

Overview: Mission/Vision Statement and Funding

Harnett County Schools (430) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* LEA Superintendent's Name:

Dr. Aaron Fleming

* LEA AIG Contact Name:

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

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

* Mission and/or Vision Statement(s)

Harnett County Schools Vision for local AIG program:

Harnett County Schools, in conjunction with parents, teachers, and community leaders will seek to develop all aspects of our gifted students: social and emotional growth, academic/intellectual growth and enhancement, leadership

development, and extracurricular growth and interests. Harnett County is committed to identifying as many eligible students as possible and empowering teachers and leaders at local sites to meet the needs of and nurture these learners. In addition to the required components per Article 9B and the North Carolina Department of Public Instruction, our district is interested in providing opportunities for global awareness and strong citizenship. State categorical funds are focused on supporting student identification and meeting programming needs for our gifted learners.

Goals for Harnett County Schools Gifted Program:

- Continue to identify a diverse population of academically and/or gifted students through multiple criteria, in order to provide differentiated instruction that is enriching and engaging.
- Provide training for faculty and staff on identifying gifted characteristics of traditionally under-served students.
- Provide training for faculty and staff interested in gaining their AIG Licensure to continue to build dynamic teachers to provide differentiated instruction for our gifted population.
- Provide necessary counseling and support to meet the social and emotional needs of gifted learners.
- Examine and continue to develop procedures for intentional, flexible grouping practices to facilitate the achievement and growth of the gifted learners.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 1,142,189.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

Harnett County Schools (430) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 1: Student Identification

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

*** Practice A**

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

The AIG Coordinator will provide AIG Lead Teachers with refresher meetings at the beginning of each school year. Gifted Identification Teams are highly encouraged to attend the refresher meetings.

The AIG Coordinator and/or the AIG Lead teachers within each school will provide training with all teachers who teach the gifted students at the beginning of the school year. The training will provide updates of the AIG Plan, calendar of events, and a refresher training including referral, screening, and identification processes.

AIG Lead Teachers will provide AIG Parent/Guardian Nights at the beginning of the school year, within the first thirty days, to inform parents/guardians about how gifted students are being served at each individual site.

In Harnett County Schools, referrals may be made at any time during the school year to the Gifted Identification Team at each site for any student K-12. A referral form must be completed and submitted to the GIT. (This does not have to be completed for students in grades that are mass tested.) Referral form will provide evidence and reasoning for testing. (EOG scores, classroom performance, parent/guardian/student/teacher request) Once the form has been completed, assessment for gifted identification will be conducted. Referrals for gifted identification are made to the Gifted Identification Team by teachers, parents/guardians, students, or other stakeholders.

In Harnett County Schools, the identification of a K-12 student needing gifted education services is a four step process

that includes referral, screening, assessment of needs, and placement in appropriate service options. Information from all the steps guides decisions regarding the differentiation needed to meet the gifted student's needs. The AIG identification process is communicated to stakeholders at the LEA and school levels.

The K-3 Nurturing Program offers more in-depth instruction in flexible grouping practices to facilitate the academic growth and enriched learning experiences prior to the formal AIG identification screening process. In the primary/elementary schools, teachers, faculty, and leaders will together create, utilize, and submit a K-3 Nurturing Plan to seek and support gifted behaviors in students who demonstrate academic potential beyond their peers. The K-3 Nurturing Plan is submitted and reviewed annually.

The public can obtain identification process information in multiple ways. The district publishes information on its home website and a brochure is created to explain the process. Brochures are available upon request at the school level. In addition, the district website contains a link to an AIG parent website where further explanation of the the identification process is given. An AIG Lead Teacher is designated at each school who is available to answer any identification questions as well as be a liaison between parents/guardians and the AIG Coordinator.

Parents/Guardians whose child is involved in the AIG student identification process are kept abreast of each step in the process, from referral, assessment, identification, or placement on a watch list. (pre-assessment and post-assessment) The Gifted Identification Team (GIT) at each school is then responsible for determining how to best meet the needs of its identified AIG student population.

*** Practice B**

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

Giftedness is the manifestation of the ability to learn well beyond the expected level of one's age/grade level.

Harnett County Schools is committed to identifying those students who indicate the need for academic and intellectual challenge, and use research-based, standardized measure to identify those students. In order to best meet students needs, referrals may be made and assessment for gifted education may be conducted at any time during the school year. Referrals are made to the school Gifted Identification Team through a referral form (if not a mass testing year) by teachers, parents/guardians, students, and other stakeholders.

The team's decision-making process regarding identification is based on documentation of multiple indicators of giftedness. Harnett County Schools bases identification of Academically or Intellectually Gifted using multiple measures. Academically Gifted (AG) is defined by Harnett County Schools as any student having the potential to perform at substantially higher levels of accomplishment when compared to others of their age or grade in the area of Reading (AR), Math (AM) or in both Reading and Math (AG).

Identification grades 3-12:

AIG Identification Point System:

Achievement Measures:

BOG, EOG, EOC, ITBS, High School NCFE in English and/or Math, other nationally normed achievement tests points:

95th-99th percentile: 30 points

88th-94th percentile: 25 points

80th-87th percentile: 20 points

Aptitude Measures:

CogAT, Otis-Lennon School Ability Test, Scholastic Aptitude Test I (SAT I), or other nationally normed aptitude tests points:

90th-99th percentile: 30 points

85th-89th percentile: 25 points

80th-84th percentile: 20 points

Performance Measures:

Academic Grades in Math and/or Reading points:

95-100: 20 points

90-94: 15 points

80-89: 10 points

Observable Behaviors Measure:

Gifted Behavior Scale points:

144-160: 20 points

128-143: 15 points
112-128: 10 points

Student must have 75-100 points to be identified.

Intellectually Gifted (IG) is defined by Harnett County Schools as any student who is at the highest level of the gifted spectrum. Intellectually Gifted (IG) students are identified as those students who score at the 98-99%ile on a standardized aptitude test in Reading or Math. The student's achievement score may not be high enough to qualify him/her as academically gifted, but other criteria such as GBS and classroom performance are still considered as part of the identification process by the Gifted Identification Team.

Academically Gifted in Reading (AR) students are identified as those students accumulating 75-100 points on the above AIG Identification Point System, using the CogAT subtest in reading, achievement assessment in Reading (EOG/ BOG, ITBS, academic grades in reading, and the Gifted Behavior Scale (GBS)). Academically Gifted in Math (AM) students are identified as those students accumulating 75-100 points on the above AIG Identification Point System, using the CogAT subtest in math (nonverbal and/or quantitative), achievement assessment in Math (EOG or ITBS) academic grades in math, and the Gifted Behavior Scale (GBS).

Academically Gifted (AG) students are identified as those students having met the requirements of both AR and AM.

Academically and Intellectually Gifted (AIG) is defined by Harnett County Schools as students who first qualify as intellectually gifted and also meet the criteria for academically gifted. All students with the potential to achieve at levels beyond their peers should be given the opportunity to participate in the gifted program at their school.

I

Academically and Intellectually Gifted (AIG) students must first qualify as intellectually gifted and also meet the criteria for academically gifted in either Reading or Math. This requires a 98-99%ile score on any CogAT subtest and accumulate at least 75 points on the AIG Identification Point System.

In Harnett County Schools, a student at any grade level, to be identified into the gifted program, he/she must meet

the criteria from multiple sources which include scores on an aptitude assessment, an achievement assessment, observation of student behavior, student academic performance, and motivation to learn as calculated by using the AIG Identification Point System. Primary indicators are aptitude and achievement scores with other indicators taken into consideration. These measures are evaluated by the school's Gifted Identification Team (GIT) to determine identification for gifted services.

