

Three Rivers School District

Code: IGBB-AR
Adopted: 6/19/06
Orig. Code: IGBB-AR

DELETE & ADOPT NEW VERSION

Academic Acceleration of Gifted Students

When whole-grade academic acceleration seems to be the most viable way to meet the advanced level of learning and/or accelerated rate of learning of gifted student, the following procedures will be put into place.

1. A proposal to advance the student originating from a parent or the student's teacher will be received by the building principal.
 - a. Principal notifies the parent if the proposal comes from a teacher.
 - b. Principal notifies the teacher if the proposal comes from a parent.
 - c. Principal obtains parent permission to proceed with evaluation. Process stops if permission is not granted. At any point in the evaluative process, the parent retains the right to rescind granted permission and stop the process.
 - d. Principal notifies the "receiving" principal (if new school is involved).
 - e. Principal notifies the District TAG Coordinator to begin the evaluation process.
2. District TAG Coordinator will:
 - a. Schedule intellectual testing for the student.
 - b. Gather available test scores, grades, and other documentation of the student's functioning in other cognitive, social/emotional, and physical areas from parents, and current and past teachers.
 - c. Do additional academic testing, if needed, using the Woodcock Johnson or other similar instrument.
3. Upon completion of this information gathering stage, the principal appoints a team to review all available information. The team may include the following: teacher(s), TAG coordinator, other specialists as appropriate, and the administrator.
 - a. Based on completed evaluation and other available information, the team makes a decision.
 - b. The team keeps records of the meeting.
 - c. If decision is in favor of acceleration, the team makes recommendations as to how and when acceleration will take place.
 - d. If he/she is not in attendance, the team informs the principal of decision (orally and in writing) and the principal reviews the records used in decision-making process.
4. In oral and written form, the principal communicates and discusses the team's decision with the parent and provides information concerning any rights to appeal the decision.

- 5.— Using available information, the principal determines whether or not to advance the student.
- 6.— If the decision is to whole grade accelerate, the principal (or other appointed person) schedules a meeting to plan for the acceleration and its transition. The team will use the planning form provided for this purpose as a guide and documentation of the plan. Parents, student (if appropriate), current teacher, receiving teacher, current administrator, receiving administrator, counselor, TAG Coordinator, and other pertinent persons, should be invited to be a part of this meeting.
- 7.— If the decision is to not whole grade accelerate, the principal, or other appointed person, will schedule a meeting to plan how to best meet the educational needs of the student. Parents, student (if appropriate), teacher, administrator, counselor, TAG Coordinator, and other pertinent persons, should be invited to be a part of this meeting. This plan should be documented in writing.
- 8.— After a reasonable trial period, the decision to academically accelerate a student may be reversed if it is not working well academically, socially, or emotionally for the student.

Subject-Subject Academic Acceleration

When academic acceleration in a single subject matter seems to be the most viable way to meet the advanced level of learning and/or accelerated rate of learning of a gifted student, the following procedures will be put into place.

- 1.— A proposal for single subject academic acceleration for the student originating from a parent or the student's teacher will be received by the building principal.
 - a.— Principal notifies the parent if the proposal comes from a teacher.
 - b.— Principal notifies the teacher if the proposal comes from a parent.
 - c.— Principal obtains parent permission to proceed with evaluation. Process stops if permission is not granted.
- 2.— Gather available test scores, grades, and other documentation of the student's functioning in subject matter from teachers and student's cumulative file.
- 3.— Schedule additional academic testing, if needed, using the Woodcock Johnson or other similar instrument.
- 4.— Upon completion of this information gathering stage, the principal will schedule a meeting with parents, the student, the current teacher, and receiving teacher. This meeting should also include the receiving principal if another school is involved. The TAG coordinator may be invited by any of the parties involved to attend the meeting. Records are kept of the meeting.
- 5.— Based on all available information and input from all parties, a decision on single subject acceleration will be made.
 - a.— If the decision is in favor of single subject acceleration, recommendations as to how and when the acceleration will take place are documented in a plan for services.
 - b.— Parents, student, and teacher(s) agree on a plan for accelerated services. This plan will address issues of grading, transportation, attendance, and use of classroom time.

- e. ~~If the decision is to not single-subject accelerate, a plan for how to best meet the educational needs of the student will be formulated.~~
- 6. ~~After a reasonable trial period, the decision to accelerate a student may be reversed if it is not working well academically, socially, or emotionally for the student.~~

RECOMMENDED OSBA VERSION TO ADOPT

Complaints Regarding the Talented and Gifted Program and/or Services

The following procedure will be utilized when complaints arise regarding the district’s talented and gifted programs and services (“TAG”).

All complaints regarding TAG will be reported to the superintendent or designee following the complaint procedure in board policy KL – *Public Complaints*.

1. Upon receipt of a TAG complaint, the superintendent or designee shall arrange for a review by the district TAG Eligibility Team.
2. The review committee shall meet within five working days of when the complaint was received and review all pertinent information. A recommendation from the review committee will be submitted to the superintendent within 10 working days of receiving the original complaint.

The review committee may recommend that:

- a. The programs or services are appropriate; or
- b. The programs or services are not appropriate.

The review committee’s recommendation will be submitted to the superintendent.

The superintendent shall review the committee’s recommendation and make a decision. The superintendent’s decision will issue a decision within 10 working days of receiving the recommendation.

3. If dissatisfied with the superintendent’s decision, the complainant may submit an appeal to the Board within five working days of receiving the decision. The Board will review the findings and conclusion to determine what action is appropriate. The Board may use executive session if the subject matter qualifies under Oregon law. The Board’s decision will be final and will address each allegation in the complaint and contain reasons for the Board’s decision. The Board’s final decision will be issued in writing or electronic form.

If the complainant, who is a student, a parent or guardian of a student who attends school in the district, or a person who resides in the district, remains dissatisfied and has exhausted local procedures, may appeal¹ the district’s final decision to the Deputy Superintendent of Public Instruction under Oregon

¹ An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

Administrative Rules (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

{²} Timelines may be extended upon written agreement between the district and the complainant.

² {For district information. The district’s complaint process should align with OAR 581-022-2370 and consider an appeal process to ODE in OAR 581-002-0005.}