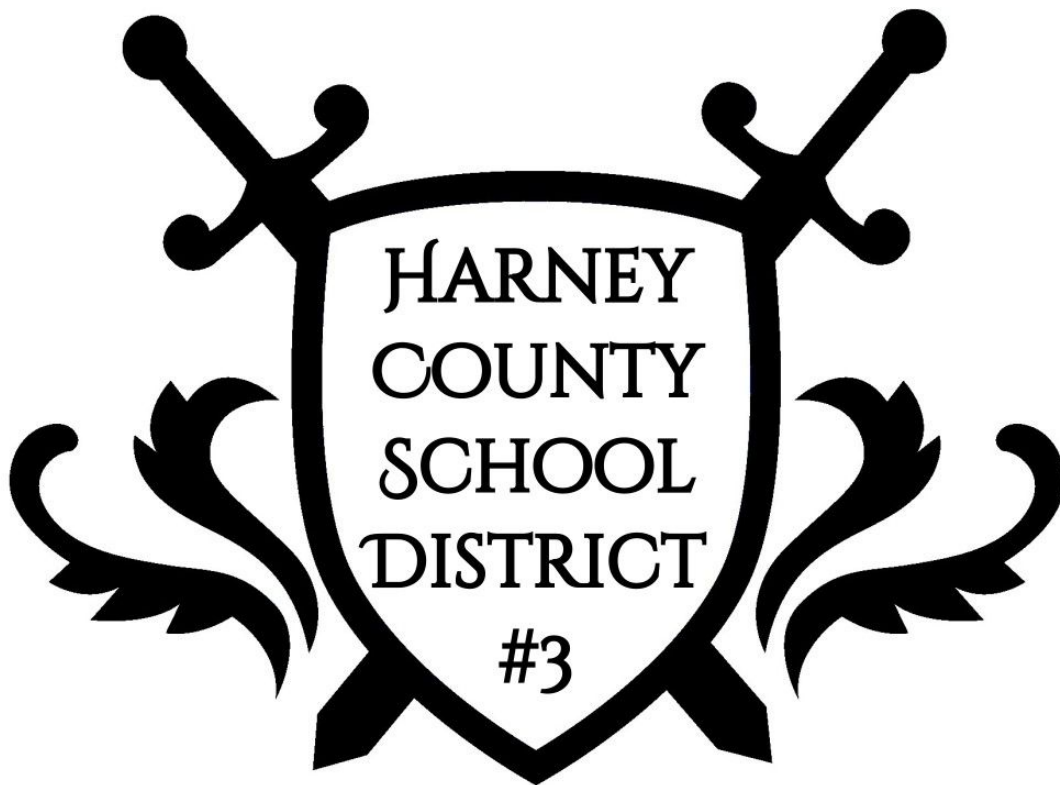


# Harney Co. School District #3

## Talented and Gifted Education

### Procedures Manual



January 1, 2017

\*Revised: September 1, 2018

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# Philosophy

The Harney County School District #3 is committed to identifying and providing for the unique intellectual, social, emotional, and career needs of intellectually gifted and academically talented children in grades K – 12.

It is our goal to ensure that all learners, including gifted learners, are provided stimulating, challenging and meaningful educational experiences with lessons and materials appropriate for each student's assessed level and rate of learning.

Our philosophy fosters educational alternatives in a broader social context promoting:

- High expectations and achievement
- Intellectual stimulation and collaboration
- Academic enrichment
- Social and emotional growth

We acknowledge and support the vital role of the classroom teacher in creating differentiated instruction for the unique needs of exceptional learners within the classroom setting.

# Programs & Services

## Elementary School

Classroom teachers are responsible for meeting the PEP for identified students. Possible ways to address the educational needs of identified TAG students in the regular classroom might be:

- Early Entrance
- Thematic and/or integrated curriculum
- Acceleration of existing curriculum
- Cluster Grouping/ Small Group
- Team Teaching
- Advanced Materials
- Independent Study Project
- Assignment Modification/Differentiation
- Contracts
- Remediation
- Multi-age Classes
- Cross-grade grouping
- Product modifications
- Curriculum compacting
- Interest grouping
- Student selected study
- Use of technology
- Higher-level thinking skills and/or complexity, abstractness, and etc.
- Most Difficult First/Compacting
- Enrichment
- Regular Classroom Work
- Other (specify)

## Middle School

The CORE teachers will be responsible for meeting the needs of identified students through FLEX plans or individual PEPs, if requested by the parent. Elective teachers may be asked to complete a FLEX plan or a PEP by an administrator on an as needed basis.

TAG programs and services are built upon options already existing within the middle school and include:

<p><u>Classroom Strategies:</u></p> <ul style="list-style-type: none"><li>● Differentiated Instruction</li><li>● TAG Groups</li><li>● Cross Graded Instruction</li><li>● Thematic and Integrated Curriculum</li><li>● Independent Study</li><li>● Advanced Math Placement</li><li>● EOU Online School</li><li>● Access to Mentorships/Internships</li></ul>	<p><u>Enrichment:</u></p> <ul style="list-style-type: none"><li>● Brain Bowl</li><li>● Math Team</li><li>● Science Team</li><li>● Chess Team</li><li>● Geography Competition</li><li>● Spelling Competition</li><li>● Scavenger Hunt Competition</li><li>● Competitive Speech</li><li>● Advanced TV Production</li><li>● Student Newspaper and Yearbook</li><li>● Literature Club</li><li>● Art Exploration: Schneider Museum Science Labs and Classes</li></ul>
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Individual classroom teacher strategies: providing curriculum resources at more complex levels, open-ended problem-solving, student initiated and directed projects, flexible pacing and scheduling, simulations, integrated curriculum, higher level thinking skills such as analysis, synthesis and evaluation.

While TAG programs and Services have been built on options already existing within the middle school, it is important to keep in mind that teachers who have these students in their classes must meet their assessed levels of learning and accelerated rates of learning. This often requires modifications in the instructional program.

## High School

Content area teachers will be responsible for meeting the needs of identified students through FLEX plans or individual PEPs, if requested by the parent. Elective teachers may be asked to complete a FLEX plan or a PEP by an administrator on an as needed basis.

TAG programs and services are built upon options already existing within the high school. The programs and aspects of Burns High School that support TAG students include:

- Self-selected scheduling
- Comprehensive High School
- Wide variety of classes with many upper level (college prep) offerings
- Advanced Placement classes (such as Literature, Composition, U.S. History, Government, Chemistry, Calculus)
- Access to Advanced Placement tests for courses not available at BHS
- Independent Study
- Access to Eastern Oregon University classes (11th, 12th grade)
- Access to Mentorships/Internships
- Technical Certifications
- Academic Competitions (Math team, Science team, Brain Bowl, Model U.N., etc.)
- EOU Online School classes
- Access to Correspondence courses
- Early graduation
- 2 + 2 college credits through Treasure Valley Community College
- National Honor Society

Individual classroom teacher strategies: providing curriculum resources at more complex levels, open-ended problem-solving, student initiated and directed projects, flexible pacing and scheduling, simulations, integrated curriculum, higher level thinking skills such as analysis, synthesis and evaluation.

While TAG programs and Services have been built on options already existing within the high school, it is important to keep in mind that teachers who have these students in their classes must meet their assessed levels of learning and accelerated rates of learning. This often requires modifications in the instructional program.

# Definitions of Terms

**ACCELERATION** Student's needs are usually met and accommodated by the teacher providing faster pacing and more advanced content within the regular classroom; may occasionally require moving a student to a more advanced classroom or grade level for all or part of a day.

**ACHIEVEMENT TEST** A nationally normed instrument designed to assess the outcomes of school instruction in specific subject areas, e.g., reading, mathematics, etc.

**ADVANCED LEVEL MATERIAL** Instructional material from a higher grade level than one to which the child is assigned. Material may be more advanced, abstract and/or complex than usual.

**ASSESSMENT** Process whereby information related to a student's instructional level and rate of learning in various curricular areas is determined. It may be a system of data collection used to give information about a student (formal and informal data).

**ADVANCED PLACEMENT (AP)** Formal AP curriculum in which high school students can complete a course and take an AP exam for college credit, a student may also be placed in a class more advanced than the student's age.

**CLUSTER GROUPING** Groups of five to ten TAG students with similar ability in the grade level population are clustered in the classroom of one teacher. The other students in that class are of mixed ability. If there are more than eight to ten TAG students at the grade level, two or more clusters may be formed. The regular teacher can teach a group of students with the same needs more efficiently. Cluster grouping allows TAG students to spend academic time with their intellectual peers.

**COMPACTED CURRICULUM** The amount of time normally required to master a subject is reduced. A pre-test is used to determine current level of mastery.

**COMPLEX/ABSTRACT MATERIALS** Materials that require higher levels of abstraction and complex outcomes than regular materials, i.e., original sources that require analysis, interpretation, or evaluation.

**CONCURRENT ENROLLMENT** Allows a student to take certain classes at the middle school or high school while obtaining credit in both settings.

**CONTINUOUS PROGRESS** Individualized or group instruction based on a student's assessed learning level/rate. Used with pre-post testing or mastery learning models. Students are advanced through materials regardless of grade placement.

**CREDIT BY EXAMINATION** Student successfully completes an examination covering course material and receives credit without taking the course.

**CRITERION-REFERENCED TEST** A test that is organized by content or instructional objectives. A student's performance on a specific group of test items would indicate whether or not the individual has mastered that given skill. Criterion-referenced tests give information on what the student can and cannot do. These tests can be used in determining current level of performance.

**CROSS-GRADE GROUPING** Students may be grouped with students of similar ability in a higher grade. This grouping would be determined subject-by-subject, not for the entire school day.

**DIFFERENTIATED ASSIGNMENTS** Assignments are changed to meet a variety of different student needs. The content, the processes and skills, and/or the final product (essay, speech, visual display) may be modified to stimulate higher-order, more sophisticated products.

**ENRICHMENT ACTIVITIES** Activities and materials offered outside of the regular curriculum.

**FAST-PACED CLASSES** Curriculum is offered at a faster rate than usual. Examples include curriculum compacting or acceleration.

**FLEXIBLE GROUPING** After assessment, movement of students among groups is based on readiness and growth within that skill or subject.

**HONORS CLASSES** Curriculum offered in greater depth and complexity for students who qualify. Typically for high achieving, motivated students.

**INDEPENDENT STUDY/PROJECT** Student may work independently, with teacher guidance, on a project or area of study. The teacher may assign the topic, the student may select a topic from a list of options, or the student may design his/her own project with the teacher's guidance.

**IN-DEPTH STUDY** Opportunity to study a specific topic related to curriculum or area of interest more in- depth; may involve a research project connected with an independent study contract.



**INDIVIDUAL INSTRUCTION** Instructional rate, achievement level, curriculum content, and depth of exploration based on assessment of individual needs. Student may be instructed individually or in small or large group settings, depending on learning needs. Ongoing assessment is essential. Give the student instruction with materials that match the individual's specific needs. This may include one-on-one direct teaching and/or self-guiding materials and processes.

**MENTORSHIP** The student is paired with an expert in a field of common interest with the student being guided in a project or research.

**MULTIPLE INTELLIGENCES** Incorporation of strategies into instruction that allow students to use areas of strength and challenge themselves in areas that are not as strong. Howard Gardner's theory of multiple intelligences includes linguistic, logical-mathematical, spatial, bodily/kinesthetic, musical, interpersonal, intrapersonal, and naturalist.

**NO MODIFICATION NEEDED** The current pace of instruction and level of materials are appropriate for the student.

**NORM-REFERENCED TEST** Any test in which the score acquires additional meaning by comparing it to the scores of people in an identified norm group. A test can be both norm and criterion-referenced. Most standardized achievement tests are norm-referenced.

**OPEN-ENDED INSTRUCTION** Provides opportunities for choice within a framework. Instruction incorporates higher order thinking; more than one "right" way or response may require making connections between disciplines and relating to the "real world."

**REGROUPING WITH TAG PEERS** Group students for instruction based on their demonstrated ability to learn content faster and at higher levels of abstraction and complexity. These regroupings may be for an entire unit of study.

**STANDARDIZED TEST** Measure which has 1) prescribed instructions to the examinee; 2) scoring based on a set of predetermined rules; and 3) a normative sample to which an examinee's score(s) is (are) compared.

# Screening Process

## [Screening Process Flow Chart](#)

### **Gather Nominations**

Teachers, students and parents will be notified that the TAG identification process is underway and nominations are being accepted. Building TAG liaisons should make appropriate nomination/evaluation forms available and set deadlines for receiving nominations.

- Announcements should be made to students using school-approved venues.
- In September or at the beginning of school, school newsletters should include notices to parents.
- Faculty meetings and/ or teacher bulletins should be used to inform teachers.

### **Develop a TAG Pool for each school**

- Each school develops a pool of nominated TAG students in the fall of each year. The pool includes the following:
  - Students nominated by teachers.
  - Students nominated by parents, community members, or self-nominated.
  - Students whose most recent academic tests (Level/OSAT/OAKS) show (total) math or (total) reading performance at or above the 97th percentile nationally.
  - Transfer student scores at or above the 97th percentile on other nationally standardized tests in (total) math or (total) reading shall also be included.
  - Students whose most recent intelligence/ability tests (NNAT 3) show performance at the 97th percentile or above.
  - Transfer student scores at or above the 97th percentile on a nationally standardized intelligence/ability test shall also be included.
  - Transfer students identified as talented and gifted in another state.
  - Any student who is “still being considered” from the previous year’s screening process.

*Note: A student previously screened and found ineligible for TAG services may be re- screened in a new category (Academically Talented, or Intellectually Gifted) or IF new information indicating eligibility emerges, such as a new qualifying test score.*

## **Distribute Teacher Evaluation Forms**

Building TAG liaisons should distribute evaluation forms for nominated students and set a deadline for having them returned. The forms should be distributed as follows:

- *For students in grades K-5* - Current classroom teacher and last year's if available
- *For students in grades 6 -12* - At least three teachers, including the student's current or most recent Math and/or English/Language Arts teachers. If a student's test scores indicate talent in math or reading, it would also be appropriate to give an evaluation form to the previous year's teacher in that area. It would be acceptable to send it down to the previous school when applicable. Make your best judgment on which teachers (past and present) would be most valuable in terms of area of nomination.

## **Assemble TAG Screening Folders**

A TAG screening folder will be made for each student nominated. It will include:

1. TAG Screening Form
2. Parent Survey and/or Self-Assessment Form, if available.
3. All teacher evaluation forms
4. Other information which could be important to the committee, such as Scales for Identifying Gifted Students (SIGS), out-of-grade-level test scores, or special class placements

## **Form TAG Screening Committee**

Regardless of the information collected about an individual student, no decision regarding identification can be made by a single person. Each school will convene a TAG Screening Committee to review screening information about nominated students. The Committee should be aware of eligibility criteria and the screening process.

- Purpose: To determine whether or not individual students are eligible for TAG services by reviewing the students' TAG Screening Folders.

Members: The Screening Committee will include the building TAG liaison, the principal, and at least one other certified teacher along with the district TAG coordinator or designee.

## **Identification Criteria**

No student shall be identified based on a single criteria, such as a test score. Conversely, no student shall be disqualified based on a single criteria. The following criteria shall constitute the minimum required to identify a student for TAG services:

1. At least *TWO* indicators of giftedness, which must include one of the following:
  - a standardized group intelligence/cognitive ability or achievement score at the 97%ile or above
  - a standardized individual intelligence/ cognitive ability or achievement score at 97%ile or above (requires parent permission)
2. The second indicator may include one or more of the following:
  - a second group or individual test score
  - strong evaluations by teachers
  - strong indicators of giftedness from the SIGS or similar instrument
  - evidence of superior academic performance, e.g. grades (Academically Talented only)
3. For Non-typical identification (also known as “Potential to Perform”):
  - high group standardized tests or individual standardized test scores
  - for English Language Learners (ELL), standardized test scores in a nonverbal intelligence test such as the NNAT 3 or in English and the student’s native language which, when considered together, would place the student in the 97%ile of ELL or bilingual students
  - for other non-typical nominees, such as: students from ethnic minorities, students with disabilities, and students who are culturally different or economically disadvantaged, additional evidence, such as a student self- assessment or parent survey, may be considered in combination with other criteria
4. Screening reports for non-typical students who are identified without a 97%ile score should include a description of:
  - A. why standardized test scores would not be reliable indicators for this student
  - B. what indicators the committee used instead to identify the student

## **Notification of Parents**

If committee requests individual testing outside the tests or groups designated annually:

- Letter is sent home advising parent that student has been nominated and requesting permission to test

If student is identified: Letter is sent home to parents notifying them of committee decision.

