

talented and gifted
MaIG



Parent Handbook



naig *Philosophy*

Salem-Keizer Public Schools is committed to identifying and providing for the unique intellectual, social, emotional, and career needs of Talented and Gifted (TAG) students.

It is our goal to provide appropriate educational programs and services through instructional, curricular, and administrative modifications to create educational opportunities for TAG students, which will maximize their individual potential.

We believe that Talented and Gifted students exist in all racial, ethnic, and socioeconomic groups across gender, and we are committed to identifying them and providing appropriate services.





Superintendent's Message

This Talented and Gifted (TAG) Parent Handbook is designed to provide parents with information about TAG Programs and Services in Salem-Keizer Public Schools, as well as the Oregon Talented and Gifted Education Act.

Topics covered in this handbook include:

- ⌚ The identification process for TAG students.
- ⌚ Instructional services available for TAG students.
- ⌚ Roles of parents, teachers, and support staff.
- ⌚ Resources available to parents.

We know Talented and Gifted students exist in all racial, ethnic, and socioeconomic groups, and in both genders. We are committed to identifying these students and providing appropriate educational programs and services to help maximize their potential.

Parents play a key role in the learning process. By working together, parents, teachers, and school support staff can create an environment that ensures students will be lifelong learners and contributing citizens in a changing and increasingly diverse world.

Sincerely,

Christy Perry
Salem-Keizer Public Schools Superintendent

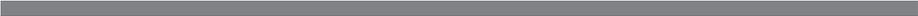
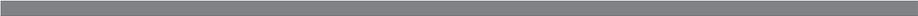




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Standards for Salem-Keizer Public Schools Talented and Gifted Programs and Services

Overview

In accordance with OAR 581-022-1310 and OAR 581-022-1330, Salem-Keizer Public Schools identifies and provides services for students with exceptional academic talents or intellectual gifts. An advisory committee consisting of students, parents, teachers, administrators, community resource people, and support staff developed this document. It consists of eight standards around which talented and gifted (TAG) services are implemented. These standards will function as a framework and communication tool for designing and documenting appropriate instruction. As the program grows and changes to meet the intent of these standards, this document will be reviewed.

The qualities of a strong program are consistent throughout all schools, K-12. The eight standards around which each school's program is built are as follows:

1. There will be an ongoing search for students eligible for TAG services.
2. Information will be provided by the school to parents in a timely manner when a student is identified.
3. Level(s) and rate(s) of learning will be assessed.
4. Documentation of instruction for assessed level(s) of learning and accelerated rate(s) of learning will exist.
5. There will be opportunities for parent input and regular communication among parents, school staff and students.
6. There will be a shared responsibility among parents, school staff and students.
7. Appropriate service options for each student to work at assessed level(s) and accelerated rate(s) of learning will exist.
8. Opportunities for interaction with other TAG students will exist.



Introduction

The Oregon Talented and Gifted Act, which was passed by the legislature in 1987, requires school districts to identify and serve both intellectually gifted and academically talented students in grades K-12. Salem-Keizer Public Schools provides instruction for Talented and Gifted students through an in-class model. Teachers are the primary service provider for gifted students. Because of the unique learning needs of students with exceptional abilities, a differentiated program is necessary. Differentiation may, not exclusively, take the form of:

- ⌚ Acceleration
- ⌚ Independent Study/Project
- ⌚ Tiered Assignments/Assignment Modification
- ⌚ Cluster Grouping
- ⌚ Enrichment
- ⌚ Compacting
- ⌚ Flexible Grouping
- ⌚ Learning Contract
- ⌚ Multiple Intelligence
- ⌚ Learning Styles
- ⌚ Higher Level/Critical Thinking
- ⌚ Anchor Activities
- ⌚ Graphic Organizers

Usually, a combination of these modifications is appropriate. The classroom teacher is responsible for ensuring that the learning needs of Talented and Gifted students are met. Both formal and informal assessments are used by teachers to provide the basis for the differentiation of the curriculum.



