

# SCAPPOOSE SCHOOL DISTRICT TALENTED AND GIFTED MANUAL



MISSION STATEMENT: "WE PREPARE OUR STUDENTS FOR THE FUTURE"

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2017-2019

# DISTRICT TAG COMMITTEE MEMBERS

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Scappoose School District

2017-2019

## District

☎ 971-200-8000

- ❖ Laura LaMarsh District TAG Director Principal Warren Elementary
- ❖ Candice Tulberg District Psychologist

## High School

☎ 971-200-8005

- ❖ Jim Jones Principal
- ❖ Courtney Scott Building TAG Coordinator Counselor

## Middle School

☎ 503-543-7163

- ❖ Troy Monson Principal
- ❖ Nick Jenkins Building TAG Coordinator Counselor

## Petersen Elementary

☎ 971-200-8003

- ❖ Whitney Hessong Principal
- ❖ Virginia Rose Building TAG Coordinator Counselor

## Grant Watts Elementary

☎ 971-200-8002

- ❖ Jennifer Stearns Principal
- ❖ Tami McDonald Building TAG Coordinator Counselor

## Warren Elementary

☎ 503-397-2959

- ❖ Laura LaMarsh Principal
- ❖ Bree Fawk Building TAG Coordinator Counselor

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## Education of Talented and Gifted

### SCAPPOOSE SCHOOL DISTRICT 1J

#### DISTRICT POLICIES

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The Scappoose School District Board of Education has adopted the following policies concerning the education of talented and gifted students:

Talented and Gifted Program	IGBB
Identification - Talented and Gifted	IGBBA (Needs AR for Kinder Assessment)
Appeals Procedure for Talented and Gifted Identification and Placement	IGBBA-AR
Identification – Talented and Gifted Students Among non-Typical Populations	IGBBB
Program and Services	IGBBC
Complaints Regarding Talented and Gifted Program	IGBBC-AR
Parent Notification and Participation	IGBBD

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## IDENTIFICATION PROCEDURES K-12

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### Previously Identified TAG students

- All TAG students enrolled at the first of the school year should be receiving TAG services no later than the end of the first nine weeks.
- Students previously identified should have an annual TAG Education Plan in place no later than the end of the first nine weeks and should be receiving services within the first two weeks of the start of school.
- Transfer students will receive TAG instruction within 30 school days of enrolling in Scappoose School District. Each individual school will review and revise previous TAG Education Plan (Policy IGBB)

### Initial TAG Identification

#### Identification Process:

**K-2**

**3-8 Academically Talented**

**3-8 Intellectually Gifted**

#### Step One: Referral

#### Individual Schools:

1. **Oregon Statewide Assessment Test scores are reviewed from the previous spring results.** Scores at 97% or above in the areas of Reading and Mathematics may be used as referral indicators.
  - School TAG coordinator screens results and presents evaluation results to the School TAG committee.
2. School staff may also at any time make individual referrals to the school TAG coordinator for students who demonstrate possible giftedness in the classroom.
  - Referral made using district **Collaborative Support Team Form – C.S.T Form**
  - School staff reviews student population including underrepresented groups of students, students new to the district, and students who demonstrate the potential to perform at the 97<sup>th</sup> percentile.
3. School TAG committees refer candidates for further testing or further review.
  - School TAG coordinator sends a **Parent Consent for Evaluation** letter to candidate's parent for signed permission to test and a TAG brochure. (Include Gifted Checklist & Parent Checklist)

#### Parents:

1. Parents are notified in School Handbooks that they may refer their child.
2. Parents request in writing, to the building principal or TAG Coordinator, their desire to have their child referred for TAG consideration.
  - a. The school TAG coordinator receives the referral.
  - b. The coordinator contacts the parent, provides the district TAG brochure, and has them:
    - Conference with the classroom teacher.
    - Complete the appropriate two checklists below:
      - Gifted Characteristics Checklist AND
      - K-1 Grade Parent Checklist OR
      - Grade 2-12 Parent Checklist
    - The coordinator receives the forms back from the parent and convenes the school TAG committee.

