

Rogue River School District Talented and Gifted Education Procedures Manual

This manual was authored by the Rogue River District TAG Committee based upon outstanding models from districts across the state of Oregon.

It will be revised periodically to better meet the needs of Talented and Gifted students and the teachers and school community that serves them.

Revised May 2019

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PHILOSOPHY

The Rogue River School District is committed to identifying and providing for the unique intellectual, social, emotional, and career needs of intellectually gifted and academically talented children in grades K – 12.

It is our goal to ensure that all learners, including gifted learners, are provided stimulating, challenging and meaningful educational experiences with lessons and materials appropriate for each student's assessed level and rate of learning.

Our philosophy fosters educational alternatives in a broader social context promoting:

- High expectations and achievement
- Intellectual stimulation and collaboration
- Academic enrichment
- Social and emotional growth

We acknowledge and support the vital role of the classroom teacher in creating differentiated instruction for the unique needs of exceptional learners within the classroom setting.

BOARD POLICIES

Rogue River School Board

POLICY: IGBB

Talented and Gifted Program

The Rogue River School District will provide an educational program that recognizes and serves the unique needs of talented and gifted students in all schools and grade levels.

Talented and gifted students are those who have been identified as having special academic, and intellectual gifts.

The superintendent will develop a written plan that identifies programs and services provided to meet this goal.

END OF POLICY

Legal References:

ORS 343.395

OAR 581-22-403

Rogue River School Board

POLICY CODE: IGBB

Talented and Gifted Identification Process

The superintendent will establish a written procedure for the identification process of academically talented and intellectually gifted students in grades K - 12. Methods of meeting their special learning needs will be incorporated throughout the district.

END OF POLICY

District Responsibility for TAG

Listed below are the major requirements for identifying and serving TAG students in Oregon. These are based on the Oregon Administrative Rules and the Oregon Department of Education guidelines concerning appropriate services for TAG students. Oregon Laws and regulations are included in the back of this manual.

- Teachers must document students' rate and level of learning and the assessment used to determine them on an ongoing basis.
- Instruction (modifications based on assessment) that is delivered to students must be documented. Appropriate documentation may include:
 - lesson plan books with notations
 - grade books
 - student contracts
 - anecdotal records
 - portfolios
 - end-of-year PEP progress notations
- Modifications to instruction must be clearly linked to assessment in each academic area. Assessment is based on the specific curriculum of the individual course and is ongoing.
- 100% compliance by all teachers for all identified students is expected.
- Multiple options for students must be provided in order to best meet the learning needs of identified students.
- Enrichment activities should not be offered in place of acceleration.

Eligibility for Talented and Gifted Services

The following students will be eligible for Talented and Gifted (TAG) services:

- Any student, K-12, screened and identified as TAG in Rogue River School District. If there are legitimate, documented concerns about misidentification, a process will be set into place to address this. No student will be removed from TAG status without parental involvement in the above process, nor without parental approval. If transfer to another public or private school interrupts a student's attendance in Rogue River School District, he/she should be eligible for TAG services upon re-entering the district.
- Any student, K-12, identified as TAG in another Oregon school district which is operating under the same regulations and with similar eligibility guidelines. A student thus identified will not be required to re-qualify upon entering Rogue River School District. Students transferring from out of state will be subject to review by the appropriate TAG school committee to determine their eligibility. Depending on the availability of identification information, including appropriate test scores, students who were qualified out of state may be required to undergo additional evaluation.

Parent Concerns and Appeals Process

The Talented and Gifted Program utilizes an appeals process similar to the District complaint process. If parents or guardians are dissatisfied with their child's identification status and/or the recommended programs and services:

1. They may contact the building principal and submit a written request for reconsideration or additional/alternate services.
2. The principal will acknowledge receipt of the complaint in writing within five working days and arrange to confer with the parents or guardians.
3. The principal will review the identification decision and/or suggested program with the school TAG committee and inform the parents/guardians of the committee's decision and reasoning within ten working days after parent conference.
4. If the parents/guardians remain dissatisfied and agreement cannot be reached at the building level, they may appeal directly to the District TAG Coordinator, who will then review the decisions and recommendations of the school TAG committee and render a final settlement.

In the event of an appeal, the principal has three options:

1. He/She may uphold the decision of the committee. If the committee's decision was consistent with the criteria for the appropriate screening (1st, 2nd, or 3rd), the committee's decision should be upheld.
2. He/She may reverse the decision of the committee and opt for reconsideration. This should be used if:
 - a. The committee's decision was inconsistent with appropriate criteria.
 - b. Additional non-standardized or portfolio-type information indicates a strong possibility that student may be eligible for TAG services
3. Reverse the decision of the committee and identify the student. This option should be exercised ONLY if the student had been identified previously then dropped due to the absence of parent permission slip.

