

**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, including universal screening, for every student to show their strengths and talents.

**Definitions & Responsibilities of Teams and Individuals**

*Needs Determination Team (NDT):* Each school has an NDT that meets to discuss individual student's data and needs. It is recommended that the members should include the AIG chairperson, the principal or principal's designee, which may be the AIG chair, the school counselor and at least three AIG-certified classroom teachers. At the elementary level, these classroom teachers should include one primary representative and two intermediate representatives. At the middle and high school level, these classroom teachers should represent the Mathematics and English Language Arts departments and multiple grades.

*School AIG Chairperson:* This person advocates for the AIG program at the school and leads the student referral, identification, placement, and service oversight processes. This includes the writing and reviewing of Differentiated Education Plans (DEPs).

*Central Review Team (CRT):* NDTs may make referrals to this team for decision making support in regards to identification and/or placement. This team discusses individual student's data and needs. The members consist of the AIG director or director's designee, the AIG coordinator, a Central Office director of Curriculum, the student's principal or principal's designee, and one other NDT member. In the case that there is an appeal, a maximum of two out of five members shall be from the school where the appeal originated.

**Screening & Referral Phases**

The screening phases of the placement process includes all the activities designed to review the general population of students to determine which students may need further assessments(s), observation(s) and/or eventual placement in the differentiated services continuum of gifted education.

Screening procedures are comprehensive and are utilized with all students in all grades, Kindergarten through 12th. Students in all grades are eligible for talent development and referral and take part in the grade-appropriate yearly screenings that Caswell County Schools uses. See chart below.

Grade	Screener
Kindergarten-8th	Student Screening Observation (Form AIG-2)
Kindergarten-5th	Dynamic Indicators of Basic Early Literacy Skills (DIBELS) given at the beginning, middle, and end of the year *8th grade ceiling
Kindergarten-5th	IReady Diagnostic Tests-Math given at the beginning, middle, and end of the year *12th grade ceiling
6th-8th	IReady Diagnostic Tests-Reading & Math given at the beginning, middle, and end of the year *12th grade ceiling
2nd 3rd for the 2025-26 school year only	CogAT
10th	Pre-ACT
11th	ACT
3rd	Beginning of Grade Test-Reading
3rd-8th	North Carolina Check Ins-Reading & Math
3rd-8th	North Carolina End of Grade Test-Reading & Math
8th-12th	North Carolina End of Course Test-English II, NC Math 1, NC Math 3

Data is used to create learner profiles and a talent development pool at each school that includes students who show high ability based on the above data sources, who demonstrate mastery of grade-level material, and/or who are identified for early entry to Kindergarten. The talent development pool is for students in grades Kindergarten-12th. These students should receive additional nurturing beyond the universal nurturing afforded to every student, be observed, and formally referred at any time during the year when appropriate. Teachers, parents/guardians, students themselves, or any other person who has academic knowledge of a student, may nominate candidates for the talent development pool.

This same data can be used to develop a body of evidence to make a formal referral for identification in grades Kindergarten-12. Teachers, principals, students themselves, or parents/guardians may make a formal referral in writing as necessary. No single indicator can be used to deny a formal referral.

Once a formal referral has been made, parents/guardians will be notified using the Notice and Consent for Evaluation (Form AIG-4) and Your Rights as a Parent/Guardian (Form AIG-5), which must be signed by the parents/guardians before an NDT can meet and discuss individual student identification needs and options.

**\* Practice B**

Establishes a process and criteria for AIG student identification at all grade levels, K-12, that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

**Process for AIG Identification in Grades K-12**

***Step 1: Plan the Needs Determination Meeting***

The AIG Chairperson must ensure that the Notice and Consent for Evaluation (Form AIG-4) and Your Rights as a Parent/Guardian (Form AIG-5) have been signed by the parent/guardian and returned. Student data should be collected for presentation at the Needs Determination Meeting. Data may include observations, test scores, universal screeners, grades, a portfolio of student work samples, student interview, the Slocumb-Payne Teacher Perception Inventory: A Scale for Rating Superior Students from Diverse Backgrounds, and/or the AIG Environmental Factors to be Considered (Form AIG-3).