- c. School C.S.T Team decides whether to refer candidates for further review or testing.
- d. School TAG coordinator sends a permission to test letter to candidate's parent and the district TAG brochure.

### **Student (High School only)**

3. Student request in writing to the building principal their desire to be referred for TAG consideration.
4. The school TAG coordinator receives the referral.
  - a. The coordinator contacts the student and has them complete a Self- Referral Form
  - b. The coordinator receives the forms back from the student and schedules a meeting with the school TAG committee.
5. The school C.S.T Team refers the candidate for further review or testing.
6. The school TAG coordinator sends a permission to test letter to candidate's parent.

### **Phase 2: Ability and/or Achievement Tests are Administered**

- 1 Recommended students are tested in the areas of achievement and/or ability.
  - a. See Grade Level Identification Process

### **Phase 3: Eligibility Determined**

1. School C.S.T. Team meets and reviews testing results.
  - a. Committee determines student eligibility:
    - Decision based on a review of district "Qualifying Criteria"
    - **The decision must be agreed upon by the majority of the Committee.**
  - b. Committee determines Special Case Students and refers them to the district TAG committee for an eligibility determination (eligible or not eligible.)
    - Decision based on a review of the district's "Potential to perform at or above the 97%ile Qualifying Criteria".
    - **The decision must be agreed upon by the majority of the TAG Committee.**
  - c. Building coordinator and the committee complete and sign the **TAG Identification Summary** form (District Form)

### **Phase 4: Notification**

1. Parents of first time identified students are notified of eligibility determination (District Forms) by building TAG coordinator.
  - a. Notification of eligible students includes the area of eligibility (Academically Talented or Intellectually Gifted) and placement agreement to be signed by the parent.
    - Parents receive Parent Rights information located on back of agreement letter.
    - Parents receive the district TAG brochure, which includes information for parents about the programs and services available.
  - b. Classroom teacher(s) are notified of student eligibility and the area of eligibility.
  - c. Student cumulative file is updated and the school office is notified of eligibility by the building TAG coordinator.
    - d. Students identified as TAG have information in their cumulative files and are identified in Synergy (Student Information System) so that classroom teachers are aware of the identification.

## Phase 5: Student Receives Services

1. Classroom teachers will meet with the parent to discuss classroom services and develop an individual TAG plan. Parents are given the opportunity to provide input and discuss the programs and services to be received by their child.
    - a. Elementary classroom teachers, meeting with the parent, will complete an **Elementary TAG Education Plan** form for the student.
      - Parents are encouraged to discuss their daughter/son's academic program throughout the school year with their child's classroom teacher.
      - Students need modifications in instruction and assignments, in accordance with their TAG identification.
    - b. Middle and High School teachers, counselors, and building TAG coordinators will meet with the parent and complete a **TAG Education Plan** for the student.
      - Parents are encouraged to discuss their daughter/son's academic program throughout the school year with their student's classroom teachers.
      - Students need modifications in instruction and assignments, in accordance with their TAG identification.
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## **IDENTIFICATION**

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In Scappoose School District, talented and gifted students are identified based on a collection of evidence, not just a single test score.

Our district uses a case study model. School TAG committees review the collection of evidence for each student referral and then make the final determination of eligibility.

Students are identified in one or more of the following ways:

### **Intellectually Gifted**

Those students who score at or above the 97<sup>th</sup> percentile on a nationally standardized test of mental ability using a Full Scale Score or Composite Score with other supporting information.

### **Academically Talented**

Students who score at or above the 97<sup>th</sup> percentile, on a nationally standardized test (including Oregon Statewide Assessment) in either Total Mathematics or Total Reading, with other supporting information, including other subtests, may be used to qualify in this category.

### **Special Case Students: Potential to Perform at or above the 97<sup>th</sup> Percentile**

A student identified as “Potential” is one who generally has not met all of the criteria for TAG identification, but demonstrates the potential to perform at higher levels of achievement as determined by the building TAG team. Students identified as “Potential” will receive the same TAG services as students who are identified as TAG.

Oregon TAG law mandates identification using standardized tests and behavioral information screening and identification. Scappoose School District will continue to make every effort to identify “special case” students from the following populations: underachieving gifted, disadvantaged, cultural and ethnic minorities, and handicapped learners.