Documentation of Parental Concerns Relating to TAG Services

Name _____ Student's Name _____

Address _____

Phone _____ (day) _____ (evening) Date _____

1. What is the nature of your concern?

2. What action would you like to see taken?

3. If the above action is possible and appropriate, who do you feel should be involved in this action?

4. If the above action is possible and appropriate, what do you think would be a reasonable timeline for implementation and completion?

5. What kind of follow-up or documentation would be most helpful to you concerning this problem and the efforts to address it?

Signed _____

PROGRAMS AND SERVICES

Elementary Schools

Possible ways to address the educational needs of identified TAG students in the regular classroom might be:

- Thematic and/or integrated curriculum
- Acceleration of existing curriculum
- Cluster Grouping/ Small Group
- Team Teaching
- Advanced Materials
- Independent Study Project
- Assignment Differentiation
- Product modifications
- Curricular compacting
- Interest grouping
- Student selected study
- Use of technology
- Higher-level thinking skills and/or complexity, abstractness, and etc.
- Most Difficult First/Compacting

Enrichment opportunities:

- Battle of the Books
- Spelling contest
- Wednesday meetings
- Summer activities

Junior High School

TAG programs and services are built upon options already existing within the jr high school and include:

<p>Classroom Strategies:</p> <ul style="list-style-type: none"> ● Differentiated Instruction ● TAG Groups ● Cross Graded Instruction ● Thematic and Integrated Curriculum ● Independent Study ● Advanced Math Placement ● Southern Oregon Online School ● Access to Mentorships/Internships 	<p>Enrichment:</p> <ul style="list-style-type: none"> ● Brain Bowl ● Scavenger Hunt Competition ● Student Leadership
<p>Activities in the Community:</p> <ul style="list-style-type: none"> ● Summer enrichment ● SOU Saturday Academy 	<ul style="list-style-type: none"> ● Summer camps

Individual classroom teacher strategies: providing curriculum resources at more complex levels, open-ended problem-solving, student initiated and directed projects, flexible pacing and scheduling, simulations, integrated curriculum, higher level thinking skills such as analysis, synthesis and evaluation.

While TAG programs and Services have been built on options already existing within the jr high school, it is important to keep in mind that teachers who have these students in their classes must meet their assessed levels of learning and accelerated rates of learning. This often requires modifications in the instructional program.

High School

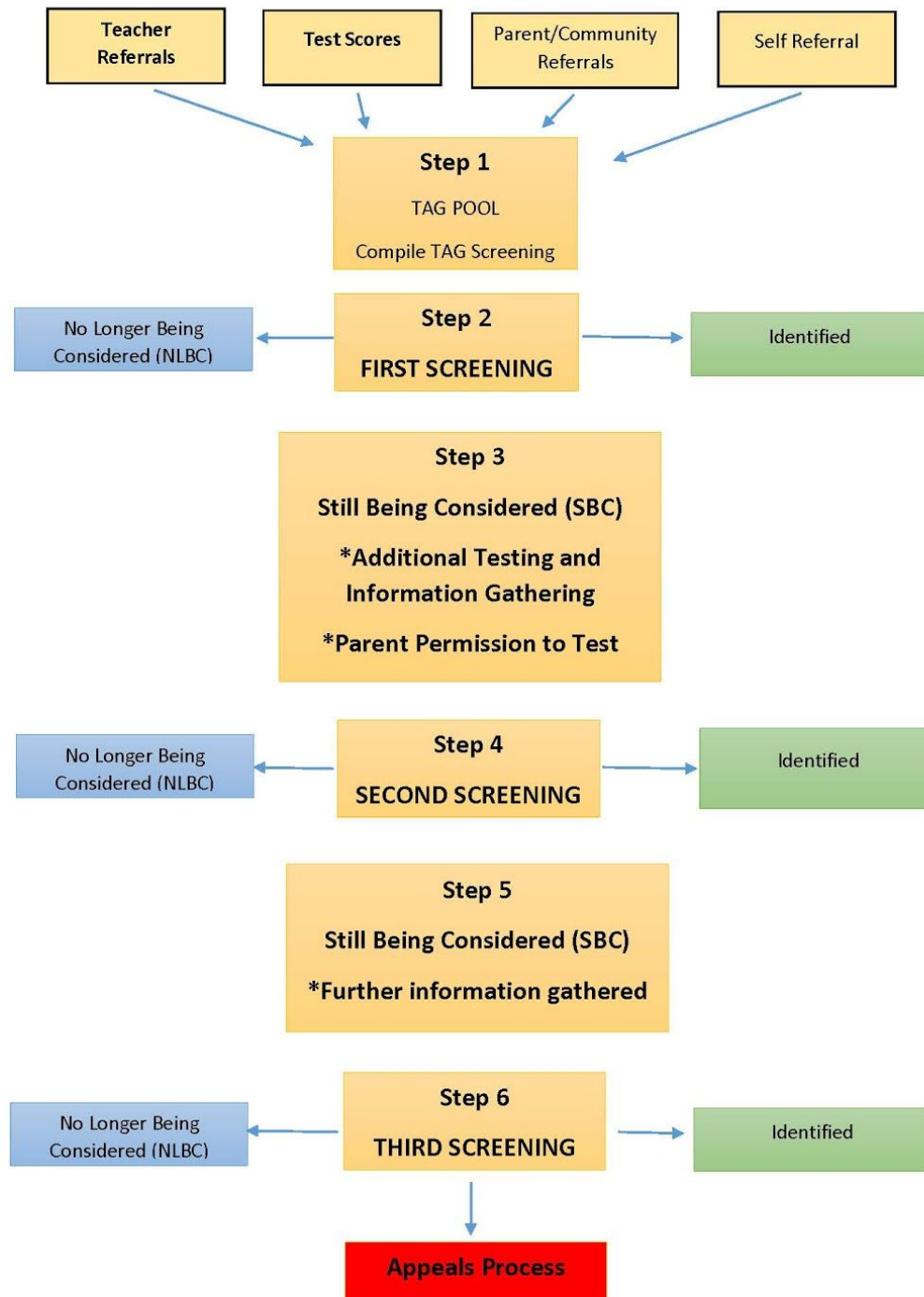
TAG programs and services are built upon options already existing within the high school. The programs and aspects of Rogue River High School that support TAG students include:

- Self-selected scheduling
- Wide variety of classes with many upper level (college prep) offerings (such as Literature, U.S. History, Calculus, Science and many CTE classes)
- Independent Study
- Access to Southern Oregon University and Rogue Community College classes
- 2 + 2 college credits through Rogue Community College
- Access to Mentorships/Internships
- Technical Certifications
- Academic Competitions (Brain Bowl, Academic Scavenger Hunt)
- Southern Oregon Online School classes
- National Honor Society

Individual classroom teacher strategies: providing curriculum resources at more complex levels, open-ended problem-solving, student initiated and directed projects, flexible pacing and scheduling, simulations, integrated curriculum, higher level thinking skills such as analysis, synthesis and evaluation.

While TAG programs and Services have been built on options already existing within the high school, it is important to keep in mind that teachers who have these students in their classes must meet their assessed levels of learning and accelerated rates of learning. This often requires modifications in the instructional program.

Screening Process Flow Chart



Screening Process

Gather Referrals

Teachers, students and parents will be notified that the TAG identification process is underway and referrals are being accepted. Building TAG advisors should make appropriate referral/evaluation forms available and set deadlines for receiving referrals.

- Announcements should be made to students using school-approved venues.
- In September or at the beginning of school, school newsletters should include notices to parents.
- Faculty meetings and/ or teacher bulletins should be used to inform teachers.

Develop a TAG Pool for each school

Each school develops a pool of referred TAG students in the fall of each year. The pool includes the following:

- Students referred by teachers.
- Students referred by parents, community members, or self-referred.
- Students whose most recent academic test show (total) math or (total) reading performance at or above the 97th percentile nationally.
- Transfer student scores at or above the 97th percentile on other nationally standardized tests in (total) math or (total) reading shall also be included.
- Students whose most recent intelligence/ability tests show performance at the 97th percentile or above.
- Transfer student scores at or above the 97th percentile on a nationally standardized intelligence/ability test shall also be included.
- Transfer students identified as talented and gifted in another state.
- Any student who is “still being considered” from the previous year’s screening process.

Note: A student previously screened and found ineligible for TAG services may be re-screened in a new category (Academically Talented, or Intellectually Gifted) or IF new information indicating eligibility emerges, such as a new qualifying test score.

Identification Criteria

No student shall be identified based on a single criteria, such as a test score. Conversely, no student shall be disqualified based on a single criteria. The following criteria shall constitute the minimum required to identify a student for TAG services:

1. At least TWO indicators of giftedness, which must include one of the following:
 - a standardized group intelligence/cognitive ability or achievement score at the 97%ile or above
 - a standardized individual intelligence/ cognitive ability or achievement score at 97%ile or above (requires parent permission)
2. Additional indicators will include two or more of the following:
 - a second group or individual test score
 - strong evaluations by teachers
 - strong indicators of giftedness from the KOI or similar instrument
 - evidence of superior academic performance, e.g. grades (Academically Talented only)
3. For Non-typical identification (also known as “Potential to Perform”):
 - high group standardized tests or individual standardized test scores
 - for English Language Learners (ELL), standardized test scores in a nonverbal intelligence test such as the Raven or in English and the student’s native language which, when considered together, would place the student in the 97%ile of ELL or bilingual students
 - for other non-typical referrals, such as: students from ethnic minorities, students with disabilities, and students who are culturally different or economically disadvantaged, additional evidence, such as a student self-assessment or parent survey, may be considered in combination with other criteria
 - screening reports for non-typical students who are identified without a 97%ile score should include a description of:
 - a) why standardized test scores would not be reliable indicators for this student
 - b) what indicators the committee used instead to identify the student

Notification of Parents

If committee requests individual testing outside the tests or groups designated annually:

- Letter is sent home advising parent that student has been referred and requesting permission to test

If student is identified: Letter is sent home to parents notifying them of committee decision. Letter is to include the following enclosures:

- a brochure explaining Rogue River's gifted education philosophy and services
- a parent survey that can be used by your child's teacher(s) to help plan appropriate services (In the cases where permission to test has been requested, this survey will already have been sent home)
- a letter explaining the complaint procedure for alleged standards violations
- a Student Informational Profile (elementary only)
- a parental acceptance of TAG services form. This form must be returned before identification will be finalized.

If student is not identified: If parent permission for individual testing had previously been given, letter is sent home advising parents of committee decision and their right to appeal. If no permission to test was requested, no letter is needed.

Maintenance of Records

When the screening process is complete and all information will be copied and sent to the district TAG coordinator. The information in the screening folder will be transferred to a behavioral file and kept at the school the student is attending. At this point the screening information becomes an official TAG file.

Rogue River School District Talented and Gifted Education TAG Screening Form

The information on this report is confidential. It should be viewed only by parents, teachers, and others with a direct interest in this student. Keep this form and other screening information in the student's **Behavioral File**.

Student Name _____ Student

Number _____

Student's Grade _____ School _____ DOB _____

Referred for: _____ Academically Talented _____ Intellectually Gifted _____ Potential to Perform

Referral Source: _____ Test Scores _____ Teacher _____ Parent/Self _____

Other _____

First Screening

Date _____

Achievement Tests (Natl %iles): **Level** Test Date _____ Total Math _____ Total Reading _____

OSAT Test Date _____ Total Math _____ Total Reading _____

Indicate which of the following were also considered by the Screening Committee at this screening:

Teacher Evaluations

Student Self-Assessment

Parent Survey

GPA or Report Cards

Other Tests (Test, Date, and Scores)

Committee Decision:

_____ NLBC

Explanation _____

_____ SBC Additional Information Needed: _____ 2nd Screening Date _____

_____ ID: (*circle all that apply*) - Intellectually Gifted - Acad. Talented in Reading - Acad. Talented in Math

Screening Committee: _____

Second Screening

Date: _____

Achievement Tests (Natl %iles): **Level** Test Date _____ Total Math _____ Total Reading _____

OSAT Test Date _____ Total Math _____ Total Reading _____

Cognitive Tests (Natl %iles): **Raven** Test Date _____ Score _____

Other Test _____ Test Date _____ Composite Score _____

Indicate which of the following were also considered by the Screening Committee at this screening:

- Teacher Evaluations Student Self-Assessment KOI
 Parent Survey GPA or Report Cards Additional Tests (Test, Date, and Scores)

Committee Decision:

_____ NLBC Explanation _____

_____ SBC Additional Information Needed: _____ 3rd Screening Date _____

_____ ID: (*circle all that apply*) - Intellectually Gifted - Acad. Talented in Reading - Acad. Talented in Math

Screening Committee: _____

Third Screening

Date _____

Describe additional information considered by Screening Committee at this screening:

Committee Decision:

_____ NLBC Explanation _____

_____ SBC Explanation _____

_____ ID: (*circle all that apply*) - Intellectually Gifted - Acad. Talented in Reading - Acad. Talented in Math

Screening Committee: _____

District Action

Approved and Flagged:

- Academic Reading Academic Math Intellectual Potential to Perform

Comments: _____

District TAG Coordinator Approval: _____ Date _____

Appeal Information	Date of Appeal of Decision _____
Person filing appeal of TAG screening decision _____	
Relationship to Child _____	
Nature of Appeal _____	

Decision _____	

Signed _____	Date _____

Date form sent/received

- _____ / _____ Parent Notification of TAG Identification (Include Permission for Services, Parent Survey, brochure and Complaint Procedures
- _____ / _____ Parent Permission to Test/Evaluate and Survey Forms
- _____ / _____ Parent Notification of Non-Eligibility for TAG
- _____ / _____ Parent Notification of SBC; Need for Additional Tests