Approved Aptitude Assessments for AIG testing:

- Cognitive Abilities Test
- Comprehensive Test of Non-Verbal Intelligence II
- Differential Ability Scales 2
- InView
- Kaufman Assessment Battery for children II
- Naglieri Nonverbal Ability Test I & II
- Otis-Lennon School Ability Test
- Raven's Progressive Matrices
- Reynolds Intellectual Assessment Scales
- Scholastic Abilities Test for Adults, Aptitude Portion
- Stanford-Binet 5
- Universal Non-Verbal Intelligence Test
- Wechsler Scales:

*Wechsler Intelligence Scale for Children III (administrations before 2005)

*Wechsler Intelligence Scale for Children IV

*Wechsler Adult Intelligence Scale III (administrations before 2010)

8Wechsler Adult Intelligence Scale IV

-Woodcock-Johnson Tests of Cognitive Ability

Approved Achievement Assessments for AIG testing:

-American College Test

-Comprehensive Testing Program

-End-of-Course

-End-of-Grade

-Iowa Test of Basic Skills

-Iowa Test of Educational Development

-Kaufman Test of Educational Achievement II

-Metropolitan Achievement Test 8

-Scholastic Abilities Test for Adults, Achievement Portion



-Scholastic Assessment Test

-Stanford Achievement Test 10

-Terra Nova

-Test of Reading Comprehension III (administration before 2010)

- Test of Reading Comprehension IV
- Wechsler Individual Achievement Test II
- Wechsler Individual Achievement Test III
- Woodcock-Johnson Tests of Achievement

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*** Practice C**

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

Attaining equity and fairness in the identification of AIG students is a continued goal of Harnett County Schools. AIG Lead Teachers have evidence of the demographics at their site and encourage other teachers to monitor the potential of under-represented student performance for possible referrals, such as our ESL teachers. Harnett County Schools mass screens all third grade students, who have not previously been identified, to assess for giftedness. At grade five, schools will mass screen for giftedness in an effort to identify their under-served populations that were not identified as AIG in an earlier grade. Teachers at each grade level are encouraged to monitor under-represented students in order to make a referral at the next grade level. Teachers monitor EOG scores and classroom performance to make recommendations for testing at grade levels beyond the mass testing grades.

K-3 Nurturing Programs, without formal assessment measures, can be more inclusive of their under-served population. If a student has an IEP (Individual Education Plan) for other identified learning needs, the student will receive the accommodations as listed on the IEP during any assessments being taken for AIG identification.

*** Practice D**

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

Procedures are in place to monitor screening, referral, and identification processes are handled consistently within the LEA. Identification procedures are followed at the school level and monitored at the district level. Gifted Identification Teams will meet regularly (submit meeting schedule to AIG Coordinator) and record information on a minutes page to be sent to the AIG Coordinator. Referrals are made to the Gifted Identification Team (GIT) at the school by a parent/guardian, a teacher, or a student on a referral form. The GIT looks at student academic performance and behaviors to determine if the criteria is met for qualifying for gifted services. Minutes are taken at GIT meetings of all decisions and a copy is sent to the AIG Coordinator. Parents/Guardians are notified in writing of any identification/watch list decision.

If aptitude or achievement testing is necessary, the GIT will meet when all scores are returned and make a determination as to gifted identification eligibility while taking student grades and behavior scale information into consideration. Minutes will be kept and a copy sent to the AIG Coordinator.

When a student qualifies for gifted services, Gifted Option Records are completed. The Gifted Option Record is the initial documentation of the student's need for gifted services and also serves as the Differentiated Education Plan (DEP).

Students may be identified as Academically Gifted in Reading (AR), Academically Gifted in Math (AM), Academically Gifted in both areas (AG), Academically and Intellectually Gifted (AIG), or Intellectually Gifted (IG). The GIT and teacher, with parent input, matches the area of giftedness (in the area of reading, math, or both) with service delivery options. The service options may include differentiated units, tiered assignments, curriculum compacting, Paideia seminars, computer based instruction, or independent study.

Once all the signatures of the GIT members, the teacher, the parent, and AIG Coordinator are obtained, the forms are distributed. One copy stays with the coordinator, one with the parent, and one goes in the AIG (lime green) folder. The folder is placed in the student's cumulative record.

Once all the paperwork is complete, the student identification information is entered into Power School at Central Services.

When a student transfers into Harnett County Schools with a gifted identification, the GIT will meet and review the documentation that granted the eligibility from a previous school. If there is verifiable documentation, the gifted identification will be honored in Harnett County. After the review of the documentation, the GOR/DEP will be created. Once all the paperwork is complete, the student identification information is verified and/or entered into Power School at Central Services.

*** Practice E**

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

Imperative in providing appropriate and necessary instruction for all district students is the partnership between home and school. Parents/Guardians need clear and explicit information concerning the goals and objectives, identification process, and service options of Harnett County's Gifted Education Program. Therefore, letters are sent home before all assessments are given, after scores are returned, and when the Gifted Identification Team makes any gifted identification decision. Gifted Option Records (GORs) document qualifying scores in aptitude, achievement, as well as academic grades and behavior scale scores. Teachers and parents/guardians, together, choose the service options best suited to meet the gifted needs of the student at the time of the conference. The GOR is signed by the GIT members, teacher(s), and the parents/guardians. Services begin when the Coordinator's signature is obtained and the documentation completed and filed in the student's AIG folder. This documentation is stored in a student's lime green folder and subsequently placed in the cumulative folder. A copy of all paperwork is sent home to the parents/guardians as well.

The Differentiated Education Plan (DEP) documents service options selected by the teacher and parents/guardians for those students transitioning to the next school level. It is created in 5th grade for the transition to middle school and in 8th grade for the transition to high school.

All schools receive an updated list of their gifted students (with gifted area of identification) to distribute to teachers serving those students. This list is sent from the county office at least twice a year. Monthly lists are compiled by the school data managers (from powerschool) at each site and given to the Lead AIG teachers to make sure records are kept accurately throughout the school year.

The Lead AIG Teacher and regular classroom teachers are available to answer questions regarding the gifted services offered at their specific site at any time.

There is a link to an AIG website on the Harnett County Schools' district website for public viewing. The site contains the latest AIG plan, explanations of identification protocol, and contact information for anyone who has further questions about the program.

In the event a parent disagrees with the decision of the GIT, an appeal should be resolved in the following order:

Step 1 - Appeal to the GIT at the school:

The request must be made in writing giving the GIT ample opportunity (10 days) to convene for this conference. At the conference, the student's data will be reviewed with the parent/guardian. Minutes will be recorded and signatures obtained by all present.

Step 2 - Appeal to the Principal:

The parent/guardian may appeal the decision of the GIT within 10 days in writing to the building principal. The principal will schedule a conference within 10 days of receiving the request. The GIT chair and child's teacher may be invited to this conference. The principal will review the appeal and all information and minutes from the previous conference at the school. Minutes will be recorded, and signatures will be obtained by all present. The principal will respond to the concern within 10 days of the conference.

Step 3 - Appeal to Central Services:

The parent/guardian may appeal the decision of the principal within 10 days in writing to the Assistant Superintendent for Curriculum and Instruction. The Assistant Superintendent for Curriculum and Instruction will schedule a conference within 10 days of receiving the request. The Assistant Superintendent for Curriculum and Instruction will review the appeal, and all information and minutes from previous conference with the principal. Minutes will be recorded, and signatures will be obtained by all present. The Assistant Superintendent for Curriculum and Instruction will respond to the concern within 10 days of the conference.

This appeal should be submitted to:

Brookie Ferguson, Assistant Superintendent of Curriculum and Instruction
Harnett County Schools
PO Box 1029
Lillington, NC 27546

Step 4 - Appeal to Superintendent:

The parent/guardian may appeal the decision of the principal within 10 days in writing to the Superintendent. The Superintendent will schedule a conference within 10 days of receiving the request. The Superintendent will review the appeal and all information and minutes from previous conference with the Assistant Superintendent for Curriculum and Instruction. Minutes will be recorded, and signatures will be obtained by all present. The Superintendent will respond to the concern within 10 days of the conference. The Superintendent may request mediation in order to resolve the concern. This shall be done by an impartial mediator.

This appeal should be submitted to:

Dr. Aaron Fleming, Superintendent of Harnett County Schools
PO Box 1029
Lillington, NC 27546

Step 5 - Appeal to the Board of Education:

The parent/guardian may appeal the Superintendent's response the Monday before the scheduled board meeting following the decision, in writing, to the Board of Education. The Board of Education will review the concern. This body may request further information from the child's teacher, the GIT, the parents, the principal, the Assistant

Superintendent, and/or the Superintendent. The Board shall make a final decision in writing within 30 days of receipt of a written complaint.

Appeals may be addressed to:

Harnett County Board of Education
PO Box 1029
Lillington, NC 27546

In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

*** Practice F**

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

Harnett County Schools documents a student's AIG identification process and evidence which leads to an identification decision by maintaining an AIG student folder which is housed in the cumulative folder of the student. The folder contains aptitude and achievement qualifying scores, minutes signed by the GIT members, the teacher, the AIG Coordinator, and parent(s)/guardian(s). The folder also contains the Gifted Behavior Scale, Gifted Options Record, and the Differentiated Education Plan. For a student who transfers into the county, initial testing information and paperwork will also be placed in this folder when documentation is gathered from the previous school.