### **TAG Identification Is A Multi-step Process**

Advocacy is the first part of this process and includes an initial referral by the school, a parent, a teacher, or the student (high school only). The referral is reviewed by the district TAG committee, who decides if the student should be referred for further educational evaluation to determine possible eligibility. The district schedules and administers standardized testing by school.

Once all data has been collected, the district TAG committee meets to review the information and makes a final decision. Collected data includes standardized tests, teacher and parent rating scales (checklists), anecdotal information, and work samples. Again, decisions are based on a collection of evidence (see Identification Summary in ‘Forms’), not just a single test score. Written notification about whether the student qualifies or not is sent to the parents.

A “no” decision may be appealed by parents, by contacting your building principal and submitting a written letter, stating the concerns.

### **TAG Cumulative File**

Each student’s permanent record includes TAG identification summary, Consent for testing, consent for placement, TAG education plan.

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## QUALIFYING CRITERIA

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In order to qualify for TAG, a student must satisfy either the Intellectual or Academic requirements.

- **The district TAG Committee recommends eligibility for TAG Services. The decision must be agreed upon by the majority of the TAG Committee.**

Scappoose School District uses the following criteria for identifying talented and gifted students:

### **Intellectually Gifted (must satisfy both criteria listed):**

1. 97%ile on a nationally standardized mental ability test
2. Supporting behavioral, learning and/or performance information (any one of the following:)
  - a. Teacher and parent rating scale
  - b. Teacher/classroom observations
    - Work samples: Superior work samples that indicate work is clearly one to two years above grade level.
    - Other behavioral information\*
  - c. Gifted Characteristic Checklist

### **Academic Qualification (must satisfy both criteria listed):**

1. Most recent 97%ile on a nationally standardized achievement test
  - a. Oregon Statewide Assessment Test scores may be used to satisfy this requirement for grades 3 – 12.
2. Supporting behavioral, learning and/or performance information
  - a. 97%ile on a nationally standardized achievement test
    - Oregon Statewide Assessment Test scores from a previous year may be used to satisfy this requirement for grades 4-12.
  - b. 97%ile on sub-section of a nationally standardized mental ability test -any of the following:
    - Verbal = Reading
    - Quantitative = Math
    - Non-Verbal
  - c. Teacher/classroom observations
    - Work samples: Superior work samples that indicate work is clearly one to two years above grade level.
    - Other behavioral information\*

<b>*Examples of Behavioral Information and Sources:</b>	
-Advanced language	-Strong academic record
-Analytical thinking	-Developmental Reading Assessment (DRA)
-Accelerated learning	
-Intellectually curious	

## **Special Case Students: Potential to Perform at or Above the 97<sup>th</sup> Percentile**

There may be cases where the principal, teacher, parent, other adult, or student (high school only) feels that the student should be considered for TAG services on the basis of additional evidence of performance, without requiring retesting. These would most likely be situations where test scores do not identify students who demonstrate the potential to perform at the 97<sup>th</sup> percentile.

In accordance with OAR 581-022-1310, Scappoose School District will continue to make every effort to identify “special case” students from the following populations: underachieving gifted, disadvantaged, cultural and ethnic minorities, and handicapped learners.

- **The District TAG Committee recommends eligibility for TAG Services. The decision must be agreed upon by the majority of the TAG Committee.**

### **The District TAG Committee considers Special Case Students**

- A. Consideration is given to students with a 94% - 96<sup>th</sup>ile on a nationally standardized test of mental ability or academic achievement in Reading and Mathematics **and with** supporting behavioral, learning and/or performance information that indicates giftedness.

Or

- B. Consideration is given to students with 97% on a most recent nationally standardized test of mental ability or academic achievement in Reading and Mathematics **and with no** supporting behavioral, learning and/or performance information that indicates giftedness.

