

North Lake School District #14

Revised 9-30-2023

Talented and Gifted Education Plan

ELEMENT 1: 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

1A. Local School Board Policies See Attachment Element 1A.

1B. District's Mission Statement

The District is dedicated to an educational foundation providing the tools, motivation and discipline to encourage the development of students, staff and community and to provide a personal, consistent and caring education that will prepare all students to become well-rounded and to realize their maximum potential.

1C. Talented and Gifted Education Philosophy

North Lake School District #14 is committed to providing a quality education for all students. We recognize that every student comes to us as an individual with unique abilities, talents, and needs.

We believe it is our responsibility, as educators, to provide appropriate instructional programs and a supportive environment that will allow and encourage every child to realize his/her potential.

We further recognize and respect the unique intellectual, emotional, and social needs of our talented and gifted students. Some of these students differ from the norm in significant ways. They may need a different kind of educational program - one that takes into account their abilities, interests, and learning styles. We are committed to developing and refining a TAG program which gives our TAG students, like all of our students, the very best that education has to offer.

The district is committed to providing professional development for educators that will further their knowledge of advanced students, while maintaining a focus on district initiatives.

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

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

2A.1 Instruments Used for TAG Identification

[OAR 581-022-1310, 2(b)]

*OAKS

*SBAC

*work samples

*teacher referral

*IQ tests

*classroom test scores

*grades

*easyCBM/STAR data

2A.2 Broad Screening Instrument

No broad screening instrument will be used.

2A.3 Number of Students Identified

[OAR 582-022-1310 (A) and (B) (e)]

No students currently identified.

2A.4 Body of Evidence

[OAR 581-022-1310 (2) (c)]

The procedures for identifying students for Potential to Perform will be used to identify students in the second grade during the second half of the school year, and in the first half of students' 8th grade school year. OAKS/SBAC test scores converted to percentiles will help us to identify any students who may meet the criteria for intellectually or academically gifted. Additional tests may be necessary in cases of potential giftedness, and the TAG team will determine if additional testing is necessary and which tests would be beneficial to identify the student for TAG. The body of evidence will include, but is not limited to: Standardized test results, cumulative records, past test scores, behavioral records, work samples, grades, parent/teacher referral forms and behavior checklists.

In order to meet OAR 581-022-1310, North Lake School District #14 Talented and Gifted Program recognizes children capable of high performance in the following areas:

1. INTELLECTUALLY GIFTED

Students who score at the 97th percentile or above on a nationally norm-referenced standardized test of school ability (when available) and who have confirming behavior, learning and/or performance information.

2. ACADEMICALLY TALENTED

Students who score at the 97th percentile or above on a nationally norm-referenced standardized test of achievement in the area of total reading and/or mathematics (when available) and who have confirming behavior, learning and/or performance information.

3. POTENTIAL TO PERFORM

Students who demonstrate the potential to perform at or above the 97th percentile on a nationally norm-referenced standardized test of school ability or academic achievement test or total reading and/or mathematics and who have confirming behavior, learning, and/or performance information. This includes

students from under represented populations who, because of learning disabilities, ethnic background, socioeconomic background, and/or disabling condition, are unable to score at the 97th percentile. Children who score at or above the 94th percentile on a nationally norm-referenced standardized test (when available) and who have confirming behavior, learning and/or performance information may be identified under “Potential to Perform.”

2A.5 TAG Eligibility Team

[OAR 581-022-1310 (2) (b)]

Eligibility Team

Superintendent
Building principal
Building vice principal
Classroom teacher
Dean of Students

2A.6 TAG Cumulative Record File

[OAR 581-022-1330 (5) (a) b)]

Elements in Cumulative Record

Referral form
All parent correspondence
Psychological testing evaluations
Current standardized test scores
Previous standardized test scores
Meeting notes
Personalized Education Plan
Transcript

2A.7 TAG Transfer Students

TAG transfer students from other Oregon districts will be handled by:

- A full evaluation of the cumulative folder from the previous district by the Superintendent, Building principal, TAG coordinator, Dean of Students, or school counselor;
- Placement of students in advanced placement classes;
- Notification to classroom teacher of student’s strengths, discussion of instructional strategies for TAG student with classroom teacher;
- Screening of scores when screening occurs for all students;
- Notification to students and parents about school programs and extensions for TAG students.

