

Fern Ridge School District **Talented and Gifted Education Plan**

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ELEMENT ONE: ORS 343.397 (1) and OAR 581-022-1330 (1) - (3) (a)

SCHOOL DISTRICT POLICY ON THE EDUCATION OF TALENTED AND GIFTED STUDENTS

1 A: POLICIES: Local School Board Policies:

FRSD 28J - Talented and Gifted Program

Code: IGBB

Adopted: 5/23/05

Orig. Code(s): 7475

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 superintendent to develop a written identification process for identifying academically talented and intellectually gifted students K-12.

A written plan that identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of identified students shall be similarly developed.

The district may also identify and provide programs for students who demonstrate creative abilities, leadership abilities or unusual abilities in visual or performing arts.

FRSD 28J - Identification - Talented and Gifted Students

Code: IGBBA

Adopted: 5/23/05

Readopted: 5/17/10; 7/11/16; 11/18/19

In order to serve academically talented and intellectually gifted students in grades K through 12, the district directs the superintendent to establish a written identification process.

This process of identification shall include as a minimum:

1. Use of research based best practices to identify talented and gifted students from under-represented populations such as ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse or economically disadvantaged.
2. Behavioral, learning and/or performance information.
3. A nationally standardized mental ability test for assistance in the identification of intellectually gifted students.
4. A nationally standardized academic achievement test of reading or mathematics on the Smarter Balanced Assessment Consortium for assistance in identifying academically talented students. Identified students shall score at or above the 97th percentile on one of these tests. 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.

If a parent is dissatisfied with the identification process or placement of their student, they may appeal the decision through the accompanying administrative regulation, IGBBB-AR.

After exhausting the district's appeal procedure and receiving the district's final decision, a parent may appeal the decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARS upon request.

FRSD 28J - Identification - Talented and Gifted Students among Nontypical Populations

Code: IGBBB

Adopted: 5/23/05

The district will make an effort to identify talented and gifted students from special populations such as:

1. Ethnic minorities;
2. Economically disadvantaged;
3. Culturally different;
4. Underachieving gifted;
5. Students with disabilities.

Careful selection of appropriate measures and a collection of behavioral or learning characteristics shall be used. The Board has established an appeals process for parents to utilize if they are dissatisfied with the identification process of their student for the district program for talented and gifted students and wish to request reconsideration.

1B: POLICIES: District's Mission Statement:

The Fern Ridge School District's vision is to:

Provide excellence for every student so that each will reach their greatest potential.

ELEMENT 2: ORS 343.397 (2) and OAR 581-022-1330 (1) - (3) (b)

**CURRENT PROGRAMS AND SERVICES PROVIDED BY THE DISTRICT
FOR TALENTED AND GIFTED STUDENTS**

2A: TAG SERVICES – IDENTIFICATION

2 A 1: TAG SERVICE IDENTIFICATION: Instruments Used for TAG Identification [OAR 581-022-1310, 2(b)]

Teacher referral and parent referral are the most common first steps of a TAG identification. The easy-cbm scores and in-class assessments are the first screeners that teachers use to notice possible TAG Identifications.

The Smarter Balance and OAKS, Oregon Assessment of Knowledge and Skills, are screened to look for potential TAG identifications. Classroom teachers look at students who scored level 4, or exceeded on the state test. The TAG Coordinator uses the conversion chart in the fall to screen for possible TAG students.

Once referred for TAG evaluations, the most common tests used are the Terra Nova for reading and mathematics talent and the Nagaleri or the Woodcock-Johnson for the intelligence evaluations. Other tests are sometimes used as well. The Smarter Balanced test is considered the required test if completed and appropriate.

TAG identification is decided by a team based on classroom performance data, work samples, report cards, test scores, and teacher behavior and academic scaled evaluations.

If a student is from an underrepresented population, an additional source of data can be the Attributes Rating Scale for Identifying Historically Underrepresented Students. It is a checklist comparing the student to peers.

See attached Form 2A1.1- Fern Ridge TAG Referral Procedure and Checklist

See attached Form 2A.21- Fern Ridge Attributes Rating Scale

2 A 2: TAG SERVICE IDENTIFICATION: Broad Screening Instrument

Fern Ridge School District does not administer a broad screening at any grade levels, other than the Smarter Balance and OAKS, Oregon Assessment of Knowledge and Skills. Easy cmbs are given to all students in all grades at the elementary level.

2 A 3: TAG SERVICE IDENTIFICATION: Number of Students Identified: OAR 582-022-1310 (A) and (B) (e)

Each student is counted one time regardless of the number of qualifying categories.

2019-2020 School year:

| | |
|----------------------|----|
| General Intellectual | 8 |
| Academic Mathematics | 31 |
| Academic Reading | 23 |
| Potential to Perform | 19 |
| TOTAL | 81 |

2 A 4: TAG SERVICE IDENTIFICATION: Body of Evidence: [OAR 581-022-1310 (2) (c)]

When considering a student for TAG, the committee looks at 3 broad categories for evidence. If a referral is initiated by a parent, a 4th category is also used.

1. Summary of work samples, classroom test scores, and report cards:
Teachers present work samples for the area of referral. Classroom test scores are provided, including but not limited to easyCBM benchmark or progress monitoring scores. The most current report card is also included.
2. Summary of teacher checklist and teacher observations:
Teachers fill out a rating scale on a checklist about a student's math and reading performance, intellectual abilities and learning characteristics.
3. Tests given by TAG Team and Scores:
Reading, Math, and/or Intelligence
4. Parent checklist and observations:
When a parent is the one to initiate a TAG referral, the parent will also fill out the same checklist that the teacher does.

2 A 5: TAG SERVICE IDENTIFICATION: TAG Eligibility Team: [OAR 581-022-1310 (2) (b)]

One representative from each school is on the District TAG Committee. Our district has 2 elementary schools, one middle school and one high school. The administrator in charge of TAG also serves on the committee.

2 A 6: TAG SERVICE IDENTIFICATION: TAG Cumulative Record File: 581-022-1330 (5) (a) b)

In the cumulative file at the school there is a copy of the TAG Referral Decision Notes.

