

Identification Procedures - Talented and Gifted

The selection committee may include, but not be limited to, people in the following roles:

1. Building principal;
2. TAG coordinator;
3. Referring/Classroom teacher;
4. Other personnel such as Psychologists or Counselors as needed.

STEP I. Development of Initial Pool of Students

Initially all achievement test scores of students will be reviewed. Students scoring above 90 percent in total reading or total math on the Stanford Achievement Test will be referred to the Talented and Gifted (TAG) Coordinator. A score at or above the 97th percentile on the OTIS-Lennon School Ability Test will be referred to the TAG Coordinator.

At the kindergarten and first grade level, teachers will use a specialized kindergarten/primary checklist and start accumulating a file of behavioral and performance information on students who might qualify as TAG students. Testing information will be added to student files as it becomes available.

STEP II. Referral of Students

Teachers may also nominate students whose test scores do not fall in the above ranges utilizing the forms provided by the district. These students may be considered for TAG Programs.

1. Student referrals may occur at any time during the school year.
2. Students entering the district with records indicating previous participation in a program for TAG students will be considered for the program.
3. The referral forms are to be completed by the student's classroom teacher(s) and returned to the TAG Coordinator.
4. Upon receipt of the referral form and completed teacher checklist, the TAG Coordinator will review student records and confer with the TAG Selection Committee regarding consideration of the student for the program.

Students may fall into one of the three following categories:

1. Identification criteria are met: Students who qualify by their standardized test scores (Stanford Achievement Test - 97 percent or above in total reading or total math) will be identified as academically talented. Students who score at or above the 97th percentile on the OTIS-Lennon School Ability Test will be identified as intellectually gifted. Information from teacher(s) nominations, student's products and other indicators will accompany these test scores and be used for assessment and possible placement;
2. Identification criteria inconclusive - additional screening required: Students whose test scores are much higher than grade level, those who may be gifted underachievers and those from nontypical backgrounds should be assessed further. Information from teacher nominations or checklists, student's work samples, and other indicators will be collected and used for assessment. Testing these students on other academic achievement or aptitude instruments, self-concept scales or other instruments deemed useful, or using out-of-level achievement tests may be considered;
3. Identification criteria not met - not program placement at this time: Those students whose test scores are well below the 97th percentile and whose behavioral assessments do not indicate the student will benefit from placement in the TAG programs will not be considered at this time.

STEP III. Additional Assessment Information

In considering students for TAG programs, the TAG coordinator will solicit parental permission for any testing that is not given to the general school population. The TAG coordinator will gather additional information to help determine if the student qualifies for TAG programs. This information may include, but not be limited to:

1. Parent checklist;
2. Teacher checklist;
3. Out-of-Level achievement tests;
4. Slosson Intelligence Test;
5. OTIS-Lennon Mental Ability Test;
6. WISC-R;
7. Other tests as needed.

STEP IV. Eligibility

The TAG coordinator will facilitate an identification meeting with the TAG selection committee.

1. The committee must make and document two decisions necessary for program placement:

- a. Is the student eligible for the program?
 - b. Will the student benefit from the services the program has to offer?
2. Eligibility will be determined based upon the State eligibility criteria described in OAR 581-022-1310.
 3. The eligibility date is defined as the date the selection committee declares the student eligible for the program.

STEP V. Placement and Planning

Once the committee has reached its decision, the TAG coordinator will send a letter of notification regarding student eligibility and placement in a special program. This notification will include a statement of parents' rights according to OAR 582-022-1320.

Within 30 days of determination of eligibility, a program planning committee will meet. This committee will consist of, but not be limited to, the following people:

1. Building Pprincipal;
2. TAG coordinator;
3. Classroom teacher(s);
4. Parent(s).

They will participate in developing an appropriate individual learning plan for the student. The plan will reflect the identification and assessment results, assessed instructional level and all case study information. Goals and objectives will be selected on an individual basis.

Students are placed in this program only if parents agree in writing. The parent(s) will sign consent for their student's participation in approved TAG programs, according to OAR 581-022-1320. After completing identification and securing parental consent, services will begin. The learning plan will be reviewed on an ongoing/as-needed basis.

The TAG coordinator will compile all assessment data, parent notification and eligibility forms and program forms. Such documents will be placed in the student's education records.

For those students who fail to qualify the TAG, the TAG coordinator will file all screening information in the student's education records. Parent(s) will be notified of the decision and of their right to request reconsideration. (See IGBBA-AR, #4.)

STEP VI. Change in Learning Plan

Parent(s) will be notified in writing of any change in the learning plan, placement of the student or termination of services.