



Port Orford – Langlois School District 2CJ Talented and Gifted Handbook

2023 - 2024

Mr. Aaron Miller
Superintendent

Table of Contents

I.	Philosophy	P. 3
II.	Program Goal	P. 3
III.	Identification Process	P. 4-5
IV.	Instructional Goals	P. 5-6
V.	Program Development	P. 6-7
VI.	Staff Development	P. 7-8
VII.	Parent Rights	P. 9-10
VIII.	TAG Resources	P. 10-11
IX.	Appendices	P. 12
A.	Appeals Process	P. 13-14
B.	Glossary of Terms	P. 15-16
C.	Personal Education Plan/Instructional Plan Format	P. 17-20
D.	Parent/Teacher/Staff Referral Form	P. 21
E.	TAG Eligibility Decision Form	P. 22-23
F.	TAG Characteristics	P. 24
G.	Parent and Student Surveys	P. 25

Philosophy:

The Port Orford – Langlois School District 2CJ (POLSD) Talented and Gifted (TAG) Program is dedicated to the idea that every student has the right to an education that provides opportunities for the maximum development of his/her potential. We recognize that some students in our schools have capabilities that far exceed those of their same-aged peers.

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

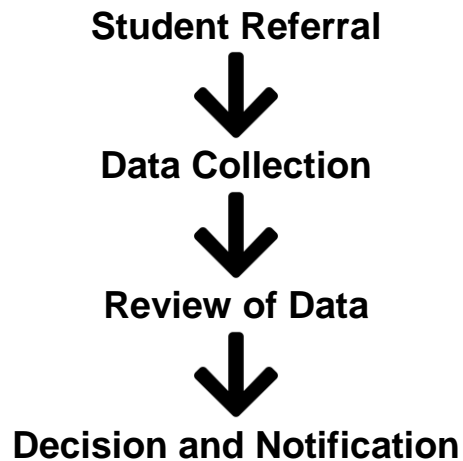
Program Goal:

The POLSD TAG Program goal is to facilitate the identification and education of talented and gifted learners.

Identification Process:

One key to a successful TAG program is the identification of participants.

The following steps will be used by POLSD in the identification process:



Step 1: Student Referral

A student can be referred for TAG by the following

- ❖ Parent requests a referral form and returns it to the student's teacher, principal or building secretary
- ❖ Teacher referrals
- ❖ Parent consent to evaluate

Step 2: Data Collection

Primary data includes:

- ❖ Referral forms (parent, teacher)
- ❖ Academic testing (i – Ready, OSAS, DIBELS, WIAT-III)
- ❖ Cognitive testing (CogAT, WISC)
- ❖ Work samples (reading, writing, science, math, etc.)

Step 3: Review of Data by District TAG Team

To be considered for the TAG program, student must have at least 2 of the following:

- ❖ Academic standardized test scores of 97% or greater
- ❖ Cognitive test scores of 97% or greater
- ❖ Work samples exceeding expectations

Step 4: Decision and Notification

The district will convene an identification meeting for any student meeting the criteria in steps 1-3. Parents, teachers, principals and other district personnel as required will be notified of eligibility.

Instructional Goals:

Talented and Gifted students present a unique set of instructional needs and challenges. POLSD is committed to differentiating instruction for TAG

students. Kindergarten through Grade 12 instructional goals include ensuring that:

- ❖ Regular classroom curricula and instruction is differentiated, modified or replaced based on assessed needs and strengths of the gifted learner.
- ❖ The pace and content level of instruction will allow for accelerated learning needs.



Program Development:

The district TAG policy allows for flexibility at individual schools so the TAG program may be coordinated with other unique building programs. The

building programs will be tailored to meet the needs of the school's TAG students.

The District's TAG team will work with building administrators to provide a consistent level of TAG services district-wide; appropriate to each level (elementary, middle and high school), adhering to the expectations and basic requirements of the TAG program.

The primary purpose of TAG is to ensure students receive academic instruction that is appropriate to their assessed and accelerated levels of learning. The administration and school staff will consider the needs of the TAG students as a group, as well as those of each individual student. The organization of TAG services at each school may vary based on the school's approach to organizing curriculum and instruction, the number and needs of the students as a group, and available resources.

