

Mission/Vision Statement and Funding

Wilkes County Schools (970) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and related to NC's AIG legislation, Article 9B (N. C. G. S. 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 2025-2028. This Local AIG Plan has been approved by the LEA's local Board of Education or charter school's board of directors and sent to NC DPI for review and comment.

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

* Mission and/or Vision Statement(s)

The Wilkes County School's academically gifted program is committed to fostering a challenging and supportive learning environment that nurtures the unique talents, intellectual curiosity, and creativity of gifted students. We strive to provide rigorous, differentiated instruction that encourages critical thinking, problem-solving, and innovation. We strive to empower our students, as well as our teachers, while continuing to values equity, inclusivity, and the recognition of diverse gifts, ensuring that all students have the opportunity to excel and thrive.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 498,061.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification	
Wilkes County Schools (970) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 1: Student Identification	<i>The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.</i>
* Practice A	Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities, including universal screening, for every student to show their strengths and talents.
1. K-5 Screening and Referral Processes:	
Referral:	1. Referral forms are available to all teachers, administrators, counselors, and instructional specialists throughout the school year through a shared Google folder 2. AIG referrals are discussed in MTSS meetings in each school 3. Teachers meet three times per year to analyze their MTSS Data Decision Charts in reading and math. These charts focus on data from IXL, Star Assessments, M-Class, and Check-Ins. Any students in grade K, 1, 2, or 4 who fall into the top tier will be placed on the referral list 4. Since WCS conducts mass screening in 3rd and 5th grades, referrals for summer testing are limited to 2nd and 4th grade in K-5 and referrals for K-1 will be analyzed by a psychologist and the AIG Coordinator. 5. Referrals for summer testing involve teacher recommendations, ELL and EC staff recommendations, and the AIG Coordinator analyzing EOG data to determine if any student has been missed for referrals. 6. Parent referrals are taken and these students will be submitted to the school's AIG team to determine if they will be referred for screening. Parent referrals do not automatically qualify a student for screening. Screening: 1. Students in grades K-1 who are referred for screening by the school's AIG team will be screened using the KTEA and if the score is 90% or higher, they will proceed to the WISC-V which will be administered by the school psychologist. 2. All students will participate in mass screening using the Cogat in the fall or spring of their 3rd and 5th grade years 3. The AIG coordinator will offer 6 days during the summer that parents can choose from for screening

4. During the screening process, the district's AIG committee will carefully review data from the following to make a determination:

- IXL
- CoGat
- Star Assessments
- M-Class
- EOG scores
- BOG scores
- Gifted Rating Scales
- Work samples
- KTEA, if used
- Naglieri, if used

6-8 Screening and Referral Processes:

Referral:

1. Referral forms are available to all teachers, students, administrators, counselors, and instructional specialists throughout the school year through a shared Google folder
2. AIG referrals are discussed in MTSS meetings in each school. Teachers will meet with their instructional specialists throughout the year to analyze assessment data to determine who is in the advanced tier of their MTSS support chart. Those students will be placed on the school's referral form.
3. All students in grades 6-8 can be referred for summer testing and can refer themselves
4. Referrals for summer testing involve teacher recommendations, ELL and EC staff recommendations, and the AIG Coordinator analyzing EOG data to determine if any student has been missed for referrals.
5. Parent and student referrals are taken and these students will be submitted to the school's AIG team to determine if they will be referred for screening. Parent referrals do not automatically qualify a student for screening.

Screening:

1. Screening for students who are referred in grades 6-8 will occur during the summer
2. The AIG coordinator will offer 6 days during the summer that parents can choose from for screening
3. During the screening process, the district's AIG committee will carefully review data from the following to make a determination:

- IXL
- CoGat
- Star Assessments
- EOG scores
- Gifted Rating Scales
- Work samples
- Naglieri, if used

9-13 Screening and Referral Processes:

Referral:

1. Referral forms are available to all teachers, administrators, counselors, and instructional specialists throughout the school year through a shared Google folder
2. AIG referrals are discussed in MTSS meetings in each school. Teachers will meet with their instructional specialists throughout the year to analyze assessment data to determine who is in the advanced tier of their MTSS support chart. Those students will be placed on the school's referral form.
3. All students in grades 9-13 can refer themselves for screening
4. Referrals for testing involve teacher recommendations, ELL and EC staff recommendations, and the AIG Coordinator analyzing EOG data to determine if any student has been missed for referrals.
5. Parent and student referrals are taken and these students will be submitted to the school's AIG team to determine if they will be referred for screening. Parent referrals do not automatically qualify a student for screening.

Screening:

1. Screening for students who are referred in grades 9-12 will occur during the school year

2. The AIG coordinator will analyze the data that the school's AIG team submits and will determine if more data is needed for a determination
3. If more data is needed, the student will be screened by a school psychologist
4. During the screening process, the district's AIG committee will carefully review data from the following to make a determination:
 - IXL
 - Star Assessments
 - CoGat
 - EOG scores
 - EOC scores
 - ACT scores
 - PreACT scores
 - Gifted Rating Scales
 - Work samples
 - Naglieri, if used

*** 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.

Wilkes County Schools have several pathways for students to be identified at every level K-13. An AIG committee meets in May and August each year to examine data from the mass screening and summer testing sessions in addition to data collected from teachers. The students are identified in the following areas:

AR: Academically Gifted in Reading

AM: Academically Gifted in Math

AG: Academically Gifted in Reading and Math

IG: Intellectually Gifted as indicated on the aptitude criteria but not necessarily displaying achievement measures

AI: Academically and Intellectually Gifted in reading and math. This is the highest level of identification and the student exhibits both aptitude/intellectual attributes as well as achievement attributes.

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Grade Span	Academically Gifted - Reading only	Academically Gifted - Math only	Academically Gifted - Reading & Math	Intellectually Gifted	Academically and Intellectually Gifted
K-2	* Option 1: >= to 90% on 2 of the following: WISC-V verbal, KTEA, reading, M-Class reading, Star reading OR Option 2: >=85% on 3 of the following: WISC-V verbal, KTEA reading, M-Class reading, Star reading	* Option 1: >= to 90% on 2 of the following: WISC-V math, KTEA math, M-Class math, Star math OR Option 2: >=85% on 3 of the following: WISC-V math, KTEA math, M-Class math, Star math	* Option 1: >= to 90% on 2 of the following: WISC-V math and reading, KTEA math and reading, M-Class math and reading, Star math and reading OR Option 2: >=85% on 3 of the following: WISC-V math and reading, KTEA math and reading, M-Class math and reading, Star math and reading	* >=95% on WISC V with achievement scores that are showing a discrepancy between aptitude and achievement.	* >= to 97% on 2 of the following: WISC-V math and reading, KTEA math and reading, M-Class math and reading, Star math and reading
3-5	* Option #1: >= to 90% on 2 of the following: Cogat verbal, Star reading, BOG, EOG ELA, SIGS 2 OR Option #3: Two consecutive years of a Level 5 on the EOG ELA test	* Option #1: >= to 90% on 2 of the following: Cogat quantitative and/or non verbal, Star math, EOG math OR Option #2: >=85% on 3 of the following: Cogat quantitative and/or non verbal, Star math, EOG math, SIGS 2 OR Option #3: Two consecutive years of a Level 5 on the EOG math test	* Option #1: >= to 90% on 2 of the following: Cogat quantitative and/or non verbal and verbal, Star math and reading, EOG math and ELA OR Option #2: >=85% on 3 of the following: Cogat quantitative and/or non verbal and verbal, Star math and reading, EOG math and ELA, SIGS 2 OR Option #3: Two consecutive years of a Level 5 on the EOG math and ELA test	* >=95% on Cogat in nonverbal or composite or an IQ score of 140+ with achievement scores that are showing a discrepancy between aptitude and achievement	* >= to 97% on 2 of the following: Cogat quantitative and/or non verbal and verbal, Star math and reading, EOG math and ELA