TAG transfer students from another state will be handled by:

- Academic counselor’s review of records;
- Procedure now follows that of the transfer of TAG students from other Oregon districts as listed above.

2B. SPECIAL PROGRAMS: Instruction for TAG Students
 [OAR 581-022-1330 (4)]

2B.1 Please check those that apply:

Instructional Services	Elementary School	Jr. High/High School
Ability Grouping in Math	X	X
Ability Grouping in Reading	X	X
Academic Competitions		X
Acceleration above grade level in Math	X	X
Acceleration above grade level in Reading	X	X
Advanced Placement Classes		X
Cluster Grouping in Regular Classes	X	X
Compacted/Fast-Paced Curriculum	X	X
Concurrent Enrollment		X
Continuous Progress	X	X
Credit by Examination	X	X
Cross Grade Grouping	X	X
Distance Learning		X
Early Entrance	X	
Flexible Grouping	X	X
Grade Skipping	X	X
Homogeneous Grouping	X	X
Honors Classes		X
Independent Study	X	X
Interdisciplinary Units	X	X
Learning Contracts	X	X
Mentorships/Internships		X
Portfolio Assessment for Placement		X
Pre-Test for placement	X	X
Pull-Out Programs	X	X
Scaffolding or Tiered Instruction	X	X
Special Full- or Part-Time Classes	X	X
Telescoping		
Ungraded, Multi-age Classes	X	X

2B.2 Optional Instructional Formats

Cross tutoring
Fast paced groups
Learning centers
Individualized instruction

2B.3 Advanced Placement Course Offerings

To be determined based on student eligibility and course availability.

2B.4 International Baccalaureate Offerings

N/A

2C. SPECIAL PROGRAMS INSTRUCTION: Teacher’s Knowledge of Students in Class

2C.1 Teacher’s Knowledge of Students in Class

6 week interval data team meetings
Individualized data folders/charts

2D. SPECIAL PROGRAMS: TAG Students Instructional Plans

2D.1 Are TAG Instructional Personal Learning Plans required: Yes___ No X

2E. OPTIONAL INSTRUCTIONAL FORMATS: Magnet / Choice Schools and TAG Enrichment

2E.1 Enrichment

Music
Partnership with local federal agencies for lecture and field trip
Art projects for school or community display
Science projects
Project-based learning experiences

2F. PROFESSIONAL DEVELOPMENT- INSTRUCTIONAL

Staff and Administrator Professional Development: RTI, common core state standards, reading comprehension strategies, differentiated instruction, CCSS ongoing training, Step-Up-To-Writing training, Eastern Oregon Regional Educator Network, ESD, other regional training opportunities

2G. COMMUNICATION WITH PARENTS

[OAR 581-022-1320]

1. Prior to testing for TAG placement - nothing if using OAKS, SBAC data. If IQ data is needed, written

form and parent notification.

2. Notification of results of testing for TAG placement - Meeting with team and parents.
3. Explanations of the TAG services available to identified students - Meeting with team and parents.
4. Explanations of the TAG learning plan, (TAG PEP), if available.
5. Opportunities for parent input into the TAG Learning Plans - Meeting with team and parents.
6. Explanations of “what TAG identification means” to parents of newly identified students - Meeting with team and parents.
7. Transition of TAG students from elementary to middle - Meeting with current teacher, TAG coordinator, future teachers, parents, possibly child.
8. Transition of TAG students from middle to high - Meeting with current teachers, TAG coordinator, future teachers, parents, possibly child.
9. Notification to parents of option to request withdrawal of a student from TAG services - meeting with team and parents.
10. Notification of right to file a complaint concerning TAG programs or services beginning with the district’s own complaint process - Meeting with team and parents.

