

Wasco County School District #29

Dufur School

802 NE 5th Street

Dufur, OR 97021

541-567-2509 fax 541-467-2589



Dufur School District Talented and Gifted Plan

Dufur School
802 NE 5th Street; Dufur, OR 97021
(541)467-2509

April 3, 2023

Principal & Tag Coordinator: Kristin Whitley
Superintendent: Jack Henderson

Element 1

Introduction

Dufur School District recognizes the unique values, interests, and talents of the individual student. The district further recognizes that some students possess, or are capable of possessing, extraordinary ability in many domains of giftedness and come from different genders and all cultural and socioeconomic groups.

Dufur School District Mission Statement: In partnership, we are dedicated to educational excellence and lifelong learning, emphasizing communication, trust, and respect.

Talented and Gifted (TAG) Program Statement

All staff members are dedicated to maximizing learning beyond the universal curriculum for talented and gifted students. Providing superior learners with instruction that will foster high-level thinking and personal development will result in more complete, productive individuals who are prepared to reach their fullest potential to better themselves and society.

TAG Program Goals

1. Identify students who demonstrate exceptional talents and, therefore, need accommodations beyond the regular classroom curriculum.
2. Identify talented and gifted students from special populations such as cultural and ethnic minorities, disadvantaged students, underachieving students, and disabled learners.
3. Establish programs and services that are responsive to the specific academic, social, and emotional needs of talented and gifted students.
4. Design, develop and implement high-quality curriculum derived from research-based models in talented and gifted education.
5. Encourage participation in activities to challenge students to meet their potential.
6. Maintain open communication with all stakeholders.
7. Assess the efficiency and effectiveness of the program and services and make suggestions for continuous improvement.

TAG Program Expectations

1. Maintain or increase standardized test scores
2. Survey stakeholders (students, parents, staff) during conferences
3. Provide opportunities for professional development

Guiding Beliefs About TAG Education

1. Each TAG student has unique abilities and interests to be nurtured.
2. The identification process is based on a case study approach
3. TAG students will have opportunities to interact with each other.
4. Services provided to TAG students match the rate and level of instruction the student needs.
5. Instruction and curricular differentiation will vary from subject to subject and class to class based on student needs and interests, and staff availability.
6. Parents have the right and responsibility to participate in identification and provide experiences beyond the school setting.

Philosophy of TAG Education

The philosophy for serving TAG students is essentially the same as that for all students. Each student should receive educational experiences appropriate to his/her individual abilities, interests and learning styles. The purpose for TAG will focus on higher level thinking skills, social adjustment, social responsibility, and the development of unselfish qualities of leadership. However, these same objectives are desirable for all students. Dufur School District will provide services to children within the Response to Intervention (RTI) model which provides the core materials to all, interventions to those that fall behind, and enhancements to those students who are progressing at a faster rate and higher level.

Elementary Level: Students are assessed using DIBELS at regular intervals during each school year. These assessments certainly provide a starting point in determining rate and level.

Middle and High School Levels: Students are assessed and appropriately placed based on rate and level of learning. Students are also provided an opportunity for placement in higher-level classes when available.

Curricular Considerations

Dufur School staff recognizes that quality curriculum is the foundation from which all students' needs are met. Quality curriculum has the following traits:

- ☐ **Content** - broad statements about what students will be expected to know and do
- ☐ **Assessment** - tools used to measure students' readiness and learning gains
- ☐ **Introduction** - a meaningful connection to new learning
- ☐ **Grouping strategies** - offering varied grouping to address differing needs
- ☐ **Teaching activities** - the different activities designed by the teacher to challenge, support and promote the learning of students

- ☐ **Learning Activities** - different tasks aimed to ensure student acquisition of knowledge, understanding and skills unique to the skills learned
- ☐ **Products** - various student output providing evidence of learning
- ☐ **Resources** - materials that support the learning and teaching process
- ☐ **Extensions** - activities pre planned or responsive to the learner's interest and/or reflection
- ☐ **Differentiation** - curricular modifications made by the teacher in response to readiness, interest and learning style of the learner, and cognitive skills and/or habits of mind.

Common Core State Standards (CCSS) and Gifted Education

Dufur School District has adopted Common Core State Standards (CCSS) for English Language Arts and Mathematics. They are aligned with expectations for success in college and the workplace. While the CCSS are strong, they are not sufficiently advanced to meet the needs of most TAG students. Therefore, it is necessary that rate, level, and instructional modifications are considered.

Element Two

TAG Identification Areas

Table 2.1 - General Intellectual and Specific Academic Area Identification

Levels	All Students	Potential to Perform (PtP)	TAG Identification
Services Provided	High quality curriculum differentiated in the classroom	<ul style="list-style-type: none"> TAG Instructional Plan (TIP) Form is written and implemented 	<ul style="list-style-type: none"> TAG Instructional Plan (TIP) Form is written and implemented
Criteria Guidelines	Pre-assessment of student readiness	Two of the following: <ul style="list-style-type: none"> Standardized achievement test score equal to 94th-96th percentile in reading and/or math Recommendation from teacher, parent, consultant/psychologist Additional standardized/normed test score data Performance portfolio Classroom data 	Two of the following: <ul style="list-style-type: none"> Standardized achievement test score equal to 97th-99th percentile in reading and/or math Recommendation from teacher, parent, consultant/psychologist Additional standardized/normed test score data Performance portfolio Classroom data

General Nomination Guidelines

- Parents/Guardians Nomination: Parents/guardians may nominate their children, at any time, for determination of talented and gifted identification. Parents/guardians should contact the TAG coordinator in their child's school to begin the process.
- Staff Nomination: Staff members may nominate a student, at any time, for determination of talented and gifted identification after thoughtful collection of

observations and data. Staff members should contact their school's TAG coordinator to begin the process.