6-8	* Option #1: >= to 90% on 2 of the following: Cogat verbal, Star reading, or EOG ELA OR Option #2: >=85% on 3 of the following: Cogat verbal, Star reading, EOG ELA, SIGS 2 OR Option #3: Two consecutive years of a Level 5 on the EOG ELA test	* Option #1: >= to 90% on 2 of the following: Cogat quantitative and/or non verbal, Star math, EOG math OR Option #2: >=85% on 3 of the following: Cogat quantitative and/or non verbal, Star math, EOG math, SIGS 2 OR Option #3: Two consecutive years of a Level 5 on the EOG math test	* Option #1: >= to 90% on 2 of the following: Cogat quantitative and/or non verbal and verbal, Star math and reading, EOG math and ELA OR Option #2: >=85% on 3 of the following: Cogat quantitative and/or non verbal and verbal, Star math and reading, EOG math and ELA, SIGS 2 OR Option #3: Two consecutive years of a Level 5 on the EOG math and ELA test	* >=95% on Cogat in nonverbal or composite or an IQ score of 140+ with achievement scores that are showing a discrepancy between aptitude and achievement	* >= to 97% on 2 of the following: Cogat quantitative and/or non verbal and verbal, Star math and reading, EOG math and ELA
9-12	* Option #1: >= to 90% on 2 of the following: WISC-V verbal, EOG ELA, English II EOC, Pre-ACT, ACT and/or SAT OR Option #2: >=85% on 3 of the following: WISC-V verbal, EOG ELA, English II EOC, Pre-ACT, ACT and/or SAT	* Option #1: >= to 90% on 2 of the following: WISC-V verbal, EOG math, Math I and/or III EOC, Pre-ACT, ACT and/or SAT OR Option #2: >=85% on 3 of the following: WISC-V verbal, EOG math, Math I and/or III EOC, Pre-ACT, ACT and/or SAT	* Option #1: >= to 90% on 2 of the following: WISC-V verbal and math, EOG math and ELA, Math I and/or III and English II EOC, Pre-ACT, ACT and/or SAT OR Option #2: >=85% on 3 of the following: WISC-V verbal and math, EOG math and ELA, Math I and/or III and English II EOC, Pre-ACT, ACT and/or SAT	* >=95% WISC-V or an IQ score of 140+ with achievement scores that are showing a discrepancy between aptitude and achievement	* >= to 97% on 2 of the following: WISC-V verbal, EOG ELA, English II EOC, Pre-ACT, ACT and/or SAT

* 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.

Wilkes County Schools has a wide population of students who are economically disadvantaged and English Language Learners. All 13 of our elementary schools qualify for Title I assistance. Our ethnic percentages who are identified as AIG are as follows:

Asian: 1%

Black: 1%

Hispanic; 8%

Native American: .2%

2 or More: 4%

White: 86%

3% of our population is also identified as dual exceptionality students

To ensure that our screening, referral, and identification procedures respond to the under-represented populations we will:

- Continue to monitor the multiple pathways to identification to make sure that an equal opportunity for placement is available
- Continue to mass screen all students in 3rd and 5th grades regardless of their background for AIG services
- The ELL students will be given opportunities to test using the read aloud Spanish version of the Cogat as well as the Naglieri, if needed
- The AIG coordinator will work closely with the EL department to identify students in all grade levels who are growing at a faster than expected pace according to ACCESS scores
- The AIG coordinator will also work closely with the EC department to identify students based on their evaluations who may be considered for identification as twice exceptional students
- The AIG coordinator will review BOG, EOG, and EOC scores and provide a spreadsheet to each school that identifies the top 20% of all students at grades 3-13 that have not been identified for gifted services. This spreadsheet will be used for referrals and assistance with scheduling students based on ability
- All information regarding screening, referral, and identification procedures will be translated into Spanish by our Cultural Liaison or translators or other languages through our translation app

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	<5%	---	7.32%	---	11.60%
Male	---	---	<5%	---	<5%	---	12.21%
Total	---	---	<5%	---	5.64%	---	11.90%

Percent of Total AIG Students Identified as Dual Exceptionality

*** Practice D**

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

Wilkes County Schools monitors screening, referral, and identification processes for consistent implementation across the PSU. Wilkes County Schools will:

- Each school and department in our Central Services Office will have a flowchart that outlines the screening, referral, and identification processes
- Professional development is held at principal meetings and faculty meetings to emphasize the importance of consistent screening, referral and identification procedures
- All screening and referral forms will be available on Google Docs for each school
- A Google sheet will be kept by the AIG contact person at each school with referral, screening, and identification information and the AIG coordinator and his/her administrative assistant will have a Google sheet for the PSU
- A separate Google sheet will be used for all students who are tested but were not officially identified but who are on the watch list for later
- The AIG coordinator will conduct all screening sessions to ensure consistent implementation
- The AIG coordinator will develop clear guidelines for screening, referral, and identification and a timeline that schools are expected to follow

*** Practice E**

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

Wilkes County Schools disseminates information regarding screening, referral, and identification processes by:

- Posting identification checklists and processes for referral, screening and identification on the PSU's website
- Brochures will be available at each school that outlines the referral, screening, and identification processes
- A welcome newsletter will be distributed to all teachers during the workdays prior to school beginning to remind them of the referral, screening, and identification processes
- Each administrator, teacher, counselor, and instructional specialist will have access to the Google folder for their school which includes referral forms, identification checklists, and processes for referral and screening

▪ Any teacher who is new to the district regardless of the grade or content area they are assigned to will participate in a professional development session that provides information about referring, screening and identification ▪ The AIG coordinator will conduct presentations at monthly principal meetings to discuss referral, screening, and identification processes	* 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. The student's AIG identification process is documented and reviewed with parents/families by: ▪ The data that is collected from screening and identification is inputted into the program services and identification tabs in PowerSchool. Once we move to Infinite Campus, data will be entered into that system if it is possible ▪ All documentation is kept in the student's AIG folder in a locked secured location at the school and at the Central Services Office ▪ Documentation is kept for 3 years after the student graduates ▪ Parents\guardians are given copies of Cogat scores and profile narratives by teachers. Teachers explain the scores to each student during parent conferences whether or not the student is identified ▪ Parents\guardians of students who are identified will meet with the AIG coordinator to discuss scores, identification and services. During this time, a DEP and consent to serve form will be signed.	* 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. Wilkes County Schools develops and documents a student plan that articulates the differentiated curriculum and instruction services that the students receive by: ▪ The AIG coordinator meets with all AIG teachers before school starts to provide them with a list of their AIG students and their identification area(s) ▪ Teachers are reminded of Article 9B at the beginning of each school year as a reminder that differentiation services and challenging AIG students is a law
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▪ The DEP is revised and reviewed annually with parents/guardians at the end of the school year and a new one with goals for the next year is created ▪ An AIG progress report is sent home with students at the end of each semester to discuss their progress, strengths, and any concerns the teacher may have. The AIG coordinator receives a copy of the progress report and will follow up with the teachers on any students who are not progressing or attaining their goals. ▪ The high school DEP plan will be completed by the counselor and will be tied to the student's 4 year plan.			
* Ideas for Strengthening the Standard			
▪ Continue the collaboration with our EL department to respond to our under represented population ▪ Beginning of the year professional development at all schools that serve as a reminder of our screening, referral and identification processes ▪ Expand DEP to offer more services			
Planned Sources of Evidence			
* DEP			
* Professional Development presentations			
* Referral packets			
Type		Documents	
		Document Template	Document/Link
AIG Standard 1 Additional Resources		N/A	

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

Delivers an AIG program with comprehensive services that address the academic and intellectual needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

Wilkes County Schools' AIG department works closely with various departments and personnel throughout the PSU. The AIG Coordinator works closely with the chief academic officer, EL, CTE, EC, student services, accountability and MTSS directors as well as administrators and instructional specialists in grades K-13 to provide comprehensive services for all AIG students. DEP's that are adjusted based on needed services are provided to all educators involved in providing services as well as administrators. The AIG Coordinator is also involved in service delivery decisions for twice exceptional students by assisting in IEP/504 and/or LIEP development. The AIG Coordinator also attends IEP meetings that involve 2E students when possible. Intervention and/or enrichment time is provided at each grade level (K-13) which provides opportunities for services for gifted learners in addition to what is received in the classroom.