* Ideas for Strengthening the Standard

In order to better discern under-represented populations, we will continue to seek successful, non-traditional methods of identification. Furthermore, we will provide faculty and staff with tools and methods to identify traditionally underserved students. Harnett County Schools will use multi-criteria to identify students for the program. This will allow students who are in our underserved populations to be identified. We will work closely with guidance counselors and teachers of ESL students to identify students who may traditionally be overlooked.

Planned Sources of Evidence

- * GIT team minutes from meetings
- * Letters to Parents (Permission to test, Return of test scores, Invitation to Conference, Nurturing Program (Conference letters and Permission to Participate)
- * Gifted Behavior Scales (GBS) Adapted from Joseph S. Renzulli, Systems and Models for Developing Programs for the Gifted and Talented, Creative Learning Press, Connecticut
- * Nurturing Plan Behavior Scale Adapted from the Renzulli-Hartman Scale -School minutes of GIT team regarding any referrals and identification decisions regarding gifted students
- * Student records for gifted identification (Gifted Option Records) placed in AIG folder located in Cumulative Folder
- * Differentiated Education Plans (DEP) for students in Grade 5 and Grade 8
- * Harnett County Schools district website with links to information for the Gifted Program, Parents of Gifted Children, and AIG Lead Teachers

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

Standard 2: Comprehensive Programming within a Total School Community

Harnett County Schools (430) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

The LEA is aware of both classroom and community resources available to the schools that can provide services to our gifted students, and the AIG plan is a critical document to ensure these resources are matched to provide gifted services in grades K-12 to enrich and challenge the students. The documented Differentiated Education Plan (DEP) is a tool to link programs and services to our AIG students. The Principal and AIG lead teacher, with assistance from the guidance counselors, at each school are the facilitators in matching these services to the students. Furthermore, the principal and lead teacher communicates the area of identification and expected services for each identified student. Open communication between the AIG teachers and Central Services is key in ensuring each AIG student is appropriately served and addressing all academic and social and emotional needs. To best serve the gifted students of Harnett County, teachers use differentiated strategies (such as differentiating the content, process, product, and learning environment) and flexible groupings to match the student's strengths and weaknesses with modifications to the learning objective. Delivery of differentiated services may look different at each grade level/school.

K-3 Nurturing Program:

At grades K-3, Nurturing Programs are created and available at each site to include those students showing gifted potential. Either throughout the school day or in after-school activities, students are clustered and are exposed to activities that focus on leadership, motivation, and creativity in order to hone critical thinking skills, explore specifically chosen topics more in depth, and strengthen them as leaders.

Grades 4-5:

At the elementary level, students who are identified in reading and/or math are clustered with other academically gifted and high performing students for challenging differentiated instruction. Teachers often employ strategies such as flexible grouping, learning centers, tiered assignments, project based learning, research projects, and the use of technology to challenge their AIG students with enrichment and accelerated instructional activities. In addition, the guidance counselors are available to not only help with individual student emotional needs, but to assist teachers with classroom lessons in life skills. Counselors are also available to coteach with AIG teachers to help further address the social-emotional needs of the gifted students.

Middle School - Grades 6-8:

During middle school, AIG students are grouped according to subject identification in cluster groups. Each middle school is funded one AIG teacher for a pull-out class (in any core subject) for just AIG students. The teacher of the pull out class is expected to increase rigor and challenge students by going at a faster pace, helping them achieve a deeper understanding of the content, doing more problem based learning activities, and supporting their individual talents and interests. AIG students in the seventh and eighth grades are offered online foreign language courses through NC Virtual Public Schools. If there is a student who needs an upper level math class beyond Math I, arrangements are made with the middle school and high school for the student to go to the high school and complete the course or the course is offered through NCVPS.

High School - Grades 9-12:

In high school, all students may self-select their courses. It is vital that teachers, counselors, and parents participate and advise in the registration process in order to facilitate the best possible course selection for AIG students as they make career and post-secondary education choices. Various Honors and Advanced Placement (AP) courses are offered at the high school level; additionally, students may take advanced coursework in subjects not available locally through NC Virtual Public Schools or dual credit courses available through district collaboration with local institutions of higher learning and/or attend Harnett County Early College. Harnett County students can graduate with a 2- year degree.

The Harnett County Promise program allows all high school graduates to receive four semesters of coursework at CCCC free of tuition and fees. This is beneficial for under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, and ESL students. AIG Coordinator, AIG Lead Teachers and other AIG certified teachers will work together to create and develop resources for the teachers to use throughout the district. The resources will be posted on the district webpage. This will provide all teachers access to the resources needed to support the instruction of the gifted students.



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*** Practice B**

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

Gifted students grow asynchronously. Their minds often are ahead of their physical, social, or emotional growth. It may be necessary for the classroom teacher, or parent, to request assistance from other school personnel, such as counselors or enrichment teachers. Each school's staff works collaboratively to meet the academic, social, and emotional needs of the gifted student. It is important that the "whole child" approach is followed in looking at the gifted student. Counselors, enrichment teachers, ESL teachers, Career and Technical Education teachers, Career and College Promise (CCP) advisors, and exceptional children staff are available to team with the regular education teachers and families for any AIG student needing additional help in a physical, social, or emotional area of growth.

*** Practice C**

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

Harnett County Schools delivers AIG programs and services aligned with the LEA in policy and practice. Each teacher, AIG certified or not, follows the state curriculum standards. Harnett County Schools continues to investigate any programs or opportunities to enrich the services provided to students. Differentiated curriculum modifications bring about change in content, process, product, assessment, grouping practices, teaching strategies, resources, pace of learning, and use of technology on a regular basis. Teachers are encouraged to stretch the thinking of their students at every opportunity. The LEA employs Instructional Coaches at the K-12 levels to provide additional support in differentiating to meet the needs of students. Teachers meet in PLC meetings weekly to address the needs of all students and how to differentiate for students who might need remediation and students who need an extension. The NC Department of Public Instruction, the Regional Consortium, and other LEA programs (such as the Learning Focused Framework) provide additional enrichment resources for the teachers who aim to challenge the students.

*** Practice D**

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

Harnett County Schools supports various grouping practices and strategies to support the learning of gifted students. For best practice, teachers flexibly change groups within the class on a regular basis based on the lesson outcome to be achieved, student interests, readiness, and learning profiles, as well as ongoing assessment data, in particular using common formative assessment score. In these flexible groups, teachers work diligently to increase the rigor and critical thinking skills in the classrooms.

Teachers of all levels meet in their PLCs weekly. At these meetings, teachers discuss student achievement on common growth assessments and the enrichment opportunities that should be provided to students who have already mastered the content. These opportunities may be offered in class with the teacher of record or within strategic groups that are facilitated among all teachers in the PLC. This may look different from class to class and from one grade level to the next. Intentional flexible groups are important to facilitate the achievement and growth of AIG students.

K-3 Nurturing Program:

All primary students receive nurturing within the regular classroom. Students who are in the K-3 Nurturing program, receive enrichment during and after school. They focus on leadership, motivation, creativity and developing critical thinking skills. The students will be flexed as strengths are demonstrated. Group work is a skill being developed at this age level. Readiness should be considered when assigning groups and group work skills may need to be explicitly taught. Talent development is a major focus within this group of students.

Elementary School:

AIG students are cluster-grouped within the regular classroom setting. Differentiating with tiered assignments, project based learning, and research opportunities provide students at this age with more choices, which match their interests and learning styles.

Middle Schools:

At the middle school level, students are placed in class according to the subject area in which they received AIG identification. However, there may be other high achieving students in the gifted class and groups are frequently adjusted to best facilitate the instructional lesson objectives. Also, there could be identification grouping with one AIG teacher for pull-outs in any subject area. Seventh and eighth grade students are offered foreign languages through North Carolina Virtual Public Schools.

High School:

Like the middle school, high school students sometimes learn best in groups when they are able to collaborate. Instructional specialists at each school support teachers in their efforts to flexibly group students in intentional and consistent ways. Teachers meet with students to discuss their ability to take honors and AP courses and to encourage students who have been identified as being academically strong, but have not previously taken a higher level course. High school students take self-selected courses such as Honors, AP, virtual classes through NCVPS, and/or dual-enrollment. Students meet yearly with their counselors to assure they are taking classes that match their potential.