### **Committee considerations used to determine candidate qualifications possible for TAG eligibility.**

- Consideration is given to students who show a history of consistently high ability and/or achievement through classroom performance. When provided with opportunities to demonstrate unusual potential, these students can and do indicate the potential by their behavior, performance, and products.
- Letters of recommendation will be included from such sources as a student’s current teacher, psychologist, counselor, special education teacher, or people who are familiar with the student’s abilities. These recommendations need to describe how the student exhibits characteristics of giftedness and/or describe how the child stands out from the rest of the class, whether it is perceived as positive or negative.

## PROGRAMS AND SERVICES

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All students who are identified academically, talented, and/or intellectually gifted are continuously assessed to determine their RATE and LEVEL of learning. The services offered address both affective and intellectual needs of these students and encourage the development of advanced critical and creative thinking skills. While the TAG identification criteria are consistent throughout the District, any special services will vary from school to school, in order to meet the unique needs of each school's situation.

Provide an opportunity for the parents to give input to and discuss with the district the programs and services to be received by their child.

In addition to on-going classroom instruction at the appropriate RATE and LEVEL, some of the other services which may be available are as follows:

### All Grade Levels:

- **Differentiated Instruction**
  - Special Note: As our society and schools become increasingly diverse, teachers face the challenge of responding to a widening spectrum of student learning needs, styles, developmental levels, and interests. To ensure that every student has the full opportunity to learn, grow, and achieve at the highest level possible, all teachers are encouraged, empowered and expected to differentiate classroom instruction in response to their students' backgrounds and learning profiles.
  - Teachers modify the content (curriculum standards, goals), the process activities to learn content, the product (demonstration of what has been learned), or the environment (where learning takes place) to match a student's needs.
- **Accelerated Curriculum**
  - Altering the pace or speed of learning and providing more sophisticated resources for learning.
- **Flexible Skill or Ability Grouping**
  - Students of similar ability are grouped for specific skill areas, within a classroom, at grade level, or across grade levels.
- **Cross-grade Grouping**
  - Students may be ability grouped for specific skills or content with students in a higher grade.
- **Compacted Curriculum**
  - The amount of time normally required to master a subject is reduced; often a pre-test determines current level of mastery and students are given a decreased amount of review of previous skills and/or less practice for new skills.
- **Cluster Grouping**
  - Grouping high-ability students together, sometimes in order to give them accelerated curriculum. This can be in different classrooms or within a classroom.
- **Grade Skipping**
  - Students may be placed in a higher grade ahead of usual placement.
- **Concurrent Enrollment**
  - Allows students to take classes in the next higher level of school and obtain credit in both settings.
- **Independent Study/Projects**
  - The student identifies problems or topics of personal interest; the teacher assists in planning a method of investigation and identifying the product.
- **Tiered Lessons**
  - A method of differentiating instruction, combined with flexible groups or individual work. A teacher focuses on the concept to be learned and creates a common experience for all students to anchor them in that concept. Then the teacher provides a lesson that is tiered (multiple activities based on interest, ability, process, content or product) for students to work

on individually or in small groups that help them attain that concept at the appropriate rate and level.

- **Science fairs, creativity fairs, competitions (spelling, math, etc.)**

#### **Additional Elementary Opportunities May Include:**

- Small group, advanced reading and/or math instruction
- Grade acceleration for reading and/or math
- Jr. Great Books
- Oregon Battle of the Books

#### **Additional Middle School Opportunities May Include:**

- Scheduling Cluster Grouping
  - Whenever possible, course schedules are constructed to allow Cluster Grouping of high-ability students in core classes.
- **Advanced Courses**
  - Eighth grade Algebra I & II Honors English
  - Geometry
- Enrichment Opportunities
  - Oregon Battle of the Books
  - RTI Enrichment