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

3A. K-12 Goal

Goal: Use the growth model to identify a baseline for individual TAG students and determine adequate yearly growth as measured by district and state assessments.

The goal will be met by a measurement which defines the following: Growth over the year in the specific area of qualification for TAG services by use of homogeneous grouping and teaching of advanced skills.

The goal will be determined as successful/unsuccessful by: Adequate yearly growth as measured by district and state assessments.

3B. Over what span of time will the goal as defined above, be implemented and met? The district's commitment to meeting these goals and goals for all North Lake students is met by professional development activities provided for TAG, differentiated instruction, implementation of Common Core State Standards, and RTI. The above goals will be implemented and met during each school year.

3C. K-12 Goal

Goal: We plan to improve and enhance our collection of materials and strategies for TAG and potentially TAG students so teachers have adequate resources with which to more effectively meet the needs of this group of students.

The goal will be met by a measurement which defines the following: Professional development in which TAG materials and classroom instructional strategies are included.

The goal will be determined as successful/unsuccessful by: Adequate yearly growth as measured by district and state assessments. Teacher feedback with regard to the effectiveness of the professional development specifically related to TAG students.

3D. Over what span of time will the goal as defined above, be implemented and met? The district's commitment to meeting these goals and goals for all North Lake students is met by professional development activities provided for TAG, and an analysis of related TAG services. The above goals will be implemented and met during each school year.

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

4A. At the K-12 level, ongoing professional development and the manipulation of the instructional calendar will address the goals. At the elementary level, teachers and staff will add the Oregon RTI project as a tool to help serve the needs of advanced students. All staff will use the techniques taught during in-service time to assemble lesson plans that differentiate for the advanced learner. The local ESD will provide ongoing services to address needs of the staff and students.

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

5A. At the elementary level, the district will use data from standardized testing to determine success. The report will be made available to the school board, administration (principal and clerk), and all staff.

Attachments:

Element 1: Attachment 1: Local School Board TAG Policies (5)

<http://policy.osba.org/nlake/I/IGBBA D1.PDF>

<http://policy.osba.org/nlake/I/IGBBA R D1.PDF>

<http://policy.osba.org/nlake/I/IGBB D1.PDF>

<http://policy.osba.org/nlake/I/IGBBB D1.PDF>

Attachments:

Element 2: Attachment 2: North Lake School District #14 TAG Forms (10)

Parental Consent for Evaluation

Parent Observation Checklist

Teacher Observation Checklist

TAG Selection Team Identification Case Study Report

Parent Notification of Eligibility

Selection of Programs and/or Services for Talented and Gifted Students

Personalized Instructional Plan

Parent Notification of Ineligibility

Due Process Appeals and Complaints Procedures

Complaints Regarding Talented and Gifted Program

North Lake School District 14

Code: IGBBA
Adopted: 10/08/12
Revised/Readopted: 2/10/20

Talented and Gifted Students - Identification**

In order to serve academically talented and intellectually gifted students in grades K through 12, the district directs the superintendent to establish a written identification process.

This process of identification shall include as a minimum:

1. Use of research based best practices to identify talented and gifted students from under-represented populations such as ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse or economically disadvantaged.
2. Behavioral, learning and/or performance information.
3. A nationally standardized mental ability test for assistance in the identification of intellectually gifted students.
4. A nationally standardized academic achievement test of reading or mathematics or a test of total English Language Arts/Literacy or total mathematics on the Smarter Balanced Assessment Consortium for assistance in identifying academically talented students.

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.

If a parent is dissatisfied with the identification process or placement of their student, they may appeal the decision through the accompanying administrative regulation, IGBBA-AR.

After exhausting the district's appeal procedure and receiving the district's final decision, a parent may appeal the decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARS upon request.