*** 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.

Communication is the key to every stakeholder understanding the total gifted program in Harnett County Schools. By communicating the policies, services, and practices utilized in the instruction to support our gifted learners, misconceptions about the plan and the program are reduced and a more collaborative environment is created. When cooperation develops, the gifted students are the benefactors of additional opportunities.

From the broadest perspective, the district website has three links available with AIG information. The district website has a link to the LEA Gifted Plan. The AIG Parent link contains the LEA Gifted Plan and other information that is more grade level specific. The third link is only accessible by the AIG Lead Teacher and includes the LEA Gifted Plan, procedure, forms, updates, and resources to share with teachers.

Individual schools hold informational parent nights within the first 30 days of school where program specifics are shared with parents/guardians and student work is reviewed. Any questions or concerns regarding the AIG Program are addressed during these events.

Annual contact will be made to discuss the achievement and growth of the AIG students. Content modifications for the student will be reviewed at this time. Documentation of two-way contact and/or minutes will be kept for this meeting. The student may be present in this meeting. This may look different at the different grade levels. (Elementary, Middle and High School). Documentation/Minutes of the contact will be recorded and a copy will be placed in the student's Gifted folder and a copy sent to the district office.

The district calendar allows for early release days for the sole purpose of parent conferencing. Brochures are created for those schools with a high number of transfer students entering each fall to explain the local gifted program and the identification process in our district. The district AIG leadership is always available to answer questions or concerns about the program from any school or community group, administrative group, or other stakeholder.

*** Practice F**

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

In order to create a continuum of services when AIG students transition to the next grade configuration, needs and parent concerns are addressed at special meetings and Open House Nights.

Schools put plans into place to make sure transitions are smooth from one grade configuration to the next. Through collaboration, schools can establish smooth transition practices. The AIG teachers at the fifth and eighth grades are required to have a parent conference to discuss Differentiated Education Plans, services, student progress, and opportunities for the next grade configuration. Then, as guidance counselors register these same students for the next level, they provide additional information to help in the transition process. This is possible because of the collaboration between the counselors at both schools. Students who may be on a watch list are also communicated to the next school level at the end of each school year.

Before sixth graders enter middle school, special information sessions, open houses, and building tours are planned. Before freshmen enter high school, a summer experience is offered at each high school to assist with adjustments in buildings, schedules, course credits, grading policies, attendance policies and other issues specific to the grade and school. Student leaders take a major role during many of the sessions. Whatever the key transition point, the affective side of the process for students and their parents is always a consideration.

*** 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 provide an array of programs and services in order to meet specific academic, social, and career development needs of those AIG students who have demonstrated uniquely outstanding potential.

Elementary and Middle School levels:

Teachers may assign independent work or compact the content for these accelerated students. Compacting the content allows teachers to make adjustments in the curriculum for those AIG students who have proven mastery of the material to be learned. This is most often accomplished by passing an assessment with at least 85% mastery and showing an appropriate body of evidence to support content understanding. Content material may be replaced,

enrichment options given, or other activities assigned. Content compacting works best for those subjects, like mathematics, which have clearly developed sequence of skills.

Subject skipping and grade skipping are additional options at these lower grades in the district for extremely gifted AIG students. Subject skipping is when a student needs a more advanced class in a particular subject. Based on an assessment, typically a standardized achievement test, and with teacher recommendation, students are allowed to test out and bypass specific subjects or skill levels. They remain with their regular peer group while receiving instruction at a higher level in another class. Once implemented, a continuous monitoring of student achievement is conducted to ensure subject skipping is an appropriate option.

Grade skipping allows those highly qualified gifted students to move ahead one year, skipping levels in the normal sequence of promotion. County guidelines will be strictly followed for this option. The GIT at the school, with counselor and administrator input, will make the final decision as to appropriate placement. To grade skip, a student must have ALL of the following: 99%ile on a nationally normed aptitude test, 99%ile on a normed achievement test, appropriate social development (as assessed by the teacher, counselor, or psychological observer), mathematics and communication skills performance developed and appropriate for the next level, a strong reader, and a teacher or principal recommendation for the Gifted Identification Team. One grading period of monitoring will serve as a trial period to determine if the placement and service is appropriate.

High School Level:

At the high school level, honors and AP courses serve as service options. Gifted students are encouraged to take college level courses and advanced career and technical education classes.

Credit by Demonstrated Mastery (CDM) provides high school students with an acceleration option. CDM is the option where a high school student may earn course credit by demonstrating a deep understanding of the content without a classroom, 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:

It requires the student to take an assessment to establish mastery of the foundation skills and content of the subject. The student has only one attempt to pass the examination with a minimum score of 94% on a local exam, or a superior score on a state assessment (EOC). Not meeting the score requirement means the student will not move to Phase 2.

Phase 2:

The student must create an artifact which reflects not only a deep understanding of the content standards, but also demonstrates the student can apply the skills and knowledge expected at the end of the course. A CDM Review Panel will make a recommendation to Pass or Fail and whether one credit towards graduation can be earned by the student. An appeal can be made to the panel if the student or parent disagrees with the decision.

College and Career Promise is the 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 (CCC) or any University of North Carolina system school. Students will hold a dual enrollment. The courses may be taught on campus, but transportation is not a barrier since online courses at the high school are made available. Tuition and textbooks are provided at no cost to the student. Learning Academies are provided through the CTE Department that allows students to apply for a cohort in a professional area of study (i.e. The Harnett Health Sciences Academy and the Public Safety Academy).

New to our district is the opportunity for our 9th and 10th grade Gifted/Highly achieving and motivated students to be offered dual enrollment through Central Carolina Community College. There are two options that 9th and 10th graders are eligible for. They may enroll through a Career and Technical Eligibility pathway or through a College Transfer Eligibility pathway. Both pathways have different requirements that must be met in order to have a successful dual enrollment.

*** Practice H**

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

Harnett County Schools is committed to not only identifying, but also to serving those students with limited opportunities to learn due to cultural, socio-economic, economically disadvantaged, and language barriers. The AIG program continues to search for best practice strategies to meet the service needs of the under-represented AIG population. One such example is the LEA and the local Central Carolina Community College (CCCC) offer students who are potentially the first generation college students in their family an opportunity to participate in Upward Bound. Students who are interested in the fields of science or math may apply to the Upward Bound program and receive Saturday sessions, a summer camp experience, and internships.

Harnett County Schools administers a gifted screener (CogAT) to all third and fifth graders during the spring semester. In all subsequent grade levels, a parent, student, or teacher may request a student go through the screening process for gifted identification, which may possibly lead to services. Each year EOG scores will be reviewed to identify additional students for screening. When a student moves into the district, their previous education experience is reviewed by the classroom teacher and based on this information, a referral may be made. An achievement test, an aptitude test, academic performance and the GBS will be used to make a gifted determination.

*** Practice I**

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

Harnett County encourages all AIG students to participate in extra-curricular programs and events to further develop their interests. Schools provide special events, programs, and academic competitions for AIG students throughout the academic year.

The LEA also provides for a free, week-long day summer camp, called Summer Trek, for all identified gifted students in grades 3-8. Held at one of the local middle schools, Summer Trek gives students an opportunity to explore critical thinking and creative activities not readily available during the school year. Summer Trek sessions are S.T.E.A.M. related: science, technology, engineering, arts, and math. Each session is taught by Harnett County Schools' teachers. Students benefit from working with like-minded AIG students from other schools. The highlight comes on the final day

of the camp when parents are invited to attend a showcase where students share what they have learned and/or created.

Other extra-curricular activities:

Elementary Level:

Battle of the Books

First Lego League Robotics

Science Fair

Science Olympiad

Elementary Honors Chorus

Spelling Bee

Math Olympiad

Middle School Level:

Math Counts

Battle of the Books

First Lego League Robotics

Science Fair

Science Olympiad

Spelling Bee

Middle School Honor Chorus

Visual Arts Competitions

All County/State Band

Mock Trial Teams

Start Up High

High School Level:

Battle of the Books

Governor's School

Robotics

Science Olympiad

All State Band

Girl's/Boy's State

High School

STEM camps with Campbell University

QuestBridge

Summer Ventures in Science and Math

Visual Arts Competitions

*** Ideas for Strengthening the Standard**

- The district can provide more training for all teachers to help recognize gifted characteristics in all populations including the under-served students in Harnett County Schools.
- Provide additional intentional programming for 3-8 under-represented AIG populations.