#### **Additional High School Opportunities May Include:**

- Credit by Examination
- Advanced Placement (AP) Courses
  - Language Arts (2 sections)
  - U.S. History (2 sections)
  - Calculus
  - Statistics
- Dual Credit Courses
  - Preschool
  - Writing 121
  - Math 111 & 112
  - Chemistry 104 & 150
  - Biology 101 & 102
- Career Education Courses
  - Marketing
  - Computer Applications in Business
  - Preschool
  - Woods
  - Manufacturing Tech
  - Drafting
- CTE Programs of Study
  - Early Childhood Ed (Preschool I, II, III, IV)
  - Manufacturing Tech I & II & Drafting I & II
  - Art/Art Studies (Advanced Art, Art I, II Painting I, II Advanced Portfolio/Artistic Entrepreneurship)
- AVID
- Build-Oregon Trades Expo  
Introduce Students to career opportunities in Oregon—industry partners. Willamette ESD
- Clubs (FBLA & Robotics)
- College Application Week (Workshops include: Education/Career path Panel, Trade School Options & Apprenticeship Programs, Military Options, Utilizing Naviance, PC, Scholarships 101, College Athletics, Career College-Aveda, The Oregon Promise, Insta-Wolf:WOU, Visual & Performing Arts Schools,

- College Visits
- Field Trips (National College Fair & PCC Rock Creek Preview Day)
- Naviance (College, Career, Scholarship resources)
- Senior Parent Night
- SHS Counseling Website
- Trades Presentation

## District Goals

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During the 2017-2019 biennium, Scappoose School District will increase enrichment opportunities for students. We will also provide professional development opportunities for school staff developing and implementing enrichment activities.

### **Goal 1: Scappoose School District will have increased opportunities for students to participate in enrichment activities based on the RTI process.**

Implementation Timeline: July 1, 2017-June 30, 2019

The goal will be met by a measurement which defines the following: By June 30, 2018 schools K-6 will have identified, developed and implemented at least 2 project based activities for each grade level.

The goal will be determined successful/unsuccessful by: Review in January of 2018 of data to support movement towards meeting Goal 1 with adjustments as determined by TAG team, and June 2018 of data to support meeting Goal 1. If not met, TAG team will develop plan for next steps towards meeting Goal 1.

### **Goal 2: Enrichment programs in Reading and Math will be implemented at the K-12 level for all identified students**

Implementation Timeline: July 1, 2017-June 30, 2019

The goal will be met by a measurement which defines the following: By June 30, 2019 schools K-12 will identify a bank of project based student to be offered to students 2 time per year.

The goal will be determined successful/unsuccessful by: Review in January of 2019 of data to support movement towards meeting Goal 2 and adjustments as determined by TAG team. By June 2019 supporting documentation to show meeting Goal 1. If not met, TAG team will develop plan for next steps towards meeting Goal 2.

### **Goal 3: Teachers providing enrichment services will have received 3 PDU's of professional development in working with gifted students.**

Implementation Timeline: July 1, 2017-June 30, 2019

The goal will be met by a measurement which defines the following: By January 2018 the district TAG director and TAG team will research opportunities for teachers Professional Development (PD) and by June 30 2019, district staff will have opportunities to access PD trainings, conferences, etc and will include this information on individual PD logs.

The goal will be determined successful/unsuccessful by: Review in January of 2019 of opportunities of PD being offered to staff. Survey licensed staff accessing opportunities for PD.

**Goal 4: TAG coordinator will work with counselors to research professional development opportunities for staff, which includes, but not limited to COSA.**

Implementation Timeline: July 1, 2017-June 30, 2019

The goal will be met by a measurement which defines the following: By January 2018 the district TAG director and TAG team will research opportunities for teachers Professional Development (PD) and by June 30 2019, district staff will have opportunities to access PD trainings, conferences, etc and will include this information on individual PD logs.

The goal will be determined successful/unsuccessful by: Review in January of 2019 of opportunities of PD being offered to staff. Survey licensed staff accessing opportunities for PD.

**Progress Evaluation**

TAG coordinator and counselors will meet 2 times in the 2017-2018 school year to evaluate progress of goals. In June 2018, the team will make any needed adjustments towards meeting the goals. TAG coordinator and counselors will meet twice in the 2018-2019 to evaluate progress and adjust current goals as needed.

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## **RIGHTS OF PARENT(S)**

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### **Oregon Administrative Rule 581-022-1320**

For parents of students identified as talented and gifted the school district shall:

1. Inform parents, at the time of the identification of the child, of 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 581-022-1320. 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 581-022-1940.

(These Parent Rights also appear on the back of the Eligibility Notification letter sent to the parent)