***Step 2: Needs Determination Meeting***

The student's teacher and/or AIG Chairperson will present the student's collected data and record the information on the Summary of Individual Student Eligibility and Placement Record (Form AIG-6). The Needs Determination Team (NDT) will refer to all available data listed in Step 1 to determine if the student meets the criteria for one of the three identification pathways. Within any indicator, a single criterion may reveal a need for services. However, no single criterion can eliminate a student from consideration.

The NDT may make one of the following decisions:

- Identified for AIG Services-The student meets the criteria of one of the three pathways (see below) and the NDT agrees that the student should receive AIG program services. The NDT uses data to determine which identification pathway and subject(s) apply. Upon parent approval, the student moves into the placement phase and the initial identification is noted on the Summary of Individual Student Eligibility and Placement Record (Form AIG-6).
- Watch for Further Indicators-The NDT determines that more information is needed to make an identification decision. A date is set to review the additional data, which could be grades, standardized test scores, and/or a portfolio of student work.
- Send to Central Review Team (CRT)-If the NDT is unsure of identifying a student, they may refer the student to the CRT. A student may be referred if the NDT feels that the student may have his/her gifted characteristics and abilities muted by environmental factors or if the NDT feels that an alternate assessment may be required. The Alternate Considerations for Placement/Request for Alternate Assessment (Form AIG-8) must be included in the referral. The CRT will decide if further evaluations are needed. If further testing is required, the AIG director will coordinate the administration of an approved assessment reflecting sensitivity to economic conditions, gender, developmental differences, learning differences, and the diversity of the student so that equal opportunity for consideration is provided. Assessments in the language which the student is most fluent may be administered. Testing options: Comprehensive Test of Nonverbal Intelligence (C-TONI), Otis-Lennon School Ability Test (OLSAT), Kaufman Brief Intelligence Test (KBIT), Stanford-Binet Intelligence Scale (SB), Iowa Acceleration Scale (IAS), or other available screener.

- No Services Recommended at This Time-If a decision is made for no formal identification, a written justification of the decision is filed with the AIG records at the Central Office for future review and/or referral. The student may remain in the talent development pool and receive nurturing through flexible grouping, extension, and enrichment. The CRT may review school documents and make needs determination decisions if a parent/guardian or teacher appeals the NDT's decision.

An Invitation to Conference (Form AIG-10) is used to invite parents/guardians to meet and discuss the evaluation results and decisions.

### **Criteria for AIG Identification in Grades K-12**

The Summary of Individual Student Eligibility and Placement Record (Form AIG-6) documents the following pathways of quantitative and qualitative data collection used to make identification decisions.

#### ***Pathway One-Aptitude***

A student must meet one of the following criteria.

- CogAT composite Student Age Score of 124 or above
- CogAT composite score percentile rank of 93 or above
- Percentile rank of 93 or higher on an accepted aptitude test

A student meeting this criteria may be identified Academically and Intellectually Gifted (AI) or Intellectually Gifted (IG) depending on their grades.

- A student is identified AI if they have a 90 or above in ELA/English AND Math.
- A student is identified IG if they have averages in ELA/English AND/OR Math at or below 89.

#### ***Pathway Two-Aptitude & Achievement***

A student must meet one of the following criteria in both aptitude AND achievement.

##### Aptitude

- CogAT Student Age Score of 120 or above
- CogAT percentile rank of 90 or above in the composite score or a single subtest area (verbal, quantitative, nonverbal)
- Percentile rank of 90 or above on an accepted aptitude test

##### Achievement

- EOG or EOC score at or above the 91st percentile in Reading/English, Math or both subjects

- PACT/ACT score at or above the 91st percentile in Reading, English, and/or Math
- Percentile rank of 91st percentile or above on an accepted achievement test

A student meeting both of these criteria may be identified Academically Gifted in Reading (AR), Academically Gifted in Math (AM), or Academically Gifted in both subjects (AG).