Planned Sources of Evidence

- * Gifted program demographic data available at district level
- * Class rosters
- * Lists of extra-curricular programming that is happening though out Harnett County Schools
- * Transition lists between schools

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

Standard 3: Differentiated Curriculum and Instruction

Harnett County Schools (430) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

AIG students have varying levels of giftedness and ability just as regular students. With the NCSCOS as the foundation, instruction is differentiated for the gifted learners to ensure challenge that is both rigorous and relevant.

The NCSCOS for grades K-12 provides service options for expanding and enhancing the needs of AIG students. Teachers build upon the basic standards by matching various curriculum modifications to characteristics shared by subgroups of learners (i.e. prior learning, student interest, rate of learning, learning styles). Differentiated modifications bring about change in content, process, product, assessment, grouping, learning pace, or teaching/learning strategies.

Examples of content modifications used are:

-Curriculum Compacting - streamlining the curriculum to eliminate repetition

-Mastery Learning - students demonstrating at least 85% mastery of basic material are allowed to work on enrichment activities

-Learning Centers - workstations that promote independence

- Tiered Assignments - lesson with same goal, but different levels of difficulty
- Individual Contracts - agreements between teacher and student to work independently on a certain project
- Computer-based Instruction - for enrichment or remediation
- Socratic or Paideia Seminars - formal discussions
- Project Based Learning Activities - to include other content areas
- Pull Out Program - groups of AIG students are pulled out for instruction in a core content area

Enrichment activities may include but are not limited to include clubs or organizations, academic competitions, service learning projects, leadership teams, volunteer work, STEM (science, technology, engineering, and math) activities, gifted summer camps/programs, college/university programs, Governor's School, or technology projects.

Pacing Guide revisions to ensure rigor and critical and analytical thinking skills are included in the instruction. The pacing guide will be on the district website for use of all teachers of gifted and high performing students. (For example, some of our middle school teachers have begun to create differentiation activities to go along with each quarter of instruction for the school year. These will continue to be written and modified to create the best learning outcome for these students. They will be centrally located in an AIG drive for all teachers to access.)

The AIG Coordinator can attend PLC meetings to help determine different supports of the AIG students.

Classroom teachers of AIG Students can work closely with other staff, such as technology facilitators and Guidance staff, to create partnerships to provide support and direct instruction for these students.

*** Practice B**

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

The LEA recognizes the need to employ various instructional practices to address the diverse needs and learning styles of gifted learners.

Instructional settings and practices employed in the LEA:

Primary Level - Schools provide enrichment programs based on their Nurturing Plans for students identified as needing additional enrichment or academic challenge(s). This typically involves students being pulled out of the regular classroom environment for differentiated activities.

Elementary Level - Gifted students are cluster grouped within a regular class. A cluster group, no fewer than 5, typically 5-7, of gifted students is assigned to a heterogeneous class. If a school has less than 5 identified AIG students at a certain grade level, then these students must go within one class. Flexible grouping should occur, and gifted needs nurtured and met within that classroom. Students could collaborate with other gifted students from other cluster grouped classes. (Example: Math Olympiads could have a certain time each week they meet with students from different classrooms.)

Middle School Level - AIG students are cluster grouped according to the subject area in which they qualify. During middle school, classes are made up of AIG subject cluster groups and filled with other high achieving students. Seventh and eighth grade students can also enroll in a foreign language through NCVPS. The middle schools also have a pull out program, in any content area, for only AIG students, if budget allows for hiring that specific teacher.

High School Level - AIG students are served in Honors and AP classes. Credit by Demonstrated Mastery (CDM) is available to the student who, after completing a body of evidence (test and a project), receive credit in a particular course without requiring the student to complete the classroom instruction for a certain amount of seat time. Advanced online courses are offered through NC Virtual Public Schools. Dual Enrollment Courses (for college credit) are now available in conjunction with local institutions of higher learning. (CCCC)

At all levels, grade skipping is an option for those students who are extremely gifted. County guidelines are strictly followed for this option, and counseling services made available when needed to reduce any risks associated with grade skipping. In order to grade skip, the following criteria should be met: 99%ile on Nationally-normed Aptitude Tests in reading and math (such as the CogAT, 99%ile on a Nationally-normed, or State Approved, Achievement Assessment) (such as the EOG or IOWA), appropriate social development (as assessed by teacher and/or counselor observation), Language Arts and Math performance developed and appropriate for the next grade level, and is a strong independent reader. The school's Gifted Identification Team will make the recommendation on a student's gifted placement but the final decision lies with the principal.

Additional instructional practices teachers may consider to address the diverse needs and learning styles of gifted learners:

- Student choice - Students have the opportunity to complete their assignments on a chosen topic.
- Inventories - Teachers administer learning and interest inventories to students to determine learning styles, interests, and other information about the students.
- Shared units - Teachers work together to create high quality, rigorous units.
- Grouping - Students are flexibly and cluster grouped, by interest, readiness, and abilities.
- Schedules - Schedules are created to best meet the needs of the students.
- Compacting - If utilized, is intentionally planned to ensure vertical progressions. Compacting is a technique for differentiating instruction that allows teachers to make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities. (National Association for Gifted Children)
- Project based learning - Teachers will engage students in project based learning activities in other content areas.

*** Practice C**

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

The LEA uses multiple resources to build upon the strengths of the gifted learner and equip them with the skills that can be utilized during the learning process. Our district is in the process of creating addendums to the pacing guides that provide evidence based activities aligned to the standards for our gifted students. AIG teachers are encouraged to communicate and share resources and activities that are successfully implemented in their classroom. An AIG google drive is set up for the teachers of gifted students.

*** Practice D**

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

curiosity, and leadership.

Serving gifted students and helping them to become productive future citizens requires more than just a basic understanding of the academics. AIG students should be involved in activities that promote higher order thinking, creativity, and problem-solving in the areas of global awareness, civic and economic literacy, health awareness, real-world issues, media and information systems, leadership, and technology.

Teachers facilitate these activities through providing opportunities such as:

- Technology clubs
- Book Clubs/Talks
- STEM clubs and extensions K-12
- CTE extensions
- Project Based Learning activities
- Leadership Academies
- Service Projects
- Student Government
- Authentic audiences
- Business partnerships
- College talks

*** Practice E**

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

AIG students are assessed on an on-going basis, just as all students are. This process allows the teacher to make adjustments in the student's learning to ensure mastery of the content, guide further instruction, and flex grouping as needed. Varying formative assessments may include teacher tests, benchmarks each quarter, common formative assessments, computer-generated tests, work samples, presentations, inventories, surveys, journals, notebooks, group assignments, running records, and K-2 Assessments. Summative assessments include assessments required by the state, exams, and final projects.

Performance reviews are conducted annually, for both individual and group monitoring. An annual review of the students' content modifications are reviewed with the parents. Decisions for the upcoming school year will be made. The teacher will determine if there should be a change in the students Differentiated Education Plan.

*** Practice F**

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

Schools in the LEA provide opportunities for class group work, team-building projects, community-based service projects, cultural arts programs, athletic teams, and counseling programs. In addition, enrichment activities are available in the schools that help provide an opportunity for AIG students to grow socially and emotionally.

Guidance counselors work closely with the students to address social and emotional needs, including building growth mindsets and setting goals. Transitions, between classes, grade levels, and schools, are planned for and supported by the guidance counselors. Counselors are readily available, especially at the elementary level, to co-teach lessons within classrooms to address any social and emotional needs that arise.

Examples of clubs and organizations include focus areas such as:

-Leadership (Leader in Me, Leadership Academy, Honor Society, Beta Club, Career Clubs, Builder's Club)

-Academic competitions (MathCounts, Spelling Bee, robotics, Science Fair, Battle of the Books, Science Olympiad, FIRST Lego League)

-Summer experiences (Summer Trek, Governor's School, college camps, summer bridge camps)

-Special events (internships, job shadowing, Congressional Page, NC Close Up).

*** Practice G**

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

Harnett County Schools is focused on helping K-3 students who demonstrate a potential for giftedness to develop and stimulate their motivation for learning, their creativity, and their leadership before a formal gifted identification determination in third grade. Activities to foster this development include number talks, mental math, and critical thinking skill instruction for all students including those from underrepresented populations. Students should be flexibly grouped to support their growth in multiple settings.