Oregon Talented and Gifted Education Act

Oregon Administrative Rules (OAR) outline the specific requirements of The Oregon Talented and Gifted Education Act. These rules and statutes apply to all children grades K -12.

The Oregon Administrative Rules for the Oregon Talented and Gifted Education Act are as follows:

1. Each school district shall have policies and procedures for the identification of Talented and Gifted students.
2. Each school district shall have a written plan for programs and services.
3. The instruction provided to identified students shall address their assessed levels of learning and accelerated rates of learning.
4. Parent rights of Talented and Gifted Students:
 - ⌚ School districts shall inform parents at the time of the identification of the child of the programs and services available.
 - ⌚ School districts shall provide an opportunity for parents to provide input about the programs and services to be received.
 - ⌚ Parents may request the withdrawal of their child from programs and services.
 - ⌚ Parents shall be informed of the right to file a complaint.

OAR 581-022-1310, 581-022-1320, 581-022-1330, 581-022-1940

For a complete text of the OAR's governing TAG, please go to the TAG/ODE website at www.oregon.gov/ode/learningoptions/TAG/Pages/default.aspx.



Roles

Parent's Role

- ⌚ Can initiate the TAG identification process on behalf of your child.
- ⌚ Can provide information about your child's development and interests.
- ⌚ Give input into the selection of appropriate services for your child.
- ⌚ Communicate with the teacher as needed.
- ⌚ Attend parent/teacher conferences, workshops, parent nights.
- ⌚ Support school efforts at home.

Principal's Role

- ⌚ Maintain communication with parents.
- ⌚ Plan and develop services that result in educational progress in all curricular areas in all grade levels.
- ⌚ Establish a process to review and refine individual or course TAG instructional plans.

Teacher's Role

- ⌚ Initiate the TAG identification process on behalf of a student.
- ⌚ Be aware of TAG students' characteristics and learning needs.
- ⌚ Assess level and monitor rate of learning in different content areas.
- ⌚ Differentiate curriculum and instruction.
- ⌚ Develop a written instructional/course plan and communicate the plan to parents, students, and other teachers.

School TAG Advocate's Role

- ⌚ Lead the school TAG Services Team.*
- ⌚ Coordinate the identification effort within the school.
- ⌚ Manage student TAG records.
- ⌚ Communicate with parents during the identification process.
- ⌚ Act as a liaison between district TAG Specialists and school staff.
- ⌚ Keep the principal and staff informed of TAG Services Team decisions.

* The TAG Services Team is a team that reviews all student information on an individual student and makes a decision regarding identification.

TAG Specialist's Role

- ⌚ Consult with school TAG Services Team.
- ⌚ Consult with teachers and school staff regarding services.
- ⌚ Provide ongoing staff development on TAG Instructional Plan and meeting the needs of high potential students and students with special needs.
- ⌚ Provide staff development for TAG Advocates.
- ⌚ Coordinate testing and reporting services.
- ⌚ Consult with parents upon request.
- ⌚ Participate in parent/teacher conferences as needed.
- ⌚ Provide parents with training and resources regarding TAG.

Identification Process



Salem-Keizer Public Schools identifies students in the categories of Academic Talents and Intellectual Gifts. Those identified as Academically Talented have shown specific ability in either reading or math. Intellectually Gifted students have demonstrated unusual capabilities in mental reasoning.

Identification is based on multiple criteria that call for a consistent pattern of excellence over time. One piece of evidence will be a score at or above the 97th percentile on a nationally standardized test of academic achievement or mental ability, or the potential to perform, using risk factors, at this level. Additional information must be gathered, and may include referral forms, classroom test scores, work samples, grades, and anecdotal records. No single test score, measure, or piece of evidence shall be the sole criterion for identification or prevent students from being identified.

Step 1: Initial Screening/Referral

Classroom teachers, parents or community members may refer a student (K-12) to the school's TAG Services Team. Students may also make self-referrals. All students in kindergarten through twelve are screened through Student-Find which are based on researched characteristics of gifted students.