Data Review:

Following a student referral, the school TAG Eligibility Team reviews applicable data. This data may include standardized test scores, as well as other pieces of supporting evidence such as work samples, grades, or parent/teacher referral forms. The school TAG Eligibility Team then decides whether the student:

- Meets criteria for identification
- Does not meet the criteria for identification
- May meet the criteria, but more information is needed

Testing:

When additional information is needed, further individual testing may be requested. Parent permission is required for individual testing. Test results will be shared with parents and the school TAG Eligibility Team.

Communication:

If the student is found eligible for TAG, parents have the right to accept or decline program services (Form 8A). A copy of the completed form will be submitted to Dufur School. Parents and the student's teacher(s) will be notified of the identification decision. If the student is determined to be eligible for TAG services (Form 8B), parents have the right to appeal the decision and should begin that process with the school principal.

Table 2.2-Steps to TAG Identification

Step 1	Student is referred by TAG coordinator, staff member, or parent.
Step 2	TAG Eligibility Team reviews data compiled by the referring person; eligibility may be determined at this time, or the team may request additional information.
Step 3	Additional testing may be suggested during committee meetings. If additional testing occurs, the TAG Eligibility Team will need to reconvene after testing results are received. Team makes eligibility determination. Parents will be notified if additional testing is required.
Step 4	Communication with parents concerning the results of testing and any additional TAG eligibility Team meetings.

Step 5	All TAG students will have an annual TIP that reflects their learning needs.*
---------------	--

*All identified students will have a TIP developed by a team of educators including input from the classroom teacher, TAG coordinator, parent(s)/guardian(s), as well as other personnel with background knowledge of the student's abilities. The TIP will be reviewed in accordance with the district's TAG timeline.

Service Implementation and Management

The continuum of service originates in the classroom where the classroom teacher collaborates with the TAG coordinator to accommodate needs based on informal and formal assessments. Identified students will be provided enrichment opportunities appropriate to their needs as noted in their TIP. Individualized programming seeks to integrate identified students with meaningful curriculum in an environment that responds to the student's social and emotional needs.

TAG Service Identification: Broad Screening Instrument

Dufur School District may use a broad screening instrument to identify students who do not complete Oregon State assessments. Individual students may be screened on a case-by-case basis as determined by the TAG referral process. Oregon State assessments may be used as a broad screening instrument for students in grades 3-12.

Body of Evidence

Dufur School District identifies students in the categories of Potential to Perform (PTP), Academically Talented and/or Intellectually Gifted. Identification is based on multiple criteria that call for a consistent pattern of excellence over time. One piece of evidence is a score at or above the 97th percentile on a nationally normed test. Additional information must be gathered, and may include referral forms, classroom test scores, work samples, grades, and anecdotal records. No single test, measure or score shall be the sole criterion for identification. Students are identified in the following categories:

- **Academically Talented** students demonstrate specific ability in reading and/or mathematics. These students initially score at or above the 97th percentile on state assessments or total battery scores of reading and mathematics on standardized tests.
- **Intellectually Gifted** students have demonstrated high capabilities in mental reasoning.
- **Potential to Perform** students are gifted learners who did not qualify under the specific requirements for intellectually gifted or academically talented in reading or math. These students initially score between 94th and 96th percentiles on state assessments or total battery scores of reading and mathematics on

standardized tests. These students demonstrate characteristics of a gifted learner.

TAG Eligibility Team

The TAG eligibility team at each school will include the building TAG coordinator, the school principal, and the classroom/content area teacher. Other school personnel may be included.

TAG File

Each student's TAG file may contain the following elements:

- Talented and Gifted Referral Form (Form 1)
- Talented and Gifted Case Study Form (includes test scores) (Form 2)
- Teacher Referral: Behavioral Checklist (Form 3)
- Parent Referral: Behavioral Checklist (Form 4)
- Behavioral Checklist to Identify Gifted Underachievers (Form 5)
- Permission to Test Form (if needed) (Form 6)
- Team Decision Reporting Form (Form 7)
- Parent Notification/Eligibility Letter(s) (Form 8A and 8B)
- TAG Instructional Plan for each year the student is served (Form 9)
- Parent Option to Refuse Program and/or Services (Form 10)
- Parent Complaint Form, if filed (Form 11)

Guidelines for Instruction Modifications

Modifications should be in the form of providing advanced level work and/or an increase in pace of instruction. Instructional modifications are based on assessment data. These modifications must be provided on a regular basis, and should be clearly documented in lesson plans and grade books.

Rate and Level of Learning

Rate of Learning: A measure of the pace at which a student successfully progresses through the curriculum after being placed at the appropriate level. A student's rate of learning will vary depending on the following:

- Subject
- Point in the learning process
- Degree of interest to the student
- Level of difficulty of the material, and/or
- Learning style of the student

Level of Learning: The student's individual instructional level in the curriculum; the place where the student will be successful, but will encounter knowledge and skills he or she has not yet learned or mastered (learning where a productive struggle exists). Student's level of learning may be:

- Significantly above grade level
- Above grade level
- On grade level/accelerated pace
- On grade level/no modifications necessary
- Other

Instructional Modifications

At all levels, the goal is to ensure that the gifted learner is stimulated and challenged throughout the school day by means of advanced content, flexible pacing, higher order thinking skills, research, projects, and/or materials appropriate for the student's learning.