Staff Development:

Providing staff development and POLSD TAG Program. The TAG Coordinator will work with each building principal and teachers to enhance and expand their skills and knowledge in order to support quality professional

development. Scheduling will vary depending on needs of each school, which will be determined in communications with principals.

Staff Development topics may include:

- ❖ Awareness of Oregon TAG mandates
- ❖ Technology integration
- ❖ Developing instructional plans
- ❖ Characteristics of gifted students
- ❖ Classroom learning systems
- ❖ Assistance with identification of TAG students
- ❖ Instructional strategies
- ❖ Developing appropriate assessments
- ❖ Teaching thinking skills
- ❖ Differentiated instruction/curriculum
- ❖ Special programs
- ❖ Evaluating TAG student progress
- ❖ Demonstration lessons

Parent Rights:

The district recognizes and guarantees the following parent rights:

- A. Parental permission must be obtained prior to individual and group testing of students. Permission is not required for OSAS and DIBELS testing, i - Ready assessments, or other district-wide assessments distributed to all within a grade level.
- B. Parents must be notified of their child's identification as a TAG student and of the programs, services and planning process used by the district. Parents shall also be notified of the determination that their child has not met the criteria for POLSD's TAG services.
- C. Parents must be given the opportunity to provide input and discuss the programs and services their child receives.
- D. Parents must be informed of their rights to file a complaint or appeal any TAG-related decision and the procedures for doing so. A written letter to the District TAG Coordinator from the parents or completing the Talented and Gifted Standards Complaint Form starts the process of review (see appendix A)
- E. Parents may access their child's TAG data and instructional plan upon request.

F. Parents may decline TAG services for their child or withdraw their child from TAG services at any time.

Tag Resources:

Hoagies Gifted Education Page: <http://hoagiesgifted.org/>

National Association for Gifted Children: <http://www.nagc.org/>

Oregon Association for Talented and Gifted: <http://oatag.org/>

Roeper Review: <http://www.roeper.org/>

World Council on Gifted and Talented: <http://www.worldgifted.ca/>

MATH:

Khan Academy: <https://www.khanacademy.org/>

Math enrichment: <https://artofproblemsolving.com/>

Alcumus: <https://artofproblemsolving.com/alcumus>

IXL: <https://www.ixl.com/math>

STEM:

Coding: <https://code.org/>

<https://www.codecademy.com/>

<https://scratch.mit.edu/>

Tinkercad - 3-D design, electronics, coding: <https://www.tinkercad.com/>

Robotics: <https://samlabs.com/us/>

SCIENCE:

3M Young Scientist Lab:

https://youngscientistlab.com/challenge?utm_source=engagedhotlist&utm_medium=email&utm_campaign=april_cep&utm_content=challenge

Mt St Helens Institute:

<https://www.mshinstitute.org/mshinside/volcanotuesdays/>

Tyto Online: <https://www.tytoonline.com/gamers/>

LANGUAGE ARTS:

Creative Writing:

<https://thestoryshack.com/tools/writing-prompt-generator/>

https://www.journalbuddies.com/journal_prompts_journal_topics/prompt-generator/

Nonfiction articles:

<https://www.tweentribune.com/>

<https://www.studentnewsdaily.com/>

<https://www.dogonews.com/>

Foreign Language: <https://www.duolingo.com/>

ADDITIONAL RESOURCES:

TED-Ed videos: <https://ed.ted.com/>

American Museum of Natural History: <https://www.amnh.org/>

Zooniverse: <https://www.zooniverse.org/>

Calendar of virtual field trips:
https://docs.google.com/document/d/1qpFAQz_QJt0ZTVTixAyuGRjsKGYI23CjlaO9eLBkThE/mobilebasic

Free at-home resources and activities: <https://medium.com/brightnow/free-at-home-learning-resources-and-activities-for-kids-of-all-ages-f94a117716b6>

Appendices:

- A. Appeals Process
- B. Glossary of Terms
- C. Personal Education Plan/Instructional Plan Format
- D. Parent/Teacher/Staff Referral Form Link
- E. TAG Characteristics
- F. Parent and Student Survey