END OF POLICY

Legal Reference(s):

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

[OAR 581-021-0030](#)
[OAR 581-022-2325](#)
[OAR 581-022-2330](#)

[OAR 581-022-2370](#)
[OAR 581-022-2500](#)

Cross Reference(s):

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

North Lake School District 14

Code: IGBBA-AR
Revised/Reviewed: 1/11/93; 10/08/12; 2/10/20;
12/12/22
Orig. Code: IGBBA-AR

Appeal Procedure for Talented and Gifted Student Identification and Placement**

The Board has established an appeal process for a parent 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. A parent will contact the district's TAG coordinator/teacher to request reconsideration.
2. The TAG coordinator/teacher will confer or meet with the parent, and may include any additional appropriate persons (e.g., principal, counselor, teacher, etc.), within five working days of the request. Information pertinent to the selection or placement will be shared.
3. If an agreement cannot be reached, the parent may initiate the Formal Process.

Formal Process

1. A parent shall submit a written request for reconsideration of the identification and/or placement to the program supervisor within five working days of the conference identified above.
2. The program supervisor shall acknowledge in writing the receipt of the request within five working days and shall forward copies of the request and acknowledgment to the TAG coordinator/teacher.
3. The program supervisor, and other appropriate administrator shall review the student's file and earlier decisions within 10 working days of the original request presented in the previous step. Additional data may be gathered to support or change the earlier decision. The parent may be provided an opportunity to present additional evidence.

If deemed necessary, a formal hearing will be conducted by the district hearings officer utilizing the appropriate procedures.

4. A decision will be made by the program supervisor within 20 working days after receipt of the written request for reconsideration from the parent. The parent shall be notified of the decision in writing and the decision shall be forwarded to the superintendent.
5. The decision may be appealed to the Board through Board policy KL – Public Complaints and may begin at Step 3.
6. If the parent is still dissatisfied, the parent may file an appeal to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

Appeal Procedure for Talented and Gifted Student Identification and Placement**

– IGBBA-AR

North Lake School District 14

Code: IGBB
Adopted: 10/08/12
Revised/Readopted: 9/12/22; 12/12/22

Talented and Gifted Program and/or Services**

The district is committed to an educational program that recognizes, identifies and serves the unique strengths and needs of students identified as talented and gifted. Talented and gifted students demonstrate exceptional performance when compared to applicable developmental or learning progressions, with consideration given for variations in student's opportunity to learn and to culturally relevant indicators of ability.

The Board directs the superintendent to develop a process for identification of talented and gifted students in grades K through 12. (See Board policy IGBBA – Talented and Gifted Students – Identification**)The district will develop a written plan of instruction for talented and gifted students that:

1. Includes a statement of the district policy on the education of talented and gifted students (this policy);
2. Identifies and assesses special talented and gifted programs and services available in the district;
3. States goals related to providing such programs and services, including timelines for achievement;
4. Describes the programs and services intended to accomplish stated goals;
5. Describes how the district provides parents an opportunity to discuss and to provide input on programs and services for their child;
6. Describes how the district will evaluate progress of the plan; and
7. States the name and contact information for the district's talented and gifted coordinator.¹

The district shall submit such plan to the Oregon Department of Education (ODE) as directed.

The plan will be provided at the school or the district office, when requested, and will be published on the district's website. The district website shall provide the name and contact information of the district's coordinator of special education and programs for talented and gifted. The district will annually report the name and contact information of the district's TAG coordinator to ODE.

The district may also identify and provide programs for students who demonstrate outstanding ability or potential in creative ability in using original or nontraditional methods in thinking and producing; leadership ability in motivating the performance of others in educational or noneducational settings; and/or ability in the visual or performing arts, such as dance, music or art.

¹ For the list of complete requirements of the plan, see ORS 343.397(1).

Complaints regarding programs and/or services can be filed in accordance with the procedure in the accompanying administrative regulation, IGBB-AR - Complaints Regarding the Talented and Gifted Program and/or Services.