- Acceleration
- Independent study/project(s)
- Assignment modification & differentiation
- Clustr & small group instruction
- Enrichment
- Curriculum compacting
- Alternative learning settings
- Other means suitable for the student's independent needs

Special Programs Instruction: Teacher's Knowledge of Students in Class

Procedures for informing teachers about students who are identified as TAG

Each year, teachers are given lists of current TAG and potential TAG students. The lists are intended to notify teachers about students who have been previously identified as TAG, as well as students from subgroup populations. These students may require additional case study data in order to be identified as TAG.

Special Programs; TAG Instructional Plans

Are TAG Instructional Plans Required?

TAG Instructional Plans are required and must be reviewed and revised on an annual basis.

Table 2.3-TAG Program Staff Roles

Identification	Classroom Teachers	TAG Coordinators	Administrators
TAG Identified (97th-99th percentiles)	<ul style="list-style-type: none"> • Determine rate and level modifications • Document differentiation in the TIP (TAG Instructional Plan) • Communicate with parent(s)/guardian(s) and monitor student performance 	<ul style="list-style-type: none"> • Monitor the completion/implementation of the TIP • Facilitate the district TAG timeline • Ensure appropriate schedule of coursework • Provide resources and support for classroom teachers 	<ul style="list-style-type: none"> • Provide building TAG coordinator with resources, support, and training opportunities • Ensure compliance with TAG OARs • Assess, design, and implement professional development for staff • Support alternative learning options
Potential to Perform (PtP) (94th to 96th percentiles)	<ul style="list-style-type: none"> • Determine rate and level modifications • Document differentiation in the TIP (TAG Instructional Plan) • Communicate with parent(s)/guardian(s), and monitor student performance • Maintain flexibility with individual student learning needs • Gather and document a portfolio of student work 	<ul style="list-style-type: none"> • Monitor the completion/implementation of the TIP • Facilitate the district TAG timeline • Ensure appropriate schedule of coursework • Provide resources and support for classroom teachers • Facilitate meetings to monitor student progress 	
Watch List	<ul style="list-style-type: none"> • Gather and 	<ul style="list-style-type: none"> • Provide 	

(90th-93rd percentiles and top performers in under-represented subgroups)	document a portfolio of student work <ul style="list-style-type: none"> • Provide differentiation opportunities • Utilize TAG resources provided by the school TAG coordinator 	resources and support for classroom teachers <ul style="list-style-type: none"> • Facilitate meetings to monitor student progress 	
---	--	--	--

Optional Instructional Formats: Magnet/Choice Schools and TAG enrichment

- **Magnet Schools/Choice Schools: Does the district provide any magnet and/or choice schools for the gifted?**
 - No, Dufur School District does not provide magnet/choice schools for the gifted.
- **Optional Enrichment: Please list any optional topics which the district also includes in TAG instruction. This may include after school Enrichment programs such as academic competitions, academically based clubs, and internships/mentorships for which TAG students must apply or qualify.**
 - No, Dufur School District does not provide optional TAG instructional formats.

Professional Development

District employees will receive TAG Professional Development for K-12 teachers and school administrators as necessary. Professional Development may be provided by building TAG Coordinators, Administrators, or special speakers.

Communication with Parents:

What are the district procedures for communicating with parents during the following timeframes? (OAR 581-022-2330)

- **Prior to testing for TAG Placement:** The school district will schedule a TAG Eligibility Team meeting with families, at which time the permission to test form (Form #6) will be completed.
- **Notification of results of testing for TAG Placement:** The school district will send a parent notification letter and form *8A or *8B to families confirming or denying TAG eligibility.

- **Explanation of TAG services available to identified students:** if identified, the district will provide services based on the student's individual needs in the classroom.
- **Explanation of the TAG Instructional Plan:** The TAG Instructional Plan (TIP) is the individual plan that the teacher constructs with input from families. The plan considers the student's rate and level when providing modifications.
- **Opportunities for parent input into the TAG Learning Plans:** Parents will have the opportunity to suggest modifications to the TAG instructional plan on an annual basis.
- **Explanation of "what TAG identification means" to parents of newly-identified students:** Parents will receive the Oregon Talented and Gifted Brochure and may receive additional information as needed.
- **Option to refuse program services:** The notification form (form #10) initiating the option to refuse program services can be obtained from the school's TAG Coordinator or principal.

Transition of TAG Students Between Schools

- When a student transfers out of the Dufur School District, TAG Coordinators will place the student's TAG folder in the CUM file before the file is transferred to the new district.
- When a student transfers into the Dufur School District:
 - School registrars will check student records for TAG identification upon arrival
 - If TAG forms are found from the student's previous district, registrars will notify their school TAG Coordinator
 - School TAG Coordinators will review TAG identification materials from the students' previous districts and make a recommendation for the identification to the District TAG Team
 - If the District TAG Team concurs on identification, the TAG Coordinator will process TAG forms 1 and 8 for formal TAG recognition in the Dufur School District.

Element Three

A statement of district goals for providing comprehensive special programs and services and over what span of time the goals will be achieved.

- **What are district goals for providing comprehensive gifted education programs and services?**
 - Clear identification protocols
 - Heightened awareness of our underrepresented populations
 - Annual TIP completion and implementation that includes input from families
 - Professional development for all district employees
- **Over what span of time will the goals as defined above, be implemented and met?**
 - District goals will be reviewed on an annual basis by the district TAG team.

Element Four

A description of the nature of special programs and services that will be provided to accomplish the goals.

- What district programs and services are linked to which goals? How will the goals be accomplished? What special programs or services will be provided to accomplish the goals?
 - Building TAG coordinator will coordinate TAG services for identified students with teachers. TAG eligibility teams at all grade levels will follow the district protocols and work toward the district TAG goals. See Tables 4 and 5.

