



# **TALENTED AND GIFTED STUDENTS**

**District Handbook  
2019-2020**

*We provide exceptional education experiences  
that inspire, challenge and prepare each student to  
achieve personal and academic success.*

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May 1st, 2020

Dear Stakeholder,

This handbook is intended to provide an overview of Mt. Angel School District's Talented and Gifted program. The handbook is designed to guide you through the policies and procedures our district employs to meet the needs of our talented and gifted students.

The district employs a collaborative effort with parents, teachers, principals, and counselors to ensure the needs of our TAG students are being achieved. In addition, each school has a building TAG coordinator who oversees the identification process and TAG plan implementation to meet each student's unique rate and level of learning. The staff contacts are listed by school building:

**2019-2020 School Year Building TAG Coordinator**

St. Mary's Elementary	<b>Lucas Anderson</b> anderson_lucas@mtangel.k12.or.us	503-845-2547
Mt. Angel Middle School	<b>Andrea Oropeza</b> oropeza_andrea@mtangel.k12.or.us	503-845-6137
JFK High School	<b>Lito Oropeza</b> oropeza_pascual@mtangel.k12.or.us	503-845-6128

The Mt. Angel School District is committed to tailoring instruction to meet the individual needs of all our students and to provide the extra assistance needed to help our TAG students achieve their academic potential.

Sincerely,

Erica Gordon  
TAG Director  
Mt. Angel School District  
gordon\_eric@mtangel.k12.or.us

## **Mt. Angel School District Policy on Education of Talented and Gifted Students**

Code: **IGBB**

Adopted: 12/09/91

Readopted: 7/12/10

Orig. Code(s): IGBB

The district is committed to an educational program that recognizes, identifies and serves the unique needs of talented and gifted students. Talented and gifted students are those who have been identified as academically talented and/or intellectually gifted.

The Board directs the staff to develop procedures for identifying academically talented and intellectually gifted students K-12. The Board further directs the superintendent to develop a written plan that identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of identified students. All required written course statements shall identify the academic instructional programs and services which shall be provided.

Other students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted, may be identified.

END OF POLICY

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### **Legal Reference(s):**

[ORS 343.391](#)

[ORS 343.395](#)

[ORS 343.396](#)

[ORS 343.397](#)

[ORS 343.401](#)

[ORS 343.407](#)

[ORS 343.409](#)

[ORS 343.413](#)

[OAR 581-022-1310 to -1330](#)

**Mt. Angel School Districts TAG Program's Goal**

The Mt. Angel School District values its diverse community of learners. It is the goal of the Talented and Gifted Program that our TAG population would be more representative of the general district population. The district has determined that it is not identifying under-represented students at a percentage that is commensurate with the district's outlined race/ethnicity. To improve this, the district has implemented a universal screener at second grade that is both nonverbal and vetted for cultural bias. Additionally, annually the TAG Coordinators will train teachers at each building on the identification processes, including Potential to Perform.

The goal for Mt. Angel School District's TAG program is to increase the district's equity of identification of students to be more representative of the district's general population. This will be done through systematic identification procedures, teacher professional development, pre/post survey results of review of the district's TAG program and review of demographic data. The timeline for implementation is the school year, however, this goal will continue until determined to have been met by evidence of equity in demographic data (namely race/ethnicity data of qualified Caucasian and Hispanic students which are the two predominant race/ethnicities in the district).

To ensure that progress is being made to reach the district goal, the district TAG coordinator will implement the following protocols:

- Monitor demographic data
- Coordinate and plan yearly professional development for district staff
- Design and implement teacher surveys regarding identification procedures for all populations
- Communicate with parents – Parents are collaborated with yearly during annual reviews, and as needed with teachers. The district encourages an open line of communication with the families to ensure we are supporting the needs of our TAG students.
- Facilitate the yearly development of building level specific goals to support TAG students

## District's Educational Philosophy and Mission Statement

The Mt. Angel School District values its diverse community of learners. It is the goal of the Talented and Gifted Program that our TAG population would be more representative of the general district population. The district has determined that it is not identifying under-represented students at a percentage that is commensurate with the district's outlined race/ethnicity. To improve this, the district has implemented a universal screener at second grade that is both nonverbal and vetted for cultural bias. Additionally, annually the TAG Coordinators will train teachers at each building on the identification processes, including Potential to Perform.

