

## Talented and Gifted Education Plans (March 27, 2017)

# BEST PRACTICES GUIDANCE DOCUMENT

## Optional Template

Aligned to House Bill 2180, 2011

This guidance document serves as a template for the development of District Talented and Gifted Education Plans. It is possible to add responses under each numerical item and note completion in the check box provided.

The best practices guidance provided here provides technical assistance to the district to do the following:

- Outline the essential elements in comprehensive TAG services K-12.
- Discover the inherent improvement needed in the district's current practices.
- Assist the district to build capacity to provide services to high ability TAG learners through the implementation of best practices aligned to the Oregon Revised Statutes and Oregon Administrative Rules concerning Talented and Gifted Education.

### **ELEMENT ONE: ORS 343.397 (1) and OAR 581-022-1330 (1) - (3) (a)**

#### **STATEMENT OF THE SCHOOL DISTRICT POLICY ON THE EDUCATION OF TALENTED AND GIFTED STUDENTS**

**1 A: POLICIES: Local School Board Policies:** What are the local school board policies which govern gifted education in your district? [School board policies in support of gifted education are usually in the IGB category.] Local School Board Policies may be attached as: **Attachment Element 1A.**

**1B: POLICIES: District's Mission Statement:** What is the district's mission in providing an appropriate education to identified Talented and Gifted students? District policies on gifted education *may* also include a district mission statement about identifying and serving gifted and talented students. The district mission statement about TAG may be attached as: **Attachment Element 1 B. See attached brochure.**

**1C: POLICIES: Talented and Gifted Education Philosophy:** District policies on gifted education *may* also include statements of the district's Talented and Gifted Education Philosophy in the education of a special population of highly able learners. The district TAG philosophy may address but is not limited to the following;

- The unique needs of the TAG population as learners who have outstanding ability or potential [581-022-1310(1)]
- How the district's education system addresses TAG students' intellectual, academic needs as learners at the elementary, middle, and high school levels [ORS 343.407 and ORS 343.409] **See TAG MANUAL Pages 9 – 20.**
- How teachers accommodate identified TAG students' assessed levels of learning and accelerated rates of learning. [OAR 581-022-1330]

**Once identification has occurred, teachers use an ongoing process of assessing rate and level and differentiating instruction based on assessed needs. Both assessments and differentiation are documented through individual Personal Education Plans or through FLEX plans that identify how high-end learners needs will be assessed and how differentiation will occur within a secondary content course. Parents are integral to the process that occurs at least annually. See TAG Manual.**

- How classroom teachers and counselors assist TAG students to realize their contribution to themselves and to society. [581-022-1330 (1)] A personal education plan (PEP) can address specific needs of individual students. One of the most critical factors in engaging a TAG student is the provision of engaging instruction delivered at the appropriate rate and level of challenge. PEP plans define how this is to be accomplished. Further, TAG students can be considered an at-risk population and it is critical to plan for the whole child. Accordingly, teachers must take in to account social, emotional and behavioral needs when planning for TAG students to the extent and manner in which it is individually appropriate. District supports that are in place for all students can be specifically noted in TAG PEPs including appropriate instructional grouping, access to Child Development Specialists, High school counselors and mental health resources. The District Guidance and Counseling Framework and involvement in the ACES program for students who have had adverse experiences also address possible needs of all learners. Teachers should focus on appropriate levels of challenge as well as strategies to support social engagement with peer groups. See TAG Manual.

**ELEMENT 2: ORS 343.397 (2) and OAR 581-022-1330 (1) - (3)(b)**

**AN ASSESSMENT OF CURRENT SPECIAL PROGRAMS AND SERVICES PROVIDED BY THE DISTRICT FOR TALENTED AND GIFTED CHILDREN**

Talented and gifted education is a needs-based program emanating from the student’s identified need for TAG services. Once identification is established, the student should receive instruction aligned to her/his area of identified need(s) or strength(s). After school enrichment programs should not be considered part of the daily instruction for TAG students.

**2A: TAG SERVICE - IDENTIFICATION: Identification, Instruments, Body of Evidence, Cumulative Record File, Transfer Students**

**2 A 1: TAG SERVICE IDENTIFICATION: Instruments Used for TAG Identification** [OAR 581-022-1310, 2(b)]

Which instruments are used for TAG Identification at what levels?

<b><u>Academically Talented Reading and Math</u></b>	<b><u>Intellectually Gifted</u></b>
<b>Broad Screen Measures</b> Smarter Balanced grades 4 - 8, 11 EasyCBM Reading 4 – 8 Multiple choice EasyCBM Math K - 8 <b>Individual</b> EasyCBM K - 8 WIAT K - 12 WOJO K - 12	<b>Broad Screen Measures</b> Raven 1 <sup>st</sup> Grade CogAT – secondary measure <b>Individual</b> CogAT K - 12 WISC/WAIS K - 12
Work Samples, Interest Inventories, Parent/Teacher/Student Referral data, curriculum based measures K - 12	Work Samples, Interest Inventories, Parent/Teacher/Student Referral data, curriculum based measures K - 12

[If the district has a flow chart for TAG identification decisions at the elementary, middle, and high school levels, it may be attached as: **Attachment 2A1**

**2 A 2: TAG SERVICE IDENTIFICATION: Broad Screening Instrument**

2 A 2(A) Is a broad screening instrument used at a specific grade level? [For example, all students at one grade level are screened for TAG placement on an instrument other than the OAKS, Oregon Assessment of Knowledge and Skills.] What is the broad screening instrument and at what grade level is it administered?

[For example, the NNAT is used at second grade, second semester for all second graders]

<p><b><u>Academically Talented Reading and Math</u></b>                  Broad Screen Measures                  EasyCBM Reading 4 – 8                  Multiple choice                  EasyCBM Math K - 8</p>	<p><b><u>Intellectually Gifted</u></b>                  Broad Screen Measures                  Raven 1<sup>st</sup> Grade                  CogAT – secondary measure                  Individual                  CogAT K - 12                  WISC/WAIS K - 12</p>
--	--

**2 A 3: TAG SERVICE IDENTIFICATION: Number of Students Identified:** OAR 582-022-1310 (A) and (B) (e)

How many students are identified district-wide in each of the following categories? Each student should be counted one time regardless of the number of qualifying categories.

2A3a: General Intellectual	28	2A3b: Academic Mathematics	16
2A3c: Academic Reading	25	2A3d: Potential to Perform	

**2 A 4: TAG SERVICE IDENTIFICATION: Body of Evidence:** [OAR 581-022-1310 (2) (c)]

What is included in the body of evidence for TAG Identification?

State assessments, work samples, teacher, parent, and/or student inventories, standardized norm referenced tests, proficiency scores

**2 A 5: TAG SERVICE IDENTIFICATION: TAG Eligibility Team:** [OAR 581-022-1310 (2) (b)]

How is the TAG eligibility team configured? For eXample, representatives from which areas serve on the TAG eligibility determination team?

A team of staff that may consist of all or some of these individuals and the parent: school psychologist, Child Development Specialist, Counselors, administrator, classroom teacher, Title teacher, the Resource Teacher and Speech Therapist.

**2 A 6: TAG SERVICE IDENTIFICATION: TAG Cumulative Record File:** 581-022-1330 (5) (a) b)

What elements are contained in each TAG student’s TAG cumulative record file?

Interpretive Report for the CogAT, Assessment scores, Permission to Evaluate form, SMARTERBALANCED assessment if available, Notification of Eligibility Letter or Notification of Non-Eligibility Letter, Parental Consent for TAG Services Form, Parent Rights AR 8810, PEP Form, and other forms that help analyze test results if necessary.

Sometimes the student interest inventory or parent and teacher observation lists. Nomination forms. See appropriate forms in TAG manual.

**2 A 7: TAG SERVICE IDENTIFICATION: TAG Transfer Students:**

2 A 7(A): If a transfer student was previously identified as a gifted student, how is the transfer handled between the district and another Oregon district?

Evaluate the PEP and make modifications if necessary.

2 A 7(B): How is the transfer handled when the student transfers in from another state?

Some members of the CST/SST meets to accept the TAG status and write a PEP if necessary. May follow plan that comes with student or revise.

**2B: SPECIAL PROGRAMS: INSTRUCTION FOR TAG STUDENTS:** What instructional services are provided to identified Talented and Gifted Students at the elementary, middle, and high school levels? [OAR 581-022-1330 (4)]

Please check those that apply by level area:

Instructional Services	Elementary School	Middle School	High School
Ability Grouping in Math	X	X	X
Ability Grouping – Walk to Math	X		
Ability Grouping in Reading	X	X	
Ability Grouping – Walk to Reading			
Acceleration above grade level in Math	X	X	X
Acceleration above grade level in Reading	X	X	X
Acceleration through grade skipping	X	X	
Advanced Class Placement		X	X
AP or College Classes			X
International Baccalaureate			
Dual Credit		X Spanish	X
Choice Assignments	X	X	X
Cluster Grouping	X	X	X
Credit by Examination			X
Curriculum Compacting			
Differentiated Instruction in Math	X	X	X
Differentiated Instruction in Reading	X	X	
Distance Learning	X	X	X
Flexible Grouping	X	X	X
Homogeneous Grouping	X	X	X
Honors Classes		X Challenge classes	X
Independent Study Projects	X	X	X
Interdisciplinary Units	X	X	X
Learning Contracts			
Mentorships			X
Portfolio Assessment for Placement			
Pre-Test for placement	X	X	X
Pull-Out Programs			
Scaffolding or Tiered Instruction	X	X	X
Telescoping			

**2 B 2: SPECIAL PROGRAM INSTRUCTION: Optional Instructional Formats:** Please list any other instructional formats that are available at elementary, middle or high school levels?

An integrated, differentiated or individually tailored approach implemented in the regular classroom through a TAG personalized education plan.

**2 B 3: SPECIAL PROGRAMS INSTRUCTION: Advanced Placement Course Offerings:** Although this is a general education offering, Advanced Placement classes serve the needs of many TAG students. Please list the district's Advanced Placement Class offerings available district-wide during the 2017-2018 school year.

## Early College Credit Classes at Ashland High School

Ashland High School Course	Rogue Community College Course (credits earned)	Southern Oregon University Course (credits earned)
<b>Career Technical Education (CTE)</b>		
3D CAD & Design	MET121 Computer Aided Drafting I: Mechanical-TBD*	N/A
Advanced Mechanics	AM190 Automotive Repair Lab 1 (4) AM111 Electricity for Automotive Technicians (7)	N/A
Mechanics 2	AM120 Automotive Maintenance/Trades Practices (6)	N/A
Metal Fabrication 2	WLD101 Welding Fundamentals I (3)	N/A
Tech Drafting & CAD Design	MET101 Mechanical Drafting (TBD*)	N/A
<b>English</b>		
AP English Composition	N/A	WR121 and WR122 English Comp (4 each)
AP English Literature	N/A	ENG104 and ENG105 Intro to Literature (4 each)
<b>Family/Consumer Studies</b>		
Child Psychology & Develop.	ECE125 Early Childhood Development (1-3)	N/A
Child Development 2	ED170 Introductory Practicum (1-2)	N/A
Virtual Enterprise	BA101 Intro to Business, BA218 Personal Finance and BA223 Principles of Marketing – TBD*	N/A
Introduction to Foods	CUA101 Intro to Culinary Arts	<i>Credits for all AHS Foods and Culinary Classes are awarded through Klamath Community College</i>
Foods II	CUA103 Culinary Management and Measurement	
Culinary Arts	CUA120 Culinary Arts Fundamentals	
<b>Math</b>		
AP Calculus	N/A	MTH251 Calculus I and MTH252 Calculus II (4 each)
Applied Technical Math	MTH63 Applied Technical Math -TBD*	N/A
Pre-Calculus	N/A	MTH111 Precalc I and MTH112 Precalc II (4 each)
Statistics	N/A	MTH243 Intro to Statistical Methods (4)
<b>Science</b>		
AP Biology	TBD*	TBD*
AP Environmental Science	N/A	ES101 Intro to E.S. and ES101L Earth Sc.Lab (4) ES102 Intro to E.S. and ES102L Bio Sc.Lab (4)
AP Physics	PH 201 General Physics w/Lab and Recitation (5)	PH201 Gen Physics I and PH224 Gen Physics I Lab (5)
Human Anatomy/Physiology	N/A	BI199 SS/NonCadaver Human Anatomy & Phys -TBD*
Physics	GS104 Physical Science with Lab (4)	N/A
<b>Social Sciences</b>		
AP Government	PS201 US Government I - TBD* PS202 US Government II - TBD*	PS201 Power and Politics (4) PS202 Law Politics & the Constitution (4)
AP Psychology	N/A	PSY201 and PSY202 General Psychology (4 each)
AP US History	HST201 and HST 202 History of the US 1 & 2 (4 each)	HST250 and HST 251 American History & Life (4 each)
American Government	PS201 US Government I (TBD*)	N/A
Speech and Debate	N/A	COMM210 Public Speaking -TBD*
<b>World Languages</b>		
French 3 and 4	N/A	SOU Proficiency Assessment (credits awarded based on testing done at end of year – seniors only)
Spanish 3, 4, 5	N/A	

\*Classes labeled TBD are pending approval for 2017-18; check with instructor regarding their status.

## Early College Credit Options

Students can begin their college education in high school and graduate with a Rogue Community College and/or Southern Oregon University college transcript. Students have the option to register for SOU (\$41 per credit) or RCC (FREE) credits when they take early college credit eligible classes available at AHS (full list in the AHS Course Guide available online). Please note that for some classes, such as AP U.S. History, students have the option of applying for RCC or SOU credit.

### ROGUE COMMUNITY COLLEGE "COLLEGE NOW" CREDITS

- ❖ Classes are taken at AHS and taught by AHS faculty.
- ❖ Credits are offered for **free**.
- ❖ Credits transfer to Oregon public universities and community colleges. Check with private and out of state schools to determine if and how they will accept these credits.
- ❖ Classes taken earn both high school and college credit.
- ❖ For most classes, students **register by the end of December** to receive credit for the first semester. Some yearlong classes will enroll only spring quarter (March). The benefit of the later registration is to allow students more time to determine if they are going to be successful in the class before committing the grade to their permanent college record.

### SOUTHERN OREGON UNIVERSITY ADVANCED SOUTHERN CREDIT (ASC)

- ❖ Classes are taken at AHS and taught by AHS faculty.
- ❖ Credits are offered at a significant discount from regular SOU tuition (\$41 per credit). During the 2016-17 academic year, each full year AHS class (eight-unit ASC course) will cost \$328.
- ❖ Credits transfer to Oregon universities and community colleges. Check with private and out of state schools to determine if and how they will accept these credits.
- ❖ Classes taken earn both high school and college credit.
- ❖ Students must **register at the beginning of October** to receive credit for the first semester.

### ADVANCED PLACEMENT TESTS

- ❖ \$59 per exam in 2016. Students who qualify for free/reduced meals may qualify for an AP exam fee waiver.
- ❖ AP Tests are nationally-recognized assessments.
- ❖ Many U.S. colleges provide credit and/or advanced placement for qualifying AP exam scores.
- ❖ AP scores earned are based on an exam taken in May.

### EARLY ENTRY PROGRAMS

AHS students are eligible to take college classes taught by college instructors through RCC's Extended Options and SOU's Early Entry programs. Tuition is offered at a reduced rate. Criteria for eligibility include good academic standing and enrollment in a minimum of four classes at AHS. Credits earned at RCC and SOU are not included on the high school transcript unless preapproved by an administrator. For more information visit [www.go.roguecc.edu/departments/pathfinder](http://www.go.roguecc.edu/departments/pathfinder) and [www.sou.edu/youth/early-entry](http://www.sou.edu/youth/early-entry).

\*\*\*\*\*

All Oregon Public Universities and Community Colleges accept RCC and SOU credits. If students are planning to apply to private or out-of-state public schools, it is important they check with each school on its policy regarding college credit earned in high school, as policies vary widely. If schools award credit, it may be in the subject area or as elective credit. Many private colleges will only award college credit for an AP class if the student achieves a certain score on the AP exam. Some colleges will not accept any college credits earned for taking a high school class.

**Please note that if a student earns more than a certain number of college credits while in high school (usually between 32 and 36), some colleges will not consider the student a freshmen when they enroll.** While many students/parents may feel it is a benefit to start college as a sophomore, others may not – as these students are often not eligible for four year merit aid scholarships. If you have additional questions about the pros and cons of earning early college credits, please contact an AHS counselor or the colleges to which you are planning to apply.

**2 B 4: SPECIAL PROGRAMS: International Baccalaureate Offerings:**

- (A) Does the district offer International Baccalaureate instruction? **No**
- (B) How many schools and students participate in IB? **NA**
- (C) Is an International Baccalaureate Diploma available to students? **NA**

**2 C: SPECIAL PROGRAMS INSTRUCTION: Teacher's Knowledge of Students in Class:**

- 2 C 1:** What procedures are in place so that classroom teachers K – 12 know who the gifted students are in their classrooms?

**TAG students are flagged in the Power School teacher web portal on the attendance page.**

**Teachers receive a copy of the current TAG plan at the start of the year or term.**

**Currently, we are developing an integrated TAG plan within our Student Information System, PowerSchool, where teachers can access previous plans and generate new ones that will follow the student in the system. We currently have this function for 504 plans and IEPs.**

**A teacher portal printable roster of students by class and special program is currently under development for deployment in August 2017.**

**Beginning in August 2017, SSTs will have a common OneNote (cloud based shared notebook) to help monitor the identification, eligibility and teacher notification processes at each school.**

**2 D: SPECIAL PROGRAMS: TAG Students Instructional Plans:**

- 2 D 1:** Are TAG Instructional Personal Learning Plans required: **Yes XX** No \_\_\_



Include grade levels at which TAG Plans are required. If TAG Instruction Plans are used, copies for each level may be attached as: *Attachment Element 2D1*.

K-5 (and 6-8 if desired) Pages 61 – 70 of TAG Manual.

9 – 12 FLEX Plan Pages 71-76 TAG Manual.

PLEASE NOTE: The current PEP and FLEX plan format is undergoing re-design for implementation in the teacher web portal

K-5, all programs will use a version of the PEP plan.

Grade 6-8 at the middle may use either a FLEX plan or a PEP.

Grades 6 – 8 in our two K-8 programs will use PEPs.

Grades 9-12 at the high school is relooking at FLEX plans and is gathering teacher input about the idea of using PEPs at the high level since teachers could address just their course content using the web portal.

**2 E: OPTIONAL INSTRUCTIONAL FORMATS: MAGNET / CHOICE SCHOOLS and TAG ENRICHMENT**

**2 E 1: MAGNET SCHOOLS / CHOICE SCHOOLS:** Does the district provide any magnet and/or choice schools for the gifted? If so, please include the name(s) of the school(s), TAG qualifying criteria, the number of students currently served, and the level of the population served such at elementary, middle, or high. **No**

**2 E 2: OPTIONAL TAG INSTRUCTIONAL FORMATS - 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.

Elementary Programs	Middle	High
<ul style="list-style-type: none"> <li>• Early Entrance</li> <li>• Independent Study</li> <li>• Acceleration Of Existing Curriculum</li> <li>• Cluster Grouping/ Small Group</li> <li>• Advanced Materials</li> <li>• Interest Grouping</li> <li>• Student Selected Study</li> <li>• Oregon Battle of the Books for elementary.</li> <li>• Other based on the site</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced TV Production</li> <li>• Brain Bowl</li> <li>• Chess Team</li> <li>• Competitive Speech</li> <li>• Geography Competition</li> <li>• Independent Study</li> <li>• Literature Club</li> <li>• Mail Tribune Media Competition</li> <li>• Math Team</li> <li>• OBOB (Oregon Battle of the Books)</li> <li>• Pentagames</li> <li>• Scavenger Hunt</li> </ul>	<ul style="list-style-type: none"> <li>• National Honor Society</li> <li>• National Art Honor Society</li> <li>• Speech and Debate</li> <li>• Scavenger Hunt</li> <li>• Science Bowl</li> <li>• Creative Writing Club</li> <li>• Interactive Literature Club</li> <li>• International Club</li> <li>• Brain Bowl</li> <li>• Math Team</li> <li>• Mu Alpha Theta (Math Honor Society)</li> <li>• Model United Nations</li> <li>• Robotics</li> </ul>

	<ul style="list-style-type: none"> <li>• Science Bowl</li> <li>• Spelling Competition</li> <li>• Student Leadership</li> <li>• Student Newspaper And Yearbook</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Placement Classes (Such As Literature, Composition, U.S. History, Government, Chemistry, Calculus)</li> <li>• Access To Advanced Placement Tests For Courses Not Available At AHS</li> <li>• Independent Study</li> <li>• Access To Southern Oregon University Classes (11<sup>th</sup>, 12<sup>th</sup> Grade)</li> <li>• Access To Mentorships/Internships</li> <li>• Technical Certifications</li> <li>• Academic Competitions (Math Team, Science Team, Brain Bowl, Model U.N., Etc.)</li> <li>• Southern Oregon On-Line School Classes</li> <li>• Access To Correspondence Courses</li> <li>• Early Graduation</li> <li>• 2 + 2 College Credits Through Rogue Community College</li> <li>• National Honor Society</li> </ul>
--	--	---

**2 F: PROFESSIONAL DEVELOPMENT- INSTRUCTIONAL**

**2 F 1:** What professional development, if any, is planned for district general education teachers K-12 and school administrators for the 2017- 2018school year involving instruction for high ability, TAG learners?

2017-2018: Teacher Professional Development:

Susan Winebrenner – Assessing for Rate and level, differentiating for TAG learners, Cluster grouping August 22-23, 2017

Follow Up Sessions with Susan by level ½ day, October or January in-services days, TBD

TAG Process and Guidelines - June 13, 2017

Each classroom teacher will receive a copy of two of Susan’s books for use in PLCs

Quarterly meetings for building TAG coordinators

Raven Administration – September 2017 for 1<sup>st</sup> grade teachers (Julie York)

CogAT Administration (TAG Coordinators)

2017-2018: Administrator Professional Development:

TAG Corrective Action Planning and TAG Plan – existing District policy and process – December, 2016 – (Julie York)

TAG Plan Development Committee (4 two-hour meetings) 2016 – 2017 school year – administrator from each building

TAG Process and Guidelines - June 13, 2017 (Review with staff)

Raven Administration – September 2017 for Elementary Principals

CogAT Administration for Elementary and Middle Administrators

Susan Winebrenner – Assessing for Rate and level, differentiating for TAG learners, Cluster grouping August 22-23, 2017

Follow Up Sessions with Susan by level ½ day, October or January inservices days, TBD

**2 G: COMMUNICATION WITH PARENTS:** What are the district procedures for communicating with parents during the following timeframes? [OAR 581-022-1320]

2 G 1: Prior to testing for TAG Placement

For Broad Screen Cognitive: Notice of planned assessments via newsletters/ District assessment calendar

For Secondary Measures: Nomination letters may be sent; parents may nominate their own children; teachers may nominate students. Page 30 TAG manual – also see Page 38. Page 30 TAG manual – also see Page 38.

2 G 2: Notification of results of testing for TAG Placement

Parent meeting and /or Notification of Non – Eligibility or Notification of Eligibility forms.

2 G 3: Explanations of the TAG services available to identified students

In parent brochure and on web site; again on identification and at time of PEP

2 G 4: Explanations of the TAG learning plan, (TAG PEP), if available.

At PEP development meeting

2 G 5: Opportunities for parent input into the TAG Learning Plans

At PEP development meeting

2 G 6: Explanations of “what TAG identification means” to parents of newly identified students

Parental consent for TAG services form; TAG flyer and web site

2 G 7: Transition of TAG students from elementary to middle

Part of general annual transition meeting

2 G 8: Transition of TAG students from middle to high

Part of general annual transition meeting

2 G 9: Notification to parents of option to request withdrawal a student from TAG services

In parent rights.

2 G 10: Notification of right to file a complaint concerning TAG programs or services beginning with the district's own complaint process.

Parent Rights document, web site and parent brochure

**ELEMENT 3: ORS 343.397(3) and OAR 581-02201330 (1) – (3) (c)**

**A STATEMENT OF DISTRICT GOALS FOR PROVIDING COMPREHENSIVE SPECIAL PROGRAMS AND SERVICES AND OVER WHAT SPAN OF TIME THE GOALS WILL BE ACHIEVED**

3 A: What are the district goals for providing comprehensive gifted education programs and services, K -12? Overall, the goals should address Talented and Gifted Education program improvement.