Table 4.1 - DSD Elementary Talented and Gifted Timeline

Sep/Oct	Oct/Nov	December	Jan/Feb/March	April/May/June
TAG Coordinator: *Provide TIP information and resources for previously identified students. *All teachers receive general differentiation resources	TAG Coordinator: *Receive district TAG/PTP data from previous SBAC testing year *Notify teachers of new possible identifications including TAG/PTP and case study students *Meet with teacher teams to provide and review the TAG binder and resources *Remind teachers of TAG timeline expectations *Revisit students at TIER *Organize and facilitate a district release event and PD activities for TAG teachers	TAG Coordinator: *Review each TIP *Submit required documents to administration Revisit case study evidence with classroom teachers	TAG Coordinator: *Revisit students at TIER *Organize and facilitate a district release event and PD activities for TAG teachers *Review case studies and update the school-wide list	TAG Coordinator: *Revisit students at TIER Provide conference support *Prepare for 6th grade transition meetings

Teachers: *Review plans and resources *Refer to the TAG resources within your curriculum	Teachers: *Review provided resources *Gather parent input *Construct a TIP and review it during conferences *Notify the TAG coordinator of the conference time if support is needed *Submit completed paperwork to TAG coordinators immediately following conferences	Teachers: *Continue differentiation practices in the classroom *Document strategies tried	Teachers: *Continue differentiation practices in the classroom *Document strategies tried and update TIP form	Teachers: *Plan for parent conferences *Make final documentation notes on TIP form (including all placement recommendations) *Return binders to TAG coordinators
---	---	--	--	--

Tier-Scheduled team meetings to discuss student data and intervention placements
 TIP-TAG Instructional Plan
 PtP-Potential to Perform
 PD-Professional Development

Table 4.2 - DSD Secondary Talented and Gifted Timeline

Sep/Oct	Oct/Nov	December	Jan/Feb /March	April/May/ June
TAG Coordinator: *Provide a current TAG list to all staff *Provide TIP information and resources for previously identified students. *Make differentiation resources available	TAG Coordinator: *Receive district TAG/PTP data from previous SBAC testing year *Notify teachers of new possible identifications including TAG/PTP and Watch List students *Remind teachers of TAG timeline expectations *Remind teachers to update TIP forms for upcoming conferences *Provide materials for conference support as necessary	TAG Coordinator: *Review each TIP *Submit signed parent notification letter to administration for newly identified students. *Revisit evidence for watch list students with classroom	TAG Coordinator: *Review watch list and update the school-wide TAG list as necessary	TAG Coordinator: *Prepare for transition meetings

*Place TAG notices in CUM files (ongoing)		teachers		
Teachers: *Review plans and resources *Refer to the TAG resources within your curriculum *Intentionally differentiate for your students (make data-driven decisions)	Teachers: *Review TAG resources Construct a TIP and review it during conferences Gather parent input at conferences Notify TAG coordinator for conference support (if needed) Submit a copy of the completed paperwork to TAG coordinators immediately following conferences	Teachers: *Continue differentiation practices in the classroom *Document strategies *Collect evidence to share with TAG coordinator	Teacher s: *Continue differentiation practices in the classroom *Document strategies tried and update TIP form	Teachers: *Plan for parent conferences *Make final documentation notes on TIP form (including all placement recommendations) *Return binders to TAG coordinators

TIP-TAG Instructional Plan

PtP-Potential to Perform

PD-Professional Development

Element Five

A plan for evaluating progress on the district plan including each component plan and services.

- **Based on the goals noted in Element 4, how will the district evaluate its progress on the TAG district goals? Each component program and service should have an evaluation component.**
 - The district leadership team will review and monitor progress toward the TAG district goals.

ATTACHMENTS

Dufur School District
802 NE 5th Street
Dufur, OR 97021
(541)467-2509

TALENTED AND GIFTED STANDARDS COMPLAINT FORM

Name _____

Address

Phone _____

Date of Complaint

1. What is the nature of your complaint?

2. What is the district currently doing?

3. In your opinion, in what way is this situation a violation of state standards?

4. What do you feel the district should be doing?

5. Other pertinent comments:

Signature _____

Dufur School District 29

Code: **IGBB**
Adopted: 9/03/96
Readopted: 3/03/14
Orig. Code(s): IGBB

Talented and Gifted Program

The 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.

The Board directs the superintendent to develop a written identification process for identifying academically talented and intellectually gifted students K-12.

A written plan that identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of identified students shall be similarly developed.

END OF POLICY

Legal Reference(s):

[ORS 343.391](#)
[ORS 343.395](#)
[ORS 343.396](#)
[ORS 343.397](#)

[ORS 343.401](#)
[ORS 343.407](#)
[ORS 343.409](#)

[ORS 343.413](#)
[OAR 581-022-1310 to -1330](#)

Dufur School District 29

Code: **IGBBA**
Adopted: 9/03/96
Readopted: 3/03/14
Orig. Code(s): IGBBA

Identification - Talented and Gifted**

In order to serve academically talented and intellectually gifted students in grades K-12, the Board directs the superintendent to establish a written identification process. This process shall include as a minimum:

1. Behavioral, learning and/or performance information;
2. A nationally standardized mental ability test for assistance in identifying intellectually gifted students;
3. A nationally standardized academic achievement test for assistance in identifying academically talented students.

Identified students shall score at or above the 97th percentile on these tests. Other students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted may be identified.

The Board has established an appeals process for parents to utilize if they are dissatisfied with the identification process of their student for the district program for talented and gifted students and wish to request reconsideration.

