

Overview: Mission/Vision Statement and Funding

Catawba County Schools (180) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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Catawba 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 Catawba County Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

To discover, nurture, and develop the potential in all students, the Catawba County School System endeavors to meet the diverse cognitive and affective needs of gifted children through high-quality educational experiences. These services address the unique needs of gifted students who exist within all ethnic, geographic, and socioeconomic groups. Therefore, we believe the school system, parents, and community have a shared responsibility to provide a

quality education for gifted students that includes an emphasis on 21st Century Skills, enabling our gifted students to be productive citizens in a global society.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 877,517.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

Catawba County Schools (180) 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 purpose of the screening and referral process is to find students with academic or intellectual needs beyond those provided in the regular education classroom. Flowcharts, graphic organizers, narratives, and an AIG Leadership Team (AIGLT) Procedures document articulate the screening, referral, and identification processes (ScRIP) for student identification.

Initial Universal Screening/Referral (grade 3)

- The CogAT, an abilities test, is administered to all third-grade students and serves as a universal screener.
- Students scoring in the 89th percentile or above in the Quantitative Reasoning subtest, Total Nonverbal subtest, Total Verbal subtest, or Composite Score are automatically entered into the pool.
- Additional examination of CogAT scores is given to students who
 - Previously received ESL services,
 - Currently, receive ESL services, or
 - Reside in a household in which English is not the primary language.
- ESL teachers also refer students who are progressing at a much faster rate than their peers to the AIG Leadership Team for consideration.
- Once EOGs are completed, any student scoring a Level 5 in reading, math, or science is added to the screening pool.
- Nominations from teachers, administrators, other school-based personnel, parents/guardians, and students can also add students to the AIG Leadership Team review pool using the AIG 1 form.
- Teachers participate in specific professional development related to identifying characteristics of gifted learners, as well as behaviors that may mask giftedness across all special populations' spectrum so they can refer students for review.

Ongoing Screening/Referral

- Nominations for AIG services are solicited throughout each year, grades K-12.
- At the beginning of the school year, AIG Leadership Teams (AIGLT) consult with the faculty at their school about accurate student placement.
- If there is anything questionable about services that students need, consultation with teachers, past and present, and the AIG Coordinator places that child back into the AIG Pool for reconsideration.
- The AIG Leadership Team considers initial testing and/or retesting requests at each school. Decisions about retesting are made after consultation with the AIG Coordinator, the principal, and/or his/her designee based on test data, observation instrument results, student motivation, and the criteria listed in the AIG Plan. The AIG Department will provide one retest per student.
- The results from the instruments are shared with the AIG Leadership Team and disaggregated to determine eligibility.
- NC EOG scores are examined at the end of each year to determine if a student needs to be considered for AIG services.
- The same criteria for identification continue through grade 12.

Screening/Referral K-3 Nurturing

While a universal screener is not implemented before 3rd-grade, referrals for AIG services are taken for students in grades K-3. mClass data, Reading BOG, kindergarten screening instrument DIAL, NCENSI math data, i-Ready benchmarking data, PETS records, and anecdotal teacher data are collated and examined throughout these grades to determine if there is a need for formal testing. K-3 teachers participate in professional development specific to the characteristics of primary grades advanced learners. Teachers submit the names, anecdotal records, and work samples of any students that meet the characteristics/criteria to the AIGLT.

Process for K-3 Identification

Any of the elements below can be used to bring a K-3 student to the attention of the AIG Leadership Team.

- Early entrance to kindergarten
- Referral (parent, teacher, other school personnel)The team uses any available data
- Unusually high scores on any of the assessment instruments used in class including teacher-made tests
- Rapid acquisition of knowledge
- Ability to retain information
- PETS performance

If a student is referred for consideration, the AIG Leadership Team (AIGLT), principal or designee, and the AIG Coordinator will determine if there is a need for more data collection, including normed assessment instruments.

CCS uses many data sources, from formal assessments to teachers' anecdotal records. This information is combined to create a student profile. Suppose there is an indication that more information is needed. In that case, more formal assessments are used: CogAT, NNAT, TONI, KTEA, Otis-Lennon, Iowa tests, as well as classroom observations in a variety of settings to create a student profile. If the student meets the criteria post assessment, then placement into the AIG program occurs. The student receives an IDEP that specifies services for the current year and outlines potential needs throughout the student's school career. No one criteria can keep a student from the needs determination process, although no one criterion can add them for consideration.

Criteria for AIG Identification for K-3

- 98th percentile or higher on a nationally normed aptitude test
- 98th percentile or higher on a nationally normed achievement test
- Teacher observation
- Principal or designee observation
- AIG Coordinator
- Social and emotional considerations; information collected from the IAS and the GRS

*** Practice B**

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

The use of multiple criteria has always been a cornerstone of the SC-IP for CCS. Input from teachers and parents/guardians using the Gifted Rating Scale, End of Grade scores, and other nationally normed abilities and achievement instruments can be part of the needs determination process, as well as a body of evidence from student work product.

After the universal screening process in 4th grade, the student search process continues until a student graduates.

The referral process is the same for grades K-12 and begins with completing the referral form with the following information:

- Why do you believe this student needs gifted education services?
- Examples of student's extraordinary performance or intense interest
- Identify the student's learning style, preference, or habits
- What distinguishes this student from other high-ability peers?

The referral form is completed and submitted to the AIG Leadership Team to schedule a team meeting for discussion. If the Team decides to continue, they create the learner profile based on the qualitative and quantitative data in the profile document to determine a need for further data. If an assessment is required a Request for Assessment document is submitted to the AIG department to schedule the appropriate testing with instruments that clarify the student's strengths and any areas of need.

***The following information is provided to all administrators, classroom teachers, and AIG Leadership Team constituents. It is used during the determination/eligibility meeting and by teachers during parent meetings to explain the criteria and components of AIG requirements. It is posted on the district's AIG website.

Academically and Intellectually Gifted (AI)

- 89th percentile or higher composite score on a nationally normed abilities test, and Achievement Level of 5 on the NC EOG (Reading and Math) or 89th percentile or higher on a nationally normed achievement test (Reading and Math).
- AI students demonstrate both high levels of achievement and high levels of aptitude in reading and math

Intellectually Gifted (IG)

- Singleton indicator in the 98th percentile Composite Score on a nationally normed abilities test (no qualifying achievement test scores). Intellectual giftedness is an intellectual ability significantly higher than average and may involve a generally high ability or a single superior criterion. Gifted experts describe IG students as developmentally advanced in language and thought (Van Tassel-Baska, 2003); a higher mental age compared with their chronological age (Binet), or asynchronous development characterized by advanced cognitive abilities (Silverman, 2003).
- These students require an IDEP that includes strategies to address underachievement.

Academically Gifted Reading (AR) (Two out of Three Criteria)

- 89th percentile or higher composite score on a nationally normed abilities test or an 89th percentile or higher on the verbal subtest on a nationally normed abilities test.
- Local norms are also used
- Achievement Level of 5 on the Reading NC EOG test or 89th percentile or higher

- verbal subtest score on a nationally normed achievement test
- A T-score of 60 or higher on the Gifted Rating Scale in both qualifying areas (A/I and C/ML)
- Students who are identified as AR demonstrate high levels of achievement in reading.

Academically Gifted Math (AM) (Two out of Three Criteria)

- 89th percentile or higher composite score on a nationally normed abilities test or an 89th percentile or higher on the quantitative subtest on a nationally normed abilities test.
- Local norms are also used
- Achievement Level of 5 on the NC Math EOG test or 89th percentile or higher quantitative subtest score on a nationally normed achievement test
- A T-score of 60 or higher on the Gifted Rating Scale in both qualifying areas (A/I and C/ML)
- Students identified as AM demonstrate high levels of achievement in math.

Academically Gifted in Reading and Math (AG)

- Must meet the criteria for both areas listed above
- Students who demonstrate high levels of achievement in reading and math.