GOAL 1: The goal is: Improve Web Resources for Parents

The implementation timeline is: August, 2017

The goal will be met by a measurement which defines the following:

Two-click access to District TAG parent information and local TAG resource page from home page

The goal will be determined as successful/unsuccessful by: Evidence of published web pages.

GOAL 2: The goal is: Implement broad screen process for intellectually gifted

The implementation timeline is: November 2017

The goal will be met by a measurement which defines the following:

Teacher training on Raven and CogAt (1<sup>st</sup> grade)

Training for data teams in reviewing Raven and CogAt data (Fall 2017)

The goal will be determined as successful/unsuccessful by:

Successful implementation at all 5 sites serving elementary age students

GOAL 3: The goal is: Integration of TAG needs into Tiered Instructional Model

The implementation timeline is: Spring 2019

The goal will be met by a measurement which defines the following:

TAG identification is accomplished through the school data team and SST process consistently

The goal will be determined as successful/unsuccessful by:

The number of identified students will fall within expected parameters by Spring 2019 (3 – 4% in reading, math or intellectually gifted with representation of disadvantaged sub-groups in either identified student groups or potential to perform group roughly comparable to the sub-group percentage in overall district enrollment.

GOAL 4: The goal is: Redesign of PEP and FLEX plans within Student Information System

The implementation timeline is: August 2017

The goal will be met by a measurement which defines the following:

Plans can be created and accessed by teachers within the teacher web portal

The goal will be determined as successful/unsuccessful by:

80% or more of plans will be developed in the system by Spring 2018

3 B: Over what span of time will the goals as defined above, be implemented and met? [The amount of time will vary by the requirements for each goal.

Listed with each goal – no later than Spring 2019.

**ELEMENT 4: ORS 343.397 (4) and OAR 581-022-1330 (1) - (3) (d)**

**A DESCRIPTION OF THE NATURE OF THE SPECIAL PROGRAMS AND SERVICES WHICH WILL BE PROVIDED TO ACCOMPLISH THE GOALS**

4 A. 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?

GOAL	SERVICES
Improve Web Resources for Parents	All services
Implement broad screen process for intellectually gifted	Services for intellectually gifted students
Integration of TAG needs into Tiered Instructional Model	All services; differentiation for rate and level across classrooms
Redesign of PEP and FLEX plans within Student Information System	All services by increasing efficiency of system and teacher ease-of-access to TAG plans

**ELEMENT 5: ORS 343.397 (5) and OAR 581-022-1330 (1) - (3) (e)**

**A PLAN FOR EVALUATING PROGRESS ON THE DISTRICT PLAN INCLUDING EACH COMPONENT PROGRAM AND SERVICE**

5 A. 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.

GOAL	EVALUATION
Improve Web Resources for Parents	Web traffic
Implement broad screen process for intellectually gifted	Observation and review of data team process by building principal and building TAG coordinator
Integration of TAG needs into Tiered Instructional Model	Differentiation for TAG learners observable in each classroom based on principal feedback
Redesign of PEP and FLEX plans within Student Information System	Utilization of new system in Spring 2018 (target 60%0 and Spring 2019 (target 90%)

**Attachments:**

Element 1: Attachment 1 A: Local School Board TAG Policies

Element 1B: Attachment 1B: District's Mission Statement on the Education of TAG Students

Element 2A1: Attachment 2A1: Flow Chart of TAG Identification Decisions

Element 2 D: Attachment 2D1: Blank TAG Personal Educational Plan at all levels

Reference: ASD TAG Manual

Talented and Gifted Education Plans (March 27, 2017)

ATTACHMENTS

Element 1: Attachment 1 A: Local School Board TAG Policies

IGBB Talented and Gifted Program

IGBBA Identification -- Talented and Gifted

IGBBA-AR Appeals Procedure for Talented and Gifted Identification and Placement

IGBBB Identification -- Talented and Gifted Students among Nontypical Populations

IGBBC Programs and Services -- Talented and Gifted

PLEASE NOTE: Ashland School District is currently undergoing a volitional policy review with OSBA; above policies may be updated prior to the 2017-18 school year.

Element 1B: Attachment 1B: District's Mission Statement on the Education of TAG Students

Parent Brochure 2015

Element 2A1: Attachment 2A1: Flow Chart of TAG Identification Decisions

Element 2 D: Attachment 2D1: Blank TAG Personal Educational Plan at all levels

Reference: TAG Manual

Element 1: Attachment 1 A: Local School Board TAG Policies

IGBB Talented and Gifted Program

IGBBA Identification -- Talented and Gifted

IGBBA-AR Appeals Procedure for Talented and Gifted Identification and Placement

IGBBB Identification -- Talented and Gifted Students among Nontypical Populations

IGBBC Programs and Services -- Talented and Gifted

PLEASE NOTE: Ashland School District is currently undergoing a volitional policy review with OSBA; above policies may be updated prior to the 2017-18 school year.



# Ashland School District 5

Code: **IGBBA**  
Adopted: 6/11/90  
Revised/Readopted: 5/10/04  
Orig. Code(s): IGBBA

## Identification - Talented and Gifted\*\*

In order to serve academically talented and intellectually gifted students in grades K-12, the district directs the superintendent after due consideration of the input of staff, parents and the community 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, or the Oregon state assessment.

Identified students shall score at or above the 97th percentile on one of 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 581-015-0805 to -0825](#)  
[OAR 581-021-0030](#)  
[OAR 581-022-1310](#)  
[OAR 581-022-1940](#)

# Ashland School District 5

Code: **IGBB**  
Adopted: 1/14/91  
Revised/Readopted: 5/10/04  
Orig. Code(s): IGBB

## Talented and Gifted Program

The district will provide an educational program that recognizes and serves the unique needs of talented and gifted students in all schools and grade levels.

Talented and gifted students are those who have been identified as academically talented and intellectually gifted.

The superintendent will develop a written plan that identifies programs and services provided to meet this goal.

END OF POLICY

---

### Legal Reference(s):

ORS 333.391  
ORS 343.395  
ORS 343.397  
ORS 343.401  
ORS 343.407

ORS 343.409  
ORS 343.413  
  
OAR 581-015-0805 to -0825  
OAR 581-022-1310

# Ashland School District 5

Code: **IGBBC**  
Adopted: 5/10/04

## **Programs and Services - Talented and Gifted\*\***

A district written plan will be developed for programs and services. All required written course statements shall identify the academic instructional programs and services to be provided which address 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 students' access to appropriate services and will develop program and service options. These options may include, but are not limited to, the following:

- ?? Early Entrance
- ?? Ungraded/Multi-age Classes
- ?? Cluster Grouping in Regular Classes
- ?? Continuous Progress
- ?? Cross Grade Grouping
- ?? Compacted/Fast-Paced Curriculum
- ?? Advanced Placement Classes
- ?? Honors Classes
- ?? Block Classes
- ?? Independent Study
- ?? Credit by Examination
- ?? Concurrent Enrollment
- ?? Mentorship/Internship
- ?? Academic Competitions

The Board has established an appeals process for parents to utilize if they are dissatisfied with the programs and services recommended for their identified talented and gifted student and wish to request reconsideration.

The Board has established a complaint procedure to utilize if an individual has a complaint regarding the appropriateness of programs and services provided for identified talented and gifted students.

END OF POLICY

---

Legal Reference(s):

[OAR 581-015-0805 to -0825](#)  
[OAR 581-022-1330](#)  
[OAR 581-022-1940](#)

# Ashland School District 5

Code: **IGBBB**  
Adopted: 5/10/04

## **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. Culturally different;
4. Underachieving gifted;
5. 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 581-015-0805 to -0825](#)  
[OAR 581-022-1310](#)

[OAR 581-022-1940](#)

## **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 parents will contact the building principal to request reconsideration;
2. The principal will confer with the parents 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 parents may initiate the Formal Process.

### **Formal Process**

1. Parents 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 district TAG coordinator;
3. The principal and district TAG coordinator and other appropriate administrator shall review the student's file and earlier decisions within 10 working days of the original request. Additional data may be gathered to support or change the earlier decision;
4. Parents may be provided an opportunity to present additional evidence;
5. If deemed necessary, a formal hearing will be conducted by the district hearings officer utilizing the appropriate procedures;
6. A decision will be made within [20] working days after receipt of the written request for reconsideration. The parents 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 parents 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.

Element 1B: Attachment 1B: District's Mission Statement on the Education of TAG Students

Parent Brochure 2015

## Philosophy and Mission

The Ashland School District is committed to identifying and providing for the unique intellectual, social, emotional, and career needs of intellectually gifted and academically talented children in grades K – 12.

It is our goal to ensure that all learners, including gifted learners, are provided stimulating, challenging and meaningful educational experiences with lessons and materials appropriate for each student's assessed level and rate of learning.

Our philosophy fosters educational alternatives in a broader social context promoting:

- High expectations and achievement
- Intellectual stimulation and collaboration
- Academic enrichment
- Social and emotional growth

We acknowledge and support the vital role of the classroom teacher in creating differentiated instruction for the unique needs of exceptional learners within the classroom setting.

## Identification

Ashland identifies students in kindergarten through grade 12 as eligible for TAG services in three areas:

- Academically Talented in Reading
- Academically Talented in Math
- Intellectually Gifted

To identify students, we use a variety of data including nationally normed individual or group tests, classroom observations and work samples, and parent, teacher and student surveys.

We use statewide assessments to screen all students for potential consideration as academically talented.

Additionally and with parental permission, we administer an individual assessment of cognitive ability based on request.

If a student shows promise, he or she may go through a screening process with you, the teacher and the school's Child Study Team to determine eligibility.

Parents, teachers and students can refer for consideration in the screening process.

## Programs

Once a student has been identified, the district has an obligation to assess the student's rate and level of learning and offer a program that allows him or her appropriate academic challenge.



## Elementary Programs

Elementary students eligible for TAG services have a Personal Education Plan (PEP) designed by their classroom teacher with input from parents, other district resource staff and the student.

The plan identifies the student's current rate and level of learning in all academic areas and instructional strategies to help them reach their potential.

- Early Entrance
- Independent Study
- Thematic And/Or Integrated Curriculum
- Acceleration Of Existing Curriculum
- Cluster Grouping/ Small Group
- Advanced Materials
- Assignment Modification/Differentiation
- Multi-Age Classes
- Cross-Grade Grouping
- Product Modifications
- Interest Grouping
- Student Selected Study
- Higher Level Thinking Skills

- Enrichment
- Regular Classroom Work
- Other (Specify)



## Middle School

Each teacher at the middle school creates an annual plan to address the needs of students who require accelerated rates and levels of learning. If a student, teacher or parent feels that an individual plan (PEP) is appropriate, they may request one. Contact the building TAG administrator.

TAG programs and services are built upon options already existing within the middle school. The programs and aspects of Ashland Middle School that support TAG students include:

## Classroom Strategies

- Differentiated Instruction
- Tag Groups
- Cross Graded Instruction
- Thematic And Integrated Curriculum
- Independent Study
- Advanced Math Placement
- Southern Oregon On-Line School
- Access To Mentorships/Internships

## Enrichment

- Brain Bowl
- Math Team
- Geography Competition
- Spelling Competition
- Scavenger Hunt Competition
- Competitive Speech
- Mail Tribune Media Competition
- Advanced Tv Production
- Student Newspaper And Yearbook
- Literature Club
- Student Leadership
- Science Team
- Chess Team

## High School

Each teacher at the high school creates an annual plan to address the needs of students who require accelerated rates and levels of learning. If a student, teacher or parent feels that an individual plan (PEP) is appropriate, they may request one. Contact the building TAG administrator.



TAG programs and services are built upon options already existing within the high school. The programs and aspects of Ashland High School that support TAG students include:

- Self-Selected Scheduling
- Comprehensive High School
- Wide Variety Of Classes Including Many Upper Level (College Prep) Offerings
- Advanced Placement Classes (Such As Literature, Composition, U.S. History, Government, Chemistry, Calculus)
- Access To Advanced Placement Tests For Courses Not Available At AHS
- Independent Study
- Access To Southern Oregon University Classes (11<sup>th</sup>, 12<sup>th</sup> Grade)
- Access To Mentorships/Internships
- Technical Certifications
- Academic Competitions (Math Team, Science Team, Brain Bowl, Model U.N., Etc.)
- Southern Oregon On-Line School Classes
- Access To Correspondence Courses
- Early Graduation
- 2 + 2 College Credits Through Rogue Community College
- National Honor Society

## Questions

### ? Where can I find more information on resources for my child?

A good place to start is with your student's teacher or the building TAG coordinator. An additional starting point is the Oregon Department of Education website:  
<http://www.ode.state.or.us/sped/spedareas/tag/taginfoparent.htm>

### ? What if I disagree with a committee's decision?

There is a formal appeals process available in the district. You may contact your building TAG coordinator, Principal or the District TAG Coordinator for additional information on starting the process.

### ? What if we moved from another state?

Eligibility requirements in other states may not be the same as Oregon's requirements. Ask your school's Child Study Team to review the eligibility from your child's last district to see if your child is eligible for services in Ashland.

### ? Other Questions?

Ask to speak with the TAG coordinator at your child's school or you may contact the District TAG Coordinator, Samuel Bogdanove, at 541-482-2438.

# Ashland School District



# Talented and Gifted Programs

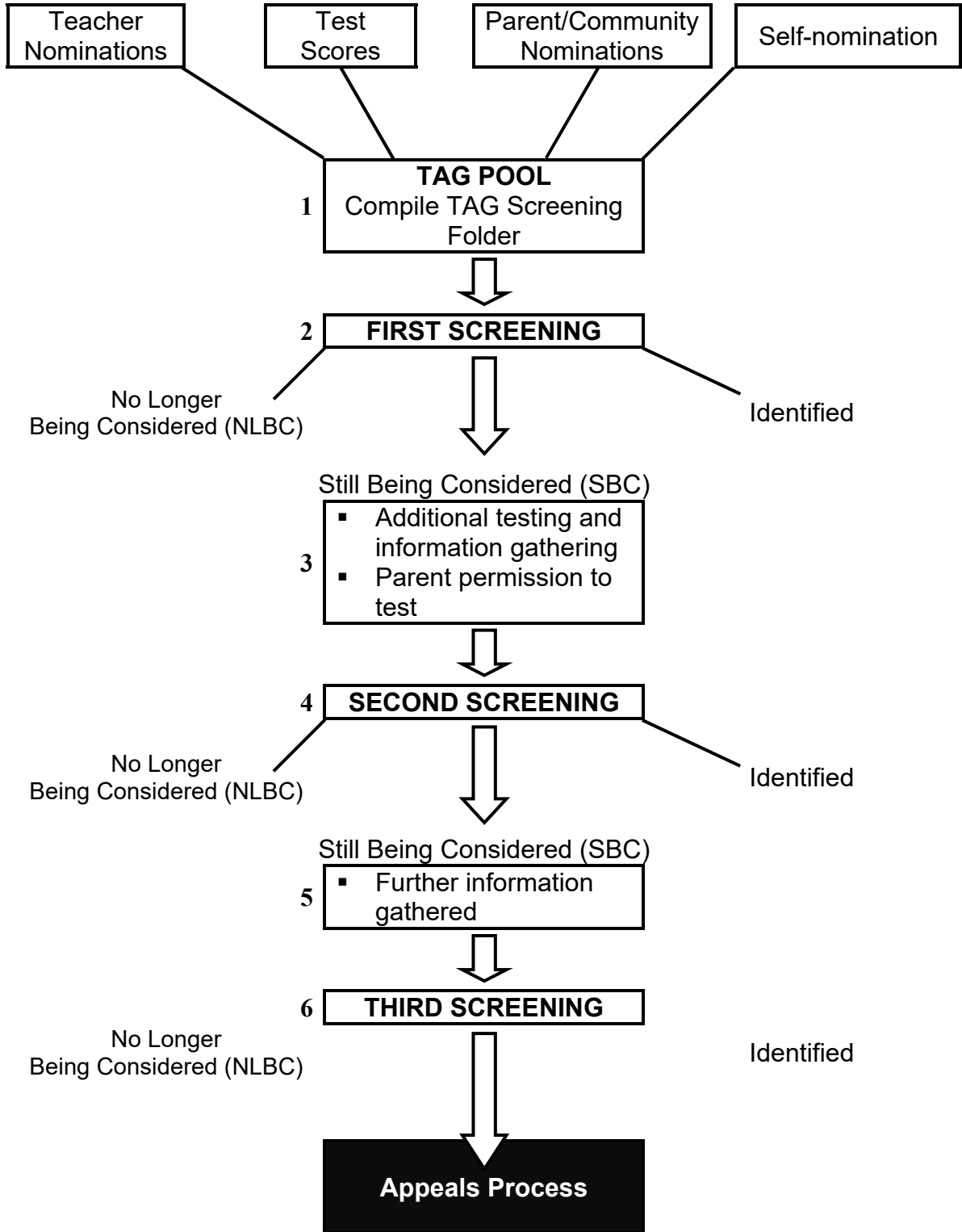
April 2015

If you have questions, please contact:



Element 2A1: Attachment 2A1: Flow Chart of TAG Identification Decisions

# Screening Process Flow Chart



## **Screening Process**

### **Gather Nominations**

Teachers, students and parents will be notified that the TAG identification process is underway and nominations are being accepted. Building TAG liaisons should make appropriate nomination/evaluation forms available and set deadlines for receiving nominations.

- Announcements should be made to students using school-approved venues.
- In September or at the beginning of school, school newsletters should include notices to parents.
- Faculty meetings and/ or teacher bulletins should be used to inform teachers.

### **Develop a TAG Pool for each school**

Each school develops a pool of nominated TAG students in the fall of each year. The pool includes the following:

- Students nominated by teachers.
- Students nominated by parents, community members, or self-nominated.
- Students whose most recent academic tests (SmarterBalanced, EasyCBM) show (total) math or (total) reading performance at or above the 97th percentile nationally.
- Transfer student scores at or above the 97th percentile on other nationally standardized tests in (total) math or (total) reading shall also be included.
- Students whose most recent intelligence/ability tests (Raven/CogAT) show performance at the 97th percentile or above.
- Transfer student scores at or above the 97th percentile on a nationally standardized intelligence/ability test shall also be included.
- Transfer students identified as talented and gifted in another state.
- Any student who is “still being considered” from the previous year’s screening process.

**Note:** A student previously screened and found ineligible for TAG services may be re-screened in a new category (Academically Talented, or Intellectually Gifted) or IF new information indicating eligibility emerges, such as a new qualifying test score.

Element 2 D: Attachment 2D1: Blank TAG Personal Educational Plan at all levels

Ashland School District Talented and Gifted Education

Flexibility (FLEX) Plans for Secondary TAG Students

FLEX Plans are written to accommodate the rate and learning needs of identified Talented and Gifted (TAG) students at the middle and high school level. FLEX Plans are meant to address the State-required issues regarding TAG students. These minimum requirements from the state are:

- Each TAG student’s level of learning must be assessed in all subjects.
• Each TAG student’s rate of learning must be assessed in all subjects.
• Instruction must address the assessed rate and level of learning.
• Both the assessment and the instruction must be documented.
• Parents must be given opportunity to give input into programs and services provided for their student. \*
• All teachers (100%) must comply with these regulations.

Minimum content of the Flexibility Plan is: (see samples)

- Some acknowledgment that you as the teacher recognize that students can learn at varying rates and levels.
• Affirmation that accommodations will not add additional work on top of existing course requirements.
• Indications of how you will assess rate and level of learning.
• What curriculum accommodations will be offered to meet assessed needs.
• How students can qualify for or request accommodations.
• How differentiated or accelerated work will be graded.
• How parents and students can be involved in the process.

Please review your FLEX Plan before submitting it to make sure you have included all of the above.

The FLEX PLAN will:

- Include Course Name, Teacher Name, Year
• Be written once a year or once a semester as applicable for all the following classes:

Table with 3 columns: Math, Child Development, Computers; Science, Marketing, Health; Social Studies, Psychology, Personal Finance; Language Arts, Foreign Language; All other courses, including electives, not specifically exempted

- Be neatly typed (please use an easy-to-read font)
• Be given to \_\_\_\_\_ by \_\_\_\_\_ for approval. A copy will be sent to the district office after approval by the building principal.
• After approval, be given to each identified TAG student in your class. THIS IS IMPORTANT.
Insist that students take these home and share them with their parents.
• Be kept on file in the office for access by parents as needed.

FLEX PLANS may be:

- Written in a format of your choosing.
- Written so that all students may take advantage of modifications.
- Optional (per discretion of the building principal) in the following classes:

<i>Visual Arts</i>	<i>Crafts</i>	<i>Calligraphy</i>	<i>Music</i>	<i>Band</i>
<i>Choir</i>	<i>Foods</i>	<i>Sewing</i>	<i>Home Ec</i>	<i>Phys. Education</i>
<i>Construction</i>	<i>Shop</i>	<i>Woodshop</i>	<i>Welding</i>	<i>Auto Mechanics</i>
<i>Drafting</i>	<i>Keyboarding</i>	<i>Photography</i>	<i>Speech</i>	<i>Drama</i>
<i>Journalism</i>	<i>Annual</i>	<i>Leadership</i>	<i>Student Gov</i>	<i>Career Awareness</i>

**Remember - Even if *written* FLEX Plans in these areas are deemed optional by building principals, assessment and modification are still required in these classes. Teachers are still held accountable for assessing level and rate of learning and making appropriate modifications in all classes.**

---

**In addition:**

- If a parent or student does not feel that your FLEX Plan will truly meet the needs of their TAG student, they may request a Personal Education Plan for your class. If this happens, make sure that the building TAG Coordinator receives a copy of that plan. Additionally, TAG students and parents have the right to request a FLEX Plan or a PEP in the above “Optional Classes.”
  - Documentation of assessment and accommodations must be ongoing throughout the year. Make sure you have documented all pre and post assessments in your grade book. Find a workable way to use your gradebook, with a simple coding system to identify modified assignments or tests. Code your lesson plan book to indicate modified assignments. Save copies of modified assignments, learning contracts, or menus of activities that were made available to TAG students. **Documentation is a State regulation that is the responsibility of each classroom teacher.**
  - 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, projects, and/or materials appropriate for the student’s learning.
- 

**\* Opportunities for Parent Communication and Input**

- Conferences
- Telephone Contact
- Student Observation Profile
- Letter(s) to parent concerning the plan
- Other written communication
- School and TAG Newsletters
- TAG parent meetings

**Ashland School District Talented and Gifted Education  
FLEX (Flexibility) Plans  
Middle and High School TAG Students' Terms and Options**

<p><b>Documentation of Assessment, Instruction and Parent Input:</b> Teacher will:</p> <ul style="list-style-type: none"> <li>• Write a FLEX Plan for classes, which will address assessment of rate and level of learning, modification to the curriculum, and opportunity for parental input.</li> <li>• Give each TAG student a copy of the FLEX Plan.</li> <li>• Submit all FLEX Plans to principal for review. Copies of the Flex Plan will be available in the school office.</li> <li>• Document all pre-assessment and post assessment results in gradebook.</li> <li>• Document modifications made to the curriculum.</li> <li>• Provide parent opportunity for input and communicate assessment results of level and rate and instructional modification.</li> </ul> <p><b>Parent Input:</b></p> <ul style="list-style-type: none"> <li>• FLEX Plan will be discussed at first conference.</li> <li>• Any significant changes in the student's pace, direction, or focus of classroom material will be discussed with parents, either at conferences, by letter or telephone.</li> <li>• If needed, parents are invited to schedule a staffing or individual conference to discuss their child's needs.</li> </ul> <p><b>Assessment Options for Rate and Level of Learning and Instruction</b></p> <ul style="list-style-type: none"> <li>• Placement recommendations and specific data from previous teacher(s)</li> <li>• Students input and self assessment and/or interview</li> <li>• Parent input and information</li> <li>• Specific teacher observational data</li> <li>• Placement test</li> <li>• TAG identification tests and/or evaluations</li> <li>• End of the Book Test</li> <li>• Chapter/Unit tests</li> <li>• Final/Semester Exams</li> <li>• Student survey of books already read</li> <li>• S.T.A.R. Reading Test</li> <li>• Informal Reading Inventory</li> <li>• Skill tests</li> <li>• Student Portfolio</li> <li>• Essay Questions</li> <li>• Lab demonstration</li> <li>• Performance and Demonstration Task</li> <li>• Standardized Test</li> <li>• District and State Writing Assessment</li> <li>• State Math Assessment</li> <li>• State Science Assessment (1998 +)</li> <li>• Journals</li> <li>• Research Reports</li> <li>• Writing Samples scored with analytical scoring guide</li> <li>• Monitoring of daily work</li> <li>• Performing Arts and Visual Arts Peer evaluations of performance or products</li> <li>• Spelling Pretests</li> <li>• Performing Arts and Visual Arts</li> <li>• Peer evaluations of performance or products</li> <li>• Monitoring of daily work</li> </ul>	<p><b>Instructional Modifications</b></p> <ul style="list-style-type: none"> <li>• Acceleration</li> <li>• Independent Study/Project</li> <li>• Assignment Modification/Differentiation</li> <li>• Contracts</li> <li>• Alternative Learning Setting</li> <li>• Most Difficult First</li> <li>• Compacting</li> <li>• Enrichment/Extension</li> <li>• Course Challenge</li> <li>• Out of level Placement</li> <li>• Other (explain)</li> </ul> <p><b>Instructional Modifications Must Be Based on Assessed Level and Rate of Learning</b> <b>Guidelines:</b> Instructional 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.</p> <p><b>Level of Learning</b> is the students' 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:</p> <ul style="list-style-type: none"> <li>• Significantly above grade level</li> <li>• Above grade level</li> <li>• On grade level/accelerated pace</li> <li>• On grade level - no modification necessary</li> <li>• Below grade level - in need of remediation</li> </ul> <p><b>Rate of Learning</b> is a measure of the pace at which a student successfully progresses through the curriculum after being placed at the appropriate level. A students' rate of leaning will vary depending on the following:</p> <ul style="list-style-type: none"> <li>• Subject</li> <li>• Point in the learning process</li> <li>• Degree of interest to the student</li> <li>• Level of difficulty of the material, and/or</li> <li>• Learning style of the student</li> </ul> <p><b>The student may:</b></p> <ul style="list-style-type: none"> <li>• Work at a slower pace than peers</li> <li>• Work at the same pace as peers</li> <li>• Works at a faster pace than peers</li> <li>• Complete work quickly and accurately</li> <li>• Grasp new concepts quickly and easily</li> <li>• Be highly motivated</li> <li>• Need few repetitions to master concept</li> </ul> <p>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, projects, and/or materials appropriate for the student's learning.</p> <p><b>Opportunities for Parent Communication and Input</b></p> <ul style="list-style-type: none"> <li>• Conferences</li> <li>• Telephone contact</li> <li>• Written communication</li> <li>• School and TAG newsletters</li> <li>• TAG parent meetings</li> </ul>
---	---

## **SAMPLE of a TAG Flexibility Plan**

Course: Sociology / Psychology

Teacher:

### **General:**

In Sociology/Psychology, you will be given the opportunity to involve yourself in a number of different assignments that are not on line with the rest of the class. These choices are not a reduction in your work load but instead are designed to challenge and interest you as well as provide you with a chance to develop your own learning plan with my assistance. It is important that we communicate throughout the school year on what your needs might be. My goal is to give you every opportunity to learn and grow as an individual within the Framework of a Sociology/Psychology class.

