



TALENTED and GIFTED STUDENTS

Parent/Guardian Handbook

Dallas School District NO. 2 is committed to identifying and providing for the unique intellectual, social, emotional and career needs of Talented and Gifted (TAG) students.

Steve Spencer, Superintendent

Rachel Alpert, Assistant Superintendent

Board of Directors: Ed Dressel • Lu Ann Meyer • Rob Ogilvie • Zach Steele • Jonathan Woods

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July 1, 2022

Dear Guardian/Parent,

This handbook is intended to provide parents with an overview of Dallas School District programs and services for talented and gifted (TAG) students. This document is designed to answer many of your questions and help you understand the policies and procedures our district employs to meet the needs of our talented and gifted students.

In addition to your student's classroom teachers, building administrators and a district coordinator will help answer your questions about services. We can assist you with the identification process or obtaining appropriate instructional modifications to meet your student's unique rate and level of learning.

Oakdale Elementary: Liz Postlewait, Principal, 503-623-8316

Lyle Elementary: Reed Langdon, Principal, 503-623-8367

Whitworth Elementary: Derek Bruns, Principal, 503-623-8351

LaCreole Middle School: Tyler Lalack, Principal, 503-623-6662

Dallas High School: Shannon Ritter, Assistant Principal, 503-623-8336

District Contact: Todd Baughman, Whole Child Administrator, 503-623-8480

Dallas 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. Special issues or concerns that are not resolved at the building level should be brought to my attention. My office is located at the Morrison Campus and I can be contacted at 503-623-8480.

Please note that this information is available electronically on the Dallas School District website located at <http://www.dallas.k12.or.us>.

Sincerely,

Todd Baughman, Whole Child Administrator

Dallas School District

Overview

In accordance with OAR 581-022-1310 and OAR 581-022-1330, Dallas School District identifies and provides services for students with exceptional academic talents or intellectual gifts. This document consists of 8 standards around which talented and gifted (TAG) services are implemented. These standards will function as a framework and communication tool for designing and documenting appropriate instruction. AS the program grows and changes to meet the intent of these standards, the document will be reviewed.

The qualities of a strong program are consistent throughout all schools, K-12. The eight standards around which each school's program is built are as follows:

1. There will be an ongoing search for students eligible for TAG services.
2. Information will be provided by the school to parents in a timely manner when a student is identified.
3. Level(s) and rate(s) of learning will be assessed.
4. Documentation of instruction for assessed level(s) of learning and accelerated rate(s) of learning will exist.
5. There will be opportunities for parent input and regular communication among parents, school staff and students.
6. There will be a shared responsibility among parents, school staff and students.
7. Appropriate service options for each student to work at assessed level(s) and accelerated rate(s) of learning will exist.
8. Opportunities for interaction with other TAG students will exist.

Oregon Administrative Rules (OAR) outline the specific requirements of the Oregon Talented and Gifted Education Act. These rules and statutes apply to all children grade K-12.

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

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. Parents rights of Talented and Gifted Students:
 - School districts shall inform parents at the time of the identification of the school of the 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 rights to file a complaint.

Identification Process

Dallas School District seeks to identify Talented and Gifted students (TAG) in two categories: **academically talented** and **intellectually gifted**. Students may be identified in either or both 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. Identification is based on multiple criteria that reveal a consistent pattern of excellence over time, or the potential for such a pattern. Evidence can include nationally standardized test scores, work samples, grades and anecdotal records.

Step 1: 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.

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

- Kingore Observation Inventory (primary teachers)
- Naglieri Nonverbal Ability Test (Grade 2)
- Smarter Balanced Assessment Consortium (all students at grades 3 – 8 / 11)
- Standardized test scores above the 97%
- Observation of student work and behaviors by teachers
- Parent observations

Step 2: 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. 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 TAG review team will make one of 3 decisions.

1. Does not meet criteria:

At this step the team makes a decision regarding eligibility. No further action will be taken regarding this student unless the screening process brings the student forward again.

2. Need additional data:

Additional data may include:

- 1) Waiting for the next round of group administered standardized tests;
- 2) Requesting an individual assessment with a standardized test;
- 3) Requesting additional information or work samples from a teacher.

3. Identification (Reading, Math, and/or Intellectually Gifted).

Step 3: Formal Data Collection

Additional information may be 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 will review the information and determine eligibility.

Step 4: 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.

Instructional Services for TAG Students

Both academically talented and intellectually gifted TAG students in the Dallas School District are primarily served within the classroom by their teacher. Regardless of the category of identification, TAG students receive instruction at their assessed rate and level of learning in all content areas. This applies to all grade levels and for all subject areas or courses. The goal is to ensure that TAG students are stimulated and challenged throughout the school day by means of advanced content, flexible pacing, higher order thinking skills, research, projects and materials appropriate for the student's learning.