END OF POLICY

Legal Reference(s):

[ORS 343.395](#)
[ORS 343.407](#)
[ORS 343.411](#)

[OAR 581-021-0030](#)
[OAR 581-022-1310 to -1330](#)

[OAR 581-022-1940](#)

Cross Reference(s):

IGBBB - Identification - Talented and Gifted Students among Nontypical Populations
IGBBC - Programs and Services - Talented and Gifted

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 parent(s) will contact the district TAG coordinator to request reconsideration;
2. The TAG coordinator will confer with the parent(s) and may include any additional appropriate persons (e.g., principal, counselor, teacher, etc.) At this time, information pertinent to the selection or placement will be shared;
3. If an agreement cannot be reached, the parent(s) may initiate the Formal Process.

Formal Process:

1. Parent(s) shall submit a written request for reconsideration of the identification/placement to the principal;
2. The principal shall acknowledge in writing the receipt of the request within five working days and shall forward copies of the request and acknowledgment to the TAG coordinator;
3. The principal and TAG coordinator shall review the student's file and earlier decisions within ten working days of the original request. Additional data may be gathered to support or change the earlier decision;
4. Parent(s) may be provided an opportunity to present additional evidence;
5. If deemed necessary, a formal hearing will be conducted by the district hearing's officer utilizing the appropriate procedures;
6. A decision will be made within 20 working days after receipt of the written request for reconsideration. The parent(s) shall be notified of the decision in writing and the decision shall be forwarded to the superintendent;
7. The decision may be appealed to the Board;
8. If the parent(s) 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.

Dufur School District 29

Code: **IGBBB**
Adopted: 9/03/96
Readopted: 3/03/14
Orig. Code(s): IGBBB

Identification - Talented and Gifted Students among Nontypical Populations**

The district will make an effort to identify talented and gifted students from special populations such as:

1. Ethnic minorities;
2. Economically disadvantaged;
3. Underachieving gifted;
4. Students with disabilities.

Careful selection of appropriate measures and a collection of behavioral or learning characteristics shall be used.

The Board has established an appeals process for parents to utilize if they are dissatisfied with the identification process of their student for the district program for talented and gifted students and wish to request reconsideration.

END OF POLICY

Legal Reference(s):

[ORS 343.395](#)
[ORS 343.407](#)
[ORS 343.411](#)

[OAR 581-022-1310 to -1330](#)
[OAR 581-022-1940](#)

Cross Reference(s):

IGBBA - Identification - Talented and Gifted
IGBBC - Programs and Services - Talented and Gifted

Dufur School District 29

Code: IGBBC
Adopted: 9/03/96
Revised/Readopted: 3/03/14; 11/04/19
Orig. Code: IGBBC

Talented and Gifted – Programs and Services**

A district written plan will be developed for programs and services beyond those normally offered by the regular school program. All required written course statements shall identify the academic instructional programs and services to be provided which accommodate the assessed levels and accelerated rates of learning in identified talented and gifted 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. These options may include, but are not limited to, the following:

1. Early Entrance;
2. Grade Skipping;
3. Cross Grade Grouping;
4. Compacted/Fast-Paced Curriculum;
5. Special Full- or Part-Time Classes;
6. Advanced Placement Classes;
7. Honors Classes;
8. Block Classes;
9. Independent Study;
10. Credit by Examination;
11. Concurrent Enrollment;
12. Mentorship/Internship;
13. Academic Competitions;

The Board has established an appeal process for a parent or guardian to utilize if they are dissatisfied with the programs and services recommended for their student that has been identified as talented and gifted, and wish to request reconsideration. The appeal process is identified in Board policy KL – Public Complaints**

The Board has established a complaint procedure to utilize if a person who resides in the district or a parent or guardian of a student attending school in the district has a complaint regarding the appropriateness of programs and services provided for a student identified as talented and gifted. This

Talented and Gifted – Programs and Services** – IGBBC
1-2

Dufur School District 29

Code: **IGBBC-AR**
Revised/Reviewed: 9/03/96; 3/03/14
Orig. Code(s): IGBBC-AR

Complaints Regarding Talented and Gifted Program

Since differences of opinion may arise regarding the appropriateness of programs and services provided for identified talented and gifted (TAG) students, the following procedure will be utilized when complaints arise:

1. All complaints will be reported to the superintendent;
2. The complainant will be given the "Talented and Gifted Standards Complaint" form which must be filled out before further consideration can be given to the complaint;
3. The superintendent shall arrange for a review committee consisting of the TAG coordinator, the principal and counselor;
4. The review committee shall meet within five working days of receiving the written complaint and review all pertinent information. A recommendation will be submitted to the superintendent within ten working days of receiving the original complaint;
5. The committee may recommend that:
 - a. The programs or services are appropriate;
 - b. The programs or services are not appropriate.
6. The superintendent shall report immediately the recommendations of the review committee to the Board;
7. The decision of the Board shall be final;
8. If the complainant remains dissatisfied, and has exhausted local procedures or 45 or more days have elapsed since the original filing of a written complaint alleging violation of standards with the district an appeal to the State Superintendent of Public Instruction can be filed. The district shall provide a copy of the appropriate Oregon Administrative Rule upon request.

- FORMS -



Form 1: Talented and Gifted Referral Form

Students should be referred for Talented and Gifted services if you suspect one or more of the following:

- Reading and/or math abilities and achievement at the 97th percentile or better, or
- Intellectually Gifted and/or reasoning abilities at or above the 97th percentile
- Potential to Perform and/or reasoning abilities between the 94th and 96th percentiles

For a child to be determined eligible, multiple measures will be used and a decision by the TAG Eligibility Team will be made. You may be asked for more information as the process progresses.

Once the evaluation has been completed, both the person that made the referral and the parent/guardian will be notified of the results. If the student is identified as Talented and Gifted, a TAG Instructional Plan (TIP) form must be completed with parent input each year. TIPs will be kept in the student's TAG file.