All criteria are disaggregated by the AIGLT. No one criterion is used to exclude a student from services; however, one superior criterion may be used to indicate a need for service.

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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.

An analysis of the system's headcount indicates disproportionality of underserved populations in the areas of cultural/ethnic diversity and English Language Learners.

- CCS ensures that teachers are educated about the characteristics of non-traditional/underrepresented groups as part of the thirty-hour course, "Introduction to Gifted Education"
- The district implements a K-3 Nurturing program that provides extensive and ongoing training for teachers to facilitate early identification measures.

Culturally/ethnically diverse and English Language Learners:

- CCS uses a variety of standardized assessment measures including non-verbal instruments (Naglieri Nonverbal Achievement Test, The Test of Nonverbal Intelligence, KBIT-Nonverbal subtest, and quantitative and nonverbal subtests from the CogAT).
- Training focused on the needs and identification of culturally/ethnically diverse students and English Language Learners is provided to ESL teachers and regular education teachers through a partnership between the ESL Department, AIG, and regular education.

Economically disadvantaged:

- Continued professional development on the impact of poverty on student development and learning, and the implications of this impact has on identifying giftedness is emphasized with all stakeholders
- District-wide training on the following: Resilience Training, Growth Mindset, Youth Mental Health

Highly Gifted:

- Highly gifted students have an Individualized Differentiated Education Plan (IDEP) that details how their needs are met. This includes subject advancement, grade advancement, concurrent enrollment, internships, apprenticeships, and individual studies. Counselors are educated about the needs of the highly gifted learner and provide social and emotional support as well as educate parents/guardians about ways to support their child.

Twice-Exceptional:

- The needs and characteristics of twice-exceptional students are addressed in the Introduction to Gifted Education course.
- In order to help regular education and exceptional children's teachers recognize the characteristics of twice-exceptional students and how to serve them in the full continuum of service options, the AIG Department partners with specialists in the Exceptional Children's Department for specific training which they share with their constituents.
- The AIG Coordinator participates in IEP meetings for twice-exceptional students on an as-needed basis.
- An alternate pathway for students who are twice-exceptional, i.e. 504, LEP, EC, exists to help determine their giftedness without the other exceptionality impeding the determination of needs. The district's criteria remain the same, but a portfolio of student work over time can serve as evidence of a need for services.

*** Practice D**

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

<ul style="list-style-type: none"> ■ The AIG Coordinator, Department of Testing and Accountability, the ESL Department, the EC Department and school referrals create the student pools. ■ After a careful review of the data in the learner profile and the steps followed in the needs determination process, the AIG Coordinator signs the "Permission to Place" documentation for each student before any student is entered into PowerSchool. ■ The AIG Coordinator meets with AIG Leadership Team Chairpersons as a group three times each year and individually to ensure that ScRIP procedures are congruent with the practices detailed in the AIG Procedures Manual. <ul style="list-style-type: none"> • AIG Leadership Team Chairpersons, in turn, work with teachers at their site to ensure that AIG documentation is completed accurately and in a timely fashion. ■ Exit-year folder audits are administered by AIG Coordinator. These audits ensure conformity of documentation at each transition grade level and affirm that the AIG Leadership Teams implement ScRIP procedures detailed in the AIG Plan. ■ Introduction to Gifted Education (30-hour course) and Differentiation for the Gifted Learner (30-hour course) are used to educate the AIG Leadership Teams. ■ ScRIP flowcharts, forms, checklists are provided for all members of the AIG Leadership Teams. ■ AIG Coordinator attends monthly principal meetings and provides information in a variety of formats to all stakeholders. ■ The steps for maintaining documentation for students in the AIG process: active files are kept at the current school for students who are identified and documentation is maintained throughout the years until the exit grade of the building. Then, the file is sent to the AIG Department for an audit before transitioning to the next level. Files for the students who were not identified are reviewed and the next level stakeholders are made aware of the inactive students. ■ If a student moves out of the school system or drops out, their AIG folder is sent to the AIG Coordinator at the Central Office. ■ Folders of students who have moved are archived and available if the student returns or goes to another school system. ■ If a student drops out the folder is sent to the AIG Coordinator and with the help of high school counselors, the student is interviewed and efforts are made to find out what led to the student leaving school, and efforts are instituted to get the student re-enrolled. ■ In the AIG Procedures Manual, annual processes for folder transfer from exit grade levels are clearly stated. After a student's graduation, his/her entire AIG folder is archived for five years. 	<p>* Practice E Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/ families, students, and the community-at-large.</p> <ul style="list-style-type: none"> ■ The communication plan includes the Principal Primer, which details ScRIP procedures for school administrators. ■ A screencast or turnkey presentation is provided at the beginning of each year to all faculties. ■ A narrative and graphic are located on the district's AIG webpage. All communication that is sent home is translated into Hmong and Spanish. A translator is provided for any additional language when we cannot provide a written translation. ■ AIG news and updates are included in the quarterly Curriculum & Instruction Newsletter from the district level. Information is shared through Workplace, an online team collaboration forum that uses Facebook features. 	<p>* 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.</p> <p>Identification Process with Service Delivery</p> <ol style="list-style-type: none"> 1. Enters the pool 2. Student Profile is created 3. Information from the profile is compared to the Pathways to Identification document to determine which, if any areas of service are indicated. 4. AR: Minimum service delivery for any AIG reading student includes Essential Question based Thematic Units, and Shared Inquiry discussions. <ol style="list-style-type: none"> a. Keep in mind that is minimum service delivery. Teachers have many other tools available to them including pathways, playlists, and paces. 5. AM: Minimum service delivery for any AIG math student includes the opportunity to compact out of known material and either accelerate or enrich using contracts, time bought out, projects and many other choices. <ol style="list-style-type: none"> a. If they have scored a level 5 on the math EOG they enroll in advanced math. This allows them to compact enough math to allow the option of taking Math I in the 8th grade. 6. AIG: If a student is AIG they receive the same minimum service delivery options with the added options of grade or subject advancement. 7. IG: If a student is IG their IDEP is written specific to their needs. Is the lack of achievement because they already know the material? Are there issues at home that prevent the completion of work? A thorough examination occurs to help eradicate barriers to the IG student reaching his potential. <ul style="list-style-type: none"> ■ Every year at the beginning of the year, teachers meet with parents/guardians to review the Differentiated Education Plan (DEP). They discuss the service options for the student and clearly explain the process by which needs for services were determined. ■ A flowchart of the multiple pathways to identification is provided to share with the parents/guardians during these meetings. The Pathways to Needs Determination is posted on the district AIG site and each schools' web page. ■ All current files are kept at the school where a student receives services until the exit grade of the building. Files are sent to the AIG Department for an audit before transitioning to the next level. Files for the students who were not identified are reviewed, and the next level stakeholders are made aware of students who were considered for identification, but the evidence did not manifest a need for services outside the regular education classroom. ■ Once identified, all students' qualifications are entered into PowerSchool. ■ Parents are kept apprised of their student's progress throughout the year.
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- At the end of each year, teachers and parents determine if services are still needed to meet the needs of the student.
- "De-gifting" is not allowed in CCS. Students may need a change in services at some point, but the label is not removed.

*** Ideas for Strengthening the Standard**

Educate administrators and teachers how to use EVAAS data to look for trends or outliers and equip them with strategies to know what to do with the information to support ways to search out other students.

Planned Sources of Evidence

- * Pathways to Identification Document
- * Sample Differentiated Education Plan
- * Graphic of the ScRIP process

Documents	
Type	Document/Link
AIG Standard 1 Additional Resources	N/A
	Screening, Referral, and Identification Process

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

In grades K-3, students who need services beyond what is provided in the regular education classroom may need enrichment grouping within their current grade based on their area of strength. Those students who have a more significant need for services beyond their peers can be subject advanced or grade advanced dependent upon the strength of need and social and emotional readiness.

