



Talented and Gifted Plan

2020-2023

Table of Contents

Introduction.....	5
Board Policy.....	7
TAG Identification Criteria	15
Professional Development.....	18
Differentiation	19
Characteristics of the Gifted	21
Traits of Talented and Gifted Students in Rural Settings	24
Twelve Cost Effective Educational Options for Serving Gifted Students.....	25
Oregon Revised Statutes.....	26
Oregon Administrative Rules.....	30
TAG - Frequently Asked Questions (FAQs).....	39
Elementary School TAG Coordinator Tasks	43
Middle School TAG Coordinator Tasks	44
High School TAG Coordinator Tasks	45
TAG Coordinator Tasks - How to.....	46
Share list of previously identified TAG students with teachers:	46
Work with staff to assure TAG students are placed appropriately:	47
Alert teachers of any pertinent program information from previous year:	48
Review with teachers the requirements of TAG Mandate and 8C Board Policies for TAG:	49
Assure TAG students are taught at their level and rate of learning:	51
Initiate and assure completion of TAG plans for identified students:.....	53
Check previous year’s SBAC test scores for qualifying scores:.....	56
Administer <i>Raven’s 2</i> Digital Test:.....	57
Sort, file, and share <i>Raven</i> tests:.....	60
Complete identification process for TAG referrals:	61
Attend district’s TAG Committee meetings:	69
Check records of new students for possible TAG identification/referral:.....	70
Accept and act upon referrals from classroom teachers and parents:	72
Work with classroom teachers to plan and provide appropriate programs and services:	74
Encourage teachers to monitor and adjust TAG plans as needed:.....	75
Communicate with parents:.....	76
File TAG records:.....	77
Make sure TAG student information is accurately recorded in Synergy database:	78
Check ODE and OATAG websites for TAG news and resources:.....	79

Share resources and materials with teachers and parents:.....	80
Communicate and facilitate opportunities for students:	82
Keep an informal working file:	83
Note program recommendations for next year:.....	84
Send list of identified students to next school’s TAG Coordinator:	85
Flow Chart for Identification	86
TAG FORMS	87
TAG-1.....	88
TAG WORKSHEET	88
TAG-2.....	88
NOTIFICATION OF GROUP TESTING.....	89
TAG-2-Sp	90
NOTIFICACIÓN DE PRUEBAS DE GRUPO	90
TAG-3.....	91
SCALES FOR RATING THE BEHAVIORAL CHARACTERISTICS - TEACHER	91
TAG-4A.....	92
SCALES FOR RATING THE BEHAVIORAL CHARACTERISTICS - PARENT	92
TAG-4ASp.....	93
ESCALAS DE VALORACIÓN DE LAS CARACTERÍSTICAS DE COMPORTAMIENTO – PADRES.....	93
TAG-4B.....	95
SELF-REFERRAL FORM	95
TAG-4B-Sp	97
FORMULARIO DE AUTO-EXAMEN	97
TAG-5.....	99
Ontario School District Talented and Gifted Instructional Plan.....	99
TAG-6A.1	100
PRIOR NOTICE TO DETERMINE IDENTIFICATION AS TALENTED AND/OR GIFTED	100
TAG-6A.1-Sp.....	105
PRIOR NOTICE TO DETERMINE IDENTIFICATION AS TALENTED AND/OR GIFTED . Error! Bookmark not defined.	
TAG-6A.2	106
PRIOR NOTICE AND PARENTAL CONSENT FOR AN EVALUATION	106
TAG-6A.2-Sp.....	111
AVISO PREVIO Y CONSENTIMIENTO DE LOS PADRES PARA UNA EVALUACIÓN.....	111
TAG-6B.....	115
PERMISSION TO EVALUATE	115
TAG-6B-Sp	117
PERMISO PARA EVALUAR.....	117
TAG-7.....	119
TALENTED AND GIFTED PROGRAM CASE REPORT	119
TAG-7-Sp	120
REPORTE DE PROGRAMA DE TALENTOSOS Y DOTADOS	120

TAG-8A.....	121
NOTIFICATION OF IDENTIFICATION AS TALENTED AND GIFTED.....	121
TAG-8A-Sp	126
NOTIFICACIÓN DE IDENTIFICACIÓN COMO TALENTOSOS Y DOTADOS	126
TAG-8B.....	130
Notification of Identification Decision.....	130
TAG-8B-Sp	131
Notificación de Decisión de Identificación	131

Introduction

Ontario School District is committed to providing a quality education for all students, including typically underrepresented populations. We recognize the wide variations that exist among the gifted and strive to meet their needs. Our goal is to ensure that the gifted learner is stimulated and challenged throughout the school day by means of advanced content, flexible pacing, higher order thinking skills, research, projects, and/or materials appropriate for the student's learning.

DISTRICT GOALS:

- To increase the number of gifted students who participate in Honors and Dual Credit classes at OHS.
- To increase the identification of students from typically underrepresented populations.
- To increase offerings for students identified as TAG across the District.

Ontario School District

Mission

All students will be equipped with the skills for lifelong learning and graduate as responsible adults prepared for college or career.

Belief Statements

We believe children are our wealth; of all that we have, our children are our greatest value. Children are our strength; through their efforts, weaknesses and challenges will be overcome. Children indeed are our future. We look forward to the future anticipating many successes.

Therefore, we pledge . . .

Our commitment to Achievement

We believe family, students, staff, and community members are responsible for the progress of all students. A community thrives when its members recognize and value their interdependence and cultural diversity.

Our commitment to Educating the Whole Child

We believe all students deserve the opportunity to reach their potential; therefore, the District will provide a wide range of opportunities, resources, and experiences in an equitable manner in all schools.

Our commitment to Excellence and Accountability

We believe in a commitment to excellence. Educational excellence requires that students, staff, and Board strive for continual growth and improvement as measured through established criteria.

Our commitment to Resources

We believe that human, financial, and physical resources are critical to education and that we are responsible for the equitable and effective use of District resources. We believe the District's physical resources should exemplify a 21st century learning environment.

Our commitment to Safety

We believe students should be valued, safe, and secure. Mutual integrity, trust, and respect are essential for positive relationships.

Board Policy

Code: **IGBB**

Adopted: 06/15/95

Readopted: 8/18/10

Orig. Code(s): IGBB

Talented and Gifted Program

The district is committed to an educational program that recognizes, identifies and serves the unique needs of talented and gifted students. Talented and gifted students are those who have been identified as Academically Talented, Intellectually Gifted, or Potential to Perform.

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

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

END OF POLICY

Legal Reference(s):

[ORS 343.391](#)

[ORS 343.395](#)

[ORS 343.396](#)

[ORS 343.397](#)

[ORS 343.401](#)

[ORS 343.407](#)

[ORS 343.409](#)

[ORS 343.413](#)

[OAR 581-022-2325 to -2500](#)

Talented and Gifted Program – IGBB

1-1

Code: **IGBBA**
Adopted: 06/15/95
Readopted: 8/18/10
Orig. Code(s): IGBBA

Identification - Talented and Gifted **

In order to serve academically talented and intellectually gifted students in grades K-12, the district will 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 or Smarter Balanced Assessment Consortium (SBAC) for assistance in identifying academically talented students.

Identified students shall score at or above the 97th percentile on one of these tests. Students who demonstrate the potential to perform at the eligibility criteria shall be identified. The district may identify additional students who are talented and gifted as defined in ORS 343.395 (7)(c), (d) and (e).

The Board has established a complaint process for parents to utilize if they are dissatisfied with the identification process relating to their student as talented and gifted.

END OF POLICY

Legal Reference(s):

[ORS 343.395](#)
[ORS 343.407](#)
[ORS 343.411](#)
[OAR 581-021-0030](#)
[OAR 581-022-2325 to -2500](#)
[OAR 581-002-0040](#)

Cross Reference(s):

IGBBB - Identification - Talented and Gifted Students among Nontypical Populations
IGBBC - Programs and Services-Talented and Gifted Students
IGBBD - Parent Notification and Participation

Identification - Talented and Gifted ** - IGBBA

1-1

Code: **IGBBB**
Adopted: 06/15/95
Readopted: 8/18/10
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. Cultural and ethnic minorities;
2. Disadvantaged;
3. Underachieving gifted;
4. Disabled learners.

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 581-022-2325 to -2500](#)

[OAR 581-002-0040](#)

Cross Reference(s):

IGBBA - Identification - Talented and Gifted

IGBBC - Programs and Services-Talented and Gifted Students

IGBBD - Parent Notification and Participation

Identification - Talented and Gifted Students among Nontypical Populations** - IGBBB

1-1

Code: **IGBBC**
Adopted: 06/15/95
Readopted: 8/18/10
Orig. Code(s): IGBBC

Programs and Services-Talented and Gifted Students

The district will have a written plan to provide programs and services for talented and gifted students. The instruction provided to identified students shall address their assessed levels of learning and accelerated rates of learning. The district superintendent will remove administrative and organizational barriers that may restrict student access to appropriate services. Program options will include, but not be limited to:

1. Cluster grouping in regular classrooms;
2. Cross grade grouping;
3. Compacted/fast-paced curriculum;
4. Advanced placement classes;
5. Honors classes;
6. Block classes;
7. Independent study;
8. Credit by proficiency;
9. Dual enrollment at Ontario High School and Treasure Valley Community College;
10. Mentors;
11. Online classes.

Assessments for the development of an appropriate academic instructional program shall include the information used by the team for identification purposes and also may include one or more of the following:

1. An academic history which may include grades, portfolio assessment records of other progress records, and achievement information that demonstrates the student's level of learning and rate of learning;
2. Other evaluation methods such as formal tests or informal assessment methods designed by teachers to determine the student's instructional level and rate of learning related to specific academic programs;
Programs and Services-Talented and Gifted Students – IGBBC 1-2
3. Student interest, style, and learning preferences information from inventories or interviews; and
4. Other measures determined by the district to be relevant to the appropriate academic instructional program for the student.

The Board has established an appeals 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 581-022-2325 to -2500](#)
[OAR 581-002-0040](#)

Programs and Services-Talented and Gifted Students - IGBBC
2-2

Ontario School District 8

Code: **IGBBA**
Adopted: 06/15/95
Readopted: 8/18/10
Orig. Code(s): IGBBA

Identification - Talented and Gifted **

In order to serve academically talented and intellectually gifted students in grades K-12, the district will 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 or Oregon Assessment of Knowledge and Skills (OAKS) for assistance in identifying academically talented students.

Identified students shall score at or above the 97th percentile on one of these tests. Students who demonstrate the potential to perform at the eligibility criteria shall be identified. The district may identify additional students who are talented and gifted as defined in DRS 343.395 (7)(c), (d) and (e).

The Board has established a complaint process for parents to utilize if they are dissatisfied with the identification process relating to their student as talented and gifted.

END OF POLICY

Legal Reference(s):

[ORS 343.395](#)

[ORS 343.407](#)

[ORS 343.411](#)

[OAR 581-021-0030](#)

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

[OAR 581-022-1940](#)

Cross Reference(s):

IGBBB - Identification - Talented and Gifted Students among Nontypical Populations

IGBBC - Programs and Services-Talented and Gifted Students

IGBBD - Parent Notification and Participation

Identification - Talented and Gifted ** - IGBBA

1-1

Code: **IGBBA-AR**

Revised/Reviewed: 8/18/10

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 school TAG coordinator/teacher to request reconsideration;
2. The school 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;
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 district TAG coordinator;
2. The district TAG coordinator shall acknowledge in writing the receipt of the request within five working days and shall forward copies of the request and acknowledgment to the school TAG coordinator/teacher;
3. District and school TAG coordinator/teacher and other appropriate administrators 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;
Appeals Procedure for Talented and Gifted Identification and Placement** - IGBBA-AR 1-2
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.
Appeals Procedure for Talented and Gifted Identification and Placement** - IGBBA-AR 2-2

Code: **IGBBD**
Adopted: 06/15/95
Readopted: 8/18/10
Orig. Code(s): IGBBD

Parent Notification and Participation**

The district shall inform parents of the identification of their student as talented and gifted. The district shall further inform parents of program or service options available and provide them an opportunity to participate in selecting those programs or options most appropriate for their student.

The Board directs the superintendent to develop written procedures for parent notification and participation.

END OF POLICY

Legal Reference(s):

[OAR 581-022-2325 to -2500](#)

Parent Notification and Participation** - IGBBD

1-1

TAG Identification Criteria

The State of Oregon passed the Talented and Gifted Education Act during the 1987 legislative session. The mandate is based on sound principles and research regarding the needs of talented and gifted students. It has required a dramatic shift in thinking for parents, educators, and students alike. The law speaks directly to assessing individual needs of students. The regular classroom teacher has become the major player in providing appropriate services.

Oregon has also established guidelines for TAG identification and eligibility. These include multiple assessment measures in order to provide the most appropriate services that will allow students to achieve at levels commensurate with their abilities. The *Oregon Talented and Gifted Education Act* states that districts shall use nationally-normed standardized tests as well as behavioral, learning, and performance information for identifying gifted and talented students. In addition to standardized tests, Ontario School District 8C takes further steps to identify students from ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse, or economically disadvantaged, and students who demonstrate the potential to perform at the 97th percentile.

Identification is based on multiple criteria that call for a consistent pattern of excellence over time. Additional information must be gathered, and may include referral forms, classroom test scores, work samples, grades, and anecdotal records. No single test, measure, or score shall be the sole criterion for identification.

Referrals:

Teacher, parent or student referrals can be initiated throughout the school year.

Screening:

Raven's 2 Online Test for 2nd and 5th graders

Tests:

Raven's 2 Online Test

Raven's 2 Paper and Pencil Test

Wechsler Individual Achievement Test-Third Edition (WIAT-III)

Naglieri Nonverbal Ability Test (NNAT2)

Areas of Identification:

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

Identification Definitions

The identification procedures follow state requirements as outlined in OAR 581-22-2325. The district will identify talented and gifted students in the following categories.

Intellectually Gifted

Students who perform at the 97th percentile or above on a nationally standardized test of mental ability and who have confirming behavioral, learning, or performance information. The *Raven's 2* is used to screen/identify intellectually gifted students.

Academically Talented

Students who perform at the 97th percentile or above on a nationally standardized test or other state approved tests of academic achievement in the area of total reading and/or total math and who have confirming behavioral, learning, or performance information.

Potential to Perform

Students who have the potential to perform at the 97th percentile or above on a nationally standardized test of mental ability or nationally standardized test of academic achievement in the area of total reading and/or total math and who have confirming behavioral, learning, or performance information. These include students from under-represented populations including: ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse, and students who are economically disadvantaged.

Parent Notification

Parent/Teacher Referral – Each teacher and parent will be notified by the TAG coordinator regarding the student's eligibility status. A letter will be sent to the parent indicating whether the student is eligible or not eligible. The parent may also request personal contact from the teacher, principal, or TAG coordinator.

TAG Coordinator, Teachers, and/or Support Staff

- For currently identified students, develop a TAG Instructional Plan to be presented during the first conference.
- For students identified later in the school year, develop a TAG Instructional Plan to be presented during the next available conference.
- Document all assessment results in grade book or other appropriate data file.
- Provide parent opportunity regarding assessments results of level and rate and instructional modifications.
- Discuss any significant changes in the student's
 - Pace, direction, or focus of classroom instruction
 - Response to classroom material
 - Social or emotional behavior
- Document and communicate placement recommendations for the coming year.

Instructional Plan

Students identified as talented and/or gifted have an instructional plan developed that meets the needs of their rate and level of learning. The plan may be reviewed and / or updated periodically.

- Parents are invited to give input for the instructional plan at the first conference or the next available conference after a student is identified.
- Parents receive a copy of the plan.

Level of Learning

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

Rate of Learning

- Rate is a measure of the pace at which the student successfully progresses through the curriculum after being placed at an appropriate instructional level.
- A student's rate of learning will vary, depending on the subject, point in the learning process, degree of interest, level of difficulty, and learning style.

Assessment Options for Rate and Level of Learning and Instruction:

- Placement recommendations and specific data from previous teacher (s)
- Student input and self assessment and /or interview
- Parent input and information
- Observational data (anecdotal comments on daily work, etc.)
- Placement tests (check-up tests)
- End of book tests
- Chapter / unit tests
- Final / semester tests
- Criterion referenced tasks (i.e., scoring guides)
- Student portfolio / work folders
- Essay questions
- Lab demonstrations / tasks
- Standardized tests
- Statewide assessments
- Curriculum based district assessments
- Journals
- Research reports
- Independent study projects
- Writing samples scored with analytical scoring guides
- Pretests / post-tests
- Peer evaluations of performance or products
- Monitoring of daily work

PROFESSIONAL DEVELOPMENT

Group	PD Topics	Timeline	Leader
TAG Coordinators	District TAG Plan Review Coordinator Responsibilities Identification/Testing Protocol Data Analysis Updates Writing Comprehensive TAG Plans Building Level TAG Services	September	Director of Instruction and Student Services/District TAG Coordinator
Instructional Staff	Writing Comprehensive TAG Plans Differentiation Building Level TAG Services	September-October	TAG Coordinators/ Principals
Administrators	District TAG Plan Review Administrator Responsibilities Coordinator Responsibilities District Expectations Budget	August	Director of Instruction and Student Services

DIFFERENTIATION

Philosophy of Differentiation

Since students move through the core curriculum at varying rates and levels of learning, all students benefit from differentiation of curriculum. By adjusting the curricular elements of content, process, and/or product, the classroom teacher can address individual student needs, maintain rigorous standards, and provide all students with the opportunity to reach their full potential.

Effective Practices Related to Differentiation

- The instructional program is characterized by academic rigor, high expectations, and an active role for the learner. The curriculum is made meaningful by integration, cross-disciplinary connections, whole tasks, personal interests and concerns, and real-life application. Assessment would reflect these characteristics.
- The amount of time scheduled for instruction with an intact group of students would be of such length that it allows for flexible and differentiated use of time to best match the desired instructional outcomes.
- Student placement for instruction would be primarily heterogeneous with opportunities for homogeneous ability grouping where appropriate to the instructional objectives. Such groupings would be fluid and dynamic.

Beliefs Related to Differentiation

Curriculum should:

- be designed to help students acquire the knowledge, understanding, skills and processes, and attitudes and attributes identified in District documents.
- be built around intellectually challenging, rich content, and designed to help students deal with increasing levels of abstraction and complexity, promoting both an acquisition of in-depth knowledge and an understanding of how key concepts, generalizations, and skills from one discipline relate to other disciplines.
- provide opportunities to make choices or pursue individual interests and abilities. Instruction should:
- emphasize active and expressive learning and be designed to allow for physical activity, “hands-on” experiences, and creative expression.
- include varied strategies, settings, activities, and groupings.
- be designed to meet a wide range of individual differences: learning styles, and modes: intellectual and creative abilities; and stages of development (intellectual, psychological, social, and physical).
- allow for skills to be taught within meaningful contexts and applied and reinforced in many curricular areas and in real-life situations.
- employ strategies which engage students in complex, valued, authentic tasks.

Assessment should:

- emphasize high expectations which are explicitly communicated to all students.
- be based on a variety of learning outcomes, including products, portfolios, and performances.
- include opportunities for self-assessment and peer feedback.
- be used to evaluate student progress, improve instruction, and make program decisions.

Definition of Terms: Curriculum Differentiation

Content is the subject matter of the required program.

Curriculum is a continuum of required content, process, and product in each discipline.

Differentiating Curriculum is adjusting the required program by changing the content, process, and/or product with the intent of meeting individual student needs.

Enrichment provides a student with an opportunity to engage in learning beyond or outside of the regular classroom

Process is the cognitive, affective, and physical skills needed to learn the content.

Product is the observable evidence that the student has assimilated the content and product. The product is assessed based on the degree of success in meeting an objective using given criteria.

Open-Ended-Assignments provide students with opportunities to work at their own levels.

CHARACTERISTICS OF THE GIFTED

No two gifted students are alike. Their talents, ability levels, interests, motivation and performance may differ. Some gifted students may demonstrate exceptional talent in academics, some may be strong in visual and performing arts, and some may be natural leaders. Gifted students may possess mechanical aptitude, sensitivity, or a strong sense of fairness.

No one definition or set of characteristics describes all gifted students. However, this list might be a useful guide for recognizing gifted and able students.

CURIIOUS: keen observer, alert, inquisitive nature, questions the how and why of things, eager, pursues many interests in depth.

RAPID LEARNER: quickly masters facts, retains and applies information, needs minimal instruction on routine tasks.

SUSTAINS INVOLVEMENT: demonstrates persistent goal-directed behavior, has long attention span, ignores distractions, not easily discouraged by setbacks, self-motivated.

SOCIALLY AWARE: sensitive and intuitive, empathizes with others, flexible and open in manner, concerned with values and ideals.

ENJOYS READING: reads a wide range of materials for information and pleasure, chooses advanced selections, uses reference works effectively at an early age.

VERBALLY PROFICIENT: possesses an advanced vocabulary, expresses him/herself fluently, communicates precisely and accurately, expresses own opinions freely, shows humor, asks probing questions.

RESPONSIBLE: works independently, needs minimal directions, understands and accepts guidelines, organizes tasks, peers, and events, often serves as a leader, is respected by peers.

CRITICAL THINKER: analyzes and is logical, reasons out complicated things, evaluates situations, uses common sense, expresses and accepts constructive criticism.

CREATIVE: imaginative, versatile, and adaptable, flexible in ideas and actions, possesses problem-solving ability, original and inventive, gives clever and witty responses.

GENERALIZER: perceives and abstracts ideas, sees relationships, grasps underlying principles, makes valid assumptions about people, events and things, integrates areas of knowledge.

RESOURCEFUL: a producer who has a knack for using the limited resources, time and people in a learning environment to achieve outstanding results, a prolific and creative author, study and research results in original projects, generates new ideas and viewpoints, proposes novel solutions to peer conflicts.

BRIGHT CHILD

Knows the answers
Is interested
Is attentive
Has good ideas
Works hard
Answers the questions
Top group
Listens with interest
Learns with ease
6-8 repetitions for mastery
Understands ideas
Enjoys peers
Grasps the meaning
Completes assignments
Is receptive
Copies accurately
Enjoys school
Absorbs information
Technician
Good memorizer
Enjoys straightforward sequential presentation
Is alert
Is pleased with own learning

GIFTED LEARNER

Asks the questions
Is highly curious
Is mentally and physically involved
Has wild, silly ideas
Plays around, yet tests well
Discusses in detail, elaborates
Beyond the group
Shows strong feelings and opinions
Already knows
1-2 repetitions for mastery
Constructs abstractions
Prefers adults
Draws inferences
Initiates projects
Is intense
Creates a new design
Enjoys learning
Manipulates information
Inventor
Good guesser
Thrives on complexity
Is keenly observant
Is highly self-critical

By Janice Szabos from "Challenge," 1989, Good Apple, Inc. Reprinted with permission

Underachieving Gifted Students

- **Low self-concept; negative evaluation of self; feelings of inferiority demonstrated by distrust, indifference, lack of concern, and/or hostility toward others.**
- **Socially more immature than achievers; lack self-discipline; procrastinate; refuse tasks deemed unpleasant; highly distractible and impulsive.**
- **Feelings of rejections; believe no one likes them; feel parents are dissatisfied with them.**
- **Feelings of helplessness; may externalize conflict and problems; avoid challenges.**
- **Do not see relationship between efforts and subsequent achievement outcomes; negate personal responsibility for failures.**
- **Irresponsible; rebellious; feelings of being victimized; poor personal adjustment.**
- **Few hobbies or strong interests.**
- **Unpopular with peers; hold lower status in class; few friends.**
- **Hostile toward adult authority figures; distrust adults generally.**
- **Resistant to influence from teacher or parent.**
- **Lower aspirations for future; lack future plans or career goals; resist goals that have been set for them.**
- **May withdraw in classroom situations and be less persistent or assertive.**
- **Lack study skills and academic curiosity; have weak motivation for academic tasks.**
- **Dislike school and teachers; choose companions who also have negative attitudes toward school.**
- **Often leave schoolwork incomplete; frequently nap during study time; often test-phobic.**
- **Perform at higher levels on tasks requiring synthesizing than on detailed, computational, or convergent problem-solving tasks requiring precise and analytic information processing.**

Sources: Colangelo & Pfleger, 1979; Davis & Rimm, 1994; Hecht, 1975; Janos & Robinson, 1985; Karnes & Pearce, 1981; Laffoon, Jenkins-Friedman & Tollefson, 1989; O'Shea, 1970; Redding, 1990; Rimm, 1986; Whitmore, 1980.

Traits of Talented and Gifted Students in Rural Settings

Research from a Javits Grant, Project Spring, Indiana University

Rural Advantaged	Rural Disadvantaged
Speak standard English	Speak nonstandard regional dialect; casual, may have influence of TV
Demonstrate good verbal communication skills	Demonstrate lesser verbal communication skills
Participate actively in classroom activities	Participate passively in classroom activities
Perform tasks within time limitations	Work slowly but meticulously; are relatively unaffected by time pressures
Complete classroom assignments and homework	Fail to complete assignments and homework
Perform well in all subjects	Perform exceptionally in one subject and average and below average in others
Produce written work in proper grammatical form with good spelling and legible handwriting	Demonstrate their strengths outside the classroom, e.g., auto and tractor repair, specific knowledge to their rural environment, creativity related to 4-H projects, talent in music and the performing arts
Perform equally well on verbal and nonverbal standardized tests	Perform better on nonverbal than verbal tests; math better than language
Adapt to space limitations, such as a classroom setting	Feel constricted by a lack of space in a school setting; used to open environment
Appear eager to learn new things	Appear unmotivated, lacking goals and planning skills
Exhibit a strong sense of caring; want to make the world a better place and preserve environment, show strong sense of ethics	Behave differently; lack social skills necessary to resolve conflicts without physical action; question fairness, justice
Possess skills such as note taking, writing, researching, seeking knowledge of experts	Lack many skills that society regards as basic academic skills; discover solutions through trial and error
See value of being organized, having a plan	Fail at organization and planning, but can see patterns, relationships in certain things; have good memory and are curious
More likely to demonstrate strengths inside the classroom with knowledge specific to curriculum	More likely to demonstrate strengths outside the classroom with knowledge specific to rural environment
Have no problem with abstract or concrete thinking; the classroom is real life	Respond well to hands-on experiences, real life problems, improvising with materials

Twelve Cost Effective Educational Options for Serving Gifted Students

This article, written by the Davidson Institute, discusses steps that schools and educators can take to help gifted children stay focused and achieve at higher levels. In addition, these steps can be taken by schools that want their students to excel, even when funding may not be available.

Topics: For Educators: Teaching Strategies

Organization: Davidson Institute for Talent Development

At present, nearly half of all gifted students are underachievers. There is no federal legislation that mandates gifted education nor are there cohesive infrastructures in place that help parents recognize – and take advantage of – resources to effectively advocate for gifted children. The absence of such practices stifles the development of highly intelligent youth, a population the Davidson Institute asserts is one of the most under-served populations in American schools today, and poses significant concerns regarding the development of future advances and inventions in all fields of study.

What can schools do to help these students when they really care, but don't have the funds?