Appendix A: Appeals Process

Port Orford-Langlois School District 2CJ

Code: **IGBBA-AR**
Adopted: 7/10/90
Readopted: 6/8/04
Orig. Code(s): IGBBA-AR

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. It is the district's desire and intent that satisfactory solutions can be reached during the informal process:

Informal Process

1. The parent(s) will contact the district TAG coordinator/teacher to request reconsideration;
2. The TAG coordinator/teacher will confer with the parent(s) and may include any additional appropriate persons, e.g., superintendent or designee, counselor, teacher, etc. At this time, information pertinent to the selection or placement will be shared;
3. If an agreement cannot be reached, the parent(s) may initiate the Formal Process.

Formal Process

1. Parent(s) shall submit a written request for reconsideration of the identification/placement to the program supervisor;
2. The program supervisor shall acknowledge in writing the receipt of the request within five working days and shall forward copies of the request and acknowledgment to the TAG coordinator/teacher;
3. The program supervisor, TAG coordinator/teacher 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. Parent(s) 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 parent(s) shall be notified of the decision in writing and the decision shall be forwarded to the superintendent;
7. The decision may be appealed to the Board;

8. If the parent(s) is still dissatisfied, he/she has access of appeal to the State Superintendent of Public Instruction following the procedures outlined in the Oregon Administrative Rules (OAR). The district shall provide a copy of the appropriate OAR upon request.

Appendix B: Glossary of Terms

CogAT – Cognitive Ability Test

Determining Level and Rate of Learning – this is done through formative and summative assessment instruments.

DIBELS – Dynamic Indicators of Basic Early Literacy Skills (K-6)

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

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

GPA – Grade Point Average

i – Ready Assessment - An online assessment for reading and mathematics given three times per year to monitor student growth.

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

OAR – Oregon Administrative Rules ODE

Oregon Department of Education Potential to Perform – Student has the potential to perform at the 97% or above.

OSAS – Oregon Statewide Assessment System (grades 3-8, 11)

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

TAG – Talented and Gifted

Weschler Intelligence Scale for Children (WISC) – An IQ test that assesses cognitive abilities in children between the ages of 5 and 16.

WIAT-III – Standardized academic achievement test used to measure previously learned knowledge in the areas of Reading, Written Language, Mathematics, and Oral Language.

Appendix C: Personal Education Plan/Instructional Plan Format



Port Orford – Langlois SD 2CJ Personal Education Plan (PEP)/Instructional Plan for TAG

Student Name: _____ Grade: _____ School Year: _____

Date Plan was Created: _____ Date to be Reviewed: _____

Identification (Check applicable boxes):

☐ *Intellectually Gifted* ☐ *Math Talented* ☐ *Reading Talented*

Student Data (School)								
Intellectual assessment	CogAT:	Date:	Weschler:	Date:				
Reading assessment/s	OSAS:	Date:	I – Ready:	Date:	DIBELS:	Date:	WIAT III:	Date:
Math assessment/s	OSAS:	Date:	I – Ready:	Date:	WIAT III:	Date:		
Work Samples:	Subject and Score:	Date:	Subject and Score:	Date:	Subject and Score:	Date:	Subject and Score:	Date:
Grades:								
Observations and/or Oral Responses								

Possible Content Areas for Instructional Planning <i>(Complete at least One Content Area)</i>			
Level of Learning	1: Beginning, 2: Developing, 3: Proficient, 4: Advanced		
Rate of Learning	SP: Slow pace; EP: Expected Pace; RP: Rapid Pace		
Content Area #1: _____	Academic Goal:	Rate:	Level:
Instructional Strategies			
Content Area #2: _____	Academic Goal:	Rate:	Level:
Instructional Strategies			
Content Area #3 _____	Academic Goal:	Rate:	Level:
Instructional Strategies			