### **Assessment:**

By design you will learn new things on a daily, weekly, and monthly basis. In order for me to know not only what you are learning, but also how challenging and complex the materials are, I must assign you tasks, assignments, reports, tests, and various other means of determining the depth to which you are studying and comprehending those materials. In addition, I will examine your work from last year; check your COG scores, information in your TAG file, and your performance on all the work you accomplish throughout the school year. If it appears you need to study Sociology/Psychology in more depth, I will select alternate materials and assignments that provide you with a greater challenge.

### **Accommodations:**

#### **Menus of Activities**

For every major assignment in this class, you will have choices of which assignment you prefer to do. I hope that you will choose the tasks that will let you use your creativity and thinking skills. **To get an "A" in this class, you will either have to do the more difficult activities or do more of the easier activities more in-depth and at a higher quality.** Sometimes you will be able to work in a small group or with a partner. Other times you will have to work by yourself.

### **Learning Contracts:**

A learning contract is a written agreement between you and me that allows you to work on a project of your choice while the class is studying something you already understand. All you have to do is sign-up to take the pre-test before a new unit. I will give you a study guide for the pre-test and a few days to prepare. If you score 80% or better on the pre-test, then you can have a learning contract. If you have a learning contract, you will have to report every Friday to me about your progress on your project either verbally or in writing. Your grade will then be based on your quiz, project, and test scores instead of daily work. However, if you disturb other students or do not make progress on your project, then you will lose the learning contract and must rejoin the class and complete all class assignments.

### **Moving Ahead:**

If this class seems to be moving too slow for you, then you and I will meet to agree on a plan to allow you to accelerate your study of the Sociology/Psychology curriculum. If you complete the quarter's study early, then you can use the rest of the time to either begin next quarter's curriculum, to prepare for Mock Trial or Brain Bowl, or to explore a topic of interest to you. At no time can you use the additional time to socialize with other students in the class.

I would be happy to meet with you and/or your parents to discuss your learning needs in this class.



## **SAMPLE of a TAG Flexibility Plan**

Course: Chemistry

Instructor:

This flexibility plan is being offered to all students in the above-mentioned class because students have demonstrated the ability to learn at various rates and levels of understanding. It is my goal to challenge students to be people of integrity and to reach their maximum abilities in thought, word, and action. Therefore, every student will have the opportunity to modify planned learning activities if their performance demonstrates such an accommodation will benefit their personal or educational growth.

The eligibility for modification will be based upon one or more of the following assessments.

- A. Unit pre-tests and tests.
- B. Monitoring of written assignments.
- C. Observation of participation or hands on activities.
- D. Standardized test results when available and applicable.

Possible modifications or accommodations will not involve standard work and additional work, but rather, alternate work or activities to better meet the rate or level of learning exhibited by the student. Interested or identified students may be given unit pre-tests to ascertain mastery of content. Students obtaining an 80% or higher score may choose any one of the following accommodation plans.

- a. Independent study through a learning contract. The student in consultation with myself will choose a project, research topic, etc. to pursue in lieu of the normal unit of instruction.
- b. Alternate choice of topics within the subject field. The student will study a topic or topics of their choice not normally covered in the course, but still within subject boundaries.
- c. Acceleration or working ahead. The student may work ahead more quickly to complete the standard course of study to complete the class more quickly. If this option is chosen, the student should have an approved plan to productively use the time saved. i.e. class tutor, taking another class, taking college course, etc.
- d. Other modification upon mutual consent of the student, family, and teacher.

Students attempting accommodation will not be graded more strictly than students completing the more normal learning activities. Accommodation students will receive a minimum grade equal to their pre-test score and can be given a higher grade based upon the quality of the work done in lieu of the normal work. Qualifying students would therefore be granted a minimum "B" grade with the opportunity to earn an "A" through quality alternate work. Students who do not work diligently, or disturb the work of other students will lose the privilege of modification.

## **SAMPLE of a TAG Flexibility Plan**

Course: English I

Teacher:

### **General:**

Different students learn at different levels and at different rates. This is particularly well exemplified in freshman English, where students from across the learning spectrum are represented. Each student is expected to learn reading and writing skills relevant to success in school, in the work force, and on state assessment exams.

### **Assessment:**

Students are assessed in a number of ways in English I; the most significant source of assessment, however, is the students' writing. Tests and quizzes, COG scores, and State Reading and Writing Assessment scores are also used.

### **Accommodation:**

Based on the above assessments, any necessary modification to the curriculum to better meet the needs of TAG students will be done by one or a combination of the following:

- Allowing the student to pre-test out of weekly grammar assignments;
- Offering the student an alternative method of completing weekly vocabulary assignments;
- Allowing students to pursue different writing options when appropriate;
- Allowing students to choose their own literature to study.

The goal of English I is to challenge students and to make them better readers, writers, speakers, and listeners. No TAG student will be required to do extra work in achieving this goal, but the specific course requirements may be adjusted to allow him or her to meet the objective differently. Suggestions from students and parents on specific adjustments or accommodations are welcome.

# PERSONAL EDUCATION PLANS

## Ashland School District Talented and Gifted Education Personal Education Plans Grades K-5

---

**Every identified Elementary (K-5) TAG student shall have a Personal Education Plan (PEP) completed by his or her teachers.** This process shall include the following:

- Parents will be sent a Student Informational Profile by the second week of school and asked to return them. The Student Informational Profile shall be considered in writing PEPs.
- The PEP will be written by the end of September or within three weeks of a student's identification.
- After the PEPs are completed, a copy will be sent to the parents by the first week in October or within four weeks of identification.
- PEPs will be reviewed with the parent and teacher at each conference.
- At the end of the school year a review of the year will be noted on the PEP and shall include additional assessments and recommendations for the forthcoming school year.
- A final copy will be sent to the parents at the end of the school year. A copy will also be placed in the students TAG file at the end of the year.

### **Responsibilities in the PEP Process**

#### **Building TAG Coordinator**

- The building TAG liaison, with assistance and support from the District Coordinator, shall provide a list of identified TAG students, PEP forms, and instructions as needed to teachers in the building.
- Building TAG liaisons *or school secretaries* will mail a copy to the parent by the end of the first week in October or within four weeks of identification.
- Building TAG liaisons *or school secretaries*, at the end of the school year, will send an additional copy to the parents and the **original** will be placed in the student's file.

#### **Classroom teachers**

- The classroom teacher will be responsible for assessing rate and level of learning and planning for services or modifications to meet student needs and noting those on the PEP form.
- The classroom teacher is responsible for documenting all assessments of rate and level and modifications made to meet learning needs.
- The classroom teacher will review the PEP with the parent at each conference. Comments related to that review will be noted on the form. At the end of the year, the student's progress and recommendations for next year will be noted on the PEP form. Classroom teachers will give the final copies to the building TAG liaison and make a copy of the final form to keep in their personal records.

#### **Principals**

- Responsibility for enforcing the TAG requirement and the quality of the PEPs rests solely with the building principal.

### **PEP Contents**

The teachers will assess present rate and level of performance in reading, spelling, vocabulary, writing, math, science, and social science. Using that assessment, teachers will plan the modifications to the curriculum that may be needed for the student. The assessment used and the modification planned will be documented on the PEP form. Teachers are encouraged to personalize the PEP with appropriate comments. Assessment, modification and documentation should be an ongoing process.

## Ashland School District Talented and Gifted Education The PEP Process

Each teacher of an elementary TAG student in grades K - 5 will write an individual TAG Personal Education Plan (PEP) in September of each year *or within three weeks after a student is identified*. The PEP will be reviewed and revised at the end of the first and third quarter to ensure the rate and level learning needs are being met.

**Step One: Assess rate and level of learning in all academic areas regardless if the student is only identified in one area!! These areas include: math, reading, spelling/vocabulary, writing, science, and social science. Record the assessments on the PEP form and in your grade book.** These assessments can be done using any of the following methods:

### Assessment Options for Rate and Level of Learning and Instruction

- Placement recommendations and specific data from previous teacher(s)
- Performance and Demonstration Task
- Standardized Test
- Oregon Statewide Assessments
- Journals
- Research reports
- Writing Samples scored with analytical scoring guide
- Spelling Pretests
- Skill tests
- Student Portfolio
- Essay Questions
- Peer evaluations of performance or products
- Monitoring of daily work
- Students input and self assessment and/or interview
- Parent input and information
- Specific teacher observational data
- Placement test
- TAG identification tests and/or evaluations
- End of the Book Test
- Chapter/Unit tests
- Final/Semester Exams
- Student survey of books already read
- Informal Reading Inventory

Be very careful about using only one assessment tool, particularly if it does not indicate the student's rate and level are above peers. For example, if you are using a OSA score in math as the assessment, and the student scored at the 79%ile, you should use at least one more assessment tool which will corroborate that score before you determine whether modification to the normal curriculum is needed.

When appropriate, you may use the Student Observation Profile as an assessment tool. It will be the parents responsibility to get this to you in early September. It may also give you some ideas for modifications that the student and parent feel are relevant.

### **Step Two: Determine instructional modifications based on your assessment data.**

Instructional modifications should provide advanced level work and/or an increase in the pace of the instruction as indicated by the assessment. Document the modifications on the PEP form, in your grade and/or lesson plan book as appropriate. **Please make comments** and/or further describe your modifications in the space provided on the PEP form. You may choose from the following strategies or identify another strategy of your choice:

### **Possible Instructional Modifications**

(See Programs Section: Page 2)

- Acceleration/Advanced Materials
- Independent Study Project
- Assignment Modification/Differentiation
- Contracts
- Small Group/Cluster Instruction
- Most Difficult First/Compacting
- Enrichment
- Regular Classroom Work
- Remediation
- Other (specify)

**Step Three: Write down the date when PEP was sent to the parents** under “Opportunity for Parent Input” on the PEP form, page two.

**Step Four: Give the entire PEP to your principal or TAG Liaison as determined by your school.** Keep PEPs in a safe place as you will need access to them at each of the conferences.

**Step Five: At the conferences, review the PEP with the parent.** Discuss any significant changes in the following:

- Student’s pace, direction, or focus of classroom instruction
- Student’s response to classroom material
- Student’s social or emotional behavior as it relates to learning

**Please note those changes or discussions on the last page of the PEP in the boxes called “1<sup>st</sup> Conference Review” and “2<sup>nd</sup> Conference Review.” Also, put the date when this conference took place under “Opportunity for Parent Input.”** If the parent does not come to conference, please indicate this on the form. Return form to your file. Nothing is mailed home at this time.

**Step Six: Document the end of the year** assessments and recommendations for the coming year. Sign and date.

- ◆ Make a copy of both pages of the PEP for your files. Save these in a safe place and accessible place.
- ◆ Give the original and one other copy to the building TAG liaison. One copy will be mailed home, the original will be placed in the student’s TAG file.

### REMINDER

The state law requires you to document assessment, modification, and opportunity for parental input. This must be an ongoing process.

Below are some of the acceptable forms of documentation.

- grade book
- lesson plan book
- copies of contracts
- portfolios
- copies of lesson instructions

## Ashland School District Talented and Gifted Education Personal Education Plan Terms and Options

<p><b>Documentation of Assessment, Instruction and Parent Input:</b></p> <p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>• Write an individual PEP for each identified TAG student in September or within three weeks after a student is identified</li> <li>• Submit all PEPs to principal for review</li> <li>• Document all pre-assessment and post-assessment results in gradebook</li> <li>• Provide parent opportunity for input and communicate assessment results of level and rate and instructional modification</li> </ul> <p><b>Parent Input:</b></p> <ul style="list-style-type: none"> <li>• Parent will have opportunity to fill out and submit to teacher a Student Observation Profile indicating student needs</li> <li>• PEP will be sent home the first week in October</li> <li>• PEP will be discussed and finalized at 1st conference</li> <li>• Any significant changes in the student's pace, direction, or focus of classroom material will be discussed with parents, either at conferences, or by letter or telephone</li> <li>• PEP is reviewed and updated at 2nd conference</li> <li>• Final PEP, including documentation of year-end assessments and placement recommendations will be sent home at the end of the school year.</li> </ul> <p><b>Assessment Options for Rate and Level of Learning and Instruction</b></p> <ul style="list-style-type: none"> <li>• Placement recommendations and specific data from previous teacher(s)</li> <li>• Student's input and self assessment and/or interview</li> <li>• Parent input and information</li> <li>• Specific teacher observational data</li> <li>• Placement test</li> <li>• TAG identification tests and/or evaluations</li> <li>• End of the Book Test</li> <li>• Chapter/Unit tests</li> <li>• Final/Semester Exams</li> <li>• Student survey of books already read</li> <li>• S.T.A.R. Reading Test</li> <li>• Informal Reading Inventory</li> <li>• Skill tests</li> <li>• Student Portfolio</li> <li>• Essay Questions</li> <li>• Performance and Demonstration Task</li> <li>• Standardized Test</li> <li>• Oregon Statewide Assessment Tests</li> <li>• Journals</li> <li>• Research Reports</li> <li>• Writing Samples scored with analytical scoring guide</li> <li>• Spelling Pretests</li> <li>• Peer evaluations of performance or products</li> <li>• Monitoring of daily work</li> </ul>	<p><b>Instructional Modifications</b></p> <ul style="list-style-type: none"> <li>• Acceleration</li> <li>• Independent Study/Project</li> <li>• Assignment Modification/Differentiation</li> <li>• Contracts</li> <li>• Alternative Learning Setting</li> <li>• Most Difficult First</li> <li>• Compacting</li> <li>• Enrichment/Extension</li> <li>• Course Challenge</li> <li>• Out of level Placement</li> <li>• Other (explain)</li> </ul> <p><b>Instructional Modifications Must Be Based on Assessed Level and Rate of Learning</b></p> <p><b>Guidelines:</b></p> <p>Instructional 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.</p> <p><b>Level of Learning</b> 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:</p> <ul style="list-style-type: none"> <li>• significantly above grade level</li> <li>• above grade level</li> <li>• on grade level/accelerated pace</li> <li>• on grade level - no modification necessary</li> <li>• below grade level - in need of remediation</li> </ul> <p><b>Rate of Learning</b> 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:</p> <ul style="list-style-type: none"> <li>• subject</li> <li>• point in the learning process</li> <li>• degree of interest to the student</li> <li>• level of difficulty of the material, and/or</li> <li>• learning style of the student</li> </ul> <p><b>The student may:</b></p> <ul style="list-style-type: none"> <li>• work at a slower pace than peers</li> <li>• work at the same pace as peers</li> <li>• work at a faster pace than peers</li> <li>• complete work quickly and accurately</li> <li>• grasp new concepts quickly and easily</li> <li>• be highly motivated</li> <li>• need few repetitions to master concept</li> </ul> <p>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, projects, and/or materials appropriate for the student's learning.</p> <p><b>Opportunities for Parent Communication and Input</b></p> <ul style="list-style-type: none"> <li>• Conferences</li> <li>• Telephone Contact</li> <li>• Student Observation Profile</li> <li>• Letter(s) to parent concerning plan</li> <li>• Other written communication</li> <li>• School and TAG Newsletters</li> <li>• TAG parent meeting</li> </ul>
--	---



Student: \_\_\_\_\_ Grade: \_\_\_\_\_ School Year \_\_\_\_\_

**PEP Form Grades K- 5**

Teacher \_\_\_\_\_ School \_\_\_\_\_

		ASSESSMENT DATA		INSTRUCTION		
Subject	*Level of Learning (List type of assessment and results)		*Rate of Learning (Check all that apply for each student)	*Instruction Based on Assessments (The following modifications will occur on a regular basis)		
Math	Assessment/Date	Results	Student: <input type="checkbox"/> Completes work quickly and accurately <input type="checkbox"/> Grasps new concepts quickly <input type="checkbox"/> Is highly motivated <input type="checkbox"/> Needs few repetitions to master concepts  Student is working at: <input type="checkbox"/> Slower pace than peers <input type="checkbox"/> Same pace as peers <input type="checkbox"/> Faster pace than peers	Check all that apply: <input type="checkbox"/> Accelerated/Advanced materials <input type="checkbox"/> Modifications/Differentiation <input type="checkbox"/> Contracts <input type="checkbox"/> Most difficult first/Compacting <input type="checkbox"/> Enrichment	<input type="checkbox"/> Independent Study <input type="checkbox"/> Small Group/Clustering <input type="checkbox"/> Regular class work <input type="checkbox"/> Remediation <input type="checkbox"/> Other _____	
	1. _____	1. _____		Description/Comments: _____ _____		
	2. _____	2. _____				
	3. _____	3. _____				
LANGUAGE ARTS	READING	Assessment/Date	Results	Student: <input type="checkbox"/> Completes work quickly and accurately <input type="checkbox"/> Grasps new concepts quickly <input type="checkbox"/> Is highly motivated <input type="checkbox"/> Needs few repetitions to master concepts  Student is working at: <input type="checkbox"/> Slower pace than peers <input type="checkbox"/> Same pace as peers <input type="checkbox"/> Faster pace than peers	Check all that apply: <input type="checkbox"/> Accelerated/Advanced materials <input type="checkbox"/> Modifications/Differentiation <input type="checkbox"/> Contracts <input type="checkbox"/> Most difficult first/Compacting <input type="checkbox"/> Enrichment	<input type="checkbox"/> Independent Study <input type="checkbox"/> Small Group/Clustering <input type="checkbox"/> Regular class work <input type="checkbox"/> Remediation <input type="checkbox"/> Other _____
		1. _____	1. _____		Description/Comments: _____ _____	
		2. _____	2. _____			
		3. _____	3. _____			
	SPELLING/VOCAB.	Assessment/Date	Results	Student: <input type="checkbox"/> Completes work quickly and accurately <input type="checkbox"/> Grasps new concepts quickly <input type="checkbox"/> Is highly motivated <input type="checkbox"/> Needs few repetitions to master concepts  Student is working at: <input type="checkbox"/> Slower pace than peers <input type="checkbox"/> Same pace as peers <input type="checkbox"/> Faster pace than peers	Check all that apply: <input type="checkbox"/> Accelerated/Advanced materials <input type="checkbox"/> Modifications/Differentiation <input type="checkbox"/> Contracts <input type="checkbox"/> Most difficult first/Compacting <input type="checkbox"/> Enrichment	<input type="checkbox"/> Independent Study <input type="checkbox"/> Small Group/Clustering <input type="checkbox"/> Regular class work <input type="checkbox"/> Remediation <input type="checkbox"/> Other _____
		1. _____	1. _____		Description/Comments: _____ _____	
		2. _____	2. _____			
		3. _____	3. _____			
	WRITING	Assessment/Date	Results	Student: <input type="checkbox"/> Completes work quickly and accurately <input type="checkbox"/> Grasps new concepts quickly <input type="checkbox"/> Is highly motivated <input type="checkbox"/> Needs few repetitions to master concepts  Student is working at: <input type="checkbox"/> Slower pace than peers <input type="checkbox"/> Same pace as peers <input type="checkbox"/> Faster pace than peers	Check all that apply: <input type="checkbox"/> Accelerated/Advanced materials <input type="checkbox"/> Modifications/Differentiation <input type="checkbox"/> Contracts <input type="checkbox"/> Most difficult first/Compacting <input type="checkbox"/> Enrichment	<input type="checkbox"/> Independent Study <input type="checkbox"/> Small Group/Clustering <input type="checkbox"/> Regular class work <input type="checkbox"/> Remediation <input type="checkbox"/> Other _____
1. _____		1. _____		Description/Comments: _____ _____		
2. _____		2. _____				
	3. _____	3. _____				

Subject	ASSESSMENT DATA		INSTRUCTION		
	*Level of Learning (List type of assessment and results)		*Rate of Learning (Check all that apply for each student)	*Instruction Based on Assessments (The following modifications will occur on a regular basis)	
SCIENCE	Assessment/Date	Results	Student: <input type="checkbox"/> Completes work quickly and accurately <input type="checkbox"/> Grasps new concepts quickly <input type="checkbox"/> Is highly motivated <input type="checkbox"/> Needs few repetitions to master concepts  Student is working at: <input type="checkbox"/> Slower pace than peers <input type="checkbox"/> Same pace as peers <input type="checkbox"/> Faster pace than peers	Check all that apply: <input type="checkbox"/> Accelerated/Advanced materials <input type="checkbox"/> Modifications/Differentiation <input type="checkbox"/> Contracts <input type="checkbox"/> Most difficult first/Compacting <input type="checkbox"/> Enrichment	<input type="checkbox"/> Independent Study <input type="checkbox"/> Small Group/Clustering <input type="checkbox"/> Regular class work <input type="checkbox"/> Remediation <input type="checkbox"/> Other _____
	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____		Description/Comments: _____ _____ _____	
SOCIAL STUDIES	Assessment/Date	Assessment/Date	Student: <input type="checkbox"/> Completes work quickly and accurately <input type="checkbox"/> Grasps new concepts quickly <input type="checkbox"/> Is highly motivated <input type="checkbox"/> Needs few repetitions to master concepts  Student is working at: <input type="checkbox"/> Slower pace than peers <input type="checkbox"/> Same pace as peers <input type="checkbox"/> Faster pace than peers	Check all that apply: <input type="checkbox"/> Accelerated/Advanced materials <input type="checkbox"/> Modifications/Differentiation <input type="checkbox"/> Contracts <input type="checkbox"/> Most difficult first/Compacting <input type="checkbox"/> Enrichment	<input type="checkbox"/> Independent Study <input type="checkbox"/> Small Group/Clustering <input type="checkbox"/> Regular class work <input type="checkbox"/> Remediation <input type="checkbox"/> Other _____
	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____		Description/Comments: _____ _____ _____	

Date	Opportunity for Parent Input	Semester Conference Review	End of Year Summary/ Academic Recommendations Based on Assessment Results
_____	Student Observation Profile sent home		
_____	PEP sent home		
_____	Semester conference		
_____	Semester conference		
		Teacher Signature/Date	Teacher Signature/Date

