

LINCOLN COUNTY SCHOOL DISTRICT



TALENTED AND GIFTED PROGRAM

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PHILOSOPHY

The Lincoln County School District Talented and Gifted Program is dedicated to the idea that every student has the right to an education that provides opportunities for the maximum development of his/her potential. We recognize that some students in our schools have capabilities that far exceed those of their age peers.

The Lincoln County School District acknowledges that these students with outstanding abilities, talents and potential for accomplishment require special programming to meet their educational needs. The district encourages, fosters and supports educational efforts for its academically talented and intellectually gifted student population.

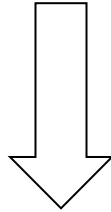
PROGRAM GOALS

Lincoln County School District's Talented and Gifted Program is committed to ensuring that students receive instruction at their advanced level and rate of learning. The goals are to:

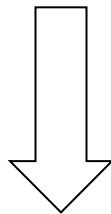
1. Provide a continuum of services K-12
2. Provide support in differentiated instruction and modification of curriculum
3. Develop specific policies that provide for the needs of gifted learners
4. Provide equitable gifted programming
5. Provide appropriate intellectual enrichment opportunities for gifted learners

TAG IDENTIFICATION

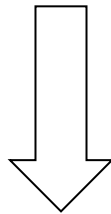
Student Referral



Data Collection

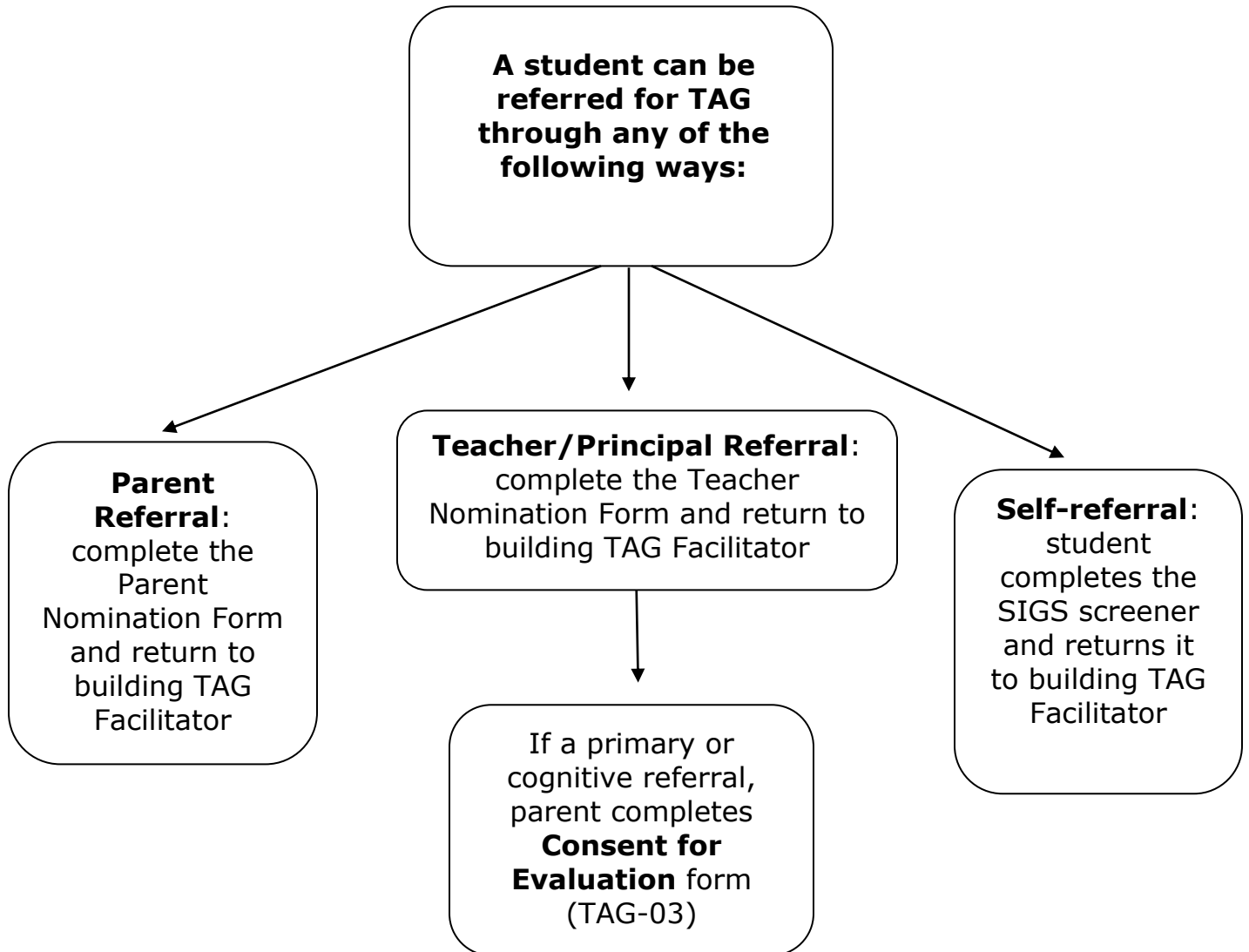


Data Review

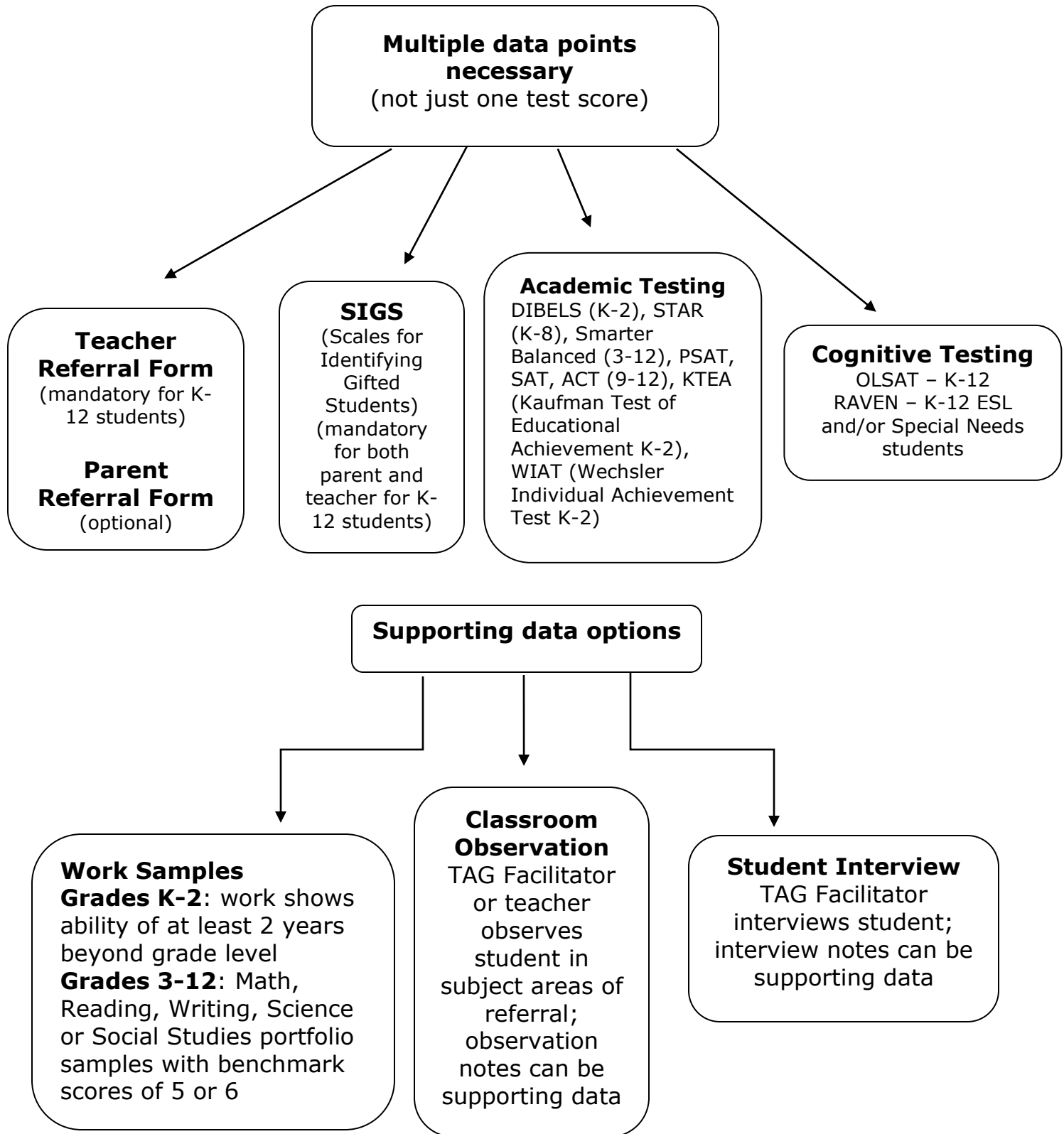


Decision and Notification

STEP 1: REFFERAL



STEP 2: DATA COLLECTION



STEP 3: DATA REVIEW

Requirements for TAG identification
(student must have at least two of the following):

**2 or more
standardized
test scores at
97th percentile**

OR

**Test scores
between 90th-
96th percentile
might
demonstrate
"potential to
perform"**

**Work samples (with
benchmark scores of 5 or
greater for grades 2-12)**

OR

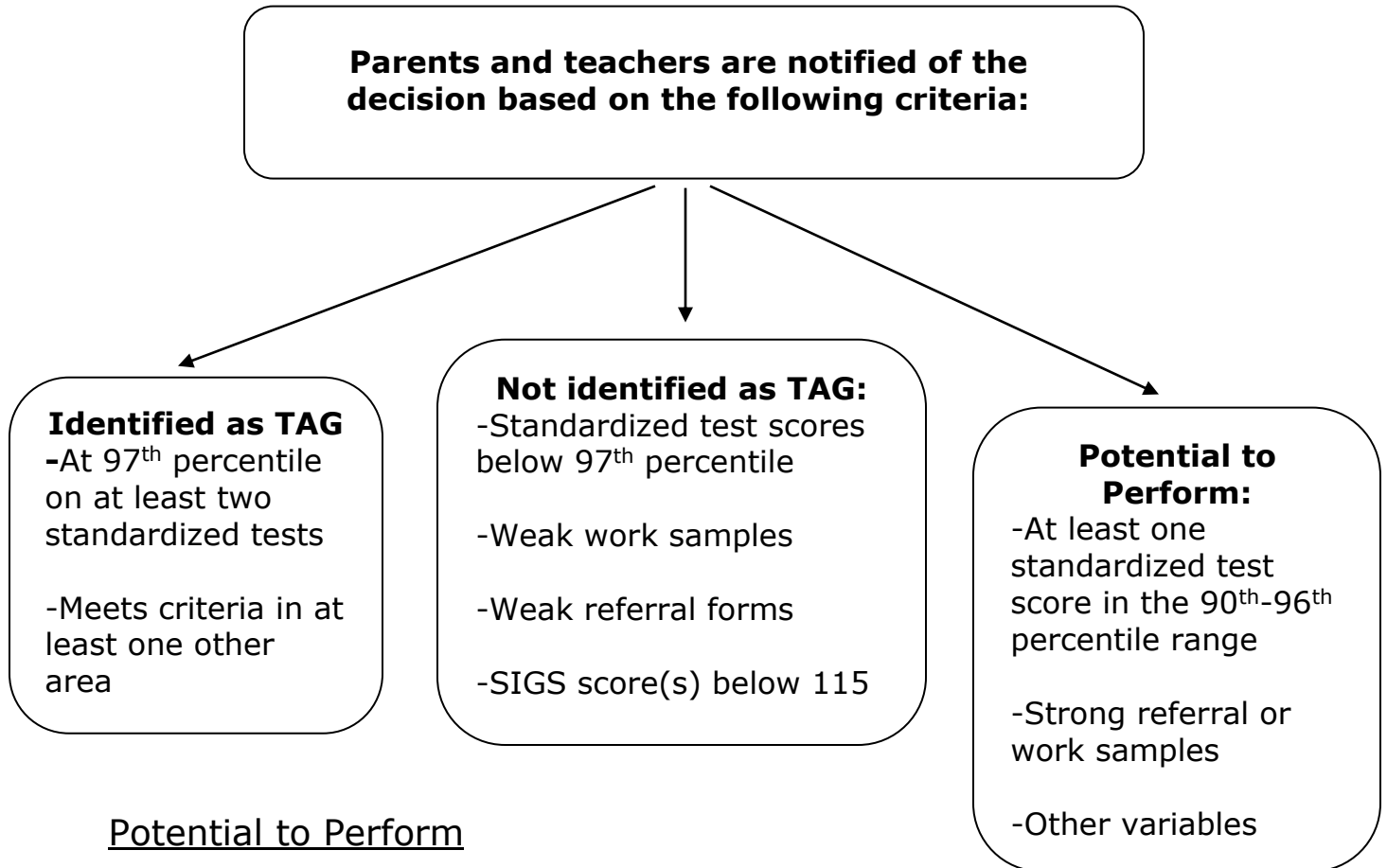
**GPA of 3.8 or greater in
rigorous college
preparatory classes**

**Evidence of
associated TAG
Behaviors**

(as evidenced by
SIGS-Scales for
Identifying Gifted
Students and/or
observations)

**Identification team consisting of building TAG Facilitators
and District TAG Administrator review all data.**

STEP 4: DECISION AND NOTIFICATION



Potential to Perform

In considering a student's "potential to perform", the following variables are considered:

- Special Education
- Language: English as a second language/lack of fluency in English
- Low household income or unemployment
- Truancy; excessive absences
- Health issues
- Cultural values/beliefs that impact school performance

FURTHER TAG ID PROCESS CLARIFICATION

Parent Involvement

Parental permission is required before individual testing of a referred child. Parents are notified of the results. Parental input is encouraged throughout the identification process.

Cognitive Testing

All 3rd and 7th grade students in LCSD are administered the Otis-Lennon School Ability Test. If a student is referred from any grade (K-12) other than 3rd or 7th, **and** more than one year has passed since the last cognitive test, an individual cognitive test will be administered. If a referred student is in an ESL program or has special needs, the Raven Progressive Matrices test will be administered.

Academic Testing

Grades K-2:

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- KTEA-Kaufman Test of Education Achievement
- WIAT-Weschler Individual Achievement Test

Grades K-8

- STAR

Grades 3-10:

- Smarter Balanced

Transfers from Other School Districts

If a student transfers into LCSD and has documentation that shows previous TAG identification, **and** if the TAG documentation is consistent with Oregon state mandates, that student will automatically be considered TAG. If documentation is inconsistent with identification criteria, further data will be collected, and the identification process will be followed.

TAG Cumulative Record Files

Each TAG student has a cumulative record file that includes:

TAG referral form(s)
Parent permission to test (if applicable)
SIGS screeners and summary sheets
Applicable assessment data
Any other gathered evidence (interviews, work samples, etc)
Student instructional plan (K-5)
Copy of parent notification letter

COMMITTEE REVIEW PROCESS

Identification Committee:

Building TAG Facilitators and District Administrator

The committee will follow the steps in the TAG identification process as delineated in this manual.

See Appendix for forms used in this process.

District Selection Review Committee:

Administrator of Curriculum and Instruction

Principal

Classroom Teacher

Two Building TAG Facilitators (one from different building)

The District Selection Review Committee will act as an appeal board for the Talented and Gifted Program.

IDENTIFICATION APPEAL PROCEDURES

1. If parents are dissatisfied with the decision of the Identification Committee, they should first attempt to resolve any conflict informally by talking with the TAG Facilitator and/or principal. If an agreement cannot be reached, they may initiate a written appeal.
2. Written appeal requests are filed with the building principal and should include:
 - a. Reasons for underlying dissatisfaction with the decision
 - b. Evidence supporting reconsideration

3. The principal will work with the parent and the TAG Facilitator to reach a mutually satisfactory solution.
4. If an appeal cannot be resolved, it will be forwarded to the District Selection Review Committee for review and determination. Prior to its decision, the District Selection Review Committee or parent(s) may request additional testing by the District. The District Selection Review Committee will review all information, including the results of additional testing if given, and make a final decision.
5. If a parent is still dissatisfied with the determination of the District Selection Review Committee after additional testing, they may forward the appeal to the Superintendent for review and resolution.

COMPLAINT PROCEDURES

The Lincoln County School District recognizes the importance of parent involvement in the design and delivery of its programs.

If concerns about the program arise, the first line of communication should be with the classroom teacher. Next the complaint should be brought to the building TAG Facilitator. If this information exchange and/or decision outcome is not satisfactory, parents are encouraged to share their concern with the building principal.

If a concern persists, parents are invited to share that concern with the Director of Curriculum and Instruction to seek resolution. If all of the above fail to resolve the concern, or if the concern deals with district-adopted policy, the complainant is invited to direct their concern to the Superintendent of Schools.

The complaint can move to the Oregon Department of Education after exhausting the district process. The procedures are outlined in the Oregon Administrative Rules 581-022-1940,1941 (see Appendix).

PROGRAM SERVICES FOR GRADES K-5

The following services are provided for students in grades K-5 who are placed in the Talented and Gifted program:

1. Students will be placed and paced in their classroom according to their instructional needs. The classroom teacher will receive consultant services to assist in program planning. Instructional Learning Plans will be developed for TAG students. Parents will have the opportunity to review these plans and provide input.
2. Opportunities for TAG students to interact with other TAG students will be provided throughout the year. A variety of supplemental programs and opportunities will be available based on needs, interests and building resources.
3. Students will be provided with learning extension activities, such as Knowledge Master Open competition.
4. Students and parents will be informed of enrichment programs, such as Winter Wonderings at OSU and Saturday Academy at PSU.

PROGRAM SERVICES FOR GRADES 6-12

The following services are provided for students in grades 6-12 who placed in the Talented and Gifted program:

1. Students will be placed and paced in their classes according to their instructional needs. The TAG Facilitator serve as a liaison, assuring the student is placed in appropriate courses and allowed to progress at the appropriate pace for his/her learning rate in specific course work. Cluster grouping, curriculum compacting, acceleration, differentiation, integrated curriculum and enrichment activities may be used to achieve instructional goals.
2. Peer interaction experiences will also be offered for middle school/high school TAG students. These learning experiences provide opportunities for students to get together and work with other academically and intellectually gifted students in their school and from other schools in Lincoln County.

STAFF DEVELOPMENT / SUPPORT SERVICES

Providing staff development and support services to teachers are important components of the LCSD TAG program. The building TAG Facilitator will work with the building principal and teachers to enhance and expand their skills and knowledge in order to support quality professional development.

Staff Development topics may include:

- Awareness of the Oregon TAG Mandate
- Technology Integration
- Developing Instructional Plans
- Characteristics of Gifted Students
- Assistance with Identification
- Instructional Strategies for Differentiated Lessons
- Developing Appropriate Assessments
- Differentiating Curriculum
- Special Programs
- Evaluating TAG Student Progress

Demonstration Lessons

Demonstration lessons modeling the use of Differentiated Instruction in the classroom will be made available to classroom teachers.

Resources and Materials

TAG Facilitators provide support to teachers in differentiating curriculum for TAG students. This may include curriculum extension materials, web resources or individual learning opportunities for students with special needs.

Parent Involvement

Certain services to parents are required by the state mandate for gifted education: parental consent for evaluation, a letter of notification of a student's placement into the gifted program and the opportunity for parents to review and provide input for the programs and services provided for their child. In grades K-5, a Student Instructional Plan will document curriculum modifications made to allow the student to work at his or her level of ability. This instructional plan will be made available for review upon request.

Personal Education Plans are required for all LCSD students in grades 8-12. TAG Instructional Plans are not required at this level, but are developed upon parental request.

Parents may withdraw their child from the TAG program at any time.

THE TAG MANDATE IN BRIEF

- 1) Local policies and procedures to identify talented and gifted students must include behavioral, learning and/or performance information.
 - a) For *intellectually* gifted, districts **must** use nationally standardized tests of mental ability; scores must be at the 97th percentile or higher.
 - b) For *academically* gifted, districts **must** use nationally standardized tests of academic achievement in reading or math; total reading or math scores must be at the 97th percentile or higher.
 - c) Districts **must** identify students who demonstrate *potential to perform* at the 97th percentile as delineated on page 7 of this guide.
- 2) All identified students **must** be served.
 - a) Districts **must** have a written plan for programs and services.
 - b) Districts **must** have written course statements describing programs and services to be provided.
 - c) Instruction shall address assessed levels of learning and accelerated rates of learning in major academic areas.
- 3) Districts **must** inform parents of identification and programs and services available. Parents must have the opportunity to participate in selecting programs and services.
- 4) Districts **must** provide guidance and counseling to support the educational and career development of students.
- 5) Districts shall assist teachers in adopting instruction and curriculum to meet needs and learning rates of all students.

NEEDS OF TAG STUDENTS

Intellectual

- Opportunity for advanced-level critical reasoning
- Regular scholarly interaction with others of like ability
- Pursuit of advanced-level research interests, access to challenging resources and encounters with solving real problems

Academic

- Continuous progress at advanced level and rate of instruction in content area(s) of interest (usually at least one year beyond grade level)
- Advanced level vocabulary development instruction

Creative

- Training in sophisticated creative thinking/problem solving strategies and opportunities to apply to areas of interest – may need special emphasis on flexibility and use of multiple perspectives such as required in debating, or creative problem-solving applications.

Leadership

- Training in effective leadership techniques related to possible societal role(s)
- Ethical use of influence and decision-making
- Organizing for action and affecting change in contexts related to interest areas and possible careers

Social/Emotional and Counseling

- Regular interaction with other intellectually gifted students to provide a support system which values high level achievement and unique interests and perspectives
- Setting realistic goals and standards for self and others – special counseling needed for perfectionism, underachievement, stress management, etc.
- Opportunities for competition; experience in dealing with “failure”
- Dealing with the dilemma of acceptance vs. high achievement; understanding anti-intellectualism; coping strategies
- Academic planning and counseling tailored to high ability students.

NEEDS OF TAG MATH STUDENTS

Academic

- Continuous progress at advanced level and rate of instruction in Math (usually includes minimum of completion of Algebra or equivalent by end of grade 8)

Creative

- Opportunity to explore and apply advanced creative thinking and problem-solving strategies in math

Leadership

- Training in effective leadership techniques especially as related to math career goals
- Exploration of possible leadership roles in math-related fields
- Effecting change in contexts related to interest areas

NEEDS OF TAG READING STUDENTS

Academic

- Continuous progress at advanced level and rate of instruction in Reading/Language Arts (literature and vocabulary development approximately 1-2 years beyond grade level)

Creative

- Opportunity to explore and apply advanced creative thinking and problem-solving strategies in Literature and Language Arts

Leadership

- Training in effective leadership techniques related to Language Arts career goals
- Exploration of possible leadership roles and effective leadership styles
- Effecting change in contexts related to interest areas

TAG TERMINOLOGY

Level of learning: The student's instructional level in the curriculum, where the student will be successful but will encounter knowledge and skills not yet learned or mastered. Level is more than advanced grade level; it involves sophistication of concepts.

Rate of learning: 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 subject, point in the learning process, degree of interest, level of difficulty and learning style.

Determining level and rate of learning: This is done through formative and summative assessment instruments.

Enrichment: Providing the opportunity for a student to go into greater breadth and meaning in the curriculum.

Differentiated Instruction: Strategies used by the teacher to adjust the curriculum content, the process of instruction and the products students create to address individual student needs based on pre-assessment of skill and content level.

Examples of Differentiated Instruction Strategies:

- Cluster grouping
- Tiered instruction
- Flexible skills grouping
- Compacting
- Independent projects
- Learning centers
- Interest groups
- Higher level questioning
- Contracts and management plans
- Mentorship/apprenticeships
- Varying teaching based on Gardner's Multiple Intelligences

Potential to Perform: Student has the potential to perform at the 97th percentile or above (current scores range from 90th-96th percentile). Their scores may be impacted by the following variables:

- Special Education
- Language: English as a second language/lack of fluency in English
- Low household income or unemployment
- Transience; excessive absences

- Health issues
- Cultural values/beliefs that impact school performance

APPENDIX

Oregon Administrative Rules – Appeals Process

581-022-1940

Appeal Procedure

(1) A complainant may direct an appeal of a final decision by a school district to the State Superintendent of Public Instruction if:

(a) The complaint alleges a violation of standards of the Oregon Administrative Rules, chapter 581, division 022; or

(b) A violation of other statutory or administrative rule requirements for which the State Superintendent has appeal responsibilities.

(2) The appeal must be in writing and contain:

(a) The name and address of the person bringing the appeal, and the district in which that person resides;

(b) The name and address of the district which is alleged to have violated standards; and

(c) A brief statement indicating each standard the district is alleged to have violated and how the district is alleged to have violated it.

(3) A decision is deemed final if:

(a) The district has failed to comply with the procedural time limits in its written complaint process;

(b) In a multi-step district complaint process, the district fails to render a written decision within 30 days of the submission of the complaint at each step; or

(c) The district fails to resolve a complaint within 90 days of the initial filing of a written complaint, regardless of the number of steps in the district complaint process.

(4) Upon receipt of the appeal the State Superintendent will determine whether a violation of standards has been properly alleged and the requirements of section (2) of this rule have been satisfied.

(a) If the State Superintendent determines that the facts of complaint, if true, would be a violation of a standard, the appeal will be accepted and the procedures listed in this rule in the following sections will be applied;

(b) If the State Superintendent determines that the complaint, even if true, would not violate a standard, the appeal will not be accepted. In either case, the State

Superintendent will give notice of the determination to the complainant and the school district.

(5) Within 30 days of receipt of notice of the State Superintendent's acceptance of the appeal, the district shall submit a written report with the State Superintendent which shall include:

- (a) A statement of facts;
 - (b) A statement of district action, if any, taken in response to the complaint, or if none was taken, the reason(s) therefore;
 - (c) A stipulation, if one was reached, of the settlement of the complaint; and
 - (d) A list of any complaints filed with another agency by the party, concerning the subject of the appeal.
- (6) The State Superintendent may for good cause extend the time for the filing of a report by the district.
- (7) Upon receipt of the district's report, the State Superintendent will investigate the allegations of the complaint to the extent necessary including but not limited to:
- (a) Authorizing an on-site investigation; and
 - (b) Conducting interviews, meetings and surveys and reviewing documents, data and district procedures.
- (8) The State Superintendent will issue a written decision within 60 days of receiving the district's report that addresses each allegation in the complaint and contains reasons for the State Superintendent's decision as to whether or not the district is deficient. If the schools of the district are not open during the 60-day period due to summer vacation, the decision shall be issued within 60 days after the beginning of the school year.
- (9) Notwithstanding section (8) of this rule, the State Superintendent may extend the time period for issuing a written decision on a complaint to a time period that is more than 60 days if the State Superintendent has the consent of the complainant and the allegation concerns a comprehensive or widespread deficiency and more extensive investigation is needed than may be reasonably completed within 60 days. The State Superintendent shall prepare a timeline and plan for investigation and provide copies to the complainant and district within two weeks of receiving the district's report.
- (10) If a deficiency is found, the State Superintendent's written decision will include any necessary corrective action to be undertaken by the district as well as any documentation to be supplied to ensure that the corrective action has occurred.
- (11) If a deficiency is not corrected, the provisions of ORS 327.103 will apply.

581-022-1941

Complaint Procedures

- (1) Each school district must establish a process for the prompt resolution of a complaint by a person who resides in the district or by any parent or guardian of a student who attends school in the school district. The process must be in writing and state clearly who within the school district has the responsibility for responding to the complaint.

(2) A school district's complaint procedure must specify the time period during which the complaint will be addressed and a final decision issued. If the complaint procedure has multiple steps, the procedure must establish the time period for each step as well as the overall time period for completing the procedure.

(3) A school district's complaint procedure may distinguish between those complaints that may be appealed under OAR 581-022-1940 and other complaints.

(4) A school district's complaint procedure may include mediation or other alternative dispute resolution processes.

(5) The procedure for hearing and acting on complaints that may be appealed under OAR 581-022-1940 must include the following:

(a) A point at which the decision is final;

(b) A provision for the complainant receive written notice that the district's decision may be appealed to the State Superintendent of Public Instruction under OAR 581-022-1940; and

(c) A written decision that clearly establishes the legal basis for the decision, findings of fact and conclusions of law.