Each school in the LEA with K-3 students is required to submit a Nurturing Plan each year. The plan demonstrates how students are selected to participate in their Nurturing Program, documented activities planned for the year, parent communication for participation, and evidence of completed activities. A portfolio will be maintained for each student identified as demonstrating gifted potential to keep track of strategies used with the student and observations of student behaviors. Leadership and community service opportunities are promoted in K-3 Nurturing Programs.

*** Practice H**

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

Gifted collaboration at each school begins with the Gifted Identification Team (GIT) which is made up of representatives of teachers and counselors from various grade levels and content areas. To best meet the need of the

whole child, teachers often recruit specialists (special education teachers and counselors) to team with them to develop strategies to best meet the student needs. Any faculty or staff member at a school can refer a student to the Gifted Identification Team for AIG consideration. AIG teachers seek assistance from counseling departments, enrichment teachers, and other instructional staff members at the school to maximize the potential of the gifted student.

To serve the AIG students, teachers collaborate during team meetings, PLCs, and school staff development sessions. They review state assessment data and make instructional plans which support the advanced learners.

Summer Bridge programs could be offered (depending on funding) to our upcoming 6th and upcoming 9th grade students. Math, English, CTE courses and more are offered. Engagement and Acceleration is promoted for these events.

Summer Trek for the AIG students is offered for a week each summer to include STEAM differentiated activities for our gifted students.

Resources are located on the Harnett County Schools staff intranet by the North Carolina Association for the Gifted and Talented from North Carolina Department of Public Instruction.

Each site has a regularly scheduled meeting in which the AIG team (Gifted Identification Team) and other stakeholders meet to discuss differentiated curriculum for advanced learners. These meetings will include the administration and the AIG coordinator when possible.

*** Practice I**

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

Differentiated Education Plans (DEPs) are developed in the initial gifted identification process, as well as during years of transition from one school level to another (Grade 5 and Grade 8) by the Gifted Identification Team.

Because student academic, social, and emotional needs may change over the years, the plans are reviewed by the child's AIG teacher and the parent within the first 30 days of school each year. During these reviews, service options may be modified to best meet the student needs. If it is determined that services need to be modified, a new DEP will be completed. During these meetings, strategies, successes, and progress will be monitored.

Wait and watch lists will be created by the highest grade level in the building to send on with the class to the next site. A watch list will also be created for testing purposes within each site.

Transitions between grade levels will be supported by the the guidance counselors, preparing the students for the changes that will occur between grade levels. When a school shift is slated to occur, guidance counselors from both schools will work even more diligently to prepare the students socially and emotionally. Students will visit the upcoming school for an open house to be introduced to the new environment and expectations.

*** Ideas for Strengthening the Standard**

-Providing additional professional development aimed at improving differentiation at all grade levels.

-Utilizing Instructional Coaches in each school to provide teachers with strategies and resources to support teachers in increasing the rigor and complexity of lessons.

Planned Sources of Evidence

* -Individual school websites (documenting clubs, competitions, etc.)

* -Primary school Nurturing Plans (revised yearly)

* -Credit by Demonstrated Mastery (CDM) applications

* -Dual enrollment and online course records

* -Minutes of PLC and GIT meetings recorded in Google format

* -K-3 nurturing plan progress monitoring

* -Annual DEP review signatures/evidence of two way communication

Documents

Type	Document Template	Document/Link
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AIG Standard 3 Additional Resources	N/A	
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Standard 4: Personnel and Professional Development

Harnett County Schools (430) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

All Central Services supervisors of the gifted program hold a gifted license. The Assistant Superintendent for Curriculum and Instruction serves as director for the Gifted Program in Harnett County Schools. A Gifted Coordinator helps provide direct AIG support to the schools. Both individuals are certified in gifted education and implement, revise, and monitor the AIG local plan with fidelity.

*** Practice B**

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

Along with the supervisors at Central Services, individual support is available at each school through the Gifted Lead Teacher. The Gifted Lead Teacher may be from any grade level and are selected, if possible, with AIG licensure and experience.

The AIG Director, as well as the AIG Coordinator, keep current with gifted issues in the LEA and the state through webinars, meetings, and conferences. The Director oversees the entire program (database, identification decisions, funding, and personnel).

The AIG Coordinator serves as the liaison between the schools and Central Services by working with school staff and Lead AIG teachers directly, visiting AIG classrooms to monitor and assist with AIG services, providing professional

development, attend PLC meetings when asked, and reviewing gifted paperwork to ensure accuracy.

The Gifted Lead Teacher at the school is encouraged to be AIG licensed in order to provide the best possible individual school support. They are charged with chairing the GIT (Gifted Identification Team), guiding decisions on student AIG identification, addressing parent concerns related to AIG, mentoring teachers with AIG students, promoting differentiated services, and ensuring all required AIG documentation is complete. It is the school's responsibility to implement the AIG plan and provide services to gifted learners.

To provide quality, differentiated curriculum opportunities for gifted students, all school personnel (especially teachers) directly involved with gifted students are encouraged to obtain gifted licensure and attend staff development opportunities that support more rigorous instruction. To obtain AIG licensure in North Carolina, a teacher may complete eighteen hours of college credits in gifted education or take the Praxis in Gifted Education (5358). To teach Advanced Placement (AP) courses at the high school level, a teacher must complete College Board requirements.

*** Practice C**

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

All school personnel, especially those teachers directly involved with gifted students, are encouraged to obtain the North Carolina gifted license and attend staff development opportunities that support more rigorous instruction.

PLCs, school curriculum training, as well as mentoring meetings, often involve the topics of differentiation, rigor, and working with the under-served population. Professional development is research-based and includes strategies for how to best nurture student potential at their school. Harnett County Schools will streamline the professional development throughout the district. Licensed AIG staff members, experts in the area, will help create and deliver the research-based training for the teachers of Harnett County. The training can be face-to-face and/or online modules.

AIG certified teachers will create a "Best Ideas" Bank for teachers to use throughout the district. These resources will also be shared in a Google Drive Folder for all teachers who instruct Harnett County Schools AIG students.

Teachers are directed to college and university programs, including but not limited to online classes, which offer coursework toward gifted licensure. When funding permits, Harnett County Schools often partners with Campbell University in Buies Creek, NC, to offer an AIG cohort for our LEA teachers.

Harnett County Schools want to begin teaching a AIG prep class for teachers interested in gaining certification without completing college courses. This prep class will be lead by the AIG Coordinator and facilitated by the Coordinator and other AIG Certified teachers to present pertinent information for teachers to know and be successful in providing appropriate rigor for gifted students. In addition, they will present information needed to be successful in passing the Praxis.

High school teachers who teach honors and Advanced Placement 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.

*** 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 help them continue to grow academically, socially, and emotionally. Whenever possible, principals are encouraged to place teachers with AIG licensure and some professional development in giftedness in those general education classrooms that serve a heterogeneous cluster of five to seven gifted students. When available, these students should be placed with AIG licensed teachers or teachers who are working towards AIG licensure.

Students who demonstrate gifted potential in grades K-3 should be placed in the K-3 Nurturing Program and should be placed in cluster groups of approximately five to seven students.

Beginning fourth grade, Harnett County Schools places identified gifted students in cluster groups. At the 4-5 grade levels, the cluster group is approximately five to seven.

At the middle grades level, a cluster group may be larger, but not smaller than five, and grouped by subject identification. The rest of the class should be filled with other high achieving students.

High school students self-select which allow them to take courses at any academic level. Students receive AIG services in honors and Advanced Placement (AP) classes.

With training or AIG licensure, the teacher is then able to meet the different abilities and needs of the students with varied resources, strategies, and flexible grouping practices. This can be achieved through district professional development and monitored through routine walkthroughs by coaches, administration, and/or AIG Coordinator to ensure the standard is being followed with fidelity.

*** Practice E**

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

Harnett County schools will work closely with recruitment and retention coordinators to help identify those teachers who would be beneficial in AIG roles within the county.

The AIG Coordinator will provide/arrange quality professional development for the AIG certified staff to provide the continued support they need to retain employment in Harnett County Schools. Professional Development will be offered to interested teachers willing to work to attain AIG licensure.

The ESL teachers will work closely with the AIG Coordinator and AIG lead teachers at each site to support the AIG learning of diverse populations.

Principals will be aware of the needs of their school and will work to hire AIG certified teachers/teachers willing to work towards AIG licensure to fill those positions that are needed.

