

**Unpacking the NC AIG Program Standards ~ On-Going**  
**STANDARD 5: PARTNERSHIPS**



***Standard 5: The LEA ensures on-going and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.***

**a) Develops partnerships with parents/families and the community that are intentional and meaningful to support the following needs of AIG students:**

- academic and intellectual
- social and emotional

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| <b>Clarifying Description:</b> | Develop clear partnerships between the school system and community partners to develop services and programs to meet the needs of gifted learners.   |
| <b>Implementation ideas:</b>   | <p>Identify leaders from business and industry, other community agencies, and parent networks who may be willing to partner with the district in supporting programming options and services for gifted learners.</p> <ul style="list-style-type: none"> <li>○ Have students communicate with existing and potential new partners regarding the local AIG program and services of the district and share the need for support.</li> <li>○ Brainstorm various ways partners can support meeting the needs of gifted learners.</li> </ul> <p>Explore creating a partnership or advocacy group consisting of parents and other partners to support gifted programming.<br/>             Support family involvement with community events and enrichment activities to increase partnerships with families and engage AIG students.<br/>             For example:</p> <ul style="list-style-type: none"> <li>○ Families Experiencing Education Together (FEET) events and enrichment activities to increase partnerships with families and engage AIG students with visits to local museums, astronomy night, etc. (Nash-Rocky Mount)</li> <li>○ E-3 day, a Saturday enrichment opportunity for AIG students in grades 4-8 to experience high-interest, hands-on classes sponsored by the PAGE chapter (McDowell)</li> </ul> <p>Utilize community partners as guest speakers to address current issues/concerns regarding gifted learners, or speak to an interest or passion area of gifted learners.</p> |

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|  | <p>Showcase AIG student achievements with community partners. For example, “AIG Student Expert Projects”, Designation Imagination, Odyssey of the Mind, etc.</p>   |
| <p><b>b) Shares with stakeholders, including all students’ parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.</b></p> |  |
| <p><b>Clarifying description:</b></p>  | <p>Disseminate information to all stakeholders about the goals and policies of the AIG Plan and program.</p>   |
| <p><b>Implementation ideas:</b></p>  | <p>Utilize existing parent meetings and activities to share information with stakeholders.</p> <p>Ensure that families know where the AIG Plan is located; make available on district, school, and/or AIG teachers’ web pages, and other locations as available.</p> <p>Create brochures, pamphlets, fliers, newsletters, and/or an AIG Handbook for Parents to outline information regarding the plan and policies relating to gifted.</p> <p>Prepare a video or other digital presentation informing stakeholders of the program, plan and policies.</p> <ul style="list-style-type: none"> <li>○ Post the resource on the AIG website</li> <li>○ Make this available to families who are planning to relocate to the area.</li> <li>○ Translate the video in various languages.</li> </ul> <p>Utilize existing district resources to communicate with families.</p> <ul style="list-style-type: none"> <li>○ Send automated calls to parents about the AIG Plan, meetings, and policies.</li> <li>○ Create a district AIG parent/community list serve to foster electronic communication.</li> </ul> <p>Present AIG information to the Board of Education and at Principals’ meetings.</p> <p>Include a glossary of acronyms and terms so that everyone has the same understanding of vocabulary.</p> |

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|  | <p>Utilize local newspaper and media when appropriate to “share the good news” about student accomplishments to improve perception and community relations.</p> <p>Provide templates for universal communication expectations. (New Hanover)</p>   |
| <p><b>c) Establishes and utilizes an advisory group to develop, implement, and monitor 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 and families, AIG teachers, and other instructional and support staff.</b></p> |  |
| <p><b>Clarifying description:</b></p>  | <p>Establish a leadership group that advises the LEA’s AIG Program with stakeholder who are representative of the district’s populations. This group minimally includes:</p> <ul style="list-style-type: none"> <li>○ Community members</li> <li>○ AIG parents and families</li> <li>○ AIG teachers</li> <li>○ Other instructional and support staff</li> </ul> <p>Utilize the advisory group to assist with developing the local AIG program and plan, and then monitoring the implementation and effectiveness of the AIG program and plan.</p>  |
| <p><b>Implementation ideas:</b></p>  | <p>Recruit parent leaders from each segment of your community to serve in an AIG Advisory capacity and/or to support gathering input regarding AIG programming.</p> <p>Make an intentional effort to be inclusive of many stakeholder groups and balance the representation on your district’s diverse population on the team.</p> <p>Consider providing childcare for meetings to encourage participation. Some free sources of childcare include using older AIG student volunteers, along with their sponsors from different high school clubs/service organizations; like the National Honor Society, Beta Club, Jr. Civitans, etc.</p> <p>Provide opportunities for stakeholder involvement, outside of the district wide AIG Advisory Board. Some options might include:</p> |

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|  | <ul style="list-style-type: none"> <li>○ School level AIG councils or committees</li> <li>○ Parent Advisory (open forum) sessions</li> </ul>  |
| <p><b>d) Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.</b></p>   |   |
| <p><b>Clarifying description:</b></p>  | <p>Be intentional in communicating with all parents and community members.</p>  |
| <p><b>Implementation ideas:</b></p>  | <p>Ensure that information shared with parents/families and the community is translated in appropriate languages.</p> <ul style="list-style-type: none"> <li>○ Utilize all available tools, such as school web-pages, fliers, emails, letters, automated phone calls, school newsletters, and AIG specific newsletters to inform parents of upcoming opportunities.</li> <li>○ Share information with students and families about partnerships available with civic and local agencies, including CTE department opportunities. These opportunities might include mentorships, community outreach/ service learning opportunities, internships and/or job shadowing.</li> </ul> <p>Ensure that interpreters/translators are available at DEP meetings, Parent Academy sessions, and other AIG functions, as needed.</p> |
| <p><b>e) Forms partnerships with institutions of higher education, local business and industry, and other stakeholders within the community to enhance and gain support for AIG programs and services.</b></p> |   |
| <p><b>Clarifying description:</b></p>  | <p>Build relationships with institutions of higher education and other community resource organizations to provide enrichment, extension, and acceleration opportunities for students.</p>  |
| <p><b>Implementation ideas:</b></p>  | <p>Establish relationships with local School Foundations that support education.</p> <p>Pursue volunteer support from local institutions of higher education and various community organizations to support gifted learners.</p> <p>Share resources between institutions of higher education and the local LEA to support gifted programming.</p>   |

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|  | <p>Partner with standing organizations and/or other LEAs to create opportunities for professional development for teachers, administrators, and the community.</p> <p>Create contracts/memorandums of agreements between school systems and community partners provide learning opportunities for gifted students.</p> <p>Work with community partners to create opportunities that enrich and extend learning opportunities for gifted students; like mentorships, job shadowing, internships, etc. Another example: Utilize community sponsor (Tri-City Automotive) to provide Academic Challenge Competition at all high schools (Rockingham)</p> |
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