

## **Talented and Gifted Programs**

Myrtle Point School District is committed to educational programs that allow for every individual to advance toward his/her fullest potential. As a part of that commitment, the District's Talented and Gifted Program (TAG) provides students academically and intellectually gifted with enrichment opportunities that may not otherwise be available.

It is the philosophy of the Myrtle Point School District TAG Program that gifted students have unique educational, social and emotional needs that require special programming. When these needs are effectively met, TAG students are more likely to become productive and positively influential members of society.

The development of special programming for gifted students should involve input from a wide variety of sources including, but not limited to, parents, teachers, students and professional resources. Programs should be developed with the needs of specific students in mind as well as the generalized needs of gifted children nationwide.

### **Talented and Gifted-A Definition**

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

Myrtle Point School District shall make efforts to identify students from ethnic minorities, students with disabilities, and students who are culturally different or economically disadvantaged.

### **Tag Mandate and Regulations**

In 1987 the Oregon Legislature passed Senate Bill 504, Oregon Talented and Gifted Act, mandating educational services for gifted students for grades K-12. The four sections of the Gifted Education Act are included in ORS 343.407 and 343.409 and read as follows:

Section 1. Section 2 to 4 of this Act are added to and made a part of ORS 343.391 TO 343.404.

Section 2. This 1987 Act shall be known as the Oregon Talented and Gifted Education Act.

Section 3. School districts shall identify talented and gifted students enrolled in public schools beginning with the 1990-91 school year under rules adopted by the State Board of Education.

Section 4. School districts shall provide educational programs or services to talented and gifted students enrolled in public schools beginning with the 1991-92 school year under rules adopted by the State board of Education.

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

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

#### Roles in the Tag Program

<i>TAG Student</i>	Each TAG student has the responsibility to direct his/her efforts toward the attainment of program outcomes. Emphasis is placed upon students becoming increasingly more self-directed and in using skills in complex learning opportunities.
<i>Classroom Teacher</i>	The regular classroom teacher has primary responsibility for a TAG student's program. The teacher determines student level and provides learning opportunities which address the level for the student to progress at an appropriate rate. The teacher also identifies learning opportunities that may be bypassed because of previous or easy mastery, allowing students to work on activities assigned by the TAG specialist or which the teacher feels appropriate.
<i>School Selection Committee</i>	A TAG selection committee shall be designated at each school to handle details in the referral and identification process for that school. Each school's committee gathers paperwork and pertinent information needed for evaluating students and is involved in making decisions regarding TAG identification within that school. Each school's selection committee will meet regularly with the school's TAG coordinator.
<i>School Coordinator</i>	The responsibilities of a school TAG coordinator are multifunctional, involving identification, assessment and consultation with parents, teachers and students. A coordinator is actively involved in the identification process and available to consult with teachers regarding assessment and program plans for identified students, as well as to provide mentors and facilitate outside extension activities for TAG students. A coordinator is also available to work with small groups of people, serving as a resource for parents, students and teachers who have questions regarding the District program or the needs of gifted children in general. Lastly, a coordinator organizes and facilitates school TAG meetings and provides continuity for the program.
<i>School Evaluator</i>	The evaluator handles referrals, tests students and is involved in making decisions regarding identification. The evaluator is qualified to administer, score and interpret individual student assessment.
<i>Parents</i>	Parents have the opportunity to be involved in their student's program in several ways. Foremost, they have the right and responsibility to be informed and to have input regarding their student's program. Parents of TAG students are also encouraged to attend special events and volunteer with the program.

## Student Identification

A key to a successful talented and gifted program lies in the effective and proper identification of the participants. The following District identification procedure will be used in the selection of students for the Talented and Gifted program and will follow state guidelines as outlined in OAR 581-22-403.

Each school's designated selection committee shall make the final decisions on identification of that school's students. No single test, measure or score shall be the sole criteria. A record of the school selection committee's decision and the data used by that committee to make a decision, shall become part of the education record for each student considered.