Possible Instructional Strategies/Best Practices

- Implement appropriate placement based on data and need
- Single Subject Acceleration in Math (Spring)
- Whole Grade Acceleration
- Cluster Grouping
- Flexible Grouping
- Independent Study/Projects
- Tiered / Differentiated Assignments
- Student judges or evaluates situations, problems, or issues.
- Student generalized from concrete data or information to the abstract.
- Student makes connections among carried and multiple attributes centered on one concept.
- Student proves with evidence, judge with criteria, and/or argue.
- Student shares original thoughts about issues or ideas in context.
- Student explores diverse points of view to reframe ideas.
- Student develops and elaborates on their ideas.
- Student adds to, combines, minimizes/maximizes, and/or substitutes.
- When higher-level thinking skills are embedded in the total school experience, students learn to apply and use these skills in other areas of their lives as well. Critical thinking, reasoning, reflecting, discussing, and applying new ideas are essential to characteristics of a climate of learning that encourages students to think on a higher level, challenge existing ideas, and entertain new possibilities for the future.
- Student employs brainstorming techniques.
- Student engages in problem identification and definition.
- Student engages in solution-finding activities and comprehensive solution articulation.
- Student gathers evidence from multiple sources through research-based techniques (e.g. print, non-print, internet, self-investigation via surveys, interviews, etc.).
- Student analyzes data and represents it in appropriate charts, graphs, or tables.
- Student make inferences from data and drawing conclusions.
- Student determines implications and consequences.
- Student communicates research study findings to relevant audiences in a formal report and/or presentation

Signature Page:

	Signatures (Minimum 3)	Agree	Disagree	Date
Parent/Guardian				
Parent/Guardian				
General Ed Teacher				
District TAG Coordinator				
Building Administrator				
Other: _____				
Other: _____				

Appendix D: Parent/Teacher/Staff TAG Referral Form

Please click on the following link for the 2CJ School District's TAG Referral Form.

https://docs.google.com/forms/d/e/1FAIpQLSdrg6DoE_Y9hBwSe3vxCKLiqyODFmT1Tw4h_2y_5FM_73Ucg/viewform

Appendix E. TAG Eligibility Decision Form



Eligibility Decision Parent Notification

Student Name: _____ Grade: _____ Date: _____

_____ INTELLECTUALLY GIFTED:

- Student has score at or above the 97%ile on a nationally standardized test of mental ability and test scores are substantiated by non-testing factors. (Analyze at least two non-testing factors from two or more respondents.)

_____ ACADEMICALLY TALENTED IN READING:

- Student has scored at or above the 97%ile on reading area composites of academic achievement in a nationally standardized battery and test scores are substantiated by non-testing factors. (Analyze at least two non-testing factors obtained from two or more respondents.)

_____ ACADEMICALLY TALENTED IN MATHEMATICS:

- Student has scored at or above the 97%ile on math area composites of academic achievement in a nationally standardized battery and test scores are substantiated by non-testing factors. (Analyze at least two non-testing factors obtained from two or more respondents.)

_____ MEETS CRITERIA AS INTELLECTUALLY GIFTED THROUGH PROCEDURES FOR NON-TYPICAL STUDENTS:

- Student does not score at or above the 97%ile on a nationally standardized test of mental ability. However, based on the results of an individual evaluation and/or the professional judgment of district personnel, the student demonstrates the potential to meet the criteria.

_____ MEETS CRITERIA AS INTELLECTUALLY GIFTED IN READING THROUGH PROCEDURES FOR NON-TYPICAL STUDENTS:

- Student does not score at or above the 97%ile on reading composites of academic achievement in a nationally standardized battery. However, based on the results of an individual evaluation and/or the professional judgment of district personnel, the student demonstrates the potential to meet the criteria.

_____ MEETS CRITERIA AS INTELLECTUALLY GIFTED IN MATH THROUGH PROCEDURES FOR NON-TYPICAL STUDENTS:

- Student **does not score at or above the 97%ile** on math composites of academic achievement in a nationally standardized battery. However, based on the results of an individual evaluation and/or the professional judgment of district personnel, the student demonstrates the potential to meet the criteria.

_____ DOES NOT MEET GIFTED CRITERIA AT THIS TIME:

- Data does not support identification as intellectually or academically talented at this time.

