

Jefferson School District

Talented and Gifted Students

**District Handbook
2021-2022**

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October 20, 2021

Dear Stakeholders,

This handbook is intended to provide an overview of the Jefferson School District's Talented and Gifted program. This handbook is designed to guide you through the policies and procedures our district employs to meet the needs of our talented and gifted students.

The district employs a collaborative effort with parents, teachers, principals, and counselors to ensure the needs of our TAG students are being achieved. In addition, each school has a building TAG coordinator who oversees the identification process and TAG plan implementation to meet each student's unique rate and level of learning. The Director of Special Initiatives oversees TAG at the district level. The staff contacts are listed below.

2021-2022 School Year TAG Contacts

| | | |
|-----------------------|---|------------------------|
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| JSD District Office: | Cathy Emmert cathy.emmert@jefferson.k12.or.us | 541-327-3337 ext. 1011 |

The Jefferson School District is committed to tailoring instruction to meet the individual needs of all our students and to provide the extra assistance needed to help our TAG students achieve their academic potential.

Sincerely,

Cathy Emmert
TAG Director
Jefferson School District

VISION, MISSION AND GUIDING BELIEFS

VISION: The Jefferson School District is dedicated to equipping our students to successfully navigate their future.

MISSION:

The Jefferson School District is committed to an educational program that recognizes, identifies and serves the unique needs of talented and gifted (TAG) students.

GUIDING BELIEFS:

It is our goal to provide services that will meet the diverse needs of our talented and gifted students to maximize each student's individual potential.

In order to provide an appropriate education to all students, the district recognizes that instruction and curriculum differentiation are essential for academically and intellectually gifted students. Regular classroom teachers are primarily responsible for meeting the learning needs of TAG students. The district provides support services in the form of resource staff and supplementary services. Guiding beliefs about TAG education include:

- Each TAG student possesses unique abilities and interests to be nurtured.
- TAG students will have opportunities to interact with other students of similar abilities and interests.
- The TAG program will consist of a variety of services that may include coordinator consultation, differentiated instruction, curriculum modifications, counseling and guidance support and opportunities for acceleration.
- Support services for regular classroom teachers are essential for a quality TAG program.
- Parents have the right and responsibility to participate in their child's TAG program, both within the school and beyond the school setting.

Oregon TAG Education Act

The Oregon Talented and Gifted Act, which was passed by the legislature in 1987, requires school districts to identify and serve both intellectually gifted and academically talented students in grade K-12. Oregon Administrative Rules (OAR) outline the specific requirements of The Oregon Talented and Gifted Education Act. These rules and statutes apply to all children grades K-12.

The Oregon Administrative Rules for the Oregon Talented and Gifted Education Act are as follows:

- Each school district shall have policies and procedures for the identification of Talented and Gifted students.
- Each school district shall have a written plan for programs and services.
- The instruction provided to identified students shall address their assessed levels of learning and accelerated rates of learning.
- Parents rights of Talented and Gifted students:
 - School Districts shall inform parents at the time of the identification of the child of programs and services available.
 - School Districts shall provide an opportunity for parents to provide input about the programs and services to be received.
 - Parents may request the withdrawal of their child from programs and services.
 - Parents shall be informed of the right to file a complaint.

ORS 343.391-343.401, ORS 343.407 - 343.413

OAR 581-022-1310, 581-02201320, 581-022-1330, 581-022-1940

For a complete text of the OAR's governing TAG, please go to the TAG/ODE website at <https://www.oregon.gov/ode/learning-options/TAG/Pages/default.aspx>

Jefferson School District TAG Policies

Policy IGBB - Talented and Gifted Program: 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 K-12.

A written plan that identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of identified students shall be similarly developed.

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

1. Behavioral, learning and/or performance information;
2. A nationally standardized mental ability test for assistance in identifying intellectually gifted students;
3. A nationally standardized academic achievement test for assistance in identifying academically talented students or Oregon Assessment of Knowledge and Skills (OAKS).

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.

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.