## Mission Statement

The mission of the talented and gifted program is to identify, encourage, and respond to the diverse needs of students identified as talented and gifted children. Collaboration between the parents and teachers enhances the possibilities for differentiated curriculum and instruction in the child's areas of interests and strengths. To this end we have outlined some basic roles.

## Roles of Stakeholders

### Parent's role

- May initiate the TAG identification process on behalf of the child.
- Provides information about the child's development and interest.
- Gives input into the selection of appropriate programs and services for the child.
- Communicates with the child's teacher(s).
- Attends parent/teacher conferences.
- Supports school efforts at home.

### Teacher's Role

- May initiate the TAG identification process on behalf of a potentially gifted student.
- Be aware of TAG students' characteristics and learning needs.
- Assesses rate and level of learning in different content areas.
- Develops instructional modification and communicates with parents, the student, and other teachers.
- Uses curriculum and other modification strategies to meet rate and level of learning.

### Building TAG Coordinators' Role

- May initiate the TAG identification process on behalf of a student
- Coordinates the identification effort within the building.
- Manages student TAG records.
- Communicates with parents as needed during the identification process.
- Acts as a liaison for administration, staff, parents and students.
- Keeps the principal and staff informed of school-based team decisions.
- Acts as an advocate for the TAG student.

## Instructional Services for TAG Students

Academically talented and intellectually gifted TAG students in the Mt. Angel School District are primarily served by their classroom teacher. Regardless of the category of identification, TAG students receive instruction at their assessed rate and level of learning in all content areas. This applies to all grade levels and for all subject areas or courses. The goal is to ensure that TAG students are stimulated and challenged throughout the school day by means of advanced content, flexible pacing, higher order thinking skills, research, projects and materials appropriate for the student's learning.

### Kindergarten – 12<sup>th</sup> grade

The classroom teacher at all levels develops instructional modifications that will appropriately meet the identified student's assessed rate and level of learning. In addition to the individual classroom modifications made by the teacher for rate and level, each building has a TAG coordinator who provides support and/or resource opportunities to TAG students, staff and parents.

Opportunities for parents to provide input about their child's program and services may occur through the fall parent-teacher conferences, a separate conference, phone conversations, or written communication including email. Teachers are expected to offer these opportunities and parents are encouraged to become involved in this process.

### Elementary:

All TAG identified students at the elementary level receive modifications and adaptations as necessary in the regular classroom. Typical modifications in a classroom may include: individual, small group or whole group instruction, curriculum compacting, learning contracts, tiered assignments, or independent study.

### Middle School:

There are a variety of services available to TAG students at Mt. Angel Middle School. Talented and gifted students are generally served via an in-class model with students receiving appropriate modifications from their classroom teachers. In sixth and seventh grade, advanced classes are offered in math. In eighth grade, advanced classes are offered in math and language arts. The classroom teachers assess the rate and level of learning for each TAG student and then make appropriate modifications in the classroom based on the assessment results. In some cases, the adaptation may be the advanced or above level course. There are a variety of enrichment programs available to all students at the middle school. These are in addition to the appropriate instruction being provided within the classroom, and add value to the overall educational experience for students. They provide an opportunity for students to extend their learning by doing in-depth investigations and exploring areas of interest.

For the 2019-20 school year, Mt. Angel Middle School offers the following following advanced course options: Accelerated 7<sup>th</sup> grade Math & Accelerated 8<sup>th</sup> grade Math.

### High School:

In all classes, TAG students receive adaptations and modifications that address their assessed rate and level of learning. In some cases, the adaptation may be the advanced or above-level course. TAG students at the high school level are offered a variety of opportunities in each subject area to study independently, complete alternative work that is more challenging and are encouraged to complete advance and/or college credit courses.

For the 2019-20 school year, JFK currently offers the following AP courses: AP Physics, AP Psychology, AP Spanish, AP English Literature and Composition, AP Calculus and AP US History. JFK does not currently offer an IB program.

## Instructional Options

There are a variety of techniques used to meet the rate and level of learning for TAG students. Instructional options that are given to a student are dependent on the learning needs of the student and the style of the teacher. Some potential instructional options are defined below:

- Individualized Instruction: One-on-one instruction in an assessed area of need.
- Acceleration: Moving through material at a rapid rate equal to a student's ability.
- Curriculum Compacting: Omitting or abbreviating material a student knows or can learn quickly. Once material has been compacted, a student can move on to new material or an area of interest.
- Independent Study: Teacher-guided project or coursework designed to allow a student to proceed independently and at his/her own rate.
- Computer-assisted instruction: A student progresses at his/her own rate in a computerized program designed to teach a specific skill or concept.
- Ability Groupings and/or Cross-Grade Grouping: Grouping students by ability with a class or grade or across grade levels for specific skill instruction.
- Advanced Placement/Honor Classes: Classes offered at the high school level that are for college preparation.
- Credit by Examination: Credit for a course is awarded if mastery is shown on an exam. A student then moves on to the next level course or an elective. This option is available for specific courses at the high school
- Concurrent Enrollment: Enrollment with current and next school, including college.

## Enrichment Options



Enrichment is an important part of the education of all students. Enrichment provides depth to an area of study and richness to the overall education experience. These options may not be available at all schools/levels. Enrichment options may include activities such as but not limited to the following:

- Academic
  - Battle of the Books
  - Pentagames Teams
  - National Honor Society
  - Student Council
  - St. Mary's Public Elementary: enrichment block (during school hours)
- Mentorship/Internship
  - Connecting students with an adult possessing similar interests.
- Special Projects
  - Individualized project building on student interest and abilities.
  - Individualized Project
- Interest Groups
  - A group of students investigate a topic of interest and report findings.

## Instructional Services

<b>Instructional Services</b>	<b>Elementary School</b>	<b>Middle School</b>	<b>High School</b>
Ability Grouping in Math		X	X
Ability Grouping –Walk to Math			
Ability Grouping in Reading	X	X	
Ability Grouping – Walk to Reading			
Acceleration above grade level in Math		X	X
Acceleration above grade level in Reading		X	
Acceleration through grade skipping	X	X	X
Advanced Placement			X
International Baccalaureate			
Dual Credit			X
Choice Assignments		X	X
Cluster Grouping	X	X	X
Credit by Examination			X
Curriculum Compacting		X	X
Differentiated Instruction in Math	X	X	X
Differentiated Instruction in Reading	X	X	X
Distance Learning		X	X
Flexible Grouping	X	X	X
Homogeneous Grouping		X	X
Honors Classes			X
Independent Study Projects	X	X	X
Interdisciplinary Units		X	X
Learning Contracts		X	

Mentorships			X
Portfolio Assessment for Placement			
Pre-Test for placement			X
Pull-Out Programs	X		
Scaffolding or Tiered Instruction		X	X
Telescoping			X

## Identification Process

Mt. Angel School District seeks to identify Talented and Gifted students (TAG) in three categories: academically talented, intellectually gifted, and/or potential to perform. Students may be identified in any combination of these categories. Those identified as academically talented have shown specific ability in reading and/or math. Intellectually gifted students have demonstrated advanced capabilities in mental reasoning. Identification is based on multiple criteria that reveal a consistent pattern of excellence over time, or the potential for such a pattern. Evidence can include nationally standardized test scores, work samples, grades and anecdotal records. A student with multiple measures at or above the 97<sup>th</sup> percentile may be identified as TAG; from an equity lens, a student from a diverse background (special education, ELL, economically disadvantaged, students of color, etc.) may qualify under Potential to Perform if he/she has multiple sources of evidence at or above the 94<sup>th</sup> percentile. In the 2019-20 school year, the Mt. Angel School District has the following TAG students: 11 identified as General Intellect, 4 identified under Academic Reading, 5 identified under Academic Math. We currently do not have any students identified under Potential to Perform although we continue to expand our tools and professional development in this area.

### Step 1: Initial Screening and Referral

Potential TAG students are identified through a referral process. Referrals are generated from individuals – teachers, parents, peers, community members, self – and/or screening from test scores. The referrals may be made to the TAG Building Coordinator for any student K-12, at any time, during the school year. Classroom teachers are asked to make appropriate referrals to the team in the fall, but will continue to make referrals as needed throughout the school year.