RRSD Teacher TAG Evaluation Form

Student _____

Grade _____

Date _____

Teacher _____

Class _____

The information on this form will be used by the TAG Screening Committee in the process for Talented and Gifted Identification. Using a 6-point scale, thoughtfully rate your impression of the student relative to the following item descriptors. If you do not have a basis to rate the student in this area, please draw a line across. After you have done this, please answer the questions that follow to the best of your ability. Finally, make your recommendation for this student, as it concerns TAG identification. Feel free to make any comments that you feel would be helpful to the screening committee. **When rating each item, think about the student in the following ways compared to average students of the same age.**

Below Average (< 24%)	Low Average (24-39%)	Average (40-59%)	Above Avg. (60-89%)	Superior (90-96%)	Very Superior (Top 3%)
1	2	3	4	5	6

Section One – Thinking, Interests, and Participation

Percentiles	< 24	24-39	40-59	60-89	90-96	≥ 97
Tries to find the how and why of things; displays a great deal of curiosity about many things	1	2	3	4	5	6
Asks provocative, insightful questions	1	2	3	4	5	6
Likes to do many things; has a wide range of interests	1	2	3	4	5	6
Connects new learning to previously learned material to make it meaningful	1	2	3	4	5	6
Exhibits special skills unusual for age	1	2	3	4	5	6
Exhibits a wide variety of learning techniques	1	2	3	4	5	6
Shows intuition; has “leaps of understanding”	1	2	3	4	5	6
Becomes absorbed in a task or problem until completion	1	2	3	4	5	6
Comprehends abstract ideas with minimal concrete experience	1	2	3	4	5	6
Has a high level of enthusiasm and alertness for some activities	1	2	3	4	5	6
Demonstrates strong problem-solving skills	1	2	3	4	5	6
Pursues intense interests; shows passion about interests	1	2	3	4	5	6

Section Two – English Language Arts Skills and Interests

Percentiles	< 24	24-39	40-59	60-89	90-96	≥ 97
Uses/understands advanced vocabulary	1	2	3	4	5	6
Reading interest, fluency, and ability	1	2	3	4	5	6
Reads more difficult books	1	2	3	4	5	6
Possesses a large storehouse of information about a variety of topics	1	2	3	4	5	6
Recognizes author’s or speaker’s point of view, mood, or intentions	1	2	3	4	5	6
Expresses him/herself through a variety of communicative skills and strong expressive language	1	2	3	4	5	6
Enjoys independent study and researching areas of interest	1	2	3	4	5	6
Pays attention to details; elaborates	1	2	3	4	5	6

Acquires new language at a fast rate	1	2	3	4	5	6
Is a keen and alert observer; usually “seeing more” or “getting more” out of a story, film, etc.	1	2	3	4	5	6

Section Three – Math Concepts and Processing

Percentiles	< 24	24-39	40-59	60-89	90-96	≥ 97
Learns math concepts and processes faster than other students	1	2	3	4	5	6
Organizes data to discover patterns and relationships	1	2	3	4	5	6
Enjoys trying to solve difficult problems; likes puzzles and logic problems	1	2	3	4	5	6
Solves problems intuitively (may not be able to explain why solution is correct)	1	2	3	4	5	6
Is interested in numbers and quantitative relationships	1	2	3	4	5	6
Visualizes spatially, creates visual images of problems	1	2	3	4	5	6
Needs little practice to master new math concepts	1	2	3	4	5	6
Develops unique associations, uses original methods for solutions	1	2	3	4	5	6
Recalls relevant information/concepts in solving problems, recognizes the critical elements	1	2	3	4	5	6
Analyzes problems carefully, considers alternatives, not necessarily accepting first answer	1	2	3	4	5	6

Section Four – Attributes and Traits

Percentiles	< 24	24-39	40-59	60-89	90-96	≥ 97
Sees humor in situations others may not see; understands puns	1	2	3	4	5	6
Is very sensitive toward people and issues	1	2	3	4	5	6
Quite concerned with right and wrong, good or bad	1	2	3	4	5	6
Can be self-assertive; stands up for his/her beliefs	1	2	3	4	5	6
Individualistic; non-conforming	1	2	3	4	5	6
Believes the process is more important than the final product	1	2	3	4	5	6
Self-critical and often dissatisfied with own effort and product; exhibits perfectionism	1	2	3	4	5	6
Impatient with routine	1	2	3	4	5	6
Intuitively understands situations	1	2	3	4	5	6
Assumes mature responsibilities; exhibits leadership	1	2	3	4	5	6

Please answer the following questions to the best of your knowledge:

This student:

- | | | | |
|--|-----|----|--------------|
| - Lacks proficiency in English? | Yes | No | I don't know |
| - Belongs to an underrepresented ethnic group? | Yes | No | I don't know |
| - Has irregular school attendance? | Yes | No | I don't know |
| - Has a disability that may interfere with learning? | Yes | No | I don't know |
| - Has a history that includes Adverse Childhood Experiences? | Yes | No | I don't know |

In your opinion, how should the TAG Screening Committee proceed with identification (check all that apply):

From everything I know about this student and have seen demonstrated:

- I recommend TAG identification in **mathematical** abilities based on performance in the top 3%
- I recommend TAG identification in **reading** abilities based on performance in the top 3%

- I recommend TAG identification in **intellectual** abilities based on performance in the top 3% (*may or may not translate into high classroom performance*)
- I do not recommend TAG identification in any area

Please make additional comments that may be helpful (attach additional notes if necessary):

Rogue River School District Talented and Gifted Education Parent TAG Referral Form

Student _____ Grade _____ School _____
 Parent(s) _____ Date _____

The information on this form will be used by the TAG Screening Committee in the initial screening process for the Talented and Gifted Program. Please thoughtfully respond to the following ideas concerning your child's abilities and skills by checking the appropriate box. You are free to skip any question that does not apply to your child, one that you would prefer not to answer, or one for which you are unsure of the response.

Section One	Rarely	Sometimes	Usually
Uses and understands advanced vocabulary			
Interested in reading, shows good fluency and ability			
Enjoys reading more difficult books			
Reads non-fiction			
Possesses a large storehouse of information about a variety of topics			
Recognizes author's or speaker's point of view, mood, or intentions			
Expresses self through a variety of communicative skills			
Enjoys independent study and researching areas of interest			
Pays attention to details; elaborates			
Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc.			

Section Two	Rarely	Sometimes	Usually
Learns math concepts quickly and easily			
Organizes data to discover patterns or relationships			
Enjoys trying to solve difficult problems; likes puzzles and logic problems			
Solves problems intuitively (May not be able to explain why the solution is correct)			
Is interested in numbers and quantitative relationships; sees usefulness of applications of mathematics			

Visualizes spatially, creates visual images of problems			
Needs little practice to master new math concepts			
Develops unique associations; uses original methods for solutions			
Recalls relevant information or concepts in solving problems			
Analyzes problems carefully; considers alternatives, not necessarily accepting first answer			

Section Three	Rarely	Sometimes	Usually
Tries to find the how and why of things; displays a great deal of curiosity about many things			
Asks provocative, insightful questions			
Likes to do many things; has a wide range of interests; shows passion about hobbies / interests			
Connects new learning to previously learned material to make it meaningful			
Exhibits special skills unusual for age			
Exhibits a wide variety of learning techniques			
Shows intuition; has “leaps of understanding”			
Becomes absorbed in a task or problem until completion			
Comprehends abstract ideas with minimal concrete experience			
Has a high level of enthusiasm and alertness for a variety of activities			

Please answer the following questions to the best of your ability. Your answers will help guide the screening committee as they consider other evaluations and test scores.

Does your child:		
lack proficiency in English?	yes	no
have any physical disability that may interfere with learning?	yes	no
become impatient if his/her work is imperfect?	yes	no
generally feel satisfied with his/her progress in school?	yes	no
have lots of homework?	yes	no
frequently complain about being bored?	yes	no

In your opinion, how should the TAG Screening Committee proceed with the identification? *(Check all that apply)*

- TAG identification in mathematical abilities
- TAG identification in reading abilities
- TAG identification in intellectual abilities *(may or may not translate into high classroom performance)*

What else would you like the Screening Committee to know about your child?

Please take this referral to your child's school **or** mail it to:
Talented and Gifted Education
Rogue River School District
PO Box 1045
Rogue River, Oregon 97537

Rogue River School District Talented and Gifted Education Student TAG Self-Referral Form

Name _____ Date _____

School _____ Age _____ Grade _____

Please answer the following questions about yourself to help us understand you as an individual and as a learner. This information will be used by the Screening Committee to help determine eligibility for TAG services and if you are identified for TAG it may also be used to help teachers plan for any modifications that may be necessary to accommodate your rate and level of learning.

What hobbies or special interests do you have? _____

What accomplishment are you most proud of? Why? _____

For what reasons do you read? Describe some books or other materials you enjoy reading.

