

Estacada School District
for more information about District TAG Plans go to
<http://www.esd108.org>

TAG PROGRAM
HANDBOOK
2007-2008



The mission of the Estacada School District is to promote excellence through continuous improvement within a respectful learning environment.

Estacada School District does not discriminate against an individual's race, color, religion, sex, sexual orientation, national origin, marital status, age or disability, of any other persons with whom the district associates.

Estacada School District TAG Program Handbook

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INTRODUCTION

This Handbook contains the recommendations for our TAG Procedures for the Estacada School District in order to meet the needs of talented and gifted students and assure compliance with Oregon Revised Statute (ORS) 343.391 and Oregon Administrative Rule (OAR) 581-15-805, which both describe to the requirements of Talented and Gifted education. Its purpose is to assist district personnel and parents in understanding the Estacada School District's program for our talented and gifted students.

It is important to note that these programs and instructional strategies are designed to meet the needs not only of our identified talented and gifted students, but also of each of our students who thrive on the challenges of a differentiated, enriched curriculum.

Special thanks to our team who worked so diligently in creating this informational guide and the preceding TAG plan.

Adonica Greene	Estacada Junior High Tag Coordinator
Amy Munds	River Mill Tag Coordinator
Angel Austin	Clackamas River Tag Coordinator
Jennifer Behrman	District Elementary Tag Program Facilitator
Steven Christiansen	Estacada High School Tag Coordinator
Teresa Lewis	Eagle Creek Tag Coordinator
Terri Lloyd	TAG Parent and Secretary
Our TAG Plan	TAG Team, Parents, and Community Members

Estacada School District #108

TALENTED AND GIFTED VISION STATEMENT

The Estacada School District will identify talented and gifted students at all grade levels. Furthermore, the district, with the support of the community, will provide these talented and gifted students with developmentally-appropriate programs of differentiated instruction suitable for their levels of intellectual, physical, and emotional/social maturity. In order to provide services to address this vision, attention will be given to the varieties of appropriate student assessments and placements, program design, curriculum, counseling, instructional delivery, learning styles and levels, and professional development.

Talented and Gifted Guidelines

Timelines for identification and provision of services to children identified as Talented and Gifted

The Estacada School District's "best practices" suggest reasonable timeliness for the identification process:

- All TAG students enrolled at the first of the school year should be receiving TAG services no later than the end of the first nine weeks
- Students previously identified should be receiving TAG instruction within two weeks of the beginning of the school year.
- Transfer students or new referrals should be receiving TAG instruction within 30 school days of the initial referral.

Identification of Children in Grades K – 2

The Oregon Administrative Rules, unless otherwise specified within a particular rule, apply to all children, grades Kindergarten through 12. Identification of children who are talented and gifted is the necessary first step to ensuring that these children receive appropriate programs and services, and that their parents are given the opportunity to provide input about their children's education. An unofficial "watch" of children in the early primary grades does not satisfy this requirement.

Identification Tools

The Estacada School District will use the entire test of intellectual or academic skills rather than subtests or individual batteries when identifying children with advanced talents and gifts. Individual scores can be diagnostic of a student's skills in particular areas, but the OAR refers to a "nationally standardized test" score. The Estacada School District interprets this to mean the entire test, or composite score, must be at the 97th percentile, or demonstrate that the student has the ability to perform at the 97th percentile. The District also will have identification procedures for both academic talents and intellectual gifts for children in grades K through 12.

Students may be identified using the percentile scores from the Oregon State Assessment Tests (OSAT). The OSAT percentile score may be used as one piece of evidence for identifying students as Academically Talented in Reading and/or Mathematics

Student Files

TAG identification teams must keep a record of the decision made by the team and the data used to make the decision. This record must become part of the student's educational record, even when the decision was that the child did not qualify for talented and gifted services.

Differentiated Curriculum

The requirement to provide instruction at the student's level and rate of learning in the academic program does not limit the district's prerogatives concerning how to organize the instruction. A variety of building configurations, instructional grouping strategies, individual student planning, and administrative options may be used to organize instruction. This local decision-making quality of the TAG mandate encourages districts to be creative and to view "school" in the broadest sense by using multiple options inside and outside the regular classroom.

Curriculum may be modified to suit student aptitudes, interests, and developmental level in the academic program. The wide range of options the district may use spans the continuum from self-contained classes to fully mainstream, or regular classroom.

Parent/Teacher/School Collaboration

The District will provide parents an opportunity to discuss and provide input concerning the programs and services their students receive. The parents will be given an opportunity to meet with school staff to discuss the specific programs, opportunities, and services for their students, if they wish. The method of collaboration is the district's choice, and might be met through written communications concerning the programs and services the district generally provides, those the district intends to provide, and an offer to meet with parents individually to discuss the district's plan for providing TAG services.

Parents also have the right to choose not to participate in the TAG program. Participation in TAG is not mandatory. This program is completely optional. In addition there may be time that parents may feel the need to file a complaint regarding TAG services. While any complaint about school personnel or programs will be investigated by administration, parents are strongly encouraged to speak with their TAG building coordinator or building Principals first in order to solve any issues that may arise. (Refer Policy KL: Public Complaints)

CHECKLIST OF CHARACTERISTICS FOR AREAS OF GIFTEDNESS

*Adapted from the National Association for Gifted Children

General Intellectual

Ability

- understands complex concepts
- draws inferences between content areas
- sees beyond the obvious
- thrives on new or complex ideas
- enjoys hypothesizing
- intuitively knows before taught
- uses an extensive vocabulary
- does in-depth investigations
- learns rapidly in comparison to peers
- 1 - 2 repetitions for mastery
- manipulates information

Specific Academic

Ability

- strong memorization ability
- advanced comprehension 1-2 repetitions for mastery
- intense interest in a specific academic area
- high academic capacity in special-interest area
- pursues special interests with enthusiasm
- operates at a higher level of abstraction than peers
- asks poignant questions
- discusses and elaborates in detail

Creative Thinking

Ability

- independent and/or flexible thinker
- exhibits original thinking in oral and/or written expression
- generates many ideas to solve a given problem
- possesses a keen sense of humor
- creates and invents
- intrigued by creative tasks
- improvises and sees unique possibilities
- risk taker
- resists conformity

Leadership

Ability

- takes an active role in decision making
- high expectations for self and others
- expresses self with confidence
- foresees consequences and implications of decisions
- follows through on a plan
- appears to be well liked by peers
- ideas expressed accepted by others
- sought out by others to accomplish a task

Artistic (Visual/Performing Arts)

- Art**
- Drama**
- Dance**
- Music**

Ability

- communicates a personal vision in visual/performing arts
- unusual ability for aesthetic expression
- compelled to perform/produce
- exhibits creative expression
- desire for creating original products
- keenly observant
- continues experimentation with preferred medium
- excels in demonstrating the visual/performing arts

Glossary of Programs and Services

Educators may use some of the following strategies:

- **Ability Grouping:** Grouping students together based on ability.
- **Acceleration:** Students' needs are usually met and accommodated by a teacher providing faster pacing and/or more advanced content.
- **Advanced Placement:** Formal advanced placement (AP) curriculum for which high school students can complete a course and take the AP exam for college credit or advanced status.
- **Cross-grade Grouping:** Students may be grouped by ability with students in a higher-grade level.
- **Differentiation:** Refers to the development of curriculum-based services or curricular adaptations in course content, instructional strategies, and products required of the students. Service occurs through a curriculum that has been individualized to meet the needs of gifted and talented students during the regular course of instruction. It matches the learner and her/his learning needs.
- **Early Entry:** Early entry candidates demonstrate the ability to achieve significantly above peers and score in the top three to five percent on nationally normed tests. To be considered for Early Entry into kindergarten or first grade, a child must meet district policy requirements.
- **Grade Skipping:** Process that allows for students to be placed a grade ahead of usual placement.
- **Honors Classes:** Curriculum offered in greater depth and complexity for students who qualify. These are found in the Junior High and High School.
- **Independent Study:** Student contract to complete specific work or a project with supervision and monitoring.
- **Pullout:** Students leave the regular class for a specified amount of time for special instruction

Estacada School District

Section I

The Elementary Process



IDENTIFICATION FOR THE ELEMENTARY TAG PROGRAM

Identification is based on finding a consistent pattern among multiple indicators:

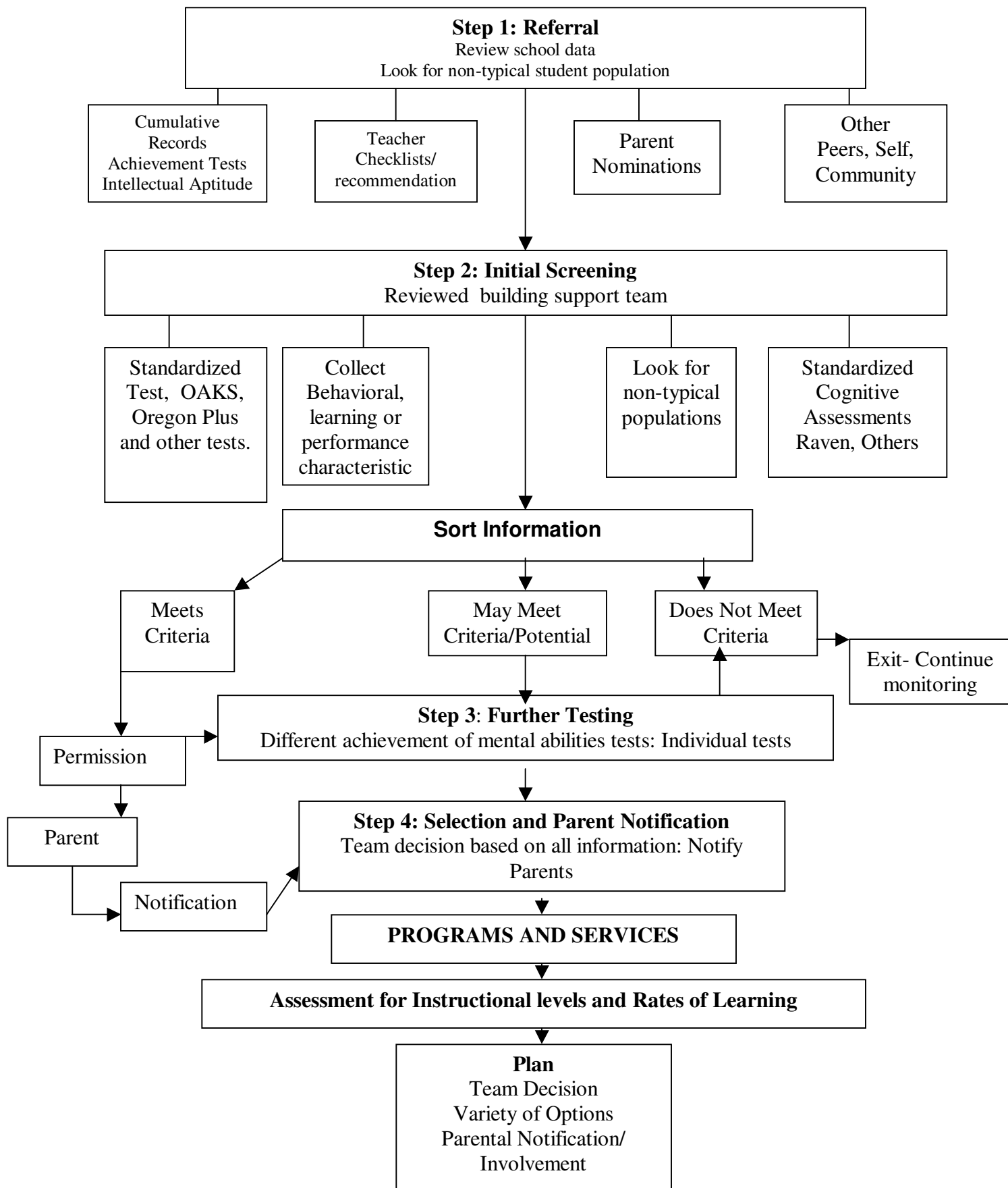
- **Standardized testing.** Students who score at or above 97% on state assessments.
- **Nationally standardized mental ability testing.** Students who score at or above the 97th percentile in the country.
- **Teacher recommendations.** Students who are consistently functioning at a high level.

Identification of Non-typical Populations

The district will make an effort to identify TAG students from special populations such as:

- Cultural and ethnic minorities
- Economically disadvantaged
- Underachieving gifted
- Students with disabilities
- Behaviorally challenged

Elementary Identification Process



The Elementary Identification Process Checklist

Referral Process

Review school data, look for non-typical student population

- Check cumulative records, achievement testing, and intellectual aptitudes.
- Check with teachers; staff recommendations
- Parent requests
- Notify parents of initial screening

Initial Screening

Meet with building support teams

- Review standardized and other testing.
- Collect and review behavioral, learning, performance, and other data.
- Review non-typical student population
- Determine screening options: Raven, CoGat, or other testing.

Sort Information

Did the student meet the basic criteria for TAG?

- Met criteria
- Did not meet
- May meet criteria. Further testing indicated

Selection Process

- Team decision based on all information
- Parent Permission required
- Further testing
- Notification of results

Plan Process

Team meeting with parent/student

- Review testing results with parents
- Create TAG plan for identified students, with
- Parental involvement
- Options

ELEMENTARY ENRICHMENT PROGRAMS

- Spelling and Geography Bees
 - Ability Grouping
 - Science Clubs and Nights
- Band, Choir, Musical Plays, Drama
 - Advanced Reading Programs
 - In-School Speakers and Presentations
- TAG Pull-out Workshops (Monthly)
 - Wordmaster Challenge

Sample Forms
Elementary
Estacada School District #108

PERMISSION TO TEST ALL 4TH GRADE WITH “RAVEN”
Estacada School District #108
(Insert school name here)

Dear Parents,

The State of Oregon has adopted standards that require school districts to identify and provide services for talented and gifted children. One step in this identification process is to look at teacher and/or parent nominations of students in grades K through 12 and then to assess these students through a nationally standardized mental abilities test and an academic achievement test. Our district has elected to use the RAVEN nonverbal assessment for the mental abilities test and the Oregon State tests as the academic achievement assessment.

The purpose of this letter is to share with you that on November 6th we will be giving the RAVEN to all fourth grade students as an initial screening for the talented and gifted identification. On the basis of the results of the RAVEN, the Oregon State tests, and with consideration of schoolwork and possible additional testing using the Cognitive Abilities Test (COGAT), we will be able to determine if your child qualifies for the talented and gifted designation. Should we find it necessary to do additional testing, we will contact you first.

If you would prefer that your child **not participate** in this assessment, **please sign below** and return it to _____ or _____. If you have questions on this or any other aspect of the program, you are most welcome to contact the principal’s office at 630-8621.

Sincerely,

Principal

TAG Coordinator

_____ I **do not** want my child to participate in the Raven nonverbal assessment.

Parent Signature _____ Date _____

(Notice: Parents have the right to refuse TAG services or file a complaint regarding TAG services at any time.)

PERMISSION TO ADMINISTER THE “RAVEN” ALL GRADES
Estacada School District #108
(Insert School name here)

Dear Parents,

As you know, the State of Oregon has adopted standards that require school districts to identify and provide services for talented and gifted children. One step in this identification process is to look at teacher and/or parent nominations of students in grades K through 12, and then to assess these students through a nationally standardized mental abilities test and an academic achievement test. Our district has elected to use the RAVEN nonverbal assessment for the mental abilities test and the Oregon State tests or the Consortium Off Grade tests (COG) as the academic achievement assessment.

The purpose of this letter is to share with you that _____ has been recommended for testing for the talented and gifted designation. For that reason, we would like to request your permission to administer the RAVEN nonverbal assessment to your child on November 6 as an initial screening tool. The talented and gifted designation will then be determined on the basis of the results of the RAVEN, the Oregon State tests, as appropriate, and with consideration of schoolwork and possible additional testing using the Cognitive Abilities Test (COGAT). Should we find it necessary to do additional testing, we will contact you first.

If you have questions on this or any other aspect of the program, you are most welcome to contact the principal’s office at 630-8621.

Sincerely,

Principal

TAG Coordinator

Please complete and return to

_____ I will permit my child to be tested using the RAVEN nonverbal assessment.

_____ I do not want my child to be tested using the RAVEN nonverbal assessment.

Parent/Guardian Signature _____

(Notice: Parents have the right to refuse TAG services or file a complaint regarding TAG services at any time.)

El permiso para probar “Raven” Todos grados
Estacada School District #108
(Insert School name here)

Estimados Padres,

El estado de Oregon ha adoptado criterios que requieren que los distritos escolares identifiquen y proveen servicios para los estudiantes talentosos y dotados. Un paso en este proceso de identificación es de considerar estudiantes de grados K-12 que han sido nominados por padres y/o maestros. Luego determinar por medio de un examen de habilidades mentales a nivel nacional, y otro examen de logros académicos. Nuestro distrito ha elegido el examen no verbal para habilidades mentales llamado el RAVEN. También se tomarán en cuenta el examen del Estado del Oregon como evaluación de sus logros académicos.

El propósito de esta carta es para compartirles que el 13 de Octubre damos el RAVEN a todos los estudiantes del cuarto grado como una evaluación inicial para la identificación de los talentosos y dotados. Basado en los resultados del RAVEN, los exámenes del estado de Oregon y con consideración de la tarea y posiblemente con la evaluación adicional usando el Examen de Habilidades Cognitivas (COGAT), podemos determinar si el estudiante debe recibir la designación de talentoso y dotado.

Si prefiere que su estudiante **no participe** en esta evaluación, **por favor firme abajo** y devuélvala a Sr. Lewis. Si tiene preguntas sobre esta información u otros aspectos del programa, llame a la oficina a 503-630-8621 .