- A student is identified Academically Gifted in Reading (AR) if they meet both criteria in Reading/English.
- A student is identified Academically Gifted in Math (AM) if they meet both criteria in Math.
- A student is identified Academically Gifted (AG) if they meet both criteria in Reading/English AND Math.

***Pathway Three-Multiple Criteria***

A student must meet three out of the five criteria:

1. Aptitude-one of the following criteria

- CogAT Student Age Score of 120 or above
- CogAT percentile rank of 90 or above in the composite score or a single subtest area (verbal, quantitative, nonverbal)
- Percentile rank of 90 or above on an accepted aptitude test

2. Achievement-one of the following criteria

- EOG or EOC score at or above the 91st percentile in Reading/English, Math or both subjects
- PACT/ACT score at or above the 91st percentile in Reading, English, and/or Math
- Percentile rank of 91st percentile or above on an accepted achievement test

3. Stocumb-Payne Teacher Perception Inventory: A Scale for Rating Superior Students from Diverse Backgrounds

- Score of 60 or above

4. Grades


- 90 or higher, cumulative A average in Reading/ELA/English and/or Math

5. Student Portfolio

- Student work showing performance at least one year above grade level

A student meeting this criteria may be identified Academically Gifted in Reading (AR), Academically Gifted in Math (AM), or Academically Gifted in both subjects (AG).

- A student who meets three or more criteria in Reading is Academically Gifted in Reading (AR).
- A student who meets three or more criteria in Math is Academically Gifted in Math (AM).
- A student who meets three or more criteria in both Reading and Math is Academically Gifted (AG).

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**\* Practice C**

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

In response to the LEA's high population of economically disadvantaged students and because the LEA recognizes that cultural differences can affect performance, universal nurturing occurs at the elementary level. It is recommended that ALL students are exposed to higher level processing skills by participating in Primary Education Thinking Skills lessons and grade-level specific enrichment lessons. These lessons and activities teach students to think about and solve problems differently and also prepare them for the standardized tests that they see beginning in third grade. During these lessons and throughout the year, teachers observe students in preparation of completing the Screening Observation Form (Form AIG-2). The Screening Observation Form requires teachers to view students through a qualitative lens, which is helpful in scouting students with talent who may not perform well on standardized tests. To assist teachers as they observe their students, a sheet that contains "look fors" for each characteristic is included with the Screening Observation Form. This data, along with the others listed in Standard 1 Practice A, is used to place students in the talent development pool or to make a referral to the Needs Determination Team (NDT).

The NDT is mindful of students who are in the talent development pool. They revisit the students' data and performance at least two times throughout the school year. Support staff such as Speech teachers, English Language Learners teachers, and Exceptional Children teachers may be called upon to add further data and understanding of a student. The AIG Environmental Factors to be Considered Form (Form AIG-3) may be used to determine if a student's giftedness is being masked. This form examines the following factors: language, economics, achievement, school attendance, transience, extracurricular opportunities, if the child has an Individualized Education Plan, has difficulty focusing, struggles with timed tests or providing quick answers, and if the child has skipped a grade. This form is used in developing a thorough student profile for team decision making, and helps NDTs refer and identify students whose giftedness may be masked. If the NDT determines that further testing is required, the AIG director will coordinate the administration of an approved assessment keeping in mind sensitivity to economic conditions, gender, language, developmental differences, learning differences, and the diversity of the student so that impartial consideration and opportunity is provided to ALL students.

NDTs examine all three pathways described in Standard 1 Practice B to determine if a student meets the criteria for identification. Both the Screening Observation Form (Form AIG-2) and the AIG Environmental Factors to be Considered Form (Form AIG-3) can be used during this

process. Additionally, it is recommended that members of the NDT should also be part of each school's MTSS team. This would allow them access to data brought to MTSS meetings, which may also be used to create a portfolio of evidence for identification.

In order to ensure that the LEA continues to make strides in identifying underrepresented populations, data from the state AIG Headcount is evaluated every fall and spring to help determine what professional development or support from the AIG coordinator is needed. While identifying all populations are topics that are covered in the yearly fall AIG professional development, data may indicate that mini-professional development sessions are needed. These sessions may be based on characteristics of the gifted learner, factors that mask giftedness, or the screening, referral, and identification process. Additional support from the AIG coordinator may include planning with PLCs, modeling for teachers, and/or supporting student observation.