Screening for identification occurs via a variety of sources including, but not limited to the following:

- Scales for Identifying Gifted Students (SIGS)
- Naglieri Nonverbal Ability Test—Third Edition (Grade 2)
- Measures of Academic Progress (MAP)
- Smarter Balanced Assessment/SBAC (all students at grades 3 – 8 and 11)
- Parent and teacher surveys
- Work Samples
- Standardized test scores above the 97th percentile
- Observation of student work and behaviors by teachers
- Parent input/observations

In the screening process, students are referred to the building TAG Coordinator.

### Step 2: Data Review and Eligibility Determination

After a referral for identification occurs a team of building professionals meets to review the data currently available on the student. This team usually consists of the classroom/general education teacher (at secondary, the ELA/math teacher as appropriate), parent, principal and school counselor. No single test, measure or score shall be the sole criteria for identification or failure to identify a student as academically talented or intellectually gifted. The team will review all data and collectively determine if the student meets the thresholds to be qualified as Talented and Gifted. If it is determined that the student meets the criteria, the parent / guardian will work with the teacher to develop a written plan for the student.

### Step 3: Formal Data Collection

Additional information may be needed to determine eligibility. Oregon law requires written parent consent before we proceed with testing not commonly administered to all students. Assessments may include a mental ability test or further achievement testing in reading and/or math. After sufficient data has been collected the Student Support Team (SST) will review the information and determine eligibility. Formal data collection may be the same measures as previously noted in the screening process.

### Step 4: Selection and Communication

Parents and the student's teacher(s) will be notified of the identification decision in writing. Parents have the right to appeal the decision if they disagree. Questions regarding the identification process should be directed to the building TAG coordinator.

## In State and Out of State Move-In Students

If a student transfers to the Mt. Angel School District from another school district or another state, a file review will be conducted by the building TAG Coordinator to determine if sufficient documentation exists to decide whether or not this student continues to be eligible for TAG services. Records are requested from the previous school, the plan is reviewed and updated as needed. If further data is needed, the district process will be followed.

The TAG review team will make one of 3 decisions.

1. Does not meet criteria:

At this step the team makes a decision regarding eligibility. No further action will be taken regarding this student unless the screening process brings the student forward again.

2. Need additional data:

- Additional data may include:
- Waiting for the next round of group administered standardized tests;
- Requesting an individual assessment with a standardized test;
- Requesting additional information or work samples from a teacher.

3. Identification (Reading, Math, and/or Intellectually Gifted)

### Annual Review of Written TAG Plans for Identified Students

The following procedures are in place so that classroom teachers K – 12 know who the gifted students are in their classrooms:

- All building counselors are in charge of distributing TAG plans at the beginning of school year.
- Every building has specific procedures that are overseen by building counselor and district TAG coordinator
  - Written TAG plans are distributed to each teacher prior to the start of the school year/semester (or with a change in student schedule)
- All students' TAG plans are reviewed and updated at Fall Conferences; the building TAG coordinators are responsible for this and the District TAG Coordinator oversees the completion of this.
  - Original plan goes into the student's CUM file
  - Copy to: parent, each teacher, District TAG Coordinator and District Office
- District TAG Coordinator will collect updated plans and coordinate disbursement with needed teachers throughout the year (annual reviews, move-ins, move-outs, newly identified students).
  - Verify with District Office Administrative Assistant the correct flagging in the student information system to be sure all lists are accurate at each student for services, at least monthly
- TAG Coordinator will oversee transition from building to building (5th grade to 6th grade; 8th grade to 9th grade). Some student TAG plans may need to be revised upon transitioning to a new building. The building TAG Coordinator is responsible for reviewing all incoming TAG plans and determining if this is needed.

### Professional Development

Annually, the District and/or Building level TAG Coordinator will provide professional development for teachers. This is done either at each building or buildings may be combined depending on the identified needs. Focus areas are on identification processes including potential to perform and under-identified areas, instructional strategies and overcoming myths about TAG students.

## Talented and Gifted Records

TAG identification teams must keep a record of the decision made by the team, and the data used to make the decision. The permanent record file, TAG section, will contain originals of all forms related to referral, parent permission, data used to make the eligibility decision (including assessment results), instructional options and modification, and assessment of levels and rates of learning. At all levels, the building TAG coordinator maintains copies of the file. At the beginning of the year, the building TAG coordinator distributes TAG plans to each teacher. The teacher is expected to review its contents and use the information to help devise instructional modifications. The teacher may review previous information to better inform instructional practices.