Policy IGBBA-AR - Talented and Gifted Education Appeals Procedure: Parents who are dissatisfied with the district's decision on identification or non-placement may request reconsideration. The following procedures will be used:

Informal Process

The parent/guardian will contact the principal to request reconsideration. The principal will arrange a meeting to confer with the parent and the individual responsible for Talented and Gifted identification, and any other appropriate individuals. Information concerning the selection

will be shared with the parent/guardian. If, after this meeting, there is no agreement, the formal process can be initiated by the parent/ guardian. It is the district's intent and desire to reach satisfactory solutions during the informal process.

Formal Process

1. The parent/guardian shall submit a written request for reconsideration to the director of student services, who shall acknowledge receipt of the request within five working days. Copies of the request will be forwarded to the principal and TAG identification committee.
2. The director of student services will review the student's file and earlier decisions within 10 working days of receipt of the original request. Additional data may be gathered to support or change the original decision.
3. The parent/guardian may provide additional information and/or additional test data administered by an appropriate third party at the expense of the parent/guardian.
4. A decision will be made within 20 working days of the original request for reconsideration. The parent/guardian will be notified in writing with a copy to the superintendent.
5. The decision may be appealed to the Board. 6. If the parent/guardian is still dissatisfied, they have access to appeal to the State Superintendent of Public Instruction following the procedures outlined in the Oregon Administrative Rules (OAR). The district will provide a copy of the appropriate OAR upon request.

Policy IGBBB - Identification of Talented and Gifted Students among Nontypical Populations: The district will make an effort to identify talented and gifted students from special populations such as:

1. Ethnic minorities;
2. Economically disadvantaged;
3. Culturally different;
4. Underachieving gifted;
5. Students with disabilities. Careful selection of appropriate measures and a collection of behavioral or learning characteristics shall be used. 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.

Policy IGBBC - Talented and Gifted Programs and Services: A district written plan will be developed for programs and services beyond those normally offered by the regular school program. All required written course statements shall identify the academic instructional programs and services to be provided which accommodate 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 a student's access to appropriate services and will develop program and service options. These options may include, but are not limited to, the following:

1. Early Entrance;
2. Grade Skipping;
3. Ungraded/Multi-age Classes;
4. Cluster Grouping in Regular Classes;
5. Continuous Progress;
6. Cross Grade Grouping;
7. Compacted/Fast-Paced Curriculum;
8. Special Full- or Part-Time Classes;
9. Advanced Placement Classes;
10. Honors Classes;
11. Block Classes;
12. Independent Study;
13. Credit by Examination;
14. Concurrent Enrollment;
15. Mentorship/Internship;
16. Academic Competitions.

The Board has established an appeal process for a parent or guardian to utilize if he/she is dissatisfied with the programs and services recommended for their student that has been identified as talented and gifted, and wish to request reconsideration. The appeal process is identified in administrative regulation IGBBA-AR - Appeal Procedure for Talented and Gifted Student Identification and Placement.

The Board has established a complaint procedure to utilize if a person who resides in the district or a parent or guardian of a student attending school in the district has a complaint regarding the appropriateness of programs and services provided for a student identified as talented and gifted. This complaint procedure, IGBBC-AR - Complaints Regarding the Talented and Gifted Program, is available at the district's administrative office and on the homepage of the district's website.

Policy IGBBC-AR - Complaints regarding the Talented and Gifted Program:

The following procedure will be utilized when complaints arise regarding the district's talented and gifted programs and services (TAG).

All complaints regarding TAG will be reported to the superintendent. The complainant will be given the Talented and Gifted Standards Complaint Form which must be filled out and submitted to the superintendent's office before further consideration can be given to the complaint.

1. Upon receipt of a TAG complaint, the superintendent shall arrange for a review committee consisting of the student services director, building TAG coordinator, teacher and a counselor.
2. The review committee shall meet within five working days of when the superintendent received the written complaint and review all pertinent information. A recommendation from the review committee will be submitted to the superintendent within 10 working days of receiving the original complaint.

