



# AIG Parent Handbill 2019-2022

with the Durham Public Schools Board of Education within five (5) school days of receiving the response from the AIG Appeals Committee.

- B. The Board of Education shall offer a final written decision to the parent or guardian within thirty (30) calendar days after receiving the appeal.
- C. The Board of Education shall notify the parent or guardian that he/she has sixty (60) days to appeal to the Office of Administrative Hearings.

### Step 4: State Level Grievance Procedure

- A. In the event that the local grievance procedure fails to resolve the disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to:
  - (i) Whether the local school board administrative unit improperly failed to identify the child as an academically and/or intellectually gifted student, or
  - (ii) Whether the local plan has been implemented appropriately in regard to the child.
- B. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decisions of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

*Durham Public Schools does not discriminate on the basis of sex, race, color, religion, national origin, age, or disability in any of its educational or employment programs or activities. If any employee, student, parent, or community member believes such discrimination has occurred, he/she should call the Assistant Superintendent of Human Resource Services at 919-560-2353 or write the Director, Office of Civil Rights, Washington, DC 20202.*

For more information about the AIG Program or how to get involved, please contact:

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## Philosophy of Academically and/or Intellectually Gifted Education

Durham Public Schools believes that it is our responsibility to discover, nurture, and develop the potential of every student to be successful both in school and in adult life. We further believe that we must provide a challenging education for all of our students. Services for academically and intellectually gifted (AIG) students are an integral part of this overall goal to achieve an excellent level of education for all 21<sup>st</sup> century learners.

## Definition of Giftedness

“Academically and/or Intellectually Gifted students perform, or show the potential to perform, at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically and/or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically and/or intellectually gifted students require differentiated education services beyond those ordinarily provided by the regular education program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.” Article 9B (N.C.G.S. § 115C-150.5)

## Screening, Identification, and Placement Procedures

Durham Public Schools uses multiple sources of data to identify students as academically and/or intellectually gifted, to assess students’ learning needs, and to construct learning environments and strategies which address these needs. The identification and matching process consists of four steps:

- 1) **Student search process:** Through the student search process students are referred who appear to meet criteria for formal identification. Students may be referred through testing data or by the AIG teachers, regular classroom teachers, parents, peers, or by the students themselves.
- 2) **Data collection:** AIG Specialists collect data about each student’s strengths, abilities, and attributes. Data may include nationally normed aptitude and achievement tests (90% or above), classroom performance, student work, teacher checklists of student behaviors, student interests, and evidence of the student’s motivation to learn.
- 3) **AIG Leadership Committee Review:** The AIG Leadership Committee reviews all available data to make one of the following decisions: (1) AIG or AG criteria are met and the student requires differentiated services in

Reading and/or Math. (2) IG criterion is met and the student requires services to match the need. (3) AIG/AG/IG criteria are not met and no need for differentiated services is indicated. These students do not receive specialized services. They can be nominated no more than one time a year for the AIG program; however, the school may consider additional information as it becomes available.

- 4) **Development of Differentiated Education Plan (DEP):** The AIG Leadership Committee develops a Differentiated Education Plan (DEP) for identified AIG/AG students and an Individual Education Plan (IDEP) for IG students. Parents must give written approval for a student to participate in any service delivery option.

### Service Delivery Options

The program service options for AIG students involve three components: Learning Environments, Content Modifications, and Enrichment Opportunities.

- **Learning Environments** are the ways students are grouped to receive instruction. Environments may include options such as consultation in the regular classroom, flexible grouping, grade acceleration, and concurrent enrollment in high school and college for students in grades 9-12.
- **Content Modifications** include the ways curriculum may be adapted to meet the needs of gifted students. Modification may include acceleration, compacting, flexible pacing, and the use of more advanced or complex concepts, abstractions, and resources. .
- **Enrichment Opportunities** are those programs which may exist within the curriculum, but which are often outside the regular curriculum or even outside the school. They provide students with opportunities to explore topics or pursue interests in greater depth. Enrichment opportunities may include Science Olympiad, Math Counts, Battle of the Books, Odyssey of the Mind, and Duke University's Talent Identification Program, as well as mentorships, apprenticeships, and a variety of leadership opportunities. (Note: Due to size of school and available personnel and resources, not all options will be available at every school.)

### Annual Review of Services for AIG/AG/IG Students

All AIG students with a DEP/IDEP are reviewed annually by the school's AIG Leadership Committee to determine the appropriate service delivery options for the following year. When a student's learning needs are no longer being met by the current service delivery option, the AIG Committee (including the parent/guardian) will review all of the student's data to make a determination for appropriate level of service required.

*AIG Parent Handbill, 2019-22  
Office of Advanced Academics*

### Transfer Students

AIG students transferring from one DPS school to another will retain their gifted identification. However, service delivery options may vary from one school to another and the student's DEP/IDEP may need to be revised.

Students transferring from another district or state will present to the receiving DPS school all information regarding the student's identification for differentiated services. The receiving school will review the information, apply Durham Public Schools' district-wide criteria for identification, and make a decision concerning service delivery options.

### Procedures for Resolving Disagreements

Parents or guardians may request a review of Academically and/or Intellectually Gifted (AIG) services if they feel that:

- (a) Durham Public Schools improperly failed to identify their child as an AIG, AG, or IG student, *or*
- (b) The plan for the AIG Program has not been implemented appropriately in regard to their child.

#### *Step 1: Principal's Conference*

- A. If a disagreement concerning AIG services is not resolved with the AIG Leadership Committee, the parent or guardian may file a written appeal of the committee's decision with the principal within five (5) school days.
- B. The principal shall schedule a conference with the parent or guardian within five (5) school days of receiving the appeal and, after reviewing the challenged recommendation with the AIG committee chairperson, shall respond in writing to the parent or guardian and AIG Leadership Committee within five (5) school days after the parent conference.

#### *Step 2: Appeal to the Office of Advanced Academics*

- A. If the disagreement is not resolved through the principal's conference, the parent or guardian may file a written appeal of the decision with the district's Office of Advanced Academics within five (5) school days of receiving the principal's response.
- B. The Office of Advanced Academics shall convene the AIG Appeals Committee and schedule a conference with the parent or guardian within five (5) school days of receiving the appeal.
- C. The Office of Advanced Academics shall respond in writing to the parent or guardian and principal concerning the outcome of the review within five (5) school days after the conference.

#### *Step 3: Appeal to Durham Public Schools Board of Education*

- A. If the disagreement is not resolved through the AIG Appeal Committee's review, the parent or guardian may file a written appeal of the decision

*Revised February 2021*