1. Some gifted students may be candidates for **early entrance to kindergarten**, or possibly **first grade** if they are already reading.
2. **Pre-assess gifted students** before a unit or a course for mastery of the subject matter and offer a more advanced unit or course.
3. **Self-contained classes** for gifted students, particularly in core curriculum classes, help them move on to more advanced subjects.
4. **Multi-age, self-contained gifted classes** are even more effective. Learning with intellectual peers encourages gifted students to achieve.
5. **Subject acceleration** is appropriate when a student is proficient in a particular subject.
6. **Consider grade acceleration** when a student demonstrates proficiency at a particular grade level. Use the Iowa Acceleration Scale to evaluate this and other options.
7. **Dual enrollment** in middle or high school, or high school and college, offers challenging opportunities for gifted students.
8. Offer **Advanced Placement (AP)** courses and/or **International Baccalaureate (IB)** programs for gifted students.
9. Provide **counselors who are trained to counsel gifted students**, including advising them of talent development opportunities.
10. Advise students of **Academic Talent Searches, scholarships and academic competitions** and give students credit for the advanced courses they take in **academic summer programs**.
11. Create a **school culture** that values intellectual discovery and achievements, where students encourage one another to accomplish more than they would on their own.
12. Encourage administrators and teachers to educate themselves on the **wide range of exceptional abilities among bright students** and increase flexibility in addressing the individual learning needs of gifted students.

Source: <http://www.davidsongifted.org/Search-Database/entry/A10363>

Oregon Revised Statutes

Talented and Gifted

June 22, 2012

343.391 Purpose of ORS 343.391 to 343.413. The purpose of ORS 343.391 to 343.413 is to facilitate the identification and education of talented and gifted children. [1959 c.528 §1; 1963 c.570 §21; 1971 c.613 §1; 1979 c.385 §1]

343.393 [1959 c.528 §11; repealed by 1961 c.500 §2]

343.395 Definitions for ORS 343.391 to 343.413. As used in ORS 343.391 to 343.413, unless the context requires otherwise:

(1) “Application” means a request for state funds that is submitted by a school district under ORS 343.399 to develop and operate programs for students under a written plan of instruction for talented and gifted children described in ORS 343.397.

(2) “Identification” means the formal process of screening and selecting talented and gifted children according to administrative rules established by the board.

(3) “School district” has the meaning given that term in ORS 330.005 (2). “School district” includes, where appropriate, an education service district, state operated schools or programs or a consortium of school districts submitting a joint application.

(4) “Talented and gifted children” means those children who require special educational programs or services, or both, beyond those normally provided by the regular school program in order to realize their contribution to self and society and who demonstrate outstanding ability or potential in one or more of the following areas:

(a) General intellectual ability as commonly measured by measures of intelligence and aptitude.

(b) Unusual academic ability in one or more academic areas.

(c) Creative ability in using original or nontraditional methods in thinking and producing.

(d) Leadership ability in motivating the performance of others either in educational or noneducational settings.

(e) Ability in the visual or performing arts, such as dance, music or art. [1959 c.528 §2; 1963 c.570 §22; 1965 c.100 §409; 1971 c.613 §2; 1979 c.385 §2; 1987 c.335 §1; 2011 c.440 §2]

343.396 Nature of programs. It is legislative policy that, when talented and gifted programs are offered, the programs should be provided by common or union high school districts, combinations of such districts or education service districts, in accordance with ORS 334.175, and that the state will provide financial and technical support to the districts to implement the education programs within the limits of available funds. [1979 c.385 §8; 1981 c.833 §2]

Note: 343.396 was enacted into law by the Legislative Assembly but was not added to or made a part of ORS chapter 343 or any series therein by legislative action. See Preface to Oregon Revised Statutes for further explanation.

343.397 Plan of instruction for talented and gifted children. A school district shall submit to the Superintendent of Public Instruction a written plan of instruction for talented and gifted children. The plan shall include, but not be limited to:

- (1) A statement of school district policy on the education of talented and gifted children;
- (2) An assessment of current special programs and services provided by the district for talented and gifted children;
- (3) A statement of district goals for providing comprehensive special programs and services and over what span of time the goals will be achieved;
- (4) A description of the nature of the special programs and services which will be provided to accomplish the goals; and
- (5) A plan for evaluating progress on the district plan including each component program and service. [1959 c.528 §§5,6,7; 1963 c.570 §23; 1965 c.100 §410; 1971 c.613 §3; 1979 c.385 §3; 2011 c.440 §1]

343.399 State aid to local districts; criteria.

- (1) Any school district may apply for state funds for special programs and services for talented and gifted children identified in the district. A school district may apply for state funds by submitting an application to the Superintendent of Public Instruction.
- (2) The superintendent shall annually establish a date after which no further applications for state funds may be submitted under this section.
- (3) The superintendent may approve only applications that comply with ORS 343.391 to 343.413 and rules adopted by the State Board of Education. Any criteria used by the superintendent to evaluate applications shall include, but need not be limited to:
 - (a) A statement of the school district's present level of special educational programs and services for talented and gifted children and how the special educational programs and services contained in the application conform with the school district's written plan for instruction for talented and gifted children described in ORS 343.397.
 - (b) Identification procedures that comply with rules adopted by the board.
 - (c) A detailed budget for the program expenditures.
 - (d) A description of the individual student assessment and evaluative procedures and tools.
 - (e) A justification of special educational services and programs for talented and gifted children identified in the school district in terms of the student assessment and evaluation.
 - (f) An evaluation design that meets standards set forth by the Department of Education.
- (4) The superintendent may not approve an application unless the school district agrees to expend district funds for special educational programs for talented and gifted children in an amount equal to or greater than the amount of state funds approved by the superintendent. [1959 c.528 §8; 1963 c.570 §24; 1965 c.100 §411; 1971 c.613 §4; 1979 c.385 §4; 2011 c.440 §3]

343.401 Use of funds appropriated for ORS 343.391 to 343.413.

- (1) Except as provided in ORS 343.404, the funds specifically appropriated for the program under ORS 343.391 to 343.413 shall be distributed only to school districts whose applications submitted to the Superintendent of Public Instruction pursuant to ORS 343.399 have been approved.

(2) State funds shall be allocated on an approved program cost basis, the amount of which shall be established annually by the State Board of Education.

(3) School districts shall account for the state funds expended for talented and gifted children identified in the districts on a form acceptable to the Department of Education, as described in rules adopted by the board. [1959 c.528 §9; 1963 c.570 §24a; 1965 c.100 §412; 1971 c.613 §5; 1979 c.385 §5; 2008 c.39 §3; 2011 c.440 §4]

343.403 [1959 c.528 §10; 1963 c.570 §25; repealed by 1965 c.100 §456] 3

343.404 Funding for program.

(1) The Superintendent of Public Instruction may annually expend funds appropriated for the talented and gifted program to provide administration of and support for the development of talented and gifted education statewide.

(2) These services may include:

(a) Teacher training programs and workshops;

(b) Consultant and technical assistance to districts;

(c) Small grants to and contracts with school districts, education service districts, colleges and universities and private contractors to produce and disseminate curriculum and instruction materials to other school districts;

(d) Training and assistance for parents of the talented and gifted children in meeting the educational needs of their children; and

(e) Contracting for the creation and administration of regional talented and gifted centers to provide services related to talented and gifted programs. [1971 c.613 §6; 1979 c.385 §6; 1981 c.833 §1; 1987 c.335 §2; 2008 c.39 §4]

343.405 [1963 c.570 §22a; repealed by 1965 c.100 §456]

343.407 Identification of talented and gifted students. School districts shall identify talented and gifted students enrolled in public schools under rules adopted by the State Board of Education. [1987 c.337 §3; 1993 c.45 §225]

343.409 Talented and gifted programs required. School districts shall provide educational programs or services to talented and gifted students enrolled in public schools under rules adopted by the State Board of Education. [1987 c.337 §4; 1993 c.45 §226; 1993 c.749 §18]

343.410 [1955 c.658 §2; 1961 c.541 §1; 1965 c.100 §413; 1971 c.96 §1; repealed by 1975 c.621 §17]

343.411 When identification and programs for certain children required or optional; state guidelines.

(1) ORS 343.407 and 343.409 apply to the identification of and provision of special educational programs and services for children described in ORS 343.395 (4)(a) and (b) and rules adopted by the State Board of Education.

(2) School districts may identify and provide special educational programs and services for children who demonstrate creative abilities, leadership abilities or unusual abilities in the visual or performing arts as described in ORS 343.395 (4)(c), (d) and (e) and rules adopted by the board.

(3) The board shall adopt state guidelines for the identification and provision of special educational programs and services described in subsection (2) of this section. [1991 c.951 §2; 2011 c.440 §5]

343.413 Short title. ORS 343.407 to 343.413 shall be known as the Oregon Talented and Gifted Education Act. [1987 c.337 §2]

Note: Sections 1 and 2, chapter 551, Oregon Laws 2011, provide:

Sec. 1. Task Force on the Instruction of Talented and Gifted Children.

(1) The Task Force on the Instruction of Talented and Gifted Children is established.

(2) The members of the task force shall be appointed by the Superintendent of Public Instruction.

(3) The task force shall determine:

(a) The resources that are needed to provide instruction to talented and gifted children;

(b) The appropriate level of funding for 4 instruction of talented and gifted children, including potential methods for providing funding; and

(c) The number of children who would benefit from instruction of talented and gifted children.

(4) A majority of the voting members of the task force constitutes a quorum for the transaction of business.

(5) Official action by the task force requires the approval of a majority of the voting members of the task force.

(6) The task force shall elect one of its members to serve as chairperson.

(7) If there is a vacancy for any cause, the superintendent shall make an appointment to become immediately effective.

(8) The task force shall meet at times and places specified by the call of the chairperson or of a majority of the voting members of the task force.

(9) The task force may adopt rules necessary for the operation of the task force.

(10) The task force shall submit a report, and may include recommendations for legislation, to the interim legislative committees on education on or before October 1, 2012.

(11) The Department of Education shall provide staff support to the task force.

(12) Members of the task force are not entitled to compensation or reimbursement for expenses and serve as volunteers of the task force.

(13) All agencies of state government, as defined in ORS 174.111, are directed to assist the task force in the performance of its duties and, to the extent permitted by laws relating to confidentiality, to furnish such information and advice as the members of the task force consider necessary to perform their duties. [2011 c.551 §1]

Sec. 2. Section 1 of this 2011 Act is repealed on the date of the convening of the 2013 regular session of the Legislative Assembly as specified in ORS 171.010 [February 4, 2013]. [2011 c.551 §2]

Oregon Administrative Rules

581-022-2325

Identification of Academically Talented and Intellectually Gifted Students

(1) Each school district shall have local district policies and procedures for the identification of talented and gifted students as defined in ORS 343.395 who demonstrate outstanding ability or potential in one or more of the following areas:

- (a) General intellectual ability as commonly measured by measures of intelligence and aptitude.
- (b) Unusual academic ability in one or more academic areas.

(2) The policies and procedures must meet the following requirements:

(a) Districts shall use research based best practices to identify students from underrepresented populations including: ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse, or economically disadvantaged.

(b) A team shall make the final decisions on the identification of students using the information collected under paragraphs (c) and (d) of this section. No single test, measure or score shall be the sole criterion. A record of the team's decision, and the data used by the team to make the decision, shall become part of the education record for each student considered.

(c) Districts shall collect behavioral, learning and performance information and include the information in all procedures for the identification of students.

(d) The following measures and criteria for identifying the intellectually gifted and the academically talented shall be used by the team:

(A) Intellectually gifted students shall score at or above the 97th percentile on a nationally standardized test of mental ability; and

(B) Academically talented students shall score at or above the 97th percentile on a test of total reading or a test of total mathematics from a nationally standardized test battery, a nationally standardized test of reading or mathematics, or a test of total English Language Arts/Literacy or total mathematics on the Smarter Balanced Assessment.

(e) Despite a student's failure to qualify under paragraphs (d) (A) and (B) of this subsection, districts, by local policies and procedures, shall identify students who demonstrate the potential to perform at the 97th percentile.

(3) School districts may identify additional students who are talented and gifted as defined in ORS 343.395, as determined by local district policies and procedures, if the students demonstrate outstanding ability or potential in one or more of the following areas:

- (a) Creative ability in using original or nontraditional methods in thinking and producing.
- (b) Leadership ability in motivating the performance of others either in educational or non-educational settings.
- (c) Ability in the visual or performing arts, such as dance, music or art.

Statutory/Other Authority: ORS 343.391 - 343.413

Statutes/Other Implemented: ORS 326.051

History:

Renumbered from 581-022-1310 by ODE 16-2017, f. & cert. ef. 7-5-17

ODE 23-2016, f. & cert. ef. 4-7-16

ODE 6-2009, f. & cert. ef. 6-29-09

EB 18-1996, f. & cert. ef. 11-1-96

581-022-2330

Rights of Parents of TAG Students

In carrying out the requirements of OAR 581-022-2325 and OAR 581-022-2500, the school district shall:

- (1) Inform parents at the time of the identification of the child and the programs and services available.
- (2) Provide an opportunity for the parents to provide input to and discuss with the district the programs and services to be received by their child.
- (3) The parents may, at any time, request the withdrawal of their child from programs and services provided under OAR 581-022-2500. The school district shall notify parents of identified students of this right.
- (4) Parents shall be informed of their right to file a complaint under OAR 581-002-0040.

Statutory/Other Authority: ORS 326.051

Statutes/Other Implemented: ORS 343.391 - 343.413

History:

ODE 36-2018, minor correction filed 11/14/2018, effective 11/14/2018

Renumbered from 581-022-1320 by ODE 16-2017, f. & cert. ef. 7-5-17

EB 18-1996, f. & cert. ef. 11-1-96

581-022-2500

Programs and Services for Talented and Gifted Students

- (1) Each school district shall have a written plan for programs and services beyond those normally provided by the regular school program in order to realize the contribution of talented and gifted children to self and society.
- (2) The written plan for programs and services for talented and gifted children shall be submitted to the Oregon Department of Education on a date and in a format provided in guidance documents provided by the Oregon Department of Education.
- (3) The written plan shall include, but is not limited to:
 - (a) A statement of school district policy on the education of talented and gifted children;
 - (b) An assessment of current special programs and services provided by the district for talented and gifted children;
 - (c) A statement of district goals for providing comprehensive special programs and services and over what span of time the goals will be achieved;

- (d) A description of the nature of the special programs and services which will be provided to accomplish the goals; and
- (e) A plan for evaluating progress on the district plan including each component program and service.
- (4) The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning.
- (5) Assessments for the development of an appropriate academic instructional program shall include the information used by the team for identification purposes and also may include one or more of the following:
 - (a) An academic history which may include grades, portfolio assessment records or other progress records and achievement information that demonstrates the student's level of learning and rate of learning;
 - (b) Other evaluation methods such as formal tests or informal assessment methods designed by teachers to determine the student's instructional level and rate of learning related to specific academic programs;
 - (c) Student interest, style, and learning preferences information from inventories or interviews; and
 - (d) Other measures determined by the school district to be relevant to the appropriate academic instructional program for the student.

Statutory/Other Authority: ORS 343.391 - 343.413

Statutes/Other Implemented: ORS 326.051

History:

Renumbered from 581-022-1330 by ODE 16-2017, f. & cert. ef. 7-5-17

ODE 20-2011, f. & cert. ef. 12-15-11

ODE 6-2009, f. & cert. ef. 6-29-09

EB 18-1996, f. & cert. ef. 11-1-96

581-022-2060

Comprehensive School Counseling

- (1)(a) District Comprehensive School Counseling. Each school district shall provide a coordinated comprehensive school counseling program to support the academic, career, personal/social, and community involvement development of each and every student. The district shall:
 - (b) Adopt comprehensive school counseling program goals that assist students to:
 - (A) Understand and utilize the educational opportunities and alternatives available to them;
 - (B) Meet academic standards;
 - (C) Establish tentative career and educational goals;
 - (D) Create and maintain an education plan and education portfolio;
 - (E) Demonstrate the ability to utilize personal qualities, education and training, in the world of work;
 - (F) Develop decision-making skills;
 - (G) Obtain information about self;
 - (H) Accept increasing responsibility for their own actions, including the development of self-advocacy skills;
 - (I) Develop skills in interpersonal relations, including the use of affective and receptive communication;
 - (J) Utilize school and community resources.
 - (K) Demonstrate and discuss personal contributions to the larger community; and
 - (L) Know where and how to utilize personal skills in making contributions to the community.

- (2) School Comprehensive Counseling. Each school shall provide a comprehensive counseling program that serves students grades K through 12, based upon the Oregon Department of Education’s Framework for Comprehensive School which:
- (a) Identifies staff responsibilities to plan, design and deliver a comprehensive school counseling program that meets the unique needs of their students and community;
 - (b) Aligns with the district’s school improvement plans;
 - (c) Assigns counseling responsibilities to the appropriate personnel;
 - (d) Expects all school staff to participate in implementing the comprehensive school counseling program;
 - (e) Assists each student to develop, and annually review, an educational plan (a formalized plan and process in which students establish their education, career and life goals, identify learning goals and connect them to activities that will help them achieve their goals) in grades 7-12. and
- (3) Counseling Staff Assignments. Each school district shall maintain a licensed staff and promote effective counseling and advising practices consistent with the district's expected comprehensive school counseling program outcomes. In determining staffing for the program, the following shall be considered:
- (a) Alignment with the American School Counselor Association and School Social Work Association recommended ratio of 1:250 students;
 - (b) The number of aides or clerical staff assigned to support the implementation of the comprehensive school counseling program.
 - (4) The department shall conduct a review of annual comprehensive school counseling program assessments of any district and/or school as part of the program evaluation and improvement process.

Statutory/Other Authority: ORS 326.051 & 329.275

Statutes/Other Implemented: ORS 326.051

History:

ODE 39-2018, amend filed 11/28/2018, effective 11/28/2018

ODE 20-2018, amend filed 06/05/2018, effective 06/06/2018

Renumbered from 581-022-1510, ODE 16-2017, f. & cert. ef. 7-5-17

ODE 19-2008, f. & cert. ef. 6-27-08

EB 18-1996, f. & cert. ef. 11-1-96

581-022-2270

Individual Student Assessment, Recordkeeping and Reporting

- (1) As used in this rule:
- (a) “Continuum of knowledge and skills” means the Oregon Academic Content Standards.
 - (b) “Proficiency” means demonstrated knowledge and skills which meet or exceed defined levels of performance.
- (2) Each school district shall assess and record each student's progress and achievement in all subject areas of instruction and to academic content standards consistent with ORS 329.045 and OAR 581-022-2030:
- (a) At a minimum, provide all teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with student performance data, including growth data on their current students and students they taught in the previous year in a manner that is timely and informs instructional programs.

- (b) Instruments and/or strategies used to determine student progress may assess multiple standards;
 - (c) Results from the assessment instruments and/or strategies may be used as a record of achievement level; and
 - (d) Records of student performance may be kept in teacher grade books, student folders, portfolios, or similar devices.
- (3) Each school district shall assist teachers in adapting instruction and curriculum to meet the needs and learning rates of all students in achieving proficiency in the academic content standards. Districts must:
- (a) Provide multiple opportunities for students to demonstrate mastery of academic content standards through sufficient and appropriate assessment evidence.
 - (b) Continue to provide opportunities for students who have met standards to advance their learning.
 - (c) Provide students who have not met or have exceeded the academic content standards with access to additional services and other public school or alternative educational options.
- (4) Each school district shall annually report progress towards completion of diploma requirements to parents of students in grades 9–12, including credits earned, demonstration of extended application, and demonstration of the Essential Skills.
- (5) Each school district shall adopt a grading system based on the local district board adopted course content aligned to the academic content standards consistent with Section (2) of this rule. The grading system shall:
- (a) Clearly show the student and parents whether the student is achieving course requirements at the student’s current grade level;
 - (b) Be based on the student’s progress toward becoming proficient in a continuum of knowledge and skills; and
 - (c) Assure that the student’s academic grade reflects his/her academic performance consistent with OAR 581-021-0022; behavioral performance shall be reported separately.
- (6) Each school district shall report at least annually on student progress to meeting or exceeding grade-level academic content standards to parents or guardians of all students in grades K–12 including, but not limited to, the following:
- (a) Information on progress in each subject area (e.g., grades, checklists, folders, etc.) including major goals used to determine such information;
 - (b) Upon request from a parent or guardian, specific evidence of student progress on the continuum of knowledge and skills (academic content standards) of a subject area and
 - (c) Student scores on all state and local assessments indicating any of the requirements that have been waived for the school district or the individual and the time periods for the waiver.
- (7) Each school district shall maintain student records under the student's legal name and SSID or establish a cross-reference system to locate the student's records by use of the student's legal name, for time periods consistent with state archive rules as outlined in OAR 166-400-0060.

Statutory/Other Authority: ORS 326.051

Statutes/Other Implemented: ORS 326.051

History:

Renumbered from 581-022-1670 by ODE 16-2017, f. & cert. ef. 7-5-17

ODE 7-2013, f. & cert. ef. 2-20-13

ODE 25-2008, f. & cert. ef. 9-26-08

ODE 18-2002, f. & cert. ef. 6-10-02

EB 18-1996, f. & cert. ef. 11-1-96

581-022-2370

Complaint Procedures

- (1) Each school district must establish a process for the prompt resolution of a complaint by a person who resides in the district or by any parent or guardian of a student who attends school in the school district.
- (2) A school district's complaint procedure must:
 - (a) Be in writing available at the main administrative office and, if the school district has a website, in a form available on the home page of the school district's website;
 - (b) Include the name of the person, position, or office within the school district with the responsibility for responding to the complaint; and
 - (c) Specify the time period during which the complaint will be addressed and a final decision issued. If the complaint procedure has multiple steps, the procedure must establish the time period for each step as well as the overall time period for completing the complaint procedure.
- (3) A school district's complaint procedure may:
 - (a) Distinguish between those complaints that may be appealed under OAR 581-002-0040 and other complaints;
 - (b) Offer mediation or other alternative dispute resolution processes as an option available if all parties to the complaint agree in writing to participate;
 - (c) Impose a time limitation for filing a complaint that is the later of either:
 - (A) Two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limitation must run from the date of the most recent incident; or
 - (B) One year after the affected student has graduated from, moved away from, or otherwise left the school district.
 - (d) Include more than one but no more than four steps for addressing the complaint.
- (4) The procedure for hearing and acting on complaints alleging violation of the Oregon Administrative Rules, chapter 581, division 22 (division 22 Standards), ORS 339.285 to 339.303 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion), ORS 659.850 (Discrimination); or ORS 659.852 (Retaliation) must include the following:
 - (a) The point at which the district's decision is final; and
 - (b) A final decision in written or electronic form that addresses each allegation in the complaint and contains reasons for the district's decision and notifies the complainant that the district's decision may be appealed to the Deputy Superintendent of Public Instruction under OAR 581-002-0040.
- (5) This rule applies to appeals filed with a school district on or after January 1, 2018.

Statutory/Other Authority: ORS 326.051

Statutes/Other Implemented: ORS 327.103 & 326.051

History:

ODE 2-2019, minor correction filed 01/08/2019, effective 01/08/2019

Renumbered from 581-022-1650 by ODE 16-2017, f. & cert. ef. 7-5-17

ODE 31-2007, f. & cert. ef. 12-12-07; ODE 9-2017, f. 6-29-17, cert. ef. 7-1-17; Renumbered from 581-022-1941

581-002-0040

Appeal Procedure

(1) A complainant may appeal a final decision by a school district to the Deputy Superintendent of Public Instruction if the complaint alleges:

(a) A violation of standards of the Oregon Administrative Rules, chapter 581, division 022 (Division 22 Standards);

(b) A violation of ORS 339.285 to 339.303 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion); or

(c) A violation of ORS 659.852 (Retaliation).

(2) The appeal must meet the following criteria:

(a) The appeal must be from a final decision by a school district. A decision is final if:

(A) The complainant has exhausted the school district's complaint process except as otherwise allowed by statute;

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

(C) The district fails to resolve a complaint within 90 days of the initial filing of a complaint, regardless of the number of steps in the district complaint process, unless the district and complainant have agreed in writing to a longer time period.

(b) The appeal must be received by the Department no later than one year after the date of the final decision by the district or, if the district fails to issue a final decision, no later than two years after the date the complainant first filed the underlying complaint with the district.

(c) The complaint upon which the appeal is based must have been filed with the school district by the later of either:

(A) Two years after the alleged violation or unlawful incident occurred or after the complainant discovered the alleged violation or unlawful incident. If the alleged violation or unlawful incident is of a continuing nature, the right to file an appeal exists so long as the complaint was filed within two years of the most recent incident; or

(B) One year after the affected student has graduated from, moved away from, or otherwise left the school district.

(d) The appeal must be in writing, submitted by mail, in person, or electronically, and contain the name and address of the person bringing the appeal, the name of the district which is alleged to have violated the statute or administrative rule, and a statement of the facts on which the appeal is based.

(3) Upon receipt of the appeal the Deputy Superintendent will determine whether the appeal alleges a violation of a statute or administrative rule for which the Deputy Superintendent has jurisdiction and whether the requirements of section (2) of this rule have been satisfied.

(a) If the Deputy Superintendent determines that the facts alleged in the complaint, if true, would be a violation of a statute or administrative rule for which the Deputy Superintendent has jurisdiction and the requirements of section (2) of this rule have been satisfied, the Deputy Superintendent will give written notice to the complainant and the school district that the appeal is accepted and the procedures in sections (4) through (11) of this rule will be applied.

(b) If the Deputy Superintendent determines that the complaint, even if true, would not be a violation of a statute or administrative rule for which the Deputy Superintendent has jurisdiction or the requirements of section (2) of this rule have not been satisfied, the appeal will not be accepted and the Deputy Superintendent will give written notice of the determination to the complainant and the school district.