The following measures and criteria for identifying the intellectually gifted and academically talented shall be used by all school selection committees:

1. Intellectually gifted students shall score at the 97th percentile on a nationally standardized test of mental ability.
2. 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 of reading or mathematics.
3. The TAG coordinator shall collect behavioral, learning and/or performance information and include the information in all procedures for the identification of students.
4. The school selection committee, by considering evidence gathered by the TAG coordinator, shall identify students who demonstrate the potential to perform at the 97th percentile.
5. The school selection committee, by considering evidence gathered by the TAG coordinator, may identify additional students who are talented and gifted as defined in ORS 343.395(7)(c), (d) and (e):

ORS 343.395(7)

(c) Creative ability in using original or nontraditional methods in thinking and producing.

(d) Leadership ability in motivating the performances of others either in educational or noneducational settings.

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

**Inconclusive Evidence of Need for Identification:** The school selection committee will find many cases where more information is needed in order to determine eligibility or noneligibility for TAG identification. Unless the committee is sure identification is appropriate, identification will not be made until the committee has enough information to legitimately do so. An example would be that, for the most part, K-3 students will be in this category. In identifying students in kindergarten, first, second and third grades, both ability and achievement testing can be inaccurate indicators of a student's real potential. Due to the wide variation in experience a student brings to school, undue emphasis will not be placed on skills that

may indicate a rich home environment which enhances a bright student's scores and causes the student to "look very superior" as opposed to actual individual superior potential. All K-3 students who demonstrate potential evidence of giftedness will be referred to their school's TAG coordinator. The TAG coordinator will set up a working file folder for students whose identification is deferred. Work products will be accumulated and learning styles will be noted. Participation in the TAG program will be considered inconclusive until more data and history on them exists.

Steps in the Identification Process: .....See Page 7-8 , Flow Chart of "Identification Procedures"

1. *School Selection Committees* - Each school will designate a selection committee composed of a TAG coordinator and other representatives from the teaching staff. Each school's committee will be responsible for analyzing the case study on every potential TAG candidate within that school and for making a final decision about the student's identification. Each school's selection committee will meet on an on-going basis to review possible candidates within that school.
2. *Identification of Students* -
  - a. *Referral* - Students in grades K-12 may be nominated as potential candidates for the TAG program by parents, teachers or other school staff knowledgeable about the student's ability. In the case of a teacher or school staff member referral, the referring party is responsible for evaluating the student's ability and performance, and for submitting that information along with the nomination form. The referral shall include a completed "Recommendation for Talented and Gifted Screening" form.
  - b. *Screening* - Once a coordinator has received the referral information, he/she will call a meeting of the appropriate school's selection committee. In addition, students from other districts will be routinely screened upon entering the Myrtle Point School District. Additional test data as is made available (such as PSAT) will be used where pertinent in both the referral and screening processes.
  - c. *Review* - The appropriate school's selection committee will review the information obtained about each potential candidate. Those students who clearly meet the criteria, either intellectually or academically, will be recommended by the selection committee for selection.
  - d. *Further Testing* - Students who may meet the criteria, but for whom the data is either inconsistent or inconclusive, will require further evaluation. Additional testing will be presented only when there is sufficient evidence or extenuating circumstances to suggest it be conducted. Prior to additional testing, parents will be notified in writing and their written permission to test will be received.
  - e. *Selection and Parent Notification* - After all evaluation and testing is completed, the school's selection committee shall make a decision as to eligibility based on all the data. If the student clearly meets all criteria - 97% or above in Total Reading or Total Math on an nationally standardized achievement test or a nationally standardized mental abilities test - the parent(s) shall be notified in writing. Parents of students who have not qualified will be notified in writing regarding nonselection. Parents who do not want their child to receive services or participate in the TAG program must so notify the school in writing.

