includes strengthening outreach efforts through collaboration with principals, parent organizations, and community partners to identify individuals with a range of backgrounds and perspectives. We also aim to expand parent participation, especially from families of underrepresented student groups, and to include voices from both urban and rural areas.

By continuing to build a diverse and engaged advisory group, Harnett County Schools is committed to refining and evolving the AIG program to equitably meet the academic and social-emotional needs of gifted learners across all grade levels.

*** Practice D**

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

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

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

To ensure stakeholders remain informed about the gifted program and its procedures, Harnett County Schools utilizes multiple avenues for communication and outreach. The most immediate and personal connection is through the classroom teacher, who conducts conferences with parents or guardians to explain gifted services, discuss options, and answer questions in detail.

Information about the AIG program is also shared through a variety of platforms, including brochures, school and district social media accounts, newsletters, and both school and district websites. These multiple access points provide flexibility for families to stay informed in ways that best meet their needs.

A dedicated "Gifted and Talented Education" section on the Harnett County Schools website provides families and the community with access to the Local AIG Plan, along with helpful resources and links to support awareness and engagement across all grade levels.

Each school site holds an AIG parent/guardian night within the first quarter of the school year to present the specific services and

programming available at that site. For families unable to attend, materials are shared in alternate formats, such as email or printed handouts. In an effort to enhance communication with all families, the district is working to increase the amount of gifted information provided in families' native languages. Letters are translated as needed, and interpreters are available at each school upon request to assist during AIG conferences. EL teachers also provide support by helping to bridge communication with families of students who have limited English proficiency. Parents and guardians whose primary language is not English may also be directed to other local opportunities that align with their child's interests and goals. The district's Career and Technical Education (CTE) program offers additional options such as service learning, job shadowing, learning academies, and internships. Through these efforts, Harnett County Schools remains committed to making gifted education information accessible, clear, and inclusive for all families. Through these efforts, Harnett County Schools remains committed to making gifted education information accessible, clear, and inclusive for all families.	
* Ideas for Strengthening the Standard -Parent Survey to address concerns after AIG parent nights have been held (after first 30 days of school). -Interview a sample of students in all grade levels to determine needs and concerns to be addressed. -Increase AIG communications made available in other languages. -Broaden the partnerships with civic organizations to take advantage of all available scholarships, internships, and mentorships. Create a list of available opportunities for individual schools. -Broaden the partnerships with local businesses and our faith-based community specifically for the AIG program. -Encourage ties with Central Carolina Community College and/or Campbell University that are focused on AIG learners beyond what is taking place now.	
Planned Sources of Evidence	
* Parent/Guardian Night Attendance Rosters and Agendas	
* Parent Surveys and Feedback Forms	
* AIG Advisory Board Meeting Minutes and Membership Lists	
* Minutes from AIG Lead Teacher Meetings and Gifted Identification Team (GIT) Meetings	

AIG Standard 5 Additional Resources	* Quarterly AIG Family Newsletters (English and Spanish)		
	* District and School Website Sections Dedicated to Gifted Education		
	* Communication Logs for AIG-Related Parent Contacts		
	* Partnership Agreements or Records with Local Institutions (Including collaboration with Campbell University, Central Carolina Community College, and		
	* Documentation of Interpreter and Translation Services Provided During Conferences and Events (Supporting accessibility and inclusion for families with limited English proficiency)		
	* Career and Technical Education (CTE) Program Participation Records		
Type	Documents	Document Template	Document/Link
AIG Standard 5 Additional Resources		N/A	

