

TCS AIG Plan

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

NC AIG Program Practices Standard 5	LEA Response
<p>a) Develops partnerships with parents/families and the community that are intentional and meaningful to support the following needs of AIG students:</p> <ul style="list-style-type: none"> ● academic and intellectual ● social and emotional 	<p>TCS recognizes that developing AIG students’ potential begins with both academic and social-emotional education, but their success depends upon their finding meaningful, fulfilling pursuits in adult life. AIG students, and many other students, benefit from connecting their school work to activities in which they explore their communities and the larger world and begin forming their identity as citizens.</p> <p>TCS cultivates partnerships with the community according to the needs students have throughout their educational careers. The TCS Senior Project, in many ways TCS’s culminating educational activity, demonstrates how the community invests itself in its students’ meeting high expectations:</p> <ul style="list-style-type: none"> ● Each senior arranges a non-family, adult community member to be his/her mentor throughout the semester-long project. Mentors’ relationship to seniors vary from advisor-advisee, master-apprentice, or teacher-student, depending upon the project the senior chooses to pursue. ● Seniors present their projects and research to panels made of 3-4 community volunteers and 1-2 teachers, all of whom grade the presentations with TCS rubrics. ● Seniors’ research papers are submitted to Brevard College for grading. TCS English teachers and Brevard College English professors collaborated to create the TCS Senior Paper Rubric. <p>Various Transylvania County and community agencies actively seek to involve students in leadership-building and community service activities before and during their senior year. Notable examples include:</p> <ul style="list-style-type: none"> ● Transylvania County Library: Teen Advisory Board and volunteering ● Transylvania County Sheriff’s Office: Juvenile Crime Prevention Council ● VISION Transylvania Community Leadership Development Program: VIZ Youth Leadership ● Transylvania County School Board: student representatives attend school board meetings on rotating basis ● Cindy Platt Boys and Girls Club: volunteer staff and tutors ● Neighbors in Ministry’s Rise and Shine After-school program: volunteer tutors and homework coaches



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- NC Cooperative Extension Service: Transylvania 4-H Club

Many organizations and businesses provide organized, ongoing opportunities for students to develop skills, interests, and talents throughout their school years, such as:

- Transylvania Choral Society; Transylvania Youth Strings
- Brevard Little Theatre summer youth programs
- Transylvania County Library summer reading and year-round Creation Labs, Lego Builders, and Teen Space “Your Future”
- Transylvania Community Arts Council art workshops and classes
- Muddy Sneakers science/outdoors experiential learning sessions for 5th graders

Other organizations communicate and cooperative with TCS to directly support students’ academic and social-emotional education:

- The Brian Center Health & Rehabilitation, The Oaks Nursing Home, and Transylvania Regional Hospital: student rotations as students pursue Certified Nursing Assistant credential (prerequisite for pursuing four-year Registered Nurse degree)
- Local businesses/industries which host student interns and accommodate job-shadowing experiences arranged by the TCS Workforce Development Coordinator
- Transylvania Community Arts Council: Arts In Schools program
- Transylvania County Schools Educational Foundation: mini-grants awarded to individual teachers and/or schools
- The *Transylvania Times*: weekly education columns written by teachers, specialists, and students about recent educational events and student accomplishments

All students, including gifted learners, have social-emotional needs mirroring community needs. Organizations whose work affects and benefits TCS students include:

- Transylvania County Commissioners, whose new Early Childhood Initiative and Teens in Crisis (name change pending) initiatives may lead to increased interagency cooperation
- C.A.R.E. Coalition (Community Awareness Recovery Effort), which seeks to reduce substance abuse and underage drinking. Partners include medical and public health agencies, mental and behavioral service agencies, TCS and other educational organizations, and many local nonprofit organizations

Students’ readiness to succeed in academic programs is matched by the community’s readiness to financially support their college ambitions:

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- State Employees Credit Union/SECU Foundation scholarship
- Connestee Falls scholarship
- Dorothy S. Bjerg Good Citizen award
- Trooper Giles Harmon Memorial scholarship
- Jim Bob and Dottie Tinsley Journalism scholarship
- Terrell Scruggs scholarship
- Daniel Furr Memorial scholarship
- Transylvania County Dental scholarship
- Hendersonville Pediatrics scholarship
- Transylvania Excellence in Education/Excellence in English award
- Transylvania Excellence in Education/Holbrook-Nichols award for construction, drafting, masonry, or mechanical technology
- Cornelius Hunt Memorial scholarship
- Carolyn Lemond Winchester scholarship
- Transylvania Regional Hospital/Jane Walker Freeman Memorial Nursing scholarship
- Transylvania Regional Hospital/Lindgren Memorial Nursing scholarship
- Adrienne Altman nursing scholarship
- Voso Leadership Award providing for a week-long experience in Washington, DC
- Transylvania County Schools superintendent paying tuition for students accepted to North Carolina Governor's School

