

## **Programs and Services - Talented and Gifted\*\***

A District written plan will be developed for programs and services. All required written course statements will identify the academic instructional programs and services to be provided which address the assessed levels and accelerated rates of learning in identified talented and gifted students. The superintendent will remove any administrative barriers that may exist which restrict students' access to appropriate services and will develop program and service options. These options may include, but are not limited to, the following:

1. Differentiated Assignments (Tiered Assignments) - Assignments vary from group to group to meet a variety of student needs. The content, process and skills, and/or the final product (essay, speech, visual display) may be modified to stimulate higher order, more sophisticated outcomes, based on students' rate and level of learning.
2. Acceleration - Students' needs are met and accommodated through faster pacing and more advanced content. Acceleration may take many different forms including early school entrance, content area acceleration, grade skipping, credit by examination, and early graduation.
3. Cluster Grouping - Students' needs are met by grouping by ability, interest or skill level. Groups may be of short or long term duration and may include accelerated instruction.
4. Continuous Progress - Instruction is delivered so that students move through the curriculum according to assess skill levels rather than grade level. The student moves ahead whenever mastery of content and skills are demonstrated.
5. Cross Grade Grouping - In order to allow for continuous progress and to meet the students' rate and level, students may need to be grouped with students from another grade for instruction in a particular subject area or areas.
6. Curriculum Compacting - Following a pre-assessment of students' knowledge, curriculum is adjusted so students do not have to spend time learning what they already know. Remaining material is taught in an abbreviated time frame.
7. Advanced Placement Classes - Courses that offer content at advanced levels; often presenting material at a faster pace.
8. Flexible Grouping - Following an assessment, students are matched to skills work by virtue of readiness, not on the assumption that all need the same instruction. Movement of students among groups is common, based on readiness of given skills and growth within that skill.

9. Independent Study - Allows students to pursue areas of study at an appropriate pace, level, and depth. Often, mentors from the community are found to assist and guide students in their studies.
10. Credit by Examination - In certain courses, students may take an examination, and with the achievement of an acceptable score, receive credit for the course.
11. Simultaneous Enrollment - While this usually refers to a high school student taking college courses, it may also refer to any student at one level taking courses at the next higher level (e.g., elementary taking classes at middle school, middle school taking high school courses).
12. Mentorship/Internship - Students who demonstrate high ability and need are paired with a person with experiences and advanced skills in a particular discipline who can serve as a guide, advisor, counselor, and role model.
13. Academic Competitions - TAG students, along with others, are able to take part in a variety of academic competitions such as National Geography Bee, local spelling contest, regional mental math competition, Odyssey of the Mind, and other competitions held throughout the year.
14. Individual Instruction - The instructional rate, achievement level, curriculum content, and depth of exploration are based on the teacher's assessment of individual needs. The student is given instruction with materials that match the individual's specific needs.

The Board has established an appeals process for parents to utilize if they are dissatisfied with the programs and services recommended for their identified talented and gifted student and wish to request reconsideration. The Board has established a complaints procedure to utilize if an individual has a complaint regarding the appropriateness of programs and services provided for identified talented and gifted students.

END OF POLICY

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**Legal Reference(s):**

[OAR 581-015-0805 to -0825](#)

[OAR 581-022-1330](#)

[OAR 581-022-1940](#)