For the 4th grade to 8th-grade span, students may need regrouping within the grade level to be with their academic and intellectual peers. In grades 4-6 the regrouping could be cluster grouping in the areas in which they are identified or ability grouping in the areas of service. For students who have significant needs beyond their grade level peers, subject or grade advancement are options. For grades 7 and 8, ability grouping, subject advancement, or grade advancement are options depending on the needs of the student.

During high school, there are many ways in which students needs can be met. CCS has a policy of open enrollment, and students can enroll in multiple honors and Advanced Placement classes. The Career and College Promise avenue is available as is the Challenger Early College High School. Another opportunity available to students is that of enrolling at Lenoir-Rhyne University as a junior and senior and finishing high school while dually enrolled at LRU. Credit by Demonstrated Mastery is advertised, promoted and is readily available for students who want to buy time out from a course.

Extra and co-curricular clubs and opportunities are available to students beginning at the elementary school level and continue through high school. Many of these clubs and opportunities facilitate the development of critical thinking, problem-solving, and other 21st century skills. Vertical and horizontal alignment meetings occur regularly.

Teachers working with advanced learners (including Honors and AP teachers) must obtain the local Professional Achievement Certification. AP teachers are required to attend the AP Summer Institute before teaching an AP course. AP teachers are expected to attend the yearly updates provided by the College Board. CCS delivers 90 hours of training for all teachers assigned to teach AIG, Honors, and AP students. CCS provides local K-12 professional development to strengthen and develop teacher understanding of meeting the needs of gifted learners. The Identification and Service Option Match process is fully aligned with the programs and services with each area of identification, program goals, and resources.

Differentiated Education Plans (DEP) and Individual Differentiated Education Plans (IDEP) show how students are served.

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Grade Span	Academically Gifted	Intellectually Gifted	Academically and Intellectually Gifted	Additional information
K-2	<p>* Service options are matched to the identification designation based on Learner Profile Readiness Interests Using this information teachers choose from a variety of strategies to meet student needs. These options include, but are not limited to: Shared Inquiry Problem-Based Learning Curriculum Compacting Essential Question Centered ELA Units Individual Studies Learning Contracts On-line subject enrichment/extension</p>	<p>* Cluster Grouping Subject/Ability Grouping In-class Flexible Grouping Within Grade Regrouping Cross-Grade Regrouping Service options are matched to the identification designation based on ? Learner Profile ? Readiness ? Interests Using this information teachers choose from a variety of strategies to meet student needs. These options include, but are not limited to: Problem-Based Learning Simulations Learning Contracts On-line subject enrichment/extension courses</p>	<p>* Service options are matched to the identification designation based on Learner Profile Readiness Interests Using this information teachers choose from a variety of strategies to meet student needs. These options include, but are not limited to: Shared Inquiry Problem-Based Learning Curriculum Compacting Essential Question Centered ELA Units Individual Studies Learning Contracts On-line subject enrichment/extension Subject Advancement Grade Advancement</p>	<p>* None</p>

3-5	<p>* Cluster Grouping Subject/Ability Grouping In-class Flexible Grouping Within Grade Regrouping Cross-Grade Regrouping Advanced Math Advanced ELA Regular in-class differentiation based on student interests, needs, and readiness</p>	<p>* Cluster Grouping Subject/Ability Grouping In-class Flexible Grouping Within Grade Regrouping Cross-Grade Regrouping Service options are matched to the identification designation based on ? Learner Profile ? Readiness ? Interests Advanced Math Advanced Language Arts Using this information teachers choose from a variety of strategies to meet student needs. These options include, but are not limited to: Problem-Based Learning Curriculum Compacting Essential-Question Centered (Thematic) ELA Units individual/Independent Contracts On-line subject enrichment/extension courses (Face to Face: Math I, English I, Earth/Environmental Science, World History)</p>	<p>* Cluster Grouping Subject/Ability Grouping In-class Flexible Grouping Within Grade Regrouping Cross-Grade Regrouping Service options are matched to the identification designation based on ? Learner Profile ? Readiness ? Interests Advanced Math Advanced Language Arts Using this information teachers choose from a variety of strategies to meet student needs. These options include, but are not limited to: Problem-Based Learning Curriculum Compacting Essential-Question Centered (Thematic) ELA Units individual/Independent Contracts On-line subject enrichment/extension courses (Face to Face: Math I, English I, Earth/Environmental Science, World History)</p>	<p>* None</p>
6-8	<p>* Cluster Grouping Subject/Ability Grouping In-class Flexible Grouping Within Grade Regrouping Cross-Grade Regrouping Service options are matched to the identification designation based on ? Learner Profile ? Readiness ? Interests Advanced Math Advanced Language Arts Using this information teachers choose from a variety of strategies to meet student needs. These options include, but are not limited to: Problem-Based Learning Curriculum Compacting Essential-Question Centered (Thematic) ELA Units individual/Independent Learning Contracts On-line subject enrichment/extension courses</p>	<p>* Cluster Grouping Subject/Ability Grouping In-class Flexible Grouping Within Grade Regrouping Cross-Grade Regrouping Service options are matched to the identification designation based on ? Learner Profile ? Readiness ? Interests Advanced Math Advanced Language Arts Using this information teachers choose from a variety of strategies to meet student needs. These options include, but are not limited to: Problem-Based Learning Curriculum Compacting Essential-Question Centered (Thematic) ELA Units individual/Independent Studies Simulations Learning Contracts On-line subject enrichment/extension courses (Face to Face: Math I, English I, Earth/Environmental Science, World History)</p>	<p>* Cluster Grouping Subject/Ability Grouping In-class Flexible Grouping Within Grade Regrouping Cross-Grade Regrouping Service options are matched to the identification designation based on ? Learner Profile ? Readiness ? Interests Advanced Math Advanced Language Arts Using this information teachers choose from a variety of strategies to meet student needs. These options include, but are not limited to: Problem-Based Learning Curriculum Compacting Essential-Question Centered (Thematic) ELA Units individual/Independent Studies Simulations Learning Contracts On-line subject enrichment/extension courses (Face to Face: Math I, English I, Earth/Environmental Science, World History)</p>	<p>* None</p>
9-12	<p>* Honors classes Advanced Placement classes Concurrent Enrollment (CVCC: Career and College Promise) High School Scholars Academy (juniors and seniors only) Challenger, Early College High School NC School of Science and Mathematics NC School of the Performing Arts Apprenticeships Internships Credit by Demonstrated Mastery</p>	<p>* Honors classes Advanced Placement classes Concurrent Enrollment (CVCC: Career and College Promise) High School Scholars Academy (juniors and seniors only) Challenger, Early College High School NC School of Science and Mathematics NC School of the Performing Arts Apprenticeships Internships</p>	<p>* Honors classes Advanced Placement classes Concurrent Enrollment (CVCC: Career and College Promise) High School Scholars Academy (juniors and seniors only) Challenger, Early College High School NC School of Science and Mathematics NC School of the Performing Arts Apprenticeships Internships Credit by Demonstrated Mastery</p>	<p>* At the high school level, students can self-select so counselors work with them on creating a four-year plan that will best meet their needs after high school.</p>

*** 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.

Traditionally the classroom teacher creates the DEP independently unless a student is twice-exceptional or receives English as a Second Language service. CCS does not employ AIG specialists, nor is there collaborative planning time for AIG teachers and EC teachers to meet. Those meetings do not usually occur during the regular school day. EC and AIG collaboration is a careful process which is scheduled to examine student needs and engage in proactive strategies designed to meet student needs before a crisis occurs.

Parents, teachers, and administrators are provided extensive resources regarding the social and emotional needs of AIG students through the AIG web page and the AIG lending library.

Classroom teachers and counselors are also provided specific professional development on the intensity of AIG students' feelings and self-perceptions. Parent/guardian nights also include the special SEL needs of advanced learners and strategies to support the student. CCS uses Second Step K-12. Second Step provides universal, classroom-based, social-emotional learning curriculum.