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Grade Span	Academically Gifted	Intellectually Gifted	Academically and Intellectually Gifted	Additional information
K-2	* -Cluster grouping of 4-8 students are assigned to a heterogeneous class with a teacher who is AIG licensed or locally endorsed - Differentiated enrichment periods - Curriculum compacting - Learning Labs provided by NCDPI - Independent study - Learning contracts - Flexible grouping - Subject acceleration - PETS Resources	* -Cluster grouping of 4-8 students are assigned to a heterogeneous class with a teacher who is AIG licensed or locally endorsed - Differentiated enrichment periods - Curriculum compacting - Advanced Learning Labs provided by NCDPI - Independent study - Learning contracts - Flexible grouping - Grade acceleration - Subject acceleration - PETS Resources that focus on this group's needs	* -Cluster grouping of 4-8 students are assigned to a heterogeneous class with a teacher who is AIG licensed or locally endorsed. All students who are identified as AIG will be assigned to the same classroom. - Differentiated enrichment periods - Curriculum compacting - Advanced Learning Labs provided by NCDPI - Independent study - Learning contracts - Flexible grouping - Grade acceleration - Subject acceleration - PETS Resources	* n/a

to identify students who are struggling socially and emotionally and offer strategies and referral options. All teachers who are assigned AIG students are trained on social and emotional needs of gifted learners and are required to complete the NCDPI booster shots. Every staff member in grades K-13 are trained in Character Strong, Base Education, and CASEL's 3 Signature Practices Playbook. Wilkes County Schools also contracts with several mental health agencies that provide social and emotional services to students in school, via Zoom, and office settings. Each student who is identified in elementary school will receive a copy of <i>The Survival Guide for Gifted Kids</i> by Judy Galbraith. Copies of this book are also available in each counselor and administrator's office along with three copies in the media center. Counselors in K-13 also offer small group sessions for gifted learners in self-advocacy, stress management, and resilience.	  Click here to remove the table and use only the narrative field.
* Practice C Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice. Wilkes County Schools AIG program and services that are offered are part of the total instructional package that is offered to our students. The AIG Coordinator works with administrative teams at Central Services and the school level to ensure that the gifted students are provided with the best education possible. The instructional services staff at the Central Services Office meets twice a month for updates on all programs in our PSU. During these meetings, discussions are held regarding how to collaborate with other departments such as CTE, EC and EL to ensure that our students are being served and to offer opportunities such as combining parent nights, financial resources, and ideas for extracurricular activities. The AIG Coordinator meets with instructional specialists at each level (elementary, middle, high) on a regular basis to ensure that the gifted students are being served and to offer suggestions on how to improve the instruction that we are currently offering. The AIG Coordinator also visits schools throughout the year to visit AIG classrooms, co-teach lessons and to meet with students to discuss what is occurring in their classrooms and what changes they would like to see. In addition, the AIG Coordinator meets monthly with administrators to provide updates on the AIG program and to get input on any changes or resources that are needed. The AIG Coordinator also presents AIG curriculum updates and AIG data to the school board once a year. In addition, the coordinator also works closely with the Gear Up Coordinator to discuss ways to collaborate on camps, field trips, and college visits. Other departments that are integral to the AIG programs are accountability, CTE, EL, EC and MTSS. The AIG department works closely with accountability to determine student and school growth, referrals for identification, and indicators of gifted students who may be experiencing academic issues. Honors portfolio training and work sessions are held for CTE teachers in order to offer more honors classes for our gifted students. The AIG Coordinator is also on the Wilkes Community College Partnership Board which ensures that AIG has a voice when making decisions involving Career and College Promises courses.	* Practice D Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs. Wilkes County Schools offer a schedule in elementary, middle, and high schools that provides opportunities for flexible grouping for the growth of AIG students. Elementary schools offer an enrichment/remediation program where gifted students are grouped together to work on novel studies, independent projects, acceleration, and problem based learning activities. During the enrichment/remediation time in middle schools, gifted students are grouped in literacy groups or enrichment groups that focus on acceleration in reading and math. The literacy/enrichment groups in middle school are flexible and students can be assigned to teachers at a higher grade level based on their ability. Our high schools offer a Power Hour/Smart Lunch where students have an opportunity to choose what area will support their growth. The strategies for growth range from job shadowing, ACT/SAT prep, tutoring, independent study, to leadership opportunities in the

school. The AIG Coordinator attends MTSS meetings to continuously analyze our intervention and enrichment times to see if changes need to be made. He/She also meets during the summer with the accountability director to determine growth at the end of the school year and to determine our at strengths and weaknesses in the PSU. Using this data, the AIG Coordinator works with principals to determine which AIG teachers are showing the most growth with gifted students in order to determine roster, enrichment groups, and flexible grouping opportunities. Teachers of AIG students are provided with professional development to analyze data in order to create groups based on potential growth. In compliance with HB 986, all students who score at the highest level on the math EOG/EOC in grades 3-12 will be placed in an advanced math class unless a parent or guardian opts out. Wilkes County Schools is continuously searching for new ideas for flexible grouping by attending conferences and meeting with district leaders.

*** 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.

The AIG Coordinator meets monthly with principals in elementary, middle, and high schools to review the AIG plan, differentiation strategies, data, and specific needs in regards to professional development and resources. The coordinator also meets twice a month with all directors from Central Services to provide updates about the AIG program and to discuss ways to collaborate with other departments. Brochures are created for parents and teachers that summarize the AIG plan and are available at each school. Teachers who are new to the district have access to a Canvas course which serves as an introductory course to Wilkes County's AIG program. The AIG Coordinator meets with teachers and administrators to discuss current COGAT scores and discusses criteria for identification. Teachers and administrators are also provided a Google slide presentation explaining how to interpret Cogat data and how to review the data with parents. The AIG coordinator also meets regularly with AIG contact personnel at each school to discuss updates, regulations, and services so they can deliver professional development at their schools. District-wide professional development is held at least once a year to provide updates, offer new ideas to use in the classroom, and allow for time to collaborate.

*** Practice F**

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

Wilkes County Schools AIG Coordinator communicates among teachers and schools to ensure an effective continuation of K-13 services, especially at key transition points. At the beginning of each school year, teachers from each grade level meet to discuss the gifted students and develop their DEP based on the previous year's data and needs. They will also be provided with yearly rosters of their gifted students, the area(s) they are identified, and services that have been offered in previous grades. We also hold transitional meetings from grades 5-6 and 8-9 with teachers to develop DEP's and discuss strengths and weaknesses of each gifted student. The AIG coordinator will also work with teachers and instructional specialists to provide vertical alignment of the gifted curriculum between grade levels and discuss the strategies that have been used and evaluate what the current needs are for the rising grade levels. Middle schools will also offer parent nights for students entering high school to discuss honors and AP classes, Career and College Promise and extracurricular opportunities. High schools will hold parent nights to discuss scholarship opportunities, requirements for college entrance, Career and College Promise, NCVPS, NC School of Science and Math and extracurricular opportunities.

*** 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.

Wilkes County Schools offers opportunities for gifted students to accelerate in the classroom and reach their potential. These opportunities include but are not limited to:

Career and College:

The Career and College Promise allows students to be enrolled in two levels of schooling at the same time. Students are able to begin earning college credit from a community college at no cost to them or to their families. The college credit is transferable to all UNC systems and many of North Carolina's private colleges and universities. The students can also work toward earning credentials, certificates, or degrees in a technical career. The Career and College Promise classes will be offered to AIG students the first summer semester after their 10th grade year. Parents and students will meet with career coaches during their spring semester to determine which pathway they are interested in, what classes are available, and how to register. They will also attend open houses before the courses begin.

Credit by Demonstrated Mastery:

Wilkes County Schools can award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time based on mastery. "Mastery" is defined as a student's command of course material at a level that demonstrates a deep understanding of the content standards and application of knowledge. Students shall demonstrate mastery through a multi-phase assessment, consisting of (1) a standard examination, which shall be the EOC/EOG where applicable, or a final exam developed locally and (2) an artifact which requires the student to apply knowledge and skills relevant to the content standards. LEAs may require additional requirements, such as performance tasks. CDM is offered three times throughout the school (fall, spring, and summer) year and is advertised to all students through brochures, the School Messenger communication system, in-house systems at all middle and high schools and on the AIG website.

Early College High School:

Students are enrolled in a program which enables them to earn a high school diploma and two years of college in four to five years with no cost to the families. All courses are offered as honors classes and taught at a faster pace with more rigor. The enrollment is limited to 60 per year and based on applications and interviews.