Student's Name: _____ Grade: _____

Date of Referral: _____ Referring Person: _____

Relation to Student: _____ Phone: _____

Reason for Referral: (observations, test results, etc.) _____

Suspected area(s) of talent and/or giftedness: _____



Form 2: Talented and Gifted Program Case Study

Date: _____ Teacher _____ Grade: _____

Identification: _____ Intellectually Gifted _____ Reading _____ Math _____

Student Name _____ Date Initiated _____

Performance	Grade												
GRADE LEVEL	K	1	2	3	4	5	6	7	8	9	10	11	12
STATE TESTING:													
✓ Math													
✓ English Language Arts													
✓ Science													
✓ Social Sciences													
OTHER TESTING													
ADDITIONAL INFORMATION													
✓ Behavioral Information - Parent													
✓ Behavioral Information - Teacher													
✓ Team Review													
✓ Other (Student Interview, etc.)													
COMMENTS:													



Form 3: Referral for Talented and Gifted Program (OPTIONAL)

Referrals to evaluate a student for potential TAG identification

Student's Name _____ DOB ____/____/____

Grade _____ Student's Classroom Teacher(s) _____

Current Classroom Performance Levels	Level of Learning	Rate of Learning
--------------------------------------	-------------------	------------------

Reading	_____	_____
---------	-------	-------

Math	_____	_____
------	-------	-------

Please read the statements below carefully and rate the student according to the following scale:

1. Seldom or never observed this characteristic
2. Observed this characteristic occasionally
3. Observed this characteristic to a considerable degree
4. Observed this characteristic almost all the time

Creativity Characteristics

1. _____ Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.
2. _____ Generates a large number of ideas or solutions to problems and questions; offers unusual unique, clever responses.
3. _____ Uninhibited in expressions of opinion; is sometimes radical and spirited in disagreement
4. _____ A high risk taker; is adventurous and speculative.
5. _____ Displays a good deal of intellectual playfulness; fantasizes; imagine ("I wonder what would happen if..."); manipulates ideas; is often concerned with adapting, improving and modifying institutions, objects and systems.
6. _____ Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.
7. _____ Unusually aware of his/her impulses and more open to the irrational in her/himself; shows emotional sensitivity.
8. _____ Sensitive to beauty; attends to aesthetic characteristics of things.
9. _____ Nonconforming; accepts disorder; is not interested in detail; is individualistic; does not fear being different.
10. _____ Criticizes constructively; is unwilling to accept authorization pronouncements without critical examinations.

Motivational Characteristics

1. _____ Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion.

2. _____ Easily bored with routine tasks.
3. _____ Needs little external motivation to follow through in work that initially excites him/her.
4. _____ Strives toward perfection; is self-critical; is not easily satisfied with his/her own speed or products.
5. _____ Prefers to work independently; requires little direction from teachers.
6. _____ Interested in many "adult" problems such as religion, politics, sex, race --more than usual for age level.
7. _____ Often is self-assertive (sometimes even aggressive); stubborn in his/her beliefs
8. _____ Likes to organize and bring structure to things, people and situations
9. _____ Concerned with right and wrong; good and bad; often evaluates and passes judgement on events, people, and things.

Learning Characteristics

1. _____ Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" or expressions, elaboration, and fluency.
2. _____ Possesses a large storehouse of information about a variety of topics.
3. _____ Has quick mastery and recall of factual information.
4. _____ Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions.
5. _____ Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things.
6. _____ A keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc., than others.
7. _____ Reads a great deal on their own; usually prefers adult level books; doesnot avoid difficult materials.
8. _____ Tries to understand complicated material by separating it into its respective parts; reasons things out for him/herself.

Leadership Characteristics

1. _____ Carries responsibility well; can be counted on to carry out his/her commitments.
2. _____ Self-confident with children his/her own age as well as adults; comfortable when asked to present work to the class.
3. _____ Seems to be well-liked by his/her classmates.
4. _____ Cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with.
5. _____ Can express her/himself well; has good verbal facility adn is usually well understood.
6. _____ Adapts readily to new situations; flexible in thought and action; not disturbed when the nrmal routine is changed.
7. _____ Seems to enjoy being around other people; is sociable and perefers not to be alone.
8. _____ Tends to dominate others when they are around; generally directs the activity in which he/she is involved.
9. _____ Participation in most social activities connected with the school; can be counted on to be thereof anyone is.
10. _____ Excels in athletic activities; is well-coordinated and enjoys all sorts of athletic games.

Signature of the School Team:

Date: _____



Form 4: Parent Referral Form (OPTIONAL)

Child's Name _____ Date _____

Grade: _____

Parents Name _____ Phone _____

Please check any of the following items you most closely identify with your child when compared to others of the same age.

- _____ 1. Exceptionally able to retrieve information from both short and long term memory.
- _____ 2. Exhibits a variety of learning strategies and is able to adapt the learning approach appropriately.
- _____ 3. Unusually adept at connecting new learning to previously learned material to make it meaningful.
- _____ 4. Exhibits exceptional ability in detecting relationships, similarities and differences.
- _____ 5. Able to process information quickly.
- _____ 6. Demonstrates a much wider range of vocabulary usage; is more precise in the use of words and uses complex sentence structure.
- _____ 7. Asks questions which are unusual, insightful and/or show relationships to other experiences.
- _____ 8. Uses appropriate and original examples and/or is able to produce unusual analogies to illustrate points.
- _____ 9. Demonstrates a high level of understanding through concise or elaborate words or products; is able to translate verbal information into visual.
- _____ 10. Exhibits special skills unusual for age.
- _____ 11. Exhibits innovative use of common materials by adapting or combining them in a new or unusual way.
- _____ 12. Has collections or hobbies that are unusual or are organized in a sophisticated or original manner.