## Ashland School District Talented and Gifted Education

### Accommodating Accelerated Rates of Learning

Strategy	Description	Works Best In
<b>Most Difficult First</b>	Offer students choice to do the four or five most difficult problems/tasks first and, if completed correctly, the student receives credit for complete assignment. When finished, the student has option of how to spend “bought” time.	<b>Mathematics, skill-based classes</b>
<b>Pre-testing and Compacting</b>	Offer students choice to take a pre-announced pretest on the next unit of study. Any student scoring 80%+ earns right to waive class work on mastered concepts and may instead work ahead in text. When class covers concept student missed on pretest, s/he rejoins and completes regular classwork. Student takes normal weekly, unit tests.	<b>Any course</b>
<b>Accelerated Pacing</b>	Accelerated students(s) work toward a final exam or challenge test, to be taken at pre-arranged time. Students have a timeline for covering text/material, with chapter/unit test dates predetermined. Student(s) work semi-independently. Successful completion of final/challenge exam allows student to move to next course of study or to work on an in-depth project in lieu of rest of year’s classwork.	<b>Any course</b> (Challenge test available for: Algebra, Economics, English I, English II, Geometry, Global Studies/World History, Government, Health I, Health II, Personal Finance, US History)
<b>Course Challenge Process</b>	Student chooses in lieu of taking required course.	<b>See above list.</b>
<b>Independent Study</b>	Independent program, designed in partnership between student and teacher; must be well supervised with periodic “checkpoints” and ongoing measures of progress.	<b>Any course</b>
<b>Out-of-level Placement</b>	Student is placed in a higher-level course	<b>Any course</b> (Requires parent and principal approval)

## Ashland School District Talented and Gifted Education

### Accommodating Advanced Levels of Learning

Strategy	Description	Works Best In
<b>Menus of Activities</b>	Offer students choices (2-4 usually sufficient) of assignments/projects. Choices should range from basic skills to complex processes. Grade or other incentives for more challenging choices.	<b>Any course</b>
<b>Learning Contracts</b>	Use pre-testing* to determine eligibility for Learning Contract. Allow student(s) some flexibility in how "bought" time is used. Posted Choice Time Activities, Multiple Intelligence menus, Science Fair Projects, or other projects may be substituted for classwork. Minimize "grade penalties."	<b>Any course</b>
<b>Accelerated Pacing</b>	<p>Accelerated students(s) work toward a final exam or challenge test, to be taken at pre-arranged time. Students have a timeline for covering text/material, with chapter/unit test dates predetermined. Student(s) work semi-independently. Successful completion of final/challenge exam allows student to move to next course of study or to work on an in-depth project in lieu of rest of year's classwork.</p> <p style="text-align: center;">*(Offer students choice to take a pre-announced pretest on the next unit of study. Any student scoring 80%+ earns right to waive class work on mastered concepts and may instead work ahead in text. When class covers concept student missed on pretest, s/he rejoins and completes regular classwork. Student takes normal weekly, unit tests.)</p>	<b>Any course</b>
<b>Course Challenge Process</b>	Student chooses in lieu of taking required course.	Algebra, Economics, English I, English II, Geometry, Global Studies/World History, Government, Health I, Health II, Personal Finance, US History
<b>Independent Study</b>	Independent program, designed in partnership between student and teacher; must be well supervised with periodic "checkpoints" and ongoing measures of progress.	<b>Any course</b>
<b>Out-of-level Placement</b>	Student is placed in a higher-level course	<b>Any course</b> (Requires parent and principal approval)

Reference: TAG Manual

# Ashland School District Talented and Gifted Education Procedures Manual



2017

*This manual was authored by the Ashland District TAG committee based on outstanding models from districts across the state of Oregon.*

*It is implemented as of June 2003, as a working draft.*

*It may be revised periodically to better meet the needs of Talented and Gifted students and the teachers and school community that serve them.*

*◆  
We wish to acknowledge the work and support of Julie York of Medford school district for sharing generously of her time and expertise.*





# **TABLE OF CONTENTS**

<b><u>PHILOSOPHY AND MISSION</u></b>	<b>1</b>
<b><u>POLICIES AND RESPONSIBILITIES</u></b>	<b>2</b>
BOARD POLICIES	3
DISTRICT RESPONSIBILITY FOR TAG	4
ELIGIBILITY FOR TALENTED AND GIFTED SERVICES	5
SUGGESTED COMMUNICATION TO PARENTS CONCERNING TAG SERVICES	6
PARENT CONCERNS AND APPEALS PROCESS	7
TAG COORDINATOR DUTIES	10
TAG RECORDS	12
STEP-BY-STEP GUIDE FOR DEALING WITH TAG FILES AND RECORDS	13
<b><u>PROGRAMS AND SERVICES</u></b>	<b>15</b>
ELEMENTARY SCHOOLS	15
MIDDLE SCHOOL	16
HIGH SCHOOL	17
DEFINITIONS OF TERMS	18
<b><u>IDENTIFICATION AND SCREENING</u></b>	<b>21</b>
SCREENING PROCESS FLOW CHART	22
SCREENING PROCESS	23
SCREENING NON-TYPICAL TAG NOMINEES	31
<b><u>FORMS AND LETTERS</u></b>	<b>33</b>
TAG SCREENING FORM	34
TEACHER TAG NOMINATION AND EVALUATION FORM	36
PARENT TAG NOMINATION FORM	38
STUDENT TAG SELF-NOMINATION FORM	40
CONFIDENTIAL INFORMATION FORM	43
NOTIFICATION OF NOMINATION LETTER	44
PERMISSION TO EVALUATE FORM	45
2 <sup>ND</sup> REQUEST - PERMISSION TO EVALUATE	46
NOTIFICATION OF ELIGIBILITY LETTER	47
NOTIFICATION OF NON-ELIGIBILITY LETTER	48
STUDENT SELF-EVALUATION - ELEMENTARY FORM	49
STUDENT SELF-EVALUATION - SECONDARY FORM	52
PARENT / GUARDIAN SURVEY FORM	54
PARENTAL CONSENT FOR TAG SERVICES FORM	56
TAG STUDENT OBSERVATION PROFILE	57

<b>MEETING THE EDUCATIONAL NEEDS OF YOUR ELEMENTARY TAG STUDENT</b>	<b>58</b>
<b>MEETING THE EDUCATIONAL NEEDS OF YOUR SECONDARY TAG STUDENT</b>	<b>59</b>
<b>CHECKLIST FOR EVALUATION FORMS</b>	<b>60</b>
<b><u>PERSONAL EDUCATION PLANS</u></b>	<b><u>61</u></b>
<b>PERSONAL EDUCATION PLANS GRADES K-5</b>	<b>62</b>
<b>PEP FORM GRADES K- 5</b>	<b>67</b>
<b>FLEXIBILITY (FLEX) PLANS FOR SECONDARY TAG STUDENTS</b>	<b>71</b>
<b><u>OREGON LAW</u></b>	<b><u>77</u></b>
<b>OREGON TALENTED AND GIFTED STATUTES ARE LOCATED HERE:</b>	<b>78</b>
<b>OREGON ADMINISTRATIVE RULES FOR TALENTED AND GIFTED ARE LOCATED HERE:</b>	<b>78</b>



## **PHILOSOPHY AND MISSION**

The Ashland School District is committed to identifying and providing for the unique intellectual, social, emotional, and career needs of intellectually gifted and academically talented children in grades K – 12.

It is our goal to ensure that all learners, including gifted learners, are provided stimulating, challenging and meaningful educational experiences with lessons and materials appropriate for each student's assessed level and rate of learning.

Our philosophy fosters educational alternatives in a broader social context promoting:

- High expectations and achievement
- Intellectual stimulation and collaboration
- Academic enrichment
- Social and emotional growth

We acknowledge and support the vital role of the classroom teacher in creating differentiated instruction for the unique needs of exceptional learners within the classroom setting.

## **POLICIES AND RESPONSIBILITIES**

## **Board Policies**

For the most up-to-date TAG policies, please visit <http://Ashland.K12.OR.US>

IGBB Talented and Gifted Program

IGBBA Identification -- Talented and Gifted

IGBBA-AR Appeals Procedure for Talented and Gifted Identification and Placement

IGBBB Identification -- Talented and Gifted Students among Nontypical Populations

IGBBC Programs and Services -- Talented and Gifted

## District Responsibility for TAG

Listed below are the major requirements for identifying and serving TAG students in Oregon. These are based on the Oregon Administrative Rules and the Oregon Department of Education guidelines concerning appropriate services for TAG students. Oregon Laws and regulations are included in the back of this manual.

---

- Teachers must document students' rate and level of learning and the assessment used to determine them on an ongoing basis.
- Instruction (modifications based on assessment) that is delivered to students must be documented. Appropriate documentation may include:
  - lesson plan books with notations
  - grade books
  - student contracts
  - anecdotal records
  - portfolios
  - end-of-year PEP progress notations
- Modifications to instruction must be clearly linked to assessment in each academic area. Assessment is based on the specific curriculum of the individual course and is ongoing.
- 100% compliance by all teachers for all identified students is expected.
- Multiple options for students must be provided in order to best meet the learning needs of identified students.
- Enrichment activities should not be offered in place of acceleration.
- The TAG identification process should begin in kindergarten.

## Eligibility for Talented and Gifted Services

The following students will be eligible for Talented and Gifted (TAG) services:

- Any student, K-12, screened and identified as TAG in Ashland School District. If there are legitimate, documented concerns about misidentification, a process will be set into place to address this. No student will be removed from TAG status without parental involvement in the above process, nor without parental approval. If transfer to another public or private school interrupts a student's attendance in Ashland School District, s/he should be eligible for TAG services upon re-entering the district.
- Any student, K-12, identified as TAG in another Oregon school district which is operating under the same regulations and with similar eligibility guidelines. A student thus identified will not be required to re-qualify upon entering Ashland School District. Students transferring from out of state will be subject to review by the appropriate TAG school committee to determine their eligibility. Depending on the availability of identification information, including appropriate test scores, students who were qualified out of state may be required to undergo additional evaluation.



## Suggested Communication to Parents Concerning TAG Services

In keeping with an effort to inform parents of existing TAG policies and procedures, it is vital that each school develop ways to disseminate information concerning TAG issues.

- Each school should include a statement in their handbook about TAG services. It might read something like:

*“Students who test at or above the 97th percentile on specially selected tests may be eligible for Ashland School District’s TAG Program. After being identified based on specific criteria developed by the state, TAG students are placed in a cluster program under the supervision of the classroom teacher. Here they will receive special guidance to work towards their potential, through compaction and/or acceleration of the curriculum, as well as enriching activities. These students learn at a faster rate and at a more sophisticated level. Many TAG students have creative and energetic ideas but lack some of the necessary skills to develop projects that measure up to a high level of competence. The TAG Program is designed to fit these needs.*

*The Ashland School District complies with the Oregon Talented and Gifted (TAG) Education Act and its administrative rules. These rules apply to all eligible students in our school.”*

- Each school may wish to include information in the handbook about:
  - the nature of existing TAG services
  - the name of a contact person for questions regarding the identification process and services
  - how parents may assist/become involved
  - the enrichment programs that are available

- The following should be included in the September newsletter to parents:

*“Ashland District schools are in the process of identifying students who are academically talented and/or intellectually gifted. Students can be nominated for the Talented and Gifted Program by one or a combination of the following: national or state test scores (97th percentile or above), teachers, parents, community members, or by self-nomination. After nominations are complete, necessary information will be gathered and a screening committee will screen each student. Additional testing may need to be done. If you wish to nominate your child for this program, please pick up a nomination packet at the school’s office. You may talk with the school’s TAG Liaison, \_\_\_\_\_(insert TAG Liaison’s name), or the district TAG coordinator, [Current TAG Coordinator], at 482-2811, if you need additional information or have any questions. “*

- Use newsletters, parent nights, conferences, back to school nights as possible vehicles to communicate with parents about TAG services and issues. The goal is to keep the parents informed.

## Parent Concerns and Appeals Process

The Talented and Gifted Program utilizes an appeals process similar to the District complaint process. If parents or guardians are dissatisfied with their child's identification status and/or the recommended programs and services:

1. They may contact the building principal and submit a written request for reconsideration or additional/alternate services.
2. The principal will acknowledge receipt of the complaint in writing within five working days and arrange to confer with the parents or guardians.
3. The principal will review the identification decision and/or suggested program with the school TAG committee and inform the parents/guardians of the committee's decision and reasoning within ten working days after parent conference.
4. If the parents/guardians remain dissatisfied and agreement cannot be reached at the building level, they may appeal directly to the District TAG Coordinator, who will then review the decisions and recommendations of the school TAG committee and render a final settlement.

In the event of an appeal, the principal has three options:

1. He/She may uphold the decision of the committee. If the committee's decision was consistent with the criteria for the appropriate screening (1st, 2nd, or 3rd), the committee's decision should be upheld.
2. He/She may reverse the decision of the committee and opt for reconsideration. This should be used if:
  - a. The committee's decision was inconsistent with appropriate criteria.
  - b. Additional non-standardized or portfolio-type information indicates a strong possibility that student may be eligible for TAG services
3. Reverse the decision of the committee and identify the student. This option should be exercised ONLY if the student had been identified previously then dropped due to the absence of parent permission slip.

**Documentation of Parental Concerns Relating to TAG Services**

Name \_\_\_\_\_ Student's Name \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ (day) \_\_\_\_\_ (evening) Date \_\_\_\_\_

1. What is the nature of your concern?

---

---

---

2. What action would you like to see taken?

---

---

---

3. If the above action is possible and appropriate, who do you feel should be involved in this action?

---

---

---

4. If the above action is possible and appropriate, what do you think would be a reasonable time line for implementation and completion?

---

---

---

5. What kind of follow-up or documentation would be most helpful to you concerning this problem and the efforts to address it?

---

---

---

Signed \_\_\_\_\_



# **TAG Coordinator Duties**

## DISTRICT TAG COORDINATOR

### STAFF DEVELOPMENT

- New teacher training
- PEP / FLEX Plan writing training
- Coordinate professional development opportunities with the Curriculum Coordinator
- Work with building TAG liaisons
- Staff reminders on appropriate TAG procedures and strategies
- Conduct staff trainings on appropriate TAG procedures and strategies
- Assist with individual teachers on TAG modifications and model teaching strategies in the classroom

### IDENTIFICATION OF TAG STUDENTS

- Communicate with TAG liaison and principals concerning timelines for nominations, testing, and screenings
- Collect data for and prepare required state reports
- Assist with screening meetings
- Assist schools in maintaining records

### PARENT COMMUNICATION

- Communicate individually with parents about individual student needs as needed
- Identify and share regional TAG resources and opportunities
- Attend any conference with TAG parent and teacher if requested
- Provide information for school newsletters

### PEP PROCESS

- Design PEP forms which meet the needs of students, teachers, and ODE regulations
- Work with schools, teachers, and principals to ensure quality and that authentic PEPs are being written
- Work with individual teachers to help with PEP writing

### FLEX PLANS

- Provide information and/or training in writing appropriate FLEX Plans
- Work with building TAG liaisons, teachers, and principals to ensure quality and authentic FLEX Plans are being written and made available to students and parents
- Work with individual teachers to help with FLEX Plan writing

### OTHER

- Update TAG Manual, forms, and policies to meet new standards
- Regular communication with principals and TAG coordinators regarding law, issues of concern, timelines, enrichment opportunities
- Assist individual teachers, parents, and students in finding additional appropriate learning opportunities for TAG students.

## BUILDING TAG COORDINATORS

Your most important role as the building TAG Liaison is to advocate in your building for the TAG students and to encourage teachers to offer accommodations to meet the students' rate and level of learning.

### IDENTIFICATIONS/SCREENINGS

- Distribute teacher nomination/evaluation forms in the fall and spring
- Distribute list of identified TAG students to teachers serving those students at your site
- Assist as needed with gathering necessary information for TAG screening
- Attend building TAG Screening Committee to review eligibility of nominated students
- Work with district coordinator to schedule individual or group testing as needed and collect other information requested by committee for second screening
- Participate in second screening, when necessary, to review eligibility of students "still being considered"
- Transfer TAG records to the TAG Liaison at the school students will enter in the fall
- Send completed paperwork to district coordinator in a timely fashion after each screening or enter into electronic system
- Maintain/update TAG files located at the building

### PERSONAL EDUCATION PLANS

- Using the suggested timelines, distribute PEPs to teachers with a deadline for returning them to you
- Keep track of which teachers have returned PEPs and FLEX plans
- Give completed plans to the principal for his/her review. Quality control is the principal's responsibility, not the TAG liaisons.
- Make one copies of each PEP and FLEX plan. Return approved original to the teacher to be shared with parents during conferences. File the second copy in the students' TAG file.

### OTHER

- Attend quarterly TAG Liaison meetings
- Assist in planning/coordinating TAG enrichment activities at your school
- Use teacher meetings as a forum to discuss TAG issues and events
- Facilitate the needs of parents, teachers, and students with regard to TAG issues
- Provide input for TAG expenditures where appropriate
- Communicate through announcements, newsletters, or bulletins regarding TAG activities
- Assume responsibility for knowledge of TAG mandates, etc.

# **TAG Records**

## **Where are Official TAG Records Kept?**

Official TAG Records are kept in a confidential file. If no confidential file exists for an identified student (or a student who has been screened for TAG), one will be created by the building TAG liaison or district TAG coordinator. TAG files are treated in the same way as other confidential files at the school. If the TAG confidential file is stored separate from the student's CUM folder, a BLUE DOT should be placed by the student's name on their CUM folder. This dot will indicate that there is TAG information in a confidential file.

## **What goes into a TAG file?**

- TAG Screening report
- Ability and Achievement Test results used to identify students for TAG (this would include the actual test protocol if available)
- Parent Permission to test and Parent Survey
- Student survey, if used for identification
- Teacher evaluation forms used for identification purposes
- Copies of letters sent to parents
- Current PEP
- Other pertinent information (interview forms, KOI, other screening or program information)
- Letter confirming parent approves of placement in program and has been informed of their rights
- Other letters or information from parents concerning identification or services

## **What TAG file materials should be transferred out of district when a student leaves?**

- TAG Screening report
  - Test results used to identify
  - Parent permission to test
  - Parent survey may be sent if it is current - within three years
  - Most current PEP
  - Copies of letters sent to parents
- ✓ Copy complete folder before transferring originals.
- ✓ In-district transfers: Transfer entire TAG file as you would other in-district transfers.

# Step-by-Step Guide for Dealing with TAG Files and Records

**Step ONE:** Prepare a file for the initial screening. Include:

- ✓ Screening Form - completed with available information
- ✓ Teacher Evaluations
- ✓ Other available information

**Step TWO:** After First Screening add to the file the following:

- ✓ Copies of permission to test letters and ID letters that are sent to parents
- ✓ All parental forms that are returned, i.e. surveys, permission to serve
- ✓ Other information that was used in screening
- ✓ Add additional information to screening report

**Step THREE:** After First Screening and when file is complete:

- ✓ For students who have been ID'd:
  - Transfer all information to a confidential envelope and give to school secretary to be placed in school files, make sure cum folder receives “blue dot”
  - Make copies of parent or student survey and screening report for working file
- ✓ For students who are NLBC (No Longer Being Considered) :
  - Transfer all information to a confidential envelope and give to school secretary to be placed in school files
- ✓ For students who are SBC (Still Being Considered):
  - Continue to file information as it comes in, i.e. tests, additional evaluations, surveys
  - Add additional information to screening report

**Step FOUR:** After Second Screening and when file is complete:

- ✓ For students who have been ID'd:
  - Transfer all information to a confidential envelope and give to school secretary to be placed in school files, make sure cum folder receives “blue dot”
  - Make copies of parent or student survey and screening report for working file
- ✓ For students who are NLBC:
  - Transfer all information to a confidential envelope and give to school secretary to be placed in school files
- ✓ For students who are SBC:
  - Continue to file information as it comes in, i.e. tests, additional evaluations, surveys
  - Add additional information to screening report
  - Files stay with TAG liaison until decision is made



**Step FIVE:** After Third Screening and when file is complete:

- ✓ For students who have been ID'd:
  - Transfer all information to a confidential envelope and give to school secretary to be placed in school files, make sure cum folder receives “blue dot”
  - Make copies of parent or student survey and screening report for working file
- ✓ For students who are NLBC :
  - Transfer all information to a confidential envelope and give to school secretary to be placed in school files
- ✓ For students who are SBC:
  - Continue to file information as it comes in, i.e. tests, additional evaluations, surveys
  - Add additional information to screening report
  - Files stay with TAG liaison until decision is made

**Working files:**

Working files for ID'd TAG students should:

- ✓ Include copy of survey - parent and/or student, work samples as needed, and a copy of the completed screening report, copies of PEPs
- ✓ Be kept in a secure place in TAG liaison's room or in the office
- ✓ Be used as a tool for working with teachers, students, or parents
- ✓ Be sent to TAG liaison at new school if transferred. For end for the year (6th and 8th grades) can be sent at end or at the very beginning of next school year

Working files do not need to be kept for SBC or NLBC students.

- ✓ All senior TAG files including NLBC files should stay with their cum file. The school is responsible for keeping these files.
- ✓ Confidential files may go with the cum file or in the confidential file “drawer”. Each school has their own policy. Follow school policy for dealing with confidential files. Office personnel will automatically send on confidential files to the next school.
- ✓ Make sure a “blue dot” is on cum files of ID'd TAG students - particularly important if confidential files are not kept in cum files.

## **PROGRAMS AND SERVICES**

### **Elementary Schools**

Classroom teachers are responsible for meeting the PEP for identified students. Possible ways to address the educational needs of identified TAG students in the regular classroom might be:

- Early Entrance
- Thematic and/or integrated curriculum
- Acceleration of existing curriculum
- Cluster Grouping/ Small Group
- Team Teaching
- Advanced Materials
- Independent Study Project
- Assignment Modification/Differentiation
- Contracts
- Remediation
- Multi-age Classes
- Cross-grade grouping
- Product modifications
- Curricular compacting
- Interest grouping
- Student selected study
- Use of technology
- Higher-level thinking skills and/or complexity, abstractness, and etc.
- Most Difficult First/Compacting
- Enrichment
- Regular Classroom Work
- Other (specify)

## Middle School

The CORE teachers will be responsible for meeting the needs of identified students through FLEX plans or individual PEPs, if requested by the parent. Elective teachers may be asked to complete a FLEX plan or a PEP by an administrator on an as needed basis.

TAG programs and services are built upon options already existing within the middle school and include:

<p><b>Classroom Strategies:</b></p> <ul style="list-style-type: none"> <li>• Differentiated Instruction</li> <li>• TAG Groups</li> <li>• Cross Graded Instruction</li> <li>• Thematic and Integrated Curriculum</li> <li>• Independent Study</li> <li>• Advanced Math Placement</li> <li>• Southern Oregon On-line School</li> <li>• Access to Mentorships/Internships</li> </ul>	<p><b>Enrichment:</b></p> <ul style="list-style-type: none"> <li>• Brain Bowl</li> <li>• Math Team</li> <li>• Science Team</li> <li>• Chess Team</li> <li>• Geography Competition</li> <li>• Spelling Competition</li> <li>• Scavenger Hunt Competition</li> <li>• Competitive Speech</li> <li>• Mail Tribune Media Competition</li> <li>• Advanced TV Production</li> <li>• Student Newspaper and Yearbook</li> <li>• Literature Club</li> <li>• Student Leadership</li> </ul>
<p><b>Activities in the Community:</b></p> <ul style="list-style-type: none"> <li>• SOU Summer Academy for Talented and Gifted Students</li> <li>• SOU Saturday Academy</li> </ul>	<ul style="list-style-type: none"> <li>• Art Exploration: Schneider Museum</li> <li>Science Labs and Classes: AMSSI</li> <li>Britt Festival summer classes for young musicians</li> </ul>

Individual classroom teacher strategies: providing curriculum resources at more complex levels, open-ended problem-solving, student initiated and directed projects, flexible pacing and scheduling, simulations, integrated curriculum, higher level thinking skills such as analysis, synthesis and evaluation.

While TAG programs and Services have been built on options already existing within the middle school, it is important to keep in mind that teachers who have these students in their classes must meet their assessed levels of learning and accelerated rates of learning. This often requires modifications in the instructional program.

## High School

Content area teachers will be responsible for meeting the needs of identified students through FLEX plans or individual PEPs, if requested by the parent. Elective teachers may be asked to complete a FLEX plan or a PEP by an administrator on an as needed basis.