Subject and Grade Acceleration:

Students in grades K-11 are eligible for subject and grade acceleration. In regards to subject acceleration, the student must be identified as gifted with data that is at least 2 grade levels ahead. If the administration determines that it is in the best interest that the student is subject accelerated, a meeting with parents will occur. If

the decision is made to subject accelerate the student, the principal and teachers will decide the logistics. Grade acceleration is available if the student meets certain requirements on the PSU's checklist. Before any testing or observations can occur, the parents are required to meet with the administrator, counselor, teacher and AIG Coordinator to discuss the pros and cons of grade acceleration. If the parents decide to proceed, the requirements on the checklist begin and the final decision will be made by a panel of educators. Early entrance to kindergarten will follow North Carolina guidelines.

Pre-Apprenticeships/Apprenticeships:

High school students can qualify for paid on-the-job learning experiences where they work 160 hours during the summer, take relevant college courses and become eligible to be selected as apprentices. Apprenticeships help to boost lifelong earnings for students and allow them to get on-the-job training.

Special Schools:

Students who have specific gifts and talents could qualify to attend content specific public schools. These include Governor's School, NC School of Science and Math (online courses and residential), and the NC School of the Arts.

Curriculum Compacting:

Curriculum compacting is modifying or streamlining the regular curriculum in order to eliminate repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities. Compacting will occur in the classroom after the teacher has pre-assessed and determined if mastery of objectives have occurred. The AIG Coordinator works with teachers during professional development sessions, PLC's, and data team meetings to determine when this needs to occur and which strategies would benefit the student. with yearly rosters of their gifted students, the area(s) they are identified, and services that have been offered in previous grades.

Advanced Classes:

Advanced classes in grades 3-12 are offered in math to all students who score at the highest level on their EOG/EOC's. The advanced classes compact curriculum and increase rigor to prepare students for the next higher-level math courses.

High School Classes in Middle School:

All students who are identified in math and/or who scored a Level 5 on their 7th grade math EOG will have an opportunity to be placed in Math I. In addition, English I will be offered to AIG students in 8th grade along with others who meet the criteria. A rubric will be completed by teachers in order to determine if other

students qualify to be placed in these honors courses.

*** Practice H**

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

Wilkes County Schools recognizes that more attention needs to be given to the students who are achieving at high levels in grades K-3. The AIG Coordinator will attend data team meetings and PLC's to discuss strategies for the high achieving students in grades K-3. The AIG Coordinator meets with elementary instructional specialists monthly to discuss ways to strengthen the curriculum and instruction in grades K-3 and also focus on best practices that are occurring at each school. Administrators will intentionally group the higher level students during the day for a talent development period so curriculum and instruction can focus on developing the potential for the students when they enter the AIG program. The students will be exposed to the PETS program (Primary Enrichment Thinking Skills) during the talent development period, Wordly Wise (1-2 grade levels above), and project based learning. During the talent development time, students will be exposed to ways to foster their creativity and curiosity through strategies such as Maker Spaces, Legos, Rubik's Cubes, and other STEM resources. The students performing at a higher level will be introduced to NCDPI's Advanced Learning Labs, specialized grading rubrics, tiered assignments, higher Lexile level books, and interest centers. Students who are excelling in grades K-3 will also be given the opportunity for grade and subject acceleration based on data from a variety of assessments and aptitude scores. Grade and subject acceleration will be a collaborative decision made by teachers, administrators, and the AIG Coordinator based on PSU criteria.

*** Practice I**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12.

Wilkes County Schools is working to provide programming for the students who are under-represented including those that are economically disadvantaged, culturally/ethnically diverse, ELL students, highly gifted and the 2E populations. All 3rd and 5th graders will be screened using the Cogat each year to identify students who are under-represented and to promote equity. The Naglieri or Cogat in Spanish will be used for any non-English speaking students. The AIG Coordinator will work closely with the EL Coordinator to attend EL staff meetings and El Pac meetings to inform staff and parents of the AIG opportunities in our PSU. The AIG Coordinator will speak at faculty meetings about the AIG referral process, traits of gifted learners and the under-represented population. The AIG Coordinator will also meet with ELL teachers and interpreters at least twice a year at their monthly meetings to discuss AIG characteristics and discuss possible referrals for testing. In addition to these meetings, the AIG Coordinator will work with the ELL director and the lead ELL teacher to evaluate ACCESS data to ensure that all students who are eligible are being referred for services. Regional meetings will be attended monthly to gain support and ideas in meeting the needs of economically disadvantaged and ELL students. The AIG and EC department will work closely together to develop services and programs for students who are identified as 2E. Highly gifted students (AI) will be grouped together in the same classroom so the teachers can work with accelerating these students and helping them to reach their true potential. Professional development sessions will be offered on how to meet these students' needs and also foster their social and emotional needs. Intellectually gifted students (IG) will be grouped together in the same classroom so the teachers can work with social and emotional issues, social skills, and assistance to build motivation in these students so they can reach their true potential. The AIG Coordinator will work closely with the Gear Up

Coordinator and Career Coaches to identify gifted students who may benefit from the camps, mentorships, pre-apprenticeships and programs that are offered. Summer science camps for upcoming 6th grade AIG students are provided to help students with the transition to more rigorous hands on settings in middle school. In addition, all gifted learners in grades K-8 have the opportunity to be placed in advanced math classes that are taught by AIG licensed or locally endorsed teachers.	* Practice J Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.	Wilkes County Schools offers a variety of advanced learning opportunities for AIG students. Many of the programs are offered to higher level students as well as AIG students as a way to challenge and nurture their potential. In our elementary and middle schools , AIG students are able to participate in Science Olympiad, Quiz Bowl, science fairs, Junior Beta Club activities, spelling bees, and summer science camps. High school students are able to participate in extra-curricular activities such as Leadership Conferences that are sponsored by the Gear Up program, Beta Club activities, Quiz Bowl, science fairs, Science Olympiad, robotics and drone competitions, and Poetry Out Loud. These extra curricular activities promote leadership skills in our gifted students as well as growing them academically. In addition the skills that these activities promote, integrates our PSU’s work with Portrait of a Graduate with focuses on: ▪ Adaptability ▪ Collaboration ▪ Communication ▪ Critical Thinking ▪ Empathy ▪ Learner’s Mindset ▪ Personal Responsibility	* Ideas for Strengthening the Standard Stronger social and emotional resources focused on gifted learners More flexible grouping opportunities More resources and personnel to assist with developing potential in K-3	Planned Sources of Evidence
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* Summer Science Camp Brochure		
* Parent Handbook		
* Data Analysis Presentation		
Type	Documents	Document/Link
AIG Standard 2 Additional Resources	Document Template	
	N/A	

Standard 3: Differentiated Curriculum and Instruction

Wilkes County Schools (970) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

Wilkes County Schools adapts the NC Standard Course of Study to address the ability levels that are present in our PSU. We utilize curriculum maps, pacing guides, scope and sequence and compacting to provide teachers with effective resources to challenge our gifted students.

Elementary:

- AIG students in elementary classrooms are cluster grouped in sizes of 6-10 per school with AIG licensed or locally endorsed teachers.
- Wit and Wisdom for ELA and HMH for math enable teachers to adapt the curriculum to provide rigorous opportunities for our gifted learners.
- A variety of William and Mary and Wordly Wise units are available for our gifted learners.
- Students in K-2 will have access to PETS lessons for cultivating potential.
- Times are provided at each grade level that focuses on enrichment, extension and acceleration
- Project and problem based learning are used for extension activities
- Subject and grade acceleration options are provided
- M-Class and Star Assessments are used to assist teachers with differentiation
- Each school is 1:1 with technology which assists with personalized learning options
- PLC's are held 1-2 times per week to analyze data and to create differentiation groups and create lessons
- Free summer science camps for AIG students in grades 3-5

Middle:

- AIG students in advanced middle school classrooms are taught by AIG licensed or locally endorsed teachers.
- Advanced classes in ELA and math
- Times are provided at each grade level that focuses on enrichment, extension and acceleration
- Project and problem based learning are used for extension activities
- Subject and grade acceleration options are provided
- Star Assessments and IXL are used to assist teachers with differentiation
- Each school is 1:1 with technology which assists with personalized learning options
- PLC's are held 1-2 times per week to analyze data and to create differentiation groups and create lessons
- Illustrative Math and Common Lit will be used to adapt curriculum for gifted learners
- Compacted math curriculum in grades 6-7 will be used for all advanced math classes
- Credit by Demonstrated Mastery options

High School:

- Students in honors and AP courses are taught by teachers who have completed the honors training and honors policy document
- Honors courses are offered in content, CTE, and the arts
- Times are provided each day that focuses on enrichment, extension and acceleration
- Project and problem based learning are used for extension activities
- Star assessments are used to assist teachers with differentiation
- Each school is 1:1 with technology which assists with personalized learning options
- PLC's are held 1-2 times per week to analyze data and to create differentiation groups and create lessons
- Common Lit will be used to adapt curriculum for gifted learners
- Credit by Demonstrated Mastery options

▪ Opportunities for AP classes, dual enrollment opportunities through Wilkes Community College with the Career and College Promise, NCVPS, WCS Virtual Academy and the School of Science and Math ▪ Paid tuition/fees for Governor's School ▪ ACT Boot Camp classes for high school students	* Practice B Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12. Wilkes County Schools provides diverse and effective instructional practices to address the wide range of learning styles that our gifted students possess. Interest inventories and learning styles inventories are provided to all AIG teachers to use in their classrooms as a way to identify their students' interest and the best way they learn. All teachers in K-12 who teach gifted students are also provided with intensive professional development focused on meeting the learning needs of students with different abilities and interests. The professional development includes differentiation strategies such as Paideia seminars, RAFTS, compacting, independent study, choice boards, and problem and project-based learning. Each school (elementary, middle, and high) is also equipped with a resource library that includes up to date materials on differentiation strategies for gifted learners as well as research on teaching to different learning styles. Reading lists are provided for elementary and middle schools for parents and teachers with content appropriate selections for gifted learners. Administrators and instructional specialists are also provided with a differentiation checklist based on the grade level to assist with observations and walk-throughs to ensure that students are receiving effective instructional practices. Teachers are provided with surveys at the end of each school year so they can indicate what resources and professional development they need to ensure that they are serving gifted students to the best of their abilities. Elementary and Middle School: ▪ Students are cluster-grouped based on their AIG identifications. Eight to ten AIG students are grouped in a classroom that is taught by teachers who are AIG licensed or those who have completed the LEA's professional development requirements. In schools that have less than eight AIG identified students in a grade level, the students are placed in the same classroom. ▪ Instructional practices such as project and problem based learning, STEM design, intense vocabulary activities and critical and deductive thinking are offered ▪ Differentiated Enrichment/Remediation Periods ▪ Advanced math courses ▪ Various differentiation strategies based on needs and interests such as project and problem-based learning, Paideia seminars, curriculum compacting, independent study, and choice boards ▪ Advanced learning centers in the classroom and other areas of the school
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▪ Makerspace areas High School: ▪ High school students are able to take honors and AP classes regardless of whether or not they are identified as AIG ▪ Teachers who are assigned honors are required to take the honors PD course and complete an honors policy ▪ All AP teachers must have attended the updated AP training through the College Board with a refresher course every 4-5 years ▪ Instructional practices such as project and problem based learning, STEM design, intense vocabulary activities and critical and deductive thinking are offered ▪ Advanced courses in a variety of areas ▪ Counseling sessions to identify interests ▪ Pre-Internships/Internships/Mentorships ▪ Dual enrollment opportunities with Wilkes Community College through the Career and College Promise ▪ NCVPS ▪ School of Science and Math ▪ Smart Lunch/Genius Hour ▪ Wilkes County Schools Virtual classes	* Practice C Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students. Teachers are introduced to resources to use with their gifted students by the AIG Coordinator at PLC's, data team meetings, and during professional development sessions that are scheduled throughout the year. Teachers are given time to research these materials and develop ways they can be used. . A resource library is updated each year at all schools (elementary, middle, and high) with current research and resources. Teachers are able to check these resources out at any time during the school year. Additional resources are shared during the professional development sessions and teachers can decide what will be purchased for their resource library based on the needs of gifted students at their individual schools. Advanced Learning Labs will be used in all grades for differentiation as well as during remote days. Elementary schools will use HMH for math and Wit and Wisdom for ELA for their primary resources. Middle school will use Illustrative Math and Common Lit while high school will use Common Lit.. Middle school advanced math classes will focus on a compacted math curriculum to prepare students for Math I in 8th grade.
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K-5

Remediation and Enrichment Time:

Primary Education Thinking Skills (PETS)

Wordly Wise (two grade levels ahead)

Maker Spaces

Variety of STEM materials provided by Science Olympiad and Gear Up

Break-Out Edu

Paideia Seminars

William and Mary Units

PBL Project Weekly Warm-Ups

6-8

Remediation and Enrichment Time:

Variety of STEM materials provided by Science Olympiad and Gear Up

Advanced Learning Labs

PBL Project Weekly Warm-Ups

Break-Out Edu

Moby Max

Leader in Me

9-12

Remediation and Enrichment Time:

AP Resources from College Board

Variety of STEM materials provided by Science Olympiad and Gear Up

Advanced Learning Labs

PBL Project Weekly Warm-Ups

Break-Out Edu

Advanced Learning Labs

*** Practice D**

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

Wilkes County Schools is working to integrate the skills outlined in Portrait of a Graduate into the AIG program. High priority is given to opportunities that focus on adaptability, collaboration, communication, critical thinking, creative thinking, empathy, mindsets, and personal responsibility. Sample activities that promote Portrait of a Graduate are provided to all teachers in grades K-13 to use with students. Critical thinking skills have been embedded in all of our advanced classes through the use of differentiated instruction such as using Advanced Learning Labs, PBL Project Weekly Warm-Ups, and Breakout.edu. Students are held accountable and responsible for their learning through student-led conferencing and data notebooks. Honors policies for K-13 have also been created that included Portrait of a Graduate skills that will be implemented in all honors classes. Other resources that we use to promote the skills include:

Science Olympiad resources

Robotic and drone competitions

Student led conferences

Lego exploration

Leadership retreats

Job shadowing Pre-Internships/Internships/Mentorships Clubs such as Science Olympiad, Model UN, Debate, etc.	* Practice E Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction. Wilkes County Schools uses a variety of formative and summative assessment practices to continually meet the needs of our gifted learners. The results of the on-going assessments provide teachers with data that enable them to set goals for individual students and create flexible groupings based on the standards. Data team meetings and/or departmental meetings are held each week in elementary, middle and high schools to discuss assessment results and a plan of action to enrich the curriculum for gifted learners. These data meetings are used to create differentiation groups within the classroom and groups for enrichment/remediation times. The AIG Coordinator regularly attends these meetings to discuss various strategies to use with gifted learners based on their assessment results. Teachers in grades K-13 attend regular professional development to provide ways to differentiate assessments based on data results. The PSU also arranges data days where teachers in our four districts meet to discuss data, create differentiation groups, and collaborate on instructional strategies that were successful for gifted learners. On-going assessment methods to differentiate classroom curriculum and instruction include: Moby Max M-Class Star Assessments NC Check Ins K-2 Formative Assessments Cogat Screening (3rd grade and 5th grade) SchoolNet Assessments IXL Common Lit
* Practice F Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.	

Instructional personnel collaborate to ensure that the curriculum and instruction in Wilkes County Schools is differentiated to meet the needs of gifted learners. The AIG coordinator meets with teachers during PLC's and data team meetings to discuss ways to differentiate curriculum and instruction based on the individual needs of the students. During the meetings, the coordinator works with all teachers, instructional staff, and administrators to develop strategies for gifted learners as well as high achieving students that have AIG potential. The AIG coordinator also meets monthly with principals in elementary, middle, and high to discuss curriculum and instruction needs at the individual schools. Also, these meetings are used to discuss any students who may need to be considered for subject or grade acceleration. During these meetings, professional development needs are also discussed. The AIG Coordinator is available to work with all schools in the PSU to help integrate appropriate curriculum and instruction strategies and goals in their School Improvement Plan. The AIG Coordinator is also a part of the Instructional Services Department and meets with directors in all areas twice a month. During these meetings, ideas are shared concerning how to collaborate with all departments, what resources to use, and ideas for professional development that integrate all areas such as EC, ELL, and student services. Wilkes County Schools has appointed AIG contact people at each school (K-12). These teachers are responsible for the maintenance of the paperwork and also with the collaboration regarding AIG that occurs at their school that includes what instructional services are needed. The AIG contact person serves as a liaison between the staff and the AIG coordinator to relay specific needs of the staff at each school (elementary, middle, and high). Transition meetings for teachers are also held between elementary and middle and high schools. During these meetings, teachers have time to discuss the strengths and needs of their gifted learners before they proceed to different schools. Teachers also discuss what strategies worked to help the students reach their goals and also how in-depth they extended and accelerated the curriculum. The AIG Coordinator also works closely with the Exceptional Children's department to help develop curriculum and appropriate instruction for students who are identified as Twice Exceptional. With the implementation of 3rd grade mass screening more emphasis will be placed on the collaboration efforts of the AIG and the EC department to ensure that the curriculum and the instruction is differentiated for all our learners that have been identified as 2E. Wilkes County Schools also designates days in our calendar that are used for Professional Development Days. During these days, teachers can choose from our PD catalog a variety of professional development sessions that can be used to differentiate instruction and curriculum for gifted students.