Each TAG student has an individualized plan. TAG plans are updated annually at Fall Conferences; originals are placed in the student's permanent record and copy is distributed to the teacher as well as the parent. The Mt. Angel School District has an elementary plan and a secondary plan.

## Continuation or Termination of TAG Services

Students may continue in the TAG program from school year to school year, providing test scores and class performance support for the need of services. Referrals to remove a student's eligibility may come from a teacher, counselor, specialist, and parent or through test scores. Students whose scores and performance no longer support continued eligibility may be removed from the program by the school-based team.

## Complaint Procedure

Any parent wishing to request reconsideration of the identification and/or placement of their child in the District program for talented and gifted students may use an appeal process. It is the District's desire and intent that satisfactory solutions can be reached during the informal process. The complaint must be related to one of the following:

- a) Identification process,
- b) Programs and services for talented and gifted students, or
- c) Rights of parents.

The process of resolution always begins at the individual building. The first step to resolution would be to contact the classroom teacher, building TAG coordinator and/or building principal. At the middle school/high school, this could also be the student's guidance counselor. If the resolution of the

complaint is not satisfactory to the parent please contact Erica Gordon, District TAG Coordinator at 503-845-2345.

## Oregon Administrative Rules Talented and Gifted

### **581-022-2325**

### **Identification of Academically Talented and Intellectually Gifted Students**

#### **581-022-2325**

##### **Identification of Academically Talented and Intellectually Gifted Students**

(1) Each school district shall have local district policies and procedures for the identification of talented and gifted students as defined in ORS 343.395 who demonstrate outstanding ability or potential in one or more of the following areas:

(a) General intellectual ability as commonly measured by measures of intelligence and aptitude.

(b) Unusual academic ability in one or more academic areas.

(2) The policies and procedures must meet the following requirements:

(a) Districts shall use research based best practices to identify students from underrepresented populations including: ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse, or economically disadvantaged.

(b) A team shall make the final decisions on the identification of students using the information collected under paragraphs (c) and (d) of this section. No single test, measure or score shall be the sole criterion. A record of the team's decision, and the data used by the team to make the decision, shall become part of the education record for each student considered.

(c) Districts shall collect behavioral, learning and performance information and include the information in all procedures for the identification of students.

(d) The following measures and criteria for identifying the intellectually gifted and the academically talented shall be used by the team:

(A) Intellectually gifted students shall score at or above the 97th percentile on a nationally standardized test of mental ability; and

(B) Academically talented students shall score at or above the 97th percentile on a test of total reading or a test of total mathematics from a nationally standardized test battery, a nationally standardized test of reading or mathematics, or a test of total English Language Arts/Literacy or total mathematics on the Smarter Balanced Assessment.

(e) Despite a student's failure to qualify under paragraphs (d) (A) and (B) of this subsection, districts, by local policies and procedures, shall identify students who demonstrate the potential to perform at the 97th percentile.

(3) School districts may identify additional students who are talented and gifted as defined in ORS 343.395, as determined by local district policies and procedures, if the students demonstrate outstanding ability or potential in one or more of the following areas:

- (a) Creative ability in using original or nontraditional methods in thinking and producing.
- (b) Leadership ability in motivating the performance of others either in educational or non-educational settings.
- (c) Ability in the visual or performing arts, such as dance, music or art.

**Statutory/Other Authority:** ORS 343.391 - 343.413

**Statutes/Other Implemented:** ORS 326.051

**History:**

Renumbered from 581-022-1310 by ODE 16-2017, f. & cert. ef. 7-5-17

ODE 23-2016, f. & cert. ef. 4-7-16

ODE 6-2009, f. & cert. ef. 6-29-09

EB 18-1996, f. & cert. ef. 11-1-96

## **581-022-2330**

### **Rights of Parents of Talented and Gifted Students**

#### **581-022-2330**

##### **Rights of Parents of TAG Students**

In carrying out the requirements of OAR 581-022-2325 and OAR 581-022-2500, the school district shall:

- (1) Inform parents at the time of the identification of the child and the programs and services available.
- (2) Provide an opportunity for the parents to provide input to and discuss with the district the programs and services to be received by their child.
- (3) The parents may, at any time, request the withdrawal of their child from programs and services provided under OAR 581-022-2330. The school district shall notify parents of identified students of this right.
- (4) Parents shall be informed of their right to file a complaint under OAR 581-002-0001 to OAR 581-002-0023.