Standard 6: Program Accountability	
Harnett County Schools (430) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 6: Program Accountability	<i>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.</i>
* 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}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment.	Harnett County Schools develops and implements its gifted program through a locally written AIG Plan, which is approved by the Harnett County Board of Education and submitted to the North Carolina Department of Public Instruction (NCDPI) and State Board of Education for review and comment, as outlined in Article 9B (N.C.G.S. § 115C-150.5-.8). The plan outlines the district's philosophy, identification procedures, service options, and compliance measures while emphasizing the need to provide rigorous, differentiated, and flexible programming for K–12 gifted learners. Development of the AIG Plan is informed by a comprehensive evaluation process that includes multiple data sources such as student achievement data, staff and parent surveys, teacher and administrator feedback, and discussions with school- and district-level stakeholders. Mid-cycle reviews and annual stakeholder input also help ensure that the plan remains responsive to evolving needs. In addition to analyzing performance data, input from collaborative meetings is used to identify program strengths, areas of improvement, and future goals. To support implementation, Harnett County Schools is working toward providing more intentional and ongoing professional development opportunities focused on gifted education. While this remains an area of growth, efforts are underway to build teacher capacity in delivering rigorous, differentiated instruction that meets the academic and social-emotional needs of gifted learners. Instructional resources are being compiled and made accessible to staff through the district website and shared digital platforms to support classroom practice. This collaborative and data-informed approach ensures the AIG Plan remains a living document—one that reflects best practices, meets the needs of our diverse learners, and aligns with state legislation and policy.
* 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.	Evaluation and monitoring of the gifted program are essential to ensuring that the AIG Plan is implemented with fidelity and aligns with current legislation and state policies. Harnett County Schools uses multiple methods to assess the effectiveness of services and support continuous improvement.

The AIG Coordinator collaborates with AIG Lead Teachers and school administrators to review student performance data, particularly disaggregated results from state-mandated assessments. These data help identify trends, evaluate program impact, and guide decisions about instruction and service delivery. While surveys are not conducted annually, feedback is gathered periodically from teachers, parents, and administrators to inform program enhancements. This input, along with informal discussions and school-level observations, supports a deeper understanding of program strengths and areas for growth. AIG Lead Teachers participate in quarterly meetings, where they share best practices, review resources, and ensure consistent implementation across the district. They also monitor student progress and social-emotional needs and communicate with families during scheduled reporting periods or as needed. Through these collaborative efforts, Harnett County Schools strives to maintain a gifted program that is responsive, equitable, and aligned with state expectations.	* Practice C Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the Local AIG Plan in accordance with state policy. The Assistant Superintendent of Curriculum and Instruction monitors the funds allocated for the AIG program and develops a budget to ensure the responsible and effective use of resources. Key components of the AIG budget include salary allotments, support for summer enrichment programs, local AIG grants, and professional development related to gifted education. Each year, AIG Lead Teachers and school principals are provided with an allotment amount to support site-specific needs for gifted learners. This allows schools the flexibility to select materials or resources that best align with their student population and program goals. Additionally, teachers of gifted students are encouraged to apply for local grants to supplement instructional projects and enrichment opportunities. The AIG Lead Teachers and district staff collaborate to ensure all funding is used in ways that directly benefit AIG students and align with the goals of the local AIG plan.
	* 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. At the elementary and middle school levels, an annual gifted review of student performance is conducted during the first quarter of school to ensure that gifted learners continue to receive instruction that is rigorous, appropriately challenging, and differentiated to meet their academic needs. At the high school level, this review occurs during the second semester to align with course selection and planning for the upcoming school year.

Information gathered during these reviews contributes to a broader analysis of student achievement and growth data, which is disaggregated to identify trends and inform equitable policies and practices. At both the district and school levels, data on student growth—including gifted students as a designated subgroup—is closely monitored to recognize patterns and guide instructional decisions that promote equity and excellence.

The district's Testing Department maintains and securely shares disaggregated EOG/EOC data with schools through a protected digital platform. This data includes performance outcomes based on the state accountability model and EVAAS growth measures specific to AIG students.

Professional Learning Teams (PLTs) at each school are trained to interpret and analyze student data to inform instruction. This analysis is shared with teachers to ensure gifted students continue receiving targeted support aligned with their evolving academic needs and growth areas.

Additionally, the Assistant Superintendent of Curriculum and Instruction, in collaboration with the Testing Department, regularly reviews dropout data for the gifted population. A designated Dropout Prevention Coordinator supports schools in addressing academic, social, or emotional concerns for any at-risk gifted student, helping to ensure continued success and engagement.

Together, these processes demonstrate a comprehensive, data-driven approach to maintaining and analyzing multiple sources of student achievement and growth data, which informs mindsets, policies, and practices dedicated to equity and excellence for gifted learners.

*** 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.

Harnett County Schools recognizes the importance of using data to monitor equitable access and participation in the AIG program. While formal annual analyses of referral, identification, and service data are not yet fully established, the district is working toward more intentional review of trends related to student representation and retention. Particular attention is being given to supporting underrepresented populations, including students from diverse racial, ethnic, economic, and linguistic backgrounds, as well as those with other exceptionalities.