Letter is to include the following enclosures:

- a brochure explaining the District's gifted education philosophy and services
- a parent survey that can be used by your child's teacher(s) to help plan appropriate services (In the cases where permission to test has been requested, this survey will already have been sent home)
- a letter explaining the complaint procedure for alleged standards violations
- a Student Informational Profile (elementary only)
- a parental acceptance of TAG services form. This form must be returned before identification will be finalized.

If student is ***not*** identified: If parent permission for individual testing had previously been given, letter is sent home advising parents of committee decision and their right to appeal. If no permission to test was requested, no letter is needed.

## **Maintenance of Records**

When the screening process is complete and all information will be copied and sent to the district TAG coordinator. The information in the screening folder will be transferred to a behavioral file and kept at the school the student is attending. At this point the screening information becomes an official TAG file.

## **Official TAG File**

An official TAG file will be created for all identified students and all no longer being considered (NLBC) students. Records used for identification will be placed in a behavioral envelope. These records will include teacher evaluations, parent permission to test, copies of letters to parents, test information, and permission to serve for identified students. These behavioral files will be managed in the same way as other behavioral files in the building.

A small blue dot, indicating TAG identification or consideration can be placed on the students' CUM file. This is a reminder to the secretary that the student has information in a behavioral file. If behavioral files are kept with the CUM files, no blue dot is necessary.

Other TAG information may be kept in a TAG working file in a secure location for the convenience of the TAG liaison and students' teachers. This could include copies of a student's PEPs, copy of the parent survey, copy of student self-assessment, interview responses, and a photocopy of the TAG Screening Report. The purpose of this file would be to have ready access to information that could be helpful to teachers.

## **Still Being Considered (SBC) Files**

All information on students who remain in the SBC category will remain in a screening folder in the school office. These students will continue to remain in the TAG Pool until such a time as they are identified or no longer being considered.

## **First Screening**

For students who were flagged by test scores or nominated by teachers, self, or parents during the nomination process.

### **Procedures**

- The TAG Liaison presents information that has been gathered on each student who has been nominated. The committee will work to reach a consensus. When a consensus is not possible, an administrator will make the final determination based on the available evidence. Committee makes one of three decisions: identify, leave as still being considered (SBC), or place in the no longer being considered category (NLBC).
- The individual screening report will be completed at the screening.
- All members of the TAG Screening Committee should sign the top page of the group screening report.
- Set 2nd Screening date before adjournment.

### **To ID as TAG Academically Talented in one of these categories:**

- Academic Reading (97th %ile+ in total reading)
- Academic Math (97th %ile+ in total math)
- Academic Reading and Math (97th %ile + in both reading and math)
  - A student must have two clear indicators of performance:
    - one of which should be an achievement test in area(s) of identification - scored in the 97th %ile or greater.
    - other indicators: G.P.A. is 3.5 or higher and/or a recommended evaluation from teacher(s).

### **To ID as TAG Intellectually Gifted**

- A student must have scored in the 97th %ile or above on cognitive abilities test.
- Received a recommended evaluation from teacher(s).
- An intellectual identification can be done alone or in combination of any of the academic identifications.

### **Still Being Considered (SBC)**

- Students who have at least one clear indicator and reasonable expectation that there will be a second.
- Committee will make a decision about what indicator is needed.

### **No Longer Being Considered (NLBC)**

- Student does not have two indicators to identify and does not have at least two indicators that show evidence that additional information gathering would not be beneficial.

### **Building TAG liaison responsibilities after first screening**

- Send completed ID'd files to TAG office to be entered into system.
- Set testing dates and arrange location in the school.
- Secondary - Distribute list on newly identified students to teachers and remind teachers to give these students copies of the FLEX Plans.
- Send appropriate letter, complaint procedure, notification document, and parent survey to parents notifying them of identification.
- For students who need individual testing or other information gathered, send letter and parent survey to parents notifying them of nomination and requesting permission for testing.
- Send PEPs to teachers. ✓ Make copies of all letters and put in student files.
- Send reminder letters to parents who have not answered permission request within a reasonable time period.

### **Second Screening**

\*For students who were Still Being Considered after the first screening.

#### **Procedures**

- Each TAG Liaison presents information that has been gathered on each student. Committee votes on each student. The committee will work to reach a consensus. When a consensus is not possible, an administrator will make the final determination based on the available evidence. Committee makes one of three decisions for SBC students: identify, leave as still being considered (SBC), or place in the no longer being considered category (NLBC).
- Fill out the individual screening report (blue) as you go along.
- All members of the TAG Screening Committee should initial the top page of the group screening report.
- Set 3rd Screening date before adjournment.

#### **To ID as TAG Academically Talented in one of these categories:**

A student must have two clear indicators of performance: one of which should be an achievement test in area(s) of identification - scored in the 97th %ile or greater.

- Exception to the test score - Non-typical students
- Other indicators may be one or more of the following: High Teacher Evaluations, Parent Survey, G.P.A., Student Self-Assessment, Report Cards, KOI Results

#### **To ID as TAG Intellectually Gifted**

- A student must have two clear indicators of intellectual ability one of which must be a test score in at least the 97th percentile on a test of intellectual ability such as the NNAT 3.
- Other indicators may be one or more of the following: High Teacher Evaluations, SIGS results, Parent survey, Student Self-Assessment.



### **Still Being Considered (SBC)**

- Students who had at least one good indicator and additional information that shows promise. Students that are SBC at this point would probably be non-typical students who need some special additional testing or information gathered.
- In some cases students would be left as SBC at this point in order to wait until the next round of district testing.

### **No Longer Being Considered (NLBC)**

- Student does not have two indicators but does have two indicators that TAG identification would not be appropriate.

### **Responsibilities of the building TAG liaison after the second screening**

- Send completed ID'd files to TAG office to be entered into system.
- Set any additional testing dates and arrange location in the school.
- Secondary - Distribute list of newly identified students to teachers and remind teachers to give copy of FLEX Plan.
- Send appropriate letter, complaint procedure, notification document, and parent survey to parents notifying them of identification.
- For students who need individual further testing or other information gathered, send letter and parent survey to parents notifying them of status.
- For students who did not qualify and who had additional testing, send letter to parent notifying them of committee decision.
- Send PEP forms to teachers.
- Make copies of all letters and put in students' files

### **Third Screening**

\*For students who needed additional testing.

Repeat above process. Consider the additional information that you have gathered to either identify the student or place in the NLBC category. Any students who are still being considered at this point should have a letter send home that informs parents of the decision and the goals to further evaluation.

## **Screening Non-typical TAG Nominees**

### **Some Supplemental Tools**

Subjective data from a variety of sources must be considered in the screening process to identify students from non-typical populations. All of the suggested supplemental screening tools are presently available through the District Student Services Office.

<p style="text-align: center;"><b><u>English Language Learners</u></b></p> <p>• <b><i>Native Language Standardized Tests (Spanish)* Language Assessment Scale (LAS)</i></b></p> <ul style="list-style-type: none"> <li>• Academically Talented in Reading or Math Woodcock-Muñoz</li> <li>• Academically Talented in Reading Bilingual Statewide Assessment in Math</li> <li>• Academically Talented in Math</li> <li>• <b><i>Nonverbal Intelligence Tests NNAT 3 UNIT</i></b></li> <li>• Classroom Observation Instruments SIGS (5-18) Klamath Falls “Referral Checklist”</li> <li>• (includes non-typical characteristics)</li> <li>• Individual Observation Inventories Behavioral Checklist (Grades 1-2) Purdue Academic Rating Scales (Grades 7-12) Peer and Student Self-Assessment Inventories</li> </ul> <p>• <b><i>Interviews with Student, Parent, and/or former Teachers</i></b></p>	<p style="text-align: center;"><b><u>Economically Disadvantaged, Ethnic Minority, Disabled, or Culturally Different</u></b></p> <p>• <b><i>Peer and Student Self-Assessment Inventories</i></b></p> <p>• <b><i>Alternative Intelligence Tests NNAT 3</i></b></p> <ul style="list-style-type: none"> <li>• Classroom Observation Instruments SIGS (5-1 ) “Referral Checklist”(includes non-typical characteristics)</li> <li>• Individual Observation Inventories Behavioral Checklist (Grades 1-2) Purdue Academic Rating Scales (Grades 7-12)</li> </ul> <p>• <b><i>Interviews with Student, Parent, and/or former Teachers</i></b></p>
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The above tools used to determine TAG eligibility should be considered in combination with more traditional screening tools. Students in the above non-typical categories should be given additional opportunities, above the traditional screening tools, to qualify as TAG when other factors indicate a reasonable chance of eligibility.

Bilingual students, those with a level of proficiency in both English and their native language, need not score at the 97th percentile on a reading test in one of their languages. These students often have some specialized vocabulary in one language, perhaps from English-language science classes, and some in their native language, perhaps words about family activities. If the combination of the two scores indicates a language gift, they may be identified as Academically Talented in Reading.

One way to determine this would be using the following chart to determine minimum scores for identification of bilingual students who have otherwise “normal” schooling histories (attending school consistently, appropriate placements, etc).

Native Language Reading Test Score	English Language Reading Test Score	Native Language Reading Test Score	English Language Reading Test Score
<i>Above 95%ile</i>	<i>Any score</i>	<i>Any score</i>	<i>Above 95%ile</i>
<i>92%ile - 95%ile</i>	<i>Above 50%ile</i>	<i>Above 50%ile</i>	<i>92%ile - 95%ile</i>
<i>87%ile - 91%ile</i>	<i>Above 70%ile</i>	<i>Above 70%ile</i>	<i>87%ile - 91%ile</i>

# District Responsibility for TAG

Listed below are the major requirements for identifying and serving TAG students in Oregon. These are based on the Oregon Administrative Rules and the Oregon Department of Education guidelines concerning appropriate services for TAG students. Oregon Laws and regulations are included in the back of this manual.

- Teachers must document students' rate and level of learning and the assessment used to determine them on an ongoing basis.
- Instruction (modifications based on assessment) that is delivered to students must be documented. Appropriate documentation may include:
  - lesson plan books with notations
  - grade books
  - student contracts
  - anecdotal records
  - portfolios
  - end-of-year PEP progress notations
- Modifications to instruction must be clearly linked to assessment in each academic area. Assessment is based on the specific curriculum of the individual course and is ongoing.
- 100% compliance by all teachers for all identified students is expected.
- Multiple options for students must be provided in order to best meet the learning needs of identified students.
- Enrichment activities should not be offered in place of acceleration.
- The TAG identification process should begin in kindergarten.

## **Eligibility for Talented and Gifted Services**

The following students will be eligible for Talented and Gifted (TAG) services:

- Any student, K-12, screened and identified as TAG in Harney County School District #3. If there are legitimate, documented concerns about misidentification, a process will be set into place to address this. No student will be removed from TAG status without parental involvement in the above process, nor without parental approval. If transfer to another public or private school interrupts a student's attendance in Harney County School District #3, s/he should be eligible for TAG services upon re- entering the district.
- Any student, K-12, identified as TAG in another Oregon school district which is operating under the same regulations and with similar eligibility guidelines. A student thus identified will not be required to re-qualify upon entering Harney County School District #3. Students transferring from out of state will be subject to review by the appropriate TAG school committee to determine their eligibility. Depending on the availability of identification information, including appropriate test scores, students who were qualified out of state may be required to undergo additional evaluation.

## **Suggested Communication to Parents Concerning TAG Services**

In keeping with an effort to inform parents of existing TAG policies and procedures, it is vital that each school develop ways to disseminate information concerning TAG issues.

- Each school should include a statement in their handbook about TAG services. It might read something like:

*“Students who test at or above the 97th percentile on specially selected tests may be eligible for Harney County School District #3's TAG Program. After being identified based on specific criteria developed by the state, TAG students are placed in a cluster program under the supervision of the classroom teacher. Here they will receive special guidance to work towards their potential, through compaction and/or acceleration of the curriculum, as well as enriching activities. These students learn at a faster rate and at a more sophisticated level. Many TAG students have creative and energetic ideas but lack some of the necessary skills to develop projects that measure up to a high level of competence. The TAG Program is designed to fit these needs.*

*The Harney County School District #3 complies with the Oregon Talented and Gifted (TAG) Education Act and its administrative rules. These rules apply to all eligible students in our school.”*

- Each school may wish to include information in the handbook about:
  - the nature of existing TAG services
  - the name of a contact person for questions regarding the identification process and services
  - how parents may assist/become involved
  - the enrichment programs that are available

- The following should be included in the September newsletter to parents:

*“Harney County School District #3 schools are in the process of identifying students who are academically talented and/or intellectually gifted. Students can be nominated for the Talented and Gifted Program by one or a combination of the following: national or state test scores (97th percentile or above), teachers, parents, community members, or by self-nomination. After nominations are complete, necessary information will be gathered and a screening committee will screen each student. Additional testing may need to be done. If you wish to nominate your child for this program, please pick up a nomination packet at the school's office. You may talk with the school's TAG Liaison, Sid Hobgood, or the district TAG coordinator, Steve Jones at 541-573-6811, if you need additional information or have any questions.”*

- Use newsletters, parent nights, conferences, back to school nights as possible vehicles to communicate with parents about TAG services and issues. The goal is to keep the parents informed.

## **Parent Concerns and Appeals Process**

The Talented and Gifted Program utilizes an appeals process similar to the District complaint process. If parents or guardians are dissatisfied with their child's identification status and/or the recommended programs and services:

1. They may contact the building principal and submit a written request for reconsideration or additional/alternate services.
2. The principal will acknowledge receipt of the complaint in writing within five working days and arrange to confer with the parents or guardians.
3. The principal will review the identification decision and/or suggested program with the school TAG committee and inform the parents/guardians of the committee's decision and reasoning within ten working days after parent conference.
4. If the parents/guardians remain dissatisfied and agreement cannot be reached at the building level, they may appeal directly to the District TAG Coordinator, who will then review the decisions and recommendations of the school TAG committee and render a final settlement.

In the event of an appeal, the principal has three options:

1. He/She may uphold the decision of the committee. If the committee's decision was consistent with the criteria for the appropriate screening (1st, 2nd, or 3rd), the committee's decision should be upheld.
2. He/She may reverse the decision of the committee and opt for reconsideration. This should be used if:
  - a. The committee's decision was inconsistent with appropriate criteria.
  - b. Additional non-standardized or portfolio-type information indicates a strong possibility that student may be eligible for TAG services
3. Reverse the decision of the committee and identify the student. This option should be exercised **ONLY** if the student had been identified previously then dropped due to the absence of parent permission slip.

**Documentation of Parental Concerns Relating to TAG Services**

Name \_\_\_\_\_ Student's Name \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ (day) \_\_\_\_\_ (evening) Date \_\_\_\_\_

1. What is the nature of your concern?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What action would you like to see taken?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. If the above action is possible and appropriate, who do you feel should be involved in this action?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. If the above action is possible and appropriate, what do you think would be a reasonable timeline for implementation and completion?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What kind of follow-up or documentation would be most helpful to you concerning this problem and the efforts to address it?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed \_\_\_\_\_

# TAG Coordinator Duties

## District TAG coordinator

### *Staff development*

- New teacher training
- PEP / FLEX Plan writing training
- Coordinate professional development opportunities with the Student Services Director
- Work with building TAG liaisons
- Staff reminders on appropriate TAG procedures and strategies
- Conduct staff trainings on appropriate TAG procedures and strategies
- Assist with individual teachers on TAG modifications and model teaching strategies in the classroom

### *Identification of TAG students*

- Communicate with TAG liaison and Principals concerning timelines for nominations, testing, and screenings
- Keep complete and updated lists of TAG students for individual schools
- Collect data for and prepare required state reports
- Assist with screening meetings
- Assist schools in maintaining records

### *Parent communication*

- Communicate individually with parents about individual student needs as needed
- Plan workshops for parents
- Attend any conference with TAG parent and teacher if requested
- Provide information for school newsletters

### *PEP process*

- Design PEP forms which meet the needs of students, teachers, and ODE regulations
- Work with schools, teachers, and principals to ensure quality and that authentic PEPs are being written
- Work with individual teachers to help with PEP writing

### *Flex Plans*

- Provide information and/or training in writing appropriate FLEX Plans
- Work with building TAG liaisons, teachers, and principals to ensure quality and authentic FLEX Plans are being written and made available to students and parents
- Work with individual teachers to help with FLEX Plan writing

### *Other*

- Update TAG Manual, forms, and policies to meet new standards
- Regular communication with principals and TAG coordinators regarding law, issues of concern, timelines, enrichment opportunities
- Assist individual teachers, parents, and students in finding additional appropriate learning



opportunities for TAG students.

### **Building TAG coordinators**

Your most important role as the building TAG Liaison is to advocate in your building for the TAG students and to encourage teachers to offer accommodations to meet the students' rate and level of learning.