Kindergarten – 12th grade

The classroom teacher at all levels develops instructional modifications that will appropriately meet the identified student's assessed rate and level of learning. In addition to the individual classroom modifications made by the teacher for rate and level, each building has a TAG coordinator who provides support to TAG students, staff and parents.

Opportunities for parents to provide input about their child's program and services may occur through the fall parent-teacher conferences, a separate conference, phone conversations, or written

communication including email. Teachers are expected to offer these opportunities and parents are encouraged to become involved in this process.

Elementary:

All TAG identified students at the elementary level receive modifications and adaptations as necessary in the regular classroom. Typical modifications in a classroom may include: individual, small group or whole group instruction, curriculum compacting, learning contracts, tiered assignments, or independent study.

Middle School:

There are a variety of services available to TAG students at LaCreole Middle School. Talented and gifted students are generally served via an in-class model with students receiving appropriate modifications from their classroom teachers. In sixth and seventh grade, advanced classes are offered in math. In eighth grade, advanced classes are offered in math and language arts. In advanced math, students are eligible to receive high school credit upon completion.

The classroom teachers assess the rate and level of learning for each TAG student and then make appropriate modifications in the classroom based on the assessment results. In some cases, the adaptation may be the advanced or above level course. There are a variety of enrichment programs available to all students at the middle school. These are in addition to the appropriate instruction being provided within the classroom, and add value to the overall educational experience for students. They provide an opportunity for students to extend their learning by doing in-depth investigations and exploring areas of interest.

High School:

In all classes, TAG students receive adaptations and modifications that address their assessed rate and level of learning. In some cases, the adaptation may be the advanced or above-level course. TAG students at the high school level are offered independent study, reading and conference, challenge exams, concurrent enrollment in college, and advanced-level courses.

Instructional Options

There are a variety of techniques used to meet the rate and level of learning for TAG students. Instructional options that are given to a student are dependent on the learning needs of the student and the style of the teacher. Some potential instructional options are defined below:

- Individualized Instruction: One-on-one instruction in an assessed area of need.

- Acceleration: Moving through material at a rapid rate equal to the student's ability.
- Curriculum Compacting: Omitting or abbreviating material students know or can learn quickly. Once material has been compacted, a student can move on to new material or an area of interest.
- Independent Study: Teacher-guided project or coursework designed to allow a student to proceed independently and at his/her own rate.
- Computer-assisted instruction: A student progresses at his/her own rate in a computerized program designed to teach a specific skill or concept.
- Ability Groupings and/or Cross-Grade Grouping: Grouping students by ability with a class or grade or across grade levels for specific skill instruction.
- Advanced Placement/Honor Classes: Classes offered at the high school level that are for college preparation.
- Credit by Examination: Credit for courses is awarded if mastery is shown on an exam. A student then moves on to the next level course or an elective. This option is available for specific courses at the high school
- Concurrent Enrollment: Enrollment with current and next school, including college.

Enrichment Options

Enrichment is an important part of the education of all students. Enrichment provides depth to an area of study and richness to the overall education experience. Enrichment options may include activities such as but not limited to the following:

- Academic
 - Academic Competitions Club (ACC)
 - Knowledge Bowl
 - Battle of the Books
 - Geography Bee
 - International Club
 - National Honor Society
 - World Affairs Council
- Mentorship/Internship
 - Connecting students with an adult possessing similar interests.
- Special Projects
 - Individualized project building on student interest and abilities.

Honors Diploma
Individualized Project

- Interest Group

A group of students investigate a topic of interest and report findings

Talented and Gifted Records

TAG identification teams must keep a record of the decision made by the team, and the data used to make the decision. The permanent record file, TAG section, will contain copies of all forms related to parent permission, data used to make the eligibility decision, instructional options and modification, and assessment of levels and rates of learning. At all levels, the classroom teacher or building TAG coordinator maintains the file. At the beginning of the year, the teacher is expected to review its contents and use the information to help devise instructional modifications.

Termination of TAG Services

The guardian(s) may, at any time, request the withdrawal of their child from TAG programs and services.

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:

- a) Identification process,
- b) Programs and services for talented and gifted students, or
- c) 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 Todd Baughman, Whole Child Administrator, at 503-623-8480.

Roles

The mission of the talented and gifted program is to identify, encourage, and respond to the diverse needs of students identified as talented and gifted children. Collaboration between the parents and teachers enhances the possibilities for differentiated curriculum and instruction in the child's areas of interests and strengths. To this end we have outlined some basic roles.