The review committee may recommend that:

- a. The programs or services are appropriate; or
- b. The programs or services are not appropriate.

The superintendent shall report the recommendations of the review committee to the Board at the next regularly scheduled Board meeting.

3. After consideration of the recommendations, if any, issued by the review committee, the Board will make a decision, and issue a decision within 20 days of the Board meeting. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. The Board's final decision will be issued in writing or electronic form.

4. If the complainant, who is a student, is a parent or guardian of a student who attends school in the district or is a person who resides in the district, remains dissatisfied and has exhausted local procedures, an appeal may be filed with the Deputy Superintendent of Public Instruction and is subject to the appeal procedure identified in Oregon Administrative Rule (OAR) 581-002-0040. The district shall provide a copy of the appropriate OAR upon request.

The complaint procedure set out above will not be longer than 90 days from the filing date of the original complaint with the superintendent or designee.

TAG IDENTIFICATION PROCESS

Roles and Responsibilities

Parent's Role

- Can initiate the TAG identification process on behalf of your child
- Provide information about your child's development and interests.
- Give input into the selection of appropriate services for your child.
- Communicate with the teacher as needed.
- Attend parent/teachers conferences, workshops, parent nights
- Support school efforts at home.

Principal's Role

- Maintain communication with parents.
- Develop services that result in educational progress in all curricular areas in all grade levels.
- Establish a process to review and refine individual or course TAG instructional plans.

Teacher's Role

- Can initiate the TAG identification process on behalf of a student.
- Be aware of TAG students' characteristics and learning needs.
- Assess level and monitor rate of learning in different content areas
- Develop a written Differentiated Plan of Instruction, and communicate the plan to parents, students, and other teachers.

School TAG Coordinator's Role

- Coordinate the identification effort within the school.
- Manage student TAG records.
- Communicate with parents during the identification process.
- Act as a liaison between The Student Services Director and school staff.
- Keep the principal and staff informed of TAG decisions.
- Consult with teachers and staff regarding services.
- Coordinate testing and reporting services with the District TAG Coordinator.
- Consult with parents upon request.

Identification Process

The Jefferson School District seeks to identify Talented and Gifted students (TAG) in three categories: academically talented, intellectually gifted, and/or potential to perform. Students may be identified in any combination of these categories. Those identified as academically talented have shown specific ability in reading and/or math. Intellectually gifted students have demonstrated advanced capabilities in mental reasoning.

This identification process has been created to serve academically talented and intellectually gifted students in grades K-12. Minimally, the identification process may include behavioral learning and performance information, a nationally standardized mental ability test for assistance in identifying intellectually gifted students; a nationally standardized academic achievement test for assistance in identifying academically gifted students, parent input and teacher input.

Identified students should score at the 97th percentile on the standardized tests, however the district will make an effort to identify talented and gifted students from special populations including, but not limited to disadvantaged students, cultural and ethnic minorities, disabled learners, and underachieving gifted students. A careful selection of suitable measures and a compilation of learning characteristics will also be used.

Step One: Initial Screening and Referral

Potential TAG students are identified through a referral process. Referrals are generated from individuals - teachers, parents, peers, community members, self-and/or screening from test scores. The referrals may be made to the TAG Building Coordinator for any student K-12, at any time, during the school year. Classroom teachers are asked to make appropriate referrals to the team in the fall, but will continue to make referrals as needed throughout the school year. The teacher referral form may be found here:

<https://bis.lblesd.k12.or.us/jefferson/Portals/0/TAG%20Teacher%20Referral.pdf?ver=2017-11-15-133636-093>

A referral form for anyone who is not the student's classroom teacher may be found here:

<https://docs.google.com/document/d/1r9sLLP8FShSAeHuBJAqgwUEaf7XDbr3UoVpfdX85bWo/edit>

Screening for identification occurs via a variety of sources including, but not limited to the following:

- Naglieri Nonverbal Ability Test - (Grade 2)
- Smarter Balanced Assessment/SBAC (all students grade 3-8, and 11)
- Parent and teacher surveys
- Work Samples
- Standardized test scores above the 97th percentile
- Observation of student work and behaviors by teachers