- (4) Within 30 days of receipt of notice of the Deputy Superintendent's acceptance of the appeal, the district shall submit to the Deputy Superintendent a written report which shall include:
- (a) A statement of facts;
 - (b) A statement of district action, if any, taken in response to the complaint, or if none was taken, the reason(s) therefore;
 - (c) A stipulation, if one was reached, of the settlement of the complaint; and
 - (d) A list of any complaints filed with another agency by the party, concerning the subject of the appeal.
- (5) The Deputy Superintendent may for good cause extend the time for the filing of a report by the district.
- (6) Upon receipt of the district's report, the Deputy Superintendent will conduct an investigation to determine whether there is substantial evidence of a violation of the applicable statute or administrative rule. The investigation will include a review of the written materials submitted by the complainant and school district and may also include actions such as interviews, on-site investigation, surveys, and document review.
- (7) The Deputy Superintendent will issue a written final order that addresses each allegation in the complaint that was accepted for appeal and contains reasons for the Deputy Superintendent's decision as to whether or not the district is deficient. The final order will be issued within 90 days of the date the Deputy Superintendent received the district's report.
- (a) If the 90-day period for issuing the final order would conclude during the time when the schools of the district are closed for summer, the final order will be issued within 90 days of the date the Deputy Superintendent received the district's report exclusive of the time when the schools of the district are closed for summer.
 - (b) The Deputy Superintendent may extend the time period for issuing a final order if the Deputy Superintendent has the consent of the complainant and the allegation concerns a comprehensive or widespread deficiency and more extensive investigation is needed than may be reasonably completed within 90 days. The Deputy Superintendent shall prepare a timeline and plan for investigation and provide copies to the complainant and district within two weeks of receiving the district's report.
 - (c) If the complainant and the school district agree in writing to extend the time in order to engage in alternative dispute resolution, the 90 day time period is tolled until the parties notify the Deputy Superintendent that the alternative dispute resolution process has resulted in an agreement or has been unsuccessful.
- (8) If a violation is found, the Deputy Superintendent's final order will include any necessary corrective action to be undertaken by the district as well as any documentation to be supplied by the district to ensure that the corrective action has occurred.
- (a) For violations of standards of the Oregon Administrative Rules, chapter 581, division 022, ORS 339.285 to 339.303 or OAR 581-021-0550 to 581-021-0570 corrective action must be completed by the beginning of the school year next following the date of the final order unless an extension is granted pursuant to ORS 327.103(3).
 - (b) For violations of ORS 659.852, the district must be in compliance within 30 days of the final order. Any additional corrective action must be completed by the beginning of the school year next following the date of the final order unless an extension is granted by the Deputy Superintendent.
- (9) Corrective action ordered by the Deputy Superintendent must be completed within the timelines established in the final order unless another time period is specified by the Department. If a deficiency is not corrected within the required time:

- (a) For a violation of standards of the Oregon Administrative Rules, chapter 581, division 022, ORS 339.285 to 339.303 or OAR 581-021-0550 to 581-021-0570, the provisions of ORS 327.103 apply.
- (b) For a violation of ORS 659.852, the Deputy Superintendent shall order appropriate remedies which may include:
 - (A) Withholding of all or part of each quarterly payment of the basic school support fund due a school district under ORS 327.095, a public charter school under ORS 338.185, or an education service district under ORS 327.021;
 - (B) Withholding all or part of payment of the State School Fund due a Youth Corrections Education Program provider under contract with the Oregon Department of Education;
 - (C) Withholding all or part of the state funding due a Long Term Care and Treatment facility or the Oregon School for the Deaf under ORS 327.023; and
 - (D) Other appropriate remedies.
- (d) The Deputy Superintendent may not award damages to the complainant or attorney fees.
- (10)(a) Parties may seek judicial review of the final order under ORS 183.484. Judicial review may be obtained by filing a petition for review within 60 days of service of the final order with the Marion County Circuit Court or with the Circuit Court for the County where the party resides.
- (b) Pursuant to OAR 137-004-0080 and ORS 183.484(2), a party to the complaint may request reconsideration of the final order by the Deputy Superintendent within 60 days after the date of the order. Except as provided in this subsection, the Deputy Superintendent and a party seeking reconsideration shall follow the procedure for reconsideration described in OAR 137-004-0080.
- (11) This rule applies to appeals filed with the Deputy Superintendent on or after July 1, 2017.

Statutory/Other Authority: ORS 326.051

Statutes/Other Implemented: ORS 327.103, 326.051 & 659.852

History:

Renumbered from 581-022-1940, ODE 11-2017, f. 6-29-17, cert. ef. 7-1-17

ODE 31-2007, f. & cert. ef. 12-12-07

EB 18-1996, f. & cert. ef. 11-1-96

TAG - Frequently Asked Questions (FAQs)

(from ODE website: <https://www.oregon.gov/ode/learning-options/TAG/Pages/TAG-FAQ.aspx>)

Identification

1. At what grade level should identification procedures first occur?

Oregon Department of Education has determined that the Oregon Administrative Rules, unless otherwise specified within a particular rule, apply to all children, grades kindergarten through 12. Identification protocol should be in place in all grades, K-12.

2. During the identification process, what should be kept in a student's file?

TAG identification teams must keep a record of the decision made by the team and the data used to make the decision. This record must become part of the student's education record, even when the decision was that the student did not qualify for TAG services.

3. What test should be used to identify a TAG student?

No single test should be the measure of TAG identification. The law requires multiple criteria. This can include teacher checklists, parent checklists, work samples, creativity assessments, etc. In addition, to be identified as a student who is intellectually gifted, the student must score at or above the 97th percentile on a nationally standardized test of mental ability. To be identified as a student who is academically gifted in reading or math, the student must score at or above the 97th percentile on a test of total reading or a test of total mathematics from a nationally standardized test or statewide assessment. Districts may consider lower test scores in their protocol for identifying students who have the potential to perform at the 97th percentile.

4. How long should the identification process take?

Best practice suggests a reasonable length of time from referral to decision regarding identification status as being thirty working days or six weeks. Deviation from this timeline should be documented, with the reason clearly stated. Decisions on end-of-year referrals may be held over to the beginning of the following school year to facilitate involvement of a building team. Parents should be notified of any delay in the established timeline.

5. Is it acceptable to use a "watch list" for students who come close to meeting the identification criteria for TAG?

A watch list for students should be used sparingly and with caution. Districts are required to identify students who demonstrate a potential to perform at the 97th percentile, and in many cases this identification should be used for students who demonstrate characteristics of a gifted learner but don't qualify under the specific requirements for intellectually gifted or academically talented in reading or math. A watch list should never be used systematically across an entire grade level such as primary grades. If a student does not qualify for identification during one academic year, there is no reason why that student cannot be considered for identification the next year if there is sufficient evidence.

6. What is a Percentile Conversion Table? What is it used for? Why do I have to wait for a new table every year?

The Smarter Balanced Assessment Consortium (SBAC) is a criterion-referenced test. That means scores are calculated against a student's knowledge of the content. Oregon Administrative Rule for identification of TAG students requires the use of a percentile ranking score calculated against the performance of other test takers. We use the conversion table to convert the RIT score into a percentile that compares the RIT score to other test takers. ODE cannot calculate this percentile until the testing window has closed and all test scores are finalized. The table can only be used for tests taken in the previous school year after it is published. It cannot be used to directly convert scores from the new school year. Currently the ODE Assessment team is looking into formulating a framework for a chart that will be valid for three years.

Parental Rights

7. What does Oregon law say about parental rights?

Parent permission is required for any individual testing that may need to be administered for identification purposes. If a student is not identified as TAG, a parent has the right to appeal the results. When a student is identified as TAG, the district must inform the parents about the available programs and services. Parents must be provided an opportunity to give input and discuss with the district the programs and services available to their child. Parents may request withdrawal from TAG services and programs at any time, and parents must be informed of their right to file a complaint.

Programs and Services

8. At what point in the school year should TAG services begin?

Oregon state law does not specifically state any timeline for services. This is a matter of local control. However, where no timeline exists, or where the timelines are so delayed as to effectively deny TAG students their legal rights, ODE has established guidelines about timelines. First of all, students previously identified as TAG should be receiving appropriate instruction within the first three weeks of the beginning of the school year. Additionally, transfer students or new referrals should be receiving appropriate instruction within thirty school days.

9. How does an IB, AP, or Honors class meet the needs of a TAG student? Do they meet all the needs of a TAG student?

International Baccalaureate (IB), Advanced Placement (AP), and Honors classes typically have a faster rate than other classes, and they tend to have more advanced content. They may also require students to use higher-level thinking and performance. However, enrollment in an IB, AP, or Honors class does not automatically show that a TAG student's rate and level of learning are being addressed. The classroom teacher, in cooperation with the school's TAG team and district policy, should still be monitoring the student's academic needs to assure that his or her rate and level of learning are being appropriately addressed in the classroom instruction.

10. Do after school enrichment opportunities meet the demands of the TAG mandate?

No. The mandate demands appropriate instruction. School enrichment might be helpful, but it does not meet the requirements on its own.

11. How do schools that have only a handful of TAG students adequately provide services?

TAG students can be effectively served in the regular education setting when differentiation is used consistently and students' rate and level of learning are continually assessed.

12. Do elective teachers have to write a TAG plan? What about a science teacher?

Oregon TAG law does not specify what exact documentation a teacher needs to have. District policy will determine how teachers will show that they are providing instruction at each TAG student's rate and level of learning. The law states, "The instruction provided to identified students shall address their assessed levels of learning and accelerated rates of learning." The law does not state that this will only happen in reading and math class. ODE interprets this statement to mean that each individual TAG student will be met with a plan of instruction at her or his rate and level of learning whenever appropriate to that particular student's TAG identification.

For example, a student identified as talented and gifted in performing arts most definitely needs to have services in place in band or choir class. A student gifted in mathematics should most definitely have rate and level of learning assessed and implemented in every class that incorporates mathematics, even if it's an elective or science class. However, that same student may not be identified in reading, and may actually be on grade level in reading and need no TAG instructional services in language arts classes.

13. How can middle and high school teachers meet TAG students' needs and have appropriate evidence of compliance?

Determining how to provide and document services at the secondary level for TAG students can be challenging, especially when trying to incorporate recent adaptations in the new diploma requirements. First of all, OAR 581-022-1130 states:

(7) School districts shall develop a process that provides each student the opportunity to develop an education plan and build an education profile in grades 7 through 12 with adult guidance. The plan and profile shall be reviewed and updated periodically (at least annually) and be supported by a Comprehensive Guidance Program as defined in OAR 581-022-2060.

ODE suggests that school districts use this individual plan and profile as a place for school staff, students, and parents to discuss overarching issues related to that particular TAG student's educational needs. This would also allow for the parent input required by both the plan and profile and TAG statutes and rules.

Additionally, secondary teachers across the state have met TAG students' needs with appropriate evidence of compliance in a variety of ways. Some utilize a course syllabus as the place to explain how individual rate and level of learning will be assessed and incorporated into classroom instruction. Sometimes content area departments establish a set of higher level learning objectives and coinciding learning activities that can be introduced to students who have demonstrated mastery of the basic skills. Other times, teachers present pre-assessment data to parents and

students early in the term and then discuss options for that student like curriculum compacting, independent learning contracts, and other instructional strategies. Finally, many secondary schools are incorporating options like proficiency credit, dual credit with community colleges and universities, grade acceleration as a way to provide services to secondary TAG students.

In all of these examples it is most essential that the classroom teacher is aware of who the TAG students are in his or her class, is able to show evidence of an assessed rate and level of learning for each TAG student, and is providing individual instructional opportunities that match that rate and level.

14. Who is responsible for meeting the needs of twice exceptional students---SPED or TAG?

Both have responsibility, and both should work in cooperation with students who are twice exceptional.

15. Is there a different set of requirements for meeting the needs of twice exceptional students?

The legal requirements are the same as with a TAG student who is not twice exceptional. The student's abilities will determine appropriate instruction.

16. What documentation should teachers collect when serving TAG students?

Oregon TAG law does not specify what exact documentation a teacher needs to have. District policy will determine how teachers will show that they are providing instruction at each TAG student's rate and level of learning.

17. What are the legal obligations of a school or district when a student exhausts all of the courses offered?

It depends. Can the student get the required credits for the diploma? What classes does the district require? If the student will be able to graduate, the district is not legally required to offer additional coursework for free. However, many districts have made it their local policy to offer additional coursework at the college level or using other Expanded Options programming.

Elementary School TAG Coordinator Tasks

First week of school:

- Share list of previously identified TAG students with teachers.
- Alert teachers of any pertinent program information from previous year.

By time of first Parent/Teacher Conferences:

- Review with teachers the requirements of TAG Mandate and 8C Board Policies for TAG.
- Assure previously identified TAG students are assessed for, placed according to, and taught at their level and rate of learning.
- Initiate and assure completion of TAG plans (TAG-5 form found on District Intranet) for previously identified students.
- Check previous year's SBAC test scores for qualifying scores.
- Administer *Raven* tests for 2nd and 5th-graders.
- Initiate identification process for referrals coming from SBAC and *Raven* screening, parents, and/or teachers. (ODE states best practice is to complete identification process within six weeks.)

Ongoing throughout the year:

- Attend district TAG meetings.
- Check records of new students for possible TAG identification / referral.
- Accept and act upon referrals from classroom teachers and parents.
- Coordinate completion of TAG plans (TAG-5) for newly identified students.
- Work with classroom teachers and parents to plan and provide appropriate programs and services.
- Encourage teachers to monitor and adjust TAG plans as needed.
- Communicate with parents.
- File TAG records.
- Give list of newly identified students to district data coordinator for Synergy database.
- Check ODE and OATAG websites for TAG news and resources.
- Share resources and materials with teachers and parents.
- Communicate and facilitate opportunities for students.
- Keep an informal working file.

End of year:

- Make program recommendations, including placements and schedules, for next year.
- Make sure TAG student information is accurately recorded in Synergy database.

Middle School TAG Coordinator Tasks

First week of school:

- Share list of previously identified TAG students with teachers.
- Work with staff to assure TAG students are placed in appropriately leveled classes.
- Alert teachers of any pertinent program information from previous year.

By time of first Parent/Teacher Conferences:

- Review with teachers the requirements of TAG Mandate and 8C Board Policies for TAG, including assessment of level and rate of learning.
- Initiate and assure completion of TAG plans (TAG-5 form found on District Intranet) for previously identified students.
- Check previous year's SBAC test scores for qualifying scores.
- Initiate identification process for referrals coming from SBAC and *Raven* screening, parents, and/or teachers. (ODE states best practice is to complete identification process within six weeks.)

Ongoing throughout the year:

- Attend district TAG meetings.
- Check records of new students for possible TAG identification / referral.
- Accept and act upon referrals from classroom teachers and parents.
- Coordinate completion of TAG plans (TAG-5) for newly identified students.
- Work with classroom teachers and parents to plan and provide appropriate programs and services.
- Encourage teachers to monitor and adjust TAG plans as needed.
- Communicate with parents.
- File TAG records.
- Give list of newly identified students to district data coordinator for Synergy database.
- Check ODE and OATAG websites for TAG news and resources.
- Share resources and materials with teachers and parents.
- Communicate and facilitate opportunities for students.
- Keep an informal working file.

End of year:

- Make program recommendations, including placements and schedules, for next year.
- Make sure TAG student information is accurately recorded in Synergy database.

High School TAG Coordinator Tasks

First week of school:

- Share list of previously identified TAG students with teachers.
- Work with staff to assure TAG students are placed in appropriately leveled classes and programs.
- Alert teachers of any pertinent program information from previous year.

By time of first Parent/Teacher Conferences:

- Review with teachers the requirements of TAG Mandate and 8C Board Policies for TAG, including assessment of level and rate of learning.
- Initiate and assure completion of TAG plans (TAG-5 form found on District Intranet) for previously identified students.

Ongoing throughout the year:

- Attend district TAG meetings.
- Check records of new students for possible TAG identification / referral.
- Accept and act upon referrals from classroom teachers and parents.
- Coordinate completion of TAG plans (TAG-5) for newly identified students.
- Work with classroom teachers and parents to plan and provide appropriate programs and services.
- Encourage teachers to monitor and adjust TAG plans as needed.
- Communicate with parents.
- File TAG records.
- Give list of newly identified students to district data coordinator for Synergy database.
- Check ODE and OATAG websites for TAG news and resources.
- Share resources and materials with teachers.
- Make sure students and parents are aware of educational options.
- Communicate and facilitate opportunities for students.
- Keep an informal working file.

End of year:

- Make program recommendations, including placements and schedules, for next year.
- Make sure TAG student information is accurately recorded in Synergy database.

TAG Coordinator Tasks - How to...

Share list of previously identified TAG students with teachers:

- Get list of TAG students from Synergy database (see school secretary or district TAG coordinator).
- Compare lists and resolve any discrepancies (check student records).
- Share list of identified students with appropriate teachers.

Keep in mind:

- TAG lists are confidential. Remind staff to handle carefully.
 - Tip – Stamp list with “confidential” label.
- Some students may be “twice exceptional” (identified as TAG and learning disabled, for example). Share list of TAG students with support staff (instructional coach, special education, speech, counselor) and work with departments for best approach to education.

TAG Coordinator Tasks - How to...

Work with staff to assure TAG students are placed in appropriately leveled classes and programs:

- *Note:* This is one of the first priorities to address each year. For previously identified students, this should be done before their first day back at school.
- Review list of TAG students and their placement and assessment information from previous year.
- View new schedules for TAG students.
 - Acquire class rosters and/or schedules from Synergy or school secretary.
 - Compare schedules with notes from previous year.
 - If any discrepancies exist between last year's recommendations and this year's actual placement, discuss options with administrators, counselors, instructional coaches, special education department, or any others who make scheduling and placement decisions.
 - Advocate for options and placements that best fit TAG student needs.
 - Tip – Do not allow ease of scheduling to drive decision-making.
- For any TAG students who transfer into your school, or for any students who are newly identified during the school year, you will need to follow the same procedures and work with classroom teachers and appropriate support staff members to make sure these students are appropriately placed.
 - Ensure student level and rate of learning are assessed and the results are used to inform placement decisions.

TAG Coordinator Tasks - How to...

Alert teachers of any pertinent program information from previous year:

- Check notes in TAG Coordinator's working files and/or read TAG plans from previous year (see copies in shared drive, or check originals in students' permanent files).
- If pertinent information is found (for example, student worked at a different grade level for math, or student has been enrolled in college courses), share information with appropriate teacher(s).

TAG Coordinator Tasks - How to...

Review with teachers the requirements of TAG Mandate and 8C Board Policies for TAG:

- Review TAG Mandate (found on ODE website: www.oregon.gov/ode) and 8C Board Policies (found on district Intranet). Make sure you know and understand the state law and district policies.
- Emphasize assessment of level and rate of learning and make sure teachers understand the requirements listed in **OR 581-022-2500 Programs and Services for Talented and Gifted Students:**
 - (1) Each school district shall have a written plan for programs and services beyond those normally provided by the regular school program in order to realize the contribution of talented and gifted children to self and society.*
 - (2) The written plan for programs and services for talented and gifted children shall be submitted to the Oregon Department of Education on a date and in a format provided in guidance documents provided by the Oregon Department of Education.*
 - (3) The written plan shall include, but is not limited to:*
 - (a) A statement of school district policy on the education of talented and gifted children;*
 - (b) An assessment of current special programs and services provided by the district for talented and gifted children;*
 - (c) A statement of district goals for providing comprehensive special programs and services and over what span of time the goals will be achieved;*
 - (d) A description of the nature of the special programs and services which will be provided to accomplish the goals; and*
 - (e) A plan for evaluating progress on the district plan including each component program and service.*
 - (4) The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning.*
 - (5) Assessments for the development of an appropriate academic instructional program shall include the information used by the team for identification purposes and also may include one or more of the following:*
 - (a) An academic history which may include grades, portfolio assessment records or other progress records and achievement information that demonstrates the student's level of learning and rate of learning;*
 - (b) Other evaluation methods such as formal tests or informal assessment methods designed by teachers to determine the student's instructional level and rate of learning related to specific academic programs;*
 - (c) Student interest, style, and learning preferences information from inventories or interviews; and*
 - (d) Other measures determined by the school district to be relevant to the appropriate academic instructional program for the student.*
- If you have any questions regarding correct interpretation of the TAG law, contact the TAG Specialist at ODE. For correct interpretation of board policy, contact your administrator or our

district TAG Coordinator.

- Tip - When asking questions about the law or district policies, get answers in writing so there is less chance for confusion or disagreement about what was stated. Email is an easy way to achieve this. Keep copies of communications on file and place with student records if applicable.
- Work with your administrator to figure ways to help staff members understand laws and policies. Presentations at staff meetings, grade level meetings, or team meetings may be helpful. Hearing this information once does not guarantee that all will understand and remember it later. At opportune times throughout the year, such as when making class schedules, filling out TAG plans, or preparing for parent/teacher conferences, remind teachers of our guidelines and responsibilities in meeting the mandates.

TAG Coordinator Tasks - How to...

Assure TAG students are assessed for, placed according to, and taught at their level and rate of learning:

- Reminder: Allowing students to work at their level and rate of learning is the heart of the TAG Mandate. **This is law!**
- Advocate for students' needs - do not allow roadblocks, such as schedules, to get in the way of making the best educational decisions for each student.
- Be aware of how students are grouped, know all the available options, and remind decision-makers to take TAG student needs into consideration when groups and/or classes are forming.
- Be especially vigilante about placements in language arts, math, and other subject areas in which identified students have demonstrated a specific talent.
- Encourage teachers to collaborate with other teachers and support specialists to come up with the best educational settings for their identified students.
- Make sure program placement decisions can be justified by assessment results and are not based upon assumptions of student abilities.
- Help teachers review assessment data to determine level and rate of learning for each identified TAG student in each of the core subject areas.
- Make sure current assessments have been taken **before** program recommendations are made.
- Assessment tools may include formal and informal measures, such as:
 - SBAC
 - Progress monitoring instruments, such as easyCBM and CFA
 - Performance-based assessments and work samples
 - Proficiencies
 - Textbook tests
 - Average scores on daily work
 - Projects and reports
 - Portfolios and journals
 - Performance tasks (e.g. science lab, technology, arts)
 - Teacher observations (e.g. student catches onto new concepts quicker than most and/or has unusually advanced insight)
 - Input from support specialists
- Encourage teachers to gather as much assessment data as possible in order to have a more complete and accurate picture of the student's level and rate.
- View assessment data in relation to average scores of grade level peers.
- If the student's assessments reveal that the student is working *above* the academic level and/or at a *faster* rate than his/her peers, modifications will need to be made to the regular program.
- The degree of modification should match the degree of variation from the grade level norm.
 - Teachers will need to discuss placement options and work together to make sure the placement continues to be appropriate.
 - For placements that involve a major change for the student, such as cross-grade grouping, it will be necessary to make sure this student does not receive the same level of instruction

again the following year.

- For students whose assessments fall just slightly above their peers, modifications may be made in the regular classroom through minor adjustments to assignments, such as offering challenge questions in the place of the normal assignment.
- *Note:* If a particular student’s assessments reveal that the student is working at the *same* academic level and at the *same* rate as his/her peers, then no academic modifications are necessary.
- *Note:* On some occasions, TAG students may be working *below* the academic level of his/her peers. Efforts should be made to determine why this student is not reaching his/her potential. Perhaps the student is an ESL student, or perhaps the student has a learning disability. It may be advisable to work with support specialists, such as the ESL coordinator, special education teacher, and/or counselor, to make sure this student is getting the help he/she needs to make academic progress.

Frequently Asked Questions:

- *Does a student have to be placed in an advanced group if the student doesn’t want to be placed there?*
 - No. We have an ethical obligation to consider the social/emotional needs of our students as well as their academic needs. Allowing a student to work comfortably at a lower level may outweigh any arguments for higher placement. However, the reasons for a student’s desire NOT to work at his/her academic level should be explored. There are many factors that may affect students’ feelings about doing different work than their age level peers. Some of these factors may be easily overcome and the most appropriate educational avenues may soon be pursued, while some factors may take more time and support to address.
 - Points to consider:
 - Is the student a perfectionist and/or afraid to take risks?
 - Is the student accustomed to “cruising” through school and afraid of a challenge and/or worried about getting lower grades?
 - Is the student an underachiever?
 - Is the student worried about the schedule - afraid he/she will miss out on something important (e.g. lunch)?
 - Does the student understand the reasons behind the placement recommendations?
 - Have the logistics, such as travel, responsibility for work, and grades, of a different placement been reviewed with the student?
- *What if the schedule/budget/system does not permit the most appropriate academic placement/program?*
 - Remember that educating TAG students at their assessed levels and rates of learning is **law**. Work with your building administrators and teaching colleagues to make the most appropriate placements work. You may have to be creative in coming up with ways to accommodate TAG student needs.

TAG Coordinator Tasks - How to...

Initiate and assure completion of TAG plans (TAG-5 form found on Intranet) for identified students:

- For each identified student, review TAG plans from previous years (if student was already identified). Note any pertinent information.
- Share copy of most recent TAG plan and any other pertinent information with teachers of identified students.
- Initiate completion of TAG plan by filling in student name, grade, school year, teacher(s), school, and available assessment information under appropriate assessment columns.
 - Tip – School data coordinator or instructional coach may help with gathering test data.
- Save partially completed, individual student plans on school shared drive.
- Tell teachers how to find electronic version of student plan on shared drive. These forms will be filled out *each year* to reflect the instructional plans for the current school year.
 - Tip – Making the effort to secure face-to-face meetings with teachers to go over the forms is well worth the time.
- Explain intent of forms to teachers by reviewing the following points:
 - TAG law OAR 581-022-2330 (2) states the school district shall...
 - *Provide an opportunity for the parents to provide input to and discuss with the district the programs and services to be received by their child.*
 - The TAG-5 forms are our district’s way of communicating plans for programs and services and for providing parents an opportunity for input.
 - The forms are our district’s way of communicating parent rights.
- Explain structure of forms:
 - Electronic version:
 - Called *TAG Form* on Intranet.
 - Five pages long (or longer, depending upon input).
 - Form is divided into rows for **subjects**.
 - At the top of each subject row, two columns are provided for **assessment data** (divided into two parts: **level** of learning and **rate** of learning).
 - At the bottom of each subject row, a section is provided for describing **instruction** (this is where we write in our instructional **plans**).
 - Part 4 of 5 contains boxes for comments and **signatures** (this is how we document our provision of opportunity for parent input and informing parents of rights).
 - Part 5 of 5 lists **parent rights** – be sure to include it when printing copies.
- Direct teachers to fill out TAG Plans for each of their identified students:
 - List additional results for assessments used to determine level of learning for each subject.
 - Note: *all* subject areas must be addressed, not just the subject area in which the student may have been identified
 - *Level of learning* refers to student’s current stage in grade level curriculum.
 - Assessments may be formal or informal. Examples include:

- SBAC
- Progress monitoring instruments, such as easyCBM and CFA
- Proficiencies
- Textbook unit tests
- Work samples (writing, math problem solving, scientific inquiry, speaking,...)
- Classroom observations
- Use results from most recent assessments - the idea is to determine the student's *current* level of learning.
- Print results on form in a way that parents will most likely understand. For example, listing percentile ranks or grade equivalencies may be more meaningful to parents than listing RIT scores or ORF scores.
- List several assessments for each subject area - gathering more data will help ensure a more accurate picture of student's level.
- Check boxes to describe rate of learning for each subject.
 - *Rate of learning* refers to student's speed in learning new concepts and/or moving through curriculum.
 - Assessment of rate is often subjective and/or based on teacher observation. However, data (i.e. timed tests) can be gathered that will support teacher's descriptions.
- Analyze assessment results and descriptions to determine student's level and rate of learning in each subject. This will be a generalized view of where the student fits in the grade level strata and how quickly he/she will be moving ahead.
- Based on the student's level and rate of learning, determine an appropriate educational plan for each subject.
- Check appropriate boxes to describe group or independent work for each subject area.
- Write short descriptions of the instructional plans for each subject area.
 - Only descriptions of instruction developed to particularly address students' TAG needs should be included; teachers need not include descriptions of regular classroom activities. Descriptions may include activities such as cross-grade grouping, ability grouping, modified assignments, enrichment opportunities, etc.
 - If the regular curriculum matches a student's level and rate of learning, then no special plans need be developed or implemented.
 - Make two copies of the completed TAG plan – one for parents and one for student file.
- Present TAG plans to parents.
 - Explain assessments and describe subsequent plans for programs and services.
 - Allow parents to provide input.
 - Discuss ideas.
 - Note: Since this is an educational *plan* for the year, it should be presented to parents in a timely fashion, such as by the time of the first parent/teacher conferences, not *after* the planned activities have occurred.
 - For students who are identified throughout the school year, the TAG Coordinator or teacher may present the TAG plans at the second parent/teacher conferences, or make other arrangements, such as mailing TAG plans home or inviting parents to a TAG Night, for parents to receive plans and have the opportunity to provide input.