At the district office, each student who is referred for TAG has a file that has all referral packet paperwork, testing booklets if applicable and copies of completed TAG plans. The student TAG file remains at the District Office unless the student moves or graduates.

See attached Form 2A6- TAG Referral Decision Notes

2 A 7: TAG SERVICE IDENTIFICATION: TAG Transfer Students:

2 A 7(A): Transfers within the state of Oregon

A student who transfers from another district in Oregon is considered TAG in Fern Ridge School District as well. Documentation from previous school district should show that the student was identified as TAG.

2 A 7(B): Transfers from out of the state of Oregon

A student who transfers from another state is considered by the district TAG committee. The committee will, if possible, see which criteria (specifically tests and test scores) were used to identify the student. If the information is unclear, a teacher may be asked to provide work samples, classroom test scores and the academic and behavior checklist as additional data. If the referral is still unclear, a new test can be requested by the TAG committee to assess the student. Generally, the committee errs on the side of approving a TAG identification, if the data or testing is unclear.

2B: PROGRAMS: INSTRUCTIONAL PRACTICES FOR TAG STUDENTS: [OAR 581-022-1330 (4)]

* = Teachers may offer this service.

X = Standard practice

| Instructional Services | Elementary School | Middle School | High School |
|---|--------------------------|----------------------|--------------------|
| Ability Grouping in Math | * | | |
| Ability Grouping –Walk to Math | * | | |
| Ability Grouping in Reading | X | | |
| Ability Grouping – Walk to Reading | * | | |
| Acceleration above grade level in Math | * | * | * |
| Acceleration above grade level in Reading | * | * | * |
| Acceleration through grade skipping See attached form: FRSD 28J: Grade Advancement | * | * | * |
| Advanced Placement See below for a list of available AP classes. | | | X |
| International Baccalaureate | | | |
| Dual Credit | | | X |
| Choice Assignments | * | * | * |
| Cluster Grouping | | | |
| Credit by Examination | | | |
| Curriculum Compacting | * | * | * |
| Differentiated Instruction in Math | X | X | X |
| Differentiated Instruction in Reading | X | X | X |
| Distance Learning | | | |
| Early Entrance (see attached form: FRSD 28J: Early Entrance) | * | | |
| Early Graduation (see attached form: FRSD 28J: Early Graduation) | | | * |
| Flexible Grouping | * | * | * |
| Group with district TAG Coordinator | X | X | X |
| Homogeneous Grouping | X | * | * |
| Honors Classes | | | |
| Independent Study Projects | * | * | * |
| International Baccalaureate Offerings | | | |
| Interdisciplinary Units | * | * | * |
| Learning Contracts | * | * | * |
| Mentorships | * | * | * |
| Portfolio Assessment for Placement | | | |
| Pre-Test for placement | | | |
| Pull-Out Programs | * | * | |
| Scaffolding or Tiered Instruction | X | X | X |
| Telescoping | * | * | * |

Advanced Placement Course Offerings at Elmira High School in the 2019-2020 School Year:
AP History, AP English, AP Language, AP Calculus, AP Physics and AP Government

2 C: PROGRAMS: CLASSROOM INSTRUCTION: Teacher's Knowledge of Students in Class

In the fall, the district TAG coordinator provides all building principals and teachers with a current list of identified students in their buildings. The list of identified students is also always available for all staff on the shared network.

2 D: PROGRAMS: TAG STUDENT INTRUCTIONAL PLANS

TAG Plans are required for elementary students. The recommended format is a menu of options. Each option is briefly described and teachers are expected to make notes about the specifics. This menu provides teachers with ideas for serving TAG students.

TAG Plans are recommended for middle school and high school students, however are not frequently used. See Element 3 for a district goal to have teacher-based TAG plans at those levels.

Individualized TAG plans for specific classes have been used at the middle school and high school level if needed for a particular student or situation. There is not a set format for these personalized plans.

TAG Plans are strength based and are related to area of identified need(s) or strength(s).

See attached Form 2D1 – TAG Plan

2 E: PROGRAMS: OPTIONAL INSTRUCTIONAL FORMATS AND TAG ENRICHMENT

2 E 1: MAGNET SCHOOLS / CHOICE SCHOOLS:

There are no magnet or choice schools for the gifted in our district.

2 E 2: OPTIONAL TAG INSTRUCTIONAL FORMATS - ENRICHMENT: *Please list any optional topics which the district also includes in TAG instruction. This may include after-school Enrichment programs such as academic competitions, academically-based clubs, and internships/mentorships for which TAG students must apply or qualify.*

Each school offers different enrichment opportunities that can change year to year and school to school. What is offered to students depends on the interest of the students, availability of volunteers, TAG grant awards, and availability of other resources. Enrichment activities are offered to TAG students as well as other students.

19-20 = offered this school year (as well as in the past)

* = offered in the past and/or could be considered in the future

| Enrichment Programs | Elementary School | Middle School | High School |
|-------------------------------|--------------------------|----------------------|--------------------|
| Destination Imagination | * | * | |
| OBOB | 19-20 | 19-20 | 19-20 |
| International Honors Society | | | 19-20 |
| Lane Country Brain Bowl | | 19-20 | |
| Oregon Statewide Spelling Bee | * | | |
| Super Summer (Scholarships) | * | | |

| | | | |
|---|-------|-------|-------|
| Summer Enrichment Program (Scholarships) | | * | * |
| NaNoWrMo (National Novel Writing Month) | | * | * |
| Youth Presentations similar to TED Talks | * | * | * |
| Outdoor School Counselor | | | 19-20 |
| Student Advisory Board | 19-20 | | |
| Student Government | | 19-20 | 19-20 |
| Interest based clubs or classes (ex: Maker's Space, Chess Club, Science Group, etc) | 19-20 | 19-20 | 19-20 |
| Social-Emotional Groups with TAG Coordinator | * | 19-20 | 19-20 |
| Enrichment Evening Activities | 19-20 | | |
| Local History Writing/Performing Project | * | * | * |
| TAG Field Trips | * | * | * |
| Parent Support Group/Student Science | * | * | |

2 F: PROFESSIONAL DEVELOPMENT- INSTRUCTIONAL

| School Year | Professional Development Focus |
|---------------|--|
| 17-18 | TAG Identification – 10 things you should know TAG Students in your classroom – 3 things you should know (rate, level, TAG plans) Administrative Team: state laws, averages and our current numbers |
| 18-19 | 6 Types of TAG Students ODE law and regulations |
| 19-20 | Teacher packet about referrals and identifications with all paperwork and encouragement to think about underrepresented populations |
| Future Topics | Social Emotional Characteristics Middle School and High School Students TAG Plans – How to Best Use them Twice Exceptional and other underrepresented populations TAG students from economically disadvantaged backgrounds |

2 G: COMMUNICATION WITH PARENTS: [OAR 581-022-1320]

2 G 1: Prior to testing for TAG Placement

Parents sign a form to give permission to test.