TCS is currently exploring additional ways to create systemic ties to the community, such as by creating a STEM-themed school to partner with Pisgah Astronomical Research Institute and science/technology businesses in the area and by encouraging elementary schools to transform themselves into theme-based academies.

TCS's community partnerships include parent networks such as PTO and individual parent/family volunteerism. Each school offers a variety of field trips, academic competitions, arts performances, and fairs or showcases which rely on volunteer support and financial contributions. Parents/families may also play roles as guest speakers for classes, clubs, and college/career events.

In addition to soliciting parent involvement in efforts that benefit AIG and other students, TCS seeks to solicit parent/family input to shape future AIG events. At the conclusion of AIG Parent Events, AIG Specialists use event evaluation surveys to ascertain parent/family need for and satisfaction with the information presented and solicit suggestions for future events/topics.

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<p>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.</p>	<p>In order to promote stakeholder awareness of the AIG program, TCS posts on its website the current AIG Plan, a mission statement, a summary of Article 9B, the AIG Parent Handbook in English and Spanish, and several links to additional resources for parents/teachers.</p> <p>Currently, AIG Specialists also have their own AIG webpages, but to better communicate the consistency of the AIG Program across all schools, as well as ease the AIG Specialists' burden of webpage maintenance, TCS will move to consolidate all AIG information on a central webpage. Each school's student services page and each AIG Specialists' staff page will include a clear link to that central AIG webpage. Additionally, TCS will post quick-reference guides, digital presentations, professional development offerings, and a list of local/regional extracurricular and special programs for gifted learners.</p> <p>The district AIG webpage will lend support to other school and district initiatives, programs, and policies which impact AIG students by summarizing and linking to them. The district AIG webpage will also strive to convey both the scope and importance of community partnerships by linking to partners' webpages.</p>
<p>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.</p>	<p>TCS takes pride in its efforts to involve stakeholders in the development, implementation, and monitoring of school programs, including the AIG program.</p> <p>To implement the AIG plan, TCS relies on the AIG Coordinator, AIG Specialists, and school TAGs which include the AIG Specialist, an LEA representative, and regular education teachers. To monitor the local AIG program and plan, TCS has relied upon the AIG Coordinator and AIG Specialists to promptly respond to the stakeholder feedback which TCS solicits through annual its AIG Stakeholder survey. This survey targets all AIG parents/families, teachers, and other instructional and support staff at each school. The survey results guide implementation changes and AIG plan revision.</p> <p>Recognizing that in the past these processes have largely left out school and district leadership, TCS plans to increase and formalize the dialogue among administration and teacher-leaders who directly or indirectly serve AIG students and influence the AIG program. TCS will revitalize the district TAG by including as representatives district Curriculum & Instruction directors, principals, assistant principals, instructional coaches/lead teachers, and other instructional and support staff, along with the AIG Coordinator.</p> <p>The district TAG will meet at least three times each school year. AIG Specialists, school TAGs, and the district TAG will cooperate to conduct</p>