#### *Identification & screenings*

- Distribute teacher nomination/evaluation forms in the fall and spring
- Distribute list of identified TAG students to teachers serving those students at your site
- Assist as needed with gathering necessary information for TAG screening
- Attend building TAG Screening Committee to review eligibility of nominated students
- Work with district coordinator to schedule individual or group testing as needed and collect other information requested by committee for second screening
- Participate in second screening, when necessary, to review eligibility of students "still being considered"
- Transfer TAG records to the TAG Liaison at the school students will enter in the fall
- Send completed paperwork to district coordinator in a timely fashion after each screening
- Maintain/update TAG files located at the building

#### *Personal education plans*

- Using the suggested timelines, distribute PEPs to teachers with a deadline for returning them to you
- Keep track of which teachers have returned PEPs and FLEX plans
- Give completed plans to the principal for his/her review. Quality control is the principal's responsibility, not the TAG liaisons.
- Make two copies of each PEP and FLEX plan. Return approved original to the teacher to be shared with parents during conferences. Send one copy to the district TAG coordinator. File the second copy in the students' TAG file.

#### *Other*

- Attend Fall and Spring TAG Liaison meetings
- Assist in planning/coordinating TAG enrichment activities at your school
- Use teacher meetings as a forum to discuss TAG issues and events
- Facilitate the needs of parents, teachers, and students with regard to TAG issues
- Provide input for TAG expenditures where appropriate
- Communicate through announcements, newsletters, or bulletins regarding TAG activities
- Assume responsibility for knowledge of TAG mandates, etc.

# TAG Records

Where are Official TAG Records Kept? Official TAG Records are kept in a behavioral file. If no behavioral file exists for an identified student (or a student who has been screened for TAG), one will be created by the building TAG liaison or district TAG coordinator. TAG files are treated in the same way as other behavioral files at the school. If the TAG behavioral file is stored separate from the student's CUM folder, a BLUE DOT should be placed by the student's name on their CUM folder. This dot will indicate that there is TAG information in a behavioral file.

## What goes into a TAG file?

- TAG Screening report
- Ability and Achievement Test results used to identify students for TAG (this would include the actual test protocol if available)
- Parent Permission to test and Parent Survey
- Student survey, if used for identification
- Teacher evaluation forms used for identification purposes
- Copies of letters sent to parents
- Current PEP
- Other pertinent information (interview forms, SIGS, other screening or program information)
- Letter confirming parent approves of placement in program and has been informed of their rights
- Other letters or information from parents concerning identification or services

## What TAG file materials should be transferred out of district when a student leaves?

- TAG Screening report
- Test results used to identify
- Parent permission to test
- Parent survey may be sent if it is current - within three years
- Most current PEP
- Copies of letters sent to parents
- Purge teacher evaluation forms, old PEPs, test booklets, outdated surveys, and other miscellaneous materials.
- Send a copy of any sensitive parent or teacher communication to the district office. It will be kept on record there.
- In-district transfers: Transfer entire TAG file as you would other in-district transfers.

## **Step-by-Step Guide for Dealing with TAG Files and Records**

**Step ONE:** Prepare a file for the initial screening. Include:

- Screening Form - completed with available information
- Teacher Evaluations
- Other available information

**Step TWO:** After First Screening add to the file the following:

- Copies of permission to test letters and ID letters that are sent to parents
- All parental forms that are returned, i.e. surveys, permission to serve
- Other information that was used in screening
- Add additional information to screening report

**Step THREE:** After First Screening and when file is complete:

- For students who have been ID'd:
  - Transfer all information to a behavioral envelope and give to school secretary to be placed in school files, make sure cum folder receives "blue dot"
  - Make copies of parent or student survey and screening report for working file
- For students who are NLBC (No Longer Being Considered):
  - Transfer all information to a behavioral envelope and give to school secretary to be placed in school files
- For students who are SBC (Still Being Considered):
  - Continue to file information as it comes in, i.e. tests, additional evaluations, surveys
  - Add additional information to screening report

**Step FOUR:** After Second Screening and when file is complete:

- For students who have been ID'd:
  - Transfer all information to a behavioral envelope and give to school secretary to be placed in school files, make sure cum folder receives "blue dot"
  - Make copies of parent or student survey and screening report for working file
- For students who are NLBC:
  - Transfer all information to a behavioral envelope and give to school secretary to be placed in school files
- For students who are SBC:
  - Continue to file information as it comes in, i.e. tests, additional evaluations, surveys
  - Add additional information to screening report
  - Files stay with TAG liaison until decision is made

**Step FIVE:** After Third Screening and when file is complete:

- For students who have been ID'd:
  - Transfer all information to a behavioral envelope and give to school secretary to be placed in school files, make sure cum folder receives “blue dot”
  - Make copies of parent or student survey and screening report for working file
- For students who are NLBC :
  - Transfer all information to a behavioral envelope and give to school secretary to be placed in school files
- For students who are SBC:
  - Continue to file information as it comes in, i.e. tests, additional evaluations, surveys
  - Add additional information to screening report
  - Files stay with TAG liaison until decision is made

**Working files:** Working files for ID'd TAG students should:

- Include copy of survey - parent and/or student, work samples as needed, and a copy of the completed screening report, copies of PEPs
- Be kept in a secure place in TAG liaison's room or in the office
- Be used as a tool for working with teachers, students, or parents
- Be sent to TAG liaison at new school if transferred. For end for the year (5th and 8th grades) can be sent at end or at the very beginning of next school year

*Working files do not need to be kept for SBC or NLBC students.*

- All senior TAG files including NLBC files should stay with their cum file. The school is responsible for keeping these files.
- Behavioral files may go with the cum file or in the behavioral file “drawer”. Each school has their own policy. Follow school policy for dealing with behavioral files. Office personnel will automatically send on behavioral files to the next school.
- Make sure a “blue dot” is on cum files of ID'd TAG students - particularly important if behavioral files are not kept in cum files.

# Harney County School District #3

## Talented and Gifted Education Forms

### TAG Screening Form

The information on this report is confidential. It should be viewed only by parents, teachers, and others with a direct interest in this student. Keep this form and other screening information in the student's Behavioral File.

Student Name \_\_\_\_\_ Student Number \_\_\_\_\_

Student's Grade \_\_\_\_\_ School \_\_\_\_\_ DOB \_\_\_\_\_

Nominated for: \_\_\_ Academically Talented \_\_\_ Intellectually Gifted \_\_\_ Potential to Perform

Nomination Source: \_\_\_\_\_ Test Scores \_\_\_\_\_ Teacher \_\_\_\_\_ Parent/Self \_\_\_\_\_

Other \_\_\_\_\_

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*First Screening Date* \_\_\_\_\_

Achievement Tests (Natl %iles): Level Test Date \_\_\_\_\_ Total Math \_\_\_\_\_ Total Reading \_\_\_\_\_

OSAT Test Date \_\_\_\_\_ Total Math \_\_\_\_\_ Total Reading \_\_\_\_\_

Cognitive Tests (Natl %iles): NNAT 3 Test Date \_\_\_\_\_ Score \_\_\_\_\_

Indicate which of the following were also considered by the Screening Committee at this screening:

- Teacher Evaluations Student Self-Assessment SIGS
- Parent Survey GPA or Report Cards Other Tests (Test, Date, and Scores)

Committee Decision:

\_\_\_\_\_ NLBC

Explanation \_\_\_\_\_

\_\_\_\_\_ SBC Additional Information Needed: \_\_\_\_\_

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*Second Screening Date* \_\_\_\_\_

\_\_\_\_\_ ID: ( circle all that apply) - Intellectually Gifted - Acad. Talented in Reading - Acad. Talented in Math

Screening Committee: \_\_\_\_\_

Achievement Tests (Natl %iles): Level Test Date \_\_\_\_\_ Total Math \_\_\_\_\_ Total Reading \_\_\_\_\_

OSAT Test Date \_\_\_\_\_ Total Math \_\_\_\_\_ Total Reading \_\_\_\_\_

Cognitive Tests (Natl %iles): NATT 3 Test Date \_\_\_\_\_ Score \_\_\_\_\_

Other Test \_\_\_\_\_ Test Date \_\_\_\_\_ Composite Score \_\_\_\_\_

Indicate which of the following were also considered by the Screening Committee at this screening:

- Teacher Evaluations Student Self-Assessment SIGS
- Parent Survey GPA or Report Cards Additional Tests (Test, Date, and Scores) Committee

Decision:

\_\_\_\_ NLBC

Explanation \_\_\_\_\_

\_\_\_\_ SBC Additional Information Needed: \_\_\_\_\_

\_\_\_\_  
*Third Screening Date* \_\_\_\_\_

\_\_\_\_ ID: ( circle all that apply) - Intellectually Gifted - Acad. Talented in Reading - Acad. Talented in Math

Screening Committee: \_\_\_\_\_

Describe additional information considered by Screening Committee at this screening:

\_\_\_\_  
Committee Decision:

\_\_\_\_ NLBC

Explanation \_\_\_\_\_

\_\_\_\_ SBC

Explanation \_\_\_\_\_

\_\_\_\_ ID: ( circle all that apply) - Intellectually Gifted - Acad. Talented in Reading - Acad. Talented in Math

Screening Committee: \_\_\_\_\_

***District Action***

Approved and Flagged:

Academic Reading Academic Math Intellectual Potential to Perform

Comments: \_\_\_\_\_

\_\_\_\_\_  
District TAG Coordinator Approval: \_\_\_\_\_ Date

\_\_\_\_\_  
Appeal Information Date of Appeal of Decision \_\_\_\_\_

Person filing appeal of TAG screening decision \_\_\_\_\_

Relationship to Child \_\_\_\_\_

Nature of Appeal \_\_\_\_\_

Decision \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

**Date form sent/received**

\_\_\_\_\_/\_\_\_\_\_  
Parent Notification of TAG Identification (Include Permission for Services, Parent Survey, brochure and Complaint Procedures

\_\_\_\_\_/\_\_\_\_\_  
Parent Permission to Test/Evaluate and Survey Forms

\_\_\_\_\_/\_\_\_\_\_ Parent Notification of Non-Eligibility for TAG

\_\_\_\_\_/\_\_\_\_\_ Parent Notification of SBC; Need for Additional Tests

# Harney County School District #3 Talented and Gifted Education

## Teacher Nomination and Evaluation Form

Student \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_ Class \_\_\_\_\_

The information on this form will be used by the TAG Screening Committee in the initial screening process for the Talented and Gifted Program. Using a 6-point scale, thoughtfully rate your impression of the student relative to the following item descriptors. After you have done this, please answer the questions that follow to the best of your ability. Finally, make your recommendation for this student as it concerns TAG identification. Feel free to make any comments that you feel would be helpful to the screening committee.

When rating each item, think about the student in the following way:

- ✓ When compared to average students of the same age the student is below average (circle 1 or 2)
- ✓ When compared to average students of the same age the student is average (circle 3 or 4)
- ✓ When compared to average students of the same age the student is above average (circle 5 or 6)

### Section One

Using/understanding advanced vocabulary	1	2	3	4	5	6
Reading interest, fluency, and ability	1	2	3	4	5	6
Reading more difficult books	1	2	3	4	5	6
Reading non-fiction	1	2	3	4	5	6
Possessing a large storehouse of information about a variety of topics	1	2	3	4	5	6
Recognizing author's or speaker's point of view, mood, or intentions	1	2	3	4	5	6
Expressing him/herself through a variety of communicative skills	1	2	3	4	5	6
Enjoying independent study and researching areas of interest	1	2	3	4	5	6
Paying attention to details; elaborating	1	2	3	4	5	6
Being a keen and alert observer; usually "seeing more" or "getting more" out of a story, film.	1	2	3	4	5	6
<i>Add up the scores in each column and then add the totals in all column sections. Total _____</i>	1	2	3	4	5	6



**Section Two**

Learning math concepts and processing faster than other students	1	2	3	4	5	6
Organizing data to discover patterns and relationships	1	2	3	4	5	6
Enjoying trying to solve difficult problems; liking puzzles and logic problems	1	2	3	4	5	6
Solving problems intuitively (may not be able to explain why solution is correct)	1	2	3	4	5	6
Being interested in numbers and quantitative relationships	1	2	3	4	5	6
Visualizing spatially, creating visual images of problems	1	2	3	4	5	6
Needing little practice to master new math concepts	1	2	3	4	5	6
Developing unique associations, using original methods for solutions	1	2	3	4	5	6
Recalling relevant information/concepts in solving problems, recognizing the critical elements	1	2	3	4	5	6
Analyzing problems carefully, considering alternatives, not necessarily accepting first answer	1	2	3	4	5	6
<i>Add up the scores in each column and then add the totals in all column sections. Total</i> _____	1	2	3	4	5	6

**Section Three**

Trying to find the how and why of things; displaying a great deal of curiosity about many things	1	2	3	4	5	6
Asking provocative, insightful questions	1	2	3	4	5	6
Liking to do many things; having a wide range of interests; showing passion about interests	1	2	3	4	5	6
Connecting new learning to previously learned material to make it meaningful	1	2	3	4	5	6
Exhibiting special skills unusual for age	1	2	3	4	5	6
Exhibiting a wide variety of learning techniques	1	2	3	4	5	6
Showing intuition; having “leaps of understanding”	1	2	3	4	5	6
Becoming absorbed in a task or problem until completion	1	2	3	4	5	6
Comprehending abstract ideas with minimal concrete experience	1	2	3	4	5	6
Having a high level of enthusiasm and alertness for some activities	1	2	3	4	5	6
<i>Add up the scores in each column and then add the totals in all column sections. Total</i> _____	1	2	3	4	5	6

**Section Four**

<i>These attributes should not be viewed as either negative or positive. Please check the appropriate box.</i>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>
Sees humor in situations others may not see; understands puns			
Is very sensitive toward people and issues			
Quite concerned with right and wrong, good or bad			
Can be self-assertive; stands up for his/her beliefs			
Individualistic; non-conforming			
Believes the process is more important than the final product			
Self-critical and often dissatisfied with own effort and product			

**Please answer the following questions to the best of your knowledge:**

Does this student:

- lack proficiency in English? yes no
- qualify for free or reduced lunch? yes no
- Belong to an underrepresented ethnic group? yes no
- have irregular school attendance? yes no
- have any physical disability that may interfere with learning? yes no

**In your opinion, how should the TAG Screening Committee proceed with identification: (Check all that apply)**

From everything I know about this student and have seen demonstrated in the classroom:

- I recommend TAG identification in mathematical abilities.
- I recommend TAG identification in reading abilities.
- I recommend TAG identification in intellectual abilities. (May or may not translate into high classroom performance)
- I do not recommend for identification in any area.

Please make additional comments that may be helpful; may include information about grades in your class.

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## Harney County School District #3 Talented and Gifted Education

### Parent TAG Nomination Form Student

Grade \_\_\_\_\_ School \_\_\_\_\_ Parent(s) \_\_\_\_\_ Date \_\_\_\_\_

*The information on this form will be used by the TAG Screening Committee in the initial screening process for the Talented and Gifted Program. Please thoughtfully respond to the following ideas concerning your child's abilities and skills by checking the appropriate box. You are free to skip any question that does not apply to your child, one that you would prefer not to answer, or one for which you are unsure of the response.*

<b><u>Section One</u></b>	Rarely	Sometimes	Usually
Uses and understands advanced vocabulary			
Interested in reading, shows good fluency and ability			
Enjoys reading more difficult books			
Reads non-fiction			
Possesses a large storehouse of information about a variety of topics			
Recognizes author's or speaker's point of view, mood, or intentions			
Expresses him/herself through a variety of communicative skills			
Enjoys independent study and researching areas of interest			
Pays attention to details; elaborating			
Is a keen and alert observer; usually "seeing more" or "getting more" out of a story, film.			
<b><u>Section Two</u></b>	Rarely	Sometimes	Usually
Learns math concepts and processing faster than other students			
Organizes data to discover patterns and relationships			
Enjoys trying to solve difficult problems; liking puzzles and logic problems			
Solves problems intuitively (may not be able to explain why solution is correct)			
Is interested in numbers and quantitative relationships			
Visualizes spatially, creating visual images of problems			
Needs little practice to master new math concepts			

Develops unique associations, using original methods for solutions			
Recalls relevant information/concepts in solving problems, recognizing the critical elements			
Analyzes problems carefully, considering alternatives, not necessarily accepting first answer			
<b>Section Three</b>	Rarely	Sometimes	Usually
Tries to find the how and why of things; displaying a great deal of curiosity about many things			
Asks provocative, insightful questions			
Likes to do many things; having a wide range of interests; showing passion about interests			
Connects new learning to previously learned material to make it meaningful			
Exhibits special skills unusual for age			
Exhibits a wide variety of learning techniques			
Shows intuition; having “leaps of understanding”			
Becomes absorbed in a task or problem until completion			
Comprehends abstract ideas with minimal concrete experience			
Has a high level of enthusiasm and alertness for some activities			

**Please answer the following questions to the best of your ability. Your answers will help guide the screening committee as they consider other evaluations and test scores.**

Does your child:

- lack proficiency in English? yes no
- have any physical disability that may interfere with learning? yes no
- become impatient if his/her work is imperfect? yes no
- generally feel satisfied with his/her progress in school? yes no
- have lots of homework? yes no
- frequently complain about being bored? yes no

**In your opinion, how should the TAG Screening Committee proceed with the identification? (Check all that apply)**

- TAG identification in mathematical abilities
- TAG identification in reading abilities
- TAG identification in intellectual abilities (may or may not translate into high classroom performance)

**What else would you like the Screening Committee to know about your child?**

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Please take this nomination to your child’s school or mail it to:

*Talented and Gifted Education  
Harney County School District #3  
550 N. Court Avenue  
Burns, Oregon 97720*

**Harney County School District #3 Talented and Gifted Education**

**Student TAG Self-Nomination Form**

Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_

Please answer the following questions about yourself to help us understand you as an individual and as a learner. This information will be used by the Screening Committee to help determine eligibility for TAG services and if you are identified for TAG it may also be used to help teachers plan for any modifications that may be necessary to accommodate your rate and level of learning.