See attached Form 2G1 – Parent Consent to Test

2 G 2: Notification of results of testing for TAG Placement

Parents are mailed a letter stating whether TAG identification was made and if so, in which area.

2 G 3: Explanations of the TAG services available to identified students

In the letter that notification of results letter, a general statement tells parents that the teacher, district TAG coordinator and TAG team will work towards ways to serve the student.

2 G 4: Explanations of the TAG learning plan.

The elementary TAG plan is a menu based plan that offers many different options for TAG learning. Each one is briefly described and the teacher chooses which ones will best support the student.

See attached Form 2D1 – TAG Plan

2 G 5: Opportunities for parent input into the TAG Learning Plans

For elementary students, parents are requested to sign the TAG plan. Ideally, the plan is made during a meeting with the parents, teacher, and student. It is discussed and created together. The district TAG coordinator is available to be at the meeting for support if requested by the teacher.

2 G 6: Explanations of “what TAG identification means” to parents of newly identified students

A copy of the ODE parent brochure is given to all newly identified students. It is mailed with the identification letters.

<http://www.ode.state.or.us/teachlearn/specialty/tag/giftedbrochure-2015-updated.pdf>

2 G 7: Transition of TAG students from elementary to middle

There is no formal communication for parents during this transition.

2 G 8: Transition of TAG students from middle to high

There is no formal communication for parents during this transition.

2 G 9: Notification to parents of option to request withdrawal a student from TAG services

Parents are notified of this right on the initial permission to test form and on the TAG plan for elementary students.

2 G 10: Notification of right to file a complaint concerning TAG programs or services.

Parents are notified of this right to file a complaint on the initial permission to test form and the TAG plan for elementary students. The district’s complaint procedures and appeals procedure is found on the district website under board policies. The district policies are also attached to this plan. The names of the district TAG coordinator and the administrator in charge of TAG are stated on the initial permission to test form and the TAG plan for elementary students.

See attached form– FRSD 28J: Appeals Procedure for Talented and Gifted Identification and Placement

See attached form– FRSD 28J: Public Complaints

ELEMENT 3: ORS 343.397(3) and OAR 581-02201330 (1) – (3) (c)

DISTRICT GOALS FOR PROVIDING COMPREHENSIVE TAG SERVICES

Goal 1: Professional Development for Teachers:

Goal: Offer PD for teachers in the FRSD focused on TAG identification, classroom accommodations, and characteristics of TAG students.

Timeline: annually

Determining Success:

During every school year, a specific TAG professional development can be identified.
The TAG committee will review district goals twice a year.

Programs and Services Provided to Support Goal:

Every school year, there will be at least one PD offered to staff that focuses on TAG. It may be provided through a written handout, an email or a quick staff presentation. It may be an optional PD offered to any teachers who would like to attend. Potentially, it could be built into district or building PD in-services.

The district TAG coordinator is responsible for providing the TAG PD.

Goal 2: Self-Assess & Improve Building Implementation Process:

Goal: Look at the district's implementation of TAG services for areas to be improved.

Timeline: ongoing.

Determining Success:

Every year, specific improvements can be identified.
The TAG committee will review district goals twice a year.

Programs and Services Provided to Support Goal:

The TAG team will look at how our district communicates with teachers, implements instruction at rate and level in the classrooms, offers enrichment and more. What is the knowledge level of our teachers about TAG? How can we support the teachers better to maximize student instruction for gifted students? How are we supporting and communicating with families? The team will identify areas of weakness and determine goals to be met. Specific goals will be set for a shorter timeline of a few months to one school year. Collaboration with other districts may give insights into our areas of weakness and areas of potential improvement.

Goal 3: Create a District TAG Coordinator Team

Goal: Create a team of 2 or more people that will be the district TAG coordinators.

Timeline: 20-21 school year

Determining Success:

- More than one district TAG coordinator can be identified.
- Each person's responsibilities are clearly stated.
- The TAG committee will review district goals twice a year.

Programs and Services Provided to Support Goal:

There will a team of two or more people working together to provide high quality TAG services and professional development for staff. The district TAG coordinator job will be a collaborative job rather than one person's responsibility. The District TAG Coordinators will meet on an ongoing basis to collaborate and work together. They will create specific roles and responsibilities for each coordinator. Each building will still have a building TAG coordinator.

Attachments:

District Forms:

- Form 2A1.1: TAG Referral Packet
- Form 2A1.2 Attributes Rating Scale
- Form 2A6: TAG Referral Decision Notes
- Form 2D1: TAG Plan
- Form 2G1: Parent Consent to Test

Board Policies:

- FRSD 28J: Early Entrance
- FRSD 28J: Early Graduation
- FRSD 28J: Grade Advancement or Nonstandard Student Placement
- FRSD 28J: Appeals Procedure for Talented and Gifted Identification and Placement
- FRSD 28J: Public Complaints

Fern Ridge TAG Referral Procedure and Checklist

Due Dates:

TAG Referrals will be looked at quarterly by the TAG committee. They are due to the district TAG Coordinator (Angie Pebworth at Veneta Elementary School) by the end of every quarter.

Referral Checklist:

- Referral Form and Checklist
- Test scores from classroom (written on referral form)
- Most current report card
- Parent Consent to Test Form
- Work Samples: Please include 1-2 work samples for each area you would like to see tested (reading and/or math)

Please write a short explanation about how the work sample was completed, the amount of help that was provided, and a brief comparison to other students or grade level expectations. It may be helpful to provide an average sample for comparison (without student name.)