**Percent Ethnicity Identified as AIG**

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
<b>Female</b>	---	6.56%	10.48%	---	---	---	12.32%
<b>Male</b>	---	6.58%	---	---	---	---	15.95%
<b>Total</b>	---	6.57%	9.48%	---	---	---	14.27%

**Percent of Total AIG Students Identified as Dual Exceptionality**

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**\* Practice D**

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

Caswell County Schools has established processes for screening, referral, and identification, which are outlined in Standard 1 Practices A and B. To improve consistency, each member of a school's Needs Determination Team (NDT) receives training on all three processes before being placed on the team. The AIG chairperson receives the same training plus a refresher at the beginning of each year. Each school's NDT works closely with the AIG director and coordinator throughout the year to ensure that they are following protocols. The AIG department provides flowcharts, such as the Screening and Referrals Flowchart (Form AIG-1) and the Parent Contact Flowchart Following a Referral (Form PC-4) to ensure that NDTs are sequentially following action steps. Additionally, detailed descriptions of screeners, evidences, and decision options are rendered to guarantee proper usage. Forms such as the K-8 Screening Observation Form (Form AIG-2), the Slocumb-Payne Teacher Perception Inventory, and the Student Interview (Form AIG-9) aid NDTs in the screening, referral, and identification processes. Forms like the Notice and Consent for Evaluation (Form AIG-4) and Your Rights as a Parent/Guardian (Form AIG-5) support parent communication within the processes.

The screening process is monitored by the AIG director and coordinator. The CogAT is used as a universal screener in second grade. The CogAT is scheduled by the AIG coordinator, who also trains the proctors to administer the test. Once the CogAT has been administered, the AIG director and coordinator examine the data for each school and print reports that can be used by the NDTs for referral and identification. Examining the data ensures that the district-level AIG staff is aware of students who should be appearing in NDT paperwork and who may possibly be identified. To ensure that the CogAT data is reviewed and understood at the school level, the AIG coordinator reviews the CogAT data with the NDT chair and

principal at each school. Conversations revolve around the students who have met cut scores, the students who may need to be included in the talent development pool, and the learning styles of all students. Starting in the 2025-26 school year, data will be entered into a spreadsheet so that every student who is eligible for the talent development pool or for referral and identification is monitored at the school level. Additionally, the AIG director and coordinator examine ACT scores, Beginning of Grade scores, End of Grade scores, and End of Course scores in the same manner once they are made available. Curriculum directors review and discuss the scores with the principals.

Each elementary and every math and ELA middle school teacher receives a digital version of the K-8 Screening Observation Form (Form AIG-2) from the district AIG department. Every student is represented on the form and it is completed in the spring of every year with the support of the AIG coordinator. Having access to every observation form allows the AIG department the ability to make sure it is completed and that the data is ready to review for class placements and referrals. If the form indicates that a student may need placement in the talent development pool or a referral, their data will be added to the above-mentioned spreadsheet.

The following forms are used during the referral process: Notice and Consent for Evaluation (Form AIG-4), Your Rights as a Parent/Guardian (Form AIG-5), Summary of Individual Student Eligibility and Placement (Form AIG-6), NDT Minutes (Form AIG-12), the Initial Differentiated Education Plan (Forms AIG-13/14/15), and the Stocumb-Payne Teacher Perception Inventory. This paperwork is placed in an AIG folder that is kept in the student's cumulative records folder if the student is identified. A copy of all the paperwork is sent to the LEA's AIG department. Additionally, the school's AIG chair maintains the paperwork of any student who was not identified for reference or use in the future. A copy of all this paperwork is also sent to the LEA's AIG department. The forms are reviewed to ensure that referral and identification procedures are being followed with fidelity. Once the appropriate paperwork is submitted to the department and checked for fidelity and signatures, the AIG director or designee places the student's AIG identification in the Infinite Campus platform. If the NDT minutes or the forms indicate that the referral and identification processes are not being followed with fidelity, the NDT reviews these processes with the AIG director or coordinator during professional development. Additionally, the AIG director or coordinator will support the NDT with future referrals and identifications until the procedures are happening correctly.