- Parent input/observation

Step Two: Data Review and Eligibility Determination

After a referral for identification occurs a team of building professionals meets to review the data currently available on the student. This team usually consists of the classroom/general education teacher (at secondary, the ELA/math teacher as appropriate), parent, principal and school counselor. No single test, measure or score shall be the sole criteria for identification or failure to identify a student as academically talented or intellectually gifted. The team will review all data and collectively determine if the student meets the thresholds to be qualified as Talented and Gifted, needs further consideration, or does not meet. If it is determined that the student does meet the criteria, the parent/guardian will work with the teacher to develop a written plan for the student. If it is determined that the student needs further consideration, the process moves to the formal data collection step (step 3).

Step Three: Formal Data Collection

This step is required if additional information is needed to determine eligibility. Oregon law requires written parent consent before we proceed with testing not commonly administered to all students. Assessments may include a mental ability test or further achievement testing in reading and/or math. After sufficient data has been collected the Student Support Team (SST) will review the information and determine eligibility. Formal data collection may be the same measures as previously noted in the screening process.

Step Four: Selection and Communication

Parents and the student's teacher(s) will be notified of the identification decision in writing. Parents have the right to appeal the decision if they disagree. Questions regarding the identification process should be directed to the building TAG coordinator.

TAG Identification Appeal

An appeal regarding TAG identification may be initiated in writing by a parent or staff member. The request shall be referred to the school's principal. The principal and/or the school's TAG coordinator will discuss the appeal process and issues involved in the referral with the parent/guardian. This will be done either by telephone or in person. The appeal will then be submitted to the Director of Student Services for consideration.

Continuation or Termination of TAG Services

Students may continue in the TAG program from school year to school year, providing test scores and class performance to support the need for services. Referrals to remove a student's eligibility may come from a teacher, counselor specialist, and parent or through test scores. Students whose scores and performance no longer support continued eligibility may be removed from the program by the school based team. Parents may, at any time, request the withdrawal of their child from programs and services provided under OAR 581-022-2330. The district shall notify parents of identified students of this right in an annual letter sent from each school.

Complaint Procedure

Any parent wishing to request reconsideration of the identification and/or placement of their child in the District program for Talented and Gifted students may use an appeal process. It is the District's desire and intent that satisfactory solutions can be reached during the informal process. The complaint must be related to one of the following:

- The identification process,
- Programs and services for talented and gifted students, or
- Rights of parents.

The process of resolution always begins at the individual building. The first step to resolution would be to contact the classroom teacher, building TAG coordinator and/or building principal. At the middle school/high school, this could also be the student's guidance counselor. If the resolution of the complaint is not satisfactory to the parent please contact Cathy Emmert, District TAG Coordinator at 541-327-3337 ext. 1011.

Jefferson School District 14J
1328 North 2nd Street, Jefferson, OR 97352

TALENTED AND GIFTED STANDARDS COMPLAINT FORM

Name: _____

Address: _____

Phone (Daytime) _____ (Evening) _____

Date of Complaint _____

1. What is the nature of your complaint? _____

2. What is the district currently doing? _____

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

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

5. Other pertinent comments: _____

Signature: _____

Please attach any additional information that you wish us to know.

Instructional Plans

An Elementary TAG Instructional Plan is written for each grade level (K-5). This plan documents assessments and instructional modifications for TAG students in the areas of Reading, Writing, Math, Social Studies, and Science. A TAG Grades K-5 Instructional Plan template form can be found here:

<https://bis.lblesd.k12.or.us/jefferson/Portals/0/Elementary%20TAG%20plan.docx?ver=2017-09-01-145124-797>

A TAG Instructional Course Plan for grades 6-12 will be written for each course. The plan outlines assessment and instructional modification for the accommodation of assessed level and accelerated rate of learning.