*** Practice F**

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

Harnett County Schools AIG advisory group will work to identify specific needs in policies, practices, and changing mindsets. After researching best practices, the AIG Coordinator and others will provide professional learning opportunities for the AIG teachers to provide equity and excellence in the area of Gifted Instruction using the NCDPI-Call to Action and Guidebook along with other research based materials.

AIG licensed teachers will have the opportunity to form a PLC to collaborate across multiple schools to support each other in their practices, policies, and mindsets.

*** 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.

All teachers and principals receive research-based staff development that includes strategies that will help provide an in-depth understanding of differentiated instruction to meet all students' needs. This includes the under-served as well as the AIG student.

The LEA will provide special professional development sessions for specific groups:

- Beginning Teachers
- Instructional Coaches
- Content/Grade level PLTs

Topics to discuss in PLTs:

- Understanding and identifying the characteristics/traits of the AIG child

-Social and emotional needs of the AIG child

-Recognizing and serving the underserved populations:

*ESL

*ELL

*Twice identified

*Minority

Harnett County Schools personnel have professional development opportunities to collaborate and develop differentiated units of study which are data-driven, based on state and national standards, and designed to maximize student learning and growth.

Support is also available through workshops listed on the Harnett County Schools website. Training may focus on deep content knowledge, pedagogy, or future-ready skills. Furthermore, teachers are trained to provide gifted learners with relevant, meaningful, challenging, and satisfying work that will aid them in future academic endeavors.

*** Ideas for Strengthening the Standard**

-Provide additional professional development opportunities for teachers of gifted students.

-When funding is available, provide opportunities for AIG licensure.

-Provide professional development and training for teachers who are wanting to add licensure through the Praxis.

-Provide faculty and staff with training on gifted characteristics of traditionally under-served students.

Planned Sources of Evidence

- * -Human Resources Department (records of teacher certification)
- * -School assignments of AIG certified teachers
- * -Records of professional development events and attendance
- * -Minutes of PLT minutes.
- * -GIT minutes of meetings.

Documents

Type	Document Template	Document/Link
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AIG Standard 4 Additional Resources	N/A	
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Standard 5: Partnerships

Harnett County Schools (430) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

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

- academic and intellectual
- social and emotional.

The LEA encourages the involvement of parents, the school community, and the local community in support of gifted education. Communication is critical to keep parents and the community involved to ensure that the gifted program is effective. Parent report card conferences, student-led conferences, PTO meetings, and curriculum nights have given parents increased knowledge of not only the gifted program, but also a better understanding of the characteristics of the gifted student at each grade level. With a greater understanding of what it means to be identified as gifted in Harnett County Schools, parents and the community are more willing to support and give input to the program.

An AIG parent night will be held within the first 30 days of school at each site to inform parents of what the AIG program entails at that site. Parents who are not in attendance will be given the opportunity to receive the information in a different format, such as through email or notes from the meeting.

*** 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 is fortunate to have a university and a community college in our county. In addition, the gifted program partners with the Campbell University School of Education for professional development opportunities in giftedness. (when appropriate and funding is available)

Other local civic organizations provide the district with extended learning funding and opportunities (i.e. scholarships, internships, mentorships). Schools often partner with the nearby military base, Fort Bragg, by inviting civilian and military personnel to volunteer at special events and share their occupational expertise with students.

Parents are one of the most valuable partnerships in the LEA. Students draw real world connections when parents and business professionals share their work experiences (i.e. education, training, skills).

*** 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 allows for feedback in order to accommodate for the needs of our changing communities. Parent contacts are documented each year and information is shared with the AIG Coordinator and a copy kept in the student record to provide important information to guide our AIG program with implementation and changes that need to occur.

Principals select faculty and staff members to their Gifted Identification Team which are representative of the school population they serve. Principals also select a teacher to serve as the school AIG Lead Teacher.

All AIG Lead Teachers become members of the district AIG Advisory Board that meet throughout the school year. The AIG Advisory Board helps make decisions regarding student identification, funding allocation decisions, and monitoring of the AIG program.

This group will also consist of members such as: administrators, central office staff, a school board member, business professionals, Central Carolina Community College representative(s), and/or Campbell University representative(s).

*** Practice D**

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

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

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

In order for stakeholders to stay informed about the gifted program and its procedures, a variety of avenues are employed. The most crucial source is the classroom teacher who conducts conferences with parents or guardians where options and services can be discussed in detail. Additionally, AIG information is distributed using a variety of mediums such as brochures, social media, district and school websites, and newsletters giving stakeholders multiple access points.

The Local AIG Plan is accessible on the Harnett County Schools website.

Each local school site will hold a AIG parent/guardian night within the first 30 days of the school year to present the program services that are available at that site.

Harnett County Schools is making an effort to increase the gifted information shared with parents in their native language. We work to translate letters to parents as needed. If requested, interpreters are available at each school to assist teachers with AIG conferences. Our EL teachers work to help us communicate with parents/guardians of students who have limited English proficiencies.

Parents/guardians and students with limited English proficiencies may be directed toward other available local opportunities. The district Career and Technical Education (CTE) Program also provides opportunities in service learning, job shadowing, learning academies, and internships.

*** 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

* Career and Technical Education Department
* Parent Surveys
* Advisory Group Meeting Minutes/sources of communication
* Minutes of Harnett County Schools AIG Lead Teacher Meetings

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

Standard 6: Program Accountability

Harnett County Schools (430) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 6: Program Accountability

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

*** Practice A**

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

Harnett County Schools develops and implements its gifted program through a Board of Education-adopted AIG Plan. The plan provides differentiated, rigorous, challenging, and flexible services to K-12 gifted learners. Teachers will be provided ongoing training and resources to ensure the AIG students receive a differentiated, rigorous, and challenging curriculum to continue to grow the gifted learners. The resources will be readily available to the teachers on the district website and/or through a shared Google Drive Document.

The plan defines the process for gifted identification, how the students are served, who the stakeholders are, and how it complies with Article 9B. The Harnett County Schools Board of Education minutes document the approval of the local AIG plan. After approval, the AIG Director submits the new plan to the NC Department of Public Instruction and the North Carolina School Board for final review and approval.

*** 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 of the gifted program in the LEA is integral to ensure the AIG Plan is being monitored and the program strengths and weaknesses are addressed. A yearly survey provides feedback from teachers, parents, and administrators. This feedback provides the necessary assessment of the program so needs can be addressed and existing services improved. Disaggregated data on state mandated tests of the AIG subgroup by certified personnel, provides a closer look at AIG student and school performance. Trends in gifted student performance can provide helpful information to refine the gifted education program and adapt the AIG plan to help provide the best for our gifted students.

AIG teacher PLTs afford the opportunity to share, plan, and create resources throughout the district to ensure the fidelity of the AIG program in Harnett County.

Reviews of gifted learners are completed by the teacher to monitor performance, growth, and/or social emotional needs of the student. This information will be shared with parents as needed during set report periods during the school year.

*** 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 district AIG Director monitors the funds for the AIG program and provides a budget to ensure proper use of funds. The main items in the AIG budget consists of salary allotments, summer programs, AIG grants, and professional development on gifted issues.

Annually, a spending report is given to the AIG Lead Teacher and Principal at each school. This budget allocation allows schools to meet an AIG resource need which might be site specific.

Teachers of gifted students are also encouraged to apply for local grants to supplement special projects. The AIG Lead Teacher and district AIG staff work together to make sure all funding benefits the gifted student.

*** 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.

An annual analysis of performance is completed to ensure each gifted student continues to receive curriculum experiences that provide rigor, challenge and differentiation. Measures of student growth, including gifted students (as a subgroup), are looked at closely at the district level and the school level.

The Testing Department at the district level maintains and distributes disaggregated data on a regular basis (via a secure electronic shell) to schools for analysis. All EOG/EOC data shows gifted student performance based on the state accountability model. EVAAS growth data is disaggregated to show the growth measure of gifted students.

During school PLT meetings, staff and/or data team members are trained on the interpretation of scores in order to appropriately respond to student needs. Schools share this information with the gifted teacher so differentiated instruction can be maintained.

The Assistant Superintendent for Curriculum and Instruction, in conjunction with the Testing Department, analyzes drop-out trends in the gifted population. A district Dropout Prevention Coordinator is available in addressing the academic, social, and emotional issues of any at-risk gifted student.

*** 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.

The analysis of disaggregated test data provides information on the representation, performance, and retention of under-represented populations in the AIG program.