*** Ideas for Strengthening the Standard**

- Continued collaboration with EC and EL staff
- Advocate for gifted learners in MTSS process
- Create more middle school classes that allow students to subject accelerate

Planned Sources of Evidence

* CDM Process Document

* Notes from Data Days

* Portrait of a Graduate Activities		
Documents		
Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	

Standard 4: Personnel and Professional Development	
Wilkes County Schools (970) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	<i>The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the diverse needs of gifted learners that is ongoing and comprehensive.</i> * Practice A Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. Wilkes County Schools employs an AIG licensed educator as their lead coordinator. The AIG coordinator will stay abreast of the latest research surrounding AIG education, collaborate with coordinators in his/her region, and provide professional development opportunities for teachers in grades K-13. Also, the coordinator will attend meetings of the instructional services team, MTSS, principal meetings, and other deemed necessary. Another job duty is to initiate and oversee AIG curricular and instructional programs designed to improve instruction and student achievement. A job description with qualifications and duties are provided by the Human Resources department. * Practice B Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan. Wilkes County Schools does not currently employ any full time AIG specialists that assist the AIG coordinator; however, a part time AIG enrichment specialist/tutor has been added to the department. The enrichment specialist/tutor is currently assigned to our middle school math classes because that is the greatest need. We will analyze our needs based on data to determine where this position is at the greatest need. The enrichment specialist/tutor position will continue as long as the budget supports the position and employees who are AIG licensed can be hired. The enrichment specialist/tutor's responsibilities will include: ▪ Working with small groups of AIG students who may need additional support or groups who need enrichment and acceleration ▪ Work with Math I students ▪ Plan lessons with teachers ▪ Present professional development opportunities during PLC's ▪ Work with vertical alignment strategies ▪ Work closely with school's instructional specialists and AIG coordinator to identify needs in each school In addition to the part time enrichment specialist/tutor, each school will have an AIG contact person. The contact person will handle paperwork and requests from the coordinator. In addition to the AIG contact person, each AIG/Advanced classroom (K-8) will be taught by an AIG licensed/locally certified teacher.

* 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.	Wilkes County Schools offer an array of training for teachers in all areas and grade levels. All teachers in grades K-8 are required to be AIG licensed or locally certified. The locally certified option is offered through NWRESA and requires a 60 hour online or hybrid class. Teachers of advanced placement courses will also receive PD from the College Board in the form of summer institute training and/or training throughout the year from College Board personnel. All AP teachers are required to attend the summer institute before teaching an AP course and attend a refresher course every 4-5 years. If additional professional development sessions are requested by principals, the AIG coordinator will present those or find outside resources. Administrators are also provided with professional development concerning AIG learners throughout the school year. The PD focuses on Article 9B, program standards, testing and referrals, and differentiation. Our PSU has instructional specialists in grades K-13 and training is provided for this support staff as well. The instructional specialists meet with the AIG Coordinator one hour per month to discuss AIG updates, strategies, and professional development needs in their schools. During these meetings, the specialists receive PD on differentiation, characteristics of AIG students, data analysis, and other topics that may arise.
* 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.	Wilkes County Schools places AIG students (K-8) in classrooms with teachers who have acquired an add-on licensure in AIG or who have met or who are in the process of meeting the LEA's professional development requirements. Students in grades 9-12 who are taking AP courses are also placed in classrooms with teachers who have completed the summer institute through the College Board. Honors teachers must follow the honor policy pertaining to their course which is effective December 2025. Students will be placed in cluster groups in elementary schools led by AIG licensed or locally endorsed teachers. The cluster groups will be 8-10 students in schools where the AIG numbers are high. Students in middle school will be placed in advanced math and ELA classes based on AIG status and rubrics that are completed by the teachers. These teachers will also be required to be AIG licensed or have completed the local AIG endorsement course. If multiple teachers are AIG licensed or locally endorsed, the AIG coordinator will work with the administrators to determine which teachers should be assigned the groups based on EVAAS scores.
* Practice E Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.	Wilkes County Schools have developed a strategic plan that focuses on the recruitment and retention of teachers in our district. In order to recruit and retain teachers who are willing to become AIG licensed, we provide study guides, reimbursement for passing the Praxis and payment of adding the certification to their license. In addition, we partner with NWRESA to offer online and hybrid AIG regional endorsed professional development to allow teachers to become locally endorsed and be able to serve our students in grades K-8. Since the NWRESA professional development is in the summer, we offer stipends for teachers who complete the training. The spaces are limited; however, we offer priority to teachers who are serving our low performing schools and those who are working with our EL populations. We are also offering sign on bonuses for those teachers who are AIG licensed.
* Practice F Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.	

Wilkes County Schools recognizes there is a need to develop professional learning opportunities that focus on equity and excellence in gifted education. We offer equity and excellence training in gifted education to each of our schools. In addition, all teachers who complete the NWRESA training will also be introduced to equity and excellence in gifted education as part of their 60 hour training. Our PSU will also incorporate the Call to Action and Guidebook to help supplement resources used during their professional development opportunities. In addition, the AIG department will partner with the EL department to offer professional development sessions at a local and state level that focuses on how to identify underserved populations, how to analyze data from ACCESS scores, and strategies to use once the underserved populations are identified. In addition, the AIG Coordinator will also attend a variety of EL staff meetings and EI Pac meetings to continually promote equity and excellence to our EL teachers and parents by informing them of opportunities.	* 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. The AIG professional development opportunities are aligned to our PSU's Framework for Learning. We have built-in required PD days in our calendar for all teachers to choose the type of PD they need to be successful. The AIG department offers a variety of choices during these days such as AIG 101, data analysis, Advanced Placement strategies, and differentiation tools. The AIG coordinator is also a member of the Instructional Services and MTSS committee. During these meetings, we discuss how to collaborate with all departments and provide professional development opportunities that will reach all departments such as partnering with the exceptional children's department to offer PD regarding 2E students. During these meetings, each director/coordinator is in charge of 2-3 schools in regards to their school improvement plans. The AIG coordinator works with all of the director/coordinators to ensure that the needs of AIG students are part of their goals and the AIG coordinator plans PD sessions accordingly. The AIG Coordinator also works closely with the CTE department to align PD with ensuring that honors classes are offered. Our PSU will also continue to use NCDPI's "Booster Shots" for district wide training especially for new teachers during our new hire orientation sessions.						
* Ideas for Strengthening the Standard ▪ Employ AIG specialists to work in elementary and middle schools ▪ Offer more professional development opportunities for all staff and administrators ▪ Continue working with CTE, EC, and EL department	Planned Sources of Evidence <table> <tr> <td data-bbox="1170 867 1255 2022">* Professional Development Presentations</td><td data-bbox="1170 63 1255 867"></td></tr> <tr> <td data-bbox="1255 867 1349 2022">* AIG Coordinator Job Description</td><td data-bbox="1255 63 1349 867"></td></tr> <tr> <td data-bbox="1349 867 1433 2022">* Strategic Plan</td><td data-bbox="1349 63 1433 867"></td></tr> </table> Documents	* Professional Development Presentations		* AIG Coordinator Job Description		* Strategic Plan	
* Professional Development Presentations							
* AIG Coordinator Job Description							
* Strategic Plan							