- For reading referrals: include a work sample that shows advanced reading comprehension skills and strategies. A writing sample or reading response may help.*
- For math referrals: include a math problem solving work sample that shows advanced reasoning.*

Process:

1. A referral packet is completed and turned in by a classroom teacher, parent, or other referring staff or person.
2. The referral packet will be evaluated to decide whether to proceed with testing or not.
3. The district will have the student tested in reading and/or math, depending on the request. If the student scores between 80% - 97% on reading or math, generally speaking, intelligence testing will also be done.
4. The committee meets to look over the evaluation results and referral packet. The committee looks at work samples, report cards, teacher notes and checklists, and test scores and determines whether the student is identified as TAG at this time.
5. The district TAG coordinator will mail a letter to the parents and will give a copy of the letter to the teacher and school office to communicate the identification decision. A folder will be put in the TAG file cabinet at the DO for all students that have been referred for TAG, whether identified or not. The district TAG coordinator will also put a copy of the decision notes into the student's CUM file at their school.
6. **The teacher or school counselor will be responsible for completing a TAG plan for the student within 30 days. A copy of this plan will be given to the district TAG Coordinator and put in the student's district TAG file at the DO.**
7. **The TAG plans will be updated every fall by the end of the 1st quarter. A copy of the TAG plan must be sent to the district TAG coordinator to be put into the student's TAG file at the DO. The teacher must also send home a copy of the TAG plan.**

Use these lists to help guide an accurate referral. Is the student bright or gifted?

| BRIGHT CHILD | GIFTED LEARNER |
|--|---|
| 1. Knows the answers. | 1. Asks the questions. |
| 2. Is interested. | 2. Is highly curious. |
| 3. Is attentive. | 3. Is mentally and physically involved. |
| 4. Has good ideas. | 4. Has wild, silly ideas. |
| 5. Works hard. | 5. Plays around, yet tests well. |
| 6. Answers the questions. | 6. Discusses in detail, elaborates. |
| 7. Top group. | 7. Beyond the group. |
| 8. Listens with interest. | 8. Shows strong feelings and opinions. |
| 9. Learns with ease. | 9. Already knows. |
| 10. 6-8 repetitions for mastery. | 10. 1-2 repetitions for mastery. |
| 11. Understands ideas. | 11. Constructs abstractions. |
| 12. Enjoys peers. | 12. Prefers adults. |
| 13. Grasps the meaning. | 13. Draws inferences. |
| 14. Completes assignments. | 14. Initiates projects. |
| 15. Is receptive. | 15. Is intense. |
| 16. Copies accurately. | 16. Creates a new design. |
| 17. Enjoys school. | 17. Enjoys learning. |
| 18. Absorbs information. | 18. Manipulates information. |
| 19. Technician. | 19. Inventor. |
| 20. Good memorizer. | 20. Good guesser. |
| 21. Enjoys straight forward sequential presentation. | 21. Thrives on complexity. |
| 22. Is alert. | 22. Is keenly observant. |
| 23. Is pleased with own learning. | 23. Is highly self-critical. |

Fern Ridge School District TAG Referral

Student Name _____ Today's Date _____

Date of Birth _____ Grade _____ School/Teacher _____

Parent/Guardian _____ Phone _____

Mailing Address _____

Person Making Referral: _____ Title (teacher, parent, etc.) _____

Testing Target: Math Reading Intellectual

Please state your reasons for referring this student for TAG:

Look over the bright versus gifted page. List *examples* of how this student appears TAG and not just a bright student? What sets his/her thinking apart?

Are there any barriers that may prevent this student from reaching his or her potential? For example, English language learner, underachieving, quiet demeanor, low SES, perfectionism, lack of organizational skills, low motivation, twice exceptional (a learning disability also) or behavior issues.

Classroom Test Scores:

Provide scores and testing information. Include any tests done school wide as well as class tests that reflect average scores for student, for example Easy CBM, Smarter Balance, unit tests, etc.

| Test Title & Content Area | Date | Score | Percentile <small>(or class average for comparison)</small> |
|--------------------------------------|-------------|--------------|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Include:

Current Report Card

Work Samples

Parent Consent Form

Student Name _____

Please use the rating scale to describe the student. Provide examples.
 1 = Never 2 = Occasionally 3 = Sometimes 4 = Often 5 = Mostly

READING:

Please provide examples for at least 5 characteristics that have been rated highly.

| Characteristics | 1 | 2 | 3 | 4 | 5 | Examples and comments |
|--|---|---|---|---|---|-----------------------|
| Self-selects a wide variety of reading materials | | | | | | |
| Can read at an advanced level with comprehension and fluency. | | | | | | |
| Understands and uses advanced vocabulary | | | | | | |
| Exhibits fluency and expression when reading aloud | | | | | | |
| Is easily able to find the main idea in fictional and non-fictional works | | | | | | |
| Analytically responds to literature using higher level thinking | | | | | | |
| Makes connections when reading: text to text, world and self at an advanced level. | | | | | | |
| Can learn spelling words quickly and often needs challenge work. | | | | | | |
| Demonstrates thinking skills above the comprehension level | | | | | | |
| Is an avid reader | | | | | | |
| Is an avid writer | | | | | | |

MATH:

Please provide examples for at least 5 characteristics that have been rated highly.

| Characteristics | 1 | 2 | 3 | 4 | 5 | Examples and comments |
|---|---|---|---|---|---|-----------------------|
| Has strong computation skills | | | | | | |
| Sees mathematical relationships | | | | | | |
| Is persevering, unwilling to give up on finding a solution to a problem | | | | | | |
| Uses strategies to successfully solve mathematical problems | | | | | | |
| Connects and applies mathematics to real world situations | | | | | | |
| Applies mathematical concepts appropriately | | | | | | |
| Understands new math concepts quickly and easily, at a faster rate than peers | | | | | | |
| Interprets charts and graphs | | | | | | |
| Understands and uses mathematical vocabulary | | | | | | |
| Can do advanced mental math | | | | | | |
| Can figure out the correct answer even if unable to explain it | | | | | | |

Student Name _____

Please use the rating scale to describe the student. Provide examples.
 1 = Never 2 = Occasionally 3 = Sometimes 4 = Often 5 = Mostly