END OF POLICY

Legal Reference(s):

[ORS 343.391 - 343.401](#)
[ORS 343.407 - 343.413](#)

[OAR 581-022-2325](#)
[OAR 581-022-2330](#)

[OAR 581-022-2370](#)
[OAR 581-022-2500](#)

North Lake School District 14

Code: **IGBBB**
Adopted: 1/11/93
Readopted: 10/08/12
Orig. Code(s): IGBBB

Identification - Talented and Gifted Students among Nontypical Populations**

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

1. Ethnic minorities;
2. Economically disadvantaged;
3. 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 581-022-1310 to -1330](#)

[OAR 581-022-1940](#)

Cross Reference(s):

IGBBA - Identification - Talented and Gifted

IGBBC - Programs and Services - Talented and Gifted

North Lake School District #14 Talented and Gifted Program

Parental Consent for Evaluation

Date: _____

Dear _____,

Your child, _____, is being considered for identification as intellectually gifted or academically talented under the requirements of OAR 581-022-1310. Identified students shall score at or above the 97th percentile on a nationally standardized test of achievement or a nationally standardized test of mental ability (when available, and receive a high ranking on a teacher checklist and parent inventory. 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.

We need further testing to assist us in the possible identification of your child for the TAG program, which may be a universal screening assessment or individual assessments. The assessment instrument(s) to be administered may include one or more of the following: Woodcock Johnson Test of Achievement, WISC-IV, Naglieri Nonverbal Ability Test and Informal Reading Assessments.

Oregon law requires that we receive your written consent before we proceed with testing. You will be informed of testing results and notified of eligibility or ineligibility of your child for the TAG program. If your child is identified as eligible, you will also be asked to grant consent for placement in the program.

Thank you,

North Lake TAG Coordinator

.....
Please check the appropriate statement, sign and return this form to the TAG Coordinator.

- _____ Consent is given to conduct an evaluation.
- _____ Consent is denied to conduct an evaluation.

I understand that granting consent is voluntary and may be revoked at any time. I also understand that further evaluation of my child does not guarantee identification as intellectually gifted or academically talented.

_____	_____
Student's Name	Grade
_____	_____
Parent/Guardian Signature	Date

North Lake School District #14 Talented and Gifted Program

Parent Observation Checklist

Student's Name _____ Grade _____

Parent/Guardian Name _____ Date _____

Please check any of the following items that are frequently exhibited by your child.

Your child, **when compared to others of the same age:**

- ___ 1. Is exceptionally able to retrieve information from both short and long term memory.
- ___ 2. Exhibits a variety of learning strategies and is able to adapt the learning approach appropriately.
- ___ 3. Is usually adept at connecting new learning to previously learned material to make it meaningful.
- ___ 4. Exhibits exceptional ability in detecting relationships, similarities and differences.
- ___ 5. Is able to process information quickly.
- ___ 6. Demonstrates a much wider range of vocabulary usage, is more precise in the use of words and uses complex sentence structure.
- ___ 7. Asks questions which are unusual, insightful and/or show relationships to other experiences.
- ___ 8. Uses appropriate and original examples and/or is able to produce unusual analogies to illustrate points.
- ___ 9. Demonstrates a high level of understanding through concise or elaborate words or products, and is able to translate verbal information into visual representation (charts, graphs, illustrations).
- ___ 10. Exhibits special skills unusual for his/her age.
- ___ 11. Exhibits innovative use of common materials by adapting or combining them in a new or unusual way.
- ___ 12. Has collections or hobbies that are unusual or are organized in a sophisticated or original manner.
- ___ 13. Has the ability to devise or adopt a systematic strategy for solving problems, and is able to adapt the problem-solving strategy in some way if the original approach is not working.
- ___ 14. Exhibits a wide range of knowledge and/or a depth of information in one or more specific areas.
- ___ 15. Exhibits persistence on topics of interest, often finding it difficult to leave until some closure is reached.
- ___ 16. Completes only part of an assignment or project, then takes off in a new

direction.