- f. *Appeal* - Parents wanting to appeal the results of the selection committee must notify the superintendent by letter with their appeal and the reason(s). The committee will have an appeal only on the basis of a recommendation by the superintendent.
  - g. *Placement* - A TAG coordinator, with the help of parents and the individual student, will meet to decide what programs best meet the student's needs. Parents are invited and urged to participate in the planning process for their student.
3. *Rights of Parents of Talented and Gifted Students* - In carrying out the requirements of OAR 581-22-403 and OAR 581-22-406, the Myrtle Point School District shall:
- a. Inform parents in writing, at the time of identification of the student, of the programs and services available;
  - b. Provide an opportunity for the parents to provide input to and discuss with the District the programs and services to be received by their student;
  - c. The parents may, at any time, request the withdrawal of their student from programs and services provided under OAR 581-22-404. Myrtle Point School District shall give written notification to parents of identified students of this right;
  - d. Parents shall be informed in writing of their right to file a complaint under Oregon Administrative Rule 581-22-805;
  - e. Parents will be given a written copy of their rights.  
See: "To the Parents as Guardians of Students Identified as Talented and Gifted in Oregon" from the Oregon Department of Education.

### **Talented and Gifted Programs and Services**

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

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

**Mentorship/Internship:** Student is paired with an expert in a field of common interest with the student being guided in a project or research. Internships may be in career fields (paid or unpaid) in the community.

**Advanced Placement:** Formal advanced placement curriculum for which high school students can complete a course and take the advanced placement examination for college credit. Also, placement in a class more advanced than the student's age. Most commonly offered in math.

**Cross-grade Grouping:** Students may be ability-grouped with students in a higher grade level.

Concurrent Enrollment: Attendance in the next higher school setting for credit in both settings (high school and college; junior high school and high school; also possible between grade school and junior high school).

Academic, Intracurricular and Extracurricular Competitions and Clubs: According to personal interest, students will be informed of and encouraged to take part in competitions and clubs that will spark a challenge. Examples include Odyssey of the Mind, Model United Nations, Invention Conventions, Knowledge Master, Geography Bee, Chess Club.

Honors Classes: High school students attend classes that have a curriculum offered in greater depth and complexity for students who qualify.

Grouping by Ability: Grouping within a skill area. May be within the classroom, grade level or cross-grade level.

Cluster Grouping: Grouping according to ability or interest in a regular classroom. May be project-oriented, short-term or more.

Early Entrance: Child enters kindergarten, first grade, junior high, senior high or college prior to age mates.

Special Part-time Class: Students are grouped for a period of time away from the regular classroom. Examples would be elementary resource room, seminars or tutorials. Could also include a special TAG class at the secondary level or a counseling class (often for underachieving).

Saturday and/or After School Classes: Academic or experiential opportunities outside the school setting (not including sports). Saturday Academy is a good example.

Summer Programs: Often on college campuses, such as Southern Oregon State College, Reed College, University of Oregon, all of which offer summer camps with an intellectual slant.

Out-of-Level Testing: Testing done on an intellectual level, not an age level.

1. Copies of the following must be attached to this recommendation:

- a. Standardized test data;
- b. Statewide Assessment Tests, as applicable;
- c. Any other standardized data available.

2. Referring staff must complete the following information:

Date of referral: \_\_\_\_\_

Name(s) of the Attached Test Scores or Information

Date of Test/Information

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Out-of-Level Testing: Testing done on an intellectual level, not an age level.

### RECOMMENDATION FOR TALENTED & GIFTED SCREENING

\_\_\_\_\_  
School TAG Coordinator's Signature

\_\_\_\_\_  
Date

#### Identification Procedures for Grades 4-12 Intellectually Gifted and Academically Talented Students

1. Referral Comes from teacher, parent, or other school staff knowledgeable of student's ability
2. Screening "Recommendation for Talented and Gifted Screening" Form
3. Review Data Appropriate school selection committee reviews past test scores, behavioral and performance data, and other pertinent information

4. May Meet Criteria Further testing may be recommended.	Doesn't Meet Criteria Written parent notification,
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Exit
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5. Selection and Parent Information School selection committee decision based on all information; notify parent(s) in writing.
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6. Placement a. Variety of options. b. Written parental notification and involvement.
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7. Programs and Services
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