- If agreement is reached, have parents (and students) **sign** both copies of the form (TAG-5).
 - If agreement cannot be reached, it may be necessary to set up another conference to continue discussion.
- Send one copy of signed form, including parent rights, home with parents.
- TAG Coordinator should keep one copy of signed form to put in student file.
- Teacher should refer to and/or update TAG form in shared drive during the school year.
- Additional conferences may be set up any time during the year to discuss necessary modifications to the plan. Teacher and parents (and student) should sign in next box after first signatures.
 - Tip – Bring the TAG plan out to review during parent/teacher conference times whether changes have been made, or not.
 - Tip – Note any recommendations for the following year.
- At the end of the year, the final copy should go into the student’s confidential file.

Frequently Asked Questions:

- *If a student is identified as Academically Talented - Math, do I need to fill out the TAG plan (TAG-5) for subjects other than math?*
 - Yes. No matter how the student was identified as talented and gifted to begin with, the student’s level and rate of learning in *all* core areas must continue to be assessed and addressed each year. Identification data may be used to help determine level of learning in reading and/or math, but teachers will need to rely upon other measures (formal and informal) to determine level and rate of learning for all subject areas. After assessments have been made, and levels and rates have been determined, appropriate instruction should be designed and noted on the yearly TAG plans for each subject area.
- *Is a face-to-face meeting required for sharing the TAG Plan with the parents and offering them an opportunity to provide input?*
 - No. It is preferable to meet with parents in person to discuss their child’s TAG instructional plans, especially if the student/parent is new to the TAG program. However, since it is not always feasible to accomplish a face-to-face meeting, especially in the upper grades, it is acceptable to send the TAG plans home with a cover note asking parents to review the plans, noting any concerns, and sign them before sending them back to school.
- *What if I set up a conference to go over the TAG plan and the parent doesn’t show up?*
 - This should be treated like other conferences. An effort should be made to reschedule. If the parent still does not respond, a copy of the TAG plan should be sent home and a dated note should be made on the original plan stating that the parent was notified, but declined the opportunity to meet with the teacher, so a copy of the plan was sent home.
- *What if I send home the TAG plan, asking for parent input and/or signature, but it is not returned to school?*
 - Print a new copy from the shared drive. Invite parents to come to school to view the plan and sign the form. If the parents do not respond, a note should be made on the plan stating that the parent was notified, but declined the opportunity to view the plan, and the plan should be filed.

TAG Coordinator Tasks - How to...

Check previous year's SBAC test scores for qualifying scores:

- Reminder: The TAG law states:
 - *Academically talented students shall score at or above the 97th percentile on a test of total reading or a test of total mathematics from a nationally standardized test of reading or mathematics.* (from OAR 581-022-2325)
- Students in third grade and above will have academic test scores on file because of their participation in SBAC. Results are communicated as RIT scores rather than percentile ranks and the conversions to percentile ranks are not made available until September or later. Therefore, it is not possible to use SBAC results as qualifying scores in the identification process until the percentile ranks are available. This means you are looking at the previous year's scores for identification purposes.
- As soon as the percentile rank conversion table becomes available on the ODE website (<https://www.oregon.gov/ode/educator-resources/assessment/Pages/assessment-percentile-tables.aspx>), check for cutoff scores – scores needed to reach the 97th percentile rank. You will only need to look at the **total reading** (ELA) and **total math** scores (see law above).
- Once the cutoff scores are known, screen the SBAC total reading and total math scores for any scores at or above the cutoff scores.
 - Tip – The school data coordinator may be able to help gather this data for you.
- If any student is found to have a score at or above the 97th percentile rank in **either** total reading or total math, he/she will be considered “referred” for possible identification as TAG. Record his/her scores, fill out the TAG-1 worksheet, and continue with the identification process for this student.
- *Note:* Don't be surprised if you find no or very few students who reach the cutoff scores.

TAG Coordinator Tasks - How To...

Administer *Raven's 2* Digital Test:

- Work with principal(s), teachers, and pertinent support staff to choose target dates for testing.
 - *This test may be administered individually or in a group setting.*
 - *Allow approximately one hour to administer the test.*
 - *Note: This test is to be administered by the trained TAG coordinator.*
 - *Tip – Try to get these tests completed before reading groups start meeting (when the schedules are a bit more flexible during the first two-three weeks of school).*
- Fill out TAG-2 “Notification of Group Testing” form, make copies and send home with all students in the grade level(s) to be tested.
 - Forms do not need to be returned; parent signature is not necessary; no reply assumes parental permission to test.
 - Parents are to notify school if they do not want their child to be tested.
 - Allow at least one day for parents to reply.
 - Check with classroom teachers and office personnel to see if any parents requested that their child not be tested. Honor any such requests.
- Prepare for testing.
 - Before testing, familiarize yourself with the *Raven's 2* Digital Administration Manual.
 - *Tip – Watch the online webinar found on the Pearson website for Raven's 2 (https://youtu.be/l_cYtzG6wnA).*
 - *Tip - If you have never administered this test, call another TAG coordinator and ask to observe him/her administering the test.*
 - Enter student information (names, birthdates, grade levels) into Q-global.
 - *Tip – Some students may already be entered into the system.*
 - Prepare Q-global login on computers or tablets for each student to be tested.
 - *Tip – This setup process will take some time. Do this before students are assigned to computers/tablets to take the test.*
 - *Tip – The Pop-Up Blocker may appear and prevent you from opening the test. Instructions to override pop-up blocker may be found online (Google).*
 - Make an effort to test in a private, quiet location with the classroom teacher or other staff member in the room.
 - *Tip - Post a “Testing: Do Not Disturb” sign on door. If this is not feasible, post a sign reminding staff and students to walk through area quietly.*
- Administer *Raven's 2*.
 - Explain to students that they will be doing some puzzles on this test. Their answers will help their teachers understand what the students know about thinking and solving problems. If asked, explain that their scores will be shared with the classroom teachers (and parents, if requested), but their scores will *not* be used for grading purposes.
 - Follow test directions explicitly and consistently. See administration manual for script and procedures.
 - This is a timed test (see manual for chart of time allowed). Be sure to start timing at

- the directed point.
 - Scores will be available for the coordinator to view on the Q-global site immediately upon completion of the test.
 - Note: If a student does not complete the test in the given timeframe, direct the student to close his/her test (as per instructions in manual). The score will be available after 24 hours.
- View Score Reports on Q-global site.
 - Print reports for all students who have scored at the 94th percentile rank or above.
- Record scores.
 - Record scores (percentile ranks) for each student, share with teacher(s), and keep records in your working file.
 - Tip - Get class lists from secretary, write scores next to each name, share lists with teachers. Don't forget to share scores with appropriate support staff and administration. Remind staff these scores are confidential and should be handled carefully.
 - Note students who score above or close to the 94th percentile. You may be following up with further testing and/or identification of these students (detailed directions to follow).

Frequently Asked Questions:

- *Do all second and fifth graders need to be tested?*
 - Yes! Our district uses this test as a screening device, as well as an identification instrument; therefore, all students should be tested.
 - Tip - Don't allow yourself or others to screen out children before they are tested just because you think they won't perform well. We use this nonverbal test to help us identify students who may otherwise be overlooked. You will be surprised with some of the results!
- *What if a student is already identified for special education, do I still need to administer the Raven?*
 - Probably. See exceptions below. Keep in mind that some students may be “twice-exceptional” (e.g. *gifted*, as well as *learning disabled*).
- *What if a student is already identified as TAG, do I still need to administer the Raven?*
 - Yes, you should go ahead and include TAG students in the group testing session. If, however, an identified TAG student is absent on the testing day, it is not necessary to make up the test since the score is not needed for this student.
- *Are there any exceptions to the rule of testing all?*
 - Yes.
 - If a parent requests that his/her child not be tested, don't administer the test.
 - If a student has already received a cognitive test, it is at your discretion to test again.
 - If a student transfers to your school, check his/her records before testing as he/she may have already received the *Raven* test, especially if the student came from within our district.

- *What if I went ahead and tested a student who was already identified as TAG and he/she scored below the 97th percentile rank, should I exit him/her from the TAG program?*
 - No. The results should be treated as informative, but should not be used to “un-identify” the student.

- *If a student seems overly upset or worried about finishing the test, do I have to make him/her finish?*
 - No. Use your discretion in these cases. You may remind the student that some of these problems will be quite difficult and that we don’t expect him/her to know all the answers, but we encourage students to try to find the best choice. If the student remains overly upset, the test can be stopped. Make note of this to keep in your working file. In some cases, it may be worth pursuing completion of the test at a later time or date.

- *What if I can tell that the student is choosing answers randomly rather than trying to figure the problems? Won’t his/her score be invalid?*
 - You’re right, his/her score probably won’t reflect his/her true abilities. You may remind the student of the directions to look at all the choices before choosing the best one. If the random choosing continues, make a note in your working file and share that information with the teacher(s) when you share results.

- *What if a student refuses to complete the test?*
 - Talk to the classroom teacher and/or administrator for insight and suggestions. It may be worth pursuing the test at another time. On the other hand, it may not be worth pursuing at all. In that case, make a note in your working file.

- *Am I required to send the scores home to parents?*
 - No. Results do not have to be reported unless parents make a special request. In that case, results may be communicated in person or over the phone. Caution parents not to read too much into the score, especially if you feel the score is not an accurate reflection of the student’s ability. Rather, this score is just one instrument among many that give us information about the child’s reasoning ability and potential.

TAG Coordinator Tasks - How To...

Sort, file, and share *Raven* tests:

- **Sort:** Test results should be sorted into three categories:
 - Students already identified as TAG
 - Students needing follow-up in identification process
 - Students needing no follow-up in identification process
- **File:** Tests from students *already identified* as TAG may be filed in existing *Confidential Files* (manila envelope - may be labeled as *Behavioral Records*) located within students' cumulative file folders in school office.
 - *Note:* Since these students have already been identified, the test scores, while interesting, do not necessarily affect the identification status. In other words, students will not be “un”-identified or re-identified because of low or high *Raven* test scores.
- **File:** Tests from students *needing follow-up* should be filed in the TAG Coordinator's working folder for later reference. These will include:
 - Tests from students scoring at the **97th** percentile rank or above, but not already identified as TAG.
 - Tests from students who scored at the **94th - 96th** percentile rank. These students may need further testing and/or may fit into the *Potential to Perform* identification category.
 - Tests from students who are referred for possible identification as TAG (parent or teacher has requested testing).
 - *Note:* After the testing process has been completed, these tests and accompanying TAG forms will be filed within manila envelopes labeled as “Confidential Files” and placed in the students' permanent files (check to see if confidential file envelopes already exist for these students before making new ones).
- **Share:** Test results should be shared with classroom teachers, principals, and appropriate support specialists.
 - *Tip* – Rather than copying the entire tests to share, record the scores on class lists and share the lists with teachers and other appropriate staff.
 - *Note:* Remember that these scores are **confidential**. Do not leave the scores in unsecure locations, and do not share student scores with staff members other than those listed above or any other outsiders. Remind teachers of the confidential nature of these scores.
 - *Tip* – Write or stamp “confidential” on the list before sharing.
 - *Note:* It is not necessary or desirable to send test results home to all parents. However, all parents have the option of requesting their children's test scores (as stated in permission to test letter). When reviewing test scores with parents, do not try to interpret the scores. Communicate the score and explain the reporting system (e.g. what “percentile rank” means). You may also explain why we administer *Raven* tests to all children in specified grade levels (to screen for potential TAG students). Do not share other children's scores with parents. If parents have further questions, it may be necessary to refer them to the principal, district TAG Coordinator, or appropriate support specialists who have more expertise in interpreting scores.

TAG Coordinator Tasks - How to...

Complete identification process for TAG referrals:

- **Referrals:**
 - Referrals may come from:
 - SBAC screening
 - Raven screening
 - Teachers
 - Parents
 - Students
 - A referral may be a simple, verbal request to have a child tested for TAG.
 - In our district, the referral does not have to go to a “child study team” before the testing process is initiated. However, parental permission must be received before individual testing is done.
 - Tip – **Teacher Behavioral Rating Scale (TAG-3)** may serve as a “referral” form. Hand out blank TAG-3 forms at the beginning of the school year and ask teachers to watch for students who demonstrate the listed characteristics. Teachers should complete the forms for any students who will receive high marks in any or all of the four areas. This form should then be returned to the TAG Coordinator and treated as a referral.
- **Complete TAG Worksheets:**
 - Fill out TAG worksheets (TAG-1) for each student referral.
 - The TAG-1 form will serve as a useful worksheet to guide you through the identification process and help you make sure you have gathered the necessary data to present to the MDT (multi-disciplinary team) for the decision-making process to label students as TAG.
 - Tip – Check student’s file for past test records or other information that may be helpful to include on TAG-1 and/or TAG-7 (case report).
- **Send Referral Notice:**
 - When a student is referred because of SBAC or Raven scores and there is no need for further testing, parents should still receive notice of the referral (TAG-6A.1).
 - Remember to include a copy of parent rights with the form.
- **Send Permission to Test forms (if needed):**
 - Obtain parental permission to test (TAG-6A.2/6B) if you determine additional tests are needed (e.g. instances where only a cognitive score or only academic scores exist; or instances where the student scored very close to the 97th percentile rank and another test is needed).
 - Remember to include a copy of parent rights with the forms.
- **Deliver Behavioral Rating Scales:**
 - Teacher Behavioral Rating Scales (TAG-3) should be completed for each referral resulting

from Raven screening or initiated by teachers. Ask the classroom teacher who knows the student best to complete the form (e.g. homeroom). For secondary students, it may be best to have a team of teachers work together to complete the form. It may also be beneficial to gather more than one form per student (i.e. ask last year's teacher to complete a form, or ask a support specialist, such as the music teacher, to complete a form).

- Send home the **Parent Behavioral Rating Scale (TAG-4A)** and ask that it be completed and returned to you.
 - Tip – The rating scale may be sent home at the same time as the referral notice (TAG-6A)
 - Tip – It's helpful to highlight the section of directions ("Please read the statements...") on the rating scale or attach a short note to help parents understand how to complete the form.
 - If a mature **student** requests that he/she be admitted to the TAG program, you may have him/her fill out the **TAG-4B** form as a self-referral. Also, send the TAG-4A form home to the parents and ask the classroom teacher(s) to complete the TAG-3 form.
- **Administer tests:**
 - Administer additional tests, if needed. Appropriate tests include:
 - *Raven's 2*
 - *WIAT III (Wechsler Individual Achievement Test)*
 - **Gather behavioral information:**
 - Collect completed behavioral rating scales from teachers (TAG-3) and parents (TAG-4A), and optionally from students (TAG-4B).
 - Tip – If teacher expresses concern over not knowing student well enough, have last year's teacher(s) complete form. Support staff, such as music teachers, special education, and counselors, may also provide input on the rating scales.
 - Score behavioral rating scales.
 - Total ratings for each portion of scale.
 - Creativity section will have a total between 10 and 40.
 - Motivation section will have a total between 9 and 36.
 - Learning section will have a total between 8 and 32.
 - Leadership section will have a total between 10 and 40.
 - Subtract normed scales given on form from each section total. Mark the result on the form (near the place where norm is listed).
 - For example, if the student received a total of 30 on the creativity section, you would mark that section with a +4.99 (because $30 - 25.01 = 4.99$). If, on the other hand, the student received a total of 20 on the creativity section, you would mark that section with a -5.01 (because $20 - 25.01 = -5.01$). Likewise, if a student received a total of 35 on the motivation section, you would mark that section with a +10.57 (because $35 - 24.43 = 10.57$), and so on.
 - Ask classroom teacher(s) and support staff to help gather pertinent information, such as report card grades, samples of daily work and/or projects, classroom observations, communications from parents, etc.

- **Prepare for MDT meeting:**
 - Fill out the top portion of the **TAG-7 form (“Case Report”)** - includes student information, test scores, and behavioral information.
 - Test data to include:
 - Cognitive – *Raven* score
 - Academic – SBAC and/or WIAT III score
 - Other data to include:
 - EasyCBM Reading scores (PRF, Comprehension, Vocabulary)
 - EasyCBM Math scores
 - CFA (Common Formative Assessment) Math scores
 - May include other information, such as proficiency test scores, etc., provided by the classroom teacher
 - Schedule an MDT (multi-disciplinary team) meeting to go over gathered evidence and decide upon TAG identification. Members of the multi-disciplinary team should include:
 - TAG Coordinator
 - Administrator
 - Classroom Teacher(s) - at least one, preferably two - teachers should be ones who know student well (e.g. homeroom or previous year’s teacher).
 - If applicable, the MDT may also include support staff, such as counselor, art/music teacher, ELL, instructional coach, special education, etc.

- **Facilitate MDT meeting and identification decisions:**
 - Review pertinent points of TAG law (OAR 581-022-2325):
 - *Districts shall use research based best practices to identify students from underrepresented populations including: ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse or economically disadvantaged.*
 - *A team shall make the final decisions on the identification of students.... No single test measure or score shall be the sole criterion....*
 - *Districts shall collect behavioral, learning and performance information and include the information in all procedures for the identification of students.*
 - *The following measures and criteria... shall be used by the team:*
 - *Intellectually gifted students shall score at or above the 97th percentile on a nationally standardized test of mental ability; and*
 - *Academically talented students shall score at or above the 97th percentile on a test of total reading or a test of total mathematics from a nationally standardized test battery, from a nationally standardized test of reading or mathematics or a test of total English Language Arts/Literacy or total mathematics on the Smarter Balanced Assessment.*
 - *Despite a student’s failure to qualify under paragraphs (d) (A) and (B) of this subsection, districts, by local policies and procedures, shall identify students who demonstrate the potential to perform at the 97th percentile.*
 - Discuss gathered evidence (test scores, behavioral information, etc.).

- Decide as a team whether or not student(s) should be identified as TAG.
- Mark TAG-7 form appropriately.
 - Depending upon supporting evidence, student may be identified as any one, two, or three of the following categories:
 - **Intellectually Gifted**
 - Student will have scored at least at the 97th percentile rank on a cognitive test, such as the *Raven's 2*, AND have other supporting data, such as:
 - At least one positive score on the Behavioral Rating Scale from a teacher (TAG-3), parent (TAG-4A), or student (TAG-4B)
 - Strong learning or performance indicators, such as consistently high marks on daily work, high report card grades, or anecdotal information from teacher regarding quick rate of learning new concepts. Documentation of these indicators, such as a copy of the report card, should be brought to the team and presented for inclusion with identification records.
 - **Academically Talented - Math**
 - Student will have scored at least at the 97th percentile rank in the area of total math on a nationally standardized academic test, such as *SBAC or WIAT III*, AND have other supporting data, such as:
 - At least one positive score on the Behavioral Rating Scale from a teacher (TAG-3), parent (TAG-4A), or student (TAG-4B)
 - Strong learning or performance indicators, such as consistently high marks on daily work, high report card grades, or anecdotal information from teacher regarding quick rate of learning new concepts. Documentation of these indicators, such as a copy of the report card, should be brought to the team and presented for inclusion with identification records.
 - **Academically Talented - Reading**
 - Student will have scored at least at the 97th percentile rank in the area of total reading on a nationally standardized academic test, such as *SBAC or WIAT III*, AND have other supporting data, such as:
 - At least one positive score on the Behavioral Rating Scale from a teacher (TAG-3), parent (TAG-4A), or student (TAG-4B)
 - Strong learning or performance indicators, such as consistently high marks on daily work, high report card grades, or anecdotal information from teacher regarding quick rate of learning new concepts. Documentation of these indicators, such as a copy of the report card, should be brought to the team and presented for inclusion with identification records.

- If the student did not reach the 97th percentile rank, but the team feels there is still strong evidence to identify the student as TAG, the student will be identified as:
 - **Potential to Perform**
 - Student will have scored near the 97th percentile rank (such as 94th - 96th percentile rank) on a cognitive or academic test, AND have other supporting data, such as:
 - At least one positive score on the Behavioral Rating Scale from a teacher (TAG-3), parent (TAG-4A), or student (TAG-4B)
 - Strong learning or performance indicators, such as consistently high marks on daily work, high report card grades, or anecdotal information from teacher regarding quick rate of learning new concepts. Documentation of these indicators, such as a copy of the report card, should be brought to the team and presented for inclusion with identification records.
 - *Note:* The Potential to Perform category should be used cautiously. It is intended to help identify students from TAG law category (1) above. Not all students reaching the 94th percentile rank should be identified. Only those who may be prevented from reaching the 97th percentile rank because of language, disability, cultural, or socio-economic issues should be identified with this category.
 - Members of team should sign form.
 - Only those team members directly involved with the student need to sign, but the form should have at least three signatures:
 - TAG Coordinator
 - Administrator
 - Classroom Teacher(s)
- **Notify parents of team decision:**
 - Use TAG-8A form for students identified as TAG.
 - Be sure to include a copy of the case report and parent rights with form.
 - Tip - Use this communication opportunity to:
 - Schedule a meeting to discuss TAG plans
 - Share TAG resources, such as OATAG (Oregon Association of Talented and Gifted) membership/website, information about advanced classes, books or periodicals dealing with TAG issues, summer camp opportunities, scholarships, etc.
 - Use TAG-8B form for students not identified as TAG.
 - Include a copy of the case report with form.
- **File TAG records:**
 - File TAG forms, including case report, and all identification information, including test score reports, in manila envelope marked “confidential file” (may say “behavioral records”) to be located within student’s cumulative file kept in office.

- Tip - It is a good idea to make a copy of the case report (TAG-7) to keep in your working file just in case something happens to the original copies.
- **Follow procedures for identified students:**
 - Facilitate assessment of student’s level and rate of learning.
 - Ensure student is placed in correct classes and groups.
 - Work with classroom teacher(s) to develop TAG plan.
 - Share plan with parents and provide opportunity for their input.

Frequently Asked Questions:

- *How soon does the identification process need to be completed?*
 - ODE states, “Best practice suggests a reasonable length of time from referral to decision regarding identification status as being 30 working days or six weeks.” (See FAQ on ODE website)
- *After a student has been identified, how soon does a TAG plan need to be developed and shared with parents?*
 - ODE states, “It is also best practice that districts take no more than 30 days to determine and implement a plan for appropriate curriculum modification with newly identified students.” (See FAQ on ODE website)
- *How do I know if further testing is needed?*
 - A full spectrum of data should be collected for the identification process. Academic (total math and total reading) **and** cognitive test scores should be obtained, as well as other learning, performance and behavioral information. These scores should be recorded on the case report (TAG-7). Decisions for further testing will be made on a case-by-case basis. Here are some examples:
 - A 4th grade student who is not already identified as TAG scores at the 97th percentile rank on *SBAC Reading* and at the 85th percentile rank on *SBAC Math*.
 - There is **no** need for further academic testing since reading and math scores are already available.
 - There **is** a need for cognitive testing (e.g. *Raven’s 2*) since a cognitive score is not available.
 - Note: This student may have already received *Raven* testing in previous years. These scores may be brought to the attention of the MDT and considered in the identification process, but the student may still receive another cognitive test, such as the *Raven*, since the other test scores are a couple years old.
 - A 5th grade student who is not already identified as TAG scores at the 99th percentile rank on the *Raven’s 2* test, at the 67th percentile rank on *SBAC Reading* and at the 96th percentile rank on *SBAC Math*.
 - There is no need for further testing since cognitive and academic scores are already obtained. The *Raven’s 2* test score of 99th PR will help qualify this

student as intellectually gifted. The *SBAC* scores are below the 97th PR and will not qualify the student as academically talented. Since the *SBAC* math score was so close to the 97th PR, another math test **may** be administered to see if the student might also qualify as academically talented in math, but students do not need to qualify in more than one area (e.g. intellectually gifted AND academically talented) and it is not necessary to administer another academic test.

- A 2nd grade student who is not already identified as TAG scores at the 98th percentile rank on the *Raven’s 2* test. *SBAC* is not administered to this grade level, but the student scores at the 99th percentile rank on the EasyCBM Math test.
 - The *Raven* test score will help qualify the student as intellectually gifted, and the EasyCBM Math score may be used as supporting information to justify the TAG identification. It would be desirable to administer a nationally standardized academic test, such as WIAT III, to see if the student would also qualify as Academically Talented-Math or Academically Talented-Reading, as well as Intellectually Gifted.
 - Note: In the example above, the student would *not* be identified as Academically Talented-Math from the EasyCBM score because this test is not considered a nationally standardized test (as required in TAG identification test criteria).

- Which tests are available for further testing?
 - The TAG law states that nationally standardized tests of mental ability must be used for the intellectually gifted identification category. The following suitable tests are available in our district:
 - *Raven’s 2*
 - *Naglieri*
 - For the academically talented identification category, tests of total reading or total math from a nationally standardized test battery or a nationally standardized test of reading or mathematics must be used. The following suitable tests are available in our district:
 - *SBAC*
 - *WIAT III*
 - Tip – If problems arise in finding suitable tests, the district diagnostician or school’s special education teacher(s) may be able to offer advice and materials.

- How do I decide which tests to use?
 - Try to match the test to the student’s needs. For example, if the student is ELL (an English language learner), a *nonverbal* test, one that doesn’t rely on language abilities, such as the *Raven* or *Naglieri*, is desired.

- Is a cognitive test the same as a mental ability test?
 - Yes. These terms are used interchangeably. These tests are also sometimes called intelligence tests or IQ tests. However, it is not advisable to refer to these tests as IQ tests because of negative connotations sometimes associated with the term and/or the inclination to base too many assumptions about one’s abilities because of a single test score or IQ.

- *If a student was identified as TAG in another district, is he/she automatically identified as TAG in our district, too?*
 - Yes. As long as records can be found indicating the student was identified as TAG in another district, the student will automatically be identified in our district. In this case, the student should be added to the TAG coordinator's list (in working files) and the district data coordinator should be asked to make sure the Synergy database lists the student as TAG. On the other hand, if supporting evidence cannot be found in the student's records for the identification from another district, the identification process will have to start anew in our district.

- *May I use test scores from tests administered at another school in identifying a student as TAG in our district?*
 - Yes, as long as they meet the criteria outlined in the TAG law. You should also note the age of the test score. If the student is now in the 5th grade, it is not advisable to use a 1st grade math score to identify a student. Try to utilize scores that are from tests taken in the past year. Older scores may be brought to the MDT to define the student's performance history, but newer scores should be focused upon for identification considerations.

- *Once a student is identified as TAG, is he/she identified for the rest of his/her school career?*
 - Yes. Students do not become "un-identified" at a later date. Some teachers may feel that students should be exited from the program because of the students' lack of performance and low achievement. It should be remembered, though, that being talented and gifted does not guarantee high performance. There may be some reasons why particular students are not reaching their potential. Perhaps they are twice-exceptional (gifted and learning disabled at the same time). Such issues should be addressed through the students' educational plans, rather than a change in their identification status.
 - On the other hand, parents may request that their child no longer be identified as TAG. Such a request must be honored.