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

Standard 5: Partnerships	Wilkes County Schools (970) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Standard 5: Partnerships <i>The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.</i>	* Practice A Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students: ▪ academic and intellectual ▪ social and emotional.
	The AIG department surveys parents/guardians at the end of each school year to request what they need to be able to assist their students academically, intellectually, socially and emotionally. The surveys are analyzed by our committee to determine which of the needs we are able to provide for the upcoming school year. When students are newly identified, they receive a copy of <i>The Survival Guide for Gifted Students</i> by Judy Galbraith to help students and their parents adjust emotionally and socially to academics, relationships, and life in general. The book is also available in each counselor's office and in the media center of all elementary schools. In addition, the AIG department works with all elementary and middle schools to develop AIG parent/guardian nights at the schools. During the programs, the students along with their parents/guardians participate in enrichment and extension activities led by teachers. Also, Wilkes County Schools offers career fairs for AIG students in middle school. During this program, parents and community members from various career fields are invited to talk to students and discuss their careers and the paths they need to take. The AIG Coordinator works closely with the EL department and participates in their Culturefest event. A booth is set up with AIG family resources in Spanish that parents can use to find resources, learn more about the AIG department and extracurricular activities. Various guest speakers are also brought in for parents and students throughout the school year from organizations such as NC School of Science and Math, Governor's School, College Board, and NC School of the Arts. The AIG Coordinator also holds parent/guardian nights for upcoming 8th graders to discuss Math I and English I requirements and expectations and for incoming 9th graders to discuss honors, AP, and CCP options. The AIG department also elicits assistance from parents/guardians for a variety of competitions such as Science Olympiad, Science Fair, and Quiz Bowl.
	* 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. Wilkes County Schools works with the community, businesses, and institutes of higher learning to increase the opportunities and gain support for gifted learners. We work closely with Wilkes Community College and the career coaches to promote dual enrollment and introduce various summer opportunities that are available to middle and high school students. In addition, we work closely with them to promote college fairs and various competitions such as robotics and SkillsUSA. The AIG department is also included in monthly CCP meetings with Wilkes Community College to make sure that we have a voice in the decisions that are made. We also work closely with our GearUp program to offer more college visits for AIG students. Our summer science camp offers enrichment and extension opportunities for elementary students and local agencies such as Cooperative students.

Extension Service, Wilkes Soil and Water Conservation, and the Forestry Service volunteer their time to make this successful. We also partner with the CTE department as well as agencies across the state to offer a STEM day at the North Wilkesboro Race Track. This event offers multiple hands-on activities for middle school students to explore their interests such as chemistry, medical procedures, and mechanics. We have partnered with the College Board to improve our Advanced Placement classes through professional development and walkthroughs and reflections.	* 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.	Wilkes County Schools establishes an advisory group that serves for two years. The advisory group consists of regular education teachers, AIG and EL teachers, guidance counselors, social workers, a member of the Accountability, EL, and Exceptional Children's department, administrators, parent/guardians, and members of local organizations. For this plan, we are also planning to add a WCS Board member to our advisory group. This group is formed through recommendations from Central Services staff, administrators, and teachers. The advisory group meets 2-3 times per year to discuss the newest AIG updates, ways for improvement, strengths, weaknesses, opportunities and threats. The group also works to make sure our PSU is compliant in our AIG plan. When choosing members to replace outgoing members, we look for the areas which are leaving and are focused on choosing parents from diverse backgrounds.	* Practice D Informs all students, parents/guardians, and the community of the following: ▪ Local AIG Plan ▪ Local AIG program services ▪ Policies and procedures relating to advanced learning and gifted education ▪ Ways to access advanced learning opportunities Communication is ongoing and responds to the diverse language and other needs of the community.	Wilkes County Schools provides students, parents/guardians, and the community with AIG information in a variety of ways. We continually update our AIG page on our district's website that discusses our AIG plan, program services and opportunities. Each school has AIG brochures in their reception area and counseling centers that inform people about the plan, services, referral, and identification process. We have a close working relationship with our EL department and this enables our resources to be translated as well as individual meetings with non-English speaking parents/guardians. Our PSU also uses REMIND as a tool to communicate with students and parents/guardians regarding our AIG program. We continually communicate information about our AIG program during our monthly School Board meetings. This is a time to celebrate good news regarding our program and our students and to update Board members through our "Focus on Curriculum" section. Another communication tool we use is our local radio station. The radio station holds monthly interview podcasts with our LEA and we are able to be guests on the podcast to discuss our programs. This provides us with a great opportunity to share our AIG program with the community.	* Ideas for Strengthening the Standard
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- Additional Advisory Board meetings
- Create partnership with Appalachian State and/or Lenoir Rhyne

Planned Sources of Evidence

*	Notes from Advisory Board	
*	School Board Presentations	
*	AIG Brochures	

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

Standard 6: Program Accountability	
	Wilkes County Schools (970) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Standard 6: Program Accountability	
	<i>The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the diverse academic, intellectual, social, and emotional needs of gifted learners.</i>
* Practice A Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. §115C-150.5-.8 {Article 9B}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment. The AIG Coordinator works closely with the District Advisory Committee, which includes parents, community leaders, teachers, counselors, administrators, and Central Service directors to create an AIG plan. The committee meets 5-6 times a year during the plan writing cycle. The committee is chosen with a balance of people from all four of our school districts. All members of the committee are given extensive professional development in Article 9B and program standards before the planning, writing and reviewing stages. The District Advisory Committee works to write an AIG plan in accordance with state legislation and SBE policy. Once the plan is completed, the final copy is reviewed by members of the committee and then goes to the Chief Academic Officer as well as other regional coordinators/directors from across the state before being presented for approval by the PSU's school board. The AIG plan is given to the PSU's board members in advance for reading and during the May or June board meeting, the AIG Coordinator will present a curriculum focus update on the AIG plan and answer any questions before receiving board approval.	
* Practice B Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.	The AIG Coordinator monitors the implementation of the local AIG plan in accordance with current legislation and state policies to ensure fidelity through a variety of methods and procedures. The AIG Coordinator meets monthly with administrators in elementary, middle and high schools to discuss practices in the AIG plan and to monitor their implementation. The AIG Coordinator also monitors the delivery options at each school to ensure that students are being challenged and services are provided. The AIG Coordinator designates teachers at each school to serve as AIG contacts to help with the monitoring of the program. AIG contacts meet quarterly to discuss strengths and weaknesses in the program and ideas for improvement. AIG contacts also assist the AIG Coordinator in reviewing paperwork to maintain accurate headcounts for NCDPI. The AIG Coordinator also monitors EVAAS and Infinite Campus closely to monitor growth and grades. Annual updates are also made to our local board during the monthly curriculum focus portion of our monthly meetings. The AIG Coordinator also attends PLC's regularly in elementary, middle and high schools to monitor the implementation of learning strategies as written in 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.	

Wilkes County Schools develops and monitors the state funds that are allotted for our AIG program based on state policy. The AIG Coordinator oversees the AIG budget and works closely with the Chief Finance Officer to ensure that all the money is used for the AIG program. The AIG Coordinator creates a budget based on requests and needs from the school for the upcoming year. The previous year's budget is analyzed by the AIG Coordinator and the Chief Academic Officer and together they make determinations as to what needs to be funded for the upcoming school year. The emphasis of the budget during this plan cycle will be focused on personnel, professional development, resources for classroom teachers, and extracurricular opportunities for students. Once the budget is submitted in the spring, it is examined to ensure that the expenditures are needed to implement the AIG plan and then finalized. The AIG Coordinator continuously monitors the funds through LINQ. An additional Google spreadsheet is created and access is given to the AIG Coordinator and his/her administrative assistant to continually monitor the funds and the expenditures. The AIG department meets monthly with the finance department to ensure that all funds are being used properly and the accounts are matching the department's records.

*** 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.

Wilkes County Schools maintains, analyzes, and shares student achievement, growth and dropout data to all personnel in our PSU. The AIG Coordinator shares student achievement and growth data from EOG and EOC scores as well as advanced placement classes as soon as that information is available. The AIG Coordinator works closely with the testing and accountability department to analyze data from end of grade/course testing, ACT scores, AP success, and dropout rates. The AIG Coordinator receives a monthly PMR report from the accountability department that allows him/her to see dropouts in the PSU. The data manager also has access to a Google document that lists any AIG student who has dropped out in addition to sending an email to the AIG Coordinator. Teachers also complete a student performance review each semester on each AIG student in class where they list current data from the semester. The reviews go home with each student as well as a copy to the AIG Coordinator. The AIG Coordinator examines each student's review and documents any student who is not performing to their capabilities and meets with teachers to form a plan for improvement. The AIG Coordinator is also responsible for creating a yearly spreadsheet that details the number of students enrolled in AP and CCP courses. The spreadsheet also documents the success rates in both of these areas. Once a year, the AIG department is given the opportunity to present all data that includes, AP, growth/proficiency, dropouts, and current headcounts to members of our instructional services team as well as board members.