- ___ 17. Becomes absorbed in intellectual tasks and seems highly resistant to distraction when focused on a topic of interest.
- ___ 18. Exhibits intense and purposeful exploratory behavior on topics of interest.
- ___ 19. Exhibits the ability to evaluate his/her own solutions to problems and his/her own performance objectively and realistically.
- ___ 20. Becomes impatient and overly critical if work is not perfect.
- ___ 21. Exhibits concern about social or political problems unusual for others, and is concerned about right and wrong.
- ___ 22. Exhibits a zany sense of humor, and enjoys word play and the use of puns.
- ___ 23. Is resistant to the routine drill on repetitious tasks covering information already known, such as math facts, spelling or handwriting.
- ___ 24. Can produce "reasons" which may be elaborate and/or highly creative for not doing things in the way originally presented.
- ___ 25. Likes to organize or bring structure to things and/or people.

Additional comments:

North Lake School District #14 Talented and Gifted Program

Teacher Observation Checklist

Student's Name _____ Grade _____

Parent/Guardian Name _____ Date _____

Please check any of the following items that are frequently exhibited by your child.

Your child, **when compared to others of the same age:**

1. Is exceptionally able to retrieve information from both short and long term memory.
2. Exhibits a variety of learning strategies and is able to adapt the learning approach appropriately.
3. Is usually adept at connecting new learning to previously learned material to make it meaningful.
4. Exhibits exceptional ability in detecting relationships, similarities and differences.
5. Is able to process information quickly.
6. Demonstrates a much wider range of vocabulary usage, is more precise in the use of words and uses complex sentence structure.
7. Asks questions which are unusual, insightful and/or show relationships to other experiences.
8. Uses appropriate and original examples and/or is able to produce unusual analogies to illustrate points.
9. Demonstrates a high level of understanding through concise or elaborate words or products, and is able to translate verbal information into visual representation (charts, graphs, illustrations).
10. Exhibits special skills unusual for his/her age.
11. Exhibits innovative use of common materials by adapting or combining them in a new or unusual way.
12. Has collections or hobbies that are unusual or are organized in a sophisticated or original manner.
13. Has the ability to devise or adopt a systematic strategy for solving problems, and is able to adapt the problem-solving strategy in some way if the original approach is not working.
14. Exhibits a wide range of knowledge and/or a depth of information in one or more specific areas.
15. Exhibits persistence on topics of interest, often finding it difficult to leave until some closure is reached.
16. Completes only part of an assignment or project, then takes off in a new

direction.

- ___ 17. Becomes absorbed in intellectual tasks and seems highly resistant to distraction when focused on a topic of interest.
- ___ 18. Exhibits intense and purposeful exploratory behavior on topics of interest.
- ___ 19. Exhibits the ability to evaluate his/her own solutions to problems and his/her own performance objectively and realistically.
- ___ 20. Becomes impatient and overly critical if work is not perfect.
- ___ 21. Exhibits concern about social or political problems unusual for others, and is concerned about right and wrong.
- ___ 22. Exhibits a zany sense of humor, and enjoys word play and the use of puns.
- ___ 23. Is resistant to the routine drill on repetitious tasks covering information already known, such as math facts, spelling or handwriting.
- ___ 24. Can produce "reasons" which may be elaborate and/or highly creative for not doing things in the way originally presented.
- ___ 25. Likes to organize or bring structure to things and/or people.

Additional comments:

North Lake School District #14 Talented and Gifted Program

TAG Selection Team Identification Case Study Report

Student's Name _____

Grade _____ Sex _____ Date _____

Case study information has been reviewed for the purpose of identifying the above student for eligibility for the Talented and Gifted Program. In accordance with Oregon state guidelines and District policy, the team determines that this student:

- _____ Qualifies as Academically Talented in Reading (at or above the 97th percentile) OR as Potential to Perform
- _____ Qualifies as Academically Talented in Math (at or above the 97th percentile) OR as Potential to Perform
- _____ Qualifies as Intellectually Gifted on a cognitive measurement (at or above the 97th percentile) OR as Potential to Perform
- _____ Does not qualify