- Please use the lines below to include any additional information about your child.

[illegible]



Form 5: Behavioral Checklist to Identify Gifted Underachievers (OPTIONAL)

Student Name: _____

Adapted from Joanne Whitmore

Observe and interact with the child over a period of at least two weeks to determine if they possess the following characteristics. If the student exhibits ten or more of the listed traits, including all that are asterisked, they are possible gifted underachievers and may need to be further-assessed by the Achievement Team.

1 = rarely or never

3 = frequently

2 = sometimes

4 = most of the time

- _____ *Poor test performance
- _____ *Achieving at or below grade-level expectations in one or all basic skill areas:
Reading, Language Arts, Math
- _____ *Daily work frequently incomplete or poorly done
- _____ *Superior comprehension and retention of concepts when interested
- _____ *Vast gap between qualitative level of oral and written work
- _____ Exceptional large repertoire of factual information
- _____ Vitality of imagination, creative
- _____ Persistent dissatisfaction with work accomplished, even in art
- _____ *Seems to avoid trying new activities to prevent imperfect performance; evidences
Perfectionism, self-criticism
- _____ Shows initiative in pursuing self-selected projects at home
- _____ *Has a wide range of interest and possibly special "expertise" in an area of investigation
And research
- _____ *Evidences low self-esteem in tendencies to withdraw or be aggressive in the classroom
- _____ Does not function comfortably or constructively in a group of any size
- _____ Shows acute sensitivity and perceptions related to self, others, and life in general
- _____ Tends to set unrealistic self-expectations, goals too high or too low

- _____ Dislikes practice work or drill from memorization and mastery
- _____ Easily distractible, unable to focus attention and concentrate efforts on tasks
- _____ Has an indifferent or negative attitude toward school
- _____ Resists teacher efforts to motivate or discipline behavior in class
- _____ Has difficulty in peer relationships; maintains few friendships
- _____ This child has exhibited behavioral issues



Form 6: Permission to Test

To the Parents of: _____

Your child has been referred for evaluation as a possible candidate for TAG (Talented and Gifted) services. One of the ways by which we determine TAG eligibility is by using the _____ test.

Students with a composite score in the 97th percentile or above or with supporting evidence can be found eligible in the following three categories: math, reading, or intellectually gifted.

This letter is to request your permission to administer the test to your child. Please indicate below whether or not your child has permission to take this test.

Check one box:

_____ Permission is given

_____ Permission is NOT given

Parent/Guardian Signature

Date



Form 7: Team Decision Reporting Form

Our TAG Eligibility Team has decided _____
(Student Name)

_____ Is ineligible to be identified for TAG services at this time.

_____ Is eligible to be identified under the following area(s):

_____ Academically Talented: _____ Mathematics _____ Reading

_____ Intellectually Gifted

_____ Potential to Perform: _____ Mathematics _____ Reading

TAG Eligibility Team Signatures:

_____	_____
_____	_____
_____	_____
_____	_____

Date _____



Form 8A: Parent Notification Letter for Eligibility

To the Parents of: _____; Grade: _____; Date: _____

Your child has been nominated and/or has recently been tested for consideration for TAG services. This has prompted further investigation of your child's needs and abilities. Scores from mental abilities tests, achievement tests, and/or behavioral information have been collected and reviewed by the TAG Eligibility Team. At this time, in accordance with state laws, students in this district are assessed and serviced for being academically talented in math and/or reading and for being intellectually gifted.

Evidence available for your child shows that they do meet district and state criteria for TAG eligibility as:

_____ Academically Talented: _____ Mathematics _____ Reading

_____ Intellectually Gifted

_____ Potential to Perform: _____ Mathematics _____ Reading

Please check only one of the following boxes indicating whether you accept or decline TAG program services for your child. If you choose to accept services (by checking the first box), a written TIP (TAG Instructional Plan) will be developed by the content area/classroom teacher in order to best ensure that your child's unique needs are being met. Note: Should they decide, parents may request their child be withdrawn from the program at any time.

- ☐ I accept program services
☐ I decline program services

Parent/Guardian Signature: _____ Date: _____

Building TAG Coordinator: _____ Date: _____

School Principal: _____ Date: _____

Content Area/Classroom Teacher: _____ Date: _____



Form 8B: Parent Notification Letter for Ineligibility

To the Parents of: _____; Grade: _____; Date: _____

Your child has been nominated and/or has recently been tested for consideration for TAG services. This has prompted further investigation of your child's needs and abilities. Scores from mental abilities tests, achievement tests, and/or behavioral information have been collected and reviewed by the TAG Eligibility Team. At this time, in accordance with state laws, students in this district are assessed and serviced for being academically talented in math and/or reading, being intellectually gifted, and for being potential to perform in math and/or reading.

Evidence available for _____ shows that they are not eligible for TAG identification at this time.

Please let us know of your concerns as we continue to endeavor to meet the needs of your child.

Building TAG Coordinator: _____ Date: _____

School Principal: _____ Date: _____

Instructions for Filling out Form 9: TIP Form

Guidelines: Instruction modifications should be in the form of providing advanced level work and/or an increase in pace of instruction. Instructional modifications are based on assessment data. Provide modifications on a regular basis and document them in lesson plans and grade books.