**Statutory/Other Authority:** ORS 326.051

**Statutes/Other Implemented:** ORS 343.391 - 343.413

**History:**

[ODE 11-2019, amend filed 03/25/2019, effective 03/25/2019](#)

[ODE 36-2018, minor correction filed 11/14/2018, effective 11/14/2018](#)

Renumbered from 581-022-1320 by ODE 16-2017, f. & cert. ef. 7-5-17

EB 18-1996, f. & cert. ef. 11-1-96

**581-022-2500**

## **Programs and Services for Talented and Gifted Students**

**581-022-2500**

### **Programs and Services for Talented and Gifted Students**

(1) Each school district shall have a written plan for programs and services beyond those normally provided by the regular school program in order to realize the contribution of talented and gifted children to self and society.

(2) The written plan for programs and services for talented and gifted children shall be submitted to the Oregon Department of Education on a date and in a format provided in guidance documents provided by the Oregon Department of Education.

(3) The written plan shall include, but is not limited to:

(a) A statement of school district policy on the education of talented and gifted children;

(b) An assessment of current special programs and services provided by the district for talented and gifted children;

(c) A statement of district goals for providing comprehensive special programs and services and over what span of time the goals will be achieved;

(d) A description of the nature of the special programs and services which will be provided to accomplish the goals; and

(e) A plan for evaluating progress on the district plan including each component program and service.

(4) The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning.

(5) Assessments for the development of an appropriate academic instructional program shall include the information used by the team for identification purposes and also may include one or more of the following:

(a) An academic history which may include grades, portfolio assessment records or other progress records and achievement information that demonstrates the student's level of learning and rate of learning;

(b) Other evaluation methods such as formal tests or informal assessment methods designed by teachers to determine the student's instructional level and rate of learning related to specific academic programs;

(c) Student interest, style, and learning preferences information from inventories or interviews; and

(d) Other measures determined by the school district to be relevant to the appropriate academic instructional program for the student.

**Statutory/Other Authority:** ORS 343.391 - 343.413

**Statutes/Other Implemented:** ORS 326.051

### **History:**

Renumbered from 581-022-1330 by ODE 16-2017, f. & cert. ef. 7-5-17

ODE 20-2011, f. & cert. ef. 12-15-11

ODE 6-2009, f. & cert. ef. 6-29-09



## Mt. Angel School District 91

Code: IGBBA-AR  
Revised/Reviewed: 9/13/04;

7/12/10  
Orig. Code(s): IGBBA-AR

### Appeals Procedure for Talented and Gifted Identification and Placement\*\*

The Board has established an appeals process for parents to utilize if they are dissatisfied with the identification process and/or placement and/or services of/for their child in the district program for talented and gifted TAG students and wish to request reconsideration. It is the district's desire and intent that satisfactory solutions can be reached during the informal process:

#### Informal Process

1. The parent(s) will contact the district TAG coordinator/teacher to request reconsideration;
2. The coordinator/teacher will confer with the parent(s) and may include any additional appropriate persons, (e.g. principal, counselor, teacher, etc.). At this time, information pertinent to the selection or placement or services will be shared;
3. If an agreement cannot be reached, the parent(s) may initiate the Formal Process.

#### Formal Process

1. Parent(s) shall submit a written request for reconsideration of the identification/placement to the program supervisor;
2. The program supervisor shall acknowledge in writing the receipt of the request within 5 working days and shall forward copies of the request and acknowledgement to the TAG coordinator/teacher;
3. The program supervisor, TAG coordinator/teacher, and other appropriate administrator shall review the student's file and earlier decisions within 15 working days of the original request. Additional data may be gathered to support or change the earlier decision;
4. Parent(s) may be provided an opportunity to review school/district data and present additional evidence;

5. If deemed necessary, a formal hearing will be conducted by the district hearings officer utilizing the appropriate procedures;
6. A decision will be made within 20 working days after receipt of the written request for reconsideration. The parent(s) shall be notified of the decision in writing and the decision shall be forwarded to the superintendent;
7. The decision may be appealed to the to the Board;
8. If the parent(s) are still dissatisfied, they have access of appeal to the State Superintendent of Public Instruction following the procedures outlined in the Oregon Administrative Rules (OAR). The district shall provide a copy of the appropriate OAR upon request.