- *I see that the TAG laws describe identification in the categories of creativity, leadership, and visual or performing arts. Are we obligated to use these categories for identification?*
 - No. These are *optional* categories for identification. At this time, our district has not decided to pursue identification of students within these categories. However, you may observe students who could benefit from services within these categories, and you may advocate for providing these students appropriate educational opportunities.

- *Should a parent be part of the MDT to determine TAG identification?*
 - No. Parents may not be part of this team.

TAG Coordinator Tasks - How to...

Attend district's TAG Committee meetings:

- The District TAG Coordinator will schedule and facilitate meetings of School TAG Coordinators. The meetings serve as an opportunity to ask questions about TAG procedures, to share resources, and to coordinate programs. Contact the District TAG Coordinator if you have questions or concerns to discuss, or if there is an item you'd like to have added to the agenda.

TAG Coordinator Tasks - How to...

Check records of new students for possible TAG identification/referral:

- When new students arrive at your school, you may check their cumulative file for records indicating they are identified as TAG and/or have the potential to be identified as TAG. Information may be found in:
 - Confidential File (usually in a manila envelope found within cumulative file; may be labeled as Behavioral Records)
 - If present, this file should contain identification information, such as a case report, listing mental ability and academic achievement test scores, behavioral rating scale scores, and the building team’s decision for TAG identification.
 - Cumulative File
 - Academic test scores (such as SBAC) may be found on the permanent record card and should be scanned for total reading and total math scores at or above the 97th percentile.
 - Loose papers within this file may contain notes from previous teachers or a specialist indicating the child was being considered for TAG identification.
- Tip – The school secretaries are your best source of help in learning about new students. If a new student was identified as TAG at his/her previous school, the parent may indicate so during the registration process, before the official records (cumulative files or transcripts) arrive. Keep the communication lines open between yourself and the office secretaries. Ask them to notify you if they learn of any students who may be TAG.
- Tip – Other support specialists, such as instructional coaches, special education teachers, and school counselors, may offer valuable information. Encourage them to let you know if they come across TAG records and/or if new students demonstrate particular academic prowess during the placement testing process, etc.
- If you find records indicating the student was previously identified as TAG, you may be able to accept that identification without going through the identification process again in our district. Check the records for official documentation, such as a case report and/or notification of identification letter.
 - Note: Make sure you are not relying solely on a list of inclusion in TAG classes/activities or the word of the parents. Oftentimes, “able learners” are included with identified TAG students in TAG education opportunities. This sometimes leads to confusion as to the actual identification (or lack thereof) of the student.
- If you are confident that proof of proper identification exists, the student will be automatically accepted onto the school list of TAG students.
 - Add the student onto your list (in your working files) and notify the district data coordinator to update the Synergy database indicating the student’s identification as TAG.
 - Follow procedures for students who are previously identified as TAG.
 - Notify the classroom teacher and any other teachers who may need to know of the student’s identification as TAG.
 - Remind teacher(s) that student must be assessed for current level and rate of

- learning.
 - Initiate completion of the TAG plan (form TAG-5).
 - Coordinate communication of TAG plan with parents, including TAG parent rights.
- If you do not find record of previous identification, but you do find high test scores and/or feel that the records or observations from teachers or support specialists indicate the student may have the potential to qualify as TAG, you may initiate the referral process.
 - Complete the TAG-1 form for your working file.
 - Ask the classroom teacher(s) and parents to fill out the behavioral rating scales (TAG-3 form for teacher and TAG-4A form for parents).
 - Send home permission to test forms (TAG-6A/6B) if further testing is needed.
 - Administer academic achievement or mental ability tests, as necessary.
 - Ask the classroom teacher(s) to collect academic scores and/or anecdotal information that may be helpful for the MDT (multi-disciplinary team) in its decision-making process for TAG identification.
 - Record scores and other pertinent information on the case report form (TAG-7) and coordinate an MDT meeting to decide upon TAG identification.
- If the MDT team decides to identify the student as TAG, follow the procedures for notifying parents (form TAG-8A) and addressing the student's needs (initiate completion of TAG plan, etc.).
- If the MDT team decides *not* to identify the student as TAG, send the non-qualifying letter home to the parents (TAG-8B) and file the test information, copies of forms, case report, etc., in a manila envelope labeled as "confidential records" inside the student's cumulative file.

TAG Coordinator Tasks - How to...

Accept and act upon referrals from classroom teachers and parents:

- Referrals may be made any time throughout the school year. Our district does not require a formal process to accept a referral. The referral may be a simple, verbal request from a teacher or parent. Mature students may refer themselves.
- When a request for TAG testing is made, the behavioral rating scale may be used as a referral form (TAG-3 for teachers, TAG-4A for parents, and TAG-4B for students).
- The TAG coordinator should use the TAG-1 form as a worksheet to guide him/her through the identification process.
- *Timeline note:* ODE states, “Best practice suggests a reasonable length of time from referral to decision regarding identification status as being 30 working days or six weeks.” (See FAQ on ODE website.)

Frequently Asked Questions:

- *If a request is made, do we have to proceed with testing?*
 - Not necessarily. Before testing, you should check the student’s records. If academic achievement test (e.g. SBAC) and mental ability test (e.g. *Raven*) scores exist, record them on your TAG-1 worksheet. If a teacher made the request, discuss the scores with the teacher and decide together whether further testing is warranted. If, however, test scores do not exist and/or a parent made the request, you should proceed with testing.
 - You should also have the teacher and parent fill out the behavioral rating scales (TAG-3 and 4A respectively). The scores from these rating scales will help you decide whether further testing is warranted.
- *What if a referral is made at the end of the school year and I am unable to complete the identification process before school is out?*
 - If a referral is made at the end of the school year, make your best effort to complete the process before school is out. Depending upon the date, you may need to make it clear to the teacher and parent that you will not be able to complete the identification process. They may prefer that you wait until the following year to get started. If you do get started and find that schedules prevent you from completing the process, make a note on the TAG-1 worksheet and file the paperwork you have gathered thus far in your working file. You should also put a note in the student’s cumulative file indicating that the student was referred for TAG and that the TAG coordinator was working through the identification process when the school year ended. Make a note to yourself to pick up where you left off at the beginning of the next year and complete the process as quickly as possible.

- *Do we have to test kindergartners if a referral is made?*
 - Yes. The TAG Mandate covers students in grades **K-12**. Any programs and services that we provide must be available to students from any of these grade levels. It is important to provide appropriate educational opportunities to TAG students, no matter their age.

- *May staff members other than classroom teachers refer students for TAG?*
 - Yes. Oftentimes, other staff members, such as music teachers, instructional coaches, and administrators, may observe gifted characteristics in students. Ask these staff members to fill out the behavioral rating scale (TAG-3) for the student. You should also discuss the referral with the classroom teacher and ask him/her to fill out the TAG-3 form, as well.

- *May a parent refer someone else's child for TAG?*
 - No. However, you should share the parent's request with the classroom teacher and/or the actual parent to decide whether or not the appropriate party should make the referral.

TAG Coordinator Tasks - How to...

Work with classroom teachers to plan and provide appropriate programs and services:

- Remind teachers that educating TAG students at their assessed level and rate of learning is at the core of the TAG law. We must first be sure that level and rate assessments are occurring on an ongoing basis and the educational plans are adjusted accordingly. (See “Level and Rate” and “TAG Plan” sections of manual for assessment and program planning suggestions).
- As TAG Coordinator, you should act as a consultant and resource teacher. Give advice and offer help with materials and instruction as needed and as time permits.
- Sometimes you will find it necessary to advocate for TAG student needs and to act as a liaison between teachers and parents and/or between administration and students.
- Our district does not have a systematic approach to meeting TAG student needs (such as a pull-out program). It is up to us (school personnel) to devise programs that meet each individual student’s needs and adhere to the guidelines stated in the TAG laws.

Frequently Asked Questions:

- *Our school offers FIRST LEGO League Robotics to our TAG students. Doesn’t that cover our obligations for meeting their needs?*
 - No. While *FIRST LEGO League Robotics* is an admirable program that benefits TAG students, as well as other students, it is not a comprehensive, educational program that fulfills all the requirements spelled out in the TAG laws. Robotics may help to meet some of the students’ needs, but the educational program happening during the regular school day needs to be examined for its appropriateness and ability to address the students’ assessed levels and rates of learning.
- *Our school’s TAG Coordinator offers an “After School TAG” session once a week for our TAG students. Is this what we have to offer as a TAG program?*
 - No. The enrichment sessions, which are designed to address TAG student needs, in particular the need for TAG students to spend time and work with their intellectual peers, are just a small part of the total TAG program; they do not cover the needs that occur throughout the regular school day. More importantly, level and rate assessments should be made in the core content areas and educational plans should be adjusted accordingly.
- *Does our school have to offer Destination ImagiNation, FIRST LEGO League Robotics, After School TAG, Enrichment Sessions, or any other programs that have been traditionally touted as helping to meet our TAG student needs?*
 - No. The TAG laws and ODE do not specify particular programs to be used by our schools. It is up to us to design our programs and make sure we are meeting the requirements of the law. Differing schedules and varying interests or talent areas of school TAG coordinators and staff, combined with specific needs of individual TAG students, may affect the choices made for school programs each year.

TAG Coordinator Tasks - How to...

Encourage teachers to monitor and adjust TAG plans as needed:

- Remind teachers that TAG plans should not be static: TAG plans should be working documents that change as students progress through the year and/or needs arise.
- Students are to be taught at their *assessed* level and rate of learning. Teachers will need to administer and review assessments throughout the year to be sure the educational plans are still appropriate.
- When regularly scheduled assessments, such as those for progress monitoring, are done and results are reviewed, remind staff to analyze progress of TAG students, as well as those who are not yet meeting benchmark standards.
- Students' social and emotional needs should be taken into consideration, as well as academic needs, when planning educational programs. When changes to the regular curriculum or typical schedules are made, students should be observed to make sure they are handling the changes well. If not, interventions should be put into place and/or modifications to the plan should be made.

TAG Coordinator Tasks - How to...

Communicate with parents:

- Remember that parents know their children better than we do. Parents can be powerful educational allies. Keep the communications lines open.
- You may find it helpful to:
 - Attend parent/teacher conferences for identified TAG students and/or students who are currently going through the identification process.
 - Set up a table to disseminate information and resources during parent/teacher conferences.
 - Offer a “TAG Night” to share information and resources.
 - Publish a TAG newsletter.
 - Work with your school’s PIC (Parent Involvement Coordinator) to design a TAG web page for your school.
 - Copy and send home information or resources.
 - Check out useful TAG resource books to parents.
 - Survey parents to elicit their opinions about your school/district’s TAG programs and how well they feel their children’s needs are being met.

TAG Coordinator Tasks - How to...

File TAG records:

- TAG records should be filed in a manila envelope labeled “Confidential Records” (some of the existing files may say “Behavioral File”) located within the student’s cumulative file. TAG records include:
 - TAG forms, including parental permission notes
 - Case reports
 - Behavioral rating scales
 - TAG plans, including parent signatures
 - Test score reports
 - Any pertinent information used by the MDT in making its decision for TAG identification
- *Note:* Records contributing to the MDT decision should be filed in the confidential envelope even if the student was NOT identified as TAG.
- *Note:* If the student is “twice-exceptional” (also identified for speech services, for example) and already has a confidential envelope in his/her cumulative file, it is best to make another, separate file for the TAG records.

TAG Coordinator Tasks - How to...

Make sure TAG student information is accurately recorded in Synergy database:

- Work with the district data coordinator to make sure that TAG students are listed correctly in the Synergy database. Check records to resolve any discrepancies.
- It is especially important to make sure this is done at the beginning and end of each school year.
- When TAG students transfer between elementary schools, move from elementary to middle school, or move from middle school to high school, the school TAG coordinators should check with each other to make sure the students are included and labeled correctly on the new schools' TAG lists.

TAG Coordinator Tasks - How to...

Check ODE and OATAG websites for TAG news and resources:

- Go to Oregon Department of Education website at: www.oregon.gov/ode. Click on Learning Options, scroll down and click on Talented and Gifted.
- This site provides pertinent information and resources, such as:
 - TAG laws - Oregon Administrative Rules (OAR's) and Oregon Revised Statutes (ORS's)
 - Contact info for ODE TAG personnel
 - Percentile conversion tables for SBAC
 - TAG parent brochures
 - Links to TAG organizations and helpful materials
- Go to *The Oregon Association of Talented and Gifted* website at: www.oatag.org.
 - OATAG is a *non-profit, full-service organization dedicated to helping Oregon youth reach their full potential.*
 - The website includes resources and opportunities for teachers, TAG students, and families; and the site gives updates on legislation affecting the education of TAG students.
 - Membership in this organization is beneficial to parents and teachers. Membership forms can be found on the website.

TAG Coordinator Tasks - How to...

Share resources and materials with teachers and parents:

- Make a point to keep abreast of effective teaching practices for TAG students and share this information with other teachers.
- Consult websites (such as ODE, OATAG, and NAGC), professional journals, and other TAG coordinators for resources to share with teachers.
- When assisting teachers with TAG program planning, make sure appropriate instructional materials are available. You may need to help gather materials, solicit budget funds, and/or advocate for class offerings.
- You may wish to copy information or resources for parents and/or check out useful resource books that may help them understand how best to help their exceptional children.
- You may find it worth your time to incorporate one or more of these ideas:
 - Attend parent/teacher conferences for identified TAG students and/or students who are currently going through the identification process.
 - Offer a “TAG Night” to share information and resources with teachers and parents.
 - Publish a TAG newsletter for parents, students, and staff.
 - Set up a table to disseminate information and resources during parent/teacher conferences.
 - Work with your administrators to secure time for TAG presentations during staff meetings, late start days, or staff development times.
- The following websites are helpful:
 - ODE (Oregon Department of Education): www.oregon.gov/ode includes a TAG **parent brochure** available in English, Spanish, Russian, Chinese, and Vietnamese (go to ODE website, click on Learning Options, scroll down and click on Talented and Gifted, click on Read About Your Gifted Child).
 - The above ODE site also contains links to resources, including *FIRST* and *Destination ImagiNation*.
 - NAGC (National Association for Gifted Children): www.nagc.org
 - National Standards in Gifted and Talented Education: <http://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education>
 - OATAG (The Oregon Association of Talented and Gifted): www.oatag.org
 - “Edu-Fest” (TAG conference at BSU): www.edufest.org
 - SENG (Supporting Emotional Needs of the Gifted): <https://www.sengifted.org/>
 - WCGTC (World Council for Gifted and Talented Children): <https://www.world-gifted.org/>
- These books may offer insight:
 - Teaching Gifted Kids in the Regular Classroom, Susan Weinbrenner, Free Spirit Publications
 - Teaching Young Gifted Children in the Regular Classroom, by Joan Franklin Smutny, Free Spirit Publications
 - Differentiation: Simplified, Realistic, and Effective, Bertie Kingore, Professional

Associates Publishing

- The Gifted Kids' Survival Guide, Judy Galbraith, Free Spirit Publications
- Perfectionism, Miriam Adderholdt, Free Spirit Publications
- Some of My Best Friends Are Books, 2nd Ed., Judith Wynn Halsted, Great Potential Press

- The following ASCD publications are helpful in addressing the needs of TAG students:
 - Fulfilling the Promise of the Differentiated Classroom, Carol Ann Tomlinson, ASCD
 - Tools for High-Quality Differentiated Instruction, Cindy Strickland, ASCD

- Online catalogs with gifted resources:
 - Zephyr Press: www.zephyrpress.com
 - Prufrock Press: www.prufrock.com
 - Free Spirit: www.freespirit.com
 - MindWare: www.mindwareonline.com

TAG Coordinator Tasks - How to...

Communicate and facilitate opportunities for students:

- When you receive information about opportunities that would be especially beneficial for TAG students, share the information with students and their parents. Opportunities may include:
 - Advanced classes
 - Dual enrollment (college credit)
 - Early graduation
 - Mentor assignments
 - Participation in *Destination ImagiNation* or *FIRST LEGO League Robotics*
 - STEM fairs
 - Writing workshops and contests
 - Academic summer camps

- To help ensure important information gets to TAG students and their parents, try to implement regular avenues of communication, such as:
 - Attending parent / teacher conferences
 - Sending out a TAG newsletter
 - Adding notes to the school newsletter, FaceBook page, or district eNews
 - Sending information packets home with students each quarter or semester

TAG Coordinator Tasks - How to...

Keep an informal working file:

- As well as filling out the required TAG forms and filing them in students' cumulative files, it is advisable to keep your own "working file."
- The working file is only for your own records, so organize it in a way that is most efficient for you. For example:
 - Keep a list of identified and referred students to refer to quickly and easily.
 - Make file folders for each identified student at your school. Keep a copy of the TAG plan and any pertinent information, such as test scores and placement decisions, in each student's file.
 - Develop spreadsheets for your list of TAG students. Use the spreadsheet to keep track of test scores and class schedules.
 - Print class rosters to list test scores and other notes.
 - Retain records of parent and staff communications.
 - Keep reminder notes in your working file, such as important placement information to remember the following year.

TAG Coordinator Tasks - How to...

Note program recommendations for next year:

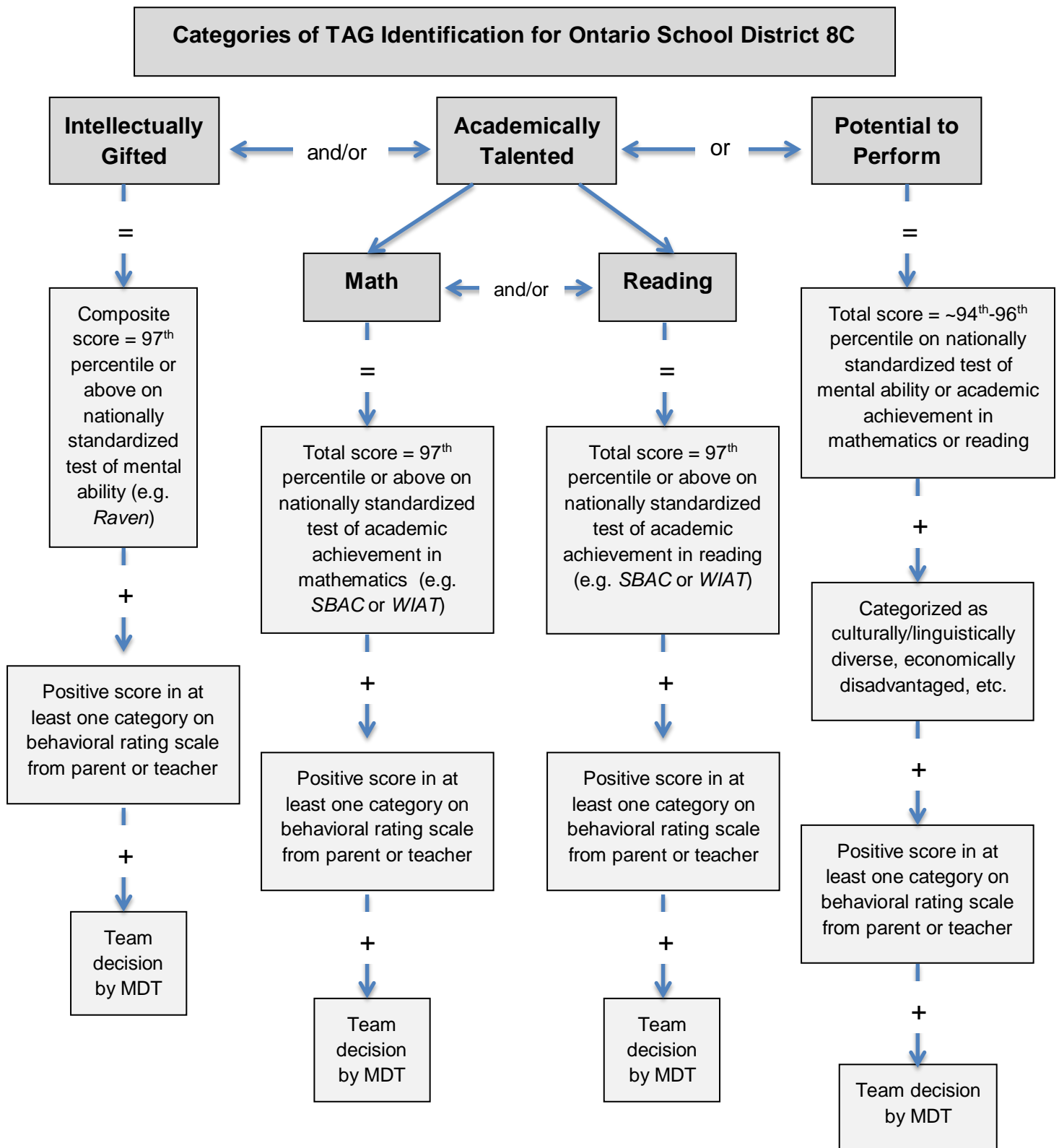
- At the end of the school year, discuss TAG student program recommendations with the classroom teachers and involved support staff, such as instructional coaches and counselors, and make sure the TAG plan (TAG-5) is updated with these recommendations for the following year.
- In some cases, it may be prudent to note these recommendations in more than one location so that they won't be overlooked the next fall. Make notes of pertinent information to keep in your working file – make sure you look at this file right away the following year. At the elementary level, you may want to put a note in the student's cumulative file (besides the one on the TAG plan filed within the confidential records envelope) for next year's teacher to see.
- At the secondary level, schedules are usually made at the end of the school year for the following school year. Be vigilant at this time, making sure TAG students are aware of opportunities, such as advanced placement and college credit, and are placed in appropriately-leveled classes.
- Remember to check again when the new school year begins to make sure planned classes and schedules are still in place.

TAG Coordinator Tasks - How to...

Send list of identified students to next school's TAG Coordinator:

- Elementary Coordinators: Before the school year is out, make a list of the identified 5th or 6th grade TAG students and send it on to the next elementary or middle school TAG Coordinator. Note any pertinent information that he/she will need to know to address the next fall.
- Middle School Coordinator: Before the school year is out, make a list of the identified 8th grade TAG students and send it on to the high school TAG Coordinator. Note any pertinent information that he/she will need to know and address the next fall.
- *Reminder:* TAG identification is confidential. Delivery of this information should be handled carefully.

Flow Chart for Identification



TAG FORMS

TAG-1	TAG Worksheet
TAG-2	Raven Test Notification
TAG-3	Behavioral Rating Scale – Teacher
TAG-4A	Behavioral Rating Scale – Parent
TAG-4B.....	Self-Referral Form
TAG-5	TAG Plan
TAG-6A.1	Raven/SBAC Referral Notice
TAG-6A.2	Referral Notice / Consent to Test
TAG-6B.....	Permission to Evaluate
TAG-7	Case Report
TAG-8A	Notification of Identification
TAG-8B.....	Notification of Does Not Meet

TAG-1

TAG WORKSHEET

DATE OF REFERRAL: _____

SOURCE OF REFERRAL:

SBAC RAVEN PARENT TEACHER SELF OTHER: _____

STUDENT'S NAME _____

SCHOOL _____ GRADE _____ BIRTHDATE _____

PRIMARY LANGUAGE _____

PARENT NAME(S) _____

ADDRESS _____ PHONE _____

FORMS COMPLETED / SENT / RETURNED

- PERMISSION TO TEST – RAVEN SCREENING (TAG-2) DATE OUT _____
- TEACHER RATING (TAG-3) DATE OUT _____ DATE IN _____
- REFERRAL NOTICE (TAG-6A.1) DATE OUT _____
- PERMISSION TO TEST – INDIVIDUAL (TAG-6A.2) DATE OUT _____
- PARENT SIGNATURE TO TEST (TAG-6B) DATE IN _____
- PARENT RATING (TAG-4A) DATE OUT _____ DATE IN _____
- SELF RATING (OPTIONAL) (TAG-4B) DATE OUT _____ DATE IN _____
- CASE REPORT (TAG-7) MDT MEETING DATE _____
- QUALIFYING COVER LETTER (TAG-8A) DATE OUT _____
- NON-QUALIFYING COVER LETTER (TAG-8B) DATE OUT _____
- COPY OF CASE REPORT (TAG-7) DATE OUT _____
- INSTRUCTIONAL PLAN – TEACHER FILL IN (TAG-5) DATE OUT _____ DATE IN _____
- INSTRUCTIONAL PLAN – PARENT SIGNATURE (TAG-5) DATE OUT _____ DATE IN _____

NOTES: _____

TAG-2

NOTIFICATION OF GROUP TESTING

Date _____

Dear Parents,

On the following dates, _____, we plan to give the _____ graders the *Raven's 2 Progressive Matrices* test. This test measures reasoning ability in students and is designed to help us identify both those students who have outstanding reasoning ability and those who may benefit from additional instruction. The test is non-verbal and does not require any reading. It will not affect students' grades in any way.

Test results will not routinely be sent home, but if you wish to discuss your child's test scores, please call me to arrange a time to do so. Results will not be available before _____.

If you DO NOT wish your child to be assessed with this test, please contact us as soon as possible.

Sincerely,

TAG Facilitator

Phone Number _____

TAG-2-Sp

NOTIFICACIÓN DE PRUEBAS DE GRUPO

FECHA _____

Estimados padres,

En las siguientes fechas, _____, planeamos dar a los estudiantes del grado ____ la prueba de Raven's 2 Progressive Matrices. Esta prueba mide la capacidad de razonamiento de los estudiantes y está diseñada para ayudarnos a identificar tanto los estudiantes que tienen la capacidad de razonamiento excelente y aquellos que pueden beneficiarse de instrucción adicional. La prueba es no verbal y no requiere ninguna lectura. No afectará calificación de los estudiantes de cualquier manera.

Resultados de la prueba no se enviarán a su casa, pero si desea discutir los puntajes de las pruebas de su hijo, por favor llámeme para arreglar un tiempo para hacerlo. Resultados no estarán disponibles antes de

_____.

Si NO desea que su hijo sea evaluado con esta prueba, póngase en contacto con nosotros tan pronto como sea posible.

Atentamente,

Facilitador de TAG

Número de teléfono _____

TAG-3

**SCALES FOR RATING THE BEHAVIORAL CHARACTERISTICS
OF SUPERIOR STUDENTS - TEACHER**

STUDENT'S NAME _____ BIRTHDATE _____ AGE _____

SCHOOL _____ GRADE _____ SEX _____

TEACHER OR PERSON COMPLETING THIS FORM _____ DATE _____

HOW LONG HAVE YOU KNOWN THIS STUDENT? _____ YEARS _____ MONTHS

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

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

CREATIVITY CHARACTERISTICS (25.01)

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

MOTIVATIONAL CHARACTERISTICS (24.43)

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

LEARNING CHARACTERISTICS (24.43)

1. _____ Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expressions, elaboration, and fluency.
2. _____ Possesses a large storehouse of information about a variety of topics.
3. _____ Has quick mastery and recall of factual information.
4. _____ Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions.
5. _____ Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things.
6. _____ Is a keen and alert observer, usually "sees more" or "gets more" out of a story, film, etc., than others.
7. _____ Reads a great deal on his own; usually prefers adult level books; does not avoid difficult materials.
8. _____ Tries to understand complicated material by separating it into its respective parts; reasons things out for him/herself.