INTELLIGENCE & GIFTED CHARACTERISTICS:

Please provide examples for at least 10 characteristics that have been rated highly.

| Characteristics | 1 | 2 | 3 | 4 | 5 | Examples and comments |
|--|---|---|---|---|---|-----------------------|
| Poses unique ideas or complex solutions to problems | | | | | | |
| Demonstrates unusual memory | | | | | | |
| Demonstrates a high level of understanding of topics | | | | | | |
| Has an exceptional amount of factual knowledge | | | | | | |
| Challenges statements or explanations | | | | | | |
| Puts together or takes apart ideas and or objects | | | | | | |
| Becomes absorbed in tasks and seems resistant to distractions | | | | | | |
| Strives towards perfection; may be self-critical | | | | | | |
| Picks up on spoken or visible subtleties | | | | | | |
| Is eager to tell others about discoveries and shows excitement | | | | | | |
| Very alert; supplies rapid answers | | | | | | |
| Shows understanding through an unusual perspective | | | | | | |
| Asks questions which are unusual and insightful | | | | | | |
| Is nonconforming; accepts disorder | | | | | | |
| Exhibits concern about social or political issues | | | | | | |
| Is uninhibited in expression of opinion – may interrupt others | | | | | | |
| Displays a sense of humor | | | | | | |
| Is inclined to follow own ideas; does not fear being different | | | | | | |
| Offers alternative methods for standard procedures | | | | | | |
| Tries to discover the how and why of things | | | | | | |
| Is unconventional in learning | | | | | | |
| Shows wide range of knowledge or unexpected depth of knowledge | | | | | | |
| Learns rapidly; accelerates learning after initial understanding | | | | | | |

Form 2A1.2

**Fern Ridge School District
Attributes Rating Scale for Identifying Historically
Underrepresented Talented and Gifted Students**

Name _____ School/Grade _____

Date _____ Completed by _____

| Learning | Much less than peers 1 | Somewhat less than peers 2 | About the same as peers 3 | Somewhat more than peers 4 | Much more than peers 5 |
|--|---------------------------|-------------------------------|------------------------------|-------------------------------|---------------------------|
| Exceptional Memory | | | | | |
| Highly motivated or self-driven, persistent | | | | | |
| Pursues an intense interest | | | | | |
| Curious, inquisitive, asks unusual or penetrating questions | | | | | |
| Quick mastery of new skills or information | | | | | |
| Analytical - finds meaning, makes connections, generalizes and finds relationships | | | | | |
| Demonstrates high levels of logical reasoning, intuition and problem-solving abilities | | | | | |
| Highly observant | | | | | |
| Academic achievement and work completion at a high level (compared to cohort) | | | | | |
| Discovers, applies, and creates patterns | | | | | |
| Impatient with repetition or routine | | | | | |
| Imaginative, creative, original or novel ideas | | | | | |
| Exceptional ability in the arts. | | | | | |
| Notes and Examples: | | | | | |

| Social | Much less than peers 1 | Somewhat less than peers 2 | About the same as peers 3 | Somewhat more than peers 4 | Much more than peers 5 |
|---|---------------------------|-------------------------------|------------------------------|-------------------------------|---------------------------|
| Displays leadership qualities | | | | | |
| Assumes mature responsibilities | | | | | |
| Adapts easily to new situations, flexible | | | | | |
| Well-liked, respected and acknowledged by peers | | | | | |
| Gets along well with adults and older students | | | | | |
| Empathetic | | | | | |
| Intense or unusual emotional depth or responsiveness | | | | | |
| Advanced sense of humor | | | | | |
| Self-confident and/or willing to take risks | | | | | |
| Intuitive grasp of situations | | | | | |
| Sees/understands multiple perspectives | | | | | |
| High expectations of self and others | | | | | |
| Skilled at problem-solving; solves problems in various or unique ways (including both academic and social/emotional problems) | | | | | |
| Notes and Examples: | | | | | |

| School Experiences | Much less than peers 1 | Somewhat less than peers 2 | About the same as peers 3 | Somewhat more than peers 4 | Much more than peers 5 |
|--|---------------------------|-------------------------------|------------------------------|-------------------------------|---------------------------|
| Wide range of interests not necessarily related to school | | | | | |
| Specific talent with exceptional memory or knowledge | | | | | |
| Creative (thinking, problem solving, art, etc) | | | | | |
| Unusual imagination - may show up in art, writing, storytelling, or other ways | | | | | |
| Humorous in unique ways | | | | | |
| High energy levels. Does not sit and learn in a standard way. | | | | | |
| Insightful. Sees connections. Notices details in environment. | | | | | |
| Desire to perform with mixed messages from peer group or family unit. | | | | | |
| Discrepant identification profiles. For ex: shows intelligence yet is not advanced in math or reading. | | | | | |
| Limited world experience limits knowledge and vocabulary | | | | | |
| Does not know how to follow school expectations yet seems to learn or know information quickly | | | | | |
| Notes and Examples: | | | | | |

| Cultural | Much less than peers 1 | Somewhat less than peers 2 | About the same as peers 3 | Somewhat more than peers 4 | Much more than peers 5 |
|---|---------------------------|-------------------------------|------------------------------|-------------------------------|---------------------------|
| Culturally Diverse Students | | | | | |
| Mature sense of diverse cultures and languages | | | | | |
| Respect for cultural differences | | | | | |
| Navigates appropriate behaviors successfully in multiple cultures | | | | | |
| Exceptional talent in areas specifically valued in culture of origin | | | | | |
| Shows pride in cultural or ethnic background; is willing to share own culture or language | | | | | |
| Analytical - finds meaning, makes connections, generalizes and finds relationships | | | | | |
| Demonstrates high levels of logical reasoning, intuition and problem-solving abilities | | | | | |
| Notes and Examples: | | | | | |

| Language | Much less than peers 1 | Somewhat less than peers 2 | About the same as peers 3 | Somewhat more than peers 4 | Much more than peers 5 |
|--|---------------------------|-------------------------------|------------------------------|-------------------------------|---------------------------|
| English Language Learners | | | | | |
| Advanced skills/fluency in native language | | | | | |
| Acquires language rapidly | | | | | |
| Translates/interprets between language | | | | | |
| Strong expressive language/verbal skills | | | | | |
| Code switches easily | | | | | |
| Large vocabulary | | | | | |
| Notes and Examples: | | | | | |