TAG programs and services are built upon options already existing within the high school. The programs and aspects of Ashland High School that support TAG students include:

- Self-selected scheduling
- Comprehensive High School
- Wide variety of classes with many upper level (college prep) offerings
- Advanced Placement classes (such as Literature, Composition, U.S. History, Government, Chemistry, Calculus)
- Access to Advanced Placement tests for courses not available at AHS
- Independent Study
- Access to Southern Oregon University classes (11th, 12th grade)
- Access to Mentorships/Internships
- Technical Certifications
- Academic Competitions (Math team, Science team, Brain Bowl, Model U.N., etc.)
- Southern Oregon On-line School classes
- Access to Correspondence courses
- Early graduation
- 2 + 2 college credits through Rogue Community College
- National Honor Society

Individual classroom teacher strategies: providing curriculum resources at more complex levels, open-ended problem-solving, student initiated and directed projects, flexible pacing and scheduling, simulations, integrated curriculum, higher level thinking skills such as analysis, synthesis and evaluation.

While TAG programs and Services have been built on options already existing within the high school, it is important to keep in mind that teachers who have these students in their classes must meet their assessed levels of learning and accelerated rates of learning. This often requires modifications in the instructional program.

## **Definitions of Terms**

### ***ACCELERATION***

Student's needs are usually met and accommodated by the teacher providing faster pacing and more advanced content within the regular classroom; may occasionally require moving a student to a more advanced classroom or grade level for all or part of a day.

### ***ACHIEVEMENT TEST***

A nationally normed instrument designed to assess the outcomes of school instruction in specific subject areas, e.g., reading, mathematics, etc.

### ***ADVANCED LEVEL MATERIAL***

Instructional material from a higher grade level than one to which the child is assigned. Material may be more advanced, abstract and/or complex than usual.

### ***ASSESSMENT***

Process whereby information related to a student's instructional level and rate of learning in various curricular areas is determined. It may be a system of data collection used to give information about a student (formal and informal data).

### ***ADVANCED PLACEMENT (AP)***

Formal AP curriculum in which high school students can complete a course and take an AP exam for college credit, a student may also be placed in a class more advanced than the student's age.

### ***CLUSTER GROUPING***

Groups of five to ten TAG students with similar ability in the grade level population are clustered in the classroom of one teacher. The other students in that class are of mixed ability. If there are more than eight to ten TAG students at the grade level, two or more clusters may be formed. The regular teacher can teach a group of students with the same needs more efficiently. Cluster grouping allows TAG students to spend academic time with their intellectual peers.

### ***COMPACTED CURRICULUM***

The amount of time normally required to master a subject is reduced. A pre-test is used to determine current level of mastery.

### ***COMPLEX/ABSTRACT MATERIALS***

Materials that require higher levels of abstraction and complex outcomes than regular materials, i.e., original sources that require analysis, interpretation, or evaluation.

### ***CONCURRENT ENROLLMENT***

Allows a student to take certain classes at the middle school or high school while obtaining credit in both settings.

**CONTINUOUS PROGRESS**

Individualized or group instruction based on a student's assessed learning level/rate. Used with pre-post testing or mastery learning models. Students are advanced through materials regardless of grade placement.

**CREDIT BY EXAMINATION**

Student successfully completes an examination covering course material and receives credit without taking the course.

**CRITERION-REFERENCED TEST**

A test that is organized by content or instructional objectives. A student's performance on a specific group of test items would indicate whether or not the individual has mastered that given skill. Criterion-referenced tests give information on what the student can and cannot do. These tests can be used in determining current level of performance.

**CROSS-GRADE GROUPING**

Students may be grouped with students of similar ability in a higher grade. This grouping would be determined subject-by-subject, not for the entire school day.

**DIFFERENTIATED ASSIGNMENTS**

Assignments are changed to meet a variety of different student needs. The content, the processes and skills, and/or the final product (essay, speech, visual display) may be modified to stimulate higher-order, more sophisticated products.

**ENRICHMENT ACTIVITIES**

Activities and materials offered outside of the regular curriculum.

**FAST-PACED CLASSES**

Curriculum is offered at a faster rate than usual. Examples include curriculum compacting or acceleration.

**FLEXIBLE GROUPING**

After assessment, movement of students among groups is based on readiness and growth within that skill or subject.

**HONORS CLASSES**

Curriculum offered in greater depth and complexity for students who qualify. Typically for high achieving, motivated students.

**INDEPENDENT STUDY/PROJECT**

Student may work independently, with teacher guidance, on a project or area of study. The teacher may assign the topic, the student may select a topic from a list of options, or the student may design his/her own project with the teacher's guidance.

**IN-DEPTH STUDY**

Opportunity to study a specific topic related to curriculum or area of interest more in-depth; may involve a research project connected with an independent study contract.

***INDIVIDUAL INSTRUCTION***

Instructional rate, achievement level, curriculum content, and depth of exploration based on assessment of individual needs. Student may be instructed individually or in small or large group settings, depending on learning needs. On-going assessment is essential. Give the student instruction with materials that match the individual's specific needs. This may include one-on-one direct teaching and/or self-guiding materials and processes.

***MENTORSHIP***

The student is paired with an expert in a field of common interest with the student being guided in a project or research.

***MULTIPLE INTELLIGENCES***

Incorporation of strategies into instruction that allow students to use areas of strength and challenge themselves in areas that are not as strong. Howard Gardner's theory of multiple intelligences includes linguistic, logical-mathematical, spatial, bodily/kinesthetic, musical, interpersonal, intrapersonal, and naturalist.

***NO MODIFICATION NEEDED***

The current pace of instruction and level of materials are appropriate for the student.

***NORM-REFERENCED TEST***

Any test in which the score acquires additional meaning by comparing it to the scores of people in an identified norm group. A test can be both norm and criterion-referenced. Most standardized achievement tests are norm-referenced.

***OPEN-ENDED INSTRUCTION***

Provides opportunities for choice within a framework. Instruction incorporates higher order thinking; more than one "right" way or response may require making connections between disciplines and relating to the "real world."

***REGROUPING WITH TAG PEERS***

Group students for instruction based on their demonstrated ability to learn content faster and at higher levels of abstraction and complexity. These regroupings may be for an entire unit of study.

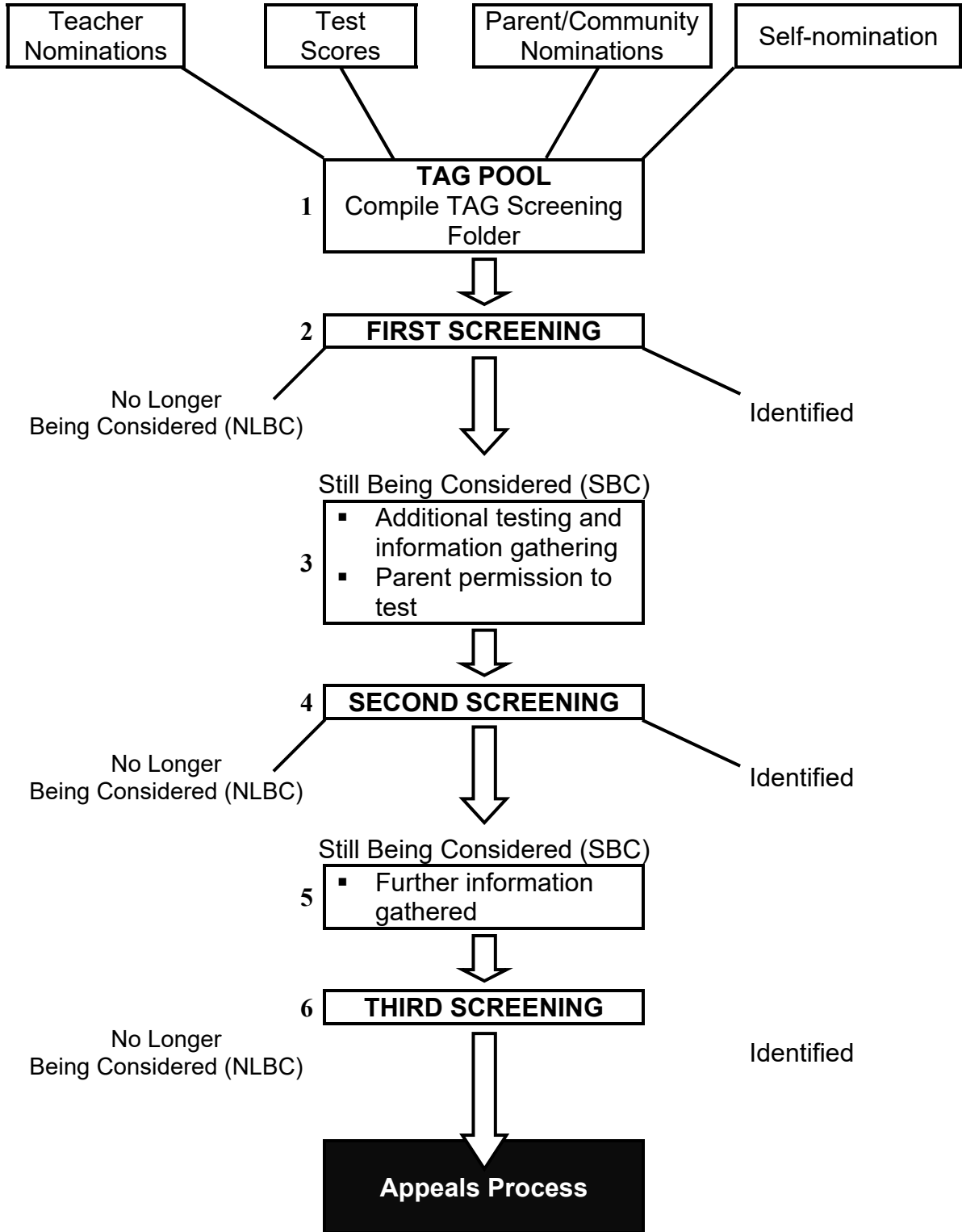
***STANDARDIZED TEST***

Measure which has 1) prescribed instructions to the examinee; 2) scoring based on a set of predetermined rules; and 3) a normative sample to which an examinee's score(s) is (are) compared.

# IDENTIFICATION AND SCREENING



# Screening Process Flow Chart



# Screening Process

## Gather Nominations

Teachers, students and parents will be notified that the TAG identification process is underway and nominations are being accepted. Building TAG liaisons should make appropriate nomination/evaluation forms available and set deadlines for receiving nominations.

- Announcements should be made to students using school-approved venues.
- In September or at the beginning of school, school newsletters should include notices to parents.
- Faculty meetings and/ or teacher bulletins should be used to inform teachers.

## Develop a TAG Pool for each school

Each school develops a pool of nominated TAG students in the fall of each year. The pool includes the following:

- Students nominated by teachers.
- Students nominated by parents, community members, or self-nominated.
- Students whose most recent academic tests (SmarterBalanced, EasyCBM) show (total) math or (total) reading performance at or above the 97th percentile nationally.
- Transfer student scores at or above the 97th percentile on other nationally standardized tests in (total) math or (total) reading shall also be included.
- Students whose most recent intelligence/ability tests (Raven/CogAT) show performance at the 97th percentile or above.
- Transfer student scores at or above the 97th percentile on a nationally standardized intelligence/ability test shall also be included.
- Transfer students identified as talented and gifted in another state.
- Any student who is “still being considered” from the previous year’s screening process.

**Note:** A student previously screened and found ineligible for TAG services may be re-screened in a new category (Academically Talented, or Intellectually Gifted) or IF new information indicating eligibility emerges, such as a new qualifying test score.

## **Distribute Teacher Evaluation Forms**



**Building TAG liaisons** should distribute or make available evaluation forms for nominated students and set a deadline for having them returned. The forms should be distributed as follows:

- For students in grades K-5 - Current classroom teacher and last year's if available
- For students in grades 6 -12 - At least three teachers, including the student's current or most recent Math and/or English/Language Arts teachers. If a student's test scores indicate talent in math or reading, it would also be appropriate to give an evaluation form to the previous year's teacher in that area. It would be acceptable to send it down to the previous school when applicable. Make your best judgment on which teachers (past and present) would be most valuable in terms of area of nomination.

## **Assemble TAG Screening Folders**

A TAG Screening Folder will be made for each student nominated. Please include:

1. TAG Screening Form
2. Parent Survey and/or Self-Assessment Form, if available.
3. All teacher evaluation forms
4. Other information which could be important to the committee, such as the **Raven**, out-of-grade-level test scores, state assessments or special class placements

## **Form TAG Screening Committee**

Regardless of the information collected about an individual student, no decision regarding identification can be made by a single person. Each school will convene a TAG Screening Committee to review screening information about nominated students. In most cases, the Child Study Team (CST) or Student Study Team (SST) serves this purpose. The Committee should be aware of eligibility criteria and the screening process.

- Purpose: To determine whether or not individual students are eligible for TAG services by reviewing the students' TAG Screening Folders.

Members: The Screening Committee will include the building TAG liaison, the principal, and at least one other certified teacher along with the district TAG coordinator or designee.

### **Identification Criteria**

No student shall be identified based on a single criteria, such as a test score. Conversely, no student shall be disqualified based on a single criteria. The following criteria shall constitute the minimum required to identify a student for TAG services:

1. At least TWO indicators of giftedness, which must include one of the following:
  - a standardized group intelligence/cognitive ability or achievement score at the 97%ile or above
  - a standardized individual intelligence/ cognitive ability or achievement score at 97%ile or above (requires parent permission)
  
2. The second indicator may include one or more of the following:
  - a second group or individual test score
  - strong evaluations by teachers
  - strong indicators of giftedness from the KOI or similar instrument
  - evidence of superior academic performance, e.g. grades (Academically Talented only)
  
3. For Non-typical identification (also known as “Potential to Perform”):
  - high group standardized tests or individual standardized test scores
  - for English Language Learners (ELL), standardized test scores in a nonverbal intelligence test such as the Raven or in English and the student’s native language which, when considered together, would place the student in the 97%ile of ELL or bilingual students
  - for other non-typical nominees, such as: students from ethnic minorities, students with disabilities, and students who are culturally different or economically disadvantaged, additional evidence, such as a student self-assessment or parent survey, may be considered in combination with other criteria
  - screening reports for non-typical students who are identified without a 97%ile score should include a description of:
    - a) why standardized test scores would not be reliable indicators for this student
  
    - b) what indicators the committee used instead to identify the student

### **Notification of Parents**

If committee requests individual testing outside the tests or groups designated annually:

- Letter is sent home advising parent that student has been nominated and requesting permission to test

If student is identified: Letter is sent home to parents notifying them of committee decision. Letter is to include the following enclosures:

- a brochure explaining Ashland's gifted education philosophy and services
- a parent survey that can be used by your child's teacher(s) to help plan appropriate services (In the cases where permission to test has been requested, this survey will already have been sent home)
- a letter explaining the complaint procedure for alleged standards violations
- a Student Informational Profile (elementary only)
- a parental acceptance of TAG services form. This form must be returned before identification will be finalized.

**If student is not identified:** If parent permission for individual testing had previously been given, letter is sent home advising parents of committee decision and their right to appeal. If no permission to test was requested, no letter is needed.

### **Maintenance of Records**

When the screening process is complete and all information will be copied and place in the student's confidential folder in the school office. At this point the screening information becomes an official TAG file.

### **Official TAG File**

An official TAG file will be created for all identified students and all no longer being considered (NLBC) students. Records used for identification will be placed in a confidential envelope. These records will include teacher evaluations, parent permission to test, copies of letters to parents, test information, and permission to serve for identified students. These confidential files will be managed in the same way as other confidential files in the building.

A small blue dot, indicating TAG identification or consideration can be placed on the students' CUM file. This is a reminder to the secretary that the student has information in a confidential file. If confidential files are kept with the CUM files, no blue dot is necessary.

Other TAG information may be kept in a TAG working file in a secure location for the convenience of the TAG liaison and students' teachers. This could include copies of a student's PEPs, copy of the parent survey, copy of student self-assessment, interview responses, and a photocopy of the TAG Screening Report. The purpose of this file would be to have ready access to information that could be helpful to teachers.

### **Still Being Considered (SBC) Files**

All information on students who remain in the SBC category will remain in a screening folder in the school office. These students will continue to remain in the TAG Pool until such a time as they are identified or no longer being considered.

## **FIRST SCREENING**

For students who were flagged by test scores or nominated by teachers, self, or parents during the nomination process.

### **Procedures**

- The TAG Liaison presents information that has been gathered on each student who has been nominated. The committee will work to reach a consensus. When a consensus is not possible, an administrator will make the final determination based on the available evidence. Committee makes one of three decisions: identify, leave as still being considered (SBC), or place in the no longer being considered category (NLBC).
- The individual screening report will be completed at the screening.
- All members of the TAG Screening Committee should sign the top page of the group screening report.
- Set 2nd Screening date before adjournment.

### **To ID as TAG Academically Talented in one of these categories:**

- Academic Reading (97th %ile+ in total reading)
- Academic Math (97th %ile+ in total math)
- Academic Reading and Math (97th %ile + in both reading and math)
  - A student must have two clear indicators of performance: one of which should be an achievement test in area(s) of identification - scored in the 97th %ile or greater.
  - Other indicators: G.P.A. is 3.5 or higher and/or a recommended evaluation from teacher(s).

### **To ID as TAG Intellectually Gifted**

- A student must have scored in the 97th %ile or above on cognitive abilities test.
- Received a recommended evaluation from teacher(s).
- An intellectual identification can be done alone or in combination of any of the academic identifications.

### **Still Being Considered - SBC**

- Students who have at least one clear indicator and reasonable expectation that there will be a second.
- Committee will make a decision about what indicator is needed.

### **No Longer Being Considered - NLBC**

- Student does not have two indicators to identify and does have at least two indicators that show evidence that additional information gathering would not be beneficial.

## **BUILDING TAG LIAISON RESPONSIBILITIES AFTER FIRST SCREENING**

- ✓ File completed ID'd files in the building office and provide a list to office administration for entry into the Student Information System.
- ✓ Set testing dates and arrange location in the school.
- ✓ Schools using FLEX Plans - Distribute list on newly identified students to teachers and remind teachers to give these students copies of the FLEX Plans.
- ✓ Send appropriate letter, complaint procedure, notification document, and parent survey to parents notifying them of identification.
- ✓ For students who need individual testing or other information gathered, send letter and parent survey to parents notifying them of nomination and requesting permission for testing.
- ✓ Send PEPs to teachers.
- ✓ Make copies of all letters and put in student files.
- ✓ Send reminder letters to parents who have not answered permission request within a reasonable time period.

## **SECOND SCREENING**

For students who were Still Being Considered after the first screening.

### **Procedures**

- Each TAG Liaison presents information that has been gathered on each student. Committee votes on each student. The committee will work to reach a consensus. When a consensus is not possible, an administrator will make the final determination based on the available evidence. Committee makes one of three decisions for SBC students: identify, leave as still being considered (SBC), or place in the no longer being considered category (NLBC).
- Fill out the individual screening report (blue) as you go along.
- All members of the TAG Screening Committee should initial the top page of the group screening report.
- Set 3rd Screening date before adjournment.

### **To ID as TAG Academically Talented in one of these categories:**

A student must have two clear indicators of performance: one of which should be an achievement test in area(s) of identification - scored in the 97th %ile or greater.

- Exception to the test score - Non-typical students
- Other indicators may be one or more of the following: High Teacher Evaluations, Parent Survey, G.P.A., Student Self-Assessment, Report Cards, KOI Results

### **To ID as TAG Intellectually Gifted**

- A student must have two clear indicators of intellectual ability one of which must be a test score in the 97th %ile+ on test of intellectual ability such as Raven or CogAT.
- Other indicators may be one or more of the following: High Teacher Evaluations, KOI results, Parent survey, Student Self-Assessment.



### **Still Being Considered – SBC**

- Students who had at least one good indicator and additional information that shows promise. Students that are SBC at this point would probably be non-typical students who need some special additional testing or information gathered.
- In some cases students would be left as SBC at this point in order to wait until the next round of district testing.

### **No Longer Being Considered - NLBC**

- Student does not have two indicators but does have two indicators that TAG identification would not be appropriate.

### **RESPONSIBILITIES OF BUILDING TAG LIAISON AFTER SECOND SCREENING**

- ✓ Send completed ID'd files to building office
- ✓ Set any additional testing dates and arrange location in the school.
- ✓ Buildings using FLEX plans - Distribute list of newly identified students to teachers and remind teachers to give copy of FLEX Plan.
- ✓ Send appropriate letter, complaint procedure, notification document, and parent survey to parents notifying them of identification.
- ✓ For students who need individual further testing or other information gathered, send letter and parent survey to parents notifying them of status.
- ✓ For students who did not qualify and who had additional testing, send letter to parent notifying them of committee decision.
- ✓ Send PEP forms to teachers.
- ✓ Make copies of all letters and put in students' files.

## **THIRD SCREENING**

For students who needed additional testing.

Repeat above process. Consider the additional information that you have gathered to either identify the student or place in the NLBC category. Any students who are still being considered at this point should have a letter send home that informs parents of the decision and the goals to further evaluation.

# Screening Non-typical TAG Nominees

## Some Supplemental Tools

Subjective data from a variety of sources must be considered in the screening process to identify students from non-typical populations. All of the suggested supplemental screening tools are presently available through the District Special Services Office or SOESD.

English Language Learners	Economically Disadvantaged, Ethnic Minority, Disabled, or Culturally Different
<ul style="list-style-type: none"> <li>▪ <b>Native Language Standardized Tests (Spanish)*</b>            Language Assessment Scale (LAS)                Academically Talented in Reading or Math            Woodcock-Muñoz                Academically Talented in Reading            Bilingual Statewide Assessment in Math                Academically Talented in Math</li> <li>▪ <b>Nonverbal Intelligence Tests</b>            Ravens Matrices            UNIT</li> <li>▪ <b>Classroom Observation Instruments</b>            Kingore Observation Inventory (KOI) (K-8)            Klamath Falls “Initial Screening Checklist”                (includes non-typical characteristics)</li> <li>▪ <b>Individual Observation Inventories</b>            Behavioral Checklist (Grades 1-2)            Purdue Academic Rating Scales (Grades 7-12)            Peer and Student Self-Assessment Inventories</li> <li>▪ <b>Interviews with Student, Parent, and/or former Teachers</b>            “Creative Collaboration” Interview Forms</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Peer and Student Self-Assessment Inventories</b></li> <li>▪ <b>Alternative Intelligence Tests</b>            Ravens Matrices</li> <li>▪ <b>Classroom Observation Instruments</b>            Kingore Observation Inventory (KOI) (K-8)            Klamath Falls “Initial Screening Checklist”                (includes non-typical characteristics)</li> <li>▪ <b>Individual Observation Inventories</b>            Behavioral Checklist (Grades 1-2)            Purdue Academic Rating Scales                (Grades 7-12)</li> <li>▪ <b>Interviews with Student, Parent, and/or former Teachers</b>            “Creative Collaboration” Interview Forms</li> </ul>

The above tools used to determine TAG eligibility should be considered in combination with more traditional screening tools. Students in the above non-typical categories should be given additional opportunities, above the traditional screening tools, to qualify as TAG when other factors indicate a reasonable chance of eligibility.

Bilingual students, those with a level of proficiency in both English and their native language, need *not* score at the 97<sup>th</sup> %ile on a reading test in *one* of their languages. These students often have some specialized vocabulary in one language, perhaps from English-language science classes, and some in their native language, perhaps words about family activities. If the combination of the two scores indicates a language gift, they may be identified as Academically Talented in Reading.

One way to determine this would be using the following chart to determine minimum scores for identification of bilingual students who have otherwise “normal” schooling histories (attending school consistently, appropriate placements, etc.):

Native Language Reading Test Score	English Language Reading Test Score	Native Language Reading Test Score	English Language Reading Test Score
<i>Above 95%ile</i>	<i>Any score</i>	<i>Any score</i>	<i>Above 95%ile</i>
<i>92%ile - 95%ile</i>	<i>Above 50%ile</i>	<i>Above 50%ile</i>	<i>92%ile - 95%ile</i>
<i>87%ile - 91%ile</i>	<i>Above 70%ile</i>	<i>Above 70%ile</i>	<i>87%ile - 91%ile</i>

# FORMS AND LETTERS

## Ashland School District Talented and Gifted Education

### TAG Screening Form

The information on this report is confidential. It should be viewed only by parents, teachers, and others with a direct interest in this student. Keep this form and other screening information in the student's **Confidential File**.