School teams, including AIG leads, school counselors, EC teachers, and ESL staff, collaborate to ensure that potentially gifted students are considered through a lens of equity. As the district continues to strengthen its practices, increased focus will be placed on using disaggregated data to inform ongoing adjustments to referral processes and service delivery, with the goal of reducing barriers and ensuring that gifted identification reflects the diversity of the student population. To support this effort, the district is exploring opportunities to provide targeted professional development for school staff on identifying giftedness in underrepresented groups and to develop data-sharing protocols that help schools monitor and reflect on their own patterns over time

* 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 LEA maintains up-to-date records of all teachers serving AIG students, with particular attention to those holding AIG licensure and gifted education credentials. The district's Human Resources department collaborates with the AIG administration to ensure this information is current and accurate. Records are routinely reviewed and updated to support appropriate staff assignments and to confirm that AIG students are receiving instruction from qualified educators. School administrators are notified of newly licensed AIG teachers, locally endorsed AIG teachers, as well as AP-trained teachers, prior to the start of the school year to help guide course placements and ensure students are matched with teachers who have specialized training to meet their academic needs. Additionally, student performance data, including EVAAS results, is reviewed in connection with teacher credentials to help inform decisions that promote effective instruction and student growth.
* Practice G Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the ongoing implementation and effectiveness of the local AIG program to support continuous program improvement. Harnett County Schools values the input of all stakeholders and seeks ongoing feedback to support continuous improvement of the AIG program. While formal surveys are not currently administered on a fixed schedule, feedback is regularly gathered through school-level events, such as AIG parent/guardian nights, curriculum nights, gifted annual review meetings, and other parent-teacher conferences. These events provide opportunities for families to ask questions, express concerns, and offer suggestions about the implementation and effectiveness of AIG services. At the district level, AIG staff remain available throughout the year via phone, email, or in-person meetings to respond to concerns or ideas from families and educators. When needed, feedback collected at the school level is shared with district staff to help inform program adjustments or additional support. School administrators may also bring forward concerns or suggestions during principals' meetings, ensuring that leadership voices are included in decision-making. This combination of regular communication, informational meetings, and responsive collaboration helps ensure that AIG programming remains flexible, effective, and aligned with student needs.	* Practice H Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders. Harnett County Schools recognizes that data must drive both the evaluation and continuous improvement of the AIG program. As part of the district's three-year AIG plan revision cycle, input is gathered from a variety of stakeholders—including parents/guardians, students, teachers, school administrators, and community members—to assess the effectiveness of current practices. The AIG advisory team analyzes this data and collaborates with the Assistant Superintendent of Curriculum and Instruction to guide program updates. Key findings are shared with AIG Lead Teachers and school leadership to ensure consistent implementation and alignment across schools. To keep all stakeholders informed and engaged, data is shared through presentations, administrative meetings, AIG Lead Teacher sessions, district website, and parent information events.

*** Practice I**

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.

Harnett County Schools clearly outlines the rights of AIG students and their families within the local AIG plan. Information about gifted services is readily available through multiple sources, including the Harnett County Schools website, AIG Lead Teachers at each school, printed parent brochures, and Central Services leadership. Translation services are available upon request to ensure accessibility for all families.

Testing Consent and Notification:

When individual testing is recommended and approved by the Gifted Identification Team (GIT), parents/guardians receive written notification and a request for permission to proceed with testing. Testing does not begin until signed consent is received. For mass screening in grades 3 and 5, parents/guardians are notified in advance.

Consent for Placement:

After testing is complete and the GIT makes a placement determination, parents are notified of the decision and invited to a conference to discuss the results. During the conference, the team reviews placement recommendations and offers the opportunity for families to provide input on service options. Parents/guardians are asked to sign the Differentiated Education Plan (DEP) to confirm placement and services.

Reassessment:

Reassessment may occur when a student identified in one content area is being considered for additional identification. The GIT reviews current and new data to determine whether the student qualifies in another content area, does not yet meet criteria, or requires additional data before a decision can be made.