The Assistant Superintendent for Curriculum and Instruction, in conjunction with the Testing Department, provides this information. When disproportionality is evident in a school, teachers are given more information on identifying

those students who might have the potential for giftedness, but because of other circumstances have been overlooked for identification in the past.

Schools work closely with counselors, EC teachers, and ESL teachers to identify potentially gifted students in those populations. Ensuring that all teachers understand and recognize characteristics and traits of the gifted learner.

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Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	<5%	<5%	---	7.59%	---	12.05%
Male	---	<5%	<5%	---	6.39%	---	12.02%
Total	8.66%	<5%	<5%	---	6.95%	---	12.03%

Percent of Total AIG Students Identified as Dual Exceptionality

<5%

*** 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 current data on all teachers serving AIG students, looking closely at EVAAS data and student performance with the AIG licensed teachers.

The district personnel department and the district AIG administration work together to keep a current record of all teachers with gifted credentials and state licensure. This record is updated regularly to ensure that AIG students are being taught by the most qualified/certified teachers.

School administrators are made aware of any newly licensed AIG teachers and AP trained teachers before class assignments are made at the beginning of each school year.

*** Practice G**

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

Harnett County Schools continues to elicit responses from stakeholders about the quality and effectiveness of the AIG program. A survey will be sent out yearly to collect feedback/data regarding the implementation and effectiveness so that program decisions can be made. Parent and teacher concerns about service delivery are addressed at the school level first and can be addressed at the meeting that will be held during the first 30 days of school, but district support is available at any time. Administration concerns regarding any AIG programming takes place at principals' meetings. The AIG Coordinator is available to answer questions through phone, email, or meetings if needed to address concerns.

*** Practice H**

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

Sources of data such as surveys, interviews, meetings, and discussions among teachers and administrators were used to develop the AIG plan. The achievement data of identified students was reviewed by both the LEA and teachers in order to determine strengths and weaknesses so that the program can be constantly adjusted to best meet the students' needs. Working collaboratively, successes, areas for improvement, concerns, and innovative ideas in gifted instruction are discussed among teachers and LEA representatives. Additionally, a mid-cycle review of the AIG plan, yearly surveys, and NCDPI recommendations were used to assess any adjustments and improvements that could be made to best serve our stakeholders.

*** Practice I**

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

families, and other community stakeholders.

Data must be the driving force for the AIG program evaluation and for making continuous improvement for the delivery of the AIG plan. Harnett County schools uses survey data from different stakeholders to evaluate the AIG plan for the three year revision cycle. Data is shared with the AIG advisory team for purposes of creating the best plan for our gifted students. The AIG advisory team along with the coordinator shares data with AIG Lead Teachers and others at the school level. Harnett County Schools will use various methods to share data information to all stakeholders (presentations, meetings with AIG lead teachers/administrators, and informational parent meetings).

*** Practice J**

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

Harnett County Schools clearly articulates the rights of AIG students and parents within the plan. Information about the entirety of the gifted program is available in various sources (i.e. Harnett County Schools website, AIG lead teachers at each school, parent brochures, and Central Services Leadership). A translator is available upon request.

Testing Consent and Notification:

Whenever individual testing has been requested and approved by the GIT, parents are sent a letter requesting permission to test the student. A parent/guardian signature is required before a test is administered. Letters of notification of testing are sent to parents/guardians when a mass screening for giftedness is done at grade three and grade five.

Consent for Placement:

Letters are sent home after scores are returned, and the GIT makes any gifted identification decisions. Parents are invited to conference with their child's teacher and presented with identification placement recommendations by the GIT. At the conference, the parents are given the opportunity to give input on content modifications, ask questions about the gifted services at the school and sign the permission on the Differentiated Education Plan (DEP) form.

Re-assessment:

Re-assessment in Harnett County Schools occurs when a student previously has been identified as gifted in one content area and the GIT revisits identification in the second content area. Based on the reassessment, the GIT may

choose to qualify the student in an additional area, not qualify in an additional area, or wait until further data is available.

Transfer from other LEAs:

When a student transfers into Harnett County Schools with a gifted identification, the GIT will meet and review the documentation that granted the eligibility. If there is verifiable documentation, the gifted identification will be honored in Harnett County. After the review of the documentation, the GOR/DEP will be created. Once all the paperwork is complete, the student identification information is verified and/or entered into Power School at Central Services.

Acceptable aptitude scores must still be 80% or higher and achievement scores must be 80% or higher.

Assessments must be from approved, normed tests and be taken within a year of each other in third grade, or later. The same procedures for gifted identification, documentation, and services will be followed for these students.

Grievance Procedures:

A parent or guardian who disagrees with the GIT decision may take the following steps to appeal:

Step 1 - Appeal to the GIT at the school:

The request must be made in writing giving the GIT ample opportunity (10 days) to convene for this conference. At the conference, the student's data will be reviewed with the parent/guardian. Minutes will be recorded and signatures obtained by all present.

Step 2 - Appeal to the Principal:

The parent/guardian may appeal the decision of the GIT within 10 days in writing to the building principal. The principal will schedule a conference within 10 days of receiving the request. The GIT chair and child's teacher may be invited to this conference. The principal will review the appeal and all information and minutes from the previous conference at the school. Minutes will be recorded, and signatures will be obtained by all present. The principal will respond to the concern within 10 days of the conference.

Step 3 - Appeal to Central Services:

The parent/guardian may appeal the decision of the principal within 10 days in writing to the Assistant Superintendent for Curriculum and Instruction. The Assistant Superintendent for Curriculum and Instruction will schedule a conference within 10 days of receiving the request. The Assistant Superintendent for Curriculum and Instruction will review the appeal, and all information and minutes from previous conference with the principal. Minutes will be recorded, and signatures will be obtained by all present. The Assistant Superintendent for Curriculum and Instruction will respond to the concern within 10 days of the conference.

This appeal should be submitted to:
Brookie Ferguson, Assistant Superintendent of Curriculum and Instruction
Harnett County Schools
PO Box 1029
Lillington, NC 27546

Step 4 - Appeal to Superintendent:

The parent/guardian may appeal the decision of the principal within 10 days in writing to the Superintendent. The Superintendent will schedule a conference within 10 days of receiving the request. The Superintendent will review the appeal and all information and minutes from previous conference with the Assistant Superintendent for Curriculum and Instruction. Minutes will be recorded, and signatures will be obtained by all present. The Superintendent will respond to the concern within 10 days of the conference. The Superintendent may request mediation in order to resolve the concern. This shall be done by an impartial mediator.

This appeal should be submitted to:

Dr. Aaron Fleming, Superintendent of Harnett County Schools
PO Box 1029
Lillington, NC 27546

Step 5 - Appeal to the Board of Education:

The parent/guardian may appeal the Superintendent's response the Monday before the scheduled board meeting following the decision, in writing, to the Board of Education. The Board of Education will review the concern. This body may request further information from the child's teacher, the GIT, the parents, the principal, the Assistant Superintendent, and/or the Superintendent. The Board shall make a final decision in writing within 30 days of receipt of a written complaint.

Appeals may be addressed to:
Harnett County Board of Education
PO Box 1029
Lillington, NC 27546

In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes.

The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)



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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

- * District website publishes released state assessment data
- * Local newspapers that publish released state assessment data
- * Records of all meetings, surveys, writing sessions, and feedback collected during the AIG Plan reevaluation process.

Documents


Type	Document Template	Document/Link
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AIG Standard 6 Additional Resources	N/A	
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Local Board of Education Approval



Harnett County Schools (430) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

05/23/2022 


Original Application Submission Date: 07/07/2022

Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <u>Local Board of Education Approval Template</u>	 <u>Harnett County Schools Local AIG Approval Document</u>

AIG Related Documents


Harnett County Schools (430) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 Harnett County Schools Local AIG Approval Document
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

Harnett County Schools (430) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Phrase	Definition
AG	Academically Gifted in Reading and Math
AIG	Academically and/or Intellectually Gifted
AM	Academically Gifted in the Area of Math
AR	Academically Gifted in the Area of Reading
IG	Intellectually Gifted
CDM	Credit by Demonstrated Mastery
CogAT (Cognitive Abilities Test)	The Cognitive Abilities Test (CogAT test) is a gifted screening that is used by many school districts to qualify children for their gifted and talented programs. It is to assess a student's abilities in reasoning and problem solving using verbal, quantitative, and nonverbal (spatial) systems.
DEP	DEP (Differentiated Education Plan) is created for each identified student to describe how a student's area(s) of identification matches available service options. This is an individual plan created for each student.

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