At grades 9-12, TAG students may take advantage of accelerated, and/or dual credit courses. Other options include dual enrollment and independent study. General plans describing assessments and instructional options are developed for each course in all curricular areas. A TAG Grades 6-12 Instructional Plan template form can be found here:

<https://bis.lblesd.k12.or.us/jefferson/Portals/0/Secondary%20Tag%20Plan%20Doc.docx?ver=2017-09-01-145300-817>

At all grades, parents have an opportunity to provide input into instructional planning. The nature of this opportunity may vary. Information about how parents can give input will be provided by the school. Questions regarding instructional plans and options should be directed to the school's TAG coordinator or building principal.

Other programs and services that provide interesting and challenging opportunities may be available in your child's school. Programs such as these add value to a student's overall educational experience. Many of these programs are dependent on school resources, parent volunteers, community support, or special teacher training. Contact your school for more information about what may be available for your child, and how you may become involved.

TAG Identification Definitions

The identification procedures follow state requirements as outlined in OAR 581-022-2325. The district will identify talented and gifted students in the following categories.

Intellectually Gifted

Students who perform at the 97th percentile or above on a nationally standardized test of intellectual, ability and who have confirming behavioral, learning, or performance information.

Tests used to screen/identify intellectually gifted students include:

The Naglieri Non-verbal Abilities Test (NNAT3), the WISC-V, and the Comprehensive Test of Nonverbal Intelligence (CTONI).

Academically Talented

Students who perform at the 97th percentile or above on a nationally standardized test or other state approved tests of academic achievement in the area of total reading and/or total math and who have confirming behavioral, learning, or performance information. Tests used to screen for academically talented students include:

The Smarter Balanced Assessment Consortium (SBAC), the Oregon Assessment of Knowledge and Skills (OAKS), the Kaufman Test of Educational Achievement (KTEA) and, the Kingore Observation Inventory.

Potential to Perform

Students who have the potential to perform at the 97th percentile or above on a nationally standardized test of intellectual ability or nationally standardized test of academic achievement in the area of total reading and/or total math and who have confirming behavioral, learning, or performance information. These may include students in non-typical populations who, because of learning disabilities, ethnic background, socio-economic background, disabling condition, and/or underachievement, are unable to perform at the 97th percentile.

SERVICES FOR TAG STUDENTS

Acceleration: Acceleration includes coursework that is at a higher level sequentially than the regular curriculum for the student's grade level.

Flexible Grouping: Flexible grouping requires that groupings within the classroom change with the nature of the project and student abilities.

Competitions/Contests: Students may be offered opportunities to compete in various competitions and contests throughout the year, such as the National Geographic Bee and National Spelling Bee. Other contests vary from building to building.

Curriculum Compacting/Pre-Testing: Curriculum compacting provides a student with the opportunity to learn and demonstrate understanding of a portion of the curriculum in a time period shorter than usual. This often begins with a pre-test to determine if compacting or other adaptations are indicated. This may involve an entire unit or only specific portions of a lesson.

Differentiation: Differentiated assignments are ones that have been changed with the intent of meeting individual student needs. The content covered, the processes and skills to be used, and/or the final product may be different.

Extension/Enrichment: Extension activities and materials offer the student opportunities to learn beyond or outside of the regular curriculum.

Fast-Paces Grouping: With fast-paced grouping, students are placed according to ability in order to process content at a faster than regular rate. This often involves less drill and practice than is required for some students to learn the skill or content.

Higher Level Question Strategies: Use of higher order thinking skills to provide additional rigor and challenge during classroom discussions.

Independent Study/Research Projects: With independent study, a student is provided the opportunity to work independently, with teacher guidance, on a project or particular area of study. The student may be assigned a topic, select a topic from a given list of options, or design a project.

Individualized Instruction: Individual instruction gives the student instruction using materials matched individually to his/her specific need. This may include one-on-one direct teaching and/or self-directed materials and processes, with teacher guidance.

Individual Support: Gives student guidance in areas of social, emotional, organization, and study habits to promote skills basic to successful school experiences.

Mentorship: Students act as mentors to younger students in a structured setting.