*** Practice E**

Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

The AIG Coordinator maintains and analyzes multiple data sources. In our PSU, we mass screen all 3rd and 5th graders as a way to ensure equal representation. After mass screening, the AIG department creates spreadsheets with scores and they are shared with administrators and explained with teachers during PLC's. Screening is also held during the summer for students in grades 4, 6, 7, and 8. Throughout the year, a Google Doc, organized by school, is shared with schools for teachers to enter their referrals and data that is needed for summer screening. We also analyze the data to ensure that underrepresented populations are being referred as needed. The EL teachers have access to a Google Doc where they can refer

students that may not be referred by regular education teachers. The AIG Coordinator also meets with the EL Coordinator to discuss ACCESS scores and keeps documentation of any students who are making higher progress than expected. A presentation is created at the end of the year that includes AP, growth/proficiency, dropouts, testing numbers and current headcounts so they can be presented to members of our instructional services team as well as board members. AP and CCP participation is maintained and analyzed throughout the year to make sure that our advanced students are taking advantage of these opportunities as well as being successful. Honors courses have completed the state requirements with teacher professional development and completed policies.	* 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.	All teachers in Wilkes County Schools who teach AIG students in grades K-8 are either AIG licensed or have completed the required local professional development sessions. The AIG Coordinator works closely with the human resources department to monitor the teachers who are AIG licensed. In addition, the AIG Coordinator keeps a Google spreadsheet of the teachers who have completed the PSU's professional development and shares it with administrators and the human resources department. Documentation of teachers who have completed the required advanced placement (AP) training through the College Board are maintained and provided to administrators. The AIG Coordinator also stays in contact with teachers who have a probationary AIG license to make sure they are prepared for the Praxis and know when they must have it completed.	* Practice G Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the ongoing implementation and effectiveness of the local AIG program to support continuous program improvement.	Wilkes County Schools elicits regular feedback from all of their stakeholders throughout the year. The AIG Coordinator meets regularly with teachers in grades K-13 during PLC's to discuss the current AIG plan and elicits feedback about the strengths and weaknesses and ideas to add during the next plan cycle. Monthly meetings are also held with principals from each grade level in which the AIG Coordinator is able to listen to feedback from the AIG program and plan. Wilkes County Schools have instructional specialists that focus on math, ELA, and beginning teacher support. The AIG Coordinator has an opportunity to meet with the instructional specialists once a month to discuss the AIG program and plan to elicit feedback and suggestions. All stakeholders have an opportunity to provide feedback to the AIG department through surveys that are sent to all identified students and parents/guardians at the end of each school year.	* Practice H Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders. Wilkes County Schools shares all data from the evaluation of the local AIG program to the public. The evaluation results from the AIG plan and program are reported to the public and to other stakeholders in a variety of ways. The AIG Coordinator will present the data at the monthly administrators' meeting which is attended by all principals and Central Service directors. The data is also presented at our annual data day. The data is shared with Central Service directors, the superintendent, executive directors, and our school board members. The data from the evaluations will
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also be posted on the PSU's website. The advisory committee will also meet after the evaluations are returned to reflect and to see if any changes need to be made.

*** Practice I**

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

Identification and Placement:

An AIG brochure is available that includes information regarding identification, placement, and service options available in every school K-13 in English and Spanish. Identification criteria is included in the brochure as well as posted on our PSU's website. Each student who is referred for consideration into the AIG program must have a signed consent form before testing can occur. The consent form is available in English and Spanish. Parents/guardians are informed of their child's placement and they are given the option of meeting with the AIG Coordinator via Zoom or in person to discuss placement options and required paperwork. If Zoom is selected, paperwork will be mailed after the meeting. Since Wilkes County

Schools mass screens all 3rd and 5th graders, each parent will receive a profile narrative from Cogat that explains the scores with a letter from the AIG Coordinator. This information is provided to all parents/guardians regardless of AIG identification.

Reassessment Procedures:

All students who are not identified during the 3rd and 5th grade mass screening can be reassessed during the summers as long as it has been one calendar year since their last evaluation. The AIG Coordinator gathers referrals from teachers and parents/guardians throughout the school year and works with the accountability department to gather EOG/EOC data for all students who have scored high level 4's or level 5's who are not currently identified. The students are sent information on summer testing along with any other teacher or parent/guardian referrals. Students who are identified in one area can be reassessed during the summer testing sessions if an aptitude score is needed to identify the student in that area.

Reevaluation Process:

Once a student is identified as gifted in Wilkes County Schools, the parent is the only person who can request that the identification be removed. If the student is experiencing issues in the classroom, individual attention is given to that student to determine the best strategies to help him/her reach his/her potential. The student's DEP can be adjusted to help with any issues that may exist. If the parent/guardian still feels as though the student is not meeting the challenges of the gifted program, he/she can remove the child. No teacher or administrator request for removal in the program will be granted.

Transfer Students:

Identified students who have transferred into Wilkes County Schools from another PSU within the state are placed in our gifted program. Once the paperwork arrives, the student's scores and service options are evaluated and a DEP is created that meets the program in our PSU. We honor all gifted services from other PSU's in North Carolina. If a student transfers into Wilkes County Schools from another state, we determine placement

based on data that we receive from the former school district. If the state's data is below our requirements or if there is not enough data, the student is retested using our tests and criteria and then a decision is made based on those results.	Due Process: What If Parents/Guardians Disagree? If a parent/guardian disagrees with any decision of the gifted services team regarding referral, identification, or services, the following procedures are followed: 1. The parent/guardian may request in writing a conference with the gifted services team. At the meeting, the team will explain the reasons for their decision. If the decision concerns test results, parents have a right to submit results of an independent educational and intellectual evaluation. The independent evaluation must be conducted by a qualified examiner who is not employed by the education agency responsible for the child's education. The school system is not financially responsible for independent evaluations. 2. If the parent/guardian still disagrees with the committee's decision, the parent/guardian may appeal the decision by making a written request to the AIG Coordinator within 30 days of the conference with the committee. The Coordinator will organize a review team of three individuals who have not been involved in prior decision making for the student and will consist of a psychologist, an AIG teacher from another school, and a classroom teacher. The team will examine all data and render a decision within 10 school days of the parent/guardian request. The team will provide a written decision to the parent/guardian within 5 days of the review team's meeting. 3. If the review team's decision fails to resolve the disagreement satisfactorily, the parent/guardian may appeal to the superintendent. The appeal to the superintendent must be made within 5 days of receipt of the team's decision. He will review the concern within 5 days of receipt of the appeal. The superintendent will respond in writing within 10 school days concerning the outcome of his review to the parent/guardian and the coordinator. 4. If the superintendent's decision fails to resolve the disagreement satisfactorily, the parent/guardian may appeal to the Board of Education. The appeal must be made in writing within 10 days of receiving the superintendent's response. The Board will offer a final written decision within thirty days. 5. If the Board's decision fails to resolve the disagreement satisfactorily, the parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The hearing will be limited to considerations of a) whether the local school unit improperly failed to identify the student as academically and/or intellectually gifted or b) whether the local plan of services for the student has been implemented appropriately. Following the hearing, the administrative law judge will make a decision based on the findings of fact and conclusions of law. The decision of the administrative law judge becomes final, is findings on all parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. ATTORNEY FEES ARE THE RESPONSIBILITY OF THE PARENT\GUARDIAN.
Click here to remove the table and use only the narrative field.	* Ideas for Strengthening the Standard Find various ways to share program evaluation based on new technology trends

- Create new online surveys to help elicit feedback
- Involve stakeholders in creating yearly budgets

Planned Sources of Evidence

* Budget	
* Google Sheets with Personnel Information	
* Parent/Guardian Bill of Rights	

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

Wilkes County Schools (970) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

05/05/2025 

AIG Related Documents

Wilkes County Schools (970) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 Wilkes County Board Approval

Optional Documents	
Type	Document/Link
AIG Standard 1 Additional Resources	N/A
AIG Standard 2 Additional Resources	N/A
AIG Standard 3 Additional Resources	N/A
AIG Standard 4 Additional Resources	N/A
AIG Standard 5 Additional Resources	N/A
AIG Standard 6 Additional Resources	N/A

Phrase		Definition	