The following objective and subjective information has been considered in making this decision:

Date of Referral _____ Date of Parent Consent _____

Achievement Test Data (for Academically Talented)			
	Date of Test	Percentile Score (Total Reading)	Percentile Score (Total Math)
Oregon Statewide Assessment			
Woodcock Johnson Test of Achievement			
Other: _____			
Test of Mental Ability (for Intellectually Gifted)			
	Date of Test	Percentile Score (Composite)	
WISC-IV			
Other: _____			
Behavioral Characteristics (the AVERAGE score of all assessments used)			
	Date of Test	The number of gifted characteristic exhibited by the student:	
Teacher Observation Checklist		1--Very few 1-3	2--Some 4-6
Parent Observation Checklist		3 --Several 7-10	4--Many 11+
Other: _____		1--Very few 1-3	2--Some 4-6
		3 --Several 7-10	4--Many 11+

		1-3	4-6	7-10	11+
Additional Information Considered					

North Lake School District #14 Talented and Gifted Program

Parent Notification of Ineligibility

Date: _____

Dear _____,

Your child, _____, was recently tested for possible eligibility for North Lake School District's Talented and Gifted Program. The following is a description of evaluation criteria that must be met:

Intellectually Gifted students must score at or above the 97th percentile on a nationally standardized test of mental ability (when available), or identified as having the Potential to Perform at a comparable level.

Academically Talented students must score at or above the 97th percentile on one or more tests of academic achievement in the areas of math or reading, or identified as having the Potential to Perform at a comparable level.

Students must also exhibit ***behavioral characteristics*** that are indicative of superior students, and receive high rankings on both the Teacher Observation Checklist and the Parent Observation Checklist.

Your child has not met this criteria at this time, therefore, the school TAG Selection Team has determined that your child does not currently qualify for TAG programs and services. Your child may be reconsidered in the future should he/she meet eligibility criteria.

If you should have any questions regarding identification requirements, feel free to contact me. North Lake School District #14 has established an appeals process (informal and formal) for parents to utilize regarding Talented and Gifted program identification and placement.

Sincerely,

TAG Coordinator

Cc: Principal
Classroom Teacher(s)
Counselor/Dean of Students
Cumulative Record File

North Lake School District #14 Talented and Gifted Program

Selection of Programs and/or Services for Talented and Gifted Students

OAR 581-022-1310 requires that the District provide the parent with the opportunity to participate in the selection of the appropriate program(s) and/or service(s) for their talented and/or gifted child.

Student's Name _____ Date of Meeting _____

Grade _____ Sex _____ DOB _____ Age _____

The above named student has been identified as Intellectually Gifted and/or Academically Talented and found eligible to receive appropriate educational programs and/or services at his/her assessed levels of learning and accelerated rates of learning in the following areas:

Elementary Level (K-6)

- ___ Language Arts
- ___ Mathematics
- ___ Music
- ___ Art

Secondary Level (7-12)

- ___ Language Arts
- ___ Mathematics
- ___ Music
- ___ Art

The following is a brief description of the program(s) and/or service(s) that have been selected by the building team and the parents(s) to provide an appropriate program at this student's identified rate and level of learning:

AREA

1. _____
2. _____
3. _____
4. _____

PROGRAMS AND/OR SERVICES

- _____
- _____
- _____
- _____

The following people participated in the selection of the programs and services listed above:

Parent/Guardian

Student

Superintendent/Principal

Classroom Teacher

Counselor/Dean of Students

Classroom Teacher

North Lake School District #14 Talented and Gifted Program

Personalized Instructional Plan Grades K-12

Date _____

Student _____

Teacher(s) _____

Goal Statement(s):

Personalized Instruction and Assessment Modification Strategies:

Specific Instructional Strategies May Include:

Enrichment Opportunities
Compacted Curriculum
Independent/Self-Directed Study
Complex/Abstract/Higher Thinking Skills
Research Skills and Methods