Step 2: Data Review

When a student has been referred, the TAG Services Team collects and reviews applicable data. In addition to standardized test scores, this data must include at least, two other pieces of supporting evidence such as work samples, grades, or parent/teacher referral forms. The TAG Services Team then decides whether the student:

1. meets criteria for identification,
2. may meet criteria, but more information is needed,
3. potential to perform at the 97th percentile, using risk factors, or
4. does not meet criteria.

Step 3: Testing

When additional information is needed, individual testing may be requested. Parent permission is required for individual testing. Test results will be shared with parents and the TAG Services Team.

Step 4: Communication

Parents and the student's teacher(s) will be notified of the identification decision. Parents have the right to appeal the decision if they disagree, and should contact the principal.

Questions regarding the identification process should be directed to the school's TAG Advocate or the district TAG Coordinator for Identification/Special Needs.



Instructional Services for TAG Students

For students identified as Talented and Gifted (TAG), instructional services are provided through an in-class model where TAG students are clustered for instruction. In this model, the classroom teacher is the primary service provider. Classroom teachers are responsible for assessing the student's level of learning and monitoring the student's rate of learning and providing appropriate instruction. This applies to all grade levels and all subject areas or courses. Regardless of the category of identification, all identified students receive instruction at their assessed level and monitored rate of learning in all content areas.

Level of Learning is the student's instructional level in the curriculum, the place where the student will be successful, but will encounter knowledge and skills he or she has not yet learned or mastered.

Rate of Learning is a measure of the pace at which a student successfully progresses through the curriculum after being placed at the appropriate level. A student's rate of learning will vary depending on the following:

- ⌚ subject
- ⌚ point in the learning process
- ⌚ degree of interest to the student
- ⌚ level of difficulty of the material, and/or
- ⌚ learning style of the student
- ⌚ motivation

At all levels, the goal is to ensure that the gifted learner is stimulated and challenged throughout the school day by means of advanced content, flexible pacing, higher order thinking skills, research, projects, and/or materials appropriate for the student's learning.

Instructional Plans

- ⌚ An Elementary TAG Instructional Plan is written for each grade level (K-5). This plan documents assessments and instructional modifications for TAG students in the areas of Reading, Writing, Math, Social Studies, and Science.
- ⌚ A TAG Instructional Course Plan for grades 6-12 will be written for each course. The plan outlines assessment and instructional modifications for the accommodation of assessed level and accelerated rate of learning.
- ⌚ At grades 9-12, TAG students may take advantage of Advanced Placement, accelerated, and/or embedded honors opportunities. Other options include dual enrollment and independent study. General plans describing assessments and instructional options are developed for each course in all curricular areas. For an in-depth look at these modifications, see the Salem-Keizer *Options* brochure.
- ⌚ Course plans for grades 6-12 are available in the school office.

At all grades, parents have an opportunity to provide input into instructional planning. The nature of this opportunity may vary. Information about how parents can give input will be provided by the school. Questions regarding instructional plans and options should be directed to the school principal or TAG Advocate.

Supplemental Programs and Services

Other programs and services that provide interesting and challenging opportunities may be available in your child's school. Programs such as these add value to a student's overall educational experience. Many of these programs are dependent on school resources, parent volunteers, community support, or special teacher training. Contact your school for more information about what may be available for your child, and how you may become involved.



District Instructional Solution Process

OAR 581-022-1940 Appeals and Complaints

Salem-Keizer Public Schools is committed to the best education possible for TAG students. Planning to meet a student's instructional needs is best accomplished through clear communication between teacher and parents. If a problem arises; every effort should be made to resolve the issue at the classroom teacher level.

If a problem cannot be resolved by working directly with the classroom teacher, the next step is to contact the building principal. A conference will be set up involving the parents, student (when appropriate), classroom teacher and school principal. A TAG Specialist may also be invited to participate. The goal will be to set up appropriate instructional programs and services for the student and to resolve differences.

If a problem still exists after every effort has been made to resolve differences at the school level, a district level