

*Estacada School District
Three Year Talented & Gifted
Education Plan
2009/2012*



Prepared by:
The Talented & Gifted Education Committee

Estacada School District TAG Plan 2009-2012

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2008/2009 Tag Program Members

TAG Parents Group

Alison Adamson
Annette Delmonico
Cynthia Rathbun
Daphne Weiner
David Bugni
Janette Kirchofer
Kate Cameron
Katherine Wright
Kevin Olds
Rose Simmons
Stephanie VanVeen
Susan Gardelius
Teresa Lewis
Tracy Duda

Licensed Staff

Adonica Greene	Estacada Junior High School
Amy Munds/Lindsey Fullenwider	River Mill Elementary School
Angel Rutherford	Clackamas River Elementary School
Jennifer Behrman	District TAG Pull Out Coordinator
Steven Christiansen	Estacada High School
Teresa Lewis	Eagle Creek Elementary School

Administrators

Dr. Howard Fetz	The District, Curriculum & Special Services Director
Shannon Powell	Special Education Director
Richard Slater	Estacada High School-Technology Director, Principal
Scott Sullivan	Estacada High School, Co-Principal
Bonnie Day	Junior High School, Principal
Nancy Torbert	Clackamas River Elementary School, Principal
Seth Johnson	River Mill Elementary School, Principal
Dan Draper	Eagle Creek Elementary School, Principal

Community Program Support

Ralph Branson	Geology
David Bugni	Engineering
Tyler Tubbergen	Technology

School Board

Mark Green
Danny Scott
Mary Ann Bugni
Jay Alvarado
Jason Guthu
Dell Turner
Angi Riedel

We extend our sincere thanks and appreciation to those who went before us and worked so hard in creating the original TAG plan. We continue to build upon this foundation in order to ensure differentiated academic opportunities for our TAG students.

Introduction

Nationwide, there has been a trend toward raising academic performance of all students. States have responded to this need by writing new standards that raise expected performance levels. In 1991 the State of Oregon adopted the Oregon Educational Act for the 21st Century to address raising student academic performance. The act calls for raising student achievement by:

- ❑ Raising expectations for students;
- ❑ Focusing curriculum and instruction on higher standards built on the basics;
- ❑ Holding students accountable for achieving the standards through assessments and tests;
- ❑ Using the community as a learning resource; and
- ❑ Building new partnerships among schools, parents, employers and communities.

The Federal “No Child Left Behind Act” incorporates and enhances the Oregon State Academic Standards. As a component of the implementation of this act, our district should study and expand upon the policies and procedures appropriate for talented and gifted students.

Furthermore, the Legislature has enacted laws requiring that talented and gifted children who demonstrate outstanding ability or potential be provided with special academic programs or services, or both, beyond those normally provided by the regular school program in order to assist TAG students to realize their potential and to more fully allow them to contribute their abilities to society.

The purpose of this report is to define an integrated and comprehensive path for TAG students and to determine what resources are required in order to achieve this. However, successful implementation of the recommendations contained herein will benefit all of the students of the district because of the emphasis this plan places upon the recognition of varying intellectual abilities of students within the classroom and the needs of professional development to address this reality through differentiation of instruction and learning and assessment activities. The report will lay the foundation for the following services that the district should provide in a consistent manner:

1. A statement of philosophy describing the district’s commitment to providing appropriate services to gifted students;
2. A defensible approach to identification, including consideration of the difficulties of identifying and adequately serving special populations of gifted students;
3. A description of program options available and those to be implemented;
4. Staff training opportunities addressing the unique needs of talented and gifted children and the resultant need for curriculum and instruction differentiation as well as the district’s legal requirements;
5. Methods to incorporate community resources to supplement school services;
6. Plans to involve parents in the planning and implementation of current and future services;
7. Plans for periodic evaluation by the district of TAG program goals and objectives;
8. The affective challenges and needs of TAG students; and
9. Approaches to address students from linguistic and cultural minorities and those who are “doubly exceptional”, such as students who are both gifted and possess attention deficit-hyperactive disorder (ADHD), and those who are both gifted and learning disabled (LD).

There are many definitions of what it means to be talented and gifted. In fact, there is not a universally accepted definition. The following are a few of the more commonly found viewpoints in the field of talented and gifted education, including Oregon law.

Federal Definition

Former U.S. Commissioner of Education Sidney P. Marland, Jr., in his August 1971 report to Congress stated,

“Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society” (Marland, 1972)

The traditional federal definition of gifted individuals was a part of the 1994 reauthorization of the Jacob K. Javits Gifted and Talented Students Education Act of 1988.

The term “gifted and talented” when used in respect to students, children or youth means students, children or youth who give evidence of high performance capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.
(*P.L. 103-382, title XIV, P. 388*)

State Definition 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. [1959 c.528 §2; 1963 c.570 §22; 1965 c.100 §409; 1971 c.613 §2; 1979 c.385 §2; 1987 c.335 §1]

Gifted Students Defined

Gifted students are defined in terms of their raw ability, or what is generally referred to as “intelligence”. Intelligence is the aggregate of an individual’s cognitive, affective, physical, and intuitive functioning. It is enhanced or inhibited by the interaction between the genetic pattern of an individual’s make-up and the effects of the environment on the individual throughout their life span. Giftedness is a biologically rooted concept that serves as a label for a high level of intelligence and indicates an advanced and accelerated development of functions within the brain. Such development may express itself in high levels of cognitive, affective, physical sensing, and/or intuitive abilities, such as academic aptitude, insight and innovation, creative behavior, leadership, personal and/or interpersonal skill, or visual and performing arts. Gifted individuals are those who perform, or who show promise of performing, at high levels in any such areas and who, because of such advanced and accelerated development, requires services or activities not ordinarily provided by the schools so that society can ensure the growth rather than the loss of their abilities. While all of these characteristics, whether singly or combined, define a gifted student, the current identification methods merely rely on a child’s cognitive abilities.

Talented children are defined in terms of actual performance. The talents, which Oregon schools must identify, include mathematical and reading talent, ability in the visual and performing arts, leadership, and creative ability. Talent development involves the deliberate and planned effort to provide children with a responsive learning environment both at home and at school so that all of their talents and abilities will have the opportunities to develop to maximum levels.

While there is a great deal of overlap between talented and gifted populations, they are not identical. For example, a student may be intellectually gifted, but not performing to his or her ability, and thus, not score in the top 3% of reading or mathematics tests. (This is the issue of the underachieving gifted.) Conversely, a student may be bright, but not in the top 3% of overall intelligence, and still score at the top range of reading and/or mathematics. This child would be labeled academically talented but not gifted.

It is generally agreed that talented and gifted children learn faster, absorb more information, and process information differently than typical children of the same age. These children benefit from opportunities to interact with students of like ability without regard to age or grade levels. To elaborate, there are certain characteristics or behaviors that are indicators of giftedness. Not all gifted children will exhibit every characteristic and some gifted children will not exhibit any consistently. Some common characteristics of gifted students are:

- ❑ Superior reasoning powers
- ❑ Persistent curiosity
- ❑ A wide range of interests
- ❑ Markedly superior achievement in the quality or quantity of written and/or spoken vocabulary
- ❑ Read avidly and absorbs the content of books well beyond their years
- ❑ Learn quickly and easily and retains what is learned
- ❑ Show insight into arithmetical problems that require careful reasoning and grasps mathematical concepts readily
- ❑ Have a keen sense of humor
- ❑ Set high standards for themselves
- ❑ Get excitement and pleasure from intellectual challenge
- ❑ Lack of patience with repeating mastered concepts

All children may exhibit these traits. Talented and gifted students possess one or more of these characteristics to a much greater extent than do other students of the same age, background, and experience. However, the characteristics noted above are not always exhibited positively. These students are not always the “teacher pleasers”, good students who get straight A’s or behave in the classroom. A child who is highly verbal may talk constantly, use language to show off or gain attention, or use inappropriate language. A curious child may be unable to focus on a task or assignment chosen by the teacher. An idealistic child may question decisions and directions made by the teacher. When these students’ unique needs are not met in the classroom, they often do poor academically, although they have the ability to do well, and they often misbehave. Unless teachers are appropriately trained to recognize these characteristics, and avenues are provided to teachers to focus a gifted student’s abilities, the student’s potential will not be fully realized. Parents and teachers should also be informed that these behaviors are often indicative of abilities that should be nurtured and not stifled.

Our District’s mission statement is **“to educate our youth toward their full potential”**. Children of all levels of ability can learn, and it is the job of our District staff, parents, and community members to help all of them achieve at their developmental levels.

Executive Summary

In preparing the 2009-2012 Estacada School District TAG Plan, the TAG Committee first and foremost recognizes the positive progress made throughout the District in area of TAG Education. Since its first original plan in 2001, the TAG Committee has consistently met, analyzed, and improved the educational offerings and opportunities for Talented and Gifted Students in the District. The 2009-2011 TAG Plan builds upon and further enhances the previous TAG Plans. The TAG Committee also recognizes the District's willingness to fund the TAG program as much as is fiscally possible. The Committee expresses its thanks to the School Board and Superintendent for its continual financial support of the education for TAG Students in the Estacada School District.

The 2009-2012 TAG Plan has an anticipated duration of three years, at which time it should be reviewed and extended. Furthermore, annual reviews (within the timeframe of the Plan) by the TAG Committee (comprised of the Building TAG Coordinators and the Curriculum & Special Services Director) will be performed to monitor the progress of the Plan's implementation.

The federal government at this time has no mandated requirements to service TAG students; however, the State of Oregon does. These state requirements are summarized in the section of this report entitled, "The District's Policies, the Oregon Administrative Rules, and the Oregon Revised Statutes Regarding TAG". The District is obligated to follow these State of Oregon requirements, even though the state provides no TAG funding.

The following summarizes the District TAG Committee's recommendations:

1. The current TAG-related annual funding (\$47,445.) represents what the TAG Team believes is a minimum operating level. The TAG committee is requesting a minor increase in support funding to provide for additional enrichment programs for students.
2. The TAG team recommends that over the next three years that the high school continues adding honors classes in grades 9-10 in order to provide additional TAG opportunities. This recommendation is given; however, the TAG committee recognizes that funding and FTE must be addressed in order to achieve these recommendations.
3. The district should continue to focus staff development on differentiated instruction and curriculum techniques. Recent achievements include work with the "Professional Learning Communities", SIOP Training, and "Inclusion Model" training. The TAG Team also recommends specific staff training for TAG coordinators to become trained as "Instructional Coaches" in order to mentor and support teachers in the classroom. These techniques are effective in facilitating learning to a broader cross section of learners than the more traditional methods of instruction. In other words, all students will benefit once full implementation has been achieved and is ongoing. Once these techniques have been integrated into the curriculum, each building principal to determine their effectiveness should periodically assess them during teacher evaluations.
4. We recommend the district expand and promote the Saturday Academy and other like-program opportunities for students. The committee will work on guidance for families and student on how to access these opportunities and the related requirements as funding allows.

5. The district should continue to provide a continuum of TAG-related programmatic and extra-curricular offerings to effectively bridge the transitions between elementary school, junior high school, and high school. It is recommended that counselors, administrators, and teachers utilize flexible schedules, educational options, and placement opportunities with TAG Students.
6. We recommend that each TAG Coordinator continue to conduct periodic surveys and provide these to students, parents, and staff in order to assess the needs of each building and the district. This will help increase various strategies to improve TAG services as a whole. TAG staff will work in partnership with principals and staff to continually evaluate current TAG offerings within the district for their effectiveness and expand into new TAG-related programs as they become available and are shown to be effective.
7. We recommend training of district and building clerical staff to increase their TAG knowledge base and to have them support program information and insure public knowledge access to all programs.
8. The TAG team recommends that we continue to fund the position of TAG Coordinator for each school at a level that is appropriate to meet the expectations of the work necessary to effectively implement TAG-related programs and effectively monitor each TAG student. An appropriate amount of release time to perform needed tasks is in place.
9. The district has an identification strategy district-wide that incorporates appropriate assessment instruments, work samples, and observations of students in order to effectively identify those students who are gifted or performing at a talented level. Identification should be consistently implemented, K-12. The identification process should take into consideration all of the categories listed in ORS 343.397, including creative, leadership, artistic, performing arts and potential arenas.
10. The District will continue to educate and encourage parents to encourage their children to actively participate in their TAG roles.
11. The district will continue to maintain an on-going assessment and review of programs for each student identified as talented and/or gifted. The results should assist in facilitating a continuous delivery of appropriate services throughout the student's K-12 school career.
12. The district will continually review its set of TAG-related policies to reflect current TAG standards and legislative requirements and modify as needed.
13. The TAG Committee should develop a set of procedures to be used district-wide that effectively implement the requirements of its TAG-related policies.
14. The District encourages maximum parent participation in TAG-related activities. The district will accomplish this goal by providing information to parents by means of the district TAG web site, school newsletters, use of the D-108, annual TAG parent meetings, events lists and by the use of e-mail. The District will continue to encourage parent participation in the E-Tag parents groups.
15. The district should actively seek the assistance of community-based members to act as volunteers and mentors and coordinate these activities with the TAG pull out coordinator.

16. The district will create binders and other electronic methods of distributing the new TAG Handbook to staff and parents.
17. The district should proactively look for grant opportunities that will meet current needs.
18. The district should continue to evolve the TAG component to include on its web page. Guidance can be sought from other districts (of varying size) from around the state. This will enhance the district's marketing strategy in attracting other families from outside the area and also enhance the community's appearance as a whole in attracting outside businesses. www.esd108.org
19. The district will work with TAG Coordinators, administrators and counseling staff to create opportunities for students through exposure to programs and opportunities outside of the classroom.

The TAG Mission Statement

The Estacada School District will identify talented and gifted students at all grade levels. Furthermore, the district, with the support of the family and 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 mission, attention will be given to the varieties of appropriate student assessment and placement, program design, exposure to new opportunities and ideas, curriculum, counseling, instructional delivery, learning styles and levels, and professional development.

District Philosophy Regarding TAG

The district's philosophy regarding TAG is concisely captured in its TAG Mission Statement. Elaboration on key points is necessary in order to lay the foundation for the subsequent findings and recommendations of this report.

Philosophy regarding student assessment and identification

The district's goal is to identify all K-12 TAG students. It is important to assess students at their appropriate instructional level using several forms of assessment in order to provide proper services. Test results (with due consideration of the margin of error inherent in a particular test), work samples and observations may be combined to make the appropriate determination of a student's level of academic talent and intellectual giftedness. Further complicating factors such as ADHD, LD, cultural and language minority status and discrepancies between tests and work samples will also be considered. Continuous monitoring will be provided throughout the student's career to ensure that each Talented and/or Gifted learner's unique needs are met.

Philosophy regarding program design, administration and management

The district believes that appropriately qualified personnel must direct services for the education of talented and gifted students. The education of TAG students must be integrated into the general education program and create meaningful linkages at all grade levels. Any TAG program must also include positive working relationships with interested members of the community in order to build relationships to foster mentoring and other volunteer efforts. Those students will be provided with opportunities to be exposed to new and various programs not normally provided in the typical classroom. Adequate resources and materials must be provided to support the efforts of any successful TAG program.

The district believes that rather than endorsing any single TAG program, a continuum of programming services must exist across grades, K-12. Appropriate educational opportunities must be provided in the regular classroom and extend into extra-curricular activities. Up-to-date policies and procedures specific to adapting and adding to the nature and operations of the TAG program are necessary to fully implement the district's vision.

Philosophy regarding curriculum and instruction

The district believes that curriculum and instruction for gifted and talented students must be multifaceted. It should not rely overly on any one strategy, but rather, should incorporate differentiated instruction, differentiated curriculum, enrichment activities, and intrinsic alterations to school-wide and whole-class programs.

Differentiated instruction is the adaptation and delivery of regular instruction to meet the specific needs of students with a diverse range of abilities and needs. Examples include independent learning contracts (between the teacher and student), pre-testing and opting out of material, curriculum compacting, and acceleration.

Differentiated curriculum involves the delivery of curricula specifically designed for the needs of high ability students, and which often replaces the regular material. However, as noted above, it is also of benefit to all other students within the classroom. Such material, when applied to high ability students, is qualitatively different, emphasizing critical thinking, intellectual initiative, creative effort, problem solving, as well as advanced in content.

Enrichment activities are those, which are in addition to the regular curriculum, such as contests, book groups, and science fairs. Beyond all these, various modifications to school and classroom programs can be beneficial to gifted students. These include open-ended instruction, learning centers, instruction aimed at different learning styles, interest based learning, and project work. (See following page for list of current enrichment activities.)

Summary of Current Program and Extra-curricular TAG-related Offerings by School								
Subject	Reading	Spelling/Writing	Speaking	Mathematics	Social Science	Science	Art & Music	Other
High School	Honors English 9-10 AP Eng. 11 AP Eng. 12 Humanities 12 Hycada Yearbook	Foreign Language Spanish 3 & 4 Honors Eng 9-10 AP Eng 11 AP Eng. 12 Humanities 12 Creative Writing	Junior Statesman of America Drama Student Council Chinese French Spanish	Advanced Placement Honors Calculus, AP Calculus	Social Studies III Honors, American Studies II Honors Various Electives	Physics, Natural History Env. Bio Astronomy Anatomy & Physiology	Art III & IV Art Club Advanced Choir Band Drama club, VICA	Clackamas Skills Competition, JSA, Advanced Metal Works, A wide selection of Independent Study Study Abroad SITE Council Boosters Club Shakespeare Festival TAG Seminars
Junior High	Literature Circles, Young Readers Choice Awards Battle of the books	Scrabble, Writing Festival, Spelling Bee, Poetry Contests District Writing Contests Accelerate English	Speech classes Drama	Accelerated Math programs with High School Math Counts, Math Fest, Math Club-after school, Pentagames, Reed College Day Advanced Placement	Geography Bee, News Bowl Oregon Capitol Honorary Pages.	Science Fair, Science Bowl, Oregon Green School Summit Robotics Club, OMSI Accelerate Science	Band, Choir, Drama classes, art classes, art projects, Art Contests Guitar Club	Portland Youth Philharmonic, Portland Youth Dramatic programs. Home Work Club, Odyssey of the Mind program, Reflections-PTA. Phillip Foster Farms, Guest Speakers, Destination Imagination and Clackamas Youth action Committee TAG Pull out program
Clackamas River	*Battle of the Books- Young Readers Choice, Ability grouped reading-all grades. Literacy Night	Spelling Bee	Drama	Advanced Placement Family Math Night	Geography Bee	OMSI Mad Science	Band, Choir, Musical plays, Discipline-based Art Education, Annual Artist-in-Residence	TAG Pull out program Computer Quiz Bow
River Mill	Reading Counts Program, Word Masters	Spelling Bee	Drama	Advanced Placement	Geography Bee	OMSI Mad Science	Band , Choir, and Musicals	TAG Pull out program Computer Quiz Bow
Eagle Creek	*Battle of the Books- Accelerated Reader, Word Masters Fluency Student Tutors	Spelling Bee	None	Advanced Placement	Geography Bee	OMSI Mad Science	Band and Choir. Discipline-based Art Education	Computer Quiz Bowl TAG Pull out program
Whole District	None	Spelling Bee	None	Advanced Placement		None	Mary Cooper's Classes Barton School,	TAG Pull-Out programs, E-School

* Battle of the Books: Grant application pending.

The district believes that decisions about curriculum and instruction must be made in concert with grouping decisions, both within and across classrooms. All three facets (differentiated instruction, differentiated curricula, and various grouping formats) of the district's approach are related to one another and cannot stand alone if they are to be effective.

Philosophy regarding professional development

As stated above, the district believes that an approach utilizing differentiated curriculum and instruction is the best approach for not only talented and gifted children, but all others as well. Therefore, the district should set aside adequate resources to train teachers to embrace this method of instruction. With differentiated curriculum and instruction becoming a major focus area for all schools, a portion of Oregon Education Reform Act days and staff development hours should be dedicated to bring about the best instruction to our staffs. This training should be ongoing and include the entire teaching staff in order to bring differentiated curriculum and instruction to our entire student body. The committee recommends that the District provide the opportunity for K-12 professional development activities related to differentiation, as well as support ongoing and sustained training performed by "TAG Instructional Coaches". (See goals)

Philosophy regarding funding allocation for the TAG program

Given the lack of state funding directed specifically towards TAG-related activities, all funding must come from any disbursement within the district's annual operating budget or from other outside sources. Lack of funding, we recognize, will perhaps slow the implementation of our recommendations.

TAG Recommendations for 2009-2012

1. District-wide

a. Staff Development

The district should promote, and increase, staff development for differentiated curriculum and instruction. The committee recommends that the District provide the opportunity for K-12 professional development activities related to differentiation, as well as support ongoing and sustained training performed by “TAG Instructional Coaches.”

The following table, published by the National Association for Gifted Children with additional comments developed by our TAG team, outlines a range of professional development recommendations:

Professional Development Recommendations		
Guiding Principles	Minimum standards	Exemplary Standards
A comprehensive staff development program must be provided for all school staff involved in the education of gifted learners.	<ol style="list-style-type: none"> 1. All school staff must be made aware of the nature and needs of gifted students. 2. Teachers of gifted students must attend at least one professional development activity a year designed specifically for teaching gifted learners. Use of PLC time is recommended to help achieve this goal. 	<ol style="list-style-type: none"> 1. All school staff should be provided ongoing staff development in the nature and needs of gifted learners and appropriate instructional strategies. 2. All teachers of gifted learners should continue to be actively engaged in the study of gifted education through staff development.
School personnel require support for their specific efforts related to the education of gifted learners.	School personnel must be released from their professional duties to participate in staff development efforts in gifted education.	Approved staff development activities in gifted education should be funded at least in part by school districts or educational agencies.
The educational staff must be provided with time and other support for the preparation and development of the differentiated education plans, materials, and curriculum.	School personnel should be allotted planning time to prepare for the differentiated education of gifted learners.	Regularly scheduled planning time (e.g., release time, summer pay, etc.) shall be allotted to teachers for the development of differentiated educational programs and related resources.

Identification and Assessment strategies

2. The district should institute an identification strategy district-wide that incorporates appropriate work samples, and observations of students in order to effectively identify those students performing at a talented and/or gifted level. The requirements of revised policies IGBBA and IGBBB should be followed.
3. Assessment of students may begin at the primary level.
4. The district should institute a formalized program of maintaining an on-going monitoring program for each student identified as talented and/or gifted. This program should assist in facilitating a continuous delivery of appropriate services throughout the student’s K-12 school career.
5. The state assessment can be used to assess academic talent in grades 3 through 8 and grade 10. Other tests may be used as needed to assess academic talent.

6. Further study must be performed to determine the appropriate test(s) to be utilized to properly assess students in this area. For intellectually gifted, three tests are utilized: CogAT (Cognitive Abilities Test), the RAVEN, and WISC (Wechsler Intelligence Scale for Children).

Administrative strategies

7. The district should fund the position of TAG coordinator for each school at a level that is appropriate to meet the expectations of the work necessary to effectively implement TAG-related programs and effectively monitor each TAG student.
8. The district should continually evaluate current TAG offerings within the district for their effectiveness and expand into new TAG-related programs as they become available and are shown to be effective.
9. The district has developed a set of procedures to be used district-wide that will effectively implement the requirements of its TAG-related policies.
10. The district will provide staff development and assistance with the implementation of the **TAG Handbook** for use by staff and parents. The purpose of this document will be to provide a procedural framework for staff to assist them in their TAG-related activities and to provide basic information to parents about the district’s TAG program.
11. Effective implementation of the pertinent sections of the district’s Evaluation Scoring Guide for Licensed Staff is required. This will require that building principals become more aware of TAG-related requirements and more closely evaluate the effectiveness of teach differentiated instruction and curriculum techniques.
12. TAG coordinators should meet with each TAG student on a periodic schedule, perhaps once a trimester, to monitor their growth and implement adjustments to their program as required.

Instructional strategies

13. The district should provide a consistent offering of TAG-related services at all five schools following the requirements of district policy IGBBC.

Curriculum and Instruction		
Guiding Principles	Minimum Standards	Exemplary Standards
Differentiated curriculum for the gifted learner must span grades pre-K-12.	Differentiated curriculum (curricular and instructional adaptations that address the unique learning needs of gifted learners) for gifted learners must be integrated and articulated throughout the district.	A well-defined and implemented curriculum scope and sequence should be articulated for all grade levels and all subject areas, including goals, strategies, and examples of differentiation.
Regular classroom curricula and instruction must be adapted, modified, or replaced to meet the unique needs of gifted learners.	<ol style="list-style-type: none"> 1. Instruction, objectives, and strategies provided to gifted learners must be systematically differentiated from those in the regular classroom. 2. Teachers must differentiate, replace, supplement, or modify curricula to facilitate higher level learning goals. 3. Alternate means for demonstrating proficiency in essential regular curriculum concepts and processes must be established to facilitate appropriate academic acceleration. 4. Gifted learners must be assessed for proficiency in basic skills and 	<ol style="list-style-type: none"> 1. District curriculum plans should include differentiated objectives, content, and resources that challenge gifted learners in the regular classroom. 2. Teachers should be responsible for developing plans to differentiate the curriculum in every discipline for gifted learners. 3. Documentation of instruction for assessing level(s) of learning and accelerated rates of learning should demonstrate plans for gifted learners based on specific needs of individual learners. 4. Gifted learners should be assessed for proficiency in all standard courses of study and subsequently provided with more challenging

	knowledge and provided with alternative challenging educational opportunities when proficiency is demonstrated not just “more of the same.”	educational opportunities, as appropriate to their individualized TAG plans.
Instructional pace must be flexible to allow for the accelerated learning of gifted learners as appropriate.	A program of instruction must consist of advanced content and appropriately differentiated teaching strategies to reflect the accelerative learning pace and advanced intellectual processes of gifted learners.	When warranted, continual opportunities for curricular acceleration should be provided in gifted learners’ areas of strength and interest while allowing sufficient opportunity for optimal learning.
Educational opportunities for subject and grade skipping must be provided to gifted learners.	Decisions to proceed or limit the acceleration of content and grade acceleration must only be considered after a thorough assessment.	Possibilities for partial or full acceleration of content and grade levels should be available to any student presenting such needs.
Learning opportunities for gifted learners must consist of continuum of differentiated curricular options, instructional approaches, and resource materials.	1. Diverse and appropriate learning experiences must consist of a variety of curricular options, instructional strategies, and materials. 2. Flexible instructional arrangements (e.g., special classes, seminars, resource rooms, mentorship’s, independent study, and research projects) must be available.	1. Appropriate service options for each student to work at assessed level(s) and advanced rates of learning should be available. 2. Differentiated educational program curricula for student’s pre-K-12 should be adapted to provide learning experiences matched to students’ interests, readiness, and learning style.

The district has established a continuum approach to instructional strategies and other services and will continue to work with staff in its implementation. As a potential guide, refer to the table below:

TAG Services and Programs			
Options	Elementary	Jr. High	High School
Differentiated Instruction within and outside the Classroom. Acceleration of depth and complexity in: content, process product	Extension Compacting Acceleration Depth and Complexity in: Content Process Product	Extension Compacting Acceleration Depth and Complexity in: Content Process Product	Extension Compacting Acceleration Depth and Complexity in: Content Process Product
Differentiated Options within the Classroom	Cluster Grouping Ability Grouping Independent Study Learning Centers Mentoring/tutoring	Cluster Grouping Ability Grouping Independent Study Learning Centers Mentoring/tutoring	Cluster Grouping Ability Grouping Independent Study Learning Centers Mentoring/tutoring
Differentiated Options within the School	Resource room Early entry Cross-grade Grouping Multi-age classroom Grade skipping Academic competitions Pull-out classes Clubs, academic competitions.	Resource room Concurrent/dual enrollment Advanced level courses Independent study Reading in conference Grade skipping Academic competitions Clubs	Honors classes Advanced Placement International Baccalaureate Independent study Reading in conference Mentor/internship Grade skipping Academic competitions Clubs

Differentiated Options within District	Pull-out programs School-within-a-school Special focus schools Self contained gifted programs	Credit by proficiency demonstrations School-within-a-school Self-contained gifted programs Distance learning	Credit by Proficiency Demonstrations Early graduation Distance learning
TAG Options Outside the District	Academic competitions Community classes Summer programs Field Experience & Mentorship's	Academic competitions Community classes Summer programs Field Experience & Mentorship's	Academic competitions Community college Summer programs Apprenticeships

Volunteers & Other Community Resources

The district should continue to actively seek the assistance of community-based members to act as volunteers. Volunteers should assist in writing grants for TAG-related activities.

Mentor Program

The district should continue to actively seek the assistance of community-based members, as well as interested individuals and businesses from outside the area, to act as mentors.

The Junior High will continue with the successful Student Mentoring program. The district will work in partnership with administrators and TAG committee to work towards “Instructional Mentor Coaches” to assist with mentoring of teachers in implementation and creating of differentiated curriculum in the classroom.

Local TAG Organization

The community should involve TAG parents in all aspect of TAG activities.

The district shall again continue to encourage active participation in the parent E-Tag program

Parents will be informed of the programs and services available to their TAG child.

Parents will have an opportunity to provide input to and discussion of the programs and services their child will receive.

Technology Plan

Refer to the district’s Technology Plan for computer-related hardware that is contemplated to be purchased over the next three years. Coordinate with the district’s Technology Coordinator to arrange for the purchase of needed software.

Anticipated Timeline

Task 1 (Policy Development and Formalization of Procedures)

1. Create a user friendly TAG Handbook Resource for each teacher (By 6/2009)
2. Annual replenishment of TAG testing materials and associated print costs. (Ongoing)

Task 2 (The establishment of a community-based volunteer and mentor network)

1. Continue to secure volunteers to aid in TAG operations and to act as TAG mentors (ongoing)
2. Assist TAG parents in the formation of a TAG Parents support group.
3. Create strategies to assist parents group to maintain ongoing and sustained involvement.

Task 3 (Staff Development)

1. Plan and implement a program of staff development focusing on mentoring, differentiated curriculum, and instruction (implementation to begin immediately). Differentiation should, as a minimum, address the following characteristics: Utilize PLC time when possible.
 - a. Acceleration in the pace of learning.
 - b. Complexity of thought and processing.
 - c. Depth of understanding and the level of mastery.
 - d. Novelty and uniqueness in personal expression.
 - e. Intensity in the involvement in learning and idealism that is early and profound.
2. The District will assist with the training of TAG/Curriculum Program Mentors in each building. Annual staff development should be provided thereafter, as needed, to train new teachers or to keep abreast of new methodologies.
3. Provide staff training in regards to accessing technology to improve student TAG achievement. This goal will provide teachers the tools to help students locate and create read-to-use Web lessons, rubrics, and other classroom TAG related support.
4. Provide staff training for clerical staff to help the distribution of information to the community.

Task 4 (Technology)

1. Have the TAG plan and brochure available in a number of formats (online, CD, paper).
2. Create a distribution system to get information out to parents of TAG students (by 6/2009)
3. Create a TAG web to complement of District Web site. (By 6/2009 with ongoing updates)

Task 5 (At present)

1. The district currently funds the position of TAG Coordinators for each school. and .37 District TAG Coordinator. This is at a minimum level that is appropriate to meet the expectations of the work necessary to effectively implement TAG-related programs and effectively monitor each TAG student An appropriate amount of release time to perform needed tasks should also be continued.

Estimated Costs to Achieve the Recommendations

Phase 1 (2008-2009) (Document preparation and consumables - an annual expenditure)

1. Provide the TAG Handbook and Plan to teachers by June of 2009
2. Annual replenishment of assessment materials for student identification

Phase 2 (2009 – 2012) (Staff Development)

Given that differentiated instruction benefits students, K-12, at all ability level, not only TAG, the committee recommends that there be ongoing financial support for professional development in differentiated instruction. These dollars will be identified in the District Curriculum Budget. Implement staff development for differentiated instruction and curriculum techniques

* Comment: If ongoing and sustained the district may use Title II for Professional Development pending District-wide planning needs for 09/10 school year.

- a) \$5000 in 2009-2010
- b) \$5000 in 2010-2011
- c) \$5000 in 2011-2012

Note: Staff development in this area should be ongoing in order to keep pace with new techniques and to train new teachers to this district.

Phase 3 (Yearly) (Task 4 an annual expenditure to implement and maintain programs)

Annual cost for 2009/2010 School Year	Adjusted increase to match contract each year. Est. 1.5%
Current TAG Coordinator stipend @ \$1692. Bldg x 5 bldg's	\$8,450
TAG Pull Out Program Organizer: .37 position (no benefits)	\$14,894
Employee Benefits/Taxes	\$6,500
Substitute costs @ \$500/bldg x 5 bldg's	\$2,600
Staff Development-Mentoring	\$5,000
Estimated in-district program & transportation costs	\$9,000
Estimated Out-of -district programs (i.e. Saturday Academy)	\$2,500
Estimated related Support & Supplies	\$1,500
Estimates based on historical data from last 4 years.	Total \$47,444

Funding Opportunities Outside of Annual General Fund Allocation

Adequate funds must be budgeted annually to implement the goals as stated in this Estacada School District TAG Plan. It is recognized that often times the general fund allocation will not completely cover all costs as outlined in this Plan. Funding limitations for TAG are prevalent throughout the state. To that end, the TAG Task Force has identified the following additional funding sources.

- Continue to encourage parent organizations to support TAG through fundraisers and donations.
- Seek grants to be used for TAG-related programs. Enlist the assistance of interested TAG parents to write these grants.
- Assist in lobbying efforts at the state level to inform legislators of the need to fund this program.

The previous plan had a number of goals to accomplish. Listed below are the outcomes in brief.

TAG Funding	The district provided funding that allowed us to operate at a level that we were able to provide for the activities planned
Staff Development	The district was able to provide classes in differentiated instruction, and is currently working on RTI (Response to interventions) training. We recommend this remain as an ongoing goal.
TAG Related Services (Elementary)	The TAG building coordinators have been able to work with building teachers in regards to offering differentiated coursework within the classroom. The district TAG coordinator has been able to offer pull-out programs that have exposed students to new areas outside of the classroom
TAG Transitions	TAG staff has been able to meet regularly with each other and students in order to provide a smooth transition between schools. This goal was accomplished by reviewing TAG plans at the transition grade level with families and then meetings with appropriate building TAG staff.
TAG Coordinator	The district was able to hire a .37 TAG Coordinator who provides testing at the building levels and organizes and provides pullout program opportunities for our elementary students.
Program Evaluations	The TAG staff developed various surveys for staff, parents, and students to help evaluate the programs. TAG staff meets monthly to discuss programs and continually seek to improve. As a result TAG programs were modified and changed to increase student interest and participation in the programs. The TAG staff is continuing with additional surveys and will use this method in order to achieve ongoing continuous improvement of the TAG program.
Identification and on-going Assessment Strategies	The TAG staff has refined it identification strategies and processes. In addition the team has created a TAG Handbook for staff and parents.
Parent Participation	The TAG Team has provided parents with the opportunity to form an E-Tag parent support group. In addition parents have been invited to attend a number of TAG meetings and invited to participate in providing support and/or enrichment programs. Although these opportunities have been offered, the sustainability has been difficult due to lack of interest. The District shall continue to provide various opportunities for parents to participate.
TAG Guide	The TAG Team has completed a TAG Guide for teachers and parents.
TAG Funding	The District has not been successful in obtaining additional funding outside of the District funding. We are currently working with the district grant writer in seeking assistance.
TAG Web Page	A basic Web page in the ESD108 has begun. More work needs to be completed.
TAG Exit Procedures	The TAG Team was able to create an exit strategy and was incorporated into the handbook.

Periodic Evaluation of the Plan by the TAG Committee

The purpose of evaluating the TAG Plan on a periodic basis is to monitor implementation, adjust to changing educational strategies and legislative requirements, and identify future needs.

It is the recommendation of this task force to have this plan reviewed by the TAG Committee (comprised of the Building TAG Coordinators and the Special Services Director) on an annual basis.

The Special Services Director will report to the Board on an annual basis, after completing the assessment of the Plan with the TAG Committee, to inform the Board about the “state of TAG” within the district, including, but not limited to:

- ❑ Funding
- ❑ Revisions to the District TAG Plan on account of goals not being met or other factors that require modification.
- ❑ Legislative changes that affect our policies regarding TAG.
- ❑ Staff, student, and parent surveys
- ❑ Student Program updates

Related Organizations

Organizations and Government Sites

- ❑ National Association for Gifted Children (NAGC): <http://nagc.org/>
- ❑ Council for Exceptional Children, TAG Division: <http://education.idbsu.edu/tag/>
- ❑ ERIC Clearinghouse on Disabilities and Gifted Education: <http://ericec.org/gifted/gt-menu.html>
- ❑ National Network of Families with Gifted Children: <http://www.nnfgc.org/>
- ❑ National Resource Center on Gifted and Talented: <http://www.ucc.uconn.edu/wwwgt/nrcgt.html>
- ❑ The Hollingworth Center for the Highly Gifted: <http://www.hollingworth.org/>
- ❑ Oregon Department of Education: <http://www.ode.state.or.us/sped/spedareas/tag/tag.htm>

Oregon Resources

- ❑ Oregon Association for Talented and Gifted: <http://www.oatag.org/>
- ❑ Estacada School District: http://www.esd108.org/tag_talented_and_gifted_program.asp
- ❑ Oregon Department of Education: <http://www.ode.state.or.us/search/results/?id=76>
- ❑ McMinnville School District TAG Page: <http://www.msd.k12.or.us/tagweb/>
- ❑ Portland public Schools TAG Page: <http://www.pps.k12.or.us/district/depts/tag/>
- ❑ Oregon Museum of Science and Industry: <http://www.oms.org/>
- ❑ OSU Adventures in Learning: <http://oregonstate.edu/precollege/ail>
- ❑ Saturday Academy: <http://www.ogi.edu/satacad/>
- ❑ Southern Oregon University TAG Page: <http://www.sou.edu/ecp/teachers/tag.html>
- ❑ University of Oregon TAG Page: <http://interact.uoregon.edu/tag/>

Educational Programs and Resources

- ❑ EPGY: <http://www.epgy.stanford.edu/>
- ❑ Gifted Child Development Center: <http://gifteddevelopment.com>
- ❑ Hoagies Gifted Education Page: <http://www.hoagiesgifted.org/>

Definitions as they are Used in This Report

Ability Grouping: Grouping students together based on ability.

Academic Competitions: Destination Imagination, Odyssey of the Mind, Science bowl, Math Counts, etc.

Acceleration: Students' needs are usually met and accommodated by 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, take the AP exam for college credit or advanced status.

Compacted Curriculum: Reducing the amount of time normally required to cover a subject. May result in acceleration or enrichment opportunities.

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 modifications in course content, instructional strategies, and products required of the students. Service occurs through a curriculum that has been modified to meet the needs of gifted and talented students during the regular course of instruction. It matches the learner and her/his learning needs.

Distance Learning: Courses offered through independent study programs, in-line courses, or distance enrollment.

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's birthday must fall within four months of the state age requirements.

Extensions: Classes within the school day or outside the regular day, which enhance the student's education and are compatible with the student's instructional plan.

Flexible/Cluster Grouping: Grouping according to ability or interest. First assessed, students are matched to skills work by virtue of readiness, not with the same assumption that all students need the same task, drill, or assignment. Movement of students among groups is common and may be within the classroom, grade level, cross grade-level. It may include both acceleration and extensions.

Grade Advancement (Grade Skipping): Process that allows for student to be placed in grade ahead of usual placement.

Honors Classes: Curriculum offered in greater depth and complexity for students who qualify. Often found in middle or high schools.

Independent Study: Student contracts to complete specific work or project with supervision and monitoring.

International Baccalaureate: An international program with advanced curriculum and an emphasis on international perspectives. Often offered as a "school within a school".

Learning Centers: Collections of materials and activities adjusted to the various readiness levels, interests, and learning profiles of students.

Mentorship/Internship: Student is paired with an expert in the field of common interest with the student being guided in a project or research.

Pullout: Students leave the regular class for a specified amount of time for special instruction and then return to spend most of their time in the regular program.

The District's Policies, the Oregon Administrative Rules and the Oregon Revised Statutes Regarding TAG

IGBB

Revised/Readopted: 7/14/04

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

Legal Reference(s):

ORS 343.391

ORS 343.395

ORS 343.397

ORS 343.401

ORS 343.407

ORS 343.409

ORS 343.413

OAR 581-015-0805 to -0825

OAR 581-022-1310Cross Reference(s):

Estacada School District, Talented and Gifted Education Plan

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:

- *Intellectual ability* - general cognitive development that is significantly higher than that of chronological peers;
- *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:

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

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.

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 581-022-194

Identification - Talented and Gifted Students Among Non-typical 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 581-022-194

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.

ORAR 581-015-0805 to
ORAR 581-022-1330
ORAR 581-022-1940

Parent Notification and Participation

The district shall request permission to screen and shall inform parents of the identification/non-identification 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.

Legal Reference(s):
OR 581-015-0805 to -0825
OR 581-022-1320

IGBBA-AR(1)
Adopted: 10/10/01
Revised/Readopted: 7/14/04
Orig. Code(s): IGBB-AR2

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 following the procedures outlined in the Oregon Administrative Rules (OAR) may be used. The district shall provide a copy of the appropriate OAR upon request.

IGBBC-AR

Adopted: 10/10/01

Revised/Readopted: 7/14/04

Orig. Code(s): IGBBC/AR-1

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:

- All complaints will be reported to the Special Services Director and the Superintendent;
- 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; (Attachment is in policy)
- The superintendent shall arrange for a review committee consisting of the building TAG coordinator/teacher, building principal, the Special Services Director, a counselor and a school psychologist;
- 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;
- The committee may recommend that:
 - The programs or services are appropriate;
 - The programs or services are not appropriate.
- The superintendent shall report immediately the recommendation of the review committee to the Board;
- The decision of the Board shall be final;
- 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.

Oregon Administrative Rules, Chapter 581, Division 22 – Department of Education:

581-022-1310

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 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 343.391-343.413

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 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 identify students shall address their assessed levels of learning and accelerated areas 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

The following two OAR's, though they pertain to the more general requirements of counseling, assessment, and reporting, also apply to the specifics of a TAG program:

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:
 - i. Develop decision-making skills;
 - ii. Obtain information about self;
 - iii. Understand the educational opportunities and alternatives available to them;
 - iv. Establish tentative career and educational goals;
 - v. Accept increasing responsibility for their own actions;
 - vi. Develop skills in interpersonal relations; and
 - vii. 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. Assigns 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, Record Keeping, 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 students 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 the 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

Indirectly, the TAG program is referenced from OAR 581-022-1110. This particular Rule pertains to the Certificate of Initial Mastery Requirements. In item (5) it states, "School districts shall offer additional services or alternative public educational options to students who do not meet the standards or who exceed all of the standards at any benchmark level..." Clearly, a TAG program is the only organized option available for those students who exceed all of the standards at any benchmark level.

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 022, 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 & ORS 326.051

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

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Oregon Revised Statutes: 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.

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 as joint plan.
- (6) "Superintendent" means the Superintendent of Public Instruction.
- (7) "Talented and gifted children" means those children who require special education 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.

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.

Note: 343.396 was enacted into law by the Legislative Assembly but was not added to or made 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.

343.399 State aid to local districts: criteria.

[Note: No funds have been appropriated from the legislature for state aid to school districts for TAG-related activities.]

- (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 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 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 to 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.

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 extend district funds for special educational programs for talented and gifted children in an amount equal to 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.

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.

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.

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.

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.

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