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High school counselors collaborate on an as needed basis to problem solve for individual students. At times, students switch counselors to meet individual student needs. All schools in the LEA have an AIG Leadership Team. Student services provides professional development for counselors centered on meeting the social and emotional needs of gifted students.

*** Practice C**

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

The AIG Coordinator participates in the district Curriculum & Instruction Department meetings. This venue provides opportunities to collaborate with other departments as well as educate and inform other directors about AIG services and programming.

The Coordinator is a de facto member of the AIG Leadership Team at each school and works with the AIG Teams and the building administrators to ensure consistent program implementation.

The Coordinator collaborates with the Director of New Teacher Support to educate teachers new to the school system and new to teaching about AIG programs and services.

The Coordinator also collaborates monthly or more often as needed with the elementary and secondary AIG Leadership Team Chairpersons and school-based administrators regarding what professional development is necessary, being offered, and how AIG aligns with the professional development goals of the school system.

The AIG Coordinator integrates AIG services for gifted children into district-wide Modern Teacher implementation, including Personalized Learning and STEM initiatives.

The Coordinator also serves as an NCStar Coach for two schools.

AIG also has a role in the Multi-tiered System of Support.

All professional development and any new programs are considered from an AIG perspective.

*** Practice D**

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

AIG students must be cluster grouped (elementary option only) or ability grouped (middle or elementary) in the area in which they are identified.

A cluster group is defined as a minimum of ten students. These grouping options allow teachers to differentiate within an appropriate spectrum of student aptitude and ability.

Cluster grouping and subject/ability grouping are data driven based on student readiness, interest, and learner profile. Students are intentionally matched with teachers who have been trained to differentiate for the needs of gifted students in mixed-ability classrooms.

Formative and summative assessments lead to flexible groupings that can be within or across grade levels based on the needs of the individual student.

Enrichment groups change on a regular basis throughout the school year.

MasteryConnect is a K-12 digital assessment management system that supports data-driven personalized learning. Teachers use "trackers" to determine student needs. As students master standards, the teacher accelerates or enriches based on the curriculum.

*** 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.

All new administrators are provided with a thorough introduction to the AIG Program.

A document referred to as the Principal's Primer is updated annually for new and experienced administrators to give them access to new information, practices, or policies affecting AIG programs and students.

All of the information about the plan, policies, and regulations related to gifted education and the local AIG Program is provided in a variety of formats to teachers, administrators: face to face, screencasts,

flowcharts, google hangouts, faculty meetings, and school and district websites.

*** Practice F**

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

At transition points, the AIG Coordinator creates a document that includes longitudinal test data, EVAAS data, teacher input, and areas of identification/service that is used by the receiving school to facilitate grade level transitions.

The spreadsheets are used by elementary and middle school teachers to ease the transition of students from elementary to middle grades.

These meetings provide the opportunity to provide information about a student's strengths or needs that quantitative data may not show.

The high schools and middle schools have intentional data-driven conversations about scheduling and placement of AIG students into appropriately challenging courses. Information is provided to parents and students regarding specific levels of high school courses available to all students through a print and web-based version of the high school curriculum guide. Current CCS Board of Education policy allows choice in course selection. Therefore, enrollment in all levels of high school core and elective courses is open to all high school students. During the high school course registration process, counselors meet with rising ninth graders to explain the different levels of academic and elective courses. The web-based platform Clarity is in place to support the creation of five-year plans that are living documents and readily available to students and parents.

*** 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.

The **Identification and Service Option Match** document and the high school curriculum guide, delineate opportunities for acceleration, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration when an appropriate body-of-evidence indicates the need is clearly articulated. Students must be identified AI in order to be considered for **grade acceleration**. By CCS definition, students who are AI

- 89th percentile or higher composite score on a nationally normed abilities test, and Achievement Level of 5 on the NC EOG (Reading and Math) or 89th percentile or higher on a nationally normed achievement test (Reading and Math).
- AI students demonstrate both high levels of achievement and high levels of aptitude in reading and math

When students in grades 9-11 demonstrate an unusual precocity of knowledge in a particular subject, teachers, guidance counselor, or students themselves may consider **Credit by Demonstrated Mastery** as an option. All parents receive a letter detailing the schedule for assessments and artifacts as well as the criteria for CDM.

Rising 6th, 7th, and 8th grade students who score a Level 5 in the previous grade's math EOG are placed into a **compacted** math course that ultimately leads to Math I in the 8th grade.

Early Entrance to Kindergarten:

a. To determine the eligibility of a four-year-old child to enter kindergarten pursuant to the provisions of G.S. 115C-364(d), the principal shall confer with a committee of professional educators to consider for each child the following factors:

Student Aptitude. The child shall be precocious in academic and social development and shall score at the 98th percentile on a standard individual test of intelligence such as the Stanford-Binet, The Wechsler Preschool and Primary Scale of Intelligence, the Kaufman Anderson, or any other comparable test administered by a licensed psychologist.

Achievement. The child shall be functioning from two to three years beyond the child's peers. The child shall score at the 98th percentile on either reading or mathematics on a standard test of achievement such as the Metropolitan Readiness Test, the Stanford Early School Achievement Test, The Mini Battery of Achievement, the Woodcock-Johnson, the Test of Early Mathematics Ability (TEMA), the Test of Early Reading Ability (TERA), or any other comparable test administered by a licensed psychologist, a member of the psychologist's professional staff, or a professional educator who is trained in the use of the instrument and who has no conflict of interest in the outcome of the assessment.

Performance. The child shall be able to perform tasks well above age peers as evidenced by behaviors in one or more areas such as independent reading, problem solving skills, advanced vocabulary, and some writing fluency. The parent shall submit a sample of the child's work that shows outstanding examples of ability in any area including, but not limited to, art, mathematics, writing, dramatic play, creative productions, science, or social interactions. The principal may also require a teacher to complete an informal reading assessment of the child.

Observable Student Behavior/Student Interest. The child shall demonstrate social and developmental maturity sufficient to participate in a structured setting for a full school day. The child shall be capable of following verbal instructions and functioning independently within a group. The parent shall provide two recommendation letters with specific documentation of physical and social maturity from preschool teachers, child care workers, pediatricians, or others who have direct knowledge of the child. Useful documentation checklists include the California Preschool Competency Scale, the Harrison Scale, or any other comparable scale of early social development.

Motivation/Student Interest. The principal or principal's designee shall conduct an informal interview with the child and a more structured interview with the parent to determine if the child displays a thirst for knowledge and seeks new and challenging learning situations. The parent shall present the information required by this Rule to the principal within the first 30 calendar days of the school's instructional year. All testing shall be administered after the April 16th that follows the child's fourth birthday.

b. The principal shall decide whether to grant the parent's request for enrollment within three weeks after receiving this information. The principal may conditionally enroll the child for up to ninety days in order to observe whether the child is able to adjust to the school setting. If the principal determines that the child has not adjusted to the school setting, the principal shall deny the request for enrollment. However, before the child is exited from school, the principal shall invite the parent to assist in the development of intervention strategies for the child. If those strategies are not successful, the principal shall provide the parent at least 10 days notice before exiting the child from school so the parent may arrange child care, if needed.

c. LEAs may require parents to supply information in addition to that required by this Rule. LEAs may also require specific tests or other measures to provide information relating to the factors listed in Paragraph (a) of this Rule. d.

d. Early admission to kindergarten shall not automatically result in the placement of the child in the program for academically gifted students. By the time the child has been enrolled for 90 calendar days, or at any earlier time that school officials determine that the child has adjusted satisfactorily and shall be allowed to remain in school, the gifted identification team shall review the child's information to determine if the child shall receive gifted services. If the team determines that the child shall receive gifted services, it shall develop either a differentiated education plan or an individual differentiated education plan for the child.

*** 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.

The thirty-hour Introduction to Gifted Education course educates teachers on how to recognize and provide services to traditionally underrepresented populations. There is a strong focus on 'masking' behaviors.