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	<p>periodic AIG Stakeholder meetings or forums to facilitate wider community involvement.</p>
<p>d) Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.</p>	<p>TCS understands that students may not fully invest themselves in AIG and other academic/social-emotional educational opportunities without support from home, so TCS employs a variety of ongoing, two-way communication with gifted learners’ parents/families in addition to the annual development of Differentiated Education Plans. AIG Specialists hold annual parent meetings to discuss and answer questions about the K-12 AIG program and how it works within the individual school. AIG Specialists also communicate with parents/families in phone calls, emails, and teacher conferences.</p> <p>Because TCS regularly serves students whose parents/families speak Spanish, TCS has developed a Spanish versions of the AIG Parent Handbook and annual stakeholder survey. TCS has also used English-Spanish companion books about gifted students’ needs and gifted education programs to facilitate bilingual AIG meetings:</p> <ul style="list-style-type: none"> ● Strip, C.A., and Hirsch, G. (2001). Helping Gifted Children Soar: A Practical Guide for Parents and Teachers. ● ---. Ayudando a los Niños Dotados a Volar: Una Guia Práctica para Padres y Maestros. <p>AIG Specialists will continue to share current news, success stories, resources, and opportunities with the students, parents/families, and the community emails, automated calls/texts, newsletters, press releases, and/or Tweets.</p> <p>Together, AIG Specialists will regularly update the district AIG web page, taking advantage of TCS’s web hosting service which includes a “Translate this page” button on every page, giving families the opportunity to read posts on the website in 11 different languages.</p>
<p>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.</p>	<p>TCS is fortunate to have many strong partnerships in Transylvania County and the region. In addition to community and business/industry partnerships listed in Standard 4a, institutions of higher learning support the goals of the AIG program and enhance its services to all students.</p> <p>Partners who help students envision, apply to, and transition into college are:</p> <ul style="list-style-type: none"> ● Colleges and universities which participate in Brevard High School and Rosman High School College Fairs ● Brevard College, Blue Ridge Community College, University of North Carolina-Asheville, and Western Carolina University which host College Day field trips for TCS juniors and seniors

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	<ul style="list-style-type: none">● Blue Ridge Community College, Western Carolina University, University of North Carolina-Asheville, and University of North Carolina-Greensboro which allow TCS students to dual enroll or enroll early in college classes <p>Partners who support teachers with professional development to improve their instruction are:</p> <ul style="list-style-type: none">● Blue Ridge Community College which annually offers Career Academy, a three-day behind-the-scenes tour of local businesses and industry, combined with an overview of local economic development and concrete discussions about 21st century skills● Brevard College which, through its teacher preparation program, extends lecture series on diversity and professional development workshops on Problem-Based Learning to TCS teachers
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Ideas/ Strategies for Strengthening the Standard:

- With AIG Stakeholder and district TAG input, create partnerships with educational organizations to develop local low-cost or free academic/social-emotional enrichment opportunities on weekends & during summer
- Consider growing community partnerships to include scholarships for gifted students to attend academic summer camps
- Create an AIG Parent Volunteer program to support in-school academic and social-emotional activities

Sources of Evidence:

Senior Project Portfolios documenting mentors names, occupations, and mentoring hours
Lists of Senior Project Presentation judges from each school, per semester
Contracts with Brevard College English staff for Senior Paper grading
Agendas/minutes from debriefing meetings between Brevard College graders and senior English teachers after research papers have been graded, per semester
Agendas/minutes from various county boards listing student participants/representatives
Annual list of students accepted into VIZ Youth Leadership program
Press releases or letters of thanks to student volunteers which run in the *Transylvania Times*
Flyers from organizations and businesses advertising opportunities for student enrichment
Annual list of students earning Certified Nursing Assistant licenses
Job shadowing and internship documentation
Emails, flyers, or school events calendars documenting TCarts Art In Schools assemblies at schools
Press releases and articles from the *Transylvania Times* highlighting mini-grant winners
Weekly “Everyday Education” columns and guest columns in the *Transylvania Times*
Faculty meeting agendas and other artifacts documenting agencies’ presentations
Letters/emails or school/office calendars documenting service visits from or special programs by C.A.R.E. Coalition partners

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Press releases, Transylvania Scholars Night commemorative programs, and graduation programs documenting scholarships and recipients

Agendas from PTO meetings, leadership and membership lists, and records of donations to schools

Emails/flyers about PTO-sponsored field trips and other PTO-sponsored events

Lesson plans and event flyers documenting guest speakers and their topics

Flyers and school activities calendars documenting AIG events

Parent/family Satisfaction Survey response sheets after AIG events

TCS AIG webpage and subpages with links and PDFs

Spanish versions of AIG Parent Handbook and forms

School/office calendars documenting TAG meetings and AIG Specialists meetings

Agendas/minutes from AIG Specialists meetings, building TAG meetings, district TAG meetings, and AIG Stakeholder meetings

Results from annual AIG Stakeholder Survey

AIG Specialists' emails/letters, calendar events, phone logs, conference notes, and meeting records

AIG newsletters, website, Tweets, press releases, and flyers

Flyers, permission slips, and artifacts from college fairs and school-organized college visits

Dual/early enrollment records

Artifacts, registrations, and CEU records from BRCC's Career Academy

Flyers and email announcements about Brevard College lectures and professional development offerings