Form 2A6

Student Name _____

Date _____

School _____

Grade _____

Student referred by _____ (relationship/position: _____)

Referred for: (circle all that apply)

Math

Reading

Intelligence

Committee Meeting Notes:

Team members present:

Summary of work samples, classroom test scores, and report cards:

Summary of teacher checklist and teacher observations:

Tests given by TAG Team and Scores:

Reading: _____

Math: _____

Intelligence: _____

**Additional information can be found in the district TAG files

DECISION:

| | | | |
|---------------------|-----|----|-------------------------|
| TAG in MATH | yes | no | not tested |
| TAG in READING | yes | no | not tested |
| TAG in INTELLIGENCE | yes | no | not tested |
| Potential | yes | no | area of strength: _____ |

Notification Letter mailed _____ (date and initial)

Name _____ School Year _____ Grade _____ School/Teacher _____ Date _____

TAG Identification (circle all that apply): Reading Math Intelligence

ODE TAG mandate states that all identified TAG students are taught at their rate and level of learning.

- **Rate** is the pace or speed of learning and instruction. (How fast student learns.)
- **Level** is the instructional level in the curriculum and the complexity and sophistication of concepts. (What student is learning.)

MENU OF OPTIONS (choose the methods the student will be served – ideally, at least 3 ways)

| <p align="center">Service or Goal Check and explain all that will be used.</p> | <p align="center">Location of services</p> | <p align="center">Rate and/or Level Check which one is applicable to this goal.</p> | <p align="center">Explanation or Example</p> |
|--|--|--|--|
| <p>Ability Grouping: Placing the student in small groups with other advanced thinkers.</p> | <p><input type="checkbox"/> Regular classroom <input type="checkbox"/> Special Group <input type="checkbox"/> Other: _____</p> | <p><input type="checkbox"/> Rate <input type="checkbox"/> Level</p> | |
| <p>Small Group Study: Student participates in a small academic group or special interest group. (ex: TAG groups, OBOB, enrichment, etc.)</p> | <p><input type="checkbox"/> Regular classroom <input type="checkbox"/> Special Group <input type="checkbox"/> Other: _____</p> | <p><input type="checkbox"/> Rate <input type="checkbox"/> Level</p> | |
| <p>Advanced Curriculum: Student studies same topics as class, but at a higher level. Example: advanced spelling, harder reading books, advanced math problems.</p> | <p><input type="checkbox"/> Regular classroom <input type="checkbox"/> Special Group <input type="checkbox"/> Other: _____</p> | <p><input type="checkbox"/> Rate <input type="checkbox"/> Level</p> | |
| <p>Pre-Tests: A student takes a pre-test on information to allow curriculum to be taught at a faster rate or a high level. If passed, curriculum is modified. (Ex: spelling or math pretests)</p> | <p><input type="checkbox"/> Regular classroom <input type="checkbox"/> Special Group <input type="checkbox"/> Other: _____</p> | <p><input type="checkbox"/> Rate <input type="checkbox"/> Level</p> | |
| <p>Reduce Grade Level Work: Allow student to pass assignments with less work required to show mastery. (Ex: do 4 hardest problems)</p> | <p><input type="checkbox"/> Regular classroom <input type="checkbox"/> Special Group <input type="checkbox"/> Other: _____</p> | <p><input type="checkbox"/> Rate <input type="checkbox"/> Level</p> | |
| <p>FRSD TAG Coordinator Support: Will be included in events hosted by FRSD TAG Coordinator.</p> | <p><input type="checkbox"/> Regular classroom <input type="checkbox"/> Special Group <input type="checkbox"/> Other: _____</p> | <p><input type="checkbox"/> Rate <input type="checkbox"/> Level</p> | <p>2019-2020 School Year: Enrichment TAG Evenings for Families. 12/ 5, 1/30, 3/12, 4/30 Angie Pebworth</p> |

| <p align="center"><u>Service or Goal</u> Check and explain all that will be used.</p> | <p align="center">Location of services</p> | <p align="center">Rate and/or Level Check which one is applicable to this goal.</p> | <p align="center">Explanation or Example</p> |
|--|---|--|---|
| <p>Depth and Complexity Study: The student does a deeper investigation of a <i>topic that the rest of the class is also studying</i>.</p> | <input type="checkbox"/> Regular classroom <input type="checkbox"/> Special Group <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Rate <input type="checkbox"/> Level | |
| <p>Independent Study: Student studies a <i>topic of their choice</i> and does a project independently, with some teacher guidance. **A clear plan needs to be made about the responsibilities of teacher, student and parents, as well as a timeline for project benchmarks.</p> | <input type="checkbox"/> Regular classroom <input type="checkbox"/> Special Group <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Rate <input type="checkbox"/> Level | Topic: _____ |
| <p>Growth Mindset Project*: Student makes a goal to try something that “feels a little hard, and maybe a little scary” in order to grow their brain and try something new. Purpose: overcome perfectionism, learn something new, do something hard. *will probably require parent support</p> | <input type="checkbox"/> Regular classroom <input type="checkbox"/> Special Group <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Rate <input type="checkbox"/> Level | Goal: |
| <p>Higher Levels of Bloom’s Taxonomy: Student is expected to produce work using higher levels of thinking. Teacher-student interactions and conversations involve higher levels of reasoning and higher vocabulary.</p> | <input type="checkbox"/> Regular classroom <input type="checkbox"/> Special Group <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Rate <input type="checkbox"/> Level | |
| <p>Telescoping: allows a student to accelerate the timing of instruction into less time. (Reverse classroom, self-study or other method)</p> | <input type="checkbox"/> Regular classroom <input type="checkbox"/> Special Group <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Rate <input type="checkbox"/> Level | |
| <p>Subject Based Acceleration: Advancing student to another class for higher skill level and development. Mentorship: Student finds a mentor to teach and enrich a special interest area.</p> | <input type="checkbox"/> Regular classroom <input type="checkbox"/> Special Group <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Rate <input type="checkbox"/> Level | |
| <p>Other:</p> | <input type="checkbox"/> Regular classroom <input type="checkbox"/> Special Group <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Rate <input type="checkbox"/> Level | |

| | | |
|----------------------------------|----------------------------------|---------------------------------|
| Student will be responsible for: | Teacher will be responsible for: | Parent will be responsible for: |
|----------------------------------|----------------------------------|---------------------------------|

Parent Signature _____

Agree Disagree

Student Signature _____

Agree Disagree

Teacher Signature _____

Agree Disagree

TAG Coordinator Signature (optional) _____

Agree Disagree

FRSD TAG Plan Expectations:

- TAG plans shall be completed within 30 days of new identification and *every fall before at fall conferences.*
- A copy should be given to the district TAG coordinator to be put in the student's TAG file at the DO.
- A copy should be sent home.
- The district and/or school TAG coordinator can be present for TAG meetings, but is not required to be there.