Student Name \_\_\_\_\_ Student Number \_\_\_\_\_

Student's Grade \_\_\_\_\_ School \_\_\_\_\_ DOB \_\_\_\_\_

Nominated for: \_\_\_\_\_ Academically Talented \_\_\_\_\_ Intellectually Gifted \_\_\_\_\_ Potential to Perform

Nomination Source: \_\_\_\_\_ Test Scores \_\_\_\_\_ Teacher \_\_\_\_\_ Parent/Self \_\_\_\_\_ Other \_\_\_\_\_

#### First Screening

Date \_\_\_\_\_

**Achievement Tests** (Natl %iles): **Level** Test Date \_\_\_\_\_ Total Math \_\_\_\_\_ Total Reading \_\_\_\_\_

**OSAT** Test Date \_\_\_\_\_ Total Math \_\_\_\_\_ Total Reading \_\_\_\_\_

**Cognitive Tests** (Natl %iles): **Raven** Test Date \_\_\_\_\_ Score \_\_\_\_\_

Indicate which of the following were also considered by the Screening Committee at this screening:

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Teacher Evaluations | <input type="checkbox"/> Student Self-Assessment | <input type="checkbox"/> KOI                                  |
| <input type="checkbox"/> Parent Survey       | <input type="checkbox"/> GPA or Report Cards     | <input type="checkbox"/> Other Tests (Test, Date, and Scores) |

Committee Decision:

\_\_\_\_\_ NLBC Explanation \_\_\_\_\_

\_\_\_\_\_ SBC Additional Information Needed: \_\_\_\_\_ 2<sup>nd</sup> Screening Date \_\_\_\_\_

\_\_\_\_\_ ID: ( *circle all that apply* ) - Intellectually Gifted - Acad. Talented in Reading - Acad. Talented in Math

Screening Committee: \_\_\_\_\_

#### Second Screening

Date: \_\_\_\_\_

**Achievement Tests** (Natl %iles): **Level** Test Date \_\_\_\_\_ Total Math \_\_\_\_\_ Total Reading \_\_\_\_\_

**OSAT** Test Date \_\_\_\_\_ Total Math \_\_\_\_\_ Total Reading \_\_\_\_\_

**Cognitive Tests** (Natl %iles): **Raven** Test Date \_\_\_\_\_ Score \_\_\_\_\_

**Other** Test \_\_\_\_\_ Test Date \_\_\_\_\_ Composite Score \_\_\_\_\_

Indicate which of the following were also considered by the Screening Committee at this screening:

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Teacher Evaluations | <input type="checkbox"/> Student Self-Assessment | <input type="checkbox"/> KOI                                       |
| <input type="checkbox"/> Parent Survey       | <input type="checkbox"/> GPA or Report Cards     | <input type="checkbox"/> Additional Tests (Test, Date, and Scores) |

Committee Decision:

\_\_\_\_\_ NLBC Explanation \_\_\_\_\_

\_\_\_\_\_ SBC Additional Information Needed: \_\_\_\_\_ 3<sup>rd</sup> Screening Date \_\_\_\_\_

\_\_\_\_\_ ID: ( *circle all that apply* ) - Intellectually Gifted - Acad. Talented in Reading - Acad. Talented in Math

Screening Committee: \_\_\_\_\_

**Third Screening**

Date \_\_\_\_\_

Describe additional information considered by Screening Committee at this screening:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Committee Decision:

\_\_\_\_ NLBC Explanation \_\_\_\_\_

\_\_\_\_ SBC Explanation \_\_\_\_\_

\_\_\_\_ ID: ( circle all that apply ) - Intellectually Gifted - Acad. Talented in Reading - Acad. Talented in Math

Screening Committee: \_\_\_\_\_  
\_\_\_\_\_

**District Action**

Approved and Flagged:

- Academic Reading       Academic Math       Intellectual       Potential to Perform

Comments: \_\_\_\_\_  
\_\_\_\_\_

District TAG Coordinator Approval: \_\_\_\_\_ Date \_\_\_\_\_

**Appeal Information**

Date of Appeal of Decision \_\_\_\_\_

Person filing appeal of TAG screening decision \_\_\_\_\_

Relationship to Child \_\_\_\_\_

Nature of Appeal \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Decision \_\_\_\_\_  
\_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

**Date form sent/received**

\_\_\_\_/\_\_\_\_/\_\_\_\_ Parent Notification of TAG Identification (Include Permission for Services, Parent Survey, brochure and Complaint Procedures)

\_\_\_\_/\_\_\_\_/\_\_\_\_ Parent Permission to Test/Evaluate and Survey Forms

\_\_\_\_/\_\_\_\_/\_\_\_\_ Parent Notification of Non-Eligibility for TAG

\_\_\_\_/\_\_\_\_/\_\_\_\_ Parent Notification of SBC; Need for Additional Tests

# Ashland School District Talented and Gifted Education Teacher TAG Nomination and Evaluation Form

Student \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_ Class \_\_\_\_\_

The information on this form will be used by the TAG Screening Committee in the initial screening process for the Talented and Gifted Program. Using a 6-point scale, thoughtfully rate your impression of the student relative to the following item descriptors. After you have done this, please answer the questions that follow to the best of your ability. Finally, make your recommendation for this student as it concerns TAG identification. Feel free to make any comments that you feel would be helpful to the screening committee.

**When rating each item, think about the student in the following way:**

- ✓ When compared to average students of the same age the student is **below** average (circle 1 or 2) in...
- ✓ When compared to average students of the same age the student is **average** (circle 3 or 4) in...
- ✓ When compared to average students of the same age the student is **above** average (circle 5 or 6) in...

### Section One

Using/understanding advanced vocabulary	1	2	3	4	5	6
Reading interest, fluency, and ability	1	2	3	4	5	6
Reading more difficult books	1	2	3	4	5	6
Reading non-fiction	1	2	3	4	5	6
Possessing a large storehouse of information about a variety of topics	1	2	3	4	5	6
Recognizing author's or speaker's point of view, mood, or intentions	1	2	3	4	5	6
Expressing him/herself through a variety of communicative skills	1	2	3	4	5	6
Enjoying independent study and researching areas of interest	1	2	3	4	5	6
Paying attention to details; elaborating	1	2	3	4	5	6
Being a keen and alert observer; usually "seeing more" or "getting more" out of a story, film, etc.	1	2	3	4	5	6
<i>Please add up the scores in each column and then add the totals in all column sections. Total _____</i>						

### Section Two

Learning math concepts and processing faster than other students	1	2	3	4	5	6
Organizing data to discover patterns and relationships	1	2	3	4	5	6
Enjoying trying to solve difficult problems; liking puzzles and logic problems	1	2	3	4	5	6
Solving problems intuitively (may not be able to explain why solution is correct)	1	2	3	4	5	6
Being interested in numbers and quantitative relationships	1	2	3	4	5	6
Visualizing spatially, creating visual images of problems	1	2	3	4	5	6
Needing little practice to master new math concepts	1	2	3	4	5	6
Developing unique associations, using original methods for solutions	1	2	3	4	5	6
Recalling relevant information/concepts in solving problems, recognizing the critical elements	1	2	3	4	5	6
Analyzing problems carefully, considering alternatives, not necessarily accepting first answer	1	2	3	4	5	6
<i>Please add up the scores in each column and then add the totals in all column sections. Total _____</i>						

### Section Three

Trying to find the how and why of things; displaying a great deal of curiosity about many things	1	2	3	4	5	6
Asking provocative, insightful questions	1	2	3	4	5	6
Liking to do many things; having a wide range of interests; showing passion about interests	1	2	3	4	5	6
Connecting new learning to previously learned material to make it meaningful	1	2	3	4	5	6
Exhibiting special skills unusual for age	1	2	3	4	5	6
Exhibiting a wide variety of learning techniques	1	2	3	4	5	6
Showing intuition; having “leaps of understanding”	1	2	3	4	5	6
Becoming absorbed in a task or problem until completion	1	2	3	4	5	6
Comprehending abstract ideas with minimal concrete experience	1	2	3	4	5	6
Having a high level of enthusiasm and alertness for some activities	1	2	3	4	5	6
<i>Please add up the scores in each column and then add the totals in all column sections. Total _____</i>						

### Section Four

<i>These attributes should not be viewed as either negative or positive. Please check the appropriate box.</i>	Rarely	Sometimes	Often
Sees humor in situations others may not see; understands puns			
Is very sensitive toward people and issues			
Quite concerned with right and wrong, good or bad			
Can be self-assertive; stands up for his/her beliefs			
Individualistic; non-conforming			
Believes the process is more important than the final product			
Self-critical and often dissatisfied with own effort and product			

**Please answer the following questions to the best of your knowledge:**

Does this student:

lack proficiency in English?	yes	no
qualify for free or reduced lunch?	yes	no
belong to an under-represented ethnic group?	yes	no
have irregular school attendance?	yes	no
have any physical disability that may interfere with learning?	yes	no

**In your opinion, how should the TAG Screening Committee proceed with identification: (Check all that apply)**

**From everything I know about this student and have seen demonstrated in the classroom:**

- I recommend TAG identification in mathematical abilities.
- I recommend TAG identification in reading abilities.
- I recommend TAG identification in intellectual abilities. *(May or may not translate into high classroom performance)*
- I do not recommend for identification in any area.

**Please make additional comments that may be helpful; may include information about grades in your class.**

---



---



---



**Ashland School District Talented and Gifted Education**

**Parent TAG Nomination Form**

Student \_\_\_\_\_ Grade \_\_\_\_\_ School \_\_\_\_\_  
 Parent(s) \_\_\_\_\_ Date \_\_\_\_\_

*The information on this form will be used by the TAG Screening Committee in the initial screening process for the Talented and Gifted Program. Please thoughtfully respond to the following ideas concerning your child’s abilities and skills by checking the appropriate box. You are free to skip any question that does not apply to your child, one that you would prefer not to answer, or one for which you are unsure of the response.*

<b>Section One</b>	Rarely	Sometimes	Usually
Uses and understands advanced vocabulary			
Interested in reading, shows good fluency and ability			
Enjoys reading more difficult books			
Reads non-fiction			
Possesses a large storehouse of information about a variety of topics			
Recognizes author’s or speaker’s point of view, mood, or intentions			
Expresses self through a variety of communicative skills			
Enjoys independent study and researching areas of interest			
Pays attention to details; elaborates			
Is a keen and alert observer; usually “sees more” or “gets more” out of a story, film, etc.			
<b>Section Two</b>	Rarely	Sometimes	Usually
Learns math concepts quickly and easily			
Organizes data to discover patterns or relationships			
Enjoys trying to solve difficult problems; likes puzzles and logic problems			
Solves problems intuitively (May not be able to explain why the solution is correct)			
Is interested in numbers and quantitative relationships; sees usefulness of applications of mathematics			
Visualizes spatially, creates visual images of problems			
Needs little practice to master new math concepts			
Develops unique associations; uses original methods for solutions			
Recalls relevant information or concepts in solving problems			
Analyzes problems carefully; considers alternatives, not necessarily accepting first answer			

<b>Section Three</b>	Rarely	Sometimes	Usually
Tries to find the how and why of things; displays a great deal of curiosity about many things			
Asks provocative, insightful questions			
Likes to do many things; has a wide range of interests; shows passion about hobbies / interests			
Connects new learning to previously learned material to make it meaningful			
Exhibits special skills unusual for age			
Exhibits a wide variety of learning techniques			
Shows intuition; has “leaps of understanding”			
Becomes absorbed in a task or problem until completion			
Comprehends abstract ideas with minimal concrete experience			
Has a high level of enthusiasm and alertness for a variety of activities			

**Please answer the following questions to the best of your ability. Your answers will help guide the screening committee as they consider other evaluations and test scores.**

Does your child:

lack proficiency in English?	yes	no
have any physical disability that may interfere with learning?	yes	no
become impatient if his/her work is imperfect?	yes	no
generally feel satisfied with his/her progress in school?	yes	no
have lots of homework?	yes	no
frequently complain about being bored?	yes	no

**In your opinion, how should the TAG Screening Committee proceed with the identification? (Check all that apply)**

- TAG identification in mathematical abilities
- TAG identification in reading abilities
- TAG identification in intellectual abilities (*may or may not translate into high classroom performance*)

**What else would you like the Screening Committee to know about your child?**

---



---



---

Please take this nomination to your child’s school **or** mail it to:  
 Talented and Gifted Education  
 Ashland School District  
 885 Siskiyou Blvd.  
 Ashland, Oregon 97520

**Ashland School District Talented and Gifted Education**  
**Student TAG Self-Nomination Form**

**Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**School** \_\_\_\_\_ **Age** \_\_\_\_\_ **Grade** \_\_\_\_\_

Please answer the following questions about yourself to help us understand you as an individual and as a learner. This information will be used by the Screening Committee to help determine eligibility for TAG services and if you are identified for TAG it may also be used to help teachers plan for any modifications that may be necessary to accommodate your rate and level of learning.

What hobbies or special interests do you have?

---

---

---

---

What accomplishment are you most proud of? Why?

---

---

---

---

For what reasons do you read? Describe some books or other materials you enjoy reading.

---

---

---

---

What are your strengths as a student?

---

---

---

---

What are your weaknesses as a student?

---

---

---

---

If you were a teacher, what would you feel is the most important thing you could do for your students?

---

---

---

---

Do you feel you are different from other students in your classes? If so, how?

---

---

---

---

What are your expectations for your future (after high school)?

---

---

---

---

What would help you to gain more from your school experience?

---

---

---

---

How would being identified as a TAG student benefit you?

---

---

---

---

What else would you like us to know about you?

---

---

---

---

Please answer ONE of the following questions on a separate sheet of paper:

- a. What is the cover story for TIME or NEWSWEEK magazine dated July 2010? Give a summary of the article.
- b. What might a reader find on page 95 of **your** autobiography?
- c. What three people (past or present) would you invite to a dinner party and why?
- d. What items do you own that tell the most about you as an individual?

---

---

---

---

I wish to be considered for the Talented and Gifted Program. I understand that the TAG Screening Committee's decision will be made based on a variety of information sources, including test scores, parent evaluations, this self-evaluation, and teacher evaluation(s). I also understand that even if I am not found eligible for TAG this year, new information might cause the Committee to reconsider me later.

Signed \_\_\_\_\_

Date \_\_\_\_\_

**Ashland School District Talented and Gifted Education  
Confidential Information Form**

**MEMO:** Confidential Information

**To:**

**From:**

**Subject**

**Date:**

The TAG Screening Committee has recently identified the following students as talented and gifted:

Student	Grade	Reading	Math	Intellectual	Potential to Perform

This identification was based on test scores and behavioral information from teachers and/or parents. If you have one or more of these students, please make sure they are given a copy of your FLEX Plan and told to take it home to share with parents. Regardless of the type of identification, State law requires that we assess rate and level of learning in all major curricular areas and offer modification to the regular curriculum as necessary.

If you have any questions, please see me.

Thank you,

[Place on letterhead]

## Notification of Nomination Letter

Dear Parents:

Your child has been nominated for evaluation to determine eligibility for Talented and Gifted (TAG) services. This nomination was based on the following:

- |  |  |
|--|--|
| <input type="checkbox"/> Raven Matrices              | <input type="checkbox"/> Oregon Statewide Assessment tests |
| <input type="checkbox"/> Teacher nomination          | <input type="checkbox"/> Level tests                       |
| <input type="checkbox"/> Parent nomination           | <input type="checkbox"/> TESA (computerized OSA)           |
| <input type="checkbox"/> Self nomination             | <input type="checkbox"/> Other _____                       |
| <input type="checkbox"/> Community member nomination |  |

The state's criterion for TAG eligibility includes at least two strong indicators of giftedness including scores at the 97th percentile level or above on a test of academic achievement for either reading or math and/or on a cognitive ability (intelligence) test.

If you wish your child to be tested for TAG eligibility, you must complete the attached Parent Permission form. Please return the form by \_\_\_\_\_. Shortly after this date, the testing schedule will be set. Your child will be tested sometime between receiving the signed permission form and the date when the TAG Screening Committee will meet. This date is mentioned below. The testing process may take longer than anticipated due to the high number of students being tested. No student will be tested unless the attached permission form is on file.

In the administration of this test(s), every effort will be made not to interrupt your child's daily schedule more than necessary. Qualified personnel will administer the test(s) at the school your child attends.

If you do not wish your child to be tested for the TAG Program, please indicate by completing and returning the attached form. If you choose not to have your child considered at this time, this will NOT eliminate your child from consideration at some future point.

You will be notified by mail when the TAG Screening Committee reaches a decision regarding your child's eligibility. The TAG Screening Committee will meet on the following date to make that decision: \_\_\_\_\_. You and your child have certain rights regarding the TAG identification process. It is very important that you read and understand the following:

- You have the right to review all records related to this evaluation.
- You have the right to refuse permission to evaluate.
- If you disagree with the evaluation results, you have the right to appeal.
- You have the right to review all procedures used.

All information in your child's TAG evaluation file will be maintained as confidential information but may be used for evaluating and planning his or her educational program.

If you have any further questions concerning testing or identification, please call [Current TAG Coordinator], District TAG Coordinator at 482-2811.

Sincerely,

**Ashland School District Talented and Gifted Education**  
**Permission to Evaluate Form**

Parent / Guardian \_\_\_\_\_

Child \_\_\_\_\_

Mailing Address \_\_\_\_\_

Home Phone \_\_\_\_\_

School \_\_\_\_\_

Grade \_\_\_\_\_

**Please complete Part I or Part II of this form and return it to your child's school or mail to:**

**Ashland School District  
Talented and Gifted Education  
885 Siskiyou Blvd.  
Ashland, OR 97520**

**PART I - Permission to Evaluate**

Your signature below indicates PERMISSION to conduct an evaluation of the above child's eligibility for the Ashland School District's TAG Program using one or more of the following tests:

- KOI ( Kingore Observation Inventory)
- KBIT (Kaufman Brief Intelligence Test)
- Raven Matrices (Non-verbal Cognitive Assessment)
- WOODCOCK Johnson (Cognitive Ability Test)
- WOODCOCK Johnson (Test of Mathematical Achievement)
- WOODCOCK Johnson (Test of Reading Achievement)
- Other \_\_\_\_\_

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

Comments (Optional): *Please include any information about your child that you feel would be relevant to the evaluation process.*

---

---

---

---

**PART II - Please Do Not Evaluate**

Your signature below indicates that **YOU DO NOT WANT** your child to be evaluated for the Ashland School District's Talented and Gifted Program at this time.

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

Comments (optional):

---

---

---



[Place on letterhead]

## **2<sup>nd</sup> Request - Permission to Evaluate**

To the parents of \_\_\_\_\_ Date \_\_\_\_\_

Your child was recently nominated to be evaluated for our Talented and Gifted Program. This evaluation has not taken place because we have not received the parental permission form to do the necessary testing. If you would like us to evaluate your child, please complete the permission form you were sent and return it to the above address by \_\_\_\_\_. If we do not hear from you by that time, we will assume you do not want your child to be evaluated for TAG identification at this time.

If you have any further questions, or need an additional copy of the permission form, please contact the TAG office at 482-2811.

Sincerely,

TAG Liaison

## Notification of Eligibility Letter

To the parents of \_\_\_\_\_ Date \_\_\_\_\_

An Ashland School District Talented and Gifted (TAG) Screening Committee has completed an evaluation of your child's educational needs. Based on this evaluation, the committee has determined that she or he IS ELIGIBLE for TAG identification. According to the criteria used in Ashland School District, she or he has been identified as:

- Intellectually Gifted
- Academically Talented in Math
- Academically Talented in Reading
- Potential to Perform

TAG services are designed to accommodate the student's needs, especially regarding individual rates and levels of learning. Your child's teacher will soon be preparing a Personalized Education Plan (PEP) that will explain how your child's rate and level of learning will be met in the regular classroom. Your input can be invaluable in the PEP process, so please feel free to contact the teacher with any information, perceptions, or recommendations you can share. The enclosed Student Profile Form can be used as tool to help with this process. Additional opportunities for TAG students and other students desiring more challenge are available at the school. These opportunities will be explained at future TAG Parent Meetings, through the TAG Parent Newsletter, and through school newsletters.

Enclosed are the following:

- a brochure explaining Ashland School District's gifted education philosophy and services
- a parent survey. The information on this survey will be used by your child's teacher to help plan appropriate services. (Not included if already on file)
- a student profile form that gives parents an opportunity to share educational needs and which will be used by the teacher when writing the PEP
- a letter explaining the complaint procedure for alleged standards violations
- a parental acceptance of TAG services form **which must be returned before identification will be finalized**

If you have any questions about TAG services, please feel free to call \_\_\_\_\_ at \_\_\_\_\_ or the district TAG coordinator, [Current TAG Coordinator] at 482-2811.

Sincerely,

[Current TAG Coordinator]

[Place on letterhead]

## Notification of Non-Eligibility Letter

To the parents of \_\_\_\_\_ Date \_\_\_\_\_

Using our District's criteria for TAG identification, an Ashland School District Talented and Gifted (TAG) Screening Committee has recently completed an evaluation of your child's educational needs. Students are considered for TAG services based on recommendations by teachers, parents, and/or exceptional standardized test scores. Your child's abilities and/or potential placed him/her in the relatively small numbers of students who are considered each year for the TAG Program. However, based upon the criteria of our District, which is accordance with the policies of the state, it was determined that, at this time, your child is not eligible to receive TAG services.

Oregon mandates that districts identify students who are at or above the 97th percentile in nationally normed tests of mental abilities or academic abilities in math and/or reading. Additionally, the State mandates that there must be two clear indicators to either identify or not identify. This means that no one single test score would be used as the criteria. As you can see, the identification criteria are fairly stringent.

I wish to thank you for your assistance in the screening process and to assure you that our District recognizes that many students have gifts other than those specifically targeted in our identification process. For this reason, most gifted education services are open to any students eager to take on more challenges. Please watch in the school newsletters for these opportunities. You are also free to contact me for a description of those services.

You have the right to review all records related to this evaluation. You also have the right to review all procedures used. If you disagree with the Committee's decision, you have the right to appeal. Please contact me if you have any questions or concerns about your student or the evaluation process.

Sincerely,

[Current TAG Coordinator]  
District TAG Coordinator

Ashland School District Talented and Gifted Education

Student Self-Evaluation - Elementary Form

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

Teacher \_\_\_\_\_ School \_\_\_\_\_

Read each of the statements below. Think about yourself. Finish the sentences as you think about what you are like and how you feel about things. You may leave a sentence blank if you can't think of anything to write or do not want to answer a question.

1. I seem to learn new things quickly. One example is:

\_\_\_\_\_  
\_\_\_\_\_

2. I understand and can use "grown-up" vocabulary. Some of my favorite words include:

\_\_\_\_\_  
\_\_\_\_\_

3. I have been told I ask interesting or unusual questions. An example of the kind of questions I ask would be:

\_\_\_\_\_  
\_\_\_\_\_

4. I like to collect unusual things or I organize my collections in unusual ways. One thing I collect is \_\_\_\_\_ . It is unusual because

\_\_\_\_\_

5. I seem to be able to figure out answers to problems that come up in the classroom or on the playground when no one else can. One time I figured out

\_\_\_\_\_  
\_\_\_\_\_

6. I do not like to be interrupted when working on something interesting, especially when I am working on

\_\_\_\_\_  
\_\_\_\_\_

7. One interesting or unusual idea I had recently was

\_\_\_\_\_  
\_\_\_\_\_

8. I like to make up and tell jokes or puns. My favorite joke or pun is

---

---

---

9. Instead of practicing spelling words and math facts that I already know, I would rather be

---

---

---

10. A story that I have written that I am proud of was about

---

---

---

11. I care about other people's feelings and like things to be fair. For example, it makes me unhappy if

---

---

---

12. One of my favorite books is \_\_\_\_\_ because \_\_\_\_\_

---

13. If I could teach a math class for a day I would help students understand how to

---

---

---

14. I really like it when my math teacher lets me

---

15. I like to design and complete science projects. One project that I have done was about \_\_\_\_\_ . The next project I am thinking about doing is going to be about

---

16. I have been told that my reports or projects are very good. One that I am proud of was about \_\_\_\_\_ . The thing that made it interesting was

---

17. If I don't know how to do something, I usually

---

---

18. One thing that I really want to learn about is

---

19. One thing that I really know a lot about is

---

20. One thing that is different about me than other kids in my class is

---

---

21. I would really like to be a \_\_\_\_\_ when I grow up because

---

22. One thing I would like to do to help the world would be to

---

23. Something else that I would like you to know about me is

---

---

Signed \_\_\_\_\_

Date \_\_\_\_\_

**Ashland School District Talented and Gifted Education**

**Student Self-Evaluation - Secondary Form**

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Please take a few minutes to answer the following questions. This information you provide may be shared with teachers to help them meet your learning needs. You may leave questions blank if they are not appropriate for you.