LEADERSHIP CHARACTERISTICS (29.48)

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

TAG-4A

**SCALES FOR RATING THE BEHAVIORAL CHARACTERISTICS
OF SUPERIOR STUDENTS - PARENT**

DATE _____

STUDENT'S NAME _____ BIRTHDATE _____ AGE _____

SCHOOL _____ GRADE _____ SEX _____

PARENT _____ PHONE _____

ADDRESS _____ EMAIL _____

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

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

CREATIVITY CHARACTERISTICS (25.01)

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

MOTIVATIONAL CHARACTERISTICS (24.43)

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

LEARNING CHARACTERISTICS (24.43)

1. _____ Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expressions, elaboration, and fluency.
2. _____ Possesses a large storehouse of information about a variety of topics.
3. _____ Has quick mastery and recall of factual information.
4. _____ Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions.
5. _____ Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things.
6. _____ Is a keen and alert observer, usually "sees more" or "gets more" out of a story, film, etc., than others.
7. _____ Reads a great deal on his own; usually prefers adult level books; does not avoid difficult materials.
8. _____ Tries to understand complicated material by separating it into its respective parts; reasons things out for him/herself.

LEADERSHIP CHARACTERISTICS (29.48)

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

TAG-4ASp

**ESCALAS DE VALORACIÓN DE LAS CARACTERÍSTICAS DE
COMPORTAMIENTO DE ESTUDIANTES SUPERIORES – PADRES**

FECHA _____

NOMBRE DE ESTUDIANTE _____ FECHA DE NACIMIENTO _____
EDAD _____

ESCUELA _____ GRADO _____ SEXO _____

NOMBRE DE PADRES _____ TELÉFONO _____

DOMICILIO _____ EMAIL _____

Por favor, lea cuidadosamente las instrucciones abajo y califique al estudiante de acuerdo con la escala siguiente:

- | | |
|---|--|
| 1. Rara la vez o nunca he observado esta característica | 3. He observado esta característica en un grado considerable |
| 2. He observado esta característica ocasionalmente | 4. He observado esta característica casi todo el tiempo |

CARACTERÍSTICAS DE CREATIVIDAD (25.01)

1. _____ Muestra una gran curiosidad acerca de muchas cosas; está constantemente haciendo preguntas sobre todo.
2. _____ Genera un gran número de ideas o soluciones a problemas y preguntas; ofrece respuestas inusuales, únicas, inteligentes.
3. _____ Es desinhibido en expresiones de opinión; a veces es radical y enérgico en desacuerdo.
4. _____ Es un tomador de alto riesgo; es aventurero y especulativo.
5. _____ Muestra una gran alegría intelectual; fantasea; imagina ("me pregunto qué pasaría si..."); manipula ideas; a menudo se ocupa de adaptar, mejorar y modificar la institución, los objetos y sistemas.
6. _____ Muestra un agudo sentido del humor y ve el humor en situaciones que no parecen ser humorística a otros.
7. _____ Es inusualmente consciente de sus impulsos y más abiertos a la irracional en sí mismo; muestra sensibilidad emocional.
8. _____ Es sensible a la belleza; atiende a las características estéticas de las cosas.
9. _____ Es inconforme; acepta trastorno; no está interesado en detalle; es individualista; no teme a ser diferente.
10. _____ Critica constructivamente; está dispuesto a aceptar declaraciones de autorización sin exámenes críticos.

CARACTERÍSTICAS MOTIVACIONALES (24.43)

1. _____ Se absorbe y verdaderamente involucrado en ciertos temas o problemas; es persistente en la búsqueda de finalización de tareas.
2. _____ Se aburre fácilmente con las tareas rutinarias.
3. _____ Necesita poca motivación externa para seguir a través de trabajo que inicialmente le excita.
4. _____ Se esfuerza hacia la perfección; es autocrítico; no es fácilmente satisfecho con su propia velocidad o productos.
5. _____ Prefiere trabajar de forma independiente; requiere poca dirección de los maestros.
6. _____ Está interesado en muchos problemas "de adultos," como la religión, la política, el sexo, la raza – más de lo normal para el nivel de edad.
7. _____ A menudo es auto-assertivo (a veces incluso agresivo); obstinado en sus creencias.
8. _____ Le gusta organizar y llevar estructura a las cosas, personas y situaciones.
9. _____ Está muy preocupado con lo que está bien y qué está mal; con lo bueno y lo malo; a menudo evalúa y pasa juicio sobre eventos, personas y las cosas.

CARACTERÍSTICAS DE APRENDIZAJE (24.43)

1. _____ Tiene un vocabulario inusualmente avanzado para su edad o nivel de grado; utiliza términos de una manera significativa; tiene un comportamiento verbal caracterizado por la "riqueza" de expresiones, elaboración y fluidez.
2. _____ Posee un gran almacén de información sobre una variedad de temas.
3. _____ Tiene dominio rápido y recuerdo de información fáctual.
4. _____ Tenga rápida visión en las relaciones de causa y efecto; intenta descubrir el cómo y por qué de las cosas; hace muchas preguntas provocativas.
5. _____ Tiene una comprensión inmediata de principios subyacentes y rápidamente puede hacer generalizaciones válidas acerca de eventos, personas o cosas.
6. _____ Es un observador agudo y alerta, generalmente "ve más" o "obtiene más" de una historia, cine, etc., que otros.
7. _____ Lee mucho por su cuenta; por lo general prefiere libros de niveles para adultos; no evita materiales difíciles.
8. _____ Intenta comprender material complicado, separando en sus partes respectivas; razones de las cosas él solito.

CARACTERÍSTICAS DE LIDERAZGO (29.48)

1. _____ Conlleva responsabilidad bien; se puede contar para llevar a cabo sus compromisos.
2. _____ Es seguro de sí mismo con niños de su misma edad así como adultos; parece cómodo cuando se le preguntó a mostrar su trabajo a la clase.
3. _____ Parece ser populares por sus compañeros de clase.
4. _____ Es cooperativo con maestros y compañeros de clase; tiende a evitar peleas y se la lleva bien con todos.
5. _____ Puede expresarse bien; tiene una buena fluidez verbal y por lo general es bien entendido.
6. _____ Se adapta fácilmente a las nuevas situaciones; es flexible en el pensamiento y la acción; no parece ser perturbado cuando se cambia la rutina normal.
7. _____ Parece disfrutar de estar con otras personas; es sociable y prefiere no estar solo.
8. _____ Tiende a dominar a otros cuando están cerca; generalmente dirige la actividad en la que está involucrado.
9. _____ Participa en la mayoría de las actividades sociales relacionadas con la escuela, se puede contar para estar allí si alguien es.
10. _____ Sobresale en actividades deportivas; es bien coordinado y goza de toda clase de juegos atléticos.

TAG-4B

SELF-REFERRAL FORM

STUDENT'S NAME _____ GRADE _____ DATE _____

TEACHER(S) _____ SCHOOL _____

Read each of the statements below. Think about yourself. Write a brief comment by the statements which sound like you. The comment should explain how the statement is like you. If you need more room, you may use another paper. Leave the statements blank if they do not sound like you.

1. I am able to use information I already know to help with new things. _____

2. I am able to explain how things are alike or different. As an example, I once explained _____

3. I seem to learn new things quickly. One example is _____

4. I use words more like an adult. Some of my favorite words include _____
_____5. I have been told that I ask interesting or unusual questions. The last time someone said that, I had asked about _____

6. I am able to explain things using examples. _____

7. I am able to do something that very few others my age can do. As an example, I can _____

8. I can put things, which usually do not go with each other, together to make something new or unusual. One time I used _____ to make _____

9. I like to collect unusual things or I organize my collections in unusual ways. One thing I collect is _____

It is unusual because _____

10. 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 _____

11. a. I know a lot about many things. For example, I know about _____

b. I know a lot about one or two things. For example, I know about _____

12. a. I get interested in a project and like to finish it before moving on. _____
_____b. I often do not finish one project before I start a different one. _____

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

14. a. I could help another student with a math problem. Recently I helped another student understand about _____

- b. I like to design and complete science projects. One project that I am proud of is _____

- c. I read a lot of books. I especially read a lot about _____
- d. I always seem to know the answers in math. _____
- e. I like to work on social studies projects. One project I did was about _____
- f. I have been told that my reports or projects are very good. One that I am proud of is _____
_____ because _____
15. I have been told that my ideas are interesting and/or unusual. One interesting or unusual idea I had recently was _____

16. I like my work to be perfect. When I feel my work is not perfect, I _____

17. I like projects that make me think or provide a challenge. One project like that was _____

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

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

20. I do not like to practice on math facts or spelling words that I already know. _____
21. I like to write or tell interesting stories. I can show you a story I wrote about _____
The interesting thing about it is _____
22. I like to find new and different things to do, such as _____

23. I would like you to know some other things about me such as _____

TAG-4B-Sp

FORMULARIO DE AUTO-EXAMEN

NOMBRE DEL ESTUDIANTE _____ GRADO _____ FECHA _____

MAESTRO/A _____ ESCUELA _____

Lea cada una de las declaraciones más abajo. Piense en usted mismo. Escriba un comentario breve en las declaraciones que lo describen. El comentario debe explicar cómo la declaración es como usted. Si necesita más espacio, puede utilizar otro papel. Deje las declaraciones en blanco si no lo describen.

1. Soy capaz de utilizar la información que ya sé para ayudar con cosas nuevas. _____

2. Soy capaz de explicar cómo son las cosas iguales o diferentes. Por ejemplo, expliqué una vez _____

3. Aprendo nuevas cosas rápidamente. Un ejemplo es _____

4. Utilizo palabras más como un adulto. Algunas de mis palabras favoritas incluyen _____
_____5. Me han dicho que hago preguntas interesantes o inusuales. La última vez que alguien dijo eso, pregunte sobre _____

6. Soy capaz de explicar las cosas con ejemplos. _____

7. Soy capaz de hacer cosas que muy pocos de mi edad pueden hacer. Por ejemplo, puedo _____

8. Puedo poner cosas que normalmente no ir con ellos, juntos para hacer algo nuevo o inusual. Una vez use _____

_____ para hacer _____

9. Me gusta coleccionar cosas inusuales o organizo mis colecciones de manera inusual. Una cosa que colecto es _____

Es inusual porque _____

10. Soy capaz de averiguar respuestas a problemas que surjan en el aula o en el patio de la escuela cuando nadie más puede. Una vez

resolvi _____

11. a. Sé mucho sobre muchas cosas. Por ejemplo, se acerca de _____

b. Sé mucho de una o dos cosas. Por ejemplo, sé acerca de _____

12. a. Me intereso en un proyecto y me gusta terminarlo antes de seguir adelante. _____

b. Muchas veces no termino un proyecto antes de empezar otro. _____

13. No me gusta ser interrumpido cuando estoy trabajando en algo interesante, especialmente cuando estoy trabajando en _____

14. a. Podría ayudar a otro estudiante con un problema de matemáticas. Recientemente ayudé a otro estudiante entender sobre

b. Me gusta diseñar y realizar proyectos de ciencia. Un proyecto de cual me siento orgulloso es _____

c. He leído muchos libros. Especialmente he leído mucho sobre _____

d. Siempre me se las respuestas en matemáticas. _____

e. Me gusta trabajar en proyectos de estudios sociales. Uno de los proyectos que hice fue sobre _____

f. Me han dicho que mis informes o proyectos son muy buenos. Uno que me hace sentir orgulloso es

de _____ porque _____

15. Me han dicho que mis ideas son interesantes o inusuales. Una idea interesante o inusual que tuve recientemente fue

16. Me gusta que mi trabajo sea perfecto. Cuando siento que mi trabajo no es perfecto, yo _____

17. Me gustan proyectos que me hacen pensar o proporcionar un desafío. Uno de los proyectos como _____

18. Me importa los sentimientos de otras personas y me gusta que las cosas sean justo. Por ejemplo, me hace infeliz si _____

19. Me gusta hacer y contar chistes o juegos de palabras. Mi broma favorita o juego de palabras es _____

20. No me gusta practicar sobre hechos de matemáticas o palabras de ortografía que ya se. _____

21. Me gusta escribir o contar historias interesantes. Puedo mostrarle una historia que escribí sobre _____

Lo interesante sobre la historia es _____

22. Me gusta buscar cosas nuevas y diferentes para hacer, como _____

23. Me gustaría que conozca algunas otras cosas sobre mí como _____

TAG-5

Ontario School District Talented and Gifted Instructional Plan

(See District Intranet for fillable “TAG Form”)

TAG-6A.1

PRIOR NOTICE TO DETERMINE IDENTIFICATION AS TALENTED AND/OR GIFTED

Dear Parent/Guardian of _____;

Your child has been referred for the talented and gifted program because of his/her scores on the SBAC and/or *Raven* tests.

A variety of information will be considered in the process during the identification of students. Children who perform at or above the 97th percentile on nationally standardized tests and have supporting behavioral, learning, or performance information may be identified.

You will be notified of any identification of your child. Parents have rights regarding the identification, testing, and placement of students in programs and/or services. These rights, as outlined in OAR 581-022-2330, are included with this form. Please keep this page for your records.

Parents will have an opportunity to discuss and provide input concerning programs and services for their child.

If you have questions, please contact me at the number below.

Sincerely,

Building TAG Facilitator

Phone Number

Date

581-022-2330

Rights of Parents of TAG Students

In carrying out the requirements of OAR 581-022-2325 and OAR 581-022-2500, the school district shall:

- (1) Inform parents at the time of the identification of the child and the programs and services available.
- (2) Provide an opportunity for the parents to provide input to and discuss with the district the programs and services to be received by their child.
- (3) The parents may, at any time, request the withdrawal of their child from programs and services provided under OAR 581-022-2330. The school district shall notify parents of identified students of this right.
- (4) Parents shall be informed of their right to file a complaint under OAR 581-002-0001 to OAR 581-002-0023.

581-002-0040

Appeal Procedure

- (1) A complainant may appeal a final decision by a school district to the Deputy Superintendent of Public Instruction if the complaint alleges:
 - (a) A violation of standards of the Oregon Administrative Rules, chapter 581, division 022 (Division 22 Standards);
 - (b) A violation of ORS 339.285 to 339.303 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion); or
 - (c) A violation of ORS 659.852 (Retaliation).
- (2) The appeal must meet the following criteria:
 - (a) The appeal must be from a final decision by a school district. A decision is final if:
 - (A) The complainant has exhausted the school district's complaint process except as otherwise allowed by statute;
 - (B) In a multi-step district complaint process, the district fails to render a written decision within 30 days of the submission of the complaint at each step; or
 - (C) The district fails to resolve a complaint within 90 days of the initial filing of a complaint, regardless of the number of steps in the district complaint process, unless the district and complainant have agreed in writing to a longer time period.
 - (b) The appeal must be received by the Department no later than one year after the date of the final decision by the district or, if the district fails to issue a final decision, no later than two years after the date the complainant first filed the underlying complaint with the district.
 - (c) The complaint upon which the appeal is based must have been filed with the school district by the later of either:
 - (A) Two years after the alleged violation or unlawful incident occurred or after the complainant discovered the alleged violation or unlawful incident. If the alleged violation or unlawful incident is of a continuing nature, the right to file an appeal exists so long as the complaint was filed within two years of the most recent incident; or
 - (B) One year after the affected student has graduated from, moved away from, or otherwise left the school district.
 - (d) The appeal must be in writing, submitted by mail, in person, or electronically, and contain the name and address of the person bringing the appeal, the name of the district which is alleged to have violated the statute or administrative rule, and a statement of the facts on which the appeal is based.

(3) Upon receipt of the appeal the Deputy Superintendent will determine whether the appeal alleges a violation of a statute or administrative rule for which the Deputy Superintendent has jurisdiction and whether the requirements of section (2) of this rule have been satisfied.

(a) If the Deputy Superintendent determines that the facts alleged in the complaint, if true, would be a violation of a statute or administrative rule for which the Deputy Superintendent has jurisdiction and the requirements of section (2) of this rule have been satisfied, , the Deputy Superintendent will give written notice to the complainant and the school district that the appeal is accepted and the procedures in sections (4) through (11) of this rule will be applied.

(b) If the Deputy Superintendent determines that the complaint, even if true, would not be a violation of a statute or administrative rule for which the Deputy Superintendent has jurisdiction or the requirements of section (2) of this rule have not been satisfied, the appeal will not be accepted and the Deputy Superintendent will give written notice of the determination to the complainant and the school district.

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

(a) A statement of facts;

(b) A statement of district action, if any, taken in response to the complaint, or if none was taken, the reason(s) therefore;

(c) A stipulation, if one was reached, of the settlement of the complaint; and

(d) A list of any complaints filed with another agency by the party, concerning the subject of the appeal.

(5) The Deputy Superintendent may for good cause extend the time for the filing of a report by the district.

(6) Upon receipt of the district's report, the Deputy Superintendent will conduct an investigation to determine whether there is substantial evidence of a violation of the applicable statute or administrative rule. The investigation will include a review of the written materials submitted by the complainant and school district and may also include actions such as interviews, on-site investigation, surveys, and document review.

(7) The Deputy Superintendent will issue a written final order that addresses each allegation in the complaint that was accepted for appeal and contains reasons for the Deputy Superintendent's decision as to whether or not the district is deficient. The final order will be issued within 90 days of the date the Deputy Superintendent received the district's report.

(a) If the 90-day period for issuing the final order would conclude during the time when the schools of the district are closed for summer, the final order will be issued within 90 days of the date the Deputy Superintendent received the district's report exclusive of the time when the schools of the district are closed for summer.

(b) The Deputy Superintendent may extend the time period for issuing a final order if the Deputy Superintendent has the consent of the complainant and the allegation concerns a comprehensive or widespread deficiency and more extensive investigation is needed than may be reasonably completed within 90 days. The Deputy Superintendent shall prepare a timeline and plan for investigation and provide copies to the complainant and district within two weeks of receiving the district's report.

(c) If the complainant and the school district agree in writing to extend the time in order to engage in alternative dispute resolution, the 90 day time period is tolled until the parties notify the Deputy Superintendent that the alternative dispute resolution process has resulted in an agreement or has been unsuccessful.

(8) If a violation is found, the Deputy Superintendent's final order will include any necessary corrective action to be undertaken by the district as well as any documentation to be supplied by the district to ensure that the corrective action has occurred.

(a) For violations of standards of the Oregon Administrative Rules, chapter 581, division 022, ORS 339.285 to 339.303 or OAR 581-021-0550 to 581-021-0570 corrective action must be completed by the beginning of the school year next following the date of the final order unless an extension is granted pursuant to ORS 327.103(3).

(b) For violations of ORS 659.852, the district must be in compliance within 30 days of the final order. Any additional corrective action must be completed by the beginning of the school year next following the date of the final order unless an extension is granted by the Deputy Superintendent.

(9) Corrective action ordered by the Deputy Superintendent must be completed within the timelines established in the final order unless another time period is specified by the Department. If a deficiency is not corrected within the required time:

(a) For a violation of standards of the Oregon Administrative Rules, chapter 581, division 022, ORS 339.285 to 339.303 or OAR 581-021-0550 to 581-021-0570, the provisions of ORS 327.103 apply.

(b) For a violation of ORS 659.852, the Deputy Superintendent shall order appropriate remedies which may include:

(A) Withholding of all or part of each quarterly payment of the basic school support fund due a school district under ORS 327.095, a public charter school under ORS 338.185, or an education service district under ORS 327.021;

(B) Withholding all or part of payment of the State School Fund due a Youth Corrections Education Program provider under contract with the Oregon Department of Education;

(C) Withholding all or part of the state funding due a Long Term Care and Treatment facility or the Oregon School for the Deaf under ORS 327.023; and

(D) Other appropriate remedies.

(d) The Deputy Superintendent may not award damages to the complainant or attorney fees.

(10)(a) Parties may seek judicial review of the final order under ORS 183.484. Judicial review may be obtained by filing a petition for review within 60 days of service of the final order with the Marion County Circuit Court or with the Circuit Court for the County where the party resides.

(b) Pursuant to OAR 137-004-0080 and ORS 183.484(2), a party to the complaint may request reconsideration of the final order by the Deputy Superintendent within 60 days after the date of the order. Except as provided in this subsection, the Deputy Superintendent and a party seeking reconsideration shall follow the procedure for reconsideration described in OAR 137-004-0080.

(11) This rule applies to appeals filed with the Deputy Superintendent on or after July 1, 2017.

Statutory/Other Authority: ORS 326.051

Statutes/Other Implemented: ORS 327.103, 326.051 & 659.852

History:

Renumbered from 581-022-1940, ODE 11-2017, f. 6-29-17, cert. ef. 7-1-17

ODE 31-2007, f. & cert. ef. 12-12-07

EB 18-1996, f. & cert. ef. 11-1-96

581-022-2370

Complaint Procedures

(1) Each school district must establish a process for the prompt resolution of a complaint by a person who resides in the district or by any parent or guardian of a student who attends school in the school district

(2) A school district's complaint procedure must:

(a) Be in writing available at the main administrative office and, if the school district has a website, in a form available on the home page of the school district's website;

(b) Include the name of the person, position, or office within the school district with the responsibility for responding to the complaint; and

(c) Specify the time period during which the complaint will be addressed and a final decision issued. If the complaint procedure has multiple steps, the procedure must establish the time period for each step as well as the overall time period for completing the complaint procedure.

(3) A school district's complaint procedure may:

(a) Distinguish between those complaints that may be appealed under OAR 581-002-0040 OAR 581-002-0001 to OAR

581-002-0023, and other complaints.

(b) Offer mediation or other alternative dispute resolution processes as an option available if all parties to the complaint agree in writing to participate;

(c) Impose a time limitation for filing a complaint that is the later of either:

(A) Two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limitation must run from the date of the most recent incident; or

(B) One year after the affected student has graduated from, moved away from, or otherwise left the school district.

(d) Include more than one but no more than four steps for addressing the complaint.

(4) The procedure for hearing and acting on complaints alleging violation of the Oregon Administrative Rules, chapter 581, division 22 (division 22 Standards), ORS 339.285 to 330.303 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion), ORS 659.850 or OAR 581-021-0045, 581-021-046, 581-021-047 (Discrimination); or ORS 659.852 (Retaliation) must include the following:

(a) The point at which the district's decision is final; and

(b) A final decision in written or electronic form that addresses each allegation in the complaint and contains reasons for the district's decision and notifies the complainant that the district's decision may be appealed to the Deputy Superintendent of Public Instruction under OAR 581-002-0001 to OAR 581-002-0023.

(5) This rule applies to appeals filed with a school district on or after January 1, 2018.

TAG-6A.1-Sp**AVISO PREVIO PARA DETERMINAR LA IDENTIDAD COMO TALENTOSO Y/O DOTADO**

Estimado padre/tutor de _____;

Tu hijo ha sido referido para el programa de talentoso y dotado. Un examen sobre habilidad mental y/o logro académico será administrado para proveer la información necesaria para el proceso de tomar la decisión. De manera de que su hijo participe en el examen, por favor firme el formulario adjunto “**permiso para evaluar**”.

Se le dará a saber sobre el resultado de todos los exámenes. También se le notificará de alguna identificación de su hijo. Los padres tienen derechos tocante a la identificación, exámenes, y colocación de estudiantes en programas y/o servicios. Estos derechos, a como son delineados bajo la ley OAR 581-022-2330, están incluidos con este formulario. Por favor retener esta página para su expediente.

Una variedad de información va a ser considerada en el proceso durante la identificación de estudiantes. Los niños que se desempeñan en el o por encima del percentil 97 en exámenes estandarizados nacionales y tienen información que apoye a su comportamiento, aprendizaje, o desempeño pueden ser identificados.

Los padres tendrán la oportunidad de hablar y proveer información tocante a los programas y servicios para su hijo.

Si tiene preguntas, por favor contácteme al número de abajo.

Sinceramente,

Facilitador de TAG del Edificio

Número de teléfono

Fecha

TAG-6A.2

**PRIOR NOTICE AND PARENTAL CONSENT FOR AN EVALUATION
TO DETERMINE IDENTIFICATION AS TALENTED AND/OR GIFTED**

Dear Parent/Guardian of _____;

Your child has been referred for the talented and gifted program. A mental ability and/or academic achievement test will be administered to provide information necessary in the decision-making process. In order for your child to participate in the testing, please sign the enclosed “**Permission to Evaluate**” form.

You will be informed of the results of all testing. You will also be notified of any identification of your child. Parents have rights regarding the identification, testing, and placement of students in programs and/or services. These rights, as outlined in OAR 581-022-2330, are included with this form. Please keep this page for your records.

A variety of information will be considered in the process during the identification of students. Children who perform at or above the 97th percentile on nationally standardized tests and have supporting behavioral, learning, or performance information may be identified.

Parents will have an opportunity to discuss and provide input concerning programs and services for their child.

If you have questions, please contact me at the number below.

Sincerely,

Building TAG Facilitator

Phone Number

Date

581-022-2330

Rights of Parents of TAG Students

In carrying out the requirements of OAR 581-022-2325 and OAR 581-022-2500, the school district shall:

- (1) Inform parents at the time of the identification of the child and the programs and services available.
- (2) Provide an opportunity for the parents to provide input to and discuss with the district the programs and services to be received by their child.
- (3) The parents may, at any time, request the withdrawal of their child from programs and services provided under OAR 581-022-2330. The school district shall notify parents of identified students of this right.
- (4) Parents shall be informed of their right to file a complaint under OAR 581-002-0001 to OAR 581-002-0023.

581-002-0040

Appeal Procedure

- (1) A complainant may appeal a final decision by a school district to the Deputy Superintendent of Public Instruction if the complaint alleges:
 - (a) A violation of standards of the Oregon Administrative Rules, chapter 581, division 022 (Division 22 Standards);
 - (b) A violation of ORS 339.285 to 339.303 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion); or
 - (c) A violation of ORS 659.852 (Retaliation).
- (2) The appeal must meet the following criteria:
 - (a) The appeal must be from a final decision by a school district. A decision is final if:
 - (A) The complainant has exhausted the school district's complaint process except as otherwise allowed by statute;
 - (B) In a multi-step district complaint process, the district fails to render a written decision within 30 days of the submission of the complaint at each step; or
 - (C) The district fails to resolve a complaint within 90 days of the initial filing of a complaint, regardless of the number of steps in the district complaint process, unless the district and complainant have agreed in writing to a longer time period.
 - (b) The appeal must be received by the Department no later than one year after the date of the final decision by the district or, if the district fails to issue a final decision, no later than two years after the date the complainant first filed the underlying complaint with the district.
 - (c) The complaint upon which the appeal is based must have been filed with the school district by the later of either:
 - (A) Two years after the alleged violation or unlawful incident occurred or after the complainant discovered the alleged violation or unlawful incident. If the alleged violation or unlawful incident is of a continuing nature, the right to file an appeal exists so long as the complaint was filed within two years of the most recent incident; or
 - (B) One year after the affected student has graduated from, moved away from, or otherwise left the school district.
 - (d) The appeal must be in writing, submitted by mail, in person, or electronically, and contain the name and address of the person bringing the appeal, the name of the district which is alleged to have violated the statute or administrative rule, and a statement of the facts on which the appeal is based.
- (3) Upon receipt of the appeal the Deputy Superintendent will determine whether the appeal alleges a violation of a statute or administrative rule for which the Deputy Superintendent has jurisdiction and whether the requirements of section (2) of this rule have been satisfied.

- (a) If the Deputy Superintendent determines that the facts alleged in the complaint, if true, would be a violation of a statute or administrative rule for which the Deputy Superintendent has jurisdiction and the requirements of section (2) of this rule have been satisfied, , the Deputy Superintendent will give written notice to the complainant and the school district that the appeal is accepted and the procedures in sections (4) through (11) of this rule will be applied.
- (b) If the Deputy Superintendent determines that the complaint, even if true, would not be a violation of a statute or administrative rule for which the Deputy Superintendent has jurisdiction or the requirements of section (2) of this rule have not been satisfied, the appeal will not be accepted and the Deputy Superintendent will give written notice of the determination to the complainant and the school district.
- (4) Within 30 days of receipt of notice of the Deputy Superintendent's acceptance of the appeal, the district shall submit to the Deputy Superintendent a written report which shall include:
- (a) A statement of facts;
 - (b) A statement of district action, if any, taken in response to the complaint, or if none was taken, the reason(s) therefore;
 - (c) A stipulation, if one was reached, of the settlement of the complaint; and
 - (d) A list of any complaints filed with another agency by the party, concerning the subject of the appeal.
- (5) The Deputy Superintendent may for good cause extend the time for the filing of a report by the district.
- (6) Upon receipt of the district's report, the Deputy Superintendent will conduct an investigation to determine whether there is substantial evidence of a violation of the applicable statute or administrative rule. The investigation will include a review of the written materials submitted by the complainant and school district and may also include actions such as interviews, on-site investigation, surveys, and document review.
- (7) The Deputy Superintendent will issue a written final order that addresses each allegation in the complaint that was accepted for appeal and contains reasons for the Deputy Superintendent's decision as to whether or not the district is deficient. The final order will be issued within 90 days of the date the Deputy Superintendent received the district's report.
- (a) If the 90-day period for issuing the final order would conclude during the time when the schools of the district are closed for summer, the final order will be issued within 90 days of the date the Deputy Superintendent received the district's report exclusive of the time when the schools of the district are closed for summer.
- (b) The Deputy Superintendent may extend the time period for issuing a final order if the Deputy Superintendent has the consent of the complainant and the allegation concerns a comprehensive or widespread deficiency and more extensive investigation is needed than may be reasonably completed within 90 days. The Deputy Superintendent shall prepare a timeline and plan for investigation and provide copies to the complainant and district within two weeks of receiving the district's report.
- (c) If the complainant and the school district agree in writing to extend the time in order to engage in alternative dispute resolution, the 90 day time period is tolled until the parties notify the Deputy Superintendent that the alternative dispute resolution process has resulted in an agreement or has been unsuccessful.
- (8) If a violation is found, the Deputy Superintendent's final order will include any necessary corrective action to be undertaken by the district as well as any documentation to be supplied by the district to ensure that the corrective action has occurred.
- (a) For violations of standards of the Oregon Administrative Rules, chapter 581, division 022, ORS 339.285 to 339.303 or OAR 581-021-0550 to 581-021-0570 corrective action must be completed by the beginning of the school year next following the date of the final order unless an extension is granted pursuant to ORS 327.103(3).
- (b) For violations of ORS 659.852, the district must be in compliance within 30 days of the final order. Any additional corrective action must be completed by the beginning of the school year next following the date of the final order unless an extension is granted by the Deputy Superintendent.
- (9) Corrective action ordered by the Deputy Superintendent must be completed within the timelines established in the final order unless another time period is specified by the Department. If a deficiency is not corrected within the required time:

- (a) For a violation of standards of the Oregon Administrative Rules, chapter 581, division 022, ORS 339.285 to 339.303 or OAR 581-021-0550 to 581-021-0570, the provisions of ORS 327.103 apply.
- (b) For a violation of ORS 659.852, the Deputy Superintendent shall order appropriate remedies which may include:
 - (A) Withholding of all or part of each quarterly payment of the basic school support fund due a school district under ORS 327.095, a public charter school under ORS 338.185, or an education service district under ORS 327.021;
 - (B) Withholding all or part of payment of the State School Fund due a Youth Corrections Education Program provider under contract with the Oregon Department of Education;
 - (C) Withholding all or part of the state funding due a Long Term Care and Treatment facility or the Oregon School for the Deaf under ORS 327.023; and
 - (D) Other appropriate remedies.
- (d) The Deputy Superintendent may not award damages to the complainant or attorney fees.
- (10)(a) Parties may seek judicial review of the final order under ORS 183.484. Judicial review may be obtained by filing a petition for review within 60 days of service of the final order with the Marion County Circuit Court or with the Circuit Court for the County where the party resides.
- (b) Pursuant to OAR 137-004-0080 and ORS 183.484(2), a party to the complaint may request reconsideration of the final order by the Deputy Superintendent within 60 days after the date of the order. Except as provided in this subsection, the Deputy Superintendent and a party seeking reconsideration shall follow the procedure for reconsideration described in OAR 137-004-0080.
- (11) This rule applies to appeals filed with the Deputy Superintendent on or after July 1, 2017.

Statutory/Other Authority: ORS 326.051

Statutes/Other Implemented: ORS 327.103, 326.051 & 659.852

History:

Renumbered from 581-022-1940, ODE 11-2017, f. 6-29-17, cert. ef. 7-1-17

ODE 31-2007, f. & cert. ef. 12-12-07

EB 18-1996, f. & cert. ef. 11-1-96

581-022-2370

Complaint Procedures

- (1) Each school district must establish a process for the prompt resolution of a complaint by a person who resides in the district or by any parent or guardian of a student who attends school in the school district.
- (2) A school district's complaint procedure must:
 - (a) Be in writing available at the main administrative office and, if the school district has a website, in a form available on the home page of the school district's website;
 - (b) Include the name of the person, position, or office within the school district with the responsibility for responding to the complaint; and
 - (c) Specify the time period during which the complaint will be addressed and a final decision issued. If the complaint procedure has multiple steps, the procedure must establish the time period for each step as well as the overall time period for completing the complaint procedure.
- (3) A school district's complaint procedure may:
 - (a) Distinguish between those complaints that may be appealed under OAR 581-002-0040, OAR 581-002-0001 to OAR 581-002-0023, and other complaints.
 - (b) Offer mediation or other alternative dispute resolution processes as an option available if all parties to the complaint agree in writing to participate;

- (c) Impose a time limitation for filing a complaint that is the later of either:
 - (A) Two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limitation must run from the date of the most recent incident; or
 - (B) One year after the affected student has graduated from, moved away from, or otherwise left the school district.
- (d) Include more than one but no more than four steps for addressing the complaint.
- (4) The procedure for hearing and acting on complaints alleging violation of the Oregon Administrative Rules, chapter 581, division 22 (division 22 Standards), ORS 339.285 to 330.303 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion), ORS 659.850 or OAR 581-021-0045, 581-021-046, 581-021-047 (Discrimination); or ORS 659.852 (Retaliation) must include the following:
 - (a) The point at which the district's decision is final; and
 - (b) A final decision in written or electronic form that addresses each allegation in the complaint and contains reasons for the district's decision and notifies the complainant that the district's decision may be appealed to the Deputy Superintendent of Public Instruction under OAR 581-002-0001 to OAR 581-002-0023.
- (5) This rule applies to appeals filed with a school district on or after January 1, 2018.

TAG-6A.2-Sp

AVISO PREVIO Y CONSENTIMIENTO DE LOS PADRES PARA UNA EVALUACIÓN PARA DETERMINAR LA IDENTIFICACIÓN DE TALENTOSOS Y/O DOTADOS

Estimado padre/tutor de _____;

Su hijo(a) ha sido recomendado para el programa de talentosos y dotados. Una prueba de rendimiento mental y/o prueba de rendimiento académico será administrada para proporcionar la información necesaria en el proceso de tomar una decisión. A fin de que su hijo(a) participe en las pruebas, por favor firme el formulario adjunto "**Permiso para Evaluar.**"

Se le informará de los resultados de todos los ensayos. También se notificará de cualquier identificación de su niño. Los padres tienen derechos con respecto a la identificación, pruebas y colocación de estudiantes en programas y servicios. Estos derechos, tal como se describen en OAR 581-022-2330, se incluyen en este formulario. Guarde esta página para sus registros.

Se considerará una variedad de información en el proceso durante la identificación de los estudiantes. Niños que realizan en o por encima de los 97^{ésimo} percentil en las pruebas estandarizadas a nivel nacional y tienen el apoyo de comportamiento, de aprendizaje o información sobre el rendimiento puede ser identificado.

Los padres tendrán la oportunidad de discutir y aportar información sobre los programas y servicios para su hijo(a).

Si tiene preguntas, comuníquese conmigo en el número siguiente.

Atentamente,

Facilitador de TAG

Número de teléfono

Fecha

581-022-2330 Los derechos de los padres de los estudiantes talentosos y dotados

En el cumplimiento de los requisitos de OAR 581-022-2325 y OAR 581-022-2500, el distrito escolar deberá:

- (1) Informar a los padres al momento de la identificación de niño y los programas y servicios disponibles.
- (2) Proveer la oportunidad a los padres para aportar información y hablar con el distrito tocante a los programas y servicios que serán recibidos por su hijo.
- (3) Los padres pueden, en cualquier momento, solicitar la retracción de su hijo de programas y servicios otorgados bajo la siguiente ley: OAR 581-022-2330. El distrito escolar notificará a los padres del estudiante identificado de este derecho.
- (4) Los padres deberán ser informados de su derecho a presentar alguna denuncia bajo la ley: OAR 581-002-0040 a OAR 581-002-0023.

581-002-0040 Procedimiento de Apelación

- (1) Un demandante puede apelar una decisión final por un distrito escolar con el superintendente estatal de instrucción pública si la denuncia alega:
 - (a) Una violación de las normas de las Reglas Administrativas de Oregón, capítulo 581, División 022 (Normas de la División 22);
 - (b) Una violación de las siguientes leyes; ORS 339.285 a 339.303 o OAR 581-021-0550 a 581-021-0570 (Restricción y Reclusión); o
 - (c) Una violación de la ley ORS 659.852 (Represalias)
- (2) La apelación debe reunir el siguiente criterio:
 - (a) La apelación debe venir de una decisión final de un distrito escolar. Una decisión se considera final por las siguientes razones:
 - (A) Un demandante ha agotado el proceso de apelación del distrito excepto por lo que de otra manera sea permitido por estatuto;
 - (B) En un proceso de apelación de demandas del distrito de paso-múltiple, el distrito falla al no tomar una decisión por escrito dentro de 30 días desde el momento de la entrega de la queja en cada paso; o
 - (C) El distrito falla a resolver una denuncia dentro de 90 días de la fecha que la denuncia fue presentada, sin importar la cantidad de pasos en el proceso de demandas del distrito, al menos que el distrito y demandante hayan acordado por escrito a extender el periodo de tiempo.
 - (b) La apelación deber ser recibida por el Departamento a no más de un año de cuando la decisión final fue tomada por el distrito o, si el distrito no logra tomar una decisión final, no más tardar de dos años de la fecha en la cual el demandante emitió la demanda subyacente al distrito.
 - (c) El demandante por el cual la apelación está basada debió ver sido archivada con el distrito escolar por lo más tardío de lo siguiente:
 - (A) Dos años después de que ocurrió la presunta violación o incidente ilegal o después de que el demandante haya descubierto la presunta violación o incidente ilegal. Si la presunta violación o incidente ilegal es de naturaleza continua, el derecho de archivar una apelación existe siempre en cuando la demanda se haya archivado dentro de dos años del incidente más reciente; o
 - (B) Un año después de que el estudiante afectado haya graduado de, se haya mudado de, o de otra manera haya abandonado el distrito escolar.
 - (d) La apelación deber ser por escrito, entregada por correo, en persona, o electrónicamente, y debe contener el nombre y dirección de la persona que presenta la apelación, el nombre del distrito que presuntamente a violado el estatuto o regla administrativa, y una declaración de los hechos en los cuales está basada la apelación.
- (3) Al recibir la apelación el Superintendente Diputado determinará si la apelación alega sobre alguna violación del estatuto o regla administrativa de la cual el Superintendente Diputado tenga jurisdicción y si los requisitos de la sección (2) de esta regla han sido reunidos.
 - (a) Si el Superintendente Diputado determina que los hechos supuestos en la demanda, aun si son ciertos, serian una violación al estatuto o regla administrativa por la cual el Superintendente Diputado tiene jurisdicción y los requisitos de la sección (2) de esta regla están reunidos, el Superintendente Diputado dará notificación por escrito al demandante

y el distrito escolar de que la apelación esta aceptada y los procedimientos den la secciones (4) a (11) de esta regla serán aplicados.

(b) Si el Superintendente Diputado determina que la demanda, aun siendo es verdadera, no sería una violación de un estatuto o regla administrativa de la cual el Superintendente Diputado tiene jurisdicción o los requisitos de la sección (2) de esta regla no han sido reunidos, la apelación no será aceptada y el Superintendente Diputado dará notificación por escrito al demandante y al distrito escolar.

(4) Dentro de 30 días del recibimiento de la notificación de la aceptación de la apelación del Superintendente Diputado, el distrito debe emitir al Superintendente Diputado un reporte escrito el cual debe incluir:

(a) Una declaración de los hechos;

(b) Una declaración sobre las acciones del distrito, si alguna se tomo, en respuesta a la demanda, si ninguna fue tomada, la(s) razón(es) por lo tanto;

(c) Una estipulación, si una fue acordó, del arreglo de la demanda; y

(d) Una lista de las demandas archivadas con otra agencia por el demandante, tocante el tema de apelación.

(5) El Superintendente Diputado puede por buena causa extender el tiempo ara archivar un reporte por el distrito.

(6) Al recibir el reporte del distrito, el Superintendente Diputado llevará a cabo una investigación para determinar si hay suficiente evidencia de alguna violación del estatuto o regla administrativa aplicable. La investigación incluirá una revisión de los materiales escritos emitidos por el demandante y distrito escolar y también puede incluir acciones como entrevistas, investigaciones del lugar, encuestas, y repaso de documentos.

(7) El Superintendente Diputado dictará una orden final por escrito que cubra cada alegación en la demanda que fue aceptada para ser apelada y contengan razones de decisión para que el Superintendente Diputado determine ya sea que sí o no el distrito es deficiente. La orden final será emitida dentro de 90 días de la fecha que el Superintendente Diputado recibió el reporte del distrito.

(a) Si el periodo de 90 días para emitir la orden final va a concluir durante el tiempo que las escuelas del distrito están cerradas por ser verano, la orden final será emitida dentro de 90 días del día que el Superintendente Diputado recibió el reporte exclusivo del tiempo cuando las escuelas del distrito están cerradas para el verano.

(b) El Superintendente Diputado puede extender el tiempo para dar una decisión final si el Superintendente Diputado tiene el consentimiento del demandante y la alegación tiene como preocupación una falta más amplia o extensa y una investigación más extensa es necesaria que lo que se hubiese llevado a cabo en solo 90 días. El Superintendente Diputado debe de establecer el tiempo e investigación a seguir y proporcionar copias al demandante y distrito dentro de dos semanas de recibir el reporte del distrito.

(c) Si el demandante y distrito escolar acuerdan por escrito el extender el tiempo de manera de emplear una manera alternativa para llegar a una solución de la disputa, el periodo de tiempo de 90 días se asume hasta que ambos partidos notifiquen al Superintendente Diputado que el proceso de resolución de disputa ha resultado en un acuerdo o ha sido insatisfactorio.

(8) Si una violación es encontrada, la orden final del Superintendente Diputado incluirá cualquier acción correctiva necesaria para que sea emprendida por el distrito escolar así como cualquier documentación que sea suministrado por el distrito para asegurar que la acción correctiva tomó lugar.

(a) Para violaciones de medidas de las Reglas Administrativas de Oregon, capítulo 581, división 022, ORS 339.285 a 339.303 o OAR 581-021-0550 a 581-021-0570 acción correctiva debe ser llevada a cabo para el inicio del año escolar siguiente siguiendo la fecha de la orden final al menos que una extensión haya sido otorgada conforme a la ley ORS 327.103 (3).

(b) Para violaciones de la ley ORS 659.852, el distrito debe estar bajo conformidad dentro de 30 días después de la orden final. Cualquier acción correctiva adicional deber ser llevada a cabo para el inicio del año escolar siguiente después de la fecha de la orden final al menos que una extensión haya sido otorgada por el Superintendente Diputado.

(9) Acción correctiva ordenada por el Superintendente Diputado debe llevarse a cabo bajo el tiempo establecido por la orden final al menos que otro periodo de tiempo sea especificado por el Departamento. Si una deficiencia no ha sido corregida dentro del tiempo requerido:

(a) Para una violación de medidas de la Reglas Administrativas de Oregon, capítulo 581, división 022, ORS 339.285 a 339.303 o OAR 581-021-0550 a 581-021-0570, las provisiones de ORS 327.103 aplican.

- (b) Para una violación de ORS 659.852, el Superintendente Diputado debe de ordenar remedios apropiados los cuales pueden incluir:
- (A) Retención de todo o parte de cada pago trimestral de los fondos escolares básicos de apoyo que se otorgan al distrito escolar bajo la ley ORS 327.095, una escuela pública autónoma (charter) bajo la ley ORS 338.185, o un distrito de servicio educativo bajo la ley ORS 327.021;
 - (B) La retención del pago completo o parcial del Fondo Escolar del Estado para un proveedor de Programa Educativo de Correcciones para Menores bajo contrato con el Departamento de Educación de Oregon;
 - (C) La retención del pago completo o parcial del fondo del estado a una instalación de Cuidados de Largo Tiempo y Tratamiento o a la Escuela para los Sordos de Oregon bajo la ley 327.023; y
 - (D) otros remedios que sean apropiados.
- (d) El Superintendente Diputado no puede otorgar daños o pago por abogado al demandante.
- (10) (a) Los partidos pueden buscar una revisión judicial de la orden final bajo la ley 183.484. Una revisión judicial puede ser obtenida al archivar una petición de revisión dentro de 60 días del servicio de la orden final con la Corte de Circuito del Condado Marion o la Corte de Circuito del Condado donde el partido reside.
- (b) Conforme a las leyes OAR 137-004-0080 y ORS 183.484 (2), un partido de la demanda puede pedir reconsideración de la orden final del Superintendente Diputado dentro de 60 días después de la fecha de la orden. Excepto a como se ha previsto en esta sub-sección, el Superintendente Diputado y el partido que busca reconsideración deben seguir los procedimientos para reconsideración descritos en la ley OAR 137-004-0080.
- (11) Esta regla aplica a apelaciones archivadas con el Superintendente Diputado en o después del 1 de julio del 2017.

Estatutaria/Otra autoridad: ORS 326.051

Estatutos/Otro Implementado: ORS 327.103, 326.051 & 659.852

Historial:

Reenumerado de 581-022-1940, ODE 11-2017, f. 6-29-17, cert. Ef. 7-1-17

ODE 31-2007, f. & cert. Ef. 12-12-07

EB 18-1996, f. & cert. Ef. 11-1-96

581-022-2370 Procedimientos de demanda

- (1) Cada distrito escolar debe establecer un proceso para la resolución rápida de una queja por una persona que reside en el distrito o por cualquier padre o tutor de un estudiante que asiste a la escuela en el distrito escolar. El proceso debe realizarse por escrito y decir claramente quien en el distrito escolar tiene la responsabilidad de responder a la queja.
- (2) El procedimiento de denuncia del distrito debe especificar el período de tiempo durante el cual se abordará la queja y una decisión final emitida. Si el procedimiento de queja tiene varios pasos, el procedimiento debe establecer el período de tiempo para cada paso, así como el general período de tiempo para completar el procedimiento.
- (3) El procedimiento de denuncia del distrito puede distinguir entre aquellas denuncias que podrán ser apeladas bajo OAR 581-002-0040 y otras quejas.
- (4) El procedimiento de denuncia del distrito puede incluir mediación u otros procesos alternativos de resolución.
- (5) El procedimiento de audiencia y actuando sobre las denuncias que pueden ser apeladas bajo OAR 581-002-0040 debe incluir lo siguiente:
- (a) Un punto en que la decisión es final;
 - (b) Una disposición que el demandante recibirá una notificación por escrito que la decisión del distrito puede ser apelada ante el superintendente estatal de instrucción pública bajo OAR 581-002-0040; y
 - (c) Una decisión por escrito que establezca claramente la base legal por la decisión, resultados de hecho y conclusiones de la ley.

TAG-6B

PERMISSION TO EVALUATE

Test(s) to be administered for the purposes of data collection for possible identification as talented and/or gifted:

I understand and agree to the testing listed above. I also understand that consideration of my child does not guarantee a final identification as talented and/or gifted.

Please return this signed form by _____ in order for the testing to take place.

Permission is given to administer the testing listed above.

Student's Name

School/Grade

Parent/Guardian

Date

581-021-0030

Limitation on Administration and Utilization of Tests in Public Schools

(1) Tests shall be considered as instruments that are means to assist decision-making on the part of parents, the public, school boards and the professional staff, rather than ends unto themselves. Tests may be used as follows in addition to other uses specified in local policies:

(a) To assist in making decisions about the effectiveness of school programs;

(b) To assist in determining the attainment of specified educational outcomes;

(c) To provide information to the students about themselves, to parents, and to the school staff which may assist them in making programmatic decisions of benefit to the student.

(2) Tests of intelligence, ability, achievement or aptitude shall not be used as sole criterion for placement of students in educational groups or tracks:

(a) Before administering individual intelligence tests (as opposed to group intelligence tests) and all tests of personality to children in public schools, districts shall inform parents as to the purpose of testing; and the parents' written permission shall be obtained. In homes where the predominant language spoken is not English, the communications on the purpose of testing should be in the language spoken in the home;

(b) When a school district believes it is not feasible to comply with subsection (2)(a) of this rule, it may petition the Department of Education for a waiver in accordance with the procedure contained in the State Standards for Oregon Public Schools.

TAG-6B-Sp

PERMISO PARA EVALUAR

Pruebas que se administraran a los efectos de recopilación de datos para la identificación posible como talentosos y dotados:

Entiendo y acepto administración de las pruebas mencionadas arriba. También entiendo que el examen de mi hijo no garantiza una identificación definitiva como talentosos y dotados. Por favor vuelva esta forma firmada antes de _____ a fin de que se administren las evaluaciones.

Doy permiso para administración de las pruebas mencionadas.

Nombre del Estudiante

Escuela/grado

Nombre de padres o tutores

Fecha

581-021-0030

Limitación sobre la administración y utilización de pruebas en las escuelas públicas

(1) Las pruebas se considerarán como instrumentos que son un medio para asistir en tomar decisiones por parte de los padres, el público, mesas directivas escolares y el personal educativo, en lugar de extremos a sí mismos. Las pruebas podrán utilizarse como explica abajo y además de otros usos especificados en las polizas locales:

(a) Para ayudar a tomar decisiones sobre la eficacia de los programas escolares;

(b) Para ayudar a determinar el logro de los resultados educativos especificados;

(c) Para proporcionar información a los alumnos sobre sí mismos, a los padres y para el personal educativo que puede ayudarles en tomando decisiones programáticas para beneficio del alumno.

(2) Pruebas de inteligencia, habilidad, logro o aptitud no se utilizarán como criterio único para la colocación de los estudiantes en grupos educativos o trayectoria:

(a) Antes de administrar pruebas de inteligencia individuales (en vez de pruebas de inteligencia a un grupo) y todas las pruebas de personalidad a los niños en las escuelas públicas, distritos se comunicarán con los padres informándoles el propósito de las pruebas; y deberían obtener la autorización escrita de los padres. En hogares donde el idioma predominante no es el inglés, las comunicaciones tocante a el propósito de las pruebas deben ser en el idioma hablado en el hogar;

(b) Cuando un distrito escolar cree que no es posible cumplir con la subsección 2) a) de esta regla, pueden peticiónar al departamento de educación para una exención en conformidad con el procedimiento contenido en las normas del Estado de las escuelas públicas de Oregon.

TAG-7

TALENTED AND GIFTED PROGRAM CASE REPORT

STUDENT'S NAME _____ BIRTHDATE _____ GRADE _____

SCHOOL _____ TEACHER(S) _____

SOURCE OF REFERRAL: SBAC RAVEN PARENT TEACHER SELF OTHER: _____

ASSESSMENT DATA

BEHAVIORAL RATING SCALE (+ indicates gifted characteristics have been exhibited):

TEACHER: 25.01 24.43 24.43 29.48
 CREATIVITY _____ MOTIVATIONAL _____ LEARNING _____ LEADERSHIP _____

PARENT: CREATIVITY _____ MOTIVATIONAL _____ LEARNING _____ LEADERSHIP _____

ACADEMIC TEST: _____ PERCENTILE RANK _____

ACADEMIC TEST: _____ PERCENTILE RANK _____

COGNITIVE TEST: _____ PERCENTILE RANK _____

COGNITIVE TEST: _____ PERCENTILE RANK _____

OTHER DATA (proficiency scores, classroom observations, performance, grades, work samples...): _____

SUMMARY

THE ABOVE TEST RESULTS AND SUPPORTING INFORMATION INDICATE THAT THIS STUDENT:

MEETS _____ DOES NOT MEET _____

THE REQUIRED PERFORMANCE LEVEL FOR PLACEMENT INTO THE TALENTED AND GIFTED PROGRAM AS:

INTELLECTUALLY GIFTED _____ POTENTIAL TO PERFORM _____

ACADEMICALLY TALENTED IN MATH _____ ACADEMICALLY TALENTED IN READING _____

THE ABOVE REPORT REFLECTS EACH OF THE FOLLOWING MDT MEMBER'S CONCLUSIONS:

signature

title

date

TAG-7-Sp

REPORTE DE PROGRAMA DE TALENTOSOS Y DOTADOS

NOMBRE DEL ESTUDIANTE _____ FECHA DE NACIMIENTO _____ GRADO _____

ESCUELA _____ MAESTRO (S) _____

Fuente de referencia: SBAC RAVEN PADRES MAESTRO SELF Otro: _____

DATOS DE LA EVALUACIÓN

ESCALA DE VALUACIÓN DE COMPORTAMIENTO (+ indica que se han mostrado características dotadas):

	25.01	24.43	24.43	29.48
MAESTRO:	FACULTAD CREADORA _____	MOTIVACIÓN _____	APRENDIZAJE _____	LIDERAZGO _____

PADRES:	FACULTAD CREADORA _____	MOTIVACIÓN _____	APRENDIZAJE _____	LIDERAZGO _____
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PRUEBA DE ACADÉMICOS: _____ RANGO PERCENTIL _____

PRUEBA DE ACADÉMICOS: _____ RANGO PERCENTIL _____

PRUEBA COGNITIVA: _____ RANGO PERCENTIL _____

PRUEBA COGNITIVA: _____ RANGO PERCENTIL _____

OTROS DATOS (puntajes de competencia, observaciones de aula, rendimiento, grados, muestras de trabajo...):

RESUMEN

LOS RESULTADOS DE PRUEBAS ANTERIORES Y LA INFORMACIÓN DE APOYO INDICAN QUE ESTE ALUMNO:

CUMPLE _____ NO CUMPLE _____

EL NIVEL DE RENDIMIENTO NECESARIOS PARA LA COLOCACIÓN EN EL PROGRAMA DE TALENTOSOS Y DOTADOS:

DOTADO INTELECTUALMENTE _____ ACADÉMICAMENTE TALENTOSOS EN MATEMÁTICAS _____

POTENCIAL DE RENDIMIENTO _____ ACADÉMICAMENTE TALENTOSO EN LECTURA _____

ESTE INFORME REFLEJA LAS CONCLUSIONES DE CADA UNO DE LOS SIGUIENTES MIEMBROS DEL MDT:

Firma

Título

Fecha

TAG-8A

NOTIFICATION OF IDENTIFICATION AS TALENTED AND GIFTED

Dear Parent/Guardian of _____;

The Ontario School District identifies talented and gifted students as required by Oregon Administrative Rule (OAR) 581-022-2325. These are children who are capable of performing at or above the 97th percentile on nationally standardized tests of mental ability or academic achievement and have supporting behavioral, learning, or performance information. Attached, you will find a case report containing a record of the team's decision as required in OAR 581-022-2325(2).

Based on the team's decision, your child, _____, qualifies for identification as follows:

- _____ Intellectually Gifted
- _____ Academically Talented in Reading
- _____ Academically Talented in Math
- _____ Potential to Perform at the 97th Percentile

This identification means that your child will receive programs and/or services at his/her instructional level and rate of learning (OAR 581-022-2330). Parental rights are included for your information. Your child's teacher will be developing an instructional plan to meet the level and rate of your child's achievement in the academic areas.

If you have questions, please contact me at the number below.

Sincerely,

Building TAG Facilitator

Phone Number

Date

581-022-2330

Rights of Parents of TAG Students

In carrying out the requirements of OAR 581-022-2325 and OAR 581-022-2500, the school district shall:

- (1) Inform parents at the time of the identification of the child and the programs and services available.
- (2) Provide an opportunity for the parents to provide input to and discuss with the district the programs and services to be received by their child.
- (3) The parents may, at any time, request the withdrawal of their child from programs and services provided under OAR 581-022-2330. The school district shall notify parents of identified students of this right.
- (4) Parents shall be informed of their right to file a complaint under OAR 581-002-0001 to OAR 581-002-0023.

581-002-0040

Appeal Procedure

(1) A complainant may appeal a final decision by a school district to the Deputy Superintendent of Public Instruction if the complaint alleges:

- (a) A violation of standards of the Oregon Administrative Rules, chapter 581, division 022 (Division 22 Standards);
 - (b) A violation of ORS 339.285 to 339.303 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion); or
 - (c) A violation of ORS 659.852 (Retaliation).
- (2) The appeal must meet the following criteria:
- (a) The appeal must be from a final decision by a school district. A decision is final if:
 - (A) The complainant has exhausted the school district's complaint process except as otherwise allowed by statute;
 - (B) In a multi-step district complaint process, the district fails to render a written decision within 30 days of the submission of the complaint at each step; or
 - (C) The district fails to resolve a complaint within 90 days of the initial filing of a complaint, regardless of the number of steps in the district complaint process, unless the district and complainant have agreed in writing to a longer time period.
 - (b) The appeal must be received by the Department no later than one year after the date of the final decision by the district or, if the district fails to issue a final decision, no later than two years after the date the complainant first filed the underlying complaint with the district.
 - (c) The complaint upon which the appeal is based must have been filed with the school district by the later of either:
 - (A) Two years after the alleged violation or unlawful incident occurred or after the complainant discovered the alleged violation or unlawful incident. If the alleged violation or unlawful incident is of a continuing nature, the right to file an appeal exists so long as the complaint was filed within two years of the most recent incident; or
 - (B) One year after the affected student has graduated from, moved away from, or otherwise left the school district.
 - (d) The appeal must be in writing, submitted by mail, in person, or electronically, and contain the name and address of the person bringing the appeal, the name of the district which is alleged to have violated the statute or administrative rule, and a statement of the facts on which the appeal is based.
- (3) Upon receipt of the appeal the Deputy Superintendent will determine whether the appeal alleges a violation of a statute or administrative rule for which the Deputy Superintendent has jurisdiction and whether the requirements of section (2) of this rule have been satisfied.
- (a) If the Deputy Superintendent determines that the facts alleged in the complaint, if true, would be a violation of a statute or administrative rule for which the Deputy Superintendent has jurisdiction and the requirements of section (2) of this rule have been satisfied, , the Deputy Superintendent will give written notice to the complainant

and the school district that the appeal is accepted and the procedures in sections (4) through (11) of this rule will be applied.

(b) If the Deputy Superintendent determines that the complaint, even if true, would not be a violation of a statute or administrative rule for which the Deputy Superintendent has jurisdiction or the requirements of section (2) of this rule have not been satisfied, the appeal will not be accepted and the Deputy Superintendent will give written notice of the determination to the complainant and the school district.

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

(a) A statement of facts;

(b) A statement of district action, if any, taken in response to the complaint, or if none was taken, the reason(s) therefore;

(c) A stipulation, if one was reached, of the settlement of the complaint; and

(d) A list of any complaints filed with another agency by the party, concerning the subject of the appeal.

(5) The Deputy Superintendent may for good cause extend the time for the filing of a report by the district.

(6) Upon receipt of the district's report, the Deputy Superintendent will conduct an investigation to determine whether there is substantial evidence of a violation of the applicable statute or administrative rule. The investigation will include a review of the written materials submitted by the complainant and school district and may also include actions such as interviews, on-site investigation, surveys, and document review.

(7) The Deputy Superintendent will issue a written final order that addresses each allegation in the complaint that was accepted for appeal and contains reasons for the Deputy Superintendent's decision as to whether or not the district is deficient. The final order will be issued within 90 days of the date the Deputy Superintendent received the district's report.

(a) If the 90-day period for issuing the final order would conclude during the time when the schools of the district are closed for summer, the final order will be issued within 90 days of the date the Deputy Superintendent received the district's report exclusive of the time when the schools of the district are closed for summer.

(b) The Deputy Superintendent may extend the time period for issuing a final order if the Deputy Superintendent has the consent of the complainant and the allegation concerns a comprehensive or widespread deficiency and more extensive investigation is needed than may be reasonably completed within 90 days. The Deputy Superintendent shall prepare a timeline and plan for investigation and provide copies to the complainant and district within two weeks of receiving the district's report.

(c) If the complainant and the school district agree in writing to extend the time in order to engage in alternative dispute resolution, the 90 day time period is tolled until the parties notify the Deputy Superintendent that the alternative dispute resolution process has resulted in an agreement or has been unsuccessful.

(8) If a violation is found, the Deputy Superintendent's final order will include any necessary corrective action to be undertaken by the district as well as any documentation to be supplied by the district to ensure that the corrective action has occurred.

(a) For violations of standards of the Oregon Administrative Rules, chapter 581, division 022, ORS 339.285 to 339.303 or OAR 581-021-0550 to 581-021-0570 corrective action must be completed by the beginning of the school year next following the date of the final order unless an extension is granted pursuant to ORS 327.103(3).

(b) For violations of ORS 659.852, the district must be in compliance within 30 days of the final order. Any additional corrective action must be completed by the beginning of the school year next following the date of the final order unless an extension is granted by the Deputy Superintendent.

(9) Corrective action ordered by the Deputy Superintendent must be completed within the timelines established in the final order unless another time period is specified by the Department. If a deficiency is not corrected within the required time:

(a) For a violation of standards of the Oregon Administrative Rules, chapter 581, division 022, ORS 339.285 to 339.303 or OAR 581-021-0550 to 581-021-0570, the provisions of ORS 327.103 apply.

- (b) For a violation of ORS 659.852, the Deputy Superintendent shall order appropriate remedies which may include:
- (A) Withholding of all or part of each quarterly payment of the basic school support fund due a school district under ORS 327.095, a public charter school under ORS 338.185, or an education service district under ORS 327.021;
 - (B) Withholding all or part of payment of the State School Fund due a Youth Corrections Education Program provider under contract with the Oregon Department of Education;
 - (C) Withholding all or part of the state funding due a Long Term Care and Treatment facility or the Oregon School for the Deaf under ORS 327.023; and
 - (D) Other appropriate remedies.
- (d) The Deputy Superintendent may not award damages to the complainant or attorney fees.
- (10)(a) Parties may seek judicial review of the final order under ORS 183.484. Judicial review may be obtained by filing a petition for review within 60 days of service of the final order with the Marion County Circuit Court or with the Circuit Court for the County where the party resides.
- (b) Pursuant to OAR 137-004-0080 and ORS 183.484(2), a party to the complaint may request reconsideration of the final order by the Deputy Superintendent within 60 days after the date of the order. Except as provided in this subsection, the Deputy Superintendent and a party seeking reconsideration shall follow the procedure for reconsideration described in OAR 137-004-0080.
- (11) This rule applies to appeals filed with the Deputy Superintendent on or after July 1, 2017.

Statutory/Other Authority: ORS 326.051

Statutes/Other Implemented: ORS 327.103, 326.051 & 659.852

History:

Renumbered from 581-022-1940, ODE 11-2017, f. 6-29-17, cert. ef. 7-1-17

ODE 31-2007, f. & cert. ef. 12-12-07

EB 18-1996, f. & cert. ef. 11-1-96

581-022-2370

Complaint Procedures

- (1) Each school district must establish a process for the prompt resolution of a complaint by a person who resides in the district or by any parent or guardian of a student who attends school in the school district.
- (2) A school district's complaint procedure must:
- (a) Be in writing available at the main administrative office and, if the school district has a website, in a form available on the home page of the school district's website;
 - (b) Include the name of the person, position, or office within the school district with the responsibility for responding to the complaint; and
 - (c) Specify the time period during which the complaint will be addressed and a final decision issued. If the complaint procedure has multiple steps, the procedure must establish the time period for each step as well as the overall time period for completing the complaint procedure.
- (3) A school district's complaint procedure may:
- (a) Distinguish between those complaints that may be appealed under OAR 581-002-0040 OAR 581-002-0001 to OAR 581-002-0023, and other complaints.
 - (b) Offer mediation or other alternative dispute resolution processes as an option available if all parties to the complaint agree in writing to participate;
 - (c) Impose a time limitation for filing a complaint that is the later of either:
 - (A) Two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limitation must run from the date of

the most recent incident; or

(B) One year after the affected student has graduated from, moved away from, or otherwise left the school district.

(d) Include more than one but no more than four steps for addressing the complaint.

(4) The procedure for hearing and acting on complaints alleging violation of the Oregon Administrative Rules, chapter 581, division 22 (division 22 Standards), ORS 339.285 to 330.303 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion), ORS 659.850 or OAR 581-021-0045, 581-021-046, 581-021-047 (Discrimination); or ORS 659.852 (Retaliation) must include the following:

(a) The point at which the district's decision is final; and

(b) A final decision in written or electronic form that addresses each allegation in the complaint and contains reasons for the district's decision and notifies the complainant that the district's decision may be appealed to the Deputy Superintendent of Public Instruction under OAR 581-002-0001 to OAR 581-002-0023.

(5) This rule applies to appeals filed with a school district on or after January 1, 2018.

TAG-8A-Sp**NOTIFICACIÓN DE IDENTIFICACIÓN COMO TALENTOSOS Y DOTADOS**

Estimado padre/tutor de _____;

El distrito escolar de Ontario identifica estudiantes talentosos y dotados conforme a reglas administrativas de Oregón (OAR) 581-022-2325. Estos son los niños que son capaces de llevar a cabo en o por encima de los 97^{ésimo} percentil en pruebas estandarizadas a nivel nacional de habilidad mental o logros académicos y tienen información de apoyo sobre el comportamiento, el aprendizaje o rendimiento. Adjunta, encontrará el reporte que contiene un registro de la decisión del equipo como se requiere en OAR 581-022-2325(2).

Basándose en la decisión del equipo, su hijo, _____, califica para la identificación como sigue:

_____ Intellectualmente dotado

_____ Académicamente talentoso en lectura

_____ Académicamente talentoso en matemáticas

_____ Potencial para realizar en el 97^{ésimo} percentil

Esta identificación significa que su hijo recibirá programas o servicios en su nivel de instrucción y en su paso de aprendizaje (OAR 581-022-2330). Información de derechos de los padres están incluidos para su información. Los maestros de su hijo desarrollarán un plan de enseñanza para satisfacer el nivel y el paso de progreso de su hijo en las áreas académicas.

Si tiene preguntas, comuníquese conmigo en el número siguiente.

Atentamente,

Facilitador de TAG

Número de teléfono

Fecha

581-022-2330 Los derechos de los padres de los estudiantes talentosos y dotados

En el cumplimiento de los requisitos de OAR 581-022-2325 y OAR 581-022-2500, el distrito escolar deberá:

- (1) Informar a los padres al momento de la identificación de niño y los programas y servicios disponibles.
- (2) Proveer la oportunidad a los padres para aportar información y hablar con el distrito tocante a los programas y servicios que serán recibidos por su hijo.
- (3) Los padres pueden, en cualquier momento, solicitar la retracción de su hijo de programas y servicios otorgados bajo la siguiente ley: OAR 581-022-2330. El distrito escolar notificará a los padres del estudiante identificado de este derecho.
- (4) Los padres deberán ser informados de su derecho a presentar alguna denuncia bajo la ley: OAR 581-002-0040 a OAR 581-002-0023.

581-002-0040 Procedimiento de Apelación

- (1) Un demandante puede apelar una decisión final por un distrito escolar con el superintendente estatal de instrucción pública si la denuncia alega:
 - (a) Una violación de las normas de las Reglas Administrativas de Oregón, capítulo 581, División 022 (Normas de la División 22);
 - (b) Una violación de las siguientes leyes; ORS 339.285 a 339.303 o OAR 581-021-0550 a 581-021-0570 (Restricción y Reclusión); o
 - (c) Una violación de la ley ORS 659.852 (Represalias)
- (2) La apelación debe reunir el siguiente criterio:
 - (a) La apelación debe venir de una decisión final de un distrito escolar. Una decisión se considera final por las siguientes razones:
 - (A) Un demandante ha agotado el proceso de apelación del distrito excepto por lo que de otra manera sea permitido por estatuto;
 - (B) En un proceso de apelación de demandas del distrito de paso-múltiple, el distrito falla al no tomar una decisión por escrito dentro de 30 días desde el momento de la entrega de la queja en cada paso; o
 - (C) El distrito falla a resolver una denuncia dentro de 90 días de la fecha que la denuncia fue presentada, sin importar la cantidad de pasos en el proceso de demandas del distrito, al menos que el distrito y demandante hayan acordado por escrito a extender el periodo de tiempo.
 - (b) La apelación deber ser recibida por el Departamento a no más de un año de cuando la decisión final fue tomada por el distrito o, si el distrito no logra tomar una decisión final, no más tardar de dos años de la fecha en la cual el demandante emitió la demanda subyacente al distrito.
 - (c) El demandante por el cual la apelación está basada debió ver sido archivada con el distrito escolar por lo más tardío de lo siguiente:
 - (A) Dos años después de que ocurrió la presunta violación o incidente ilegal o después de que el demandante haya descubierto la presunta violación o incidente ilegal. Si la presunta violación o incidente ilegal es de naturaleza continua, el derecho de archivar una apelación existe siempre en cuando la demanda se haya archivado dentro de dos años del incidente más reciente; o
 - (B) Un año después de que el estudiante afectado haya graduado de, se haya mudado de, o de otra manera haya abandonado el distrito escolar.
 - (d) La apelación deber ser por escrito, entregada por correo, en persona, o electrónicamente, y debe contener el nombre y dirección de la persona que presenta la apelación, el nombre del distrito que presuntamente a violado el estatuto o regla administrativa, y una declaración de los hechos en los cuales está basada la apelación.
- (3) Al recibir la apelación el Superintendente Diputado determinará si la apelación alega sobre alguna violación del estatuto o regla administrativa de la cual el Superintendente Diputado tenga jurisdicción y si los requisitos de la sección (2) de esta regla han sido reunidos.
 - (a) Si el Superintendente Diputado determina que los hechos supuestos en la demanda, aun si son ciertos, serian una violación al estatuto o regla administrativa por la cual el Superintendente Diputado tiene jurisdicción y los requisitos de la sección (2) de esta regla están reunidos, el Superintendente Diputado dará notificación por escrito al demandante

y el distrito escolar de que la apelación esta aceptada y los procedimientos den la secciones (4) a (11) de esta regla serán aplicados.

(b) Si el Superintendente Diputado determina que la demanda, aun siendo es verdadera, no sería una violación de un estatuto o regla administrativa de la cual el Superintendente Diputado tiene jurisdicción o los requisitos de la sección (2) de esta regla no han sido reunidos, la apelación no será aceptada y el Superintendente Diputado dará notificación por escrito al demandante y al distrito escolar.

(4) Dentro de 30 días del recibimiento de la notificación de la aceptación de la apelación del Superintendente Diputado, el distrito debe emitir al Superintendente Diputado un reporte escrito el cual debe incluir:

(a) Una declaración de los hechos;

(b) Una declaración sobre las acciones del distrito, si alguna se tomo, en respuesta a la demanda, si ninguna fue tomada, la(s) razón(es) por lo tanto;

(c) Una estipulación, si una fue acordó, del arreglo de la demanda; y

(d) Una lista de las demandas archivadas con otra agencia por el demandante, tocante el tema de apelación.

(5) El Superintendente Diputado puede por buena causa extender el tiempo ara archivar un reporte por el distrito.

(6) Al recibir el reporte del distrito, el Superintendente Diputado llevará a cabo una investigación para determinar si hay suficiente evidencia de alguna violación del estatuto o regla administrativa aplicable. La investigación incluirá una revisión de los materiales escritos emitidos por el demandante y distrito escolar y también puede incluir acciones como entrevistas, investigaciones del lugar, encuestas, y repaso de documentos.

(7) El Superintendente Diputado dictará una orden final por escrito que cubra cada alegación en la demanda que fue aceptada para ser apelada y contengan razones de decisión para que el Superintendente Diputado determine ya sea que sí o no el distrito es deficiente. La orden final será emitida dentro de 90 días de la fecha que el Superintendente Diputado recibió el reporte del distrito.

(a) Si el periodo de 90 días para emitir la orden final va a concluir durante el tiempo que las escuelas del distrito están cerradas por ser verano, la orden final será emitida dentro de 90 días del día que el Superintendente Diputado recibió el reporte exclusivo del tiempo cuando las escuelas del distrito están cerradas para el verano.

(b) El Superintendente Diputado puede extender el tiempo para dar una decisión final si el Superintendente Diputado tiene el consentimiento del demandante y la alegación tiene como preocupación una falta más amplia o extensa y una investigación más extensa es necesaria que lo que se hubiese llevado a cabo en solo 90 días. El Superintendente Diputado debe de establecer el tiempo e investigación a seguir y proporcionar copias al demandante y distrito dentro de dos semanas de recibir el reporte del distrito.

(c) Si el demandante y distrito escolar acuerdan por escrito el extender el tiempo de manera de emplear una manera alternativa para llegar a una solución de la disputa, el periodo de tiempo de 90 días se asume hasta que ambos partidos notifiquen al Superintendente Diputado que el proceso de resolución de disputa ha resultado en un acuerdo o ha sido insatisfactorio.

(8) Si una violación es encontrada, la orden final del Superintendente Diputado incluirá cualquier acción correctiva necesaria para que sea emprendida por el distrito escolar así como cualquier documentación que sea suministrado por el distrito para asegurar que la acción correctiva tomó lugar.

(a) Para violaciones de medidas de las Reglas Administrativas de Oregon, capítulo 581, división 022, ORS 339.285 a 339.303 o OAR 581-021-0550 a 581-021-0570 acción correctiva debe ser llevada a cabo para el inicio del año escolar siguiente siguiendo la fecha de la orden final al menos que una extensión haya sido otorgada conforme a la ley ORS 327.103 (3).

(b) Para violaciones de la ley ORS 659.852, el distrito debe estar bajo conformidad dentro de 30 días después de la orden final. Cualquier acción correctiva adicional deber ser llevada a cabo para el inicio del año escolar siguiente después de la fecha de la orden final al menos que una extensión haya sido otorgada por el Superintendente Diputado.

(9) Acción correctiva ordenada por el Superintendente Diputado debe llevarse a cabo bajo el tiempo establecido por la orden final al menos que otro periodo de tiempo sea especificado por el Departamento. Si una deficiencia no ha sido corregida dentro del tiempo requerido:

(a) Para una violación de medidas de la Reglas Administrativas de Oregon, capítulo 581, división 022, ORS 339.285 a 339.303 o OAR 581-021-0550 a 581-021-0570, las provisiones de ORS 327.103 aplican.

- (b) Para una violación de ORS 659.852, el Superintendente Diputado debe de ordenar remedios apropiados los cuales pueden incluir:
- (A) Retención de todo o parte de cada pago trimestral de los fondos escolares básicos de apoyo que se otorgan al distrito escolar bajo la ley ORS 327.095, una escuela pública autónoma (charter) bajo la ley ORS 338.185, o un distrito de servicio educativo bajo la ley ORS 327.021;
 - (B) La retención del pago completo o parcial del Fondo Escolar del Estado para un proveedor de Programa Educativo de Correcciones para Menores bajo contrato con el Departamento de Educación de Oregon;
 - (C) La retención del pago completo o parcial del fondo del estado a una instalación de Cuidados de Largo Tiempo y Tratamiento o a la Escuela para los Sordos de Oregon bajo la ley 327.023; y
 - (D) otros remedios que sean apropiados.
- (d) El Superintendente Diputado no puede otorgar daños o pago por abogado al demandante.
- (10) (a) Los partidos pueden buscar una revisión judicial de la orden final bajo la ley 183.484. Una revisión judicial puede ser obtenida al archivar una petición de revisión dentro de 60 días del servicio de la orden final con la Corte de Circuito del Condado Marion o la Corte de Circuito del Condado donde el partido reside.
- (b) Conforme a las leyes OAR 137-004-0080 y ORS 183.484 (2), un partido de la demanda puede pedir reconsideración de la orden final del Superintendente Diputado dentro de 60 días después de la fecha de la orden. Excepto a como se ha previsto en esta sub-sección, el Superintendente Diputado y el partido que busca reconsideración deben seguir los procedimientos para reconsideración descritos en la ley OAR 137-004-0080.
- (11) Esta regla aplica a apelaciones archivadas con el Superintendente Diputado en o después del 1 de julio del 2017.

Estatutaria/Otra autoridad: ORS 326.051

Estatutos/Otro Implementado: ORS 327.103, 326.051 & 659.852

Historial:

Reenumerado de 581-022-1940, ODE 11-2017, f. 6-29-17, cert. Ef. 7-1-17

ODE 31-2007, f. & cert. Ef. 12-12-07

EB 18-1996, f. & cert. Ef. 11-1-96

581-022-2370 Procedimientos de demanda

- (1) Cada distrito escolar debe establecer un proceso para la resolución rápida de una queja por una persona que reside en el distrito o por cualquier padre o tutor de un estudiante que asiste a la escuela en el distrito escolar. El proceso debe realizarse por escrito y decir claramente quien en el distrito escolar tiene la responsabilidad de responder a la queja.
- (2) El procedimiento de denuncia del distrito debe especificar el período de tiempo durante el cual se abordará la queja y una decisión final emitida. Si el procedimiento de queja tiene varios pasos, el procedimiento debe establecer el período de tiempo para cada paso, así como el general período de tiempo para completar el procedimiento.
- (3) El procedimiento de denuncia del distrito puede distinguir entre aquellas denuncias que podrán ser apeladas bajo OAR 581-002-0040 y otras quejas.
- (4) El procedimiento de denuncia del distrito puede incluir mediación u otros procesos alternativos de resolución.
- (5) El procedimiento de audiencia y actuando sobre las denuncias que pueden ser apeladas bajo OAR 581-002-0040 debe incluir lo siguiente:
- (a) Un punto en que la decisión es final;
 - (b) Una disposición que el demandante recibirá una notificación por escrito que la decisión del distrito puede ser apelada ante el superintendente estatal de instrucción pública bajo OAR 581-002-0040; y
 - (c) Una decisión por escrito que establezca claramente la base legal por la decisión, resultados de hecho y conclusiones de la ley.

TAG-8B

Notification of Identification Decision

Dear _____;

Your son/daughter, _____, was referred for possible identification as talented and gifted (TAG). Identification is based on criteria set by the State Department of Education in Oregon Administrative Rule (OAR) 581-022-2325. This states that each student will be required to perform at or above the 97th percentile on a nationally standardized academic achievement test in the areas of Total Reading and/or Total Math to qualify as Academically Talented (AT). To qualify as Intellectually Gifted (IG), a student must score at the 97th percentile or higher on a nationally standardized test of mental ability (cognitive test). If a student, by local policies and procedures, can demonstrate the “potential to perform” at or above the 97th percentile either academically or intellectually, (s)he may be identified with that qualification. Behavioral, learning, and performance information are also included in the evaluation process. Attached you will find a case report containing a record of the team’s decision, and the data used by the team to make the decision.

Although _____ does not meet the required performance level, (s)he should be commended for being referred to the TAG program. We also wish to assure you that all opportunities for accelerated study are still available, as needed, to best meet your child’s learning needs, regardless of qualification status. Your child may be referred again in another year.

If you have any further questions or concerns about the program or your student’s test scores, please contact me at the number below.

Sincerely,

Building TAG Facilitator

Phone Number

Date

TAG-8B-Sp

Notificación de Decisión de Identificación

Estimado _____:

Su hijo/hija, _____, fue remitido para una posible identificación como talentoso y dotado (TAG). Identificación se basa en criterios establecidos por el departamento de educación en reglas administrativas de Oregón (OAR) 581-022-2325. Indica que cada estudiante deberá realizar en o por encima de los 97^{ésimo} percentil en una prueba estandarizada a nivel nacional de logro académico en las áreas de lectura total o matemáticas total para calificar como académicamente talentosos (AT). Para calificar como intelectualmente dotados (IG), un estudiante debe anotar en el 97^{ésimo} percentil o superior en una prueba estandarizada a nivel nacional de habilidad mental (pruebas cognitivas). Si un estudiante, por medio de políticas y procedimientos locales, puede demostrar el "potencial para realizar" en o por encima de los 97^{ésimo} percentil académicamente o intelectualmente, pueden ser identificados con esa calificación. Comportamiento, aprendizaje y información de rendimiento están también incluidos en el proceso de evaluación. Adjunto encontrará un reporte que contiene la decisión del equipo y los datos utilizados por el equipo para tomar la decisión.

Aunque _____ no cumple con el nivel de rendimiento, debería ser elogiado(a) por ser referido(a) a el programa de TAG. También queremos asegurarles que todas las oportunidades de estudio acelerado están todavía disponibles, según sea necesario, para satisfacer las necesidades de aprendizaje de su hijo, independientemente del estado de calificación. Su hijo puede ser referido de nuevo en otro año.

Si tiene más preguntas o preocupaciones sobre el programa o calificaciones del estudiante, comuníquese conmigo en el número siguiente.

Atentamente,

Facilitador de TAG

Número de teléfono

Fecha