**\* Practice E**

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

The Caswell County Schools' AIG plan includes articulated policies and procedures for the screening, referral, and identification processes. The plan includes forms and flowcharts to guarantee identification is comprehensive, equitable, and that parents/guardians understand and are involved throughout the process. This plan is shared on the Caswell County Schools' websites for all stakeholders to access. Hard copies are printed and distributed to every school board member, principal, and AIG chairperson.

In addition, AIG brochures that describe the screening, referral, and identification processes are available at each school in the office and are dispersed at Title I events and family nights when appropriate. A copy of the brochure is given to a student's parent/guardian with the Notice and Consent for Evaluation (Form AIG-4) and Your Rights as a Parent/Guardian (Form AIG-5) when a child is referred for potential AIG identification. The brochure is available in both English and Spanish.

Each school's AIG chairperson, with support from the AIG coordinator, reviews the screening, referral, and identification processes with parents/guardians at their annual AIG meeting at the beginning of each school year. Each AIG chair is given a digital presentation template that includes required information about the processes, but that can also be modified to reflect their school in other areas.

The AIG coordinator reviews the processes with the AIG chairpersons at the beginning of each year. The AIG director, AIG coordinator, or AIG chairperson facilitate professional development about the processes during staff or PLC meetings when requested.

**\* Practice F**

Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.

Caswell County Schools documents evidence throughout the identification process to ensure that the appropriate identification decision is made. AIG forms are utilized to document the evidence. Each Needs Determination Team (NDT) utilizes the Needs Determination Meeting Minutes (Form AIG-12) to document conversations around evidence for placement. The Summary of Individual Student Eligibility and Placement Record (Form AIG-6) is completed to log the quantitative and qualitative data used to make identification decisions.

The Screening Observation Form (Form AIG-2) and the Slocumb-Payne Teacher Perception Inventory may be completed by the classroom teacher to gather observational data. The AIG Environmental Factors to be Considered (Form AIG-3) may be used to recognize aspects that mask giftedness. The Student Interview (Form AIG-9) may be used to gather information about what the child thinks and feels about being gifted. The Alternate Considerations for Placement/Request for Alternative Assessment (Form AIG-8) may be used to refer a student to the Central Review Team for identification support or for further testing.

The NDT works in conjunction with the parents/guardians throughout the identification process. When a student is referred, the parent/guardian signs the Your Rights as a Parent/Guardian (Form AIG-5), which explains the screening, referral, and identification processes and the rights they have in regards to those processes. Additionally, the parent/guardian signs the Consent for Evaluation (AIG-4), which grants the NDT the right to evaluate the child's academic achievement and to determine eligibility. When the NDT recommends that a student be identified, the parent/guardian is invited to the placement meeting using the Initial Placement Decision/Evaluation results (Form AIG-10). At this meeting the parent/guardian also signs the Summary of Individual Eligibility and Placement and Record (Form AIG-6) to give permission for their child to receive AIG services. If a parent/guardian cannot attend this or any other meeting, the AIG chair will invite the parent/guardian to a virtual meeting or speak with them on the phone.

After the initial placement, a copy of the above forms are sent to the AIG department. The AIG coordinator creates a folder to house the documentation and adds the student's AIG identification into Infinite Campus. The originals are filed in an AIG folder within the student's cumulative folder at the school.

**\* Practice G**

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

Differentiated Education Plans (DEPs) are developed to articulate the differentiated learning environments, content modifications, and enrichment opportunities that are available for each AIG student in Caswell County Schools.

After a student has been identified, the student's evaluation results that support an AIG identification are matched to the services the student will receive and the DEP is created by the teacher(s) and Needs Determination Team (NDT) members. Parents/Guardians offer input before signing the

DEP. Students who are identified Academically and Intellectually Gifted (AIG), Intellectually Gifted (IG), and Academically Gifted (AG) are eligible for all services listed on the DEP. Students who are identified as Academically Gifted in Reading (AR) or Math (AM) are eligible for all environment and enrichment options, but content services are specific to the subject identification.