Critical Thinking
Self-Reflection (Evaluations)
Journals/Learning Logs
Interactive Notebooks
Specific Content Curriculum Areas

Specific Assessment Strategies May Include:

Formal/Informal Class Tests
Portfolio
Conferences
Criterion Referenced Tests

Daily Work Samples
Observation
Performance Assessments

North Lake School District #14 Talented and Gifted Program

Parent Notification of Ineligibility

Date: _____

Dear _____,

Your child, _____, was recently tested for possible eligibility for North Lake School District's Talented and Gifted Program. The following is a description of evaluation criteria that must be met:

Intellectually Gifted students must score at or above the 97th percentile on a nationally standardized test of mental ability (when available), or identified as having the Potential to Perform at a comparable level.

Academically Talented students must score at or above the 97th percentile on one or more tests of academic achievement in the areas of math or reading, or identified as having the Potential to Perform at a comparable level.

Students must also exhibit ***behavioral characteristics*** that are indicative of superior students, and receive high rankings on both the Teacher Observation Checklist and the Parent Observation Checklist.

Your child has not met this criteria at this time, therefore, the school TAG Selection Team has determined that your child does not currently qualify for TAG programs and services. Your child may be reconsidered in the future should he/she meet eligibility criteria.

If you should have any questions regarding identification requirements, feel free to contact me. North Lake School District #14 has established an appeals process (informal and formal) for parents to utilize regarding Talented and Gifted program identification and placement.

Sincerely,

TAG Coordinator

Cc: Principal
Classroom Teacher(s)
Counselor/Dean of Students
Cumulative Record File

North Lake School District #14 Talented and Gifted Program

Due Process Appeals and Complaint Procedure

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

4. The parents will contact the district TAG coordinator/teacher to request reconsideration;
5. The TAG coordinator/teacher 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;
6. If an agreement cannot be reached, the parents may initiate the Formal Process.

Formal Process

9. Parents shall submit a written request for reconsideration of the identification/placement to the program supervisor;
10. The program supervisor shall acknowledge in writing the receipt of the request within five working days and shall forward copies of the request and acknowledgment to the TAG coordinator/teacher;
11. The program supervisor, TAG coordinator/teacher 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;
12. Parents may be provided an opportunity to present additional evidence;
13. If deemed necessary, a formal hearing will be conducted by the district hearings officer utilizing the appropriate procedures;
14. 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;
15. The decision may be appealed to the Board;

16. 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.

North Lake School District #14 Talented and Gifted Program

Complaints Regarding Talented and Gifted Program

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

1. All complaints will be reported to the Superintendent.
2. The complainant will be given the "Talented and Gifted Standards Complaint" form, which must be filled out before further consideration can be given to the complaint.
3. The Superintendent shall arrange for a review committee consisting of the TAG Coordinator, Classroom Teacher, Principal and School Counselor/Dean of Students.
4. The review committee shall meet within two (2) working days of receiving the written complaint and review all pertinent information. A recommendation will be submitted to the Superintendent within 10 working days of receiving the original complaint.
5. The committee may recommend that:
 - a. The program and/or services are appropriate;
 - b. The program and/or services are not appropriate in which case an alternate program or service may be proposed.
6. The Superintendent shall report immediately the recommendation of the review committee to the Board.
7. The decision of the Board shall be final.
8. If the complainant remains dissatisfied, and has exhausted local procedures, or 45 or more days have elapsed since the original filing of the written complaint alleging the violation of standards with the District, an appeal to the State Superintendent of Public Instruction can be filed. The District shall provide a copy of the appropriate Oregon Administrative Rule (OAR) upon request.

**North Lake School District #14
Talented and Gifted Program**

Talented and Gifted Standards Complaint Form

Name _____

Address _____

Phone _____

Date of Complaint _____

1. What is the nature of your complaint?

2. What is the district currently doing?

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

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

5. Other pertinent comments:

Signature: _____