---

1. What kinds of class activities do you enjoy the most? Why?

---

---

2. What kinds of class activities are most frustrating for you? Why?

---

---

3. Are there subjects or topics in which you feel you receive more instruction than you need and are required to practice skills more than necessary?

---

---

4. In which subjects do you feel you could successfully move at a faster pace?

---

---

5. What subjects or topics would you like to learn more about?

---

---

6. When you have a big project to do, what parts of it do you like the most and what parts do you like the least?

Most? \_\_\_\_\_

---

7. In which subjects do you think you learn FASTER than the regular pace of the class?

---

8. In which subjects do you think you learn SLOWER than the regular pace of the class?

---

9. If you had a choice between more challenging work that makes you think or easier work you could finish quickly and earn an easy "A" on, which would you choose?

---

Why?

10. Which do you think is a better indication of the kind of student you are, tests or homework?

---

Why?

11. If you had to describe yourself in less than fifty words, what would you say?

---

---

---

---

---

---

---

---

---

---

*Complete the following statements.*

1. When I get interested in a project, I

---

2. I am an expert on

---

3. The hardest part of school for me has always been

---

4. My "dream" career would be

---

5. The world would be a far better place if

---

Signed \_\_\_\_\_

Date \_\_\_\_\_



**Ashland School District Talented and Gifted Education**

**Parent / Guardian Survey Form**

Name of student \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_

Name of Respondent \_\_\_\_\_ Relationship to student \_\_\_\_\_

Thank you for taking the time to fill out this survey. All information on this form will be made available to the student's teacher(s) in order to better plan for your TAG student's needs. If you have extremely sensitive insights or concerns regarding your child, please share that in oral or written form with the principal, teacher, or TAG liaison. Those concerns will be kept in the student's confidential file, stored in the school office. You may choose to not answer any of these questions, as the return of this survey is not required for TAG identification.

What are your child's favorite subjects?

---

---

What are his/her interests, hobbies and/or collections?

---

---

---

What are some things that your child does well?

---

---

---

What are some things that are difficult for your child?

---

---

---

What are some things your child enjoys spending long periods of time working on?

---

---

---

How well does your child do in school?

---

---

---

How well does your child like school?

---

---

---

On a scale of 1 (low) to 5 (high), how self-directed is your student? \_\_\_\_\_

If you could improve school for him/her, what would you do?

---

---

Are there any areas, including math and language arts, that you think might need to be more challenging and/or move at a faster rate?

---

---

If s/he had the chance, what would your child like to learn about?

---

---

What special lessons, training, or learning opportunities does your child have outside of school?

---

---

What are your child's reading interests?

---

---

About how much does your child read each week?

---

---

What is a recent book your child has read and/or enjoyed?

---

---

Please describe your child as you see him/her (personality, attitudes towards home, work, friends, etc.)

---

---

What are some things you think are important for your child's success in school?

---

---

What do you expect of a school program for gifted and talented students? What would you like to see your student accomplish as a result of participating in a gifted and talented program?

---

---

---

## Ashland School District Talented and Gifted Education

885 Siskiyou Blvd.  
Ashland, Oregon 97520  
Telephone (541) 482-2811

---

### Parental Consent for TAG Services Form

*(This form must be signed and returned for the identification process to be complete and services to begin)*

I hereby acknowledge that I have received notification that my child is eligible for Talented and Gifted Services through Ashland School District . I understand that the services will involve assessment of rate and learning needs in the core curricular areas and modification to the curriculum as necessary based on those assessments. I understand that whenever possible those rate and level learning needs will be accommodated in the regular classroom but that the individual needs of each TAG child will determine the necessary steps to ensure that appropriate educational opportunities are being offered. I also understand that my child will have opportunities to participate in various enrichment activities as provided by the school and the district.

I understand that at the Elementary level a Personal Education Plan (PEP) will be written for my child that will address rate and level of learning and modifications that may be necessary. I understand that I will be given opportunity to participate in that plan. For secondary students a FLEX Plan is written by all core teachers that will address assessment of rate and level of learning and modifications that will be offered to students who need an advanced or accelerated program.

I understand that I may have input into any educational plan that is offered to my child. At any time I may make an appointment to meet with my child's teacher (s) to discuss his or her educational needs. I have been given a copy of AR 8810 that explains the process for filing an official complaint with the school district if I feel that the necessary steps to meet the rate and level of learning needs of my child are not being taken.

\_\_\_\_\_  
*Signature of parent or guardian*

\_\_\_\_\_  
*Date*

Student's Name \_\_\_\_\_

School \_\_\_\_\_

---

Please sign below if you **do not want** your child to be identified as Talented and Gifted and to receive services through Ashland School District .

\_\_\_\_\_  
*Signature of parent or guardian*

\_\_\_\_\_  
*Date*

---

***Please return as soon as possible to your child's school or mail to:***

Ashland School District  
Talented and Gifted Education  
885 Siskiyou Blvd.  
Ashland, OR 97520

# Ashland School District Talented and Gifted Education

## TAG Student Observation Profile

### for Parents of Identified TAG Students

Your child's teacher will assess the educational needs of your newly identified TAG student in the core curricular areas. After this initial assessment process is complete, the teacher will plan for and implement any modifications to the curriculum that may be necessary and write a Personal Education Plan (PEP). A copy of this plan will be sent to you within three weeks of the time of identification. As a parent you have a unique view of your TAG child's abilities, interests, and needs as a learner. Sharing these insights with the classroom teacher will be a valuable tool in planning how best to meet the needs of your child. **If you would like your insights to be considered before the PEP is written, please complete and return this form to your child's teacher with the permission to serve form.**

Please evaluate the skill level, interest level, and motivational level, *from your viewpoint*, in each of the following areas by circling the appropriate number, with '5' being high and "1" being low. You may add additional comments as needed.

- **Skill level** - How proficient is your child in this area?
- **Interest level** - How curious, engaged, or excited is your child in this area?
- **Motivational level** - How strongly does your child feel about doing well in this area?

<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"><b>Math</b></td> <td style="width: 10%; text-align: center;"><i>High</i></td> <td style="width: 10%;"></td> <td style="width: 10%; text-align: center;"><i>Low</i></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td>Skill level</td> <td style="text-align: center;">5</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Interest level</td> <td style="text-align: center;">5</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Motivational level</td> <td style="text-align: center;">5</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> </table>	<b>Math</b>	<i>High</i>		<i>Low</i>			Skill level	5	4	3	2	1	Interest level	5	4	3	2	1	Motivational level	5	4	3	2	1	Additional insights, concerns, or goals for <b>math</b> <hr/> <hr/> <hr/>
<b>Math</b>	<i>High</i>		<i>Low</i>																						
Skill level	5	4	3	2	1																				
Interest level	5	4	3	2	1																				
Motivational level	5	4	3	2	1																				
<table style="width: 100%; border-collapse: collapse;"> <tr> <td><b>Reading</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Skill level</td> <td style="text-align: center;">5</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Interest level</td> <td style="text-align: center;">5</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Motivational level</td> <td style="text-align: center;">5</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> </table>	<b>Reading</b>						Skill level	5	4	3	2	1	Interest level	5	4	3	2	1	Motivational level	5	4	3	2	1	Additional insights, concerns, or goals for <b>reading</b> <hr/> <hr/> <hr/>
<b>Reading</b>																									
Skill level	5	4	3	2	1																				
Interest level	5	4	3	2	1																				
Motivational level	5	4	3	2	1																				
<table style="width: 100%; border-collapse: collapse;"> <tr> <td><b>Spelling/Vocabulary</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Skill level</td> <td style="text-align: center;">5</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Interest level</td> <td style="text-align: center;">5</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Motivational level</td> <td style="text-align: center;">5</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> </table>	<b>Spelling/Vocabulary</b>						Skill level	5	4	3	2	1	Interest level	5	4	3	2	1	Motivational level	5	4	3	2	1	Additional insights, concerns, or goals for <b>spelling/vocabulary</b> <hr/> <hr/> <hr/>
<b>Spelling/Vocabulary</b>																									
Skill level	5	4	3	2	1																				
Interest level	5	4	3	2	1																				
Motivational level	5	4	3	2	1																				
<table style="width: 100%; border-collapse: collapse;"> <tr> <td><b>Writing</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Skill level</td> <td style="text-align: center;">5</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Interest level</td> <td style="text-align: center;">5</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Motivational level</td> <td style="text-align: center;">5</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> </table>	<b>Writing</b>						Skill level	5	4	3	2	1	Interest level	5	4	3	2	1	Motivational level	5	4	3	2	1	Additional insights, concerns, or goals for <b>writing</b> <hr/> <hr/> <hr/>
<b>Writing</b>																									
Skill level	5	4	3	2	1																				
Interest level	5	4	3	2	1																				
Motivational level	5	4	3	2	1																				
<table style="width: 100%; border-collapse: collapse;"> <tr> <td><b>Science</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Skill level</td> <td style="text-align: center;">5</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Interest level</td> <td style="text-align: center;">5</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Motivational level</td> <td style="text-align: center;">5</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> </table>	<b>Science</b>						Skill level	5	4	3	2	1	Interest level	5	4	3	2	1	Motivational level	5	4	3	2	1	Additional insights, concerns, or goals for <b>science</b> <hr/> <hr/> <hr/>
<b>Science</b>																									
Skill level	5	4	3	2	1																				
Interest level	5	4	3	2	1																				
Motivational level	5	4	3	2	1																				
<table style="width: 100%; border-collapse: collapse;"> <tr> <td><b>Social Science</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Skill level</td> <td style="text-align: center;">5</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Interest level</td> <td style="text-align: center;">5</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Motivational level</td> <td style="text-align: center;">5</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> </table>	<b>Social Science</b>						Skill level	5	4	3	2	1	Interest level	5	4	3	2	1	Motivational level	5	4	3	2	1	Additional insights, concerns, or goals for <b>social science</b> <hr/> <hr/> <hr/>
<b>Social Science</b>																									
Skill level	5	4	3	2	1																				
Interest level	5	4	3	2	1																				
Motivational level	5	4	3	2	1																				

Other general insights, concerns, or goals: (you may use the back of this form if needed)

---

---

---

---

<b>Child's Name</b>	<b>Grade</b>	<b>Teacher</b>	<b>Date</b>
<b>Parent signature</b>			

## Ashland School District Talented and Gifted Education

### Meeting the Educational Needs of Your Elementary TAG Student

In order to best meet your child's learning needs, your child's teacher will complete a Personal Education Plan (PEP) for him or her. We encourage you to meet with his or her teacher to provide input into this process. If at any time, you feel the PEP is not meeting your child's rate and level of learning, please contact the classroom teacher. The school's TAG Liaison, \_\_\_\_\_, and/or the principal are also available to assist you and the teacher in seeking appropriate strategies to provide for the needs of your student. Additional support in planning and student advocacy is available through the district TAG coordinator at 482-2811. You may request a form at that number that will allow you to document your concerns relating to TAG services.

If after exhausting the above-mentioned resources, you feel that your child's specific needs are still not being addressed, you may pursuant to Oregon Administrative Rule 581-22-404, file a complaint with the Office of the Superintendent. The process for filing a complaint is as follows:

#### AR 8810: COMPLAINT PROCEDURE FOR ALLEGED STANDARDS VIOLATION

Complaints of alleged standards violation(s) by a member(s) of the community who resides in the district or any parent or guardian of students attending school in the district will be made in writing and filed on the district-provided form, "*Alleged Violation - Standards for Oregon Public Schools.*"

- Written and signed complaints will be presented to the office of the Superintendent.
- Alleged violations will be considered by a review committee appointed by the Superintendent consisting of three members, one of which is a layperson.
- A written reply indicating the findings of the Superintendent will be made to the individual filing a written complaint within two weeks of the time such a complaint is filed in the Superintendent's office.
- If the findings of the Superintendent are not satisfactory to the complainant, a written request for a hearing before the School Board may be made. Should such a request be made, the School Board must schedule a hearing and render its final decision to the complainant within 45 days of the complaint being filed.
- A formal hearing will be held using established district hearing procedures.

## Ashland School District Talented and Gifted Education

### Meeting the Educational Needs of Your Secondary TAG Student

In order to best meet your child's needs, secondary teachers will complete a Flexibility Plan in the core curriculum areas for all TAG students. This Flexibility Plan (FLEX Plan) will address assessment of needs and curriculum modification as it relates to rate and level of learning. Each TAG student will be given a copy of this plan. If your child does not share this plan with you, additional copies of teachers' FLEX Plans will also be available in the school office. If you feel the FLEX Plan for a class is not meeting the educational needs of your child, you may request an individual plan be written for that class. If at any time, you feel your child's learning needs in the areas of rate and level are not being met, please contact the classroom teacher. The school's TAG liaison, \_\_\_\_\_, and/or the principal are also available to assist you and the teacher in seeking appropriate strategies to provide for the needs of your student. Additional support in planning and student advocacy is available through the district TAG coordinator at 482-2811. You may request a form at that number that will allow you to document your concerns relating to TAG services.

If after exhausting the above-mentioned resources, you feel that your child's specific needs are still not being addressed, you may pursuant to Oregon Administrative Rule 581-22-404, file a complaint with the Office of the Superintendent. The process for filing a complaint is as follows:

#### AR 8810: COMPLAINT PROCEDURE FOR ALLEGED STANDARDS VIOLATION

Complaints of alleged standards violation(s) by a member(s) of the community who resides in the district or any parent or guardian of students attending school in the district will be made in writing and filed on the district-provided form, "*Alleged Violation - Standards for Oregon Public Schools.*"

- Written and signed complaints will be presented to the Office of the Superintendent.
- Alleged violations will be considered by a review committee appointed by the Superintendent consisting of three members, one of which is a layperson.
- A written reply indicating the findings of the Superintendent will be made to the individual filing a written complaint within two weeks of the time such a complaint is filed in the Superintendent's office.
- If the findings of the Superintendent are not satisfactory to the complainant, a written request for a hearing before the School Board may be made. Should such a request be made, the School Board must schedule a hearing and render its final decision to the complainant within 45 days of the complaint being filed.

A formal hearing will be held using established district hearing procedures.

**Ashland School District Talented and Gifted Education  
Checklist for Evaluation Forms**

	Student Name	Teacher	Given	Received	Sent to DO	Reminder
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

# PERSONAL EDUCATION PLANS



## Ashland School District Talented and Gifted Education Personal Education Plans Grades K-5

---

**Every identified Elementary (K-5) TAG student shall have a Personal Education Plan (PEP) completed by his or her teachers.** This process shall include the following:

- Parents will be sent a Student Informational Profile by the second week of school and asked to return them. The Student Informational Profile shall be considered in writing PEPs.
- The PEP will be written by the end of September or within three weeks of a student's identification.
- After the PEPs are completed, a copy will be sent to the parents by the first week in October or within four weeks of identification.
- PEPs will be reviewed with the parent and teacher at each conference.
- At the end of the school year a review of the year will be noted on the PEP and shall include additional assessments and recommendations for the forthcoming school year.
- A final copy will be sent to the parents at the end of the school year. A copy will also be placed in the students TAG file at the end of the year.

### **Responsibilities in the PEP Process**

#### **Building TAG Coordinator**

- The building TAG liaison, with assistance and support from the District Coordinator, shall provide a list of identified TAG students, PEP forms, and instructions as needed to teachers in the building.
- Building TAG liaisons *or school secretaries* will mail a copy to the parent by the end of the first week in October or within four weeks of identification.
- Building TAG liaisons *or school secretaries*, at the end of the school year, will send an additional copy to the parents and the **original** will be placed in the student's file.

#### **Classroom teachers**

- The classroom teacher will be responsible for assessing rate and level of learning and planning for services or modifications to meet student needs and noting those on the PEP form.
- The classroom teacher is responsible for documenting all assessments of rate and level and modifications made to meet learning needs.
- The classroom teacher will review the PEP with the parent at each conference. Comments related to that review will be noted on the form. At the end of the year, the student's progress and recommendations for next year will be noted on the PEP form. Classroom teachers will give the final copies to the building TAG liaison and make a copy of the final form to keep in their personal records.

#### **Principals**

- Responsibility for enforcing the TAG requirement and the quality of the PEPs rests solely with the building principal.

### **PEP Contents**

The teachers will assess present rate and level of performance in reading, spelling, vocabulary, writing, math, science, and social science. Using that assessment, teachers will plan the modifications to the curriculum that may be needed for the student. The assessment used and the modification planned will be documented on the PEP form. Teachers are encouraged to personalize the PEP with appropriate comments. Assessment, modification and documentation should be an ongoing process.

## Ashland School District Talented and Gifted Education The PEP Process

Each teacher of an elementary TAG student in grades K - 5 will write an individual TAG Personal Education Plan (PEP) in September of each year *or within three weeks after a student is identified*. The PEP will be reviewed and revised at the end of the first and third quarter to ensure the rate and level learning needs are being met.

**Step One: Assess rate and level of learning in all academic areas regardless if the student is only identified in one area!! These areas include: math, reading, spelling/vocabulary, writing, science, and social science. Record the assessments on the PEP form and in your grade book.** These assessments can be done using any of the following methods:

### Assessment Options for Rate and Level of Learning and Instruction

- Placement recommendations and specific data from previous teacher(s)
- Performance and Demonstration Task
- Standardized Test
- Oregon Statewide Assessments
- Journals
- Research reports
- Writing Samples scored with analytical scoring guide
- Spelling Pretests
- Skill tests
- Student Portfolio
- Essay Questions
- Peer evaluations of performance or products
- Monitoring of daily work
- Students input and self assessment and/or interview
- Parent input and information
- Specific teacher observational data
- Placement test
- TAG identification tests and/or evaluations
- End of the Book Test
- Chapter/Unit tests
- Final/Semester Exams
- Student survey of books already read
- Informal Reading Inventory

Be very careful about using only one assessment tool, particularly if it does not indicate the student's rate and level are above peers. For example, if you are using a OSA score in math as the assessment, and the student scored at the 79%ile, you should use at least one more assessment tool which will corroborate that score before you determine whether modification to the normal curriculum is needed.

When appropriate, you may use the Student Observation Profile as an assessment tool. It will be the parents responsibility to get this to you in early September. It may also give you some ideas for modifications that the student and parent feel are relevant.

### **Step Two: Determine instructional modifications based on your assessment data.**

Instructional modifications should provide advanced level work and/or an increase in the pace of the instruction as indicated by the assessment. Document the modifications on the PEP form, in your grade and/or lesson plan book as appropriate. **Please make comments** and/or further describe your modifications in the space provided on the PEP form. You may choose from the following strategies or identify another strategy of your choice:

### **Possible Instructional Modifications**

(See Programs Section: Page 2)

- Acceleration/Advanced Materials
- Independent Study Project
- Assignment Modification/Differentiation
- Contracts
- Small Group/Cluster Instruction
- Most Difficult First/Compacting
- Enrichment
- Regular Classroom Work
- Remediation
- Other (specify)

**Step Three: Write down the date when PEP was sent to the parents** under “Opportunity for Parent Input” on the PEP form, page two.

**Step Four: Give the entire PEP to your principal or TAG Liaison as determined by your school.** Keep PEPs in a safe place as you will need access to them at each of the conferences.

**Step Five: At the conferences, review the PEP with the parent.** Discuss any significant changes in the following:

- Student’s pace, direction, or focus of classroom instruction
- Student’s response to classroom material
- Student’s social or emotional behavior as it relates to learning

**Please note those changes or discussions on the last page of the PEP in the boxes called “1<sup>st</sup> Conference Review” and “2<sup>nd</sup> Conference Review.” Also, put the date when this conference took place under “Opportunity for Parent Input.”** If the parent does not come to conference, please indicate this on the form. Return form to your file. Nothing is mailed home at this time.

**Step Six: Document the end of the year** assessments and recommendations for the coming year. Sign and date.

- ◆ Make a copy of both pages of the PEP for your files. Save these in a safe place and accessible place.
- ◆ Give the original and one other copy to the building TAG liaison. One copy will be mailed home, the original will be placed in the student’s TAG file.

### REMINDER

The state law requires you to document assessment, modification, and opportunity for parental input. This must be an ongoing process.

Below are some of the acceptable forms of documentation.

- grade book
- lesson plan book
- copies of contracts
- portfolios
- copies of lesson instructions

## Ashland School District Talented and Gifted Education Personal Education Plan Terms and Options

<p><b>Documentation of Assessment, Instruction and Parent Input:</b></p> <p><b>Teacher will:</b></p> <ul style="list-style-type: none"> <li>• Write an individual PEP for each identified TAG student in September or within three weeks after a student is identified</li> <li>• Submit all PEPs to principal for review</li> <li>• Document all pre-assessment and post-assessment results in gradebook</li> <li>• Provide parent opportunity for input and communicate assessment results of level and rate and instructional modification</li> </ul> <p><b>Parent Input:</b></p> <ul style="list-style-type: none"> <li>• Parent will have opportunity to fill out and submit to teacher a Student Observation Profile indicating student needs</li> <li>• PEP will be sent home the first week in October</li> <li>• PEP will be discussed and finalized at 1st conference</li> <li>• Any significant changes in the student's pace, direction, or focus of classroom material will be discussed with parents, either at conferences, or by letter or telephone</li> <li>• PEP is reviewed and updated at 2nd conference</li> <li>• Final PEP, including documentation of year-end assessments and placement recommendations will be sent home at the end of the school year.</li> </ul> <p><b>Assessment Options for Rate and Level of Learning and Instruction</b></p> <ul style="list-style-type: none"> <li>• Placement recommendations and specific data from previous teacher(s)</li> <li>• Student's input and self assessment and/or interview</li> <li>• Parent input and information</li> <li>• Specific teacher observational data</li> <li>• Placement test</li> <li>• TAG identification tests and/or evaluations</li> <li>• End of the Book Test</li> <li>• Chapter/Unit tests</li> <li>• Final/Semester Exams</li> <li>• Student survey of books already read</li> <li>• S.T.A.R. Reading Test</li> <li>• Informal Reading Inventory</li> <li>• Skill tests</li> <li>• Student Portfolio</li> <li>• Essay Questions</li> <li>• Performance and Demonstration Task</li> <li>• Standardized Test</li> <li>• Oregon Statewide Assessment Tests</li> <li>• Journals</li> <li>• Research Reports</li> <li>• Writing Samples scored with analytical scoring guide</li> <li>• Spelling Pretests</li> <li>• Peer evaluations of performance or products</li> <li>• Monitoring of daily work</li> </ul>	<p><b>Instructional Modifications</b></p> <ul style="list-style-type: none"> <li>• Acceleration</li> <li>• Independent Study/Project</li> <li>• Assignment Modification/Differentiation</li> <li>• Contracts</li> <li>• Alternative Learning Setting</li> <li>• Most Difficult First</li> <li>• Compacting</li> <li>• Enrichment/Extension</li> <li>• Course Challenge</li> <li>• Out of level Placement</li> <li>• Other (explain)</li> </ul> <p><b>Instructional Modifications Must Be Based on Assessed Level and Rate of Learning</b></p> <p><b>Guidelines:</b></p> <p>Instructional 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.</p> <p><b>Level of Learning</b> 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:</p> <ul style="list-style-type: none"> <li>• significantly above grade level</li> <li>• above grade level</li> <li>• on grade level/accelerated pace</li> <li>• on grade level - no modification necessary</li> <li>• below grade level - in need of remediation</li> </ul> <p><b>Rate of Learning</b> 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:</p> <ul style="list-style-type: none"> <li>• subject</li> <li>• point in the learning process</li> <li>• degree of interest to the student</li> <li>• level of difficulty of the material, and/or</li> <li>• learning style of the student</li> </ul> <p><b>The student may:</b></p> <ul style="list-style-type: none"> <li>• work at a slower pace than peers</li> <li>• work at the same pace as peers</li> <li>• work at a faster pace than peers</li> <li>• complete work quickly and accurately</li> <li>• grasp new concepts quickly and easily</li> <li>• be highly motivated</li> <li>• need few repetitions to master concept</li> </ul> <p>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, projects, and/or materials appropriate for the student's learning.</p> <p><b>Opportunities for Parent Communication and Input</b></p> <ul style="list-style-type: none"> <li>• Conferences</li> <li>• Telephone Contact</li> <li>• Student Observation Profile</li> <li>• Letter(s) to parent concerning plan</li> <li>• Other written communication</li> <li>• School and TAG Newsletters</li> <li>• TAG parent meeting</li> </ul>
--	---