Sinceramente,

Director

Coordinadora de TAG

_____ **No quiero** que mi estudiante participe en la evaluación de RAVEN.

Firma Del Padre: _____ Date: _____

(Nota: Los padres tienen el derecho de negarse los servicios Talentosos y Regalados o archivar una queja con respecto a servicios Talentosos y Regalados tiempo).

PERMISSION TO CoGAT

Estacada School District #108

Insert School name here

To the parents of _____,

As you know, _____ Elementary recently administered the Raven Progressive Matrices in order to screen students for Talented and Gifted (TAG) eligibility. Your child scored at the _____ percentile on the Raven test. This means that out of 100 children your son/daughter's age, your child scored better than _____ of those children. In order to qualify for further testing for the Talented and Gifted Program, a child must have a minimum percentile of 97 on the Raven Progressive Matrices test. However, the state of Oregon asks that no one test or measure be used as the sole criteria in identifying a child for the TAG program. For that reason, we would like to administer the following additional assessment to determine if your child is eligible for this designation: _____. Due to scheduling issues, we will likely not give this assessment until January; however, once the COGAT test is given, we will inform you of your child's test results.

Please feel free to contact _____ or _____ if you have any questions.

Sincerely,

Principal
(503) 630-

Coordinator for Talented and Gifted
(503) 630-

Please complete and return to _____

_____ I will permit my child to be tested using the CoGat.

_____ I do not want my child to be tested using the CoGat

Parent/Guardian Signature _____

(Notice: Parents have the right to refuse TAG services or file a complaint regarding TAG services at any time.)

**Estacada School District
CHARACTERISTICS OF THE GIFTED**

Instructions: Please rate this student in the following categories:
1 low , 2 below average, 3 average, 4 above average, and 5 excels.

Student Name: _____ **Grade:** _____

Characteristics of Gifted	Rating
Has keen power of observation – willingness to examine the unusual; a sense of what is significant. .	
See relationships earlier than peers.	
Deals at a higher level of abstraction than peers; is able to conceptualize and synthesize; is interested in problem solving; takes pleasure in intellectual activity.	
Interested in cause and effect relationships; is able to see relationships; interested in applying concepts; “love of fun.”	
Remembers more and retrieves it easier and quicker than same-age peers	
Wants to know “why” – no happy with “it’s the rule”	
Likes structure and order; likes consistency, as in value systems, number systems, logically ordered statements.	
Verbal proficiency; large vocabulary; facility in expression; interest in reading; breadth of information in advanced areas.	
Questioning attitude; intellectual curiosity	
Power of critical thinking; skepticism; evaluative testing, self-criticism, and self-checking.	
Seeks out challenge.	
Power of intense concentration of long periods of time; often excludes all else; can be difficult to re-direct because of single mindedness.	
Creativeness and inventiveness; likes variety; enjoys brainstorming and thinking of new ways to-do things.	
Persistent; goal-direct behavior.	
High energy; eagerness, alertness, periods of intense voluntary effort preceding invention.	
Independence in work and study; enjoy individualized work; need for freedom of movement and action.	
Versatility and virtuosity; many and diverse interests, hobbies; proficiency in art forms.	
Friendly and out-going.	
Style and ease of performance.	

Recommend: Yes _____ No _____

Rated by: _____ **Date:** _____

Return to: _____

On the reverse, please make comments specific to academic discipline skills or achievement (math, reading, language arts, science, etc.).

Estacada School District

Student's name _____ **Grade** _____ **Date** _____

School _____ **Teacher's Name** _____

- Student's strengths**

- Student's weaknesses**

- Student's instructional level in reading**

- Measurement used**

- Student's independent level in reading**

- Books student has read this year**

- Adaptations in programming to meet student's rate and level**

- Student's instructional level in math**

- Measure used**

- Math book and level student is working in**

- Adaptations in programming to meet student's rate and level.**

- Other adaptations in classroom curriculum to meet the student's needs.**

QUALIFICATION LETTER

Estacada School District #108

(Insert school name here)

Dear Parent:

This letter is to inform you that your student _____ has been identified as eligible for the Talented and Gifted (TAG) designation in the following areas:

- General Ability _____
- Math _____
- Reading _____
- Writing _____

The designation is being given based on the following assessments:

- Cognitive Abilities Tests _____
- Oregon State Assessment _____
- RAVEN (nonverbal assessment) _____
- Other _____

Our Building Support Team, which includes teachers, specialists, and the principal, is in agreement with the TAG designation, and we intend to support your student with enrichment appropriate to his or her rate and level of learning. This does not mean that your child will receive extra homework, but it does mean that your student will be supported and encouraged by our staff to be involved in regular classroom curriculum at an accelerated pace or at a higher cognitive performance level.

When you come in for a parent/teacher conference, we will discuss appropriate educational expectations for your child. Then, if you are in agreement, we will formalize an enrichment plan for your student. In the meantime, please call _____, Principal, or _____, our TAG coordinator, at 630-8621 if you have any questions.

Very truly yours,

Principal

TAG Coordinator

(Notice: Parents have the right to refuse TAG services or file a complaint regarding TAG services at any time.)

Estacada School District #108

Insert school name here

Date

To the parents of _____,

As you know, _____ recently administered the Cognitive Abilities Test (COGAT) to assess the mental abilities of individual students that scored well on the Raven Progressive Matrices Test. We firmly believe all testing information should be shared with a child's parents. For that reason, we have provided your child's test results on the COGAT. Please keep in mind that test results can vary depending on how your child is feeling that day as well as a variety of other factors.

Your child scored at the _____ percentile on the composite score of the COGAT. This means that out of 100 children your son/daughter's age, your child scored better than _____ of those children.

In order to identify a child as talented and gifted, your child must meet at least two of the following criteria: score at a 97% or above on a nationally standardized test of mental ability, score at 97% or above on a test of reading or mathematics ability, or show the potential to meet these criteria. Given that no single test or criteria may be used as the sole determiner of identification for talented and gifted, at this time your child will not receive that designation. However, because he/she tested so well on the Raven test, we will closely monitor his/her progress and re-evaluate our decision later, as appropriate, based on standardized academic achievement tests such as the Oregon State Assessment.

Feel free to contact us if you would like further explanation of the test results or have any other questions.

Sincerely,

Principal
(503) 630-

Coordinator for Talented and Gifted
(503) 630-

(Notice: Parents have the right to refuse TAG service or file a complaint regarding TAG services at any time.)

Estacada School District #108
(Insert school name here)

TAG Student Plan (K-6)

Name _____ Grade _____

School Year _____ Teacher _____

Student qualified for TAG services:

_____ Intellectual Giftedness _____ Academic Math

_____ Academic Reading _____ Other

*The information compiled between teacher, parent, and student will be used to create an individual TAG plan. This plan is designed to provide a differentiated curriculum that will assist the student in achieving at his/her highest level and to challenge him/her in all academic areas.

Strengths: _____

Interests: _____

Challenges/Areas To Improve: _____

GOAL:

PLAN:

GOAL:

PLAN:

GOAL:

PLAN:

Other Enrichment Activities:

End of the year teacher comments

Teacher Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

(Notice: Parents have the right to refuse TAG service or file a complaint regarding TAG services at any time.)

EXIT PROCEDURES

The gifted/talented committee, who's team members include the student, parent, TAG coordinator, and/or Teacher/Administrator makes the final decisions regarding exiting of students from the program for educational, psychological, and personal reasons after consultation with both students and parents. Such decisions can be based on any or all of the following data:

- Parental requests withdrawal from the program, or
- Student requests withdrawal from the program with parental permission.
- TAG coordinator recommendations based on interviews and observations,
- Teacher recommendations based on observations of student behavior and performance,
- Current ability testing,
- Other: _____

The parent of a gifted/talented student may request that his/her child be withdrawn or furloughed from the program at any time. Furloughs will be for a period of one year, then re-evaluated. However, parents are encouraged to use the district's review process so that the best educational programs are provided for the student.

At any time that a parent, a student, a teacher, the TAG coordinator, or the principal thinks that a gifted student is not profiting fully from his/her educational program, a meeting for the purpose of reviewing the student's placement in the program may be called.

Before a student exits the program, a meeting of all persons involved must be held. Such a meeting to discuss the student's overall performance involves the parent, the student, the teacher, the principal, and the TAG coordinator. In the event that three of the four agree that the program is not meeting the educational needs of the student, the student in question will be exited from the program for the gifted.

Estacada School District #108

Talented and Gifted Exit Form

Insert School name here

Student Name: _____ **Date:** _____

Grade Level: _____ **Check 1:** **Exit** **Furlough (Review in 1 year)**

The gifted/talented committee, who's team members include the student, parent, TAG coordinator, and/or Teacher/Administrator, makes final decisions regarding exiting of the student from the program for educational, psychological, and/or personal reasons after consultation by the TAG team. The decision to exit the Talented and Gifted Program has been based on the following reasons,

Check all that apply:

- Parental requests withdrawal from the program, or
- Student requests withdrawal from the program with parental permission.
- TAG coordinator recommendations based on interviews and observations,
- Teacher recommendations based on observations of student behavior and performance,
- Current ability testing,
- Other: _____

Student Signature: _____

Parent/Guardian Signature: _____

TAG Coordinator: _____

Administrator: _____

Cc: Tag File, Power School, Cumulative record

(Notice: Parents have the right to refuse TAG services or file a complaint regarding TAG services at any time.)

Estacada School District

Section II

The Secondary Process



IDENTIFICATION FOR THE SECONDARY TAG PROGRAM

Identification is based on finding a consistent pattern among multiple indicators:

- **Standardized testing.** Students who score at or above 97% on state assessments.
- **Nationally standardized mental ability testing.** Students who score at or above the 97th percentile in the country.
- **Teacher recommendations.** Students who are consistently functioning at a high level.

Identification of Non-typical Populations

The district will make an effort to identify TAG students from special populations such as:

- Cultural and ethnic minorities
- Economically disadvantaged
- Underachieving gifted
- Students with disabilities
- Behaviorally challenged

SECONDARY ENRICHMENT PROGRAMS

Estacada Junior High

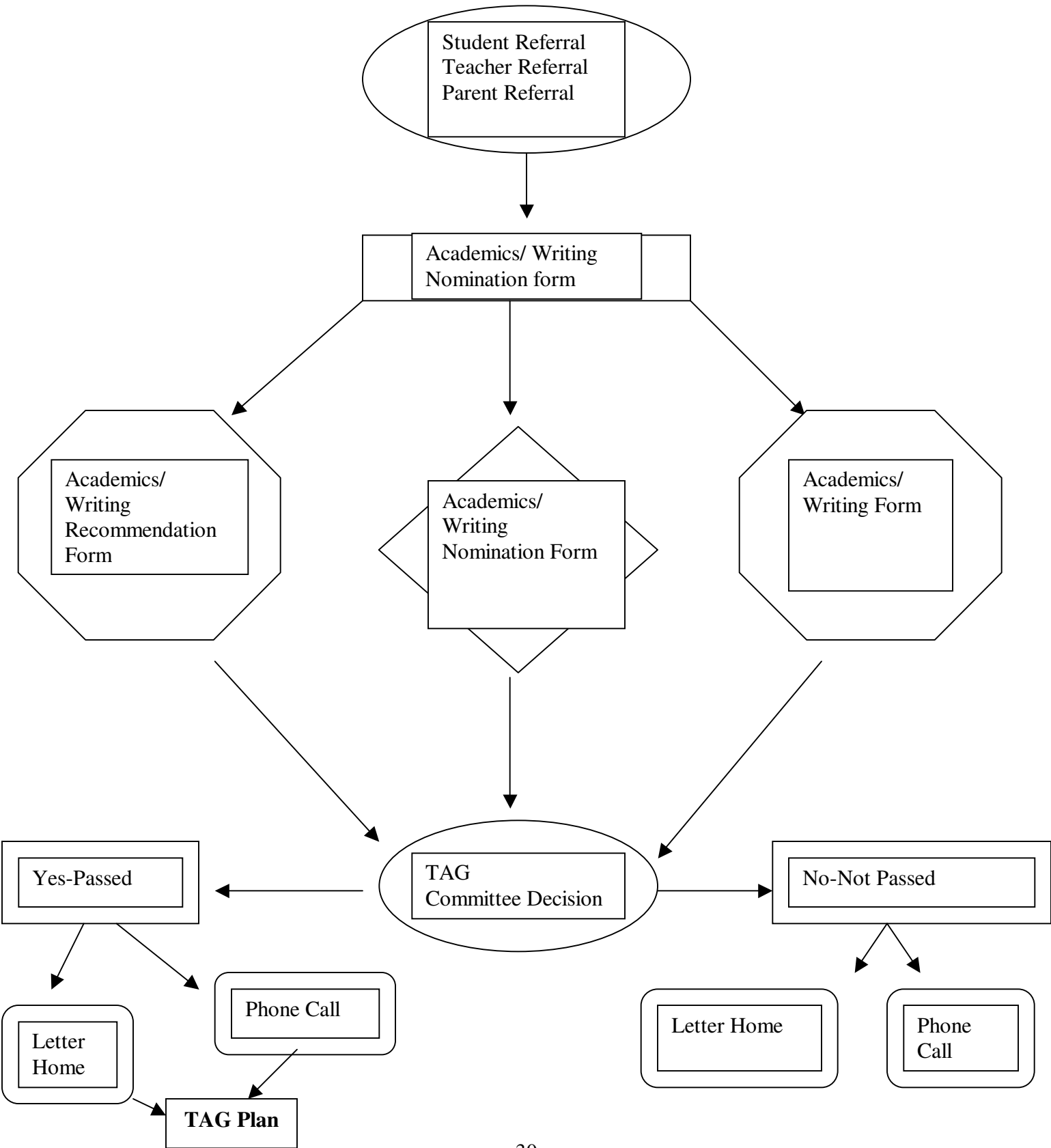
- Spelling and Geography Bees
 - Accelerated Courses
 - Odyssey of the Mind
- Drama, Band, Choir, Musicals, Art
- Science Competition (Robotics)
- Many Clubs (Science, Math, Homework, ex.)
 - Literature Circles
 - Guest Speakers
 - TAG Pull-Out Workshops
 - Science Bowl
 - Publishing Club
 - Mentor Programs
 - F.A.S.T. Enrichment Days

Estacada High School

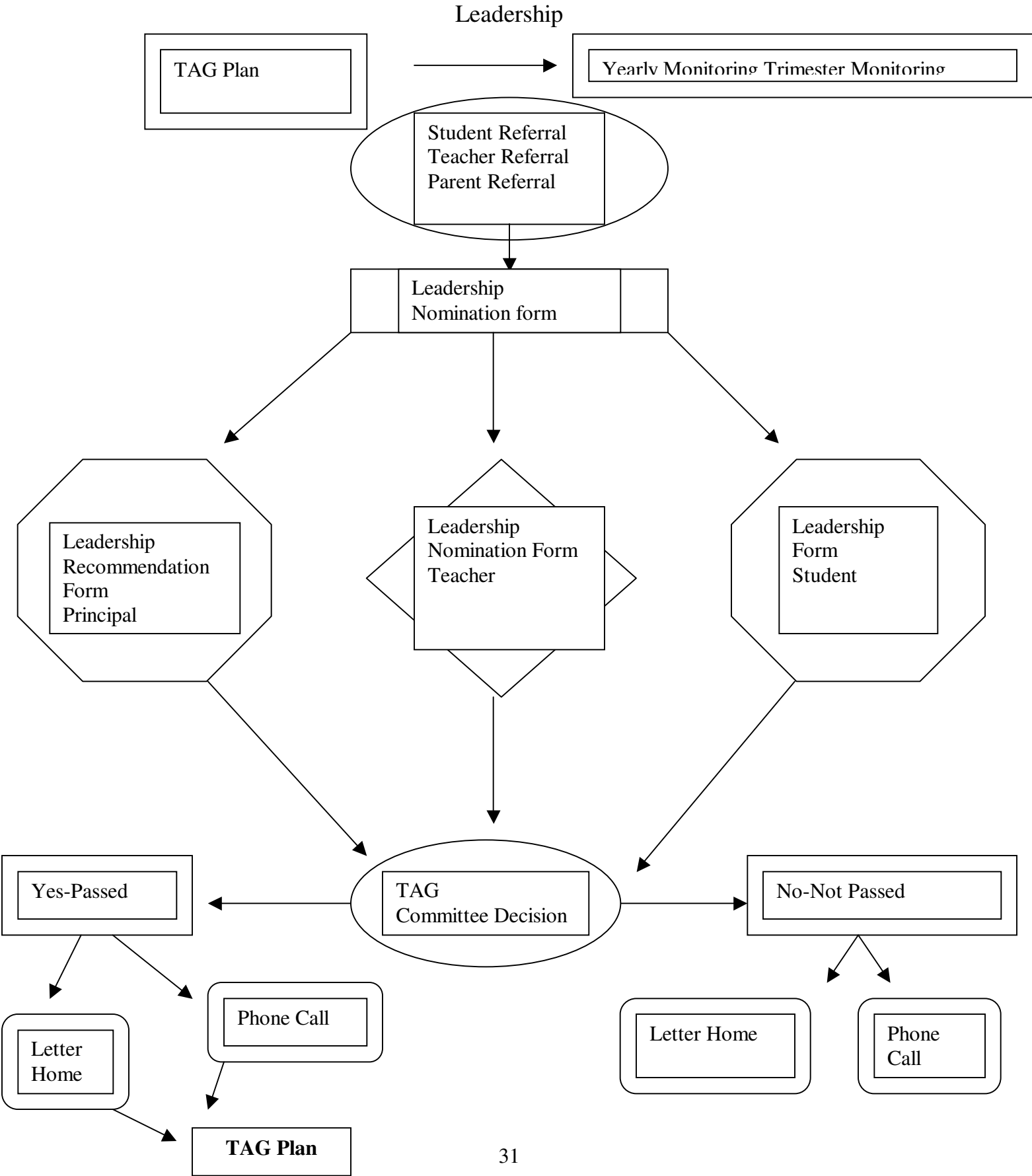
- Honors and Advanced Placement
- College and Test Preparation Courses
 - TAG Seminars
 - Clubs
 - Independent Study
 - Student Council
 - Skills Competitions
- Performing and Visual Art Courses
 - Junior Statesman of America
 - Science Bowl
 - Skills USA Competition
- Clackamas County Skills Competition

Secondary Identification Process

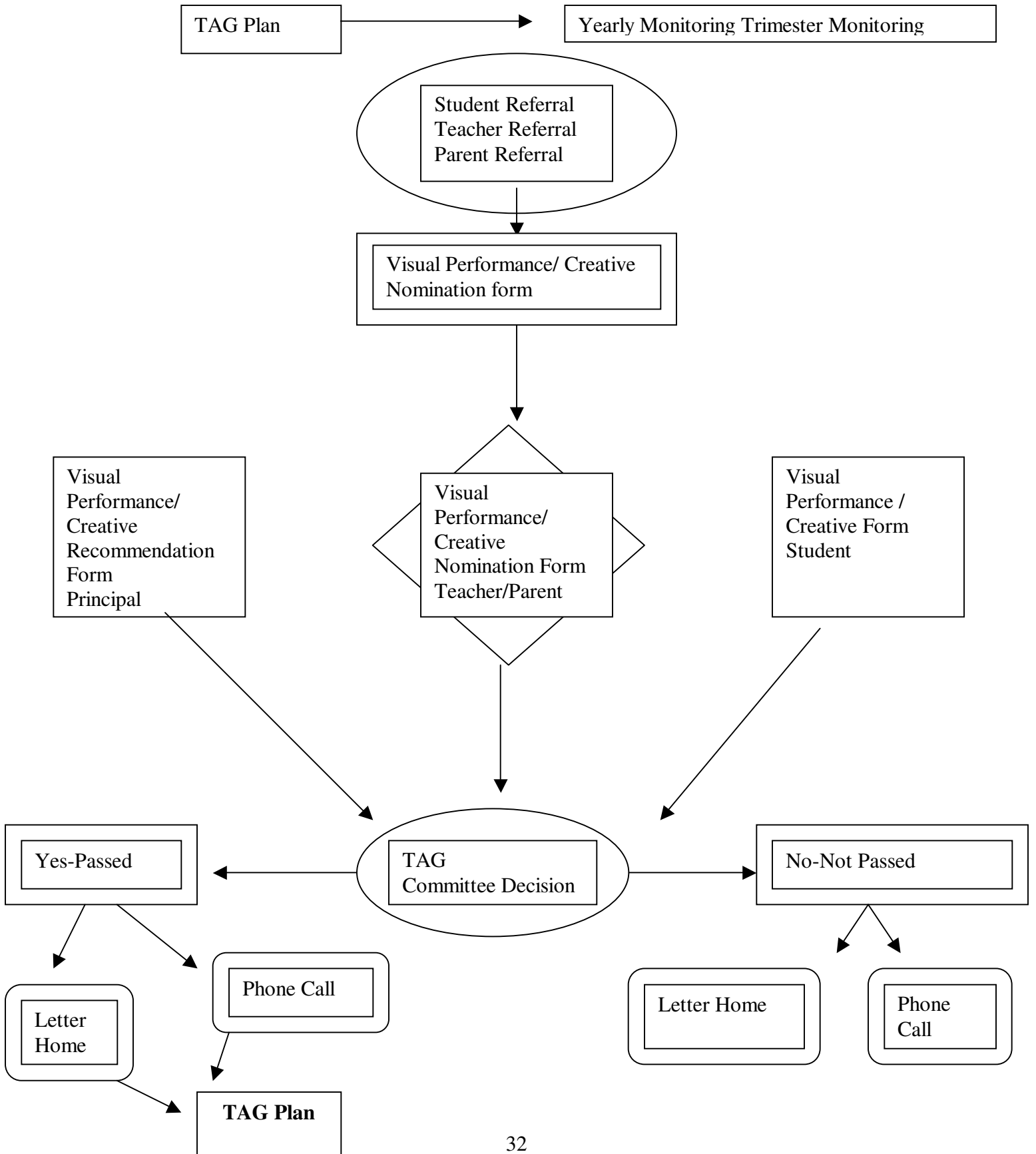
Academics/ Writing



Secondary Identification Process



Secondary Identification Process
Visual Performance/ Creative



The Secondary Identification Process Checklist

Referral Process

Review school data, look for non-typical student population

- Check cumulative records, achievement testing, and intellectual aptitudes.
- Check with teachers; staff recommendations
- Parent requests
- Notify parents of initial screening

Initial Screening

Meet with building support teams

- Review standardized and other testing.
- Collect and review behavioral, learning, performance, and other data.
- Review non-typical student population
- Determine screening options: Raven, CoGat, or other testing.

Sort Information

Did the student meet the basic criteria for TAG?

- Met criteria
- Did not meet
- May meet criteria. Further testing indicated

Selection Process

Team decision based on all information

- Parent Permission required
- Further testing
- Notification of result

Plan Process

Team meeting with parent/student

- Review testing results with parents
- Create TAG plan for identified students, with
- Parental involvement
- Options

Parent/Teacher/Student Referral for Talented and Gifted in
Visual/Performance/Creative Ability
Estacada School District #108

The Person Making the Referral should fill out this form.

Your Name _____

Phone Number and E-mail Address: _____

Student's Name _____

- Estacada Junior High School
- Estacada High School

Your relationship to the student:

Teacher Parent Student Administrator

Check all traits/characteristics that apply to the student being referred as Talented and Gifted in Visual/Performance/Creative Ability:

- Visual/Performance/Creative abilities that are greater than 95 other peers in a group of 100
- An exemplary work ethic and positive attitude
- Involvement in visual/performance/creative-related activities and classes
- Talent/ability/skill that is on a standard to other TAG students from other high schools and/or is professional-grade material

In the space below (and on the back of this paper, if necessary) explain why you feel this student should be identified as a TAG student in Visual/Performance/Creative Ability. Provide specific examples of Visual/Performance/Creative Ability in the form of a portfolio, slides, CD, DVD, or other such medium.

(Notice: Parents have the right to refuse TAG services or file a complaint regarding TAG services at any time.)

**Parent/Teacher/Student Referral for Talented and Gifted in
Leadership Ability
Estacada School District #108**

The Person Making the Referral should fill out this form.

Your Name _____

Phone Number and E-mail Address:

Student's Name _____

- Estacada Junior High School
- Estacada High School

Your relationship to the student:

Teacher Parent Student Administrator

Check all traits/characteristics that apply to the student being referred as Talented and Gifted in Leadership Ability:

- Leadership abilities that are greater than 95 other peers in a group of 100
- An exemplary work ethic and positive attitude
- Involvement in school leadership positions, including, but not limited to student council
- positions, yearbook and newspaper editor, club presidencies, sports team captains, peer tutoring, etc.
- Gifted ability to lead others in projects and tasks
- People-skills (i.e., the ability to have others want to follow them)
- Participation in extracurricular activities
- Giving community and school-service both during the school year and during the summer
- Self-initiative and self-motivation to accomplish service projects and school service
- A role model of appropriate citizenship and behavior at school and community

In the space below (and on the back of this paper, if necessary) explain why you feel this student should be identified as a TAG student in Leadership Ability. Provide specific examples of Leadership Ability if possible.

Parent/Teacher/Student Referral for Talented and Gifted in
Academic Ability
Estacada School District #108

The Person Making the Referral should fill out this form.

Your Name _____

Phone Number and E-mail Address: _____

Student's Name _____

- Estacada Junior High School
- Estacada High School

Your relationship to the student:

- Teacher Parent Student Administrator

Subject(s) in which student is being referred as Talented and Gifted in Academic Ability:

- Math Reading All Subjects Other _____

Check all traits/characteristics that apply to the student being referred as Talented and Gifted in Academic Ability:

- Academic abilities that are greater than 97 other peers in a group of 100
- An exemplary work ethic and positive attitude
- Test Scores that are exemplary (usually 97th percentile or higher)

List test scores:

- Gifted ability in understanding academic concepts
- Superb ability to communicate to others ideas and concepts of academic subject matter
- Voracious reader
- Self-motivated to complete work above and beyond required expectations

In the space below (and on the back of this paper, if necessary) explain why you feel this student should be identified as a TAG student in Leadership Ability. Provide specific examples of Leadership Ability if possible.

For Office Use Only:

_____ Student Should Be Recommended to The TAG Committee for Identification

_____ Student is Not Recommended to The TAG Committee for Identification

_____, Administrator
Estacada School District
CHARACTERISTICS OF THE GIFTED

Instructions; Please rate this student in the following categories:
1 low , 2 below average, 3 average, 4 above average, and 5 excels.

Student Name: _____ **Grade:** _____

Characteristics of Gifted	Rating
Has keen power of observation – willingness to examine the unusual; a sense of what is significant. .	
See relationships earlier than peers.	
Deals at a high level of abstraction than peers; is able to conceptualize and synthesize; is interested in problem solving; takes pleasure in intellectual activity.	
Interested in cause and effected relationships; is able to see relationships; interested in applying concepts; “love of fun.”	
Remembers more and retrieves it easier and quicker.	
Wants to know “why” – no happy with “it’s the rule”	
Likes structure and order; likes consistency, as in value systems, number systems, logically ordered statements.	
Verbal proficiency; large vocabulary; facility in expression; interest in reading; breadth of information in advanced areas.	
Question attitude; intellectual curiosity	
Power of critical thinking; skepticism; evaluative testing, self-criticism, and self-checking.	
Seeks out challenge.	
Power of intense concentration of long periods of time; often excludes all else; can be difficult to re-direct because of single mindedness.	
Creativeness and inventiveness; likes variety; enjoys brainstorming and thinking of new ways to-do things.	
Persistent; goal-direct behavior.	
High energy; eagerness, alertness, periods of intense voluntary effort preceding invention.	
Independence in work and study; enjoy individualized work; need for freedom of movement and action.	
Versatility and virtuosity; many and diverse interests, hobbies; proficiency in art forms.	
Friendly and out-going.	
Style and ease of performance.	

Recommend: Yes _____ No _____

Rated by: _____ **Date:** _____

Return to: _____

On the reverse, please make comments specific to academic discipline skills or achievement (math, reading, language arts, science, etc.).

Estacada School District

Student's name_____ **Grade**____ **Date**_____

School_____ **Teacher's Name**_____

- Student's strengths**

- Student's weaknesses**

- Student's instructional level in reading**

- Measurement used**

- Student's independent level in reading**

- Books student has read this year**

- Adaptations in programming to meet student's rate and level**

- Student's instructional level in math**

- Measure used**

- Math book and level student is working in**

- Adaptations in programming to meet student's rate and level.**

- Other adaptations in classroom curriculum to meet the student's needs.**

PERMISSION TO TEST CoGat ALL GRADES

Estacada School District #108

(Insert School name here)

Dear Parents,

As you know, the State of Oregon has adopted standards that require school districts to identify and provide services for talented and gifted children. One step in this identification process is to look at teacher and/or parent nominations of students in grades K through 12, and then to assess these students through a nationally standardized mental abilities test and an academic achievement test. Our district has elected to use the RAVEN nonverbal assessment for the mental abilities test and the Oregon State tests or the Consortium Off Grade tests (COG) as the academic achievement assessment.

The purpose of this letter is to share with you that _____ has been recommended for testing for the talented and gifted designation. For that reason, we would like to request your permission to administer the Cogat assessment to your child on _____ as an initial screening tool. The talented and gifted designation will then be determined on the basis of the results of the CoGat, the Oregon State tests, as appropriate, and with consideration of schoolwork and possible additional testing to be determined. Should we find it necessary to do additional testing, we will contact you first.

If you have questions on this or any other aspect of the program, you are most welcome to contact the principal's office at 630-8621.

Sincerely,

Principal

TAG Coordinator

Please complete and return to

_____ I will permit my child to be tested using the CoGat assessment.

_____ I do not want my child to be tested using the CoGat assessment.

Parent/Guardian Signature _____

(Notice: Parents have the right to refuse TAG service or file a complaint regarding TAG services at any time.)

QUALIFICATION LETTER

Estacada School District #108

(Insert school name here)

Dear Parent:

This letter is to inform you that your student _____ has been identified as eligible for the Talented and Gifted (TAG) designation in the following areas:

- General Ability _____
- Math _____
- Reading _____
- Writing _____
- Leadership _____
- Performing Arts _____

The designation is being given based on the following assessments:

- Cognitive Abilities Tests _____
- Oregon State Assessment _____
- RAVEN (nonverbal assessment) _____
- Other _____

Our TAG Committee, which includes teachers, specialists, and the principal, is in agreement with the TAG designation, and we intend to support your student with enrichment appropriate to his or her rate and level of learning. This does not mean that your child will receive extra homework, but it does mean that your student will be supported and encouraged by our staff to be involved in regular classroom curriculum at an accelerated pace or at a higher cognitive performance level.

When you come in for a parent/teacher conference, we will discuss appropriate educational expectations for your child. Then, if you are in agreement, we will formalize an enrichment plan for your student. In the meantime, please call _____, Principal, or _____, our TAG coordinator, at 630-_____ if you have any questions.

Very truly yours,

Principal

TAG Coordinator

(Notice: Parents have the right to refuse TAG service or file a complaint regarding TAG services at any time.)

NON-QUALIFICATION LETTER

Estacada School District #108

(Insert school name here)

Date

To the parents of _____,

As you know, _____ recently administered the Cognitive Abilities Test (COGAT) to assess the mental abilities of individual students. We firmly believe all testing information should be shared with a child's parents. For that reason, we have provided your child's test results on the COGAT. Please keep in mind that test results can vary depending on how your child is feeling that day as well as a variety of other factors.

Your child scored at the _____ percentile on the composite score of the COGAT. This means that out of 100 children your son/daughter's age, your child scored better than _____ of those children.

In order to identify a child as talented and gifted, your child must meet at least two of the following criteria: score at a 97% or above on a nationally standardized test of mental ability, score at 97% or above on a test of reading or mathematics ability, or show the potential to meet these criteria. Given that no single test or criteria may be used as the sole determiner of identification for talented and gifted, at this time your child will not receive that designation. However, we will closely monitor his/her progress and re-evaluate our decision later, as appropriate, based on standardized academic achievement tests such as the Oregon State Assessment.

Feel free to contact us if you would like further explanation of the test results or have any other questions.

Sincerely,

Principal
(503) 630-

LEADERSHIP QUALIFICATION AGREEMENT
Estacada School District #108
(Insert school name here)

To: Student Name and Student's Parents
From:
Re: The TAG Designation of "Leadership"
Date:

You, the student, have been identified and met the requirements to be designated as "Talented and Gifted" in the specific area of "Leadership". This means that you have shown advanced talents, gifts, or abilities in the venues of helping, directing, and leading others.

This designation of "*Talented and Gifted (TAG) in Leadership Ability*" **is a one-year designation**. At the end of your Xth grade year (or at the beginning of your Xth grade year), your status/designation as a TAG student in Leadership Ability will be evaluated and a committee of staff members will determine if your designation should continue for the following (or upcoming) year. The student and parents will be contacted when the committee meets. We hope that you attend the meeting.

Students who are identified as TAG in Leadership Ability should demonstrate a number of the following during the school year in order to continue in the TAG program:

- An exemplary work ethic and positive attitude
- Involvement in school leadership positions, including, but not limited to: student council, yearbook and newspaper editor, club presidencies, sports team captains, peer tutoring, etc.
- Gifted ability to lead others in projects and tasks
- People-skills (i.e., the ability to have others want to follow you)
- Participation in extracurricular activities, including outside-of-school activities
- Participation in TAG activities, field trips, and seminars
- Giving community and school-service both during the school year and during the summer
- Self-initiative and self-motivation to accomplish service projects and school service
- A role model of appropriate citizenship and behavior at school

Students are encouraged to keep a portfolio documenting evidence of meeting these standards. This portfolio can be given to the TAG Coordinator or to the committee at the end of the year when a student's "TAG status" for the next year will be determined. While it is not necessary to receive a TAG designation for the following year, a portfolio would help the committee have a clear picture of what the student has done regarding Leadership Ability during the year.

You should be proud of being designated as a talented and gifted student in leadership ability. It means that an adult staff member has noticed your leadership skills and recommended you to a committee. The committee has then met and decided that you should be designated as TAG in this area. Continue developing those same traits that have brought you to this point. Congratulations and welcome to the TAG program.

If you have any questions, please contact _____
(Notice: Parents have the right to refuse TAG service or file a complaint regarding TAG services at any time.)

Potential TAG Students in Leadership Ability Should Demonstrate Several of the Following Characteristics/Traits:

- Leadership abilities that are greater than 95 other peers in a group of 100
- An exemplary work ethic and positive attitude
- Involvement in school leadership positions, including, but not limited to: student council positions, yearbook and newspaper editor, club presidencies, sports team captains, peer tutoring, etc.
- Gifted ability to lead others in projects and tasks
- People-skills (i.e., the ability to have others want to follow them)
- Participation in extracurricular activities
- Giving community and school-service both during the school year and during the summer
- Self-initiative and self-motivation to accomplish service projects and school service
- A role model of appropriate citizenship and behavior at school

Questions for the committee to answer when meeting to determine whether or not a student should be designated as TAG in Leadership Ability

- Who first noticed this student's leadership abilities? In what context?
- Does the student's leadership abilities go beyond just being a "good" student that doesn't get into trouble?
- What extracurricular activities does this student participate in? Does the student show leadership ability above and beyond mere participation?
- Is this student self-motivated and seek out opportunities for involvement? Or, does this student simply do things because a teacher, parent, or friend tells them to do it?
- Is this student involved in school-wide decisions? Does the student seek for ways to improve the climate/nature of the school?
- How is this student at leading others in positive activities? A student who is a natural leader who deals drugs effectively is not a positive leader/role model.
- What teachers and staff can talk about this student's leadership abilities and roles in the classroom? (We're not just talking about academic work or proper behavior).
- Are we just placating a parent because this student was so close to being deemed TAG in the rounds of testing? If so, why are we doing this? Does the student really deserve the designation of TAG in Leadership Abilities?
- How likely is the student to meet the expectations of a TAG student in Leadership during the course of this school year?
- How likely is the student to participate in extracurricular TAG activities?
- Does this student show leadership abilities that are greater than 95 other peers in a group of 100?

ESTACADA _____ SCHOOL

ESTACADA _____ SCHOOL
TALENTED AND GIFTED PROGRAM

“TAG Service Plan”
Continued...

Services Provided in the CLASSROOM (Brief and Specific): Date(s)	
--	--

After-School Activities Recommended: Date(s)	
---	--

Study Trips and/or Out of School Activities Recommended: Date(s)	
---	--

Other: Date(s)	
-------------------	--

Student Signature _____ Date:

Parent Signature _____ Date:

(Notice: Parents have the right to refuse TAG service or file a complaint regarding TAG services at any time.)

EXIT PROCEDURES

The gifted/talented committee, who's team members include the student, parent, TAG coordinator, and/or Teacher/Administrator makes the final decisions regarding exiting of students from the program for educational, psychological, and personal reasons after consultation with both students and parents. Such decisions can be based on any or all of the following data:

- Parental requests withdrawal from the program, or
- Student requests withdrawal from the program with parental permission.
- TAG coordinator recommendations based on interviews and observations,
- Teacher recommendations based on observations of student behavior and performance,
- Current ability testing,
- Other: _____

The parent of a gifted/talented student may request that his/her child be withdrawn or furloughed from the program at any time. Furloughs will be for a period of one year, then re-evaluated. However, parents are encouraged to use the district's review process so that the best educational programs are provided for the student.

At any time that a parent, a student, a teacher, the TAG coordinator, or the principal thinks that a gifted student is not profiting fully from his/her educational program, a meeting for the purpose of reviewing the student's placement in the program may be called.

Before a student exits the program, a meeting of all persons involved must be held. Such a meeting to discuss the student's overall performance involves the parent, the student, the teacher, the principal, and the TAG coordinator. In the event that three of the four agree that the program is not meeting the educational needs of the student, the student in question will be exited from the program for the gifted.

Estacada School District #108

Talented and Gifted Exit Form

Insert School name here

Student Name: _____ **Date:** _____

Grade Level: _____ **Check 1:** **Exit** **Furlough (Review in 1 year)**

The gifted/talented committee, who's team members include the student, parent, TAG coordinator, and/or Teacher/Administrator, makes final decisions regarding exiting of the student from the program for educational, psychological, and/or personal reasons after consultation by the TAG team. The decision to exit the Talented and Gifted Program has been based on the following reasons,

Check all that apply:

- Parental requests withdrawal from the program, or
- Student requests withdrawal from the program with parental permission.
- TAG coordinator recommendations based on interviews and observations,
- Teacher recommendations based on observations of student behavior and performance,
- Current ability testing,
- Other: _____

Student Signature: _____

Parent/Guardian Signature: _____

TAG Coordinator: _____

Administrator: _____

Cc: Tag File, Power School, Cumulative record

(Notice: Parents have the right to refuse TAG services or file a complaint regarding TAG services at any time.)

Estacada School District

Section III

The Teacher of Gifted Students



Estacada School District

Bright Child or Gifted Learner?

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

The Teacher of Gifted Students

An outstanding teacher is essential for the success of any program, but it is of paramount importance that a teacher of gifted students.....

- Appreciates interacting with gifted students and enjoys their spontaneity.
- Enjoys learning from students as well as teaching them
- Respects pupils ideas and values their input
- Approaches subject matter with enthusiasm
- Capitalizes on a wide range of classroom experiences
- Utilizes students' contributions in class discussions and assignments.
- Emphasizes academic skills for gifted students, such as critical thinking, problem solving, the analysis of the historical development of ideas, and the interrelationships and interdependencies between thoughts and knowledge.
- Differentiates instruction and is knowledgeable and comfortable with multi-media techniques, technology, and specialize materials.

The teacher must also:

- Be aware of underachieving gifted students - how to identify them and how to meet their needs.
- Possess a sense of humor, can admit mistakes and is able to laugh at self.
- Appreciate the process of learning as well as the end product.
- Possess sufficient inner confidence to function successfully with the gifted.
- Allow and encourage a wide range of classroom activities from quiet independent study to dynamic group interchange of ideas.
- Realize that gifted students have a great need to interact with each other and allow ample time for such interaction.
- Understands that differentiated curriculum is not more work for the gifted student but depth and quality of work.
- Recognize that gifted students have varied psychological as well as educational needs and interests and individualizes activities accordingly.

DIFFERENTIATION and the TAG Student

Differentiation- A definition

Differentiation refers to the development of curriculum-based services or curricular adaptation in course content, instructional strategies, and products required of the students. Service occurs through a curriculum which has been modified to meet the needs of gifted and talent students during the regular course of instruction. It matches the learner and her/his learning needs.

Elements of Differentiation

- Accelerated or advanced content
- More complex understanding of generalizations, principles, theories, and content structure.
- Abstract concepts and thought processes or skills
- Level and type of resources used to obtain information, acquire skills, and develop products
- Appropriation of longer/shorter time span for learning.
- Generating new information or products
- Transfer of learning to new different disciplines, situations
- Development of personal growth and sophistication in attitudes.
Appreciations, feelings
- Independence thought

Principles of Differentiated Curriculum for the Talented and Gifted

- Present content that is related to broad-based issues, themes or problems
- Integrate multiple disciplines into the area of study
- Present comprehensive, related, and mutually reinforcing experiences within an area of study
- Allow for the in-depth learning of self-selected topic within the area of study
- Develop independent or self-directed study skills
- Develop productive, complex, abstract, and/or higher level thinking skills.
- Focus on open-ended tasks
- Develop research skills and methods
- Integrate basic skills and higher level thinking skills into the curriculum
- Encourage the development of products that use new techniques, materials, and forms
- Encourage the development of self-understanding, i.e., recognizing and using one's abilities, becoming self-directed, appreciating likeness and differences between oneself and others.

- Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion-referenced and/or standardized instruments.

Differentiated Strategies

1. Change Content – stress greater complexity of subject matter, high level thinking, and incorporate high level thinking skills that develop in students the ability

Design a curriculum that:

- a. teaches the basic structure of the content
- b. allows the students to approach the subject as a specialist approaches it
- c. introduces important concepts, ideas and skills at as early as age as possible.
- d. generates many ideas
- e. associates and interrelates concepts
- f. evaluate facts and arguments critically
- g. create new ideas and new lines of thought
- h. reason through complex problems
- i. understand themselves, other people, other situations and other times.

2. Change Method – adapt how material is presented to fit the particular learning style of the student

- a. observe the learning behavior of your gifted students
- b. verify your assessment by conferring with your student
- c. then vary presentations and learning experiences that you offer by including teaching methods that match your students' learning preference.
- d. while appealing to a particular learning style allows students opportunities to use their strengths – it is also necessary to broaden and balance their approach to learning by “exposing” them to other methods of learning.

3. Change Environment – move students to different setting or change the nature of the setting in which he/she receives instruction

- a. specialized field trips
- b. acceleration to next grade level
- c. use of open classroom, resource rooms, learning center
- d. after school clubs
- e. special classes

Estacada School District

Section IV

Policies



Code: **IGBB**
Adopted: 11/20/91
Revised/Readopted: 7/14/04
Orig. Code(s): IGBB

Talented and Gifted Program

The district is dedicated to creating and funding differentiated learning opportunities that support and enhance talented and gifted learners in all grades. These opportunities will serve the unique needs of identified talented and gifted students.

The Board will direct trained staff, those who have chosen to take classes or worked in the area of talented and gifted, to develop procedures for identifying talented and gifted students in grades K-12.

The Board directs the Superintendent to develop a written identification process that identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of students.

END OF POLICY

Code: **IGBBA**
Adopted: 11/20/91
Readopted: 7/14/04
Orig. Code(s): IGBBA

Identification - Talented and Gifted

In order to serve academically talented and intellectually gifted students in grades K-12, the district directs the superintendent after due consideration of the input of staff, parents and the community, to establish a written identification process. This process shall include as a minimum:

1. Behavioral, learning and/or performance information;
2. A nationally standardized mental ability test for assistance in identifying intellectually gifted students;
3. A nationally standardized academic achievement test for assistance in identifying academically talented students.

Identified students shall score at or above the 97th percentile on these tests. Other students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted may be identified.

The Board has established an appeals process for parents to utilize if they are dissatisfied with the identification process of their student for the district program for the talented and gifted students and wish to request consideration.

END OF POLICY

Legal Reference(s):

[ORS 343.395](#)
[ORS 343.407](#)
[ORS 343.411](#)

[OAR 581-015-0805 to -0825](#)
[OAR 581-021-0030](#)
[OAR 581-022-1310](#)
[OAR 581-022-1940](#)

Appeals Procedure for Talented and Gifted Identification and Placement

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

Informal Process

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

Formal Process

1. Parents shall submit a written request for reconsideration of the identification/placement to the assistant superintendent;
2. The assistant superintendent shall acknowledge in writing the receipt of the request within five working days and shall forward copies of the request and acknowledgment to the building TAG coordinator/teacher, including the building principal;
3. The assistant superintendent, building TAG coordinator/teacher and other appropriate administrator shall review the student's file and earlier decisions within 10 working days of the original request. Additional data may be gathered to support or change the earlier decision;
4. Parents may be provided an opportunity to present additional evidence;
5. If deemed necessary, a formal hearing will be conducted by the district hearings officer utilizing the appropriate procedures;
6. A decision will be made within 20 working days after receipt of the written request for reconsideration. The parents shall be notified of the decision in writing and the decision shall be forwarded to the superintendent;
7. The decision may be appealed to the Board;
8. If the parents are still dissatisfied, an appeal to the State Superintendent of Public Instruction

Code: **IGBBA-AR(2)**
Adopted: 10/10/01
Revised/Readopted: 7/14/04
Orig. Code(s): IGBB-AR1

Identification - Talented and Gifted

Systematic procedures shall be created to identify talented and gifted students. Throughout the search, screening and identification process, trained staff shall look for these aspects:

1. *Intellectual ability* - general cognitive development that is significantly higher than that of chronological peers;
2. *Specific academic ability* - consistently high functioning in one academic area.

The search shall include a list generated of all possible gifted and talented students from all grades/groups in each school, making sure that all students have an equal opportunity to be considered. During the nomination process, the following should be included:

1. A completed nomination form that includes a survey/observation of behaviors typical among talented and gifted, to be completed by teachers, parents, the principal and a psychologist;
2. For the consideration of academic talent, patterns of achievement on standardized tests should be analyzed and student behavior and production observed;
3. For the consideration of intellectual giftedness, a nationally standardized mental abilities test should be included.

Ideally, the identification of talented and gifted students would go beyond state mandates. This would include the consideration of these aspects:

1. *Specific academic ability* - in all areas;
2. *High achievement* - consistently high functioning across academic areas;
3. *Creative ability* - high levels of ability in creating unusual, unique and meaningful contributions and solutions;
4. *Leadership* - unusual ability to inspire, guide, direct or influence others; and
5. *Visual and performing arts* - high levels of ability in origination, performance and production in any area of the arts.

Code: **IGBBB**
Adopted: 11/20/91
Revised/Readopted: 7/14/04
Orig. Code(s): IGBBB

Identification - Talented and Gifted Students Among Nontypical Populations

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

1. Cultural and ethnic minorities;
2. Economically disadvantaged;
3. Underachieving gifted;
4. Students with Disabilities;
5. Behaviorally challenged.

The Board has established an appeals process for parents to utilize if they are dissatisfied with the identification process of their student for the district program for talented and gifted students and wish to request reconsideration.

END OF POLICY

Legal Reference(s):

[ORS 343.395](#)
[ORS 343.407](#)
[ORS 343.411](#)

[OAR 581-015-0805 to -0825](#)
[OAR 581-022-1310](#)
[OAR 581-022-1940](#)

Code: **IGBBC**
Adopted: 11/20/91
Revised/Readopted: 7/14/04
Orig. Code(s): IGBBC

Programs and Services - Talented and Gifted

A district written plan will be developed for programs and services. All required written course statements shall 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 ensure the development of appropriate program and service options. These options may include, but are not limited to, the following:

- § Early Entrance
- § Grade skipping
- § Upgraded/Multi-age classes
- § Cluster grouping in regular classes
- § Continuous progress
- § Cross grade grouping
- § Compacted/Fast-paced curriculum
- § Special full- or part-time classes
- § Advanced placement classes
- § Honors classes
- § Block classes
- § Independent study
- § Credit by examination
- § Demonstration
- § Concurrent enrollment
- § Mentorship/Internship
- § Academic competitions
- § Differentiated curriculum and instruction

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 procedure for individuals who have a complaint regarding the appropriateness of programs and services including for identified talented and gifted students.

END OF POLICY

Legal Reference(s):

1-2

Complaints Regarding Talented and Gifted Program and/or Services

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

1. All complaints will be reported to the assistant superintendent and 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 committee consisting of the building TAG coordinator/teacher, building principal, the assistant superintendent, a counselor and a school psychologist;
4. The review committee shall meet within ten working days of receiving the written complaint and review all pertinent information. A recommendation will be submitted to the superintendent within 20 working days of receiving the original complaint;
5. The committee may recommend that:
 - a. The programs or services are appropriate;
 - b. The programs or services are not appropriate.
6. The superintendent shall report immediately the recommendation of the review committee to the Board;
7. The decision of the Board shall be final;
8. 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 district, an appeal to the State Superintendent of Public Instruction can be filed. The district shall provide a copy of the appropriate Oregon Administrative Rule upon request.

TALENTED AND GIFTED STANDARDS COMPLAINT FORM

NAME _____

ADDRESS _____

PHONE (Daytime) _____

(Evenings) _____

DATE OF COMPLAINT _____

1. What is the nature of your complaint? _____

2. What is the district currently doing? _____

3. In your opinion, in what way is this situation a violation of state standards? _____

4. What do you feel the district should be doing? _____

5. Other pertinent comments _____

Signature: _____

Code: **IGBBD**
Adopted: 11/20/91
Readopted: 7/14/04
Orig. Code(s): IGBBD

Parent Notification and Participation

The district shall request permission to screen and shall inform parents of the identification/nonidentification of their student as talented and/or gifted. The district shall further inform parents of program or service options available and provide them an opportunity to participate in selecting those programs or option most appropriate for their student.

The Board directs the superintendent to develop written procedures for parent notification and participation.

END OF POLICY

Legal Reference(s):

[OAR 581-015-0805 to -0825](#)
[OAR 581-022-1320](#)

Oregon Revised Statutes

Talented and Gifted

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.

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.

(e) Ability in the visual or performing arts, such as dance, music or art.

**Oregon Administrative Rules
Talented and Gifted
581-015-0805**

Definitions

The following definitions apply to OAR581-015-0811 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.

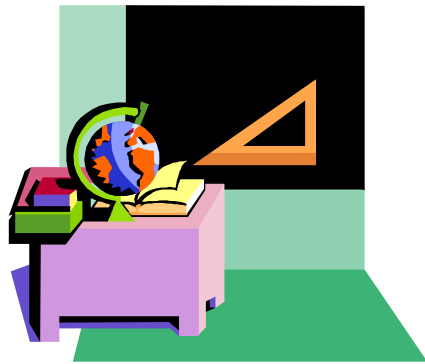
Stat. Auth.: ORS Ch. 343

Stats. Implemented: ORS 343.411

Estacada School District #108

Section V

Data Tracking Forms



Estacada School District

Department of Talent and Gifted Education

Student's Name _____ **Grade** _____

Birth date _____ **School** _____

Grade						
Year						
Teacher						

Test Data

MENTAL ABILITY RESULTS:

Raven						
Cogat						
Composite						

ACHIEVEMENT RESULTS: OSAT

Reading Total						
Math Total						
Writing						
Science						
Social Studies						

PERFORMANCE DATA:

Reading						
Math						
Social Studies						
Science						
Language						

ANECDOTAL DATA:

Teacher Referral						
Parent Referral						
Peer Referral						
Self Referral						
Product Review						
Interview						

ASSESSMENT TEAM RECOMMENDS:

Regular Classroom Program						
Tag Identification						
Parent/Guardian Notification						
TAG Specialist's Initials/Date						

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**Estacada School District #108
TAG NOMINATION /IDENTIFICATION RECORD**

SCHOOL: _____

Name _____ **Parent/Guardian** _____

Address _____ **Phone** _____ **Birth date** _____

Standardized Scores % Rank	Referrals	Committee Review	Qualifies	Parent Notification Dates
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Gd.	Yr.	Raven	CoGat	OSAT	Other	Teacher	Parent	Student	Date	R	M	I	O	Letter Sent	Perm. To Part.	TAG Plan
K																
1																
2																
3																
4																
5																
6																
7																
8																
9																
10																
11																
12																

R: Academically Talented- Reading M: Academically Talented Math I: Intellectually Gifted O: Other