What hobbies or special interests do you have?

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What accomplishment are you most proud of? Why?

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For what reasons do you read? Describe some books or other materials you enjoy reading.

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What are your strengths as a student?

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What are your weaknesses as a student?

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If you were a teacher, what would you feel is the most important thing you could do for your students?

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Do you feel you are different from other students in your classes? If so, how?

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What are your expectations for your future (after high school)?

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What would help you to gain more from your school experience?

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How would being identified as a TAG student benefit you?

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What else would you like us to know about you?

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Please answer ONE of the following questions on a separate sheet of paper:

- a. What might a reader find on page 95 of your autobiography?
- b. What items do you own that tell the most about you as an individual?
- c. What three people (past or present) would you invite to a dinner party and why?

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I wish to be considered for the Talented and Gifted Program. I understand that the TAG Screening Committee's decision will be made based on a variety of information sources, including test scores, parent evaluations, this self-evaluation, and teacher evaluation(s). I also understand that even if I am not found eligible for TAG this year, new information might cause the Committee to reconsider me later.

Signed \_\_\_\_\_ Date \_\_\_\_\_



**Harney County School District #3 Talented and Gifted**

**Confidential Information Form**

MEMO: Confidential Information

To:

From:

Subject

Date:

The TAG Screening Committee has recently identified the following students as talented and gifted:

Student	Grade	Reading	Math	Intellectual	Potential to perform

This identification was based on test scores and behavioral information from teachers and/or parents. If you have one or more of these students, please make sure they are given a copy of your FLEX Plan and told to take it home to share with parents. Regardless of the type of identification, State law requires that we assess rate and level of learning in all major curricular areas and offer modification to the regular curriculum as necessary.

In you have questions, please contact me at 541-573-6811.

Steven Jones

District TAG Coordinator

## Harney County School District #3 - Letters

Steve Quick - Superintendent  
Steve Jones - Director of Student Services

### Notification of Nomination Letter

Dear Parents:

Your child has been nominated for evaluation to determine eligibility for Talented and Gifted (TAG) services. This nomination was based on the following:

- |  |  |
|--|--|
| <input type="checkbox"/> NNAT 3            | <input type="checkbox"/> Community member nomination       |
| <input type="checkbox"/> Level tests       | <input type="checkbox"/> Oregon Statewide Assessment tests |
| <input type="checkbox"/> OAKS (SBAC)       | Teacher nomination   |
| <input type="checkbox"/> Parent nomination | <input type="checkbox"/> Other _____                       |
| <input type="checkbox"/> Self nomination   |  |

The state's criterion for TAG eligibility includes at least two strong indicators of giftedness including scores at the 97th percentile level or above on a test of academic achievement for either reading or math and/or on a cognitive ability (intelligence) test.

If you wish your child to be tested for TAG eligibility, you must complete the attached Parent Permission form. Please return the form by \_\_\_\_\_. Shortly after this date, the testing schedule will be set. Your child will be tested sometime between receiving the signed permission form and the date when the TAG Screening Committee will meet. This date is mentioned below. The testing process may take longer than anticipated due to the high number of students being tested. No student will be tested unless the attached permission form is on file. In the administration of this test(s), every effort will be made not to interrupt your child's daily schedule more than necessary. Qualified personnel will administer the test(s) at the school your child attends.

If you do not wish your child to be tested for the TAG Program, please indicate by completing and returning the attached form. If you choose not to have your child considered at this time, this will NOT eliminate your child from consideration at some future point. You will be notified by mail when the TAG Screening Committee reaches a decision regarding your child's eligibility. The TAG Screening Committee will meet on the following date to make that decision: \_\_\_\_\_. You and your child have certain rights regarding the TAG identification process. It is very important that you read and understand the following:

- You have the right to review all records related to this evaluation.
- You have the right to refuse permission to evaluate.
- If you disagree with the evaluation results, you have the right to appeal.
- You have the right to review all procedures used.

All information in your child's TAG evaluation file will be maintained as confidential information but may be used for evaluating and planning his or her educational program.

If you have any further questions concerning testing or identification, please call Steve Jones, District TAG Coordinator at 541-573-6811.

**DISTRICT OFFICE 550 N. COURT AVENUE BURNS, OREGON 97720 541-573-6811 FAX 541-573-7557**

# Harney County School District #3 Talented and Gifted Education

## Permission to Evaluate Form

Parent / Guardian \_\_\_\_\_ Child \_\_\_\_\_  
\_\_\_\_\_

Mailing Address \_\_\_\_\_ Home Phone \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

**Please complete Part I or Part II of this form and return it to your child's school or mail to:**

**Talented and Gifted Education  
Harney County School District #3  
550 North Court  
Burns, OR 97720**

### PART I - Permission to Evaluate

Your signature below indicates PERMISSION to conduct an evaluation of the above child's eligibility for the Harney County School District #3 TAG Program using one or more of the following tests:

- SIGS (Scales for Identifying Gifted Students)
- KBIT (Kaufman Brief Intelligence Test)
- NNAT 3 (Naglieri Nonverbal Ability Test)
- WOODCOCK Johnson (Cognitive Ability Test)
- WOODCOCK Johnson (Test of Mathematical Achievement)
- WOODCOCK Johnson (Test of Reading Achievement)
- Other \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

*Comments (Optional): Please include any information about your child that you feel would be relevant to the evaluation process.*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### PART II - Please Do Not Evaluate

Your signature below indicates that YOU DO NOT WANT your child to be evaluated for the Harney County School District #3's Talented and Gifted Program at this time.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Comments (optional):

\_\_\_\_\_

---

**Harney County School District #3**

**Steve Quick - Superintendent**  
**Steve Jones - Director of Student Services**

**2nd Request - Permission to Evaluate**

To the parents of \_\_\_\_\_ Date \_\_\_\_\_

Your child was recently nominated to be evaluated for our Talented and Gifted Program. This evaluation has not taken place because we have not received the parental permission form to do the necessary testing. If you would like us to evaluate your child, please complete the permission form you were sent and return it to the above address by \_\_\_\_\_.

If we do not hear from you by that time, we will assume you do not want your child to be evaluated for TAG identification at this time.

If you have any further questions, or need an additional copy of the permission form, please contact Steven Jones at 541-573-6811.

Sincerely,

Steve Jones

**DISTRICT OFFICE 550 N. COURT AVENUE BURNS, OREGON 97720 541-573-6811 FAX 541-573-7557**

# Harney County School District #3

Steve Quick - Superintendent  
Steve Jones - Director of Student Services

## Notification of Eligibility Letter

To the parents of \_\_\_\_\_ Date \_\_\_\_\_

An Harney County School District #3 Talented and Gifted (TAG) Screening Committee has completed an evaluation of your child's educational needs. Based on this evaluation, the committee has determined that she or he IS ELIGIBLE for TAG identification. According to the criteria used in Harney County School District #3, she or he has been identified as:

- Intellectually Gifted
- Academically Talented in Math
- Academically Talented in Reading
- Potential to Perform

TAG services are designed to accommodate the student's needs, especially regarding individual rates and levels of learning. Your child's teacher will soon be preparing a Personalized Education Plan (PEP) that will explain how your child's rate and level of learning will be met in the regular classroom. Your input can be invaluable in the PEP process, so please feel free to contact the teacher with any information, perceptions, or recommendations you can share. The enclosed Student Profile Form can be used as tool to help with this process. Additional opportunities for TAG students and other students desiring more challenge are available at the school. These opportunities will be explained at future TAG Parent Meetings, through the TAG Parent Newsletter, and through school newsletters.

Enclosed are the following:

- a brochure explaining Harney County School District #3's gifted education philosophy and services
- a parent survey. The information on this survey will be used by your child's teacher to help plan appropriate services. (Not included if already on file)
- a student profile form that gives parents an opportunity to share educational needs and which will be used by the teacher when writing the PEP
- a letter explaining the complaint procedure for alleged standards violations
- a parental acceptance of TAG services form **which must be returned before identification will be finalized**

If you have any questions about TAG services, please feel free to call your schools administrator or the district TAG coordinator, Steven Jones at 541-573-6811.

Sincerely,

Steve Jones

**DISTRICT OFFICE 550 N. COURT AVENUE BURNS, OREGON 97720 541-573-6811 FAX 541-573-7557**

## Harney County School District #3

Steve Quick - Superintendent  
Steve Jones - Director of Student Services

### Notification of Non-Eligibility Letter

To the parents of \_\_\_\_\_ Date \_\_\_\_\_

Using our District's criteria for TAG identification, an Harney County School District #3 Talented and Gifted (TAG) Screening Committee has recently completed an evaluation of your child's educational needs. Students are considered for TAG services based on recommendations by teachers, parents, and/or exceptional standardized test scores. Your child's abilities and/or potential placed him/her in the relatively small numbers of students who are considered each year for the TAG Program. However, based upon the criteria of our District, which is accordance with the policies of the state, it was determined that, at this time, your child is not eligible to receive TAG services.

Oregon mandates that districts identify students who are at or above the 97th percentile in nationally normed tests of mental abilities or academic abilities in math and/or reading. Additionally, the State mandates that there must be two clear indicators to either identify or not identify. This means that no one single test score would be used as the criteria. As you can see, the identification criteria are fairly stringent.

I wish to thank you for your assistance in the screening process and to assure you that our District recognizes that many students have gifts other than those specifically targeted in our identification process. For this reason, most gifted education services are open to any students eager to take on more challenges. Please watch in the school newsletters for these opportunities. You are also free to contact me for a description of those services.

You have the right to review all records related to this evaluation. You also have the right to review all procedures used. If you disagree with the Committee's decision, you have the right to appeal. Please contact me if you have any questions or concerns about your student or the evaluation process.

Sincerely,

Steve Jones

District TAG Coordinator

DISTRICT OFFICE 550 N. COURT AVENUE BURNS, OREGON 97720 541-573-6811 FAX 541-573-7557

# Harney County School District #3 Talented and Gifted Education

## Student Self-Evaluation - Elementary Form

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

Teacher \_\_\_\_\_ School \_\_\_\_\_

Read each of the statements below. Think about yourself. Finish the sentences as you think about what you are like and how you feel about things. You may leave a sentence blank if you can't think of anything to write or do not want to answer a question.

1. I seem to learn new things quickly. One example is:

---

---

---

2. I understand and can use "grown-up" vocabulary. Some of my favorite words include:

---

---

---

3. I have been told I ask interesting or unusual questions. An example of the kind of questions I ask would be:

---

---

---

4. I like to collect unusual things or I organize my collections in unusual ways. One thing I collect is\_\_\_\_\_. It is unusual because...

---

---

---

5. I seem to be able to figure out answers to problems that come up in the classroom or on the playground when no one else can. One time I figured out..

---

---

---

6. I do not like to be interrupted when working on something interesting, especially when I am working on...

---

---

---

7. One interesting or unusual idea I had recently was...

---

---

---



8. I like to make up and tell jokes or puns. My favorite joke or pun is...

---

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---

9. Instead of practicing spelling words and math facts that I already know, I would rather be...

---

---

---

10. A story that I have written that I am proud of was about...

---

---

---

11. I care about other people's feelings and like things to be fair. For example, it makes me unhappy if...

---

---

---

12. One of my favorite books is \_\_\_\_\_ because...

---

---

---

13. If I could teach a math class for a day I would help students understand how to...

---

---

---

14. I really like it when my math teacher lets me...

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---

---

15. I like to design and complete science projects. One project that I have done was about \_\_\_\_\_ . The next project I am thinking about doing is going to be about...

---

---

---

16. I have been told that my reports or projects are very good. One that I am proud of was about

\_\_\_\_\_. The thing that made it interesting was...  
\_\_\_\_\_  
\_\_\_\_\_

17. If I don't know how to do something, I usually...  
\_\_\_\_\_  
\_\_\_\_\_

18. One thing that I really want to learn about is...  
\_\_\_\_\_  
\_\_\_\_\_

19. One thing that I really know a lot about is...  
\_\_\_\_\_  
\_\_\_\_\_

20. One thing that is different about me than other kids in my class is...  
\_\_\_\_\_  
\_\_\_\_\_

21. I would really like to be a \_\_\_\_\_ when I grow up because...  
\_\_\_\_\_  
\_\_\_\_\_

22. One thing I would like to do to help the world would be to...  
\_\_\_\_\_  
\_\_\_\_\_

23. Something else that I would like you to know about me is...  
\_\_\_\_\_  
\_\_\_\_\_

*Signed* \_\_\_\_\_ *Date* \_\_\_\_\_

# **Harney County School District #3 Talented and Gifted Education**

## **Student Self-Evaluation**

Secondary Form Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Please take a few minutes to answer the following questions. This information you provide may be shared with teachers to help them meet your learning needs. You may leave questions blank if they are not appropriate for you.

---

1. What kinds of class activities do you enjoy the most? Why?

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---

2. What kinds of class activities are most frustrating for you? Why?

---

---

---

3. Are there subjects or topics in which you feel you receive more instruction than you need and are required to practice skills more than necessary?

---

---

---

4. In which subjects do you feel you could successfully move at a faster pace?

---

---

---

5. What subjects or topics would you like to learn more about?

---

---

---

6. When you have a big project to do, what parts of it do you like the most and what parts do you like the least?

---

---

\_\_Most?

---

---

---

7. In which subjects do you think you learn FASTER than the regular pace of the class?

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---

8. In which subjects do you think you learn SLOWER than the regular pace of the class?

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---

---

9. If you had a choice between more challenging work that makes you think or easier work you could finish quickly and earn an easy “A” on, which would you choose? Why?

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---

10. Which do you think is a better indication of the kind of student you are, tests or homework? Why?

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---

---

11. If you had to describe yourself in less than fifty words, what would you say?

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---

*Complete the following statements.*

1. When I get interested in a project, I...

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---

---

2. I am an expert on...

---

---

---

3. The hardest part of school for me has always been...

---

---

---

4. My "dream" career would be...

---

---

---

5. The world would be a far better place if...

---

---

---

Signed \_\_\_\_\_ Date \_\_\_\_\_

### **Harney County School District #3 Talented and Gifted Education**

#### **Parent / Guardian Survey Form**

Name of student \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_

Name of Respondent \_\_\_\_\_ Relationship to student \_\_\_\_\_

Thank you for taking the time to fill out this survey. All information on this form will be made available to the student's teacher(s) in order to better plan for your TAG student's needs. If you have extremely sensitive insights or concerns regarding your child, please share that in oral or written form with the principal, teacher, or TAG liaison. Those concerns will be kept in the student's confidential file, stored in the school office. You may choose to not answer any of these questions, as the return of this survey is not required for TAG identification.

What are your child's favorite subjects?

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---

---

What are his/her interests, hobbies and/or collections?

---

---

---

What are some things that your child does well?

---

---

---

What are some things that are difficult for your child?

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---

---

What are some things your child enjoys spending long periods of time working on?

---

---

---

How well does your child do in school?

---

---

---

How well does your child like school?

---

---

---

On a scale of 1 (low) to 5 (high), how self-directed is your student? \_\_\_\_\_

If you could improve school for him/her, what would you do?

---

---

---

Are there any areas, including math and language arts, that you think might need to be more challenging and/or move at a faster rate?

---

---

---

If s/he had the chance, what would your child like to learn about?

---

---

---

What special lessons, training, or learning opportunities does your child have outside of school?

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---

What are your child's reading interests?

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---

---

About how much does your child read each week?

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---

What is a recent book your child has read and/or enjoyed?

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---

Please describe your child as you see him/her (personality, attitudes towards home, work, friends, etc.)

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What are some things you think are important for your child's success in school?

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---

What do you expect of a school program for gifted and talented students?

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---

What would you like to see your student accomplish as a result of participating in a gifted and talented program?

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**Harney County School District #3 Talented and Gifted Education**

550 North Court  
Burns, Oregon 97720  
Telephone (541) 573-6811

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***Parental Consent for TAG Services Form***

*(This form must be signed and returned for the identification process to be complete and services to begin)*

I hereby acknowledge that I have received notification that my child is eligible for Talented and Gifted Services through Harney County School District #3 . I understand that the services will involve assessment of rate and learning needs in the core curricular areas and modification to the curriculum as necessary based on those assessments. I understand that whenever possible those rate and level learning needs will be accommodated in the regular classroom but that the individual needs of each TAG child will determine the necessary steps to ensure that appropriate educational opportunities are being offered. I also understand that my child will have opportunities to participate in various enrichment activities as provided by the school and the district.

I understand that at the Elementary level a Personal Education Plan (PEP) will be written for my child that will address rate and level of learning and modifications that may be necessary. I understand that I will be given opportunity to participate in that plan. For secondary students a FLEX Plan is written by all core teachers that will address assessment of rate and level of learning and modifications that will be offered to students who need an advanced or accelerated program.

I understand that I may have input into any educational plan that is offered to my child. At any time I may make an appointment to meet with my child’s teacher (s) to discuss his or her educational needs. I have been given a copy of IGBBC-AR that explains the process for filing an official complaint with the school district if I feel that the necessary steps to meet the rate and level of learning needs of my child are not being taken.

Signature of parent or guardian: \_\_\_\_\_ Date \_\_\_\_\_

Student’s Name \_\_\_\_\_ School \_\_\_\_\_

---

*Please sign below if you do not want your child to be identified as Talented and Gifted and to receive services through Harney County School District #3.*

Signature of parent or guardian \_\_\_\_\_ Date \_\_\_\_\_

***Please return as soon as possible to your child’s school or mail to:***

Harney County School District #3  
Talented and Gifted Education  
550 North Court  
Burns, OR 97720



## Harney County School District #3 Talented and Gifted Education

### TAG Student Observation Profile for Parents of Identified TAG Students

Your child's teacher will assess the educational needs of your newly identified TAG student in the core curricular areas. After this initial assessment process is complete, the teacher will plan for and implement any modifications to the curriculum that may be necessary and write a Personal Education Plan (PEP). A copy of this plan will be sent to you within three weeks of the time of identification. As a parent you have a unique view of your TAG child's abilities, interests, and needs as a learner. Sharing these insights with the classroom teacher will be a valuable tool in planning how best to meet the needs of your child. If you would like your insights to be considered before the PEP is written, please complete and return this form to your child's teacher with the permission to serve form.

Please evaluate the skill level, interest level, and motivational level, from your viewpoint, in each of the following areas by circling the appropriate number, with '5' being high and "1" being low. You may add additional comments as needed.

- *Skill level - How proficient is your child in this area?*
- *Interest level - How curious, engaged, or excited is your child in this area?*
- *Motivational level - How strongly does your child feel about doing well in this area?*

<b>Math</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Additional insights, concerns, or goals</b>
Skill level	1	2	3	4	5	
Interest level	1	2	3	4	5	
Motivational level	1	2	3	4	5	
<b>Reading</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Additional insights, concerns, or goals</b>
Skill level	1	2	3	4	5	
Interest level	1	2	3	4	5	
Motivational level	1	2	3	4	5	
<b>Spelling/Vocabulary</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Additional insights, concerns, or goals</b>
Skill level	1	2	3	4	5	
Interest level	1	2	3	4	5	
Motivational level	1	2	3	4	5	
<b>Writing</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Additional insights, concerns, or goals</b>
Skill level	1	2	3	4	5	
Interest level	1	2	3	4	5	
Motivational level	1	2	3	4	5	

<b>Science</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Additional insights, concerns, or goals</b>
Skill level	1	2	3	4	5	
Interest level	1	2	3	4	5	
Motivational level	1	2	3	4	5	
<b>Social Science</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Additional insights, concerns, or goals</b>
Skill level	1	2	3	4	5	
Interest level	1	2	3	4	5	
Motivational level	1	2	3	4	5	

Other general insights, concerns, or goals: (you may use the back of this form if needed)

---

Child's Name \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_ Date \_\_\_\_\_

Parent signature \_\_\_\_\_

## **Harney County School District #3 - Talented and Gifted Education**

### **Meeting the Educational Needs of Your Elementary TAG Student**

In order to best meet your child's learning needs, your child's teacher will complete a Personal Education Plan (PEP) for him or her. We encourage you to meet with his or her teacher to provide input into this process. If at any time, you feel the PEP is not meeting your child's rate and level of learning, please contact the classroom teacher. The school's TAG Liaison and/or the principal are also available to assist you and the teacher in seeking appropriate strategies to provide for the needs of your student. Additional support in planning and student advocacy is available through the District TAG Coordinator at 541-573-6811. You may request a form at that number that will allow you to document your concerns relating to TAG services.

If after exhausting the above-mentioned resources, you feel that your child's specific needs are still not being addressed, you may pursuant to Oregon Administrative Rule 581-22-404, file a complaint with the Office of the Superintendent.

## **Harney County School District #3-Talented and Gifted Education**

### **Meeting the Educational Needs of Your Secondary TAG Student**

In order to best meet your child's needs, secondary teachers will complete a Flexibility Plan in the core curriculum areas for all TAG students. This Flexibility Plan (FLEX Plan) will address assessment of needs and curriculum modification as it relates to rate and level of learning. Each TAG student will be given a copy of this plan. If your child does not share this plan with you, additional copies of teachers' FLEX Plans will also be available in the school office. If you feel the FLEX Plan for a class is not meeting the educational needs of your child, you may request an individual plan be written for that class. If at any time, you feel your child's learning needs in the areas of rate and level are not being met, please contact the classroom teacher.

The school's TAG liaison and/or the principal are also available to assist you and the teacher in seeking appropriate strategies to provide for the needs of your student. Additional support in planning and student advocacy is available through the District TAG Coordinator at 573-6811. You may request a form at that number that will allow you to document your concerns relating to TAG services.

If after exhausting the above-mentioned resources, you feel that your child's specific needs are still not being addressed, you may pursuant to Oregon Administrative Rule 581-22-404, file a complaint with the Office of the Superintendent. The process for filing a complaint is as follows:

#### **Complaints Regarding Talented and Gifted Program** *Code: IGBBC-AR*

Since differences of opinion may arise regarding the appropriateness of programs and services provided for identified talented and gifted students, the following procedure will be utilized when complaints arise.

1. All complaints will be reported to the superintendent.
2. The complainant will be given the Talented and Gifted Standards Complaint form which must be filled out before further consideration can be given to the complaint.
3. The superintendent shall arrange for a review by the TAG review committee. The committee shall meet and submit a recommendation to the superintendent within 10 working days.
4. The committee may recommend that:
  - a. The programs or services are appropriate.
  - b. The programs or services are not appropriate.
5. The superintendent shall report immediately the recommendations of the review committee to the Board.
6. The decision of the Board shall be final.
7. If the complainant remains dissatisfied, and has exhausted local procedures, or 45 or more days have elapsed since the original filing of a written complaint alleging violation of standards with the school district, an appeal to the State Superintendent of Public Instruction can be filed. The district shall provide a copy of the appropriate Oregon Administrative Rules upon request.

8.

**Harney County School District #3 Talented and Gifted Education**

**Checklist for Evaluation Forms**

	Student Name	Teacher	Given	Received	Sent to D.O.	Reminder
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

# Personal Education Plans

## **Harney County School District #3 Talented and Gifted Education**

### **Personal Education Plans Grades K-5**

---

*Every identified Elementary (K-5) TAG student shall have a Personal Education Plan (PEP) completed by his or her teachers. This process shall include the following:*

- Parents will be sent a Student Informational Profile by the second week of school and asked to return them. The Student Informational Profile shall be considered in writing PEPs.
- The PEP will be written by the end of September or within three weeks of a student's identification.
- After the PEPs are completed, a copy will be sent to the parents by the first week in October or within four weeks of identification.
- PEPs will be reviewed with the parent and teacher at each conference.
- At the end of the school year a review of the year will be noted on the PEP and shall include additional assessments and recommendations for the forthcoming school year.
- A final copy will be sent to the parents at the end of the school year. A copy will also be placed in the students TAG file at the end of the year.

### **Responsibilities in the PEP Process**

#### *Building TAG Coordinator*

- The building TAG liaison, with assistance and support from the District Coordinator, shall provide a list of identified TAG students, PEP forms, and instructions as needed to teachers in the building.
- Building TAG liaisons or school secretaries will mail a copy to the parent by the end of the first week in October or within four weeks of identification.
- Building TAG liaisons or school secretaries, at the end of the school year, will send an additional copy to the parents and the original will be placed in the student's file.

#### *Classroom teachers*

- The classroom teacher will be responsible for assessing rate and level of learning and planning for services or modifications to meet student needs and noting those on the PEP form.
- The classroom teacher is responsible for documenting all assessments of rate and level and modifications made to meet learning needs.
- The classroom teacher will review the PEP with the parent at each conference. Comments related to that review will be noted on the form. At the end of the year, the student's progress and recommendations for next year will be noted on the PEP form. Classroom teachers will give the final copies to the building TAG liaison and make a copy of the final form to keep in their personal records.

#### *Principals*

- Responsibility for enforcing the TAG requirement and the quality of the PEPs rests solely with the building principal.

**PEP Contents**

The teachers will assess present rate and level of performance in reading, spelling, vocabulary, writing, math, science, and social science. Using that assessment, teachers will plan the modifications to the curriculum that may be needed for the student. The assessment used and the modification planned will be documented on the PEP form. Teachers are encouraged to personalize the PEP with appropriate comments. Assessment, modification and documentation should be an ongoing process.



# Harney County School District #3 Talented and Gifted Education

## The PEP Process

Each teacher of an elementary TAG student in grades K - 5 will write an individual TAG Personal Education Plan (PEP) in September of each year or within three weeks after a student is identified. The PEP will be reviewed and revised at the end of the first and third quarter to ensure the rate and level learning needs are being met.

**Step One: Assess rate and level of learning in all academic areas regardless if the student is only identified in one area!! These areas include: math, reading, spelling/vocabulary, writing, science, and social science. Record the assessments on the PEP form and in your grade book.** These assessments can be done using any of the following methods:

### Assessment Options for Rate and Level of Learning and Instruction

- Placement recommendations and specific data from previous teachers(s)
- Performance and demonstration tasks
- Standardized tests
- Oregon Statewide Assessments
- Journals
- Research reports
- Writing samples scored with analytical scoring guide
- Spelling pretests
- Skill tests
- Student portfolio
- Essay questions
- Peer evaluation of performance or products
- Monitoring of daily work
- Students input and self-assessment and/or interview
- Parent input and information
- Specific teacher observational data
- Placement tests
- TAG identification tests and/or evaluations
- End of the book tests
- Chapter/Unit tests
- Final/semester exams
- Student survey of books already read
- Informal reading inventory

Be very careful about using only one assessment tool, particularly if it does not indicate the student's rate and level are above peers. For example, if you are using a OSA score in math as the assessment, and the student scored at the 79%ile, you should use at least one more assessment tool which will corroborate that score before you determine whether modification to the normal curriculum is needed. When appropriate, you may use the Student Observation Profile as an assessment tool. It will be the parents responsibility to get this to you in early September. It may also give you some ideas for modifications that the student and parent feel are relevant.

**Step Two: Determine instructional modifications based on your assessment data.**

Instructional modifications should provide advanced level work and/or an increase in the pace of the instruction as indicated by the assessment. Document the modifications on the PEP form, in your grade and/or lesson plan book as appropriate. Please make comments and/or further describe your modifications in the space provided on the PEP form. You may choose from the following strategies or identify another strategy of your choice:

**Possible Instructional Modifications (See Programs Section: Page 2)**

- Acceleration/ advanced materials
- Independent study project
- Assignment modification/differentiation
- Contracts
- Small group/Cluster instruction
- Most difficult first/compacting
- Enrichment
- Regular classroom work
- Remediation
- Other (specify

**Step Three: Write down the date when PEP was sent to the parents under “Opportunity for Parent Input” on the PEP form, page two.**

**Step Four: Give the entire PEP to your principal or TAG Liaison as determined by your school.** Keep PEPs in a safe place as you will need access to them at each of the conferences.

**Step Five: At the conferences, review the PEP with the parent.** Discuss any significant changes in the following:

- Student’s pace, direction, or focus of classroom instruction
- Student’s response to classroom material Student’s social or emotional behavior as it relates to learning

**Please note those changes or discussions on the last page of the PEP in the boxes called “1st Conference Review” and “2nd Conference Review.” Also, put the date when this conference took place under “Opportunity for Parent Input.”** If the parent does not come to conference, please indicate this on the form. Return form to your file. Nothing is mailed home at this time.

**Step Six: Document the end of the year** assessments and recommendations for the coming year. Sign and date.

- Make a copy of both pages of the PEP for your files. Save these in a safe place and accessible place.
- Give the original and one other copy to the building TAG liaison. One copy will be mailed home, the original will be placed in the student’s TAG file.

## **REMINDER**

The state law requires you to document assessment, modification, and opportunity for parental input. This must be an ongoing process.

Below are some of the acceptable forms of documentation.

- grade book
- lesson plan book
- copies of contracts
- portfolios
- copies of lesson instructions

# Talented and Gifted Education

## Personal Education Plan Terms and Options

### Documentation of Assessment, Instruction and Parent Input

#### Teacher will

- Write an individual PEP for each identified TAG student in September or within three weeks after a student is identified
- Submit all PEPs to principal for review
- Document all pre-assessment and post-assessment results in gradebook
- Provide parent opportunity for input and communicate assessment results of level and rate and instructional modification

#### Parent Input

- Parent will have opportunity to fill out and submit to teacher a Student Observation Profile indicating student needs
- PEP will be sent home the first week in October
- PEP will be discussed and finalized at 1st conference
- Any significant changes in the student's pace, direction, or focus of classroom material will be discussed with parents, either at conferences, or by letter or telephone
- PEP is reviewed and updated at 2nd conference
- Final PEP, including documentation of year-end assessments and placement recommendations will be sent home at the end of the school year.

#### Assessment Options for Rate and Level of Learning and Instruction

- Placement recommendations and specific data from previous teacher(s)
- Student's input and self assessment and/or interview
- Parent input and information
- Specific teacher observational data
- Placement test
- TAG identification tests and/or evaluations
- End of the Book Test
- Chapter/Unit tests
- Final/Semester Exams
- Student survey of books already read
- S.T.A.R. Reading Test
- Informal Reading Inventory
- Skill tests
- Student Portfolio
- Essay Questions
- Performance and Demonstration Task
- Standardized Test
- Oregon Statewide Assessment Tests
- Journals
- Research Reports
- Writing Samples scored with analytical scoring guide
- Spelling Pretests
- Peer evaluations of performance or products
- Monitoring of daily work

#### Instructional Modifications

- Acceleration
- Independent Study/Project
- Assignment Modification/Differentiation
- Contracts
- Alternative Learning Setting
- Most Difficult First
- Compacting
- Enrichment/Extension
- Course Challenge
- Out of level Placement
- Other (explain)

#### Instructional Modifications Must Be Based on Assessed Level and Rate of Learning Guidelines

Instructional modifications should be in the form of providing advanced level work and/or an increase in pace of instruction. Instructional modifications are based on assessment data. These modifications must be provided on a regular basis, and should be clearly documented in lesson plans and grade books.

#### Level of Learning

The student's instructional level in the curriculum, the place where the student will be successful but will encounter knowledge and skills he or she has not yet learned or mastered. Student level of learning may be:

- significantly above grade level
- above grade level
- on grade level/accelerated pace
- on grade level - no modification necessary
- below grade level - in need of remediation

### **Rate of Learning**

A measure of the pace at which a student successfully progresses through the curriculum after being placed at the appropriate level. A student's rate of learning will vary depending on the following:

- subject
- point in the learning process
- degree of interest to the student
- level of difficulty of the material, and/or
- learning style of the student The student may:
  - work at a slower pace than peers
  - work at the same pace as peers
  - work at a faster pace than peers
  - complete work quickly and accurately
  - grasp new concepts quickly and easily
  - be highly motivated
  - need few repetitions to master concept

At all levels, the goal is to ensure that the gifted learner is stimulated and challenged throughout the school day by means of advanced content, flexible pacing, higher order thinking skills, projects, and/or materials appropriate for the student's learning.

### **Opportunities for Parent Communication and Input**

- Conferences
- Telephone Contact
- Student Observation Profile
- Letter(s) to parent concerning plan
- Other written communication
- School and TAG Newsletters
- TAG parent meeting

**PEP Form Grades K- 5**

## Harney County School District #3 Talented and Gifted Education

### *Accommodating Accelerated Rates of Learning*

<b>Strategy</b>	<b>Description</b>	<b>Works best in...</b>
<b>Most difficult first</b>	Offer students choice to do the four or five most difficult problems/tasks first and, if completed correctly, the student receives credit for complete assignment. When finished, the student has option of how to spend “bought” time.	<b>Mathematics, skill-based classes</b>
<b>Pre-test and compacting</b>	Offer students choice to take a pre-announced pretest on the next unit of study. Any student scoring 80%+ earns right to waive class work on mastered concepts and may instead work ahead in text. When class covers concept student missed on pretest, s/he rejoins and completes regular classwork. Student takes normal weekly, unit tests.	<b>Any course</b>
<b>Accelerated Pacing</b>	Accelerated students(s) work toward a final exam or challenge test, to be taken at pre- arranged time. Students have a timeline for covering text/material, with chapter/unit test dates predetermined. Student(s) work semi- independently. Successful completion of final/challenge exam allows student to move to next course of study or to work on an in- depth project in lieu of rest of year’s classwork.	<b>Any course</b> (Challenge test available for: Algebra, Economics, English I, English II, Geometry, Global Studies/World History, Government, Health I, Health II, Personal Finance, US History)
<b>Course Challenge Process</b>	Student chooses in lieu of taking required course.	<b>See above list</b>
<b>Independent study</b>	Independent program, designed in partnership between student and teacher; must be well supervised with periodic “checkpoints” and ongoing measures of progress.	<b>Any course</b>
<b>Out of level placement</b>	Student is placed in a higher-level course.	<b>Any course</b> (Requires parent and principal approval)

<b>Strategy</b>	<b>Description</b>	<b>Works best in...</b>
<b>Menus of activities</b>	Offer students choices (2-4 usually sufficient) of assignments/projects. Choices should range from basic skills to complex processes. Grade or other incentives for more challenging choices.	<b>Any course</b>
<b>Learning contracts</b>	Use pre-testing* to determine eligibility for Learning Contract. Allow student(s) some flexibility in how “bought” time is used. Posted Choice Time Activities, Multiple Intelligence menus, Science Fair Projects, or other projects may be substituted for classwork. Minimize “grade penalties.”	<b>Any course</b>
<b>Accelerated pacing</b>	<p>Accelerated students(s) work toward a final exam or challenge test, to be taken at pre- arranged time. Students have a timeline for covering text/material, with chapter/unit test dates predetermined. Student(s) work semi- independently. Successful completion of final/challenge exam allows student to move to next course of study or to work on an in-depth project in lieu of rest of year’s classwork.</p> <p>*(Offer students choice to take a pre- announced pretest on the next unit of study. Any student scoring 80%+ earns right to waive class work on mastered concepts and may instead work ahead in text. When class covers concept student missed on pretest, s/he rejoins and completes regular classwork. Student takes normal weekly, unit tests.)</p>	<b>Any course</b>
<b>Course Challenge Process</b>	Student chooses in lieu of taking required course.	Algebra, Economics, English I, English II, Geometry, Global Studies/World History, Government, Health I, Health II, Personal Finance, US History
<b>Independent Study</b>	Independent program, designed in partnership between student and teacher; must be well supervised with periodic “checkpoints” and ongoing measures of progress.	<b>Any course</b>
<b>Out of level placement</b>	Student is placed in a higher level course	<b>Any course</b> (Requires parent and principal)



		approval)
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## Harney County School District #3 Talented and Gifted Education

### *Flexibility (FLEX) Plans for Secondary TAG Students*

FLEX Plans are written to accommodate the rate and learning needs of identified Talented and Gifted (TAG) students at the middle and high school level. FLEX Plans are meant to address the State-required issues regarding TAG students. These minimum requirements from the state are:

- Each TAG student’s level of learning must be assessed in all subjects.
- Each TAG student’s rate of learning must be assessed in all subjects.
- Instruction must address the assessed rate and level of learning.
- Both the assessment and the instruction must be documented.
- Parents must be given opportunity to give input into programs and services provided for their student. \*
- All teachers (100%) must comply with these regulations.

### Minimum content of the Flexibility Plan is: (see samples)

- Some acknowledgment that you as the teacher recognize that students can learn at varying rates and levels.
- Affirmation that accommodations will not add additional work on top of existing course requirements.
- Indications of how you will assess rate and level of learning.
- What curriculum accommodations will be offered to meet assessed needs.
- How students can qualify for or request accommodations.
- How differentiated or accelerated work will be graded.
  - *How parents and students can be involved in the process. Please review your FLEX Plan before submitting it to make sure you have included all of the above.*

### **The FLEX PLAN will:**

- Include Course Name, Teacher Name, Year
- Be written once a year or once a semester as applicable for all the following classes:

<i>Math</i>	<i>Child Development</i>	<i>Computers</i>
<i>Science</i>	<i>Marketing</i>	<i>Health</i>
<i>Social Studies</i>	<i>Psychology</i>	<i>Personal Finance</i>
<i>Language Arts</i>	<i>Foreign Language</i>	
<i>All other courses, including electives, not specifically exempted</i>		

- Be neatly typed (please use an easy-to-read font)
- Be given to \_\_\_\_\_ by \_\_\_\_\_ for approval. A copy will be sent to the district office after approval by the building principal.
- After approval, be given to each identified TAG student in your class. **THIS IS IMPORTANT.** Insist that students take these home and share them with their parents.

- Be kept on file in the office for access by parents as needed.

FLEX PLANS may be:

- Written in a format of your choosing.
- Written so that all students may take advantage of modifications.
- *Optional (per discretion of the building principal) in the following classes:*

<i>Visual arts</i>	<i>Crafts</i>	<i>Calligraphy</i>	<i>Music</i>	<i>Band</i>
<i>Choir</i>	<i>Foods</i>	<i>Sewing</i>	<i>Home Economics</i>	<i>Phys. Education</i>
<i>Construction</i>	<i>Shop</i>	<i>Woodshop</i>	<i>Welding</i>	<i>Auto Mechanics</i>
<i>Drafting</i>	<i>Keyboarding</i>	<i>Photography</i>	<i>Speech</i>	<i>Drama</i>
<i>Journalism</i>	<i>Annual</i>	<i>Leadership</i>	<i>Student Gov.</i>	<i>Career Awareness</i>

**Remember** - Even if written FLEX Plans in these areas are deemed optional by building principals, assessment and modification are still required in these classes. Teachers are still held accountable for assessing level and rate of learning and making appropriate modifications in all classes.

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**In addition:**

- If a parent or student does not feel that your FLEX Plan will truly meet the needs of their TAG student, they may request a Personal Education Plan for your class. If this happens, make sure that the building TAG Coordinator receives a copy of that plan. Additionally, TAG students and parents have the right to request a FLEX Plan or a PEP in the above “Optional Classes.”
- Documentation of assessment and accommodations must be ongoing throughout the year. Make sure you have documented all pre and post assessments in your grade book. Find a workable way to use your gradebook, with a simple coding system to identify modified assignments or tests. Code your lesson plan book to indicate modified assignments. Save copies of modified assignments, learning contracts, or menus of activities that were made available to TAG students. Documentation is a State regulation that is the responsibility of each classroom teacher.
- At all levels, the goal is to ensure that the gifted learner is stimulated and challenged throughout the school day by means of advanced content, flexible pacing, higher order thinking skills, projects, and/or materials appropriate for the student’s learning.

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**\* Opportunities for Parent Communication and Input**

- Conferences
- Telephone Contact
- Student Observation Profile
- Letter(s) to parent concerning the plan
- Other written communication
- School and TAG Newsletters
- TAG parent meetings

# Harney County School District #3 Talented and Gifted Education

## *FLEX (Flexibility) Plans Middle and High School TAG Students' Terms and Options*

### Documentation of Assessment, Instruction and Parent Input

#### Teacher will

- Write a FLEX Plan for classes, which will address assessment of rate and level of learning, modification to the curriculum, and opportunity for parental input.
- Give each TAG student a copy of the FLEX Plan.
- Submit all FLEX Plans to principal for review. Copies of the Flex Plan will be available in the school office.
- Document all pre-assessment and post assessment results in gradebook.
- Document modifications made to the curriculum.
- Provide parent opportunity for input and communicate assessment results of level and rate and instructional modification.

#### Parent Input

- FLEX Plan will be discussed at first conference.
- Any significant changes in the student's pace, direction, or focus of classroom material will be discussed with parents, either at conferences, by letter or telephone.
- If needed, parents are invited to schedule a staffing or individual conference to discuss their child's needs.

#### Assessment Options for Rate and Level of Learning and Instruction

- Placement recommendations and specific data from previous teacher(s)
- Student's input and self assessment and/or interview
- Parent input and information
- Specific teacher observational data
- Placement test
- TAG identification tests and/or evaluations
- End of the Book Test
- Chapter/Unit tests
- Final/Semester Exams
- Student survey of books already read
- S.T.A.R. Reading Test
- Informal Reading Inventory
- Skill tests
- Student Portfolio
- Essay Questions
- Performance and Demonstration Task
- Standardized Test
- Oregon Statewide Assessment Tests
- Journals
- Research Reports
- Writing Samples scored with analytical scoring guide
- Spelling Pretests
- Peer evaluations of performance or products
- Monitoring of daily work

#### Instructional Modifications

- Acceleration
- Independent Study/Project
- Assignment Modification/Differentiation
- Contracts
- Alternative Learning Setting
- Most Difficult First
- Compacting
- Enrichment/Extension
- Course Challenge
- Out of level Placement
- Other (explain)

#### Instructional Modifications Must Be Based on Assessed Level and Rate of Learning Guidelines

Instructional modifications should be in the form of providing advanced level work and/or an increase in pace of instruction. Instructional modifications are based on assessment data. These modifications must be provided on a regular basis, and should be clearly documented in lesson plans and grade books.

#### Level of Learning

The student's instructional level in the curriculum, the place where the student will be successful but will encounter knowledge and skills he or she has not yet learned or mastered. Student level of learning may be:

- significantly above grade level
- above grade level
- on grade level/accelerated pace
- on grade level - no modification necessary
- below grade level - in need of remediation

### **Rate of Learning**

A measure of the pace at which a student successfully progresses through the curriculum after being placed at the appropriate level. A student's rate of learning will vary depending on the following:

- subject
- point in the learning process
- degree of interest to the student
- level of difficulty of the material, and/or
- learning style of the student The student may:
  - work at a slower pace than peers
  - work at the same pace as peers
  - work at a faster pace than peers
  - complete work quickly and accurately
  - grasp new concepts quickly and easily
  - be highly motivated
  - need few repetitions to master concept

At all levels, the goal is to ensure that the gifted learner is stimulated and challenged throughout the school day by means of advanced content, flexible pacing, higher order thinking skills, projects, and/or materials appropriate for the student's learning.

### **Opportunities for Parent Communication and Input**

- Conferences
- Telephone Contact
- Student Observation Profile
- Letter(s) to parent concerning plan
- Other written communication
- School and TAG Newsletters
- TAG parent meeting

## *SAMPLE of a TAG Flexibility Plan*

Course: Sociology / Psychology

Teacher:

### General:

In Sociology/Psychology, you will be given the opportunity to involve yourself in a number of different assignments that are not on line with the rest of the class. These choices are not a reduction in your workload but instead are designed to challenge and interest you as well as provide you with a chance to develop your own learning plan with my assistance. It is important that we communicate throughout the school year on what your needs might be. My goal is to give you every opportunity to learn and grow as an individual within the Framework of a Sociology/Psychology class.

### Assessment:

By design you will learn new things on a daily, weekly, and monthly basis. In order for me to know not only what you are learning, but also how challenging and complex the materials are, I must assign you tasks, assignments, reports, tests, and various other means of determining the depth to which you are studying and comprehending those materials. In addition, I will examine your work from last year; check your COG scores, information in your TAG file, and your performance on all the work you accomplish throughout the school year. If it appears you need to study Sociology/Psychology in more depth, I will select alternate materials and assignments that provide you with a greater challenge.

### Accommodations:

#### *Menus of Activities*

For every major assignment in this class, you will have choices of which assignment you prefer to do. I hope that you will choose the tasks that will let you use your creativity and thinking skills. To get an "A" in this class, you will either have to do the more difficult activities or do more of the easier in class assignments that are in-depth and at a higher quality. depth and at a higher quality. depth and at a higher quality. Sometimes you will be able to work in a small group or with a partner. Other times you will have to work by yourself.

### Learning Contracts:

A learning contract is a written agreement between you and me that allows you to work on a project of your choice while the class is studying something you already understand. All you have to do is sign-up to take the pre-test before a new unit. I will give you a study guide for the pre-test and a few days to prepare. If you score 80% or better on the pre-test, then you can have a learning contract. If you have a learning contract, you will have to report every Friday to me about your progress on your project either verbally or in writing. Your grade will then be based on your quiz, project, and test scores instead of daily work. However, if you disturb other students or do not make progress on your project, then you will lose the learning contract and must rejoin the class and complete all class assignments.

### Moving Ahead:

If this class seems to be moving too slow for you, then you and I will meet to agree on a plan to allow you to accelerate your study of the Sociology/Psychology curriculum. If you complete the quarter's study early, then you can use the rest of the time to either begin next quarter's curriculum, to prepare for Mock Trial or Brain Bowl, or to explore a topic of interest to you. At no time can you use the additional time to socialize with other students in the class.

I would be happy to meet with you and/or your parents to discuss your learning needs in this class.

## *SAMPLE of a TAG Flexibility Plan*

Course: Chemistry

Instructor:

This flexibility plan is being offered to all students in the above-mentioned class because students have demonstrated the ability to learn at various rates and levels of understanding. It is my goal to challenge students to be people of integrity and to reach their maximum abilities in thought, word, and action. Therefore, every student will have the opportunity to modify planned learning activities if their performance demonstrates such an accommodation will benefit their personal or educational growth.

The eligibility for modification will be based upon one or more of the following assessments.

- A. Unit pre-tests and tests.
- B. Monitoring of written assignments.
- C. Observation of participation or hands on activities.
- D. Standardized test results when available and applicable.

Possible modifications or accommodations will not involve standard work and additional work, but rather, alternate work or activities to better meet the rate or level of learning exhibited by the student. Interested or identified students may be given unit pre-tests to ascertain mastery of content. Students obtaining an 80% or higher score may choose any one of the following accommodation plans.

- A. Independent study through a learning contract. The student in consultation with myself will choose a project, research topic, etc. to pursue in lieu of the normal unit of instruction.
- B. Alternate choice of topics within the subject field. The student will study a topic or topics of their choice not normally covered in the course, but still within subject boundaries.
- C. Acceleration or working ahead. The student may work ahead more quickly to complete the standard course of study to complete the class more quickly. If this option is chosen, the student should have an approved plan to productively use the time saved. i.e. class tutor, taking another class, taking college course, etc.
- D. Other modification upon mutual consent of the student, family, and teacher.

Students attempting accommodation will not be graded more strictly than students completing the more normal learning activities. Accommodation students will receive a minimum grade equal to their pre-test score and can be given a higher grade based upon the quality of the work done in lieu of the normal work. Qualifying students would therefore be granted a minimum "B" grade with the opportunity to earn an "A" through quality alternate work. Students who do not work diligently, or disturb the work of other students will lose the privilege of modification.

## *SAMPLE of a TAG Flexibility Plan*

Course: English I

Teacher:

### General:

Different students learn at different levels and at different rates. This is particularly well exemplified in freshman English, where students from across the learning spectrum are represented. Each student is expected to learn reading and writing skills relevant to success in school, in the work force, and on state assessment exams.

### Assessment:

Students are assessed in a number of ways in English I; the most significant source of assessment, however, is the students' writing. Tests and quizzes, COG scores, and State Reading and Writing Assessment scores are also used.

### Accommodation:

Based on the above assessments, any necessary modification to the curriculum to better meet the needs of TAG students will be done by one or a combination of the following:

- Allowing the student to pre-test out of weekly grammar assignments;
- Offering the student an alternative method of completing weekly vocabulary assignments;
- Allowing students to pursue different writing options when appropriate;
- Allowing students to choose their own literature to study.

The goal of English I is to challenge students and to make them better readers, writers, speakers, and listeners. No TAG student will be required to do extra work in achieving this goal, but the specific course requirements may be adjusted to allow him or her to meet the objective differently. Suggestions from students and parents on specific adjustments or accommodations are welcome.



# Oregon Law

## Oregon Statute (ORS)

Oregon Revised Statutes Talented and Gifted Programs 343.391 Purpose of ORS 343.391 to 343.413. The purpose of ORS 343.391 to 343.413 is to facilitate the identification and education of talented and gifted children. <1959 c.528 s1; 1963 c.570 s21; 1971 c.613 s1; 1979 c.385 s 1>

343.395 Definitions for ORS 343.391 to 343.413. As used in ORS 343.391 to 343.413, unless the context requires otherwise:

(1) "Application" means a request by a school district for state funds to develop and operate programs for students under an approved, written plan as contained in ORS 343.397. (2) "Board" means the State Board of Education. (3) "Department" means the Department of Education. (4) "Identification" means the formal process of screening and selecting talented and gifted children according to administrative rules established by the board. (5) "School district" has the same meaning as in ORS 330.005 (2) and also includes, where appropriate, an education service district, state operated schools or programs or a consortium of school districts submitting a joint plan. (6) "Superintendent" means the Superintendent of Public Instruction. (7) "Talented and gifted children" means those children who require special educational programs or services, or both, beyond those normally provided by the regular school program in order to realize their contribution to self and society and 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. (c) Creative ability in using original or nontraditional methods in thinking and producing. (d) Leadership ability in motivating the performance of others either in educational or non-educational settings. a. Ability in the visual or performing arts, such as dance, music or art. <1959 c.528 s2; 1963 c.570 s22; 1965 c.100 s409; 1971 c.613 s 2; 1979 c.385 s2; 1987 c.335 s1>

343.396 Nature of programs. It is legislative policy that, when talented and gifted programs are offered, the programs should be provided by common or union high school districts, combinations of such districts or education service districts, in accordance with ORS 334.175, and that the state will provide financial and technical support to the districts to implement the education programs within the limits of available funds. <1979 c.385 s8; 1981 c.833 s2>

Note: 343.396 was enacted into law by the Legislative Assembly but was not added to or made a part of ORS chapter 343 or any series therein by legislative action. See Preface to Oregon Revised Statutes for further explanation.

343.397 Plan for improvement of instruction or curriculum for talented and gifted children. Any school district may submit to the superintendent for approval a written plan of instruction for talented and gifted children. The plan shall include, but not be limited to:

1. A statement of school district policy on the education of talented and gifted children;
- (2) An assessment of current special programs and services provided by the district for talented and gifted children;
- (3) A statement of district goals for providing comprehensive special programs and services and over what span of time the goals will be achieved; (4) A description of the nature of the special programs and services which will be provided to accomplish the goals; and 5. A plan for evaluating progress on the district plan including each component program and

service. <1959 c.528 s5, 6, 7; 1963 c.570 s23; 1965 c.100 s410; 1971 c.613 s3; 1979 c.385 s3>

### **343.999 State aid to local districts; criteria.**

[NOTE: no funds have been appropriated from the legislature for state aid to school districts.] (1) Any school district may apply for state funds for special programs and services for talented and gifted children identified in the district. (2) The superintendent shall annually establish a date after which no further applications shall be received for state funds under this section. (3) The superintendent shall select applications from among those that comply with ORS 343.391 to 343.413 and rules adopted by the board. Any criteria used by the superintendent to evaluate applications shall include, but not be limited to:

(a) A statement of the school district's present level of special educational programs and services for the talented and gifted and how the special educational programs and services contained in the application conform with the school district's written plan. (b) Identification procedures that comply with rules adopted by the board. (c) A detailed budget for the program expenditures. (d) A description of the individual student assessment and evaluative procedures and tools. (e) A justification of special educational services and programs for identified talented and gifted students in terms of the student assessment and evaluation. (f) An evaluation design which meets standards set forth by the department. <1959 c.528 s8; 1963 c.570 s24; 1965 c.100 s411; 1971 c.613 s 4; 1979 c.385 s4>

343.401 Use of funds appropriated for ORS 343.391 to 343.41 (1) The funds specifically appropriated for the program under ORS 343.391 to 343.413 shall be distributed to districts that have approved, written plans and have submitted an application to the superintendent which has been approved. (2) State funds shall be allocated on an approved program cost basis, the amount of which shall be established by the board annually. (3) No application shall be approved by the superintendent unless the district agrees to expend district funds for special educational programs for talented and gifted children in an amount equal or greater than the amount of state funds approved by the superintendent. (4) The districts shall account for the grant funds as expended for the identified pupils on a form acceptable to the department, as described in rules adopted by the board. <1959 c.528 s9; 1963 c.570 s24a; 1965 c.100 s412; 1971 c.613 s 5; 1979 c.385 s5>

343.404 Funding for program development. (1) The superintendent may annually expend funds appropriated for the talented and gifted program to provide support for the development of talented and gifted education statewide. (2) These services may include:

(a) Teacher training programs and workshops; (b) Consultant and technical assistance to districts; (c) Small grants to and contracts with school districts, education service districts, colleges and universities and private contractors to produce and disseminate curriculum and instruction materials to other school districts; and (d) Training and assistance for parents of the talented and gifted children in meeting the educational needs of their children. (3) The amount of funds that may be expended for purposes described in this section shall not exceed 10 percent of the amount appropriated in a biennium for purposes of ORS 343.391 to 343.413. <1971 c.613 s6; 1979 c.385 s6; 1981 c.833 s1; 1987 c.335 s 2>

343.407 Identification of talented and gifted students. School districts shall identify talented and gifted students enrolled in public schools under rules adopted by the State Board of Education.

<1987 c.337 s3; 1993 c.45 s225>

343.409 Talented and gifted programs required. School districts shall provide educational programs or services to talented and gifted students enrolled in public schools under rules adopted by the State Board of Education.

<1987 c.337 s4; 1993 c.45 s226; 1993 c.749 s18>

**343.411 When identification and programs for certain children required or optional; state guidelines.**

(1) ORS 343.407 and 343.409 shall apply to the identification of and provision of special educational programs and services for the talented and gifted as described in ORS 343.395 (7)(a) and (b) and rules adopted by the State Board of Education. (2) School districts may identify and provide special educational programs and services for students who demonstrate creative abilities, leadership abilities or unusual abilities in the visual or performing arts as described in ORS 343.395 (7)(c), (d) and (e) and rules adopted by the board. (3) The board shall adopt state guidelines for the identification and provision of special educational programs and services described in subsection (2) of this section. <1991 c.951 s2>

343.413 Short title ORS 343.407 to 343.413 shall be known as the Oregon Talented and Gifted Education Act.

<1987 c.337 s2>

## **Administrative Rules (OAR)**

### **OREGON ADMINISTRATIVE RULES TALENTED AND GIFTED 581-22-1310 Identification of Academically Talented and Intellectually Gifted Students Each school district shall have local district policies and procedures for the identification of talented and gifted students as defined in ORS 343.395(7)(a) and (b):**

(1) Districts shall make efforts to identify students from ethnic minorities, students with disabilities, and students who are culturally different or economically disadvantaged. (2) A team shall make the final decisions on the identification of students using the information collected under sections (3) and (4) of this rule. No single test, measure or score shall be the sole criteria. 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. (3) Districts shall collect behavioral, learning and/or performance information and include the information in all procedures for the identification of students. (4) 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 or a nationally standardized test of reading or mathematics. (5) Despite a student's failure to qualify under subsections (4)(a) and (b) of this rule, districts, by local policies and procedures, shall identify students who demonstrate the potential to perform at the 97th percentile. (6) School districts may identify additional students who are talented and gifted as defined in ORS 343.395(7)(c), (d), and (e) as determined by local district policies and procedures. Stat. Auth.: ORS 343.391 through 343.413 Stats. Implemented: ORS 326.051 Hist.: EB 18-1996, f. & cert. ef. 11-1-96

581-022-1320 Rights of Parents of Talented and Gifted Students 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. Stat. Auth.: ORS 326.051 Stats. Implemented: ORS 343.391-343.413 Hist.: EB 18-1996, f. & cert. ef. 11-1-96

## **581-022-1330 Programs and Services for Talented and Gifted Students**

(1) Each school district shall have a written plan for programs and services. (2) The instruction provided to identified students shall address their assessed levels of learning and accelerated rates of learning. (3) 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. Stat. Auth.: ORS 326.051 Stats.

Implemented: ORS 343.391-343.413 Hist.: EB 18-1996, f. & cert. ef. 11-1-96

581-015-0805 Definitions The following definitions apply to OAR 581-015-0811 through 581-015-0840 unless the context requires otherwise:

(1) "Talented and Gifted Children": Those children, as defined in ORS 343.391, who require special educational programs or services, or both, beyond those normally provided by the regular school program. (2) "Parent": A natural or adoptive mother or father, a legally appointed guardian or, if the child has attained the age of majority, the individual student. (3) "School District": The same meaning as in ORS 330.005 and also includes, where appropriate, an education service district or a consortium of school districts submitting a joint written plan and application to serve talented and gifted children. (4) "Case Study": The information concerning a student used for the selection and placement of the student, as described in OAR 581-015-0830, in a special education program and considered a "behavioral record" as defined in ORS 226.185. The information shall include: (a) All identification measures as contained in OAR 581-015-0830(6); (b) Diagnostic information as appropriate; (c) Parental consent forms; and

(d) A summary of the selection team decision on placement and the reasons for that decision. (5) "Selection Team": A committee responsible for developing individual case studies and selecting students for placement in programs for the talented and gifted. (6) "Written Plan": The district goals and plan for developing services and programs, the timeline for implementation and plan for evaluating progress toward achieving the goals. (7) "Application": A one-year request for state funds by a school district which specifies goals for the program or service, and goals for students. Stat. Auth.: ORS Ch. 343 Stats. Implemented: ORS 343.411 Hist.: 1EB 21, f. 1-19-60; 1EB 47, f. 3-4-60; 1EB 21-1978, f. 6-19-78, ef. 6-20-78; 1EB 13-1979, f. 9-21-79, ef. 10-2-79

## 581-022-1940 Appeals and Complaints

(1) General Complaint Procedure. Each school district shall implement a process for the prompt resolution of a complaint by a person who resides in the district or any parent or guardian of children attending school in the district. Unless specifically provided by state or federal law or administrative rule, the decision of the district shall be final. (2) Standard Complaint Procedure. If the complaint alleges a violation of standards of the Oregon Administrative Rules in Chapter 581, Division 22, the complainant may direct an appeal to the State Superintendent of Public Instruction, after exhausting local procedures or after 45 days from filing a written complaint with the school district, whichever occurs first. The appeal shall be in writing and shall contain:

(a) The name and address of the person bringing the appeal, and the district in which that person resides; (b) The name and address of the district which is alleged to have violated standards; and (c) A brief statement indicating which standard the district is alleged to have violated and how the district is alleged to have violated it. (3) Upon receipt of the appeal the State Superintendent shall determine whether a violation of standards has been properly alleged and the requirements of section (2) of this rule have been satisfied.

a. If the State Superintendent determines that the facts of complaint, if true, would be a violation of a standard, the appeal shall be accepted and the procedures listed in this rule in the following sections shall be applied;

(b) If the State Superintendent determines that the complaint, even if true, would not violate a standard, the appeal shall not be accepted. In either case, the State Superintendent shall give notice of the determination by certified mail to the complainant and the school district. (4) Within 30 days of receipt of notice of the State Superintendent's acceptance of the appeal, the district shall submit a written report with the State Superintendent which shall include:

(a) A statement of facts; (b) A statement of district action, if any, taken in response to the complaint, or if none was taken, the reason(s) therefore; (c) A stipulation, if one was reached, of the settlement of the complaint; and (d) A list of any complaints filed with another agency by the party, concerning the subject of the appeal. (5) The State Superintendent may for good cause extend the time for the filing of a report by the district. (6) Upon receipt of the district's report, the State Superintendent shall investigate the allegations of the complaint to the extent necessary and at the State Superintendent's discretion may:

(a) Authorize an on-site investigation; and (b) Conduct interviews and review documents as deemed necessary. (7) At any time during the appeal the parties may agree to settle the matter(s) at issue. The party bringing the appeal may at any time file a written request that the appeal be withdrawn. When such a request is received the State Superintendent shall terminate all further action regarding the appeal. (8) The State Superintendent shall issue a written decision within 60 days of receiving the district's report that addresses each allegation in the complaint and contains reasons for the State Superintendent's decision as to whether or not the district is deficient. If the schools of the district are not open during the 60-day period due to summer vacation, the decision shall be issued within 60 days after the beginning of the school year. (9) If a deficiency is found, the State Superintendent's written decision shall include any necessary corrective action to be undertaken by the district as well as any documentation to be supplied to ensure that the corrective action has occurred. (10) If a deficiency is not corrected, the provisions of ORS 327.103 shall apply. Stat. Auth.: ORS 326.051 Stats. Implemented: ORS 327.103; 326.051 Hist.: EB 18-1996, f. & cert. ef. 11-1-96

## Other Sections of OARs Related to TAG

Of special interest for TAG Students in BOLD ITALICS: 581-022-1510 Guidance and Counseling (1) District Guidance and Counseling. Each school district shall provide a coordinated guidance and counseling program to support the educational and career development of students. The district shall:

(a) Adopt guidance and counseling program goals which assist students to:

(A) Develop decision-making skills; (B) Obtain information about self; (C) Understand the educational opportunities and alternatives available to them; (D) Establish tentative career and educational goals; (E) Accept increasing responsibility for their own actions; (F) Develop skills in interpersonal relations; and (G) Utilize school and community resources. (b) Specify instructional, guidance and counseling activities for the achievement of the goals; (c) Assign guidance and counseling responsibilities to each school and to the appropriate personnel; and (d) Evaluate guidance and counseling programs for all grades. (2) School Guidance and Counseling. Each school shall provide a guidance and counseling program which:

(a) Specifies goals including those assigned to the school district program; (b) Identifies staff responsibilities and instructional, guidance and counseling activities to achieve guidance program goals; (c) Identifies each student's guidance and counseling needs; (d) Assists each student to develop an educational plan in grades 9-12 which identifies a tentative career goal and reviews the student's progress at least annually; and (e) Assign each student to a certificated staff member for individual support and advice. (3) Guidance Staff Assignments. Each school district shall maintain a guidance staff which promotes effective guidance practices consistent with the district's expected guidance program outcomes. In determining staffing for the program, the following shall be considered:

(a) The number of students assigned to a certificated counselor; (b) The number of aides or clerical staff assigned to the guidance program; and (c) The extent to which the staffing pattern varies from general statewide practices. Stat. Auth.: ORS 326.051 Stats. Implemented: ORS 326.051 Hist.: EB 18-1996, f. & cert. ef. 11-1-96

581-022-1670 Individual Student Assessment, Recordkeeping, and Reporting Each district shall: (1) Assess and record each student's progress in all subject areas of instruction, including the Common curriculum Goals:

(a) Instruments and/or strategies used to determine student progress may assess multiple goals; (b) Results from the assessment instruments and/or strategies may be used as a record of achievement level; and (c) Records of student performance may be kept in teacher grade books, student folders, portfolios, or similar devices. (2) Assist teachers in adapting instruction and curriculum to meet the needs and learning rates of all students in attaining the goals of the subject area.



- (3) Annually report progress towards completion of graduation requirements to parents of students in grades 9-12.
- (4) Report at least annually on student progress in each subject area of instruction to parents of all students in grades K-12:

(a) Minimally, information on progress in each subject area (e.g., grades, checklists, folders, etc.) including major goals used to determine such information, shall be provided to parents; and (b) Specific evidence of student progress on the goals of a subject area shall be shared with parents upon request. (5) Maintain student records under the student's legal name or establish a cross-reference system to locate the student's records by use of the student's legal name. Stat. Auth.: ORS 326.051 Stats. Implemented: ORS 326.051 Hist.: EB 18-1996, f. & cert. ef. 11-1-96

## Oregon Revised Statute (ORS)

### TALENTED AND GIFTED CHILDREN

343.391 Purpose of ORS 343.391 to 343.413. The purpose of ORS 343.391 to 343.413 is to facilitate the identification and education of talented and gifted children. [1959 c.528 §1; 1963 c.570 §21; 1971 c.613 §1; 1979 c.385 §1]

343.393 [1959 c.528 §11; repealed by 1961 c.500 §2]

343.395 Definitions for ORS 343.391 to 343.413. As used in ORS 343.391 to 343.413, unless the context requires otherwise:

(1) “Application” means a request by a school district for state funds to develop and operate programs for students under an approved, written plan as contained in ORS 343.397.

(2) “Board” means the State Board of Education. (3) “Department” means the Department of Education. (4) “Identification” means the formal process of screening and selecting talented and gifted children according to administrative rules established by the board.

(5) “School district” has the same meaning as in ORS 330.005 (2) and also includes, where appropriate, an education service district, state operated schools or programs or a consortium of school districts submitting a joint plan.

(6) “Superintendent” means the Superintendent of Public Instruction. (7) “Talented and gifted children” means those children who require special educational programs or services, or both, beyond those normally provided by the regular school program in order to realize their contribution to self and society and 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. (c) Creative ability in using original or nontraditional methods in thinking and producing.

(d) Leadership ability in motivating the performance of others either in educational or noneducational settings.

(e) Ability in the visual or performing arts, such as dance, music or art. [1959 c.528 §2; 1963 c.570 §22; 1965 c.100 §409; 1971 c.613 §2; 1979 c.385 §2; 1987 c.335 §1]

343.396 Nature of programs. It is legislative policy that, when talented and gifted programs are offered, the programs should be provided by common or union high school districts, combinations of such districts or education service districts, in accordance with ORS 334.175, and that the state will provide financial and technical support to the districts to implement the education programs within the limits of available funds. [1979 c.385 §8; 1981 c.833 §2]

Note: 343.396 was enacted into law by the Legislative Assembly but was not added to or made a part of ORS chapter 343 or any series therein by legislative action. See Preface to Oregon Revised Statutes for further explanation.

343.397 Plan of instruction for talented and gifted children. Any school district may submit to the Superintendent of Public Instruction for approval a written plan of instruction for talented and gifted children. The plan shall include, but not be limited to:

- (1) A statement of school district policy on the education of talented and gifted children;
- (2) An assessment of current special programs and services provided by the district for talented and gifted children;
- (3) A statement of district goals for providing comprehensive special programs and services and over what span of time the goals will be achieved;
- (4) A description of the nature of the special programs and services which will be provided to accomplish the goals; and
- (5) A plan for evaluating progress on the district plan including each component program and service. [1959 c.528 §§5,6,7; 1963 c.570 §23; 1965 c.100 §410; 1971 c.613 §3; 1979 c.385 §3]

343.399 State aid to local districts; criteria. (1) Any school district may apply for state funds for special programs and services for talented and gifted children identified in the district.

(2) The Superintendent of Public Instruction shall annually establish a date after which no further applications shall be received for state funds under this section.

(3) The superintendent shall select applications from among those that comply with ORS 343.391 to 343.413 and rules adopted by the State Board of Education. Any criteria used by the superintendent to evaluate applications shall include, but not be limited to:

(a) A statement of the school district's present level of special educational programs and services for the talented and gifted and how the special educational programs and services contained in the application conform with the school district's written plan.

(b) Identification procedures that comply with rules adopted by the board. (c) A detailed budget for the program expenditures. (d) A description of the individual student assessment and evaluative procedures and tools.

(e) A justification of special educational services and programs for identified talented and gifted students in terms of the student assessment and evaluation.

(f) An evaluation design which meets standards set forth by the Department of Education. [1959 c.528 §8; 1963 c.570 §24; 1965 c.100 §411; 1971 c.613 §4; 1979 c.385 §4]

343.401 Use of funds appropriated for ORS 343.391 to 343.413. (1) The funds specifically appropriated for the program under ORS 343.391 to 343.413 shall be distributed to districts that have approved, written plans and have submitted an application to the Superintendent of Public Instruction which has been approved.

(2) State funds shall be allocated on an approved program cost basis, the amount of which

shall be established by the State Board of Education annually.

(3) No application shall be approved by the superintendent unless the district agrees to expend district funds for special educational programs for talented and gifted children in an amount equal or greater than the amount of state funds approved by the superintendent.

(4) The districts shall account for the grant funds as expended for the identified

pupils on a form acceptable to the Department of Education, as described in rules adopted by the board. [1959 c.528 §9; 1963 c.570 §24a; 1965 c.100 §412; 1971 c.613 §5; 1979 c.385 §5]

343.403 [1959 c.528 §10; 1963 c.570 §25; repealed by 1965 c.100 §456]

343.404 Funding for program development. (1) The Superintendent of Public Instruction may annually expend funds appropriated for the talented and gifted program to provide support for the development of talented and gifted education statewide.

(2) These services may include: (a) Teacher training programs and workshops; (b) Consultant and technical assistance to districts; (c) Small grants to and contracts with school districts, education service districts, colleges and universities and private contractors to produce and disseminate curriculum and instruction materials to other school districts; and

(d) Training and assistance for parents of the talented and gifted children in meeting the educational needs of their children.

(3) The amount of funds that may be expended for purposes described in this section shall not exceed 10 percent of the amount appropriated in a biennium for purposes of ORS 343.391 to 343.413. [1971 c.613 §6; 1979 c.385 §6; 1981 c.833 §1; 1987 c.335 §2]

343.405 [1963 c.570 §22a; repealed by 1965 c.100 §456]

343.407 Identification of talented and gifted students. School districts shall identify talented and gifted students enrolled in public schools under rules adopted by the State Board of Education. [1987 c.337 §3; 1993 c.45 §225]

343.409 Talented and gifted programs required. School districts shall provide educational programs or services to talented and gifted students enrolled in public schools under rules adopted by the State Board of Education. [1987 c.337 §4; 1993 c.45 §226; 1993 c.749 §18]

343.410 [1955 c.658 §2; 1961 c.541 §1; 1965 c.100 §413; 1971 c.96 §1; repealed by 1975 c.621 §17]

343.411 When identification and programs for certain children required or optional; state guidelines. (1) ORS 343.407 and 343.409 shall apply to the identification of and provision of special educational programs and services for the talented and gifted as described in ORS 343.395 (7)(a) and (b) and rules adopted by the State Board of Education.

(2) School districts may identify and provide special educational programs and services for students who demonstrate creative abilities, leadership abilities or unusual abilities in the visual or performing arts as described in ORS 343.395 (7)(c), (d) and (e) and rules adopted by the board.

(3) The board shall adopt state guidelines for the identification and provision of special educational programs and services described in subsection (2) of this section. [1991 c.951 §2]

343.413 Short title. ORS 343.407 to 343.413 shall be known as the Oregon Talented and Gifted Education Act. [1987 c.337 §2]

581-022-1310

Identification of Academically Talented and Intellectually Gifted Students Identification of Academically Talented and Intellectually Gifted Students Identification of Academically Talented and Intellectually Gifted Students 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 make efforts to identify students from ethnic minorities, students with disabilities, and students who are culturally different 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 reading or total mathematics on the Oregon Assessment of Knowledge and Skills

(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.

Stat. Auth.: ORS 343.391 - 343.413

Stats. Implemented: ORS 326.051

Hist.: EB 18-1996, f. & cert. ef. 11-1-96; ODE 6-2009, f. & cert. ef. 6-29-09

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Rights of Parents of Talented and Gifted Students Rights of Parents of Talented and Gifted Students Rights of Parents of Talented and Gifted Students Rights of Parents of Talented and Gifted Students

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.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 343.391 - ORS 343.413

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

581-022-1330

Programs and Services for Talented and Gifted Students Programs and Services for Talented and Gifted Students Programs and Services for Talented and Gifted Students 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 instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning.

(3) 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.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 343.391 - 343.413

Hist.: EB 18-1996, f. & cert. ef. 11-1-96; ODE 6-2009, f. & cert. ef. 6-29-09

581-022-1940

Appeal Procedure Appeal Procedure Appeal Procedure Appeal Procedure

(1) A complainant may direct an appeal of a final decision by a school district to the State Superintendent of Public Instruction if:

(a) The complaint alleges a violation of standards of the Oregon Administrative Rules, chapter 581, division 022; or

(b) A violation of other statutory or administrative rule requirements for which the State Superintendent has appeal responsibilities.

(2) The appeal must be in writing and contain:

(a) The name and address of the person bringing the appeal, and the district in which that person resides;

(b) The name and address of the district which is alleged to have violated standards; and

(c) A brief statement indicating each standard the district is alleged to have violated and how the district is alleged to have violated it.

(3) A decision is deemed final if:

- (a) The district has failed to comply with the procedural time limits in its written complaint process;
  - (b) In a multi-step district complaint process, the district fails to render a written decision within 30 days of the submission of the complaint at each step; or
  - (c) The district fails to resolve a complaint within 90 days of the initial filing of a written complaint, regardless of the number of steps in the district complaint process.
- (4) Upon receipt of the appeal the State Superintendent will determine whether a violation of standards has been properly alleged and the requirements of section (2) of this rule have been satisfied.
- (a) If the State Superintendent determines that the facts of complaint, if true, would be a violation of a standard, the appeal will be accepted and the procedures listed in this rule in the following sections will be applied;
  - (b) If the State Superintendent determines that the complaint, even if true, would not violate a standard, the appeal will not be accepted. In either case, the State Superintendent will give notice of the determination to the complainant and the school district.
- (5) Within 30 days of receipt of notice of the State Superintendent's acceptance of the appeal, the district shall submit a written report with the State Superintendent which shall include:
- (a) A statement of facts;
  - (b) A statement of district action, if any, taken in response to the complaint, or if none was taken, the reason(s) therefore;
  - (c) A stipulation, if one was reached, of the settlement of the complaint; and
  - (d) A list of any complaints filed with another agency by the party, concerning the subject of the appeal.

(6) The State Superintendent may for good cause extend the time for the filing of a report by the district.

(7) Upon receipt of the district's report, the State Superintendent will investigate the allegations of the complaint to the extent necessary including but not limited to:

(a) Authorizing an on-site investigation; and

(b) Conducting interviews, meetings and surveys and reviewing documents, data and district procedures.

(8) The State Superintendent will issue a written decision within 60 days of receiving the district's report that addresses each allegation in the complaint and contains reasons for the State Superintendent's decision as to whether or not the district is deficient. If the schools of the district are not open during the 60-day period due to summer vacation, the decision shall be issued within 60 days after the beginning of the school year.

(9) Notwithstanding section (8) of this rule, the State Superintendent may extend the time period for issuing a written decision on a complaint to a time period that is more than 60 days if the State Superintendent has the consent of the complainant and the allegation concerns a comprehensive or widespread deficiency and more extensive investigation is needed than may be reasonably completed within 60 days. The State Superintendent shall prepare a timeline and plan for investigation and provide copies to the complainant and district within two weeks of receiving the district's report.

(10) If a deficiency is found, the State Superintendent's written decision will include any necessary corrective action to be undertaken by the district as well as any documentation to be supplied to ensure that the corrective action has occurred.

(11) If a deficiency is not corrected, the provisions of ORS 327.103 will apply.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 327.103 & 326.051

Hist.: EB 18-1996, f. & cert. ef. 11-1-96; ODE 31-2007, f. & cert. ef. 12-12-07

581-022-1941

Complaint Procedures Complaint Procedures Complaint Procedures Complaint Procedures

- (1) Each school district must establish a process for the prompt resolution of a complaint by a person who resides in the district or by any parent or guardian of a student who attends school in the school district. The process must be in writing and state clearly who within the school district has the responsibility for responding to the complaint.
- (2) A school district's complaint procedure must specify the time period during which the complaint will be addressed and a final decision issued. If the complaint procedure has multiple steps, the procedure must establish the time period for each step as well as the overall time period for completing the procedure.
- (3) A school district's complaint procedure may distinguish between those complaints that may be appealed under OAR 581-022-1940 and other complaints.
- (4) A school district's complaint procedure may include mediation or other alternative dispute resolution processes.
- (5) The procedure for hearing and acting on complaints that may be appealed under OAR 581-022-1940 must include the following:
  - (a) A point at which the decision is final;
  - (b) A provision for the complainant receive written notice that the district's decision may be appealed to the State Superintendent of Public Instruction under OAR 581-022-1940; and
  - (c) A written decision that clearly establishes the legal basis for the decision, findings of fact and conclusions of law.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 327.103 & 326.051

Hist.: ODE 31-2007, f. & cert. ef. 12-12-07

Other Sections of OARs Related to TAG Of special interest for TAG Students in Bold Italics:  
581-022-1510

### Comprehensive Guidance and Counseling

- (1)(a) District Comprehensive Guidance and Counseling. Each school district shall provide a coordinated comprehensive guidance and counseling program to support the academic, career, personal/social, and community involvement development of each and every student. The district shall:
- (b) Adopt comprehensive guidance and counseling program goals that assist students to:
    - (A) Understand and utilize the educational opportunities and alternatives available to utilize the educational opportunities them;
    - (B) Meet academic standards;
    - (C) Establish tentative career and educational goals;
    - (D) Create and maintain an education plan and education portfolio;
    - (E) Demonstrate the ability to utilize personal qualities, education and training, in the world of work;
    - (F) Develop decision-making skills;
    - (G) Obtain information about self;
    - (H) Accept increasing responsibility for their own actions, including the development of self-advocacy skills;
    - (I) Develop skills in interpersonal relations including the use of affective and receptive communication;

(J) Utilize school and community resources.

(K) Demonstrate and discuss personal contributions to the larger community; and

(L) Know where and how to utilize personal skills in making contributions to the community.

(2) School Comprehensive Guidance and Counseling. Each school shall provide a comprehensive guidance and counseling program that serves students K through 12, based upon the Oregon Department of Education's "Framework for Comprehensive Guidance and Counseling Programs for Pre-Kindergarten through Twelfth Grade" which:

(a) Identifies staff responsibilities to plan, design and deliver a comprehensive guidance and counseling program that meets the unique needs of their students and community;

(b) Aligns with the district's school improvement plans;

(c) Assigns guidance and counseling responsibilities to the appropriate personnel;

(d) Expects all school staff to participate in implementing the comprehensive guidance and counseling program;

(e) Assists each student to develop, and annually review, an educational plan (a (e) Assists each student to develop, and annually review, an educational plan (a (e) Assists each student to develop, and annually review, an educational plan (a

formalized plan and process in which students establish their education, career and life goals, identify learning goals and connect them to activities that will help them achieve goals and connect them to activities that will help them achieve goals and connect them to activities that will help them achieve g goals and connect them to activities that will help them achieve their goals) in grades 7 their goals) in grades 7 their goals) in grades 7 their goals) in grades 7-12.12.12.12.

(3) Guidance Staff Assignments. Each school district shall maintain a licensed staff and Each school district shall maintain a licensed staff and Each school district shall maintain a licensed staff and

promote effective guidance practices consistent with the district's ex promote effective guidance practices consistent with the district's ex promote effective guidance practices consistent with the district's ex promote effective guidance practices consistent with the district's expected comprehensive guidance and counseling program outcomes. comprehensive guidance and



counseling program outcomes. In determining staffing for the program, the following shall be considered:

- (a) Alignment with the American School Counselor Association recommended student to counselor ratio of 250:1;
- (b) The number of aides or clerical staff assigned to support the implementation of the comprehensive guidance and counseling program.

Stat. Auth.: ORS 326.051 & 329.275

Stats. Implemented: ORS 326.051

Hist.: EB 18-1996, f. & cert. ef. 11-1-96; ODE 19-2008, f. & cert. ef. 6-27-08

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Individual Student Assessment, Recordkeeping, and Reporting Individual Student Assessment, Recordkeeping, and Reporting Individual Student Assessment, Recordkeeping, and Reporting Individual Student Assessment, Recordkeeping, and Reporting

Each district shall:

- (1) Assess and record each student's progress in all subject areas of instruction, including the academic content standards:
  - (a) Instruments and/or strategies used to determine student progress may assess multiple goals;
  - (b) Results from the assessment instruments and/or strategies may be used as a record of achievement level; and
  - (c) Records of student performance may be kept in teacher grade books, student folders, portfolios, or similar devices.
- (2) Assist teachers in adapting instruction and curriculum to meet the needs and learning rates of all students in attaining the goals of the subject area.
- (3) Annually report progress towards completion of graduation requirements to parents of students in grades 9–12.
- (4) Report at least annually on student progress in each subject area of instruction to parents or guardians of all students in grades K-12 including, but not limited to, the following:

- (a) Information on progress in each subject area (e.g., grades, checklists, folders, etc.) including major goals used to determine such information;
  - (b) Upon request from a parent or guardian, specific evidence of student progress on the goals of a subject area and
  - (c) Student scores on all state and local assessments indicating any of the requirements that have been waived for the school district or the individual and the time periods for the waiver.
- (5) Maintain student records under the student's legal name or establish a cross-reference system to locate the student's records by use of the student's legal name.

Stat. Auth.: ORS 326.051

Stats. Implemented: ORS 326.051

Hist.: EB 18-1996, f. & cert. ef. 11-1-96; ODE 18-2002, f. & cert. ef. 6-10-02; ODE 25-2008, f. & cert. ef. 9-26-08