Parent's role

- ✓ May initiate the TAG identification process on behalf of the child.
- ✓ May withdraw their child from the TAG program.
- ✓ Provides information about the child's development and interest.
- ✓ Gives input into the selection of appropriate programs and services for the child.
- ✓ Communicates with the child's teacher(s).
- ✓ Attends parent/teacher conferences.
- ✓ Supports school efforts at home.

Teacher's Role

- ✓ May initiate the TAG identification process on behalf of a potentially gifted student.
- ✓ Be aware of TAG students' characteristics and learning needs.
- ✓ Assesses rate and level of learning in different content areas.
- ✓ Develops instructional modification and communicates with parents, the student, and other teachers.
- ✓ Uses Curriculum and other modification strategies to meet rate and level of learning.

The TAG Coordinators' Role

- ✓ May initiate the TAG identification process on behalf of a student
- ✓ Coordinates the identification effort within the building.
- ✓ Manages student TAG records.
- ✓ Communicates with parents as needed during the identification process.
- ✓ Acts as a liaison for administration, staff, parents and students.
- ✓ Keeps the principal and staff informed of school-based team decisions.
- ✓ Acts as an advocate for the TAG student.

Dallas School District: Talented and Gifted Policies

(as of 7/2022)

Dallas School District 2

Code: **IGBB**

Adopted: 10/14/02

Readopted: 6/14/10; 2/27/18

Talented and Gifted (Tag) Program and Services

Dallas School 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 as defined by ORS 343.395 and OAR 581-022-1310. Copies of the statute and administrative rule are available at each school office or the Dallas School District Office, 111 SW Ash Street, Dallas, OR 97338. This policy can be found on the district website.

The District administration will maintain procedures for identifying academically talented and intellectually gifted students K-12. The District will also develop a written plan that identifies instructional options or services needed to address the assessed levels of learning and accelerated rates of learning of identified 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.

END OF POLICY

Legal Reference(s):

[ORS 343.391 to -343.401](#)

[ORS 343.407 to -343.413](#)

[OAR 581-022-2325](#)

[OAR 581-022-2330](#)

[OAR 581-022-2500](#)

Appeals Procedure for Talented and Gifted Identification and Placement**

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

Informal Process

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

Formal Process

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

8. If the parents are still dissatisfied, an appeal to the State Superintendent of Public Instruction following the procedures outlined in the Oregon Administrative Rules (OAR) may be used. The district shall provide a copy of the appropriate OAR upon request.

Oregon Administrative Rules Talented and Gifted

581-022-1310

Identification of Academically Talented and Intellectually Gifted Students

- (1) Each school district shall have local district policies and procedures for the identification of talented and gifted students as defined in ORS 343.395 who demonstrates 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.
- (2) The policies and procedures must meet the following requirements:
 - (a) Districts shall make efforts to identify students from ethnic minorities, students with disabilities, and students who are culturally different or economically disadvantaged.
 - (b) A team shall make the final decisions on the identification of students using the information collected under paragraphs (c) and (d) of this section. No single test, measure or score shall be the sole criterion. 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.
 - (c) Districts shall collect behavioral, learning and performance information and include the information in all procedures for the identification of students.
 - (d) 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, a nationally standardized test of reading or mathematics, or a test of total reading or total mathematics on the Oregon Assessment of Knowledge and Skills
 - (e) Despite a student's failure to qualify under paragraphs (d) (A) and (B) of this subsection, districts, by local policies and procedures, shall identify students who demonstrate the potential to perform at the 97th percentile.
- (3) School districts may identify additional students who are talented and gifted as defined in ORS 343.395, as determined by local district policies and procedures, if the students demonstrate outstanding ability or potential in one or more of the following areas:
 - (a) Creative ability in using original or nontraditional methods in thinking and producing.
 - (b) Leadership ability in motivating the performance of others either in educational or noneducational settings.

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

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 - ORS 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 beyond those normally provided by the regular school program in order to realize the contribution of talented and gifted children to self and society.
- (2) The written plan for programs and services for talented and gifted children shall be submitted to the Oregon Department of Education on a date and in a format provided in guidance documents provided by the Oregon Department of Education.
- (3) The written plan shall include, but is not limited to:
 - (a) A statement of school district policy on the education of talented and gifted children;
 - (b) An assessment of current special programs and services provided by the district for talented and gifted children;
 - (c) A statement of district goals for providing comprehensive special programs and services and over what span of time the goals will be achieved;
 - (d) A description of the nature of the special programs and services which will be provided to accomplish the goals; and
 - (e) A plan for evaluating progress on the district plan including each component program and service.
- (4) The instruction provided to identify students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning.
- (5) 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; ODE 6-2009, f. & cert. ef. 6-29-09; ODE 20-2011, f. & cert. ef. 12-