Student $\frac{3}{2}$ does meet TAG requirements $\frac{3}{2}$ does not meet TAG requirements

Name / Role

_____	$\frac{3}{2}$ Agree	$\frac{3}{2}$ Disagree
_____	$\frac{3}{2}$ Agree	$\frac{3}{2}$ Disagree
_____	$\frac{3}{2}$ Agree	$\frac{3}{2}$ Disagree
_____	$\frac{3}{2}$ Agree	$\frac{3}{2}$ Disagree
_____	$\frac{3}{2}$ Agree	$\frac{3}{2}$ Disagree
_____	$\frac{3}{2}$ Agree	$\frac{3}{2}$ Disagree
_____	$\frac{3}{2}$ Agree	$\frac{3}{2}$ Disagree
_____	$\frac{3}{2}$ Agree	$\frac{3}{2}$ Disagree

Appendix F: TAG Characteristics

Is My Child Talented and Gifted?

A Talented and Gifted (TAG) child will show many of these characteristics in both of the following categories:

BRIGHT CHILD	GIFTED LEARNER
<ol style="list-style-type: none">1. Knows the answers2. Is interested3. Is attentive4. Has good ideas5. Works hard6. Answers the questions7. Top of the group8. Listens with interest9. Learns with ease10. 6-8 repetitions for mastery11. Understands ideas12. Enjoys peers13. Grasps the meaning14. Completes assignments15. Is receptive16. Copies accurately17. Enjoys school18. Absorbs information19. Technician20. Good memorizer21. Enjoys straight forward sequential presentation22. Is alert23. Is pleased with own learning	<ol style="list-style-type: none">1. Asks the question2. Is highly curious3. Is mentally and physically involved4. Has wild, silly ideas5. Plays around, yet tests well6. Discusses the detail, elaborates7. Beyond the group8. Shows strong feelings and opinions9. Already knows10. 1-2 repetitions for mastery11. Constructs the abstractions12. Prefers adults13. Draws inferences14. Initiates projects15. Is intense16. Creates new design17. Enjoys learning18. Manipulates information19. Inventor20. Good guesser21. Thrives on complexity22. Is keenly observant23. Is highly self-critical

By: Janice Szabos
Gifted Child Quarterly

Appendix G. Parent and Student Survey



Talented and Gifted Student/Parent Survey To Assist the Teacher(s) in Planning for Instruction

Student Name: _____ Grade: _____ Date: _____

Please respond to the following and return to the District TAG Coordinator

For Student to Fill Out:

<p>How do you like to demonstrate what you know?</p> <p><input type="checkbox"/> Writing about it</p> <p><input type="checkbox"/> Drawing or using art</p> <p><input type="checkbox"/> Speaking or Telling</p> <p><input type="checkbox"/> Demonstrating</p>	<p>When you get new information do you</p> <p><input type="checkbox"/> Like to get all the information at once?</p> <p><input type="checkbox"/> Like to get the information in steps?</p>
<p>When you learn new things, do you prefer to</p> <p><input type="checkbox"/> Writing about it</p> <p><input type="checkbox"/> Drawing or using art</p> <p><input type="checkbox"/> Speaking or Telling</p> <p><input type="checkbox"/> Demonstrating</p>	<p>Do you enjoy working on projects:</p> <p><input type="checkbox"/> Alone</p> <p><input type="checkbox"/> In groups with students with similar ideas/interest</p> <p><input type="checkbox"/> In groups with students who have different ideas/interests</p>
<p>I prefer reading</p> <p><input type="checkbox"/> Fiction</p> <p><input type="checkbox"/> Nonfiction</p> <p><input type="checkbox"/> Both Equally</p>	<p>Books or authors I enjoy reading:</p>
<p>Topics I enjoy reading:</p>	
<p>I am most excited about learning when my teacher(s)</p>	
<p>This is an example of a project I enjoyed:</p>	
<p>My favorite topic of study is:</p>	
<p>I feel challenged in school when:</p>	
<p>An example of a specific experience when I felt challenged:</p>	

Student/Parent Survey updated 4/5/2023

For Parent to Fill Out:

What is your child's area(s) of academic strength or area(s) of intense interest?
Are there subject areas that your child learns more quickly than others?
What are some things/areas your child may find difficult?
Describe a classroom activity or project where your child was able to reach his/her own learning potential?
What goals do you have for your child this school year?
Other Information about my child I would like the school to know or any suggestions to help your child learn to their fullest potential: