

Standard 5: Partnerships

Caswell County Schools (170) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

**Standard 5: Partnerships**

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

**\* Practice A**

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

- academic and intellectual
- social and emotional.

Caswell County Schools strives to build intentional, two-way partnerships with parents/guardians to better meet the needs of AIG students. Each spring, an AIG Stakeholder Survey is shared with parents/guardians to gather their input for the following topics: enrichment, extension, and acceleration; rigorous curriculum and differentiation; benefits of services; the social emotional needs of AIG students; the Differentiated Education Plan; and the comfort level of home-school communication. The survey also offers the opportunity to describe any strengths/positives and needs/weaknesses they see with the AIG program, but also asks for suggestions on how to develop partnerships with parents/guardians and families that are intentional and two-way.

Parents/Guardians participate in face-to-face, virtual, and/or phone conferences with their child's teacher(s). This affords both the teacher and the parents/guardians an opportunity to express their thoughts about how the child is performing academically, what are the child's academic needs because he/she is gifted, how the child's social emotional skills are developing, and what supports he/she needs in the social emotional area.

Parents/Guardians of AIG students, also, have the freedom to ask questions and offer input about the AIG program at the beginning-of-the-year AIG parent/guardian meeting when Differentiated Education Plans are signed. Because both the parents/guardians and the teachers have an opportunity to share and collaborate, the home-school relationship becomes one of a team that has a common goal.

Additionally, parents/guardians are invited to participate on the District Steering Committee and as volunteers during school events, such as career days, field trips, and Super Saturdays. They bring their expertise and point-of-view to these, which in turn allows the school to gather input on how to modify or better the academic, intellectual, and social emotional supports offered to the AIG population.

**\* 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.

Caswell County Schools partners with its community stakeholders to enhance and support the local AIG program and services. There is collaboration between Caswell County Schools and local community groups and the Piedmont Community College to offer enrichment, extension, and acceleration

opportunities.

The Veterans of Foreign Wars Post 7316 sponsors the Patriot's Pen every fall for middle school students. This writing competition allows teachers to extend and connect the English Language Arts and Social Studies curriculum. Students work on writing standards while linking civics to their daily lives.

The Caswell County Public Library offers enrichment programs throughout the year. The 1000 Books Before Kindergarten program helps expose students to books and vocabulary before they enter the public school system. The Book-Baggers program provides elementary and middle school students an opportunity to supplement their reading opportunities during the school year. The Summer Reading program encourages students to read throughout the summer months and provides students an opportunity to participate in educational activities and events that spark curiosity. The Teen Advisory Board offers leadership opportunities and the weekly teen programs allows students of like-minds to socialize in a safe and educational environment. In addition to the different programs, the library supports the AIG-sponsored Battle of the Books by ensuring copies of each year's books are available for check-out.

The Caswell County 4-H provides enrichment programs to be used in the schools. These programs relate to the curriculum and are supported by the 4-H coordinator. Additionally, the 4-H has created independent projects that extend the content students are learning in the classroom. These independent projects can be used in conjunction with learning contracts or independent study units.

AIG-supported clubs such as Junior Beta and Beta participate in enrichment activities that teach students about their civic responsibilities. They partner with local organizations and groups in the community. Club members volunteer and/or collect items and donations for the organization of their choice.

Additionally, local businesses are called upon to offer their expertise to students as guest speakers at different events such as club meetings and/or career fairs.

Piedmont Community College supports high school acceleration in two ways. First, students may opt to take college classes that will later transfer to any participating university or college through the NC College Career Promise. Second, students may choose to join an Associate's Degree Pathway in order to complete an associate degree by the time they graduate from high school. Both options offer student rigorous content above the high school level.

**\* 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.

Caswell County Schools' AIG District Steering Committee helps to develop, implement, monitor, and revise the local AIG plan. The committee is composed of the AIG director, the AIG coordinator, each school's AIG chairperson, teachers and parent/guardian representatives from each school, at least one principal, curriculum directors, and other community members. Many members remain on the committee for multiple years. This helps bring consistency and knowledge to the committee. However, each year, as new members are recruited, school administrators collaborate with district personnel to determine new parents/guardians and/or community members who would be willing to serve on the committee to replace members who have stepped down from their positions. When inviting potential members, district personnel monitor demographics ensuring that all of the county's population is represented, which increases the opportunity for the committee to consider the perspectives of all its stakeholders.

District Steering Committee members offer feedback regarding the local AIG plan during the rewriting cycle. Members are broken into groups based on the standards that they are involved with the most. For example, the AIG chairpersons meet with the AIG coordinator to focus on Standard 1: Student Identification because they are the stakeholders that deal with identification the most and teachers focus on Standard 3: Differentiated Curriculum and Instruction because they are the ones that are implementing this standard on a daily basis. These groups meet and discuss each practice within their standard and offer opinions regarding successes and what may need to be added, modified, or removed. Their feedback is used to rewrite the plan. Committee members review the final draft plan before it is submitted to the local school board for approval. During implementation years, the District Steering Committee discusses how the district is adhering to the plan. Additionally, they review the local AIG Stakeholder Survey data and discuss programming that may be applicable.

**\* 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.

In order to inform students, parents/guardians, and the community about the AIG plan, program, policies, procedures, and opportunities within the district, Caswell County Schools utilizes multiple forms of communication.

Caswell County Schools' Local AIG Plan includes the policies and procedures for the identification process. Additionally, the plan contains the blueprint for delivering and monitoring program services for students throughout all grade levels, utilizing school personnel, and working with partners in the community. The plan is shared on the Caswell County Schools' website, which can be translated into multiple languages, for all stakeholders to access. Hard copies are printed and distributed to every school board member, principal, and AIG chairperson.

AIG brochures that describe the AIG identification processes and services are available at each school's office and are dispersed when a student begins the referral process and at Title I events when appropriate. Brochures are available in English and Spanish.

An AIG newsletter is sent to the parents/guardians of every AIG student each semester. The newsletter may contain any of the following items: contact information for the AIG Director and AIG Coordinator; evidence of program services, enrichment, and staff professional development; achievements of local gifted students; academic and enrichment opportunities for gifted students within the state or nation; explanations of AIG paperwork; and/or academic and social emotional resources about gifted students for parent/guardians. Each newsletter is posted on the Caswell County Schools' AIG website and can be translated when necessary.

Each school's AIG chairperson reviews the identification process, the Differentiated Education Plan, differentiation strategies, and the social emotional needs of gifted students at their beginning-of-the-year parent/guardian meeting.

Press releases are shared with the local newspaper, The Caswell Messenger, to highlight AIG students' accomplishments and to inform the community of the positives that occur within the AIG department and throughout the school district. The AIG department will launch its Facebook page during the 2025-2026 school year. The goal will be to share positive stories in addition to giving all stakeholders insight to what AIG students are doing academically and informing parents/guardians of specific dates, forms, and surveys.

The Caswell County Schools' AIG website provides a list of enrichment opportunities for students throughout the summer and the school year. Also, a directory of useful websites is available. The websites offer information for the social emotional needs of gifted students, lists of recommended books, links to state and national AIG organizations, among others. Also, the North Carolina Public Instruction-Office of Advanced Learning and Gifted Education site is highlighted as a place to learn more about the following: Advanced Placement, Credit by Demonstrated Mastery, NC Career & College Promise, and NC Governor's School.

**\* Ideas for Strengthening the Standard**

Caswell County Schools recognizes the need to have stakeholder participation and partnerships in planning and implementing the local AIG plan. The AIG department will continue to build two-way partnerships and will work with higher education institutions, non-profit organizations, and others to locate and offer enrichment opportunities for the gifted population.

**Planned Sources of Evidence**

- \* AIG Stakeholder Survey
- \* AIG brochure and newsletters
- \* Caswell County Schools' AIG website

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