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ School Year \_\_\_\_\_

**PEP Form Grades K- 5**

Teacher \_\_\_\_\_ School \_\_\_\_\_

		ASSESSMENT DATA		INSTRUCTION		
Subject	*Level of Learning (List type of assessment and results)		*Rate of Learning (Check all that apply for each student)	*Instruction Based on Assessments (The following modifications will occur on a regular basis)		
Math	Assessment/Date	Results	Student: <input type="checkbox"/> Completes work quickly and accurately <input type="checkbox"/> Grasps new concepts quickly <input type="checkbox"/> Is highly motivated <input type="checkbox"/> Needs few repetitions to master concepts  Student is working at: <input type="checkbox"/> Slower pace than peers <input type="checkbox"/> Same pace as peers <input type="checkbox"/> Faster pace than peers	Check all that apply: <input type="checkbox"/> Accelerated/Advanced materials <input type="checkbox"/> Modifications/Differentiation <input type="checkbox"/> Contracts <input type="checkbox"/> Most difficult first/Compacting <input type="checkbox"/> Enrichment	<input type="checkbox"/> Independent Study <input type="checkbox"/> Small Group/Clustering <input type="checkbox"/> Regular class work <input type="checkbox"/> Remediation <input type="checkbox"/> Other _____	
	1. _____	1. _____		Description/Comments: _____ _____		
	2. _____	2. _____				
	3. _____	3. _____				
LANGUAGE ARTS	READING	Assessment/Date	Results	Student: <input type="checkbox"/> Completes work quickly and accurately <input type="checkbox"/> Grasps new concepts quickly <input type="checkbox"/> Is highly motivated <input type="checkbox"/> Needs few repetitions to master concepts  Student is working at: <input type="checkbox"/> Slower pace than peers <input type="checkbox"/> Same pace as peers <input type="checkbox"/> Faster pace than peers	Check all that apply: <input type="checkbox"/> Accelerated/Advanced materials <input type="checkbox"/> Modifications/Differentiation <input type="checkbox"/> Contracts <input type="checkbox"/> Most difficult first/Compacting <input type="checkbox"/> Enrichment	<input type="checkbox"/> Independent Study <input type="checkbox"/> Small Group/Clustering <input type="checkbox"/> Regular class work <input type="checkbox"/> Remediation <input type="checkbox"/> Other _____
		1. _____	1. _____		Description/Comments: _____ _____	
		2. _____	2. _____			
		3. _____	3. _____			
	SPELLING/VOCAB.	Assessment/Date	Results	Student: <input type="checkbox"/> Completes work quickly and accurately <input type="checkbox"/> Grasps new concepts quickly <input type="checkbox"/> Is highly motivated <input type="checkbox"/> Needs few repetitions to master concepts  Student is working at: <input type="checkbox"/> Slower pace than peers <input type="checkbox"/> Same pace as peers <input type="checkbox"/> Faster pace than peers	Check all that apply: <input type="checkbox"/> Accelerated/Advanced materials <input type="checkbox"/> Modifications/Differentiation <input type="checkbox"/> Contracts <input type="checkbox"/> Most difficult first/Compacting <input type="checkbox"/> Enrichment	<input type="checkbox"/> Independent Study <input type="checkbox"/> Small Group/Clustering <input type="checkbox"/> Regular class work <input type="checkbox"/> Remediation <input type="checkbox"/> Other _____
		1. _____	1. _____		Description/Comments: _____ _____	
		2. _____	2. _____			
		3. _____	3. _____			
	WRITING	Assessment/Date	Results	Student: <input type="checkbox"/> Completes work quickly and accurately <input type="checkbox"/> Grasps new concepts quickly <input type="checkbox"/> Is highly motivated <input type="checkbox"/> Needs few repetitions to master concepts  Student is working at: <input type="checkbox"/> Slower pace than peers <input type="checkbox"/> Same pace as peers <input type="checkbox"/> Faster pace than peers	Check all that apply: <input type="checkbox"/> Accelerated/Advanced materials <input type="checkbox"/> Modifications/Differentiation <input type="checkbox"/> Contracts <input type="checkbox"/> Most difficult first/Compacting <input type="checkbox"/> Enrichment	<input type="checkbox"/> Independent Study <input type="checkbox"/> Small Group/Clustering <input type="checkbox"/> Regular class work <input type="checkbox"/> Remediation <input type="checkbox"/> Other _____
1. _____		1. _____		Description/Comments: _____ _____		
2. _____		2. _____				
	3. _____	3. _____				

		ASSESSMENT DATA		INSTRUCTION	
Subject	*Level of Learning (List type of assessment and results)		*Rate of Learning (Check all that apply for each student)	*Instruction Based on Assessments (The following modifications will occur on a regular basis)	
SCIENCE	Assessment/Date	Results	Student: <input type="checkbox"/> Completes work quickly and accurately <input type="checkbox"/> Grasps new concepts quickly <input type="checkbox"/> Is highly motivated <input type="checkbox"/> Needs few repetitions to master concepts  Student is working at: <input type="checkbox"/> Slower pace than peers <input type="checkbox"/> Same pace as peers <input type="checkbox"/> Faster pace than peers	Check all that apply: <input type="checkbox"/> Accelerated/Advanced materials <input type="checkbox"/> Modifications/Differentiation <input type="checkbox"/> Contracts <input type="checkbox"/> Most difficult first/Compacting <input type="checkbox"/> Enrichment	<input type="checkbox"/> Independent Study <input type="checkbox"/> Small Group/Clustering <input type="checkbox"/> Regular class work <input type="checkbox"/> Remediation <input type="checkbox"/> Other _____
	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____		Description/Comments: _____ _____ _____	
SOCIAL STUDIES	Assessment/Date	Assessment/Date	Student: <input type="checkbox"/> Completes work quickly and accurately <input type="checkbox"/> Grasps new concepts quickly <input type="checkbox"/> Is highly motivated <input type="checkbox"/> Needs few repetitions to master concepts  Student is working at: <input type="checkbox"/> Slower pace than peers <input type="checkbox"/> Same pace as peers <input type="checkbox"/> Faster pace than peers	Check all that apply: <input type="checkbox"/> Accelerated/Advanced materials <input type="checkbox"/> Modifications/Differentiation <input type="checkbox"/> Contracts <input type="checkbox"/> Most difficult first/Compacting <input type="checkbox"/> Enrichment	<input type="checkbox"/> Independent Study <input type="checkbox"/> Small Group/Clustering <input type="checkbox"/> Regular class work <input type="checkbox"/> Remediation <input type="checkbox"/> Other _____
	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____		Description/Comments: _____ _____ _____	

Date	Opportunity for Parent Input	Semester Conference Review	End of Year Summary/ Academic Recommendations Based on Assessment Results
_____	Student Observation Profile sent home		
_____	PEP sent home		
_____	Semester conference		
_____	Semester conference		
		Teacher Signature/Date	Teacher Signature/Date

## Ashland School District Talented and Gifted Education

### Accommodating Accelerated Rates of Learning

Strategy	Description	Works Best In
<b>Most Difficult First</b>	Offer students choice to do the four or five most difficult problems/tasks first and, if completed correctly, the student receives credit for complete assignment. When finished, the student has option of how to spend “bought” time.	<b>Mathematics, skill-based classes</b>
<b>Pre-testing and Compacting</b>	Offer students choice to take a pre-announced pretest on the next unit of study. Any student scoring 80%+ earns right to waive class work on mastered concepts and may instead work ahead in text. When class covers concept student missed on pretest, s/he rejoins and completes regular classwork. Student takes normal weekly, unit tests.	<b>Any course</b>
<b>Accelerated Pacing</b>	Accelerated students(s) work toward a final exam or challenge test, to be taken at pre-arranged time. Students have a timeline for covering text/material, with chapter/unit test dates predetermined. Student(s) work semi-independently. Successful completion of final/challenge exam allows student to move to next course of study or to work on an in-depth project in lieu of rest of year’s classwork.	<b>Any course</b> (Challenge test available for: Algebra, Economics, English I, English II, Geometry, Global Studies/World History, Government, Health I, Health II, Personal Finance, US History)
<b>Course Challenge Process</b>	Student chooses in lieu of taking required course.	<b>See above list.</b>
<b>Independent Study</b>	Independent program, designed in partnership between student and teacher; must be well supervised with periodic “checkpoints” and ongoing measures of progress.	<b>Any course</b>
<b>Out-of-level Placement</b>	Student is placed in a higher-level course	<b>Any course</b> (Requires parent and principal approval)



## Ashland School District Talented and Gifted Education

### Accommodating Advanced Levels of Learning

Strategy	Description	Works Best In
<b>Menus of Activities</b>	Offer students choices (2-4 usually sufficient) of assignments/projects. Choices should range from basic skills to complex processes. Grade or other incentives for more challenging choices.	<b>Any course</b>
<b>Learning Contracts</b>	Use pre-testing* to determine eligibility for Learning Contract. Allow student(s) some flexibility in how "bought" time is used. Posted Choice Time Activities, Multiple Intelligence menus, Science Fair Projects, or other projects may be substituted for classwork. Minimize "grade penalties."	<b>Any course</b>
<b>Accelerated Pacing</b>	<p>Accelerated students(s) work toward a final exam or challenge test, to be taken at pre-arranged time. Students have a timeline for covering text/material, with chapter/unit test dates predetermined. Student(s) work semi-independently. Successful completion of final/challenge exam allows student to move to next course of study or to work on an in-depth project in lieu of rest of year's classwork.</p> <p style="text-align: center;">*(Offer students choice to take a pre-announced pretest on the next unit of study. Any student scoring 80%+ earns right to waive class work on mastered concepts and may instead work ahead in text. When class covers concept student missed on pretest, s/he rejoins and completes regular classwork. Student takes normal weekly, unit tests.)</p>	<b>Any course</b>
<b>Course Challenge Process</b>	Student chooses in lieu of taking required course.	Algebra, Economics, English I, English II, Geometry, Global Studies/World History, Government, Health I, Health II, Personal Finance, US History
<b>Independent Study</b>	Independent program, designed in partnership between student and teacher; must be well supervised with periodic "checkpoints" and ongoing measures of progress.	<b>Any course</b>
<b>Out-of-level Placement</b>	Student is placed in a higher-level course	<b>Any course</b> (Requires parent and principal approval)

## Ashland School District Talented and Gifted Education

### Flexibility (FLEX) Plans for Secondary TAG Students

**FLEX Plans are written to accommodate the rate and learning needs of identified Talented and Gifted (TAG) students at the middle and high school level. FLEX Plans are meant to address the State-required issues regarding TAG students. These minimum requirements from the state are:**

- Each TAG student's level of learning must be assessed in all subjects.
- Each TAG student's rate of learning must be assessed in all subjects.
- Instruction must address the assessed rate and level of learning.
- Both the assessment and the instruction must be documented.
- Parents must be given opportunity to give input into programs and services provided for their student. \*
- All teachers (100%) must comply with these regulations.

#### **Minimum content of the Flexibility Plan is: (see samples)**

- Some acknowledgment that you as the teacher recognize that students can learn at varying rates and levels.
- Affirmation that accommodations will not add additional work on top of existing course requirements.
- Indications of how you will assess rate and level of learning.
- What curriculum accommodations will be offered to meet assessed needs.
- How students can qualify for or request accommodations.
- How differentiated or accelerated work will be graded.
- How parents and students can be involved in the process.

*Please review your FLEX Plan before submitting it to make sure you have included all of the above.*

#### **The FLEX PLAN will:**

- Include Course Name, Teacher Name, Year
- Be written once a year or once a semester as applicable for all the following classes:

<i>Math</i>	<i>Child Development</i>	<i>Computers</i>
<i>Science</i>	<i>Marketing</i>	<i>Health</i>
<i>Social Studies</i>	<i>Psychology</i>	<i>Personal Finance</i>
<i>Language Arts</i>	<i>Foreign Language</i>	
<i>All other courses, including electives, not specifically exempted</i>		

- Be neatly typed (please use an easy-to-read font)
- Be given to \_\_\_\_\_ by \_\_\_\_\_ for approval. A copy will be sent to the district office after approval by the building principal.
- After approval, be given to each identified TAG student in your class. **THIS IS IMPORTANT.**  
Insist that students take these home and share them with their parents.
- Be kept on file in the office for access by parents as needed.

FLEX PLANS may be:

- Written in a format of your choosing.
- Written so that all students may take advantage of modifications.
- Optional (per discretion of the building principal) in the following classes:

<i>Visual Arts</i>	<i>Crafts</i>	<i>Calligraphy</i>	<i>Music</i>	<i>Band</i>
<i>Choir</i>	<i>Foods</i>	<i>Sewing</i>	<i>Home Ec</i>	<i>Phys. Education</i>
<i>Construction</i>	<i>Shop</i>	<i>Woodshop</i>	<i>Welding</i>	<i>Auto Mechanics</i>
<i>Drafting</i>	<i>Keyboarding</i>	<i>Photography</i>	<i>Speech</i>	<i>Drama</i>
<i>Journalism</i>	<i>Annual</i>	<i>Leadership</i>	<i>Student Gov</i>	<i>Career Awareness</i>

**Remember - Even if *written* FLEX Plans in these areas are deemed optional by building principals, assessment and modification are still required in these classes. Teachers are still held accountable for assessing level and rate of learning and making appropriate modifications in all classes.**

---

**In addition:**

- If a parent or student does not feel that your FLEX Plan will truly meet the needs of their TAG student, they may request a Personal Education Plan for your class. If this happens, make sure that the building TAG Coordinator receives a copy of that plan. Additionally, TAG students and parents have the right to request a FLEX Plan or a PEP in the above “Optional Classes.”
  - Documentation of assessment and accommodations must be ongoing throughout the year. Make sure you have documented all pre and post assessments in your grade book. Find a workable way to use your gradebook, with a simple coding system to identify modified assignments or tests. Code your lesson plan book to indicate modified assignments. Save copies of modified assignments, learning contracts, or menus of activities that were made available to TAG students. **Documentation is a State regulation that is the responsibility of each classroom teacher.**
  - 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, projects, and/or materials appropriate for the student’s learning.
- 

**\* Opportunities for Parent Communication and Input**

- Conferences
- Telephone Contact
- Student Observation Profile
- Letter(s) to parent concerning the plan
- Other written communication
- School and TAG Newsletters
- TAG parent meetings

**Ashland School District Talented and Gifted Education  
FLEX (Flexibility) Plans  
Middle and High School TAG Students' Terms and Options**

<p><b>Documentation of Assessment, Instruction and Parent Input:</b> Teacher will:</p> <ul style="list-style-type: none"> <li>• Write a FLEX Plan for classes, which will address assessment of rate and level of learning, modification to the curriculum, and opportunity for parental input.</li> <li>• Give each TAG student a copy of the FLEX Plan.</li> <li>• Submit all FLEX Plans to principal for review. Copies of the Flex Plan will be available in the school office.</li> <li>• Document all pre-assessment and post assessment results in gradebook.</li> <li>• Document modifications made to the curriculum.</li> <li>• Provide parent opportunity for input and communicate assessment results of level and rate and instructional modification.</li> </ul> <p><b>Parent Input:</b></p> <ul style="list-style-type: none"> <li>• FLEX Plan will be discussed at first conference.</li> <li>• Any significant changes in the student's pace, direction, or focus of classroom material will be discussed with parents, either at conferences, by letter or telephone.</li> <li>• If needed, parents are invited to schedule a staffing or individual conference to discuss their child's needs.</li> </ul> <p><b>Assessment Options for Rate and Level of Learning and Instruction</b></p> <ul style="list-style-type: none"> <li>• Placement recommendations and specific data from previous teacher(s)</li> <li>• Students input and self assessment and/or interview</li> <li>• Parent input and information</li> <li>• Specific teacher observational data</li> <li>• Placement test</li> <li>• TAG identification tests and/or evaluations</li> <li>• End of the Book Test</li> <li>• Chapter/Unit tests</li> <li>• Final/Semester Exams</li> <li>• Student survey of books already read</li> <li>• S.T.A.R. Reading Test</li> <li>• Informal Reading Inventory</li> <li>• Skill tests</li> <li>• Student Portfolio</li> <li>• Essay Questions</li> <li>• Lab demonstration</li> <li>• Performance and Demonstration Task</li> <li>• Standardized Test</li> <li>• District and State Writing Assessment</li> <li>• State Math Assessment</li> <li>• State Science Assessment (1998 +)</li> <li>• Journals</li> <li>• Research Reports</li> <li>• Writing Samples scored with analytical scoring guide</li> <li>• Monitoring of daily work</li> <li>• Performing Arts and Visual Arts Peer evaluations of performance or products</li> <li>• Spelling Pretests</li> <li>• Performing Arts and Visual Arts</li> <li>• Peer evaluations of performance or products</li> <li>• Monitoring of daily work</li> </ul>	<p><b>Instructional Modifications</b></p> <ul style="list-style-type: none"> <li>• Acceleration</li> <li>• Independent Study/Project</li> <li>• Assignment Modification/Differentiation</li> <li>• Contracts</li> <li>• Alternative Learning Setting</li> <li>• Most Difficult First</li> <li>• Compacting</li> <li>• Enrichment/Extension</li> <li>• Course Challenge</li> <li>• Out of level Placement</li> <li>• Other (explain)</li> </ul> <p><b>Instructional Modifications Must Be Based on Assessed Level and Rate of Learning</b> <b>Guidelines:</b> Instructional 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. <b>Level of Learning</b> is the students' 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:</p> <ul style="list-style-type: none"> <li>• Significantly above grade level</li> <li>• Above grade level</li> <li>• On grade level/accelerated pace</li> <li>• On grade level - no modification necessary</li> <li>• Below grade level - in need of remediation</li> </ul> <p><b>Rate of Learning</b> is a measure of the pace at which a student successfully progresses through the curriculum after being placed at the appropriate level. A students' rate of leaning will vary depending on the following:</p> <ul style="list-style-type: none"> <li>• Subject</li> <li>• Point in the learning process</li> <li>• Degree of interest to the student</li> <li>• Level of difficulty of the material, and/or</li> <li>• Learning style of the student</li> </ul> <p><b>The student may:</b></p> <ul style="list-style-type: none"> <li>• Work at a slower pace than peers</li> <li>• Work at the same pace as peers</li> <li>• Works at a faster pace than peers</li> <li>• Complete work quickly and accurately</li> <li>• Grasp new concepts quickly and easily</li> <li>• Be highly motivated</li> <li>• Need few repetitions to master concept</li> </ul> <p>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, projects, and/or materials appropriate for the student's learning.</p> <p><b>Opportunities for Parent Communication and Input</b></p> <ul style="list-style-type: none"> <li>• Conferences</li> <li>• Telephone contact</li> <li>• Written communication</li> <li>• School and TAG newsletters</li> <li>• TAG parent meetings</li> </ul>
---	--

## **SAMPLE of a TAG Flexibility Plan**

Course: Sociology / Psychology

Teacher:

### **General:**

In Sociology/Psychology, you will be given the opportunity to involve yourself in a number of different assignments that are not on line with the rest of the class. These choices are not a reduction in your work load but instead are designed to challenge and interest you as well as provide you with a chance to develop your own learning plan with my assistance. It is important that we communicate throughout the school year on what your needs might be. My goal is to give you every opportunity to learn and grow as an individual within the Framework of a Sociology/Psychology class.

### **Assessment:**

By design you will learn new things on a daily, weekly, and monthly basis. In order for me to know not only what you are learning, but also how challenging and complex the materials are, I must assign you tasks, assignments, reports, tests, and various other means of determining the depth to which you are studying and comprehending those materials. In addition, I will examine your work from last year; check your COG scores, information in your TAG file, and your performance on all the work you accomplish throughout the school year. If it appears you need to study Sociology/Psychology in more depth, I will select alternate materials and assignments that provide you with a greater challenge.

### **Accommodations:**

#### **Menus of Activities**

For every major assignment in this class, you will have choices of which assignment you prefer to do. I hope that you will choose the tasks that will let you use your creativity and thinking skills. **To get an "A" in this class, you will either have to do the more difficult activities or do more of the easier activities more in-depth and at a higher quality.** Sometimes you will be able to work in a small group or with a partner. Other times you will have to work by yourself.

### **Learning Contracts:**

A learning contract is a written agreement between you and me that allows you to work on a project of your choice while the class is studying something you already understand. All you have to do is sign-up to take the pre-test before a new unit. I will give you a study guide for the pre-test and a few days to prepare. If you score 80% or better on the pre-test, then you can have a learning contract. If you have a learning contract, you will have to report every Friday to me about your progress on your project either verbally or in writing. Your grade will then be based on your quiz, project, and test scores instead of daily work. However, if you disturb other students or do not make progress on your project, then you will lose the learning contract and must rejoin the class and complete all class assignments.

### **Moving Ahead:**

If this class seems to be moving too slow for you, then you and I will meet to agree on a plan to allow you to accelerate your study of the Sociology/Psychology curriculum. If you complete the quarter's study early, then you can use the rest of the time to either begin next quarter's curriculum, to prepare for Mock Trial or Brain Bowl, or to explore a topic of interest to you. At no time can you use the additional time to socialize with other students in the class.

I would be happy to meet with you and/or your parents to discuss your learning needs in this class.

## **SAMPLE of a TAG Flexibility Plan**

Course: Chemistry

Instructor:

This flexibility plan is being offered to all students in the above-mentioned class because students have demonstrated the ability to learn at various rates and levels of understanding. It is my goal to challenge students to be people of integrity and to reach their maximum abilities in thought, word, and action. Therefore, every student will have the opportunity to modify planned learning activities if their performance demonstrates such an accommodation will benefit their personal or educational growth.

The eligibility for modification will be based upon one or more of the following assessments.

- A. Unit pre-tests and tests.
- B. Monitoring of written assignments.
- C. Observation of participation or hands on activities.
- D. Standardized test results when available and applicable.

Possible modifications or accommodations will not involve standard work and additional work, but rather, alternate work or activities to better meet the rate or level of learning exhibited by the student. Interested or identified students may be given unit pre-tests to ascertain mastery of content. Students obtaining an 80% or higher score may choose any one of the following accommodation plans.

- a. Independent study through a learning contract. The student in consultation with myself will choose a project, research topic, etc. to pursue in lieu of the normal unit of instruction.
- b. Alternate choice of topics within the subject field. The student will study a topic or topics of their choice not normally covered in the course, but still within subject boundaries.
- c. Acceleration or working ahead. The student may work ahead more quickly to complete the standard course of study to complete the class more quickly. If this option is chosen, the student should have an approved plan to productively use the time saved. i.e. class tutor, taking another class, taking college course, etc.
- d. Other modification upon mutual consent of the student, family, and teacher.

Students attempting accommodation will not be graded more strictly than students completing the more normal learning activities. Accommodation students will receive a minimum grade equal to their pre-test score and can be given a higher grade based upon the quality of the work done in lieu of the normal work. Qualifying students would therefore be granted a minimum "B" grade with the opportunity to earn an "A" through quality alternate work. Students who do not work diligently, or disturb the work of other students will lose the privilege of modification.

## **SAMPLE of a TAG Flexibility Plan**

Course: English I

Teacher:

### **General:**

Different students learn at different levels and at different rates. This is particularly well exemplified in freshman English, where students from across the learning spectrum are represented. Each student is expected to learn reading and writing skills relevant to success in school, in the work force, and on state assessment exams.

### **Assessment:**

Students are assessed in a number of ways in English I; the most significant source of assessment, however, is the students' writing. Tests and quizzes, COG scores, and State Reading and Writing Assessment scores are also used.

### **Accommodation:**

Based on the above assessments, any necessary modification to the curriculum to better meet the needs of TAG students will be done by one or a combination of the following:

- Allowing the student to pre-test out of weekly grammar assignments;
- Offering the student an alternative method of completing weekly vocabulary assignments;
- Allowing students to pursue different writing options when appropriate;
- Allowing students to choose their own literature to study.

The goal of English I is to challenge students and to make them better readers, writers, speakers, and listeners. No TAG student will be required to do extra work in achieving this goal, but the specific course requirements may be adjusted to allow him or her to meet the objective differently. Suggestions from students and parents on specific adjustments or accommodations are welcome.

**OREGON LAW**



Oregon Talented And Gifted Statutes Are Located Here:

<http://www.ode.state.or.us/policy/state/laws/tagors.pdf>

Oregon Administrative Rules For Talented And Gifted Are Located Here:

<http://www.ode.state.or.us/policy/state/rules/tagoar.pdf>