Open-Ended Assignments: Open-ended assignments allow students to make their own choices within a framework or topic.

Regrouping with TAG Peers: Opportunity to engage with TAG peers outside of the classroom.

Tiered Assignments: Assignments are tailored to meet the needs of various groups of students. Instead of all students completing the same assignment, students are assigned work based on their level of readiness and interest.

FAQ'S

Identification

1. At what grade level should identification procedures first occur?

- The Oregon Department of Education has determined that the Oregon Administrative Rules, unless otherwise specified within a particular rule, apply to all children, grades kindergarten through 12. Identification protocol should be in place in all grades, K-12.

2. During the identification process, what should be kept in a student's file?

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

3. What test should be used to identify a TAG student?

- No single test should be the measure of TAG identification. The law requires multiple criteria. This can include teacher checklists, parent checklists, work samples, creativity assessments, etc. In addition, to be identified as a student who is intellectually gifted, the student must score at or above the 97th percentile on a nationally standardized test of mental ability. To be identified as a student who is academically gifted in reading or math, the student must score at or above the 97th percentile on a test of total reading or a test of total mathematics from a nationally standardized test or statewide assessment. ***Districts may consider lower test scores in their protocol for identifying students who have the potential to perform at the 97th percentile.***

4. How long should the identification process take?

- Best practice suggests a reasonable length of time from referral to decision regarding identification status as being thirty working days or six weeks. Deviation from this timeline should be documented, with the reason clearly stated. Decisions on end-of-year referrals may be held over to the beginning of the following school year to facilitate involvement of a building team. Parents should be notified of any delay in the established timeline.

5. Is it acceptable to use a “watch list” for students who come close to meeting the identification criteria for TAG?

- A watch list for students should be used sparingly and with caution. Districts are required to identify students who demonstrate a potential to perform at the 97th percentile, and in many cases this identification should be used for students who demonstrate characteristics of a gifted learner but don't qualify under the specific requirements for intellectually gifted or academically talented in reading or math. A watch list should never be used systematically across an entire grade level such as primary grades. If a student does not qualify for identification during one academic year, there is no reason why that student cannot be considered for identification the next year if there is sufficient evidence.

6. What is a Percentile Conversion Table? What is it used for? Why do I have to wait for a new table every year?

- The Smarter Balanced Assessment Consortium (SBAC) is a criterion-referenced test. That means scores are calculated against a student's knowledge of the content. The Oregon Administrative Rule for identification of TAG students requires the use of a percentile ranking score calculated against the performance of other test takers. We use the conversion table to convert the composite score into a percentile that compares the composite score to other test takers. ODE cannot calculate this percentile until the testing window has closed and all test scores are finalized. The table can only be used for tests taken in the previous school year after it is published. It cannot be used to directly convert scores from the new school year.

Parental Rights

7. What does Oregon law say about parental rights?

- Parent permission is required for any individual testing that may need to be administered for identification purposes. If a student is not identified as TAG, a parent has the right to appeal the results. When a student is identified as TAG, the district must inform the parents about the available programs and services. Parents must be provided an opportunity to give input and discuss with the district the programs and services available to their child. Parents may request

withdrawal from TAG services and programs at any time, and parents must be informed of their right to file a complaint.

Programs and Services

8. At what point in the school year should TAG services begin?

- Oregon state law does not specifically state any timeline for services. This is a matter of local control. However, where no timeline exists, or where the timelines are so delayed as to effectively deny TAG students their legal rights, ODE has established guidelines about timelines. First of all, students previously identified as TAG should be receiving appropriate instruction within the first three weeks of the beginning of the school year. Additionally, transfer students or new referrals should be receiving appropriate instruction within thirty school days.

9. How does an IB, AP, or Honors class meet the needs of a TAG student? Do they meet all the needs of a TAG student?

- International Baccalaureate (IB), Advanced Placement (AP), and Honors classes typically have a faster rate than other classes, and they tend to have more advanced content. They may also require students to use higher-level thinking and performance. However, enrollment in an IB, AP, or Honors class does not automatically show that a TAG student's rate and level of learning are being addressed. The classroom teacher, in cooperation with the school's TAG team and district policy, should still be monitoring the student's academic needs to assure that his or her rate and level of learning are being appropriately addressed in the classroom instruction.

10. Do after school enrichment opportunities meet the demands of the TAG mandate?

- No. The mandate demands appropriate instruction. School enrichment might be helpful, but it does not meet the requirements on its own.

11. How do schools that have only a handful of TAG students adequately provide services?

- TAG students can be effectively served in the regular education setting when differentiation is used consistently and students' rate and level of learning are continually assessed.

12. Do elective teachers have to write a TAG plan? What about a science teacher?

- Oregon TAG law does not specify what exact documentation a teacher needs to have. District policy will determine how teachers will show that they are providing instruction at each TAG student's rate and level of learning. The law states, "The instruction provided to identified students shall address their assessed levels of learning and accelerated rates of learning." The law does not state that this will only happen in reading and math class. ODE interprets this statement to mean that each individual TAG student will be met with a plan of instruction at her or his rate and level of learning whenever appropriate to that particular student's TAG identification.
- For example, a student identified as talented and gifted in performing arts most definitely needs to have services in place in band or choir class. A student gifted in mathematics should most definitely have rate and level of learning assessed and implemented in every class that incorporates mathematics, even if it's an elective or science class. However, that same student may not be identified in reading, and may actually be on grade level in reading and need no TAG instructional services in language arts classes.

13. How can middle and high school teachers meet TAG students' needs and have appropriate evidence of compliance?

- Determining how to provide and document services at the secondary level for TAG students can be challenging, especially when trying to incorporate recent adaptations in the new diploma requirements. First of all, OAR 581-022-1130 states: (7) School districts shall develop a process that provides each student the opportunity to develop an education plan and build an education profile in grades 7 through 12 with adult guidance. The plan and profile shall be reviewed and

updated periodically (at least annually) and be supported by a Comprehensive Guidance Program as defined in OAR 581-022-1510.

- ODE suggests that school districts use this individual plan and profile as a place for school staff, students, and parents to discuss overarching issues related to that particular TAG student's educational needs. This would also allow for the parent input required by both the plan and profile and TAG statutes and rules.
- Additionally, secondary teachers across the state have met TAG students' needs with appropriate evidence of compliance in a variety of ways. Some utilize a course syllabus as the place to explain how individual rate and level of learning will be assessed and incorporated into classroom instruction. Sometimes content area departments establish a set of higher level learning objectives and coinciding learning activities that can be introduced to students who have demonstrated mastery of the basic skills. Other times, teachers present pre-assessment data to parents and students early in the term and then discuss options for that student like curriculum compacting, independent learning contracts, and other instructional strategies. Finally, many secondary schools are incorporating options like proficiency credit, dual credit with community colleges and universities, grade acceleration as a way to provide services to secondary TAG students.
- In all of these examples it is most essential that the classroom teacher is aware of who the TAG students are in his or her class, is able to show evidence of an assessed rate and level of learning for each TAG student, and is providing individual instructional opportunities that match that rate and level.

14. Who is responsible for meeting the needs of twice exceptional students---SPED or TAG?

- Both have responsibility, and both should work in cooperation with students who are twice exceptional.

15. Is there a different set of requirements for meeting the needs of twice exceptional students?

- The legal requirements are the same as with a TAG student who is not twice exceptional. The student's abilities will determine appropriate instruction.

16. What documentation should teachers collect when serving TAG students?

- Oregon TAG law does not specify what exact documentation a teacher needs to have. District policy will determine how teachers will show that they are providing instruction at each TAG student's rate and level of learning.

17. What are the legal obligations of a school or district when a student exhausts all of the courses offered?

- It depends. Can the student get the required credits for the diploma? What classes does the district require? If the student will be able to graduate, the district is not legally required to offer additional coursework for free. However, many districts have made it their local policy to offer additional coursework at the college level or using other Expanded Options programming.

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