

Oregon School Boards Association Selected Sample Policy

Code: **IGBB-AR**
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Talented and Gifted Program Plan

Long Range Goals

1. The district provides programs and services to meet the rate and level of learning of those students identified as talented or gifted (TAG). The programs and activities shall begin within the regular classroom and, to the extent feasible, extend to resources within the district and to programs available within the community.
2. The district shall offer in-service or planning opportunities to assist teachers in creating TAG activities.

Annual Objectives

The TAG students will receive appropriate instruction in the regular classroom which will address their accelerated rate and level of learning.

The TAG student may receive effective guidance and support through TAG peer groups and appropriate resource person(s), apart from the regular classroom environment.

The district may provide programs and activities, beginning with the classroom and extending to outside the community.

TAG students may be provided with resources outside the district to assist in academic/intellectual and creative development.

Differentiated goals for curriculum address the educational interests and meet the behavioral needs of identified students in five areas: self concept, social relationships, self direction/productivity, advanced thinking skills, creativity and complex product development.

Program Goals

1. The district will assist each TAG student to develop attitudes and behavior which will enable them to become positive role models in developing and preserving our environment and in respecting the dignity, the rights and worth of all individuals (Instructional Goals 6, 8).
2. TAG students will acquire necessary self directed learning skills to become lifelong, independent individuals able to cultivate moral and ethical values (Instructional Goals 4, 9).
3. Each TAG student will develop the ability to understand and share his/her giftedness to help himself/herself and others (Instructional Goals 6, 9).

4. TAG students will develop healthy self concept relative to their giftedness, to interact effectively with other TAG students, peers and society (Instructional Goals 6, 9).
5. Also, TAG students will acquire the advanced thinking and self directed learning skills to become independent, creative producers (Instructional Goal 9).

Each grade level/subject area will provide appropriate instruction which correlates to established grade level/subject area goals and state-required common curriculum goals.

Grade Level Goals

Oakland Elementary School:

1. Learning Centers
 - a. Math, language arts, science/social studies.
2. Independent study
 - a. Program plan with teacher and resource person.
3. Enrichment
 - a. Question strategies;
 - b. Logical thinking;
 - c. Problem solving.
4. Higher level/critical thinking skills;
5. Complex product development.

Lincoln Junior High School:

1. Integrate multiple disciplines into area of study;
2. Use independent study skills to produce project with multiple use of new techniques, materials and forms;
3. Compact curriculum or add independent study;
4. Early thinking techniques and complex product development;
5. High school credit classes through individual enrollment;
6. High school class for Lincoln students.

High School:

Each teacher will offer the opportunity for TAG students to implement and enrich the regular classroom curriculum by:

1. High school credit for junior high students;
2. A.P. classes where appropriate;
3. Umpqua Community College classes for advanced students;
4. Advanced thinking techniques and complex product development.

All Levels

Appropriate support groups will be formed at each school according to appropriate needs of TAG population. Also, appropriate support groups will be formed at each school and grade level to address the effective needs of TAG students.

In each building or on a districtwide level, a staff member will act as facilitator and program planner. Staff will document planning and progress through the use of an Individualized Education Program Guide (IEPG). The student will have a TAG work portfolio which contains artifacts of annual progress. The portfolio shall follow the student on an annual basis and will be kept in a room file.

Evaluation

Individual students shall be evaluated and progress assessed at a minimum of once a year in June.

An advisory committee comprised of staff and parents shall annually evaluate the district program. The advisory committee will inform the building/district TAG coordinator of any recommendations for the following year.