

**TALENTED AND GIFTED PROGRAM
Board Policy Code: IGBB**

The district is committed to an educational program that recognizes, identifies and serves the unique needs of talented and gifted students. Talented and gifted students are those who have been identified as academically talented and/or intellectually gifted. The Board directs the superintendent to develop a written identification process for identifying academically talented and intellectually gifted students in grades K through 12.

A written plan shall be developed that identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of identified students and provides an opportunity for the student’s parents to discuss with the district the programs and services available to the students and to provide input on the programs and services to be made available to the student.

The plan will be provided at the school or the district office when requested and on the district’s website. The website shall also provide the name and contact information of the district’s coordinator of special education and programs for talented and gifted. [The district may also identify and provide programs for students who demonstrate creative abilities, leadership abilities, or unusual abilities in visual or performing arts.]

LEGAL REFERENCE(S): ORS 343.391-343.401; ORS 343.407-343.413; IAR 581-022-2325; OAR 581-022-2230; OAR 581-022-2500
SB 486 (2021)

TALENTED AND GIFTED--A DEFINITION

The gifted child is a productive or potentially productive individual who is original, fluent, flexible, or divergent in their behavior and is superior in intelligence and/or creativity. These students need special challenges outside the definitions of regular academic services to assist them in reaching their potential. This potential needs to be realized, not only for the sake of the student, but for the sake of their greater community.

TAG MANDATE AND REGULATIONS

In 1987, the Oregon Legislature passed SB504, the Oregon Talented and Gifted Act, mandating educational services for gifted students, K-12. The four sections of the Gifted Education Act are included in ORS 343.407 and 343.409 and read as follows:

- Section 1. Section 2 to 4 of this Act are added to and made a part of ORS 343.391 to 343.404.
- Section 2. This 1987 Act shall be known as the Oregon Talented and Gifted Education Act.
- Section 3. School District shall identify talented and gifted students enrolled in public schools beginning with the 1990-91 school year under rules adopted by the State Board of Education.
- Section 4. School district shall provide educational programs or services to talented and gifted students enrolled in public schools beginning with the 1991-92 school year under rules adopted by the State Board of Education.

The rules that operationalized these laws are included in Chapter 581, Div. 22, Sec. 403 of the Oregon Administrative Rules. The administrative rules focus on three components:

a) identification, b) programs and services, and c) parental rights and responsibilities.

Each Oregon school district is required to name a TAG coordinator and to have an updated district plan submitted to the Oregon Department of Education. Districts are required to post their TAG plans to their respective websites for public view and access.

ROLES IN THE TAG PROGRAM

TAG Student - Each TAG student has agency to direct their efforts toward the attainment of program outcomes. An emphasis is placed upon students becoming increasingly more self-directed, and in using skills in complex learning opportunities.

Classroom Teacher - The regular classroom teacher has primary responsibility for implementing TAG student's program. The teacher determines student level and provides learning opportunities which address the level for the student to progress. The teacher also identifies learning opportunities that may be bypassed because of previous or easy mastery, allowing student to work on activities that the teacher/district TAG Coordinator/team deem appropriate.

TAG Committee – The TAG committee will participate in the identification/referral/screening process. The committee gathers documentation that is needed for evaluating students and is involved in making decisions regarding identification. The Committee will meet on a needs-based basis. Generally, the student's content area teacher of perceived talent/giftedness will serve on the committee along with the District Coordinator and the student's adult. Other adults knowledgeable of the student may be invited to participate in the committee.

District Coordinator - The District Coordinator is a multifunctional position that involves identification, assessment, and consultation with parents, teachers, and students. The Coordinator is actively involved in the identification process and is available to consult with teachers regarding differentiation of instruction for identified TAG students. The Coordinator is also available to work with small groups of people, serving as a resource for parents, students, and teachers who have questions regarding the district's program or the needs of gifted children in general. Lastly, the District Coordinator organizes and facilitates district TAG meetings and provides continuity for the program.

District Evaluator - The Evaluator handles referrals to test students with tools beyond the State tests (such as the GATES II assessment) and is involved in identification decisions. The Evaluator is qualified to administer, score, and interpret individual psychological testing.

Parent – Adults of TAG students can be involved in their student's program in several ways. Foremost, they have the right and responsibility to be informed and to have input regarding their student's program. Adults of TAG students are also encouraged to attend special events connected to the program.

STUDENT IDENTIFICATION BOARD POLICY IGBBA

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

This process of identification shall include as a minimum:

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

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

If a parent is dissatisfied with the identification process or placement of their student, they may appeal the decision through Board policy KL - Public Complaints.

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

Legal Reference(s): ORS 343.395 ORS 343.407 ORS 343.411 OAR 581-021-0030 OAR 581-022-2325 OAR 581-022-2330 OAR 581-022-2370 OAR 581-022-2500

No single test, measure or score shall be the sole criteria in determining a student's eligibility. A record of the team's decision, including the data used by the team to make a decision, shall become part of the education record for each student considered. Coquille School District will make efforts to identify student from ethnic minorities, students with disabilities and student who are culturally different or who are economically disadvantaged.

The Oregon Department of Education definition of “TAG” implies that “once identified TAG, one is identified TAG forever”. There is no provision for “de-identifying” a student. Once identified, that student is forever identified, therefore, it is important to not misidentify in the beginning. This would become a disservice to the student and a drain on the energies of the school TAG personnel. Caution and conservatism in initial identification is, therefore, recommended.

Inconclusive Evidence of Need of Identification

The committee will find many cases where more information is needed to determine eligibility or non-eligibility for TAG identification. Unless they are sure identification is appropriate, identification will not be made until the committee has enough information to legitimately do so.

For the most part, K-3 students will be in this category. Attempting to identify students in Kindergarten, 1st, 2nd and 3rd grades via ability and achievement testing can be inaccurate indicators of a student’s real potential. Due to the wide variation in experience a student brings to school, the district will not place undue emphasis on skills that may indicate a rich home environment which enhances a bright student’s scores and “causes” the student to “look very superior” as opposed to actual individual superior potential. All K-3 students who demonstrate potential evidence of giftedness will be referred to the building principal. The TAG coordinator will set up a working file folder for students whose identification is deferred. Student artifacts and information regarding learning styles will be collected in said file. Student information will be considered “inconclusive” until more data and history is collected.

STEPS IN THE IDENTIFICATION PROCESS

A. Selection Teams

Each building will have a selection team composed of the TAG coordinator and additional representatives from the teaching staff. The team will be responsible for analyzing data collected about potential TAG candidates and making a final decision about identification. Selection Teams from each building will meet on an on-going basis to review possible candidates.

B. Identification of Students

1. Referral - Students in grades K-12 may be nominated as potential candidates for the TAG program by teachers, parents, and other school staff knowledgeable about the student’s ability. In the case of a teacher or school staff member referral, the referring party is responsible for evaluating the student’s performance and submitting that information along with the nomination form. The referral shall include the completed Gifted Evaluation Form (hard copy or digital). The forms will be forwarded to the District TAG Coordinator.

2. Screening - Once the Coordinator has received the referral information, they will call a meeting of the appropriate building selection committee. In addition, students from other schools will be routinely screened when entering the district. Additional test data as is made available (such as PSAT) will be used (where pertinent) in both the Referral and Screening process.
3. Review - The Selection Committee will review the information obtained about each potential candidate. Those students who clearly meet the criteria either intellectually or academically will be recommended by the committee to be tested. Further Testing -Students who meet the criteria for TAG designation through a sole measure may require further evaluation. Additional testing will be presented only when there is sufficient evidence or extenuating circumstances to suggest it. Prior to additional testing, parents will be notified and their permission to test will be received.
5. Selection and Parent Notification - After evaluation and testing is complete, the team will make a data-informed decision as to eligibility. If the student clearly meets all criteria (97%) or above in Total Reading or Total Math on a nationally standardized achievement test or a nationally standardized mental abilities test (along with supporting behavioral data), the parent will be notified by phone or letter. Parents of students who have not qualified for TAG services will be notified of this determination and a conference will be set up to review test results. Parents who do not wish for their child to receive services or participate in the TAG program must notify the school in writing.
6. Appeal - Parents wishing to appeal the results of the selection committee May follow the Public Complaint process as outlined in Board Policy KL.
7. Placement - The TAG coordinator, parents, and individual students (as age-appropriate), will meet to decide what programs best meet the student's needs. An annual goal-setting meeting to delineate the student's goals will be collaboratively created by the TAG coordinator, the parents, staff member(s) from the student's school, and the student will allow all parties to complete a GIEP (Gifted Individualized Education Plan) for the student

C. Rights of Parents of Talented and Gifted Students

In carrying out the requirements of OAR 581-22-403 and OAR 581-22-406, the School District shall:

- 1) Inform parents at the time of identification of the student 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 student.
- 3) The parents may, at any time, request the withdrawal of their student from programs and services provided under OAR 581-22-404. 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 581-22-805.

- 5) Parents will be given a copy of their rights. See: Parental Rights in Early Intervention and Special Education, Oregon Department of Education, January 1944.

TALENTED AND GIFTED PROGRAMS AND SERVICES

The TAG program attempts to address the assessed levels and accelerated rates of learning in identified talented and gifted students. The district will remove administrative barriers that may exist which restrict students' access to appropriate services and will develop program and service options. The options may include but are not limited to the following:

Optional Instructional Services	Elementary	Middle/Jr	High
Ability Grouping	X	X	X
Acceleration above grade level: Math	X	X	X
Acceleration above grade level: reading	X	X	X
Acceleration– skipping a grade	X	X	X
Advanced Placement Courses		X	X
Dual Credit (SOCC or other)			X
Choice Assignments	X	X	X
Curriculum Compacting/ Proficiency/Test out	X	X	X
Differentiated Instruction (Math and/or Reading)	X	X	X
Distance Learning	X	X	X
Employ professional standards for end products		X	X
Facilitate Learning in a variety of settings (ex: museum)	X	X	X
Flexible Grouping	X	X	
Homogeneous Grouping	X	X	X
Honors Classes			X
Independent Study Projects	X	X	X
Mentorships			X
Pre-Test for Placement	X	X	X
Scaffolding/Tiered Instruction: Must/Should/Aspire	X	X	X
Socratic Method of Instruction		X	X

IDENTIFICATION PROCEDURES FOR INTELLECTUALLY GIFTED AND
ACADEMICALLY TALENTED STUDENTS GRADES 4 – 12

1. REFERRAL

Comes from teacher, parent, self

2. SCREENING

- a. Gifted Evaluation Form
- b. Recommendation TAG Form

Forms signed off by the building principal
and forwarded to District Evaluator

3. REVIEW DATE

Team Selection Committee reviews past
test scores, behavioral and performance
data and other pertinent information.

4. MAY MEET CRITERIA

takes standardized test
(mental abilities test)

DOESN'T MEET
CRITERIA - parent
notification

EXIT

5. SELECTION AND PARENT INFORMATION

Team decision based on all information; notify parent(s)

6. PLACEMENT

variety of options
Parental notification and involvement

7. PROGRAMS AND SERVICES IMPLEMENTED

RECOMMENDATION FOR TALENTED AND GIFTED SCREENING

DATE _____

NAME OF STUDENT _____

BIRTH DATE _____

GRADE _____

REFERRING TEACHER (S) _____

PARENT'S NAME (S) _____

ADDRESS _____

PHONE NUMBER _____

Copies of standardized test data, statewide assessment tests as applicable, along with any other standardized data available MUST be attached. Two quantitative and two qualitative measures are optimal for identification.

Evidentiary information:

EXAMPLE GIEP

STUDENT: _____

SCHOOL SITE: _____

CONTENT AREA (s): _____

GOALS AND OUTCOMES

A. Annual Goal (SMART):

B. Short- Term Learning Outcomes (More may be added)

Objective	Objective Criteria	Assessment Procedures	Timeline
1.			
2.			
3.			

C. Specifically Designed Instruction (SDI) to be provided to student (See Menu of TAG Services for Options). More methods may be articulated.

SDI Option	Projected Start Date	Duration	Frequency	Location (on-site, at home, online)

TEAM MEMBERS

Student: _____ Date: _____
 Adult: _____ Date: _____
 Staff: _____ Date: _____
 TAG Coordinator: _____ Date: _____