What are your strengths as a student? _____

What are your weaknesses as a student? _____

If you were a teacher, what would you feel is the most important thing you could do for your students? _____

Do you feel you are different from other students in your classes? If so, how? _____

What are your expectations for your future (after high school)? _____

What would help you to gain more from your school experience? _____

How would being identified as a TAG student benefit you? _____

What else would you like us to know about you? _____

Please answer ONE of the following questions on a separate sheet of paper:

- a. What is the cover story for TIME or NEWSWEEK magazine dated July 2010? Give a summary of the article.
- b. What might a reader find on page 95 of **your** autobiography?
- c. What three people (past or present) would you invite to a dinner party and why?
- d. What items do you own that tell the most about you as an individual?

I wish to be considered for the Talented and Gifted Program. I understand that the TAG Screening Committee's decision will be made based on a variety of information sources, including test scores, parent evaluations, this self-evaluation, and teacher evaluation(s). I also understand that even if I am not found eligible for TAG this year, new information might cause the Committee to reconsider me later.

Signed _____

Date _____

Rogue River School District Talented and Gifted Education Student Self-Evaluation - Elementary Form

Student Name _____ Grade _____

Teacher _____ School _____

Read each of the statements below. Think about yourself. Finish the sentences as you think about what you are like and how you feel about things. You may leave a sentence blank if you can't think of anything to write or do not want to answer a question.

1. I seem to learn new things quickly. One example is: _____

2. I understand and can use "grown-up" vocabulary. Some of my favorite words include: _____

3. I have been told I ask interesting or unusual questions. An example of the kind of questions I ask would be: _____

4. I like to collect unusual things or I organize my collections in unusual ways. One thing I collect is _____ It is unusual because _____

5. I seem to be able to figure out answers to problems that come up in the classroom or on the playground when no one else can. One time I figured out _____

6. I do not like to be interrupted when working on something interesting, especially when I am working on _____

7. One interesting or unusual idea I had recently was _____

8. I like to make up and tell jokes or puns. My favorite joke or pun is _____

9. Instead of practicing spelling words and math facts that I already know, I would rather be _____

10. A story that I have written that I am proud of was about _____

11. I care about other people's feelings and like things to be fair. For example, it makes me unhappy if _____

12. One of my favorite books is _____ because _____

13. If I could teach a math class for a day I would help students understand how to ____

14. I really like it when my math teacher lets me _____

15. I like to design and complete science projects. One project that I have done was about _____. The next project I am thinking about doing is going to be about _____
16. I have been told that my reports or projects are very good. One that I am proud of was about _____. The thing that made it interesting was _____
17. If I don't know how to do something, I usually _____

18. One thing that I really want to learn about is _____

19. One thing that I really know a lot about is _____

20. One thing that is different about me than other kids in my class is _____

21. I would really like to be a _____ when I grow up because _____

22. One thing I would like to do to help the world would be to _____

23. Something else that I would like you to know about me is _____

Signed _____

Date _____

Student Self-Evaluation - Secondary Form

Student Name _____ Grade _____ Date _____

Please take a few minutes to answer the following questions. This information you provide may be shared with teachers to help them meet your learning needs. You may leave questions blank if they are not appropriate for you.

1. What kinds of class activities do you enjoy the most? Why? _____

2. What kinds of class activities are most frustrating for you? Why? _____

3. Are there subjects or topics in which you feel you receive more instruction than you need and are required to practice skills more than necessary? _____

4. In which subjects do you feel you could successfully move at a faster pace? _____

5. What subjects or topics would you like to learn more about? _____

6. When you have a big project to do, what parts of it do you like the most and what parts do you like the least? _____
Most? _____
7. In which subjects do you think you learn FASTER than the regular pace of the class? _____

In which subjects do you think you learn SLOWER than the regular pace of the class? _____

8. If you had a choice between more challenging work that makes you think or easier work you could finish quickly and earn an easy "A" on, which would you choose? _____
Why? _____

9. Which do you think is a better indication of the kind of student you are, tests or homework?

Why? _____

10. If you had to describe yourself in less than fifty words, what would you say? _____

Complete the following statements.

1. When I get interested in a project, I _____

2. I am an expert on _____

3. The hardest part of school for me has always been _____

4. My "dream" career would be _____

5. The world would be a far better place if _____

Signed _____ **Date** _____

Parental Consent for TAG Services Form

I hereby acknowledge that I have received notification that my child, _____, is eligible for Talented and Gifted Services through Rogue River School District. I understand that the services will involve assessment of rate and learning needs in the core curricular areas and modification to the curriculum as necessary based on those assessments. I also understand that my child will have opportunities to participate in various enrichment activities as provided by the school and the district.

I understand that I may have input into any educational plan for my child. At any time, I may make an appointment to meet with my child's teacher(s) to discuss his or her educational needs.

Signature of parent or guardian

Date

Please sign below if you do not want your child identified as Talented and Gifted and to receive services through Rogue River School District.

Signature of parent or guardian

Date

Please return as soon as possible to your child's school.