<p>Partnerships with community organizations such as Los Juntos allow CCS to directly speak to Hispanic parent and students in their own community outside of the school day and school building. This partnership also allows us to build bridges with local Hispanic owned businesses. These partnerships with businesses also support efforts to place Hispanic students into internships and apprenticeships within their own community if that is what the student prefers. The apprenticeship/internship with Hispanic owned businesses was at the request of students. No one is limited to this. We created it to provide another option for students.</p> <p>We have created Catawba Counts! our own advanced learning opportunity in the elementary grades for math enrichment. There is a competition at the end of the year and is a great opportunity for us to celebrate academic effort and success. There are advanced math groups grades K-8.</p> <p>We have been building a cohort of students who are interested in coding and STEM and now have two county-wide competitions as well as STEM summer camps. Invitation to STEM Summer Camps are sent out to AIG students ahead of other students to provide a "one lap lead" for advanced learners to take advantage of the opportunity.</p> <p>The AIG Department maintains a close relationship with the EL and EC teachers and leaders to keep them apprised of the AIG opportunities for students, but also to continue to remind them of the characteristics that underserved populations may have.</p>
<p>* Practice 1 Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming.</p> <p>A comprehensive and varied menu of extra-curricular options is available to enhance and further develop the needs and interests of AIG students.</p> <p>Particular emphasis on robotics, coding, engineering, and other STEM activities is strongly encouraged, and financial support is provided.</p> <p>Robotics competitions are increasing in number and quality. Schools are developing STEM labs that are fully staffed, and the instructors use student interests to keep students engaged while still challenging them appropriately.</p> <p>The AIG Department funds STEM summer camps. The camps emphasize hands-on inquiry-based problem-solving. The "challenges" require students to use teamwork, design thinking, and communication skills.</p> <p>The most substantial focus is on physics and math using round robots known as Spheros. Students begin with "draw," which is perfect for K-2 students, then coding in Blockly, thus building a foundation for learning Java and Python. The camps are increasing in size, frequency, and demand.</p> <p>The AIG Department has also been focusing heavily on coding for the K-2 population. We use two "unplugged" robots; Cubetto and Indi to teach students the algorithmic thinking process behind coding. It is hands-on coding that can become very complex.</p>

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The most substantial focus is on physics and math using round robots known as Spheros. Students begin with "draw," which is perfect for K-2 students, then coding in Blockly, thus building a foundation for learning Java and Python. The camps are increasing in size, frequency, and demand.

*** Ideas for Strengthening the Standard**

Help with the implementation of the Computer Science curriculum with a focus on how to differentiate that curriculum for advanced learners. Compacting, self-paced assignments, pathways, and playlists all lend themselves to allowing students who are fast learners to be able to move ahead as needed.

Planned Sources of Evidence

* Second Step Curriculum

* High School Curriculum Guide

* Flyers for competitions

	Documents	
Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	Elementary Service Delivery Option Match High School Service Delivery Option Match K-3 Service Delivery Middle School Service Delivery Option Match

Standard 3: Differentiated Curriculum and Instruction

Catawba County Schools (180) 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.

Catawba County Schools utilizes the NCSCOS to guide instruction in the classroom, by increasing the complexity of the standards through the utilization of Webbs Depth of Knowledge (DoK) strategic and extended thinking to enrich and personalize while challenging the learning needs of our students. Differentiation is implemented in various ways including, but not limited to:

- Shared Inquiry Seminars
- Project-Based Learning
- Curriculum Compacting
- Individual/Independent Studies
- Learning Contracts
- Pathways
- Playlists
- Paces

Each school within the district designs an enrichment time daily to extend lessons and activities that challenge thinking to foster future ready citizens for a global community.

District Curriculum Specialists are available to support instruction in the classroom at the request of the teacher and/or principal.

*** 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.

Teachers select a balance of informational and literary complex texts based on interest, aptitude, preferred learning style, and areas of multiple intelligence to engage learning.
Conceptually based topics are organized to include tiered vocabulary across multiple disciplines to develop more complex reading, writing, and speaking skills of learners.

Abstract thinking and reasoning are developed through early numeracy skills, number sense fluency, relational correspondence of concepts to problem solve to apply to real-world situations.

To produce evidence- based products that highlight the styles in which students learn, teachers use pathways, playlists, and paces to engage students through voice and choice.

Assessments and benchmarks are used throughout the instructional journey to modify instruction, gauge learning, and determine mastery.

Results of assessments and data-based learning profiles guide the delivery of instructional strategies that are effective for learners.

All teachers are expected to complete professional development on formative and summative assessment and implement those practices in their classrooms as they use the data to determine student readiness.
Embedded professional development focusing on Shared Inquiry and curriculum compacting is required.

Strategies:

Pathway (standards based choice board)

Playlist (a way for students to demonstrate mastery and move at their own pace.)

Contracts/Individual Studies are used when students have already mastered content and have bought time out of a class. Contracts can be long-term studies in areas of interest or focused specifically on a topic determined by the teacher

Curriculum compacting is another strategy that allows students to move through a condensed curriculum.

Seminars

PBL

STEM-infused "challenges" based on the curriculum

Essential Question based units that can be year-long allowing for a deep dive into complex, abstract, and in-depth content.

*** Practice C**

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

The AIG Department provides supplemental resources that are congruent with the goals of the District Strategic Plan and are aligned with the recommendations of NAGC. Print resources are placed in the professional library at schools, and a variety of support mechanisms, including embedded staff development are in place to help teachers access and learn how to implement the content in the resources.

How a Mathematician Read the Newspaper is used in studying statistics.

PBL units from the College of William and Mary serve as exemplars to our teachers as they work to produce quality PBLs of their own.

Primary Thinking Skills are used grades K-3 to support the talent search by providing opportunities for students to develop and demonstrate their critical thinking.

Visible Learning by John Hattie is used with teachers to focus on high yield, research-based instructional practices.

Literature Circles by Harvey Daniels is used to help teachers sharpen their skills in developing literature circles that are rigorous and student centered.

How to Differentiate Instruction in Mixed-Ability Classrooms, Carol Ann Tomlinson is a valuable resource since CCS does not track students and the text has multiple suggestions for managing to teach bright students while meeting the needs of struggling students.

*** Practice D**

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

Beginning Teachers Institute – During a one-week induction program, novice teachers are exposed to the requisite skills students must have to be future-ready.

Instructional Technology Facilitators and Media Coordinators team with teachers in developing lesson plans that foster critical thinking, problem-solving, communication, and collaboration.

Seminars are implemented in all AIG ELA courses to facilitate critical thinking, respectful discourse, and analytical writing.

Critical thinking skills are an integral component in all Honors and Advanced Placement courses.

Schools partner with local businesses to solve real-world problems.

Mentoring, job shadowing, internships, and apprenticeships are widely available and matched to student interests.

Project-based Learning (PBL) is required at all elementary and middle schools.

PETS - Primary Education Thinking Skills

Summer Camps use hands-on inquiry-based instruction to teach STEM content and skills. Explicit instruction in cooperation and collaboration is modeled and practiced so students can become future-ready citizens who can function successfully in the workforce.

STEM tools and training are integrated K-8 to expand the use and development of computational thinking skills

*** Practice E**

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

Teachers use formative and summative data, to differentiate classroom curriculum and instruction and inform flexible grouping practices. Teachers learn these assessment practices through a variety of professional development opportunities:

Personalized Learning for the Gifted Learner

Using Technology to Meet the Needs of Gifted Learners

School Net training

Teachers obtain their assessment data through mClass, North Carolina Early Numeracy Skill Indicator (NCENSI), AimsWebplus, SchoolNet, benchmark assessments, EOGs, EOCs, classroom assessments, and pre/post

assessments in addition to other informal assessments such as entrance/exit tickets.

School personnel analyzes benchmark assessments and progress monitoring data to develop fluid, flexible groupings to enrich students in content areas. Teachers and specialists review progress monitoring data on an ongoing basis to ensure students are receiving appropriate instruction. When data indicate a need for change, students are regrouped to most appropriately serve them.