Rights of Parents of Talented and Gifted Students from ODE 581-022-1320

In carrying out the requirements of OAR 581-022-1310 and OAR 581-022-1330, 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 581-022-1320. 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 581-022-1940.

Form 2G1

Fern Ridge School District Tag Referral

PARENT CONSENT TO TEST

Student Name _____

Date _____

Parent Name(s) _____

Phone _____

This is to inform you that your child has been referred for individual testing to consider a talented and gifted identification. The evaluation instruments and/or procedures may include various standardized measures of cognitive and/or academic skills (e.g., OLSAT, Naglieri, Woodcock-Munoz, WISCIV, etc.) as well as teacher surveys, work samples, class test scores, and/or rating scales.

You will be informed of the results of the testing. You will receive a letter in the mail after the TAG committee meets and considers all of the information about your child. This may take up to about 8 weeks.

Both Federal and State laws require that you approve any individual testing or other evaluation before we can proceed. Since we are very interested in gathering information which will assist us in planning the best possible program for your child we would appreciate your signing this permission form and returning it as soon as possible. If you have any questions, please feel free to contact the teacher making the referral, the school principal or the district TAG coordinator.

I have been informed regarding the referral of my child for individual testing or other evaluation using appropriate assessments. I understand the reasons for the evaluation and have checked the appropriate box below.

- Permission is given to conduct the evaluation as described**
- Permission is denied to conduct an evaluation**

Parent Signature _____ **Date** _____

Parent Rights Concerning Talented and Gifted in the State of Oregon (ODE)

- Parent permission is required for any individual testing that may need to be administered for identification purposes.
- If a student is not identified as TAG, a parent has the right to appeal the results.
- When a student is identified as TAG, the district must inform the parents about the available programs and services.
- Parents must be provided an opportunity to give input and discuss with the district the programs and services available to their child.
- Parents may request withdrawal from TAG services and programs at any time
- Parents must be informed of their right to file a complaint.

Fern Ridge School District 28J Board Policy: Early Entrance

Code: JEBA

Adopted: 6/28/99

Readopted: 5/23/05; 11/27/06; 3/18/13; 3/07/16

Orig. Code(s): 7325

At the time of initial enrollment, parents or guardians must verify the student's age by presentation of either their birth certificate or hospital record or baptismal certificate or other verifiable official documents.

A student is considered six years of age and will be admitted into a public school if his/her sixth birthday occurs on or before September 1. A student whose sixth birthday occurs after that date may be admitted to the first grade if he/she has maintained regular attendance in any grade of a public full-time school during the entire school term.

A student will be admitted to kindergarten if his/her fifth birthday occurs on or before September 1 or is a kindergarten student transferring from a public school in another district. Early entry into kindergarten may be allowed for a student based on an analysis by qualified district professional staff member of the student's cognitive development, physical development, and social skills development based on the Kindergarten Readiness Test (KRT) and observations/interactions with the child.

To be in compliance with the law, the district will employ standardized instruments administered and interpreted by professional educators trained to understand and evaluate student growth and development. Results of the testing will be shared with the parent(s) or guardian by qualified staff.

In order to qualify for early entry exception evaluation, the student must meet all of the following criteria:

1. Be five years old as of midnight October 1; and
2. Achieve a score at or above the 85th percentile on the total (overall) readiness tests 1-6 and no more than: (1) marginal/low; or (2) readiness ratings on all subtests.

The examiner will present all the testing data to the building principal with recommendations to admit or not to admit as determined by the data. A district staff member will notify the parent and the superintendent of the early entrance assessment results, stating the determination to admit or have the child wait until the legal age requirement is reached.

If the parent wishes to appeal the decision, this appeal process may be accomplished according to the procedures outlined in the administrative regulation. Superintendent's decision is final upon appeal.

END OF POLICY

Legal Reference(s):

ORS 327.006

ORS 336.092

ORS 336.095

ORS 339.115

ORS 343.395

SB 321 (2015)

Early Entrance** - JEBA

1-1

Fern Ridge School District 28J Board Policy:
Early Graduation

Code: IKFA-AR

Revised/Reviewed: 2/21/12

In order for the superintendent to consider a request for early graduation, the following procedures must be followed:

1. The student must discuss with the counselor and principal at least one calendar year in advance of their regularly scheduled graduation date the desire for early graduation;
2. The student must present a letter stating his/her plan for early graduation and the reasons for the request. Parents of the student need to submit a letter, giving their permission for and reason for early graduation. Both letters should be submitted to the high school principal;
3. A conference will be arranged between the parents, counselor, student and principal;
4. The principal will make a recommendation on the following requirements:
 - a. No less than 22 of the 24 units required for graduation will be attained at Elmira High School, exceptions with Superintendent approval;
 - b. Student has met or will meet all credit requirements for graduation;
 - c. Student shows reasonable academic achievement.
5. If the request is approved a transcript will be issued upon completion of these requirements, noting that they have been met. A diploma will be issued in June.

Fern Ridge School District 28J Board Policy: Grade Advancement or Nonstandard Student Placement

Code: IKEA-AR

Adopted: 5/14/07

Revised/Readopted: 12/02/13; 9/17/18

Requests for a student to be considered for placement or advancement to a higher grade may be initiated by the student's Fern Ridge School District Teacher or the student's parents or guardian. A Nonstandard placement request generated by the student's teacher(s) shall be reviewed by the resident principal and if sufficient performance data validates the placement parental/guardian approval will be sought.