Oregon Statute (ORS)

Oregon Revised Statutes Talented and Gifted Programs

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.

<1959 c.528 s1; 1963 c.570 s21; 1971 c.613 s1; 1979 c.385 s 1>

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.

- a. Ability in the visual or performing arts, such as dance, music or art.

<1959 c.528 s2; 1963 c.570 s22; 1965 c.100 s409; 1971 c.613 s 2; 1979 c.385 s2; 1987 c.335 s1>

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.

<1979 c.385 s8; 1981 c.833 s2>

Note: 343.396 was enacted into law by the Legislative Assembly but was not added to or made a part of ORS chapter 343 or any series therein by legislative action. See Preface to Oregon Revised Statutes for further explanation.

343.397 Plan for improvement of instruction or curriculum for talented and gifted children.

Any school district may submit to the superintendent 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.

<1959 c.528 s5, 6, 7; 1963 c.570 s23; 1965 c.100 s410; 1971 c.613 s3; 1979 c.385 s3>

343.999 State aid to local districts; criteria.

[NOTE: no funds have been appropriated from the legislature for state aid to school districts.]

- (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 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 ORS 343.391 to 343.413 and rules adopted by the board. Any criteria used by the superintendent to evaluate applications shall include, but not be 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 with 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.

<1959 c.528 s8; 1963 c.570 s24; 1965 c.100 s411; 1971 c.613 s 4; 1979 c.385 s4>

343.401 Use of funds appropriated for ORS 343.391 to 343.41

- (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 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 board annually.
- (3) No application shall be approved by the superintendent unless the district agrees to expend district funds for special educational programs for talented and gifted children in an amount equal 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, as described in rules adopted by the board.

<1959 c.528 s9; 1963 c.570 s24a; 1965 c.100 s412; 1971 c.613 s 5; 1979 c.385 s5>

343.404 Funding for program development.

- (1) The superintendent 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. <1971 c.613 s6; 1979 c.385 s6; 1981 c.833 s1; 1987 c.335 s 2>

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.

<1987 c.337 s3; 1993 c.45 s225>

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.

<1987 c.337 s4; 1993 c.45 s226; 1993 c.749 s18>

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.

<1991 c.951 s2>

343.413 Short title

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

<1987 c.337 s2>

Administrative Rules (OAR)

OREGON ADMINISTRATIVE RULES

TALENTED AND GIFTED

581-22-1310

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 the 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 through 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 the 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 identified students shall address their assessed levels of learning and accelerated rates 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

581-015-0805 Definitions

The following definitions apply to OAR 581-015-0811 through 581-015-0840 unless the context requires otherwise:

- (1) "Talented and Gifted Children": Those children, as defined in ORS 343.391, who require special educational programs or services, or both, beyond those normally provided by the regular school program.
- (2) "Parent": A natural or adoptive mother or father, a legally appointed guardian or, if the child has attained the age of majority, the individual student.
- (3) "School District": The same meaning as in ORS 330.005 and also includes, where appropriate, an education service district or a consortium of school districts submitting a joint written plan and application to serve talented and gifted children.
- (4) "Case Study": The information concerning a student used for the selection and placement of the student, as described in OAR 581-015-0830, in a special education program and considered a "behavioral record" as defined in ORS 226.185. The information shall include:
 - (a) All identification measures as contained in OAR 581-015-0830(6);
 - (b) Diagnostic information as appropriate;
 - (c) Parental consent forms; and
 - (d) A summary of the selection team decision on placement and the reasons for that decision.
- (5) "Selection Team": A committee responsible for developing individual case studies and selecting students for placement in programs for the talented and gifted.
- (6) "Written Plan": The district goals and plan for developing services and programs, the timeline for implementation and plan for evaluating progress toward achieving the goals.
- (7) "Application": A one-year request for state funds by a school district which specifies goals for the program or service, and goals for students.

Stat. Auth.: ORS Ch. 343

Stats. Implemented: ORS 343.411

Hist.: 1EB 21, f. 1-19-60; 1EB 47, f. 3-4-60; 1EB 21-1978, f. 6-19-78, ef. 6-20-78; 1EB 13-1979, f. 9-21-79, ef. 10-2-79

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 22, 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; 326.051 Hist.: EB 18-1996, f. & cert. ef. 11-1-96

Other Sections of OARs Related to TAG

Of special interest for TAG Students in *BOLD ITALICS*:

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:

(A) Develop decision-making skills;

(B) Obtain information about self;

(C) Understand the educational opportunities and alternatives available to them;

(D) Establish tentative career and educational goals;

(E) Accept increasing responsibility for their own actions;

(F) Develop skills in interpersonal relations; and

(G) 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) Assign 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, Recordkeeping, 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 student 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 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