Students participate in ability-grouped lessons and targeted skill groups to instruct and deepen critical thought.

*** Practice F**

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

In many ways, gifted children have the same social and emotional needs other children have, but their needs are often intensified by the characteristics that make them gifted. If educators fail to understand their needs, if their needs are not met, gifted children can be at risk for academic underachievement, social isolation, and depression. Retrieved from http://giftedkids.about.com/od/socialissues/Social_and_Emoional_Issues.htm.

Issues such as asynchronous development, advanced verbal and reasoning ability, perfectionism, and emotional sensitivity are addressed in the PAC course, "Introduction to Gifted Education." During this course, teachers learn not only to identify the characteristics that define gifted children but to also see how those very characteristics can hurt them in social and educational settings and as they progress through emotional milestones. Strategies for supporting AIG students in this arena are also provided in the introductory course.

Guidance counselors are educated about the social and emotional needs of gifted learners and ways to meet their specific needs. Through our Character Education programs, counselors lead ongoing training and updates for staff members to recognize the social and emotional needs of gifted students and how to support them. Counselors also work collaboratively with teachers to target needs and provide counseling and coping strategies.

*** 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.

Currently, we offer professional development in high yield strategies for gifted learners to all of our K-3 teachers. Teachers are encouraged to obtain the Professional Achievement Certification (PAC) in gifted education offered by CCS.

All K-3 teachers participate in professional development in the implementation of Primary Education Thinking Skills (PETS). Teachers keep running records of the PETS activities and the thinking skills at which students excel. This information is used for enrichment group activities and classroom instruction. This information is also shared with teachers in the next grade level so that subsequent teachers can continue to develop thinking processes that are a strength for students as well as be included as part of the learner profile and inclusion in the Talent Pool.

Yearly, teachers receive a refresher about the characteristics of gifted learners.

This information helps them to remember not just the characteristics of typically developing gifted students, but also how to search for traditionally underserved populations and how to separate behaviors from intellect and other masking elements.

In addition to using the PETS as a method for Talent Search, progress monitoring data from mClass that includes TRC and DIBELS, NCENSI data, and benchmarking data are used to flexibly group students throughout the school year.

K-3 teachers provide the AIG Leadership Team with the names of any students who may need closer examination. The AIG Leadership Team Chairperson in conjunction with elementary specialists and school-based personnel examine each student's social and academic progress to determine if there is a need for more extensive services.

*** 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.

Classroom teachers are trained to serve gifted students in a mixed ability classroom. Through the collaboration with grade level peers, Academic Facilitators, the AIG Coordinator, ESL, and EC specialists, teachers develop differentiated curriculum and instruction. These collaborative opportunities include the analysis of data to determine the readiness and entry point in the curriculum for students. Once the data has been disaggregated, and the curriculum has been created, the instructional pathway is implemented. The principles of Personalized Learning are integrated into AIG services. Pathways and playlists are tailored to the academic needs of the learner while including the whole child as a guiding principle of student service.

*** 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.

Each student's DEP is created based on quantitative data, and qualitative anecdotal records to match them with the appropriate service delivery. The student's area(s) of strength, aptitude, interest, and learning profile are included when the DEP is written. Other information relating to any particular social/emotional needs is addressed in an IDEP. Parents are asked to work with their student to complete a learning profile of the student before the meeting so that teachers can include this information as part of the student learner profile when creating the DEP. Parents and students can participate in the creation of the DEP if they are inclined.

The DEP is annually reviewed with the parent; however, at anytime a review is necessary, the team will meet to

consider the needs and adjust service delivery appropriately. It is also reviewed at the end of the year to determine if a change in services is needed.

*** Ideas for Strengthening the Standard**

Follow up the required Professional Achievement Certificate (PAC) in Gifted Education with coaching as needed
Pay for any teacher who takes and passes the AIG Praxis.

Planned Sources of Evidence

- * LINQ Sign-in sheets
- * Attendance sheets for PETS
- * Sample DEP with the places for making changes to the services.

Documents		
Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	

Standard 4: Personnel and Professional Development

Catawba County Schools (180) 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.

The AIG Coordinator is state-licensed and guides, plans, develops, implements, revises, and monitors the local AIG program and plan. The following list details some of the tasks that the role encompasses:

- Coordinates implementation and evaluation of the AIG plan
- Ensures the implementation of K-3 Nurturing services
- Assists middle schools with the identification of students eligible for advanced math and language arts classes
- Facilitates the transition of AIG students from elementary school to middle school and from middle school to high school
- Consults with teachers/administrators regarding the AIG Plan, AIG Leadership team responsibilities, identification, and planning for students
- Develops/oversees or conducts enrichment opportunities for AIG students, parent sessions, and professional development opportunities for district staff
- Disaggregates data concerning AIG students
- Disseminates information regarding AIG Plan and current research to all constituent groups
- Ensures that school-based scheduling and grouping is congruent with the AIG Plan and best practices in gifted education
- Meets with parents to resolve disagreements
- Monitors AIG student course selection (Grades 7-12)
- Observes students assist with identification, placement and service delivery issues
- Coordinates the Governor's School Program
- Coordinates the AIG Advisory Board
- Reviews AIG folders and initial placement of students
- Serves on Administrative Placement Committee, AIG Advisory Board, and is a de facto member of all school-based AIG Leadership Teams
- Serves as testing coordinator for Advanced Placement exams
- Compiles and disaggregates data for AP classes/Honors classes
- Serves as LEA liaison with High School Scholars Academy (HSSA) at Lenoir-Rhyne University

*** Practice B**

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

While CCS does not employ specialists devoted solely to gifted education, teachers who provide services to Gifted Learners focus their efforts on meeting the needs of advanced learners in a variety of ways. They coach other teachers in their school when needed. AIG Leadership Teams help

problem-solve student needs. Administrators ensure that guidance counselors work with teachers on SEL of gifted students.

There is an AIG Leadership Team chairperson in each school and AIG teachers at each grade level 4-8. All of these teachers are required to participate in the local Professional Achievement Certification program. One of the three courses is *Introduction to Gifted Education* which has a section that focuses specifically on the academic, intellectual, social, and emotional needs of AIG students.

*** Practice C**

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

Anyone teaching AIG students or teaching Honors or Advanced Placement (AP) courses is required to obtain the local **Professional Achievement Certification (PAC)** in gifted education, have state licensure in gifted education, or be in pursuit of either credential.

CCS local PAC consists of three thirty-hour courses:

- Introduction to Gifted Education
- Differentiation for the Gifted Learner (teachers, administrators, specialists)
- Using Tech Tools for Differentiated Services (teachers, administrators, specialists)

AP teachers must attend a week-long summer institute sponsored by the College Board. The Advanced Placement Summer Institute can take the place of the Using Tech Tools for Differentiated Services.

Additional professional development is required based on non-negotiable elements in student Differentiated Education Plans (DEPs).

This includes, but is not limited to:

- Shared Inquiry or Socratic Seminar
- Compacting
- Concept-Based Units
- Primary Education Thinking Skills (PETS) for K-3 Nurturing Teachers

Canvas provides just in time Professional Development as needed

Targeted professional development is offered based on stakeholder groups:

- Principals have AIG primers and regular updates
- Media Coordinators are specifically invited to all AIG PAC courses
- Guidance Counselors are encouraged to attend the Introduction to Gifted Education PAC course because it specifically addresses social/emotional needs and issues related to underrepresented populations.

*** 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.

Each year principals submit a list of classrooms where AIG students are served. This list is compared to the licensure/PAC information. If there is a disconnect between the two, then affected teachers are given priority enrollment into AIG courses.

The AIG Coordinator maintains documentation that details the licensure and PAC status of any teacher who serves AIG students.

Regular updates to this document are provided to administrators to supply needed information when making student assignment choices.