After a student has been placed, a new DEP is created within the first 30 working days of each school year. The teacher(s) and NDT use comprehensive student profiles to develop the DEPs by indicating appropriate service options. At the high school level, students are also involved in their DEP creation. Data that is evaluated includes EOG/EOC scores, grades, observations from the previous year, and/or the DEP/IDEP from the previous year when appropriate. Course information is also considered. The DEP matches the student's achievement, performance, motivation, interests, and needs.

#### DEP Service Options (K-8)

Learning Environment: in-class flexible grouping, subject grouping within a team, subject acceleration

Content Modifications: curriculum compacting, computer-based instruction, choice boards/menus, Socratic Seminar, differentiated units/projects, tiered assignments, learning contracts, independent study, differentiated learning stations, problem/project based learning, jigsaw discussions

Enrichment: academic competitions, Battle of the Books, Junior Beta Club, Super Saturday (STEM), general exploratory activities, field trips

#### DEP Service Options (9-12)

Learning Environment: honors courses, Advanced Placement courses, dual enrollment through Career and College Promise, associate degree pathway, early graduation, Career Technical Education courses, Credit by Demonstrated Mastery, NC Virtual Public School, NC School of Science and Mathematics courses

Content Modifications: computer-based instruction, differentiated units/projects, tiered assignments, internships, problem/project based learning, guided reciprocal peer questioning, independent study, Socratic Seminar/gallery walk/philosophical chairs/pinwheel discussion, jigsaw discussions

Enrichment: Academic-Beta Club, Governor's School; Leadership-student council, service projects; Arts-band, dance company, athletics, after school clubs/organizations

\*See Standard 2 Practice A for a detailed description of the above mentioned Learning Environments, Content Modifications, and Enrichment opportunities.

In cases where appropriate service options are not available on the DEP to meet a student's needs, the NDT has the responsibility of designing an Individualized Differentiated Education Plan (IDEP) based on the student's identified needs. Additionally, the AIG coordinator is involved with the creation and monitoring of IDEPs. Underachieving gifted students, twice exceptional students, and highly gifted students are some of the students who may need an IDEP. These students are likely to need a variety of service options to address their learning needs and may require an added counseling component or other appropriate supports.

Parents/Guardians are invited to an AIG meeting at the beginning of every year. The AIG chair shares the DEPs/IDEPs with the parents/guardians and reviews what the service options look like. Parents/Guardians have the opportunity to ask questions and offer suggestions. They may request a meeting at any time during the school year to discuss the DEP or the student's performance. Therefore, the DEP not only documents the services a student receives in a school year, but it is also a form of communication between the school and home.

**\* Ideas for Strengthening the Standard**

Caswell County Schools recognizes the need to ensure that the AIG program remains inclusive of all ethnicities, socio-economic backgrounds, and diverse populations. The "A Call to Action" brief and guidebook, set out by NCDPI's Office of Advanced Learning and Gifted Education can be included in the professional development course, "Introduction to Gifted Education & the Social Emotional Needs of Gifted Students", during each fall semester. This ensures that teachers, counselors, and administrators see the importance of inclusivity and can utilize the brief and guidebook during Needs Determination Team meetings.

During the 2022-2025 AIG plan cycle, there was strong reflection on adding more data points to our identification and placement procedures and this has been followed through with in the 2025-2028 AIG plan. It is imperative that all stakeholders are trained on these data points and that procedures are monitored to ensure everyone is taking advantage of the changes.

**Planned Sources of Evidence**

\* Caswell County Schools' website-AIG Department  
<https://www.caswell.k12.nc.us/departments/academically-intellectually-gifted>

\* AIG forms and flowcharts

\* CogAT, BOG, EOG, EOC, PACT, ACT, and check-in results

**Type Documents Document Template**

AIG Standard 1 Additional Resources

N/A

Document/Link

 [AIG Forms 2025-2028](#)