Transfers from Other LEAs:

Students who have been previously identified as gifted in another district or state may be considered for continued AIG services upon enrollment in Harnett County Schools. The school's Gifted Identification Team (GIT) will review the student's documentation to determine alignment with Harnett County's identification criteria. If existing records meet local standards, services will continue without interruption. When needed, additional data may be collected to support identification decisions and ensure consistent, equitable application of the district's AIG pathways. This process honors prior identifications while maintaining the integrity of local procedures.

Grievance Procedures:

Harnett County Schools provides a clear and structured process for parents/guardians who wish to appeal a decision made by the Gifted Identification Team (GIT). At each step, student data is reviewed thoroughly, meetings are documented, and signatures are collected to ensure transparency and communication.

Step 1 – Appeal to the GIT at the School:

A parent/guardian may submit a written request to the school's GIT within 10 days of receiving the identification decision. The GIT will meet within 10 days to review the student's data and reconsider the decision. Minutes from the meeting are recorded and signed by all participants.

Step 2 – Appeal to the Principal:

If concerns remain after the GIT meeting, the parent/guardian may submit a written appeal to the school principal within 10 days. The principal will schedule a conference within 10 days. The GIT chair and teacher may attend to help review the information and previous decision. All meeting notes are documented, and the principal provides a written response within 10 days.

Step 3 – Appeal to Central Services:

If further review is needed, the parent/guardian may appeal in writing to the Assistant Superintendent for Curriculum and Instruction (Brookie Ferguson, PO Box 1029, Lillington, NC 27546) within 10 days of the principal's response. A conference is scheduled within 10 days of receipt. All prior documentation is reviewed. Minutes are recorded, and a written decision is issued within 10 days.

Step 4 – Appeal to the Superintendent:

A parent/guardian may appeal the decision in writing to the Superintendent (Brooks Matthews, PO Box 1029, Lillington, NC 27546) within 10 days of the Central Services meeting. A meeting is scheduled within 10 days to review the concern. The Superintendent responds in writing within 10 days and may request mediation by an impartial third party if needed.

Step 5 – Appeal to the Board of Education:

A final appeal may be submitted in writing to the Harnett County Board of Education (PO Box 1029, Lillington, NC 27546) by the Monday prior to the next scheduled board meeting. The Board reviews all records and may request additional information. A final written decision is made within 30 days.

Contested Case Hearing:

In the event that the local grievance procedures do not lead to a resolution, parents or guardians may pursue further action by filing a petition for a contested case hearing under Article 3 of Chapter 150B of the North Carolina General Statutes. This option is available as outlined in G.S. 115C-150.7(b)(7).

The scope of this hearing is limited to:

Whether the local school administrative unit improperly failed to identify the child as academically or intellectually gifted, or

Whether the AIG plan developed under G.S. 115C-150.7 was implemented appropriately for the child in question.

The hearing is conducted by an administrative law judge, who will issue a decision that includes findings of fact and conclusions of law. In accordance with the law, the judge's decision is final, binding on all parties, and not subject to further review under Article 4 of Chapter 150B.

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*** Ideas for Strengthening the Standard**

- Elicit greater stakeholder response and involvement through multiple methods of survey distribution. Email the survey to each school's AIG Lead Teacher and/or Technology Facilitator to obtain more effective responses.
- Provide grant writing professional development for teachers so they may obtain more funding for special projects or activities for the AIG students.
- Provide professional development incorporating books/novels with social and emotional components.
- Explore different means to share program evaluation data with all stakeholders.

Planned Sources of Evidence

* List of AIG Certified Teachers, Locally Endorsed AIG Teachers, and AP-Trained Teachers	
* Documentation of AIG Plan Revision Efforts	
* Student Performance Data and Disaggregated Assessment Results: Data from state-mandated assessments (EOG/EOC), EVAAS growth measures, and other district assessments specifically for gifted students	
* AIG Lead Teacher Meeting Agendas and Minutes	
* AIG Lead Teacher Guide	
* Parent, Teacher, and Administrator Feedback Records	
* Budget Documentation and Expenditure Reports	
* Professional Development Attendance and Training Logs	
* Equity Monitoring Reports	
* Gifted Identification Team (GIT) Records and Grievance Procedures Documentation	
* Communications and Informational Materials for Families	

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

Harnett County Schools (430) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

06/16/2025 

AIG Related Documents

Harnett County Schools (430) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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	2025-2028 AIG Plan Board Approval Harnett County.
Optional Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Phrase	Definition