During yearly administrative retreats, principals are reminded that the CCS BOE requires that all AIG teachers have licensure, achieve PAC status, or are in pursuit of either.

*** Practice E**

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

As part of the orientation of individuals who go on recruitment events, they are informed of the needs of the district with regard to grades and subject areas that need filling.

Principals are asked not to juggle AIG teacher from grade to grade each year because of the time needed to provide appropriately challenging curriculum for advanced learners.

Our Local Professional Achievement Certificate courses support success on the Praxis. Our region offers AIG courses that are accepted within our region.

The AIG budget contains a line item to reimburse teachers who pass the Praxis.

*** Practice F**

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

practices.

The Academic Facilitator (AF) at each school is included in ongoing AIG Professional Development. There are regularly scheduled times that the AF works with their faculty and shares, models, and coaches teachers on best practices in gifted education. AIG Team Leaders are brought together a minimum of three times a year, and refreshers and introductions to current research and best practices are addressed. They, in turn, with the AF support classroom teachers as they serve advanced learners.

As part of each AIG course, teachers must submit an outside assignment reflective of the course in which they are enrolled. The lessons they submit are vetted by a national consultant and the local AIG Coordinator. Once teachers have made any necessary revisions, and the Consultant and Coordinator feel that the product is exemplary, it is posted on the web for teachers to access.

Workplace, an online collaboration tool modeled in Facebook-like format, has a designated AIG "workgroup." This workgroup is a place where teachers post their ideas, ask questions of other teachers of gifted learners, and provide a readily accessible pool of resource materials.

The AIG Coordinator posts best practices, up-to-date research, and practical strategies to the workgroup page. As new initiatives in the district are implemented, the Coordinator helps to frame these through an AIG lens.

District level meetings for AIG teachers are offered each semester as opportunities to share and ask questions.

*** 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 professional development in the district is congruent with the district's strategic plan.

The AIG Coordinator is a member of the team that creates the long-term professional development plan for the school system. As the team assesses the needs of the district, how AIG students are served are taken into account, ensuring that teachers are given the necessary knowledge and skills to provide curriculum and instruction that is appropriate for gifted learners.

The AIG Coordinator serves on the Strategic Planning Committee. For any of the major initiatives, the Coordinator has a seat at the table to advocate for advanced learners. For example, STEM initiatives, Personalized Learning implementation, MTSS committee, and NCStar Building Leadership Team coach at two schools are part of the roles the Coordinator fills.

Individuals providing professional development are expected to differentiate their content to include a focus on the needs of the gifted learners pushing participants to focus on ways to implement the strategies for advanced students. Our instructors will include in their presentations ways for teachers to utilize the strategies taught with their advanced learners.

Professional Development, AIG 101, is provided to all K-3 teachers. The opportunity to attend the same session is provided to all teachers K-12 including those who have already had 30 hours of PD specifically focused on characteristics, behaviors, and the social and emotional needs of gifted learners.

The content and instructional design of the local AIG Professional Achievement Certification is consistently being re-tooled to meet changing research and instructional advancements in Gifted Education.

Technology tools are integrated throughout and are adjusted to meet the needs of teachers so they can utilize the latest technology to differentiate efficiently to address student needs.

*** Ideas for Strengthening the Standard**

Educate principals and teachers about the Praxis completion reimbursement.
Collaborate with the MTSS Coordinator to include AIG in the MTSS process.

Planned Sources of Evidence

* Copy of AIG Budget

* List of individuals on the Steering Committee

* Agendas from MTSS Meetings

Documents

Type

Document Template

Document/Link

AIG Standard 4 Additional Resources

N/A

 [Roles and Responsibilities](#)

Standard 5: Partnerships

Catawba County Schools (180) 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.

he AIG Department provides district-level parent/guardian nights that focus on the academic/intellectual needs and the social/emotional needs of gifted learners. The AIG Department, with the assistance of local partnerships, hosts several community events such as Battle of the Books, Sumo Fest, Science Olympiad, Little Read, Math Olympiad, and summer STEM camps.

Parent/guardian feedback is requested after each parent/guardian night to solicit parent/guardian/student interests for upcoming meetings.

Feedback is also requested at the end of any of the enrichment competitions to solicit parent/guardian requests for other academic enrichment topics.

*** 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.

Catawba County Schools has an exemplary relationship with Catawba Valley Community College. This relationship is clarified through the Career and College Promise (CCP) initiative. The elements of the CCP include the Cooperative Innovative High School Program (Challenger Early College), High School College Transfer Pathways and the Career Technical Education (CTE) Pathway. We have partnered with Temprano Techvestors for support for summer STEM camps.

*** 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.

The AIG Advisory Board is comprised of a diverse population which includes teachers in various stages of their professional careers, administrators, parents/guardians, students, community members, and district office support. Each feeder area within the district is represented.

The board constituency is reflective of the multiple ethnicities within our schools.

The Advisory Board meets at least twice yearly. In the fall of non-plan years, the Advisory Board reviews AIG student performance data, budget expenditures, and results from stakeholder surveys. During the second semester, the Advisory Board makes programming recommendations, considerations for a tentative budget, and suggestions for improvement to the program as a whole.

*** 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.

The local AIG Plan, program services, policies relating to advanced learning and gifted education, and ways to access opportunities available to AIG students are posted and shared through many channels. This includes school-based parent/guardian nights, the CCS AIG district web page, as well as each school web page all provide the information listed above.

All of the information is available in the native languages of our constituents.

*** Ideas for Strengthening the Standard**

Work closely with K-64 (local education initiative) to obtain financial support for AIG. Edit the parent/guardian handbook to reflect changes in program standards. Post screencasts that are quick summaries of options for AIG students and their families.

Planned Sources of Evidence

* Parent/guardian Handbook

* Screenshot of parent/guardian nights with AIG on the agenda.

* Survey results

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

Standard 6: Program Accountability

Catawba County Schools (180) 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.

An Advisory Board consisting of stakeholders from all the feeder districts, different school levels, teachers, parents, students, administrators, and community members is formed. The Advisory Board convenes and after studying the AIG Standards and Practices, creates a survey to elicit feedback from all constituents.

The survey data is used in the self-assessment process as is the feedback from NCDPI from the previous AIG plan. Once the self-assessment is complete and areas of need are identified from high priority, to medium priority, to low priority, Standards Teams are created.

Standards Teams consist of individuals from the Advisory Board who work together on a specific standard. Once they meet and take a deep dive into the standards, they draft their response.

When the Standards Teams regroup, all of the responses are examined by the Advisory Board. The Advisory Board looks for consistency and accuracy and provides feedback to each Standards Teams.

If needed, Standards Teams will reconvene and using the feedback they received, rework the response.

Once everything is drafted, reviewed, and edited, then the plan is submitted through the NCCCIIP portal.

The CCS BOE members receive a copy for first reading in April.

In May the BOE provides feedback and any suggestions for changes. Once those are met, the BOE engages in the second reading of the Plan.

Once they have completed rereading if there are no more suggestions, then the BOE approves the plan, signs the appropriate documents, and the plan is submitted to DPI through the NCCCIIP portal.

*** 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.

Previously the AIG Coordinator examined the plan at regular intervals to ensure that it adhered to the letter and intent of Article 9B. Moving forward, the AIG Advisory Board now assists in this process. The Advisory Board will review data collected relative to service options, service delivery option match, AIG student growth, identification of underserved populations, and how AIG fits into the overall regular education model in the school system.

The Director of EL works with the AIG Coordinator to ensure that all EL teachers have a clear understanding of the characteristics of underserved populations and ensures the teachers receive training on how to meet their needs. The AIG Department and the EC Department has always worked together to ensure that school psychologists, counselors, and AIG Team Leaders are aware of the special needs of a student who is twice exceptional. They also collaborate closely on identifying these students.

The Director of Elementary Education, Middle Schools, and High Schools, help review that service delivery is implemented and that all AIG students receive the services that they need.