If parents (not the teacher) wishes their child to be considered for advancement to a higher grade they will fill out an application. The district will employ a standardized instrument(s) administered and interpreted by professional educators trained to understand and evaluate student growth and development. The District may also utilize standards based performance exams designed by highly qualified district staff. Results of the testing will be shared with the parent(s) or guardians by a qualified staff member(s).

Steps in Applying for Grade Advancement

1. Parent or Guardian must initiate a request with the principal of their child's respective school by completing the application and meeting with the principal or their designee.
2. Student(s) are to be tested to determine that they are academically ready for the proposed grade. Presently the District administers the Woodcock-Johnson Tests of Achievement or may use other equivalent standardized test. Emotional social/readiness will also be a factor in the decision based on teacher/parent input.
3. If parents are initiating request, parents contact teacher or principal to indicate they would like their child to be tested. The average test completion time ranges form one hour to one hour and fifteen minutes. Further testing/interview(s) may be required. The child must achieve a score at or above the 85th percentile in the Broad Score areas on the Woodcock-Johnson Test of Achievement.
4. Test results will be shared with the parents/guardians as well as the building principal(s) involved. A written Summary of Assessment may be made available to the parents and included in the student's academic file upon a request.
5. Once the assessment results are finalized, the building principal(s) have up to 14 calendar days to compile all relevant academic potential data and social skill data upon which a final determination will be based upon.

Principals are to consider whether a student is emotionally and socially adept for movement to a higher grade level. Parents/guardians and the superintendent are to be notified of the principal's decision in writing.

Note: Should the parent/guardian wish to appeal the decision he/she may contact the superintendent. The superintendent may call for further testing, the cost for which the parent or guardian will bear. After careful review of all performance as well as social/psychological data, the superintendent will make the final decision.

Fern Ridge School District 28J Board Policy: Appeals Procedure for Talented and Gifted Identification and Placement

Code: IGBBA-AR

Adopted: 5/23/05

Revised/Readopted: 11/18/19

The Board has established an appeal process for a parent to utilize if they are dissatisfied with the identification process and/or placement of their student in the district program for talented and gifted (TAG) students, and wish to request reconsideration. The district's desire and intent is to reach satisfactory solutions during the informal process:

Informal Process

1. A parent will contact the district's TAG coordinator/teacher to request reconsideration.
2. The TAG coordinator/teacher will confer or meet with the parent, and may include any additional appropriate persons (e.g., principal, counselor, teacher, etc.), within five working days of the request. Information pertinent to the selection or placement will be shared.
3. If an agreement cannot be reached, the parent may initiate the Formal Process.

Formal Process

1. A parent shall submit a written request for reconsideration of the identification and/or /placement to the program supervisor within five working days of the conference identified above.
2. The program supervisor shall acknowledge in writing the receipt of the request within five working days and shall forward copies of the request and acknowledgment 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 10 working days of the original request presented in the previous step. Additional data may be gathered to support or change the earlier decision. The parent may be provided an opportunity to present additional evidence.
4. If deemed necessary, a formal hearing will be conducted by the district hearings officer utilizing the appropriate procedures;
5. A decision will be made by the within 20 working days after receipt of the written request for reconsideration from the parent. The parent shall be notified of the decision in writing and the decision shall be forwarded to the superintendent.
6. The decision may be appealed to the Board through procedures found in IGBBC-AR – Complaints Regarding the Talented and Gifted Program.
7. If the parent is still dissatisfied, the parent may file an appeal to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

Fern Ridge School District 28J Board Policy: Public Complaints

Code: KL

Adopted: 8/23/99

Revised/Readopted: 5/23/05; 2/17/15; 11/16/15;
3/07/16; 12/18/17; 11/18/19

Orig. Code: 8620; 8621

A parent or guardian of a student attending a school in the district or a person who resides in the district, or a student may petition the district with a complaint. A complainant will be referred through the proper administrative process for resolution of a complaint before investigation or action by the Board. An exception will be a complaint against the superintendent or one that involves Board actions or Board operations.

The complaint procedure is available at the district's administrative office and on the home page of the district's website.

The Board advises that there is a process available for resolving complaints, including but not limited to complaints in one or more of the following areas:

1. Instruction;
2. Discipline;
3. Learning materials;
4. Compliance with State Standards;
5. Restraint and/or seclusion;
6. With a staff member; or
7. Retaliation against a student who in good faith reported information that the student believes is evidence of a violation of state or federal law, rule or regulation.

The complainant must follow the complaint procedure as outlined in administrative regulation KL-AR(1) - Public Complaint Procedure.

The district may offer mediation or another alternative dispute resolution process as an option if all parties to the complaint agree in writing to participate in such mediation or resolution.

Any complaint about school personnel other than the superintendent will be investigated by the administration before consideration and action by the Board. The Board will not hear complaints against employees in a session open to the public unless an employee requests an open session.

Complaints against the principal should be filed with the superintendent. (See KL-AR(1) – Public Complaint Procedure)

Complaints against the superintendent should be referred to the Board chair on behalf of the Board. (See KL-AR(1) – Public Complaint Procedure)

Complaints against the Board as a whole or against an individual Board member should be referred to the Board chair on behalf of the Board. (See KL-AR(1) – Public Complaint Procedure)

Complaints against the Board chair should be referred directly to the Board vice chair on behalf of the Board. (See KL-AR(1) – Public Complaint Procedure)

A complainant must file a complaint within the later of either time limit set below, in accordance with state law:

1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limitation must run from the date of the most recent incident; or
2. Within one year after the affected student has graduated from, moved away from or otherwise left the district.

The superintendent will administer the complaint process, as appropriate.

While speakers may during public meetings offer objective criticism of school operations and programs, the Board will not hear personal complaints concerning district personnel nor against any person connected with the school system. To do so could expose the Board to a charge of being party to slander and would prejudice any necessity to act as the final review of administrative recommendations regarding the matter. The Board chair will direct the patron to the appropriate means for Board consideration and disposition of legitimate complaints involving individuals.

Complaints alleging violation of standards for public elementary and secondary schools shall be made in writing and presented to the superintendent.