Levels of Learning: Is the student's instructional level in the curriculum, the place where the student will be successful, but will encounter knowledge and skills he or she has not yet learned or mastered. Student Level of Learning may be:

- Significantly above grade level
- Above grade level
- On grade level/accelerated pace
- On grade level/no modifications necessary

Rate of Learning: Is a measure of the pace at which a student successfully progresses through the curriculum after being placed at the appropriate level. A student's rate of learning will vary depending on the following:

- Subject
- Point in learning process
- Degree of interest to the student
- Level of difficulty of the material, and/or
- Learning style of the student

Instructional Modifications: At all levels, the goal is to ensure that the gifted learner is stimulated and challenged throughout the school day by means of advanced content, flexible pacing, higher order thinking skills, research, projects, and/or materials appropriate for the student's learning. Modify instruction by:

- Acceleration
- Independent study/project
- Assignment modification/differentiation
- Cluster/Small group instruction
- Enrichment
- Contracts
- Alternative learning settings
- Differentiation
- Other (explain)

Please complete each section of the TIP form. Within each section, describe how you will differentiate instruction for this student in regards to rate and level. Be sure to address the areas marked on the first page.

Elementary Example: Instruction will be differentiated by...

- Reading beyond Lexile level
- Grouping strategies
- Extensions on problem sets and assignments

- Beyond level groupings
- Strategic questioning with mathematical practices

Secondary Example: The unit most recently studied dealt with the settlement of North America by Europe. TAG students were assigned to research the world point of view that led to a mass migration from Europe to the Americas. They broadened their understanding through a short study of the Protestant Reformation and the Renaissance. TAG students were grouped together for peer feedback on social studies analysis paragraphs and then were provided time to edit and rewrite. While discussing the Puritans, TAG students were provided original source documents from the era to analyze the motives of the Puritans, and then make correlations as to how Puritan culture impacts American culture today.

Documentation of Assessment, Instruction and Parent Input:

Teachers will:

- Fill out a TIP form for any TAG students identified prior to fall conferences
- Submit all individual TAG Instructional Plans to the TAG coordinator following fall conferences
- Provide parent opportunity for input during fall conferences
- Document and communicate end of year placement recommendations for the next school year to the TAG coordinator

Parents will:

- Provide input for the TIP
- Discuss any significant changes in the:
 - Student's pace, direction, or focus of classroom instruction
 - Student's response to classroom material, or
 - Student's social or emotional behavior
- Review and update the TIP at fall conferences



Form 9: TAG Instructional Plan (TIP) Form

Student Name: _____; Grade: _____; Date: _____

Teacher: _____

Determination of Rate and Level (Check applicable boxes below)

- ☐ Observations
- ☐ Review of Academic History
- ☐ Work Samples/Portfolios
- ☐ Standardized Tests
- ☐ Teacher Developed Tests
- ☐ Student's Response to Instruction
- ☐ Anecdotal Records
- ☐ Dialogue with Student
- ☐ Parent Input
- ☐ Other: _____

In the comment section below, describe how you determine rate and level and how you communicate with the student and parent regarding the differentiation.

Modification for Rate and Level

Curriculum Modifications

- ☐ Advanced Course
- ☐ Differentiated Assignment
- ☐ Interdisciplinary Curriculum
- ☐ Research Skills Curriculum
- ☐ Curriculum Compacting
- ☐ Complex/Abstract Materials
- ☐ Book Club
- ☐ No Modifications Needed

Instructional Modifications

- ☐ Independent Study
- ☐ Small Group with TAG Peers
- ☐ Higher Order Questioning Strategies
- ☐ Individualized Interaction
- ☐ Learning Style Emphasis
- ☐ Flexible Pacing and Scheduling
- ☐ No Modification Needed

Social/Emotional Goals

- ☐ Self-Acceptance
- ☐ Cooperative Work Group
- ☐ Acceptance of Others
- ☐ Self Confidence
- ☐ Leadership Skills
- ☐ Appropriate Behavior
- ☐ Organization
- ☐ No Modifications Needed

Adjustments to Program (Based on Modifications) - Fall Conferences

The program is adjusted to meet the needs of the individual student. This match is achieved by reviewing the student's rate and level, as described above, and then modifying accordingly. The following instructional plan is the ongoing record of determinations for rate and level modifications.

Teacher Comments/Notes (Attach pre-assessments or additional notes, if necessary)

Date:

Circle appropriate identifications observed:

Mathematics Reading IG

Adjustments (if necessary):

Parent Teacher Conference Acknowledgement and Academic Recommendations

Fall Conference Parental Review

☐ Parent was offered a conference, but declined. (Date: _____)

Parent input:

Parent/Guardian Signature _____ Date _____

Classroom Teacher Signature: _____ Date _____



Form 10: Parent Option to Refuse Program and/or Services

Student's Name _____

Content Area/Classroom Teacher _____

Parent/Guardian _____ **Phone #** _____

The Dufur School District recognizes the right of parent or guardians to refuse TAG program services recommended for his or her child identified as Talented and Gifted.

I, _____, **refuse TAG program services for my child.**

Parent/Guardian Signature _____ **Date** _____

TAG Coordinator _____ **Date** _____

School Principal _____ **Date** _____

Please notify your school TAG Coordinator in the event that you wish to resume TAG program services. It is important that you are aware of, and understand, the following:

1. You have the right to review all records related to a TAG referral.
2. You have the right to refuse the evaluation services indicated above.
3. You have the right to be fully informed of the results of the evaluation.
4. You have the right to an appeals process if you believe your child has not received fair consideration in the identification process for TAG.



Form 11: Talented and Gifted Standards Complaint

Name _____

Address _____

Phone _____ **Email** _____

Date of Complaint _____

1. What is the nature of your complaint?

2. What is currently being done in accordance with your child's TAG Instructional Plan?

3. In your opinion, what way is this situation a violation of state law?

4. Which components of the district TAG plan are not being addressed?

5. Additional TAG-related comments:

Signature _____