Principals and Assistant principals ensure that their schedules are created to allow high ability learners to be with others of similar intellect even if its only in the areas of reading and math.

The Human Resource department helps keep track of teachers with the local PAC or state licensure in gifted education.

The finance department audits the AIG budget on a regular basis making sure that purchases are congruent with the goals of the plan.

*** 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.

In collaboration with the Curriculum and Instruction Department, in the spring of the prior school year, budgeting priorities are created. Using the AIG Plan and the Strategic Plan for Catawba County Schools, a zero-balance budget is created. Any expenditure from AIG funds can be traced directly to the goals and objectives from the AIG Plan. The budget is reviewed monthly by the AIG administrative assistant, AIG Coordinator, and the Chief Financial Officer.

*** 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.

Most local, state and federal assessments can be disaggregated through subgroups, including AIG students. This information is distributed to all school-based administrators for instructional purposes. Extensive professional development is implemented in CCS with administrators and teachers regarding ways to interpret and analyze data. The data, in turn, direct, intentional changes in instructional practice to respond to student needs.

EVAAS teacher, school, and feeder area data regarding the growth or lack thereof of AIG students are used to find teachers who do an exceptional job of growing gifted learners so that their expertise is shared with other teachers who need additional assistance in growing AIG students. This data also helps administrators make informed decisions about which teachers are more adept at providing differentiated instruction to AIG learners.

The AIG Department maintains open lines of communication with EL, Testing and Accountability, CTE, and Student Services.

The CTE Department provides the data for internships and apprenticeships. They also maintain data regarding underserved populations. The CTE Special Populations Coordinator and AIG Coordinator examine CTE State Post Assessments, and WorkKeys for completers.

Students enrolled in AP classes all take the AP exam. Success rates (as determined by a score of 3 or higher) remain higher than state and national averages. According to Student Services, CCS students received \$19,048,723.00 in scholarship funding. This has not been disaggregated for AIG only, but will be a practice we will work towards.

*** 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.

Twice-yearly, demographic data for AIG students are disaggregated and compared with that of the rest of the school system to determine the proportionality of representation. Data are examined from a school and feeder area to look for trends in identification or under-representation.

Schools monitor AIG student performance through a variety of data sources, which include benchmark and summative assessment data. This data is kept longitudinally and examined yearly by school AIG Leadership Teams in consultation with the AIG Coordinator to determine appropriate referral, service delivery, with a particular focus on underrepresented student populations. Data is mined to ensure that special populations are meeting or exceeding growth in their area of service. As part of examining data for underrepresented student populations, we use the CogAT as a universal screener. This instrument facilitates finding students who may be EL, but demonstrate above grade level abilities in nonverbal areas. Combined with EOG achievement data, the discrepant scores between the achievement and abilities test helps highlight underachievement and the possibility of learning differences.

High schools counselors advise advanced learners during registration to ensure selection of appropriate courses to keep students engaged and challenged. Throughout the semester, conversations are held if students are failing classes, and counselors intervene to determine barriers prohibiting success. Counselors support students who are experiencing academic, social/emotional, and physical needs and work with the students and their families to make sure the needs are met and

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Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	<5%	---	<5%	---	5.74%	---	10.05%
Male	5.73%	---	<5%	---	<5%	---	10.47%
Total	5.34%	<5%	<5%	---	<5%	---	10.27%

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.

Since Article 9B came into effect, our system has continuously offered courses leading to state licensure and a local Professional Achievement Certification (PAC) in Gifted Education. The AIG Department has a complete listing of what courses have been offered, who has taken them, and which level of licensure or certification each teacher has achieved.

This information is shared with principals, finance, and human resources.

This allows principals to make strategic decisions about teacher placement so that individuals with the appropriate training serve gifted students. It also allows them to work on building a cadre of teachers who could move to another grade level and be ready to work with advanced learners.

Teacher credential data is also helpful to finance because allows them to allocate funds appropriately.

HR uses this information as part of teacher recruitment as well as a way to be strategic in teacher placement and hiring.

*** Practice G**

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

Students are surveyed at the end of each AP class using questions similar to those in the self-assessments.

After any parent nights, feedback is solicited using surveys and polls as well as face to face discussions regarding the effectiveness of the AIG program.

*** 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.

Data used to review and revise the local AIG program and plan include AIG parent, teacher, and student surveys focus group interviews, Strategic Plan surveys, growth and proficiency data from the Testing and Accountability Department

*** Practice I**

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

All AIG program information including budget expenditures, Advisory Board constituency, service delivery options, and AIG student growth is shared on the district web site in multiple languages. It is made available during DEPs and Parent Nights.

Once the Advisory Board receives feedback from DPI, the evaluation is shared with principals, assistant principals, teachers, and is made available to parents and community members. It is shared on the web and in all the languages used by our constituents.

*** 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.

The CCS AIG plan includes many documents designed to protect the rights of all AIG students through policies, procedures, and practices. Parent's and student's rights are delineated during initial placement and DEP conferences in subsequent years. Documents that evidence Parent's/Student's rights include Permission to Evaluate, Permission to Place in AIG Program, Notice of Placement, Federal Education Right to Privacy Act (FERPA).

Procedure to Resolve Disagreements

According to Chapter 115C, Article 9B of the General Statutes of North Carolina, a parent or guardian who disagrees with a school's AIG Leadership Team's decision concerning the identification of a student for differentiated services in the school's AIG Program, or appropriate services for the student, has the right to appeal that decision.

Step One

Conference with the teacher/principal. If the matter is not resolved at this level, the parent will proceed to Step Two.

Step Two

The parent may request a conference with the AIG Coordinator and Assistant Superintendent for Curriculum and Instruction. The AIG Coordinator/Assistant Superintendent for Curriculum and Instruction review the concern with the parents. The AIG Coordinator/Assistant Superintendent for Curriculum and Instruction grants the conference within

ten working days of the request and responds in writing within ten working days of the meeting.

Step Three

The parent may appeal to the AIG Coordinator/Assistant Superintendent's decision to the Superintendent or designee within five days of receiving the response.

The Superintendent or designee reviews the concern within ten days of receipt of the appeal.

The Superintendent responds concerning the outcome of the review within ten working days to the parent and principal.

Step Four

Pursuant to General Statute 115.C-45:

All decisions made by school personnel may be appealed to the Board of Education.

115C-150.8 Review of Disagreement

In the event that the procedure developed under G.S. 115C-150 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 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. Attorney's fees are not available to parents in the event they prevail in a due process matter.

The District appeals process is shared with parents during DEP meetings and on school and district websites.

A "**Permission to Place**" document is required before any student is entered into PowerSchool.

Rights are translated and available in various formats and in the students' native language(s).

Reassessment At the end of each academic year, AIG Leadership Teams conduct another student search to seek out advanced learners using available test data, anecdotal records, and recommendations.

Transfers from LEAs within NC are automatically accepted. Students from other states are evaluated one on one through an examination of permanent folders, other assessment information from their prior school, and teacher observation.



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*** Ideas for Strengthening the Standard**

The Advisory Board needs to revisit its data collection points to ensure that the program adequately addresses the social and emotional impacts of the AIG program.

Planned Sources of Evidence

- * Parent's Rights Handbook
- * Copy of the AIG Budget
- * Spreadsheet of CTE completers/internships/ and apprenticeships that include AIG students.

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

Local Board of Education Approval

Catawba County Schools (180) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

05/16/2022 

Original Application Submission Date: 05/23/2022

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>Board of Education Approval Document</u>

AIG Related Documents

Catawba County Schools (180) 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	 Board of Education 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	 Screening, Referral, and Identification Process
AIG Standard 2 Additional Resources	N/A	 Elementary Service Delivery Option Match  High School Service Delivery Option Match  K-3 Service Delivery  Middle School Service Delivery Option Match
AIG Standard 3 Additional Resources	N/A	

AIG Standard 4 Additional Resources	N/A	 <u>Roles and Responsibilities</u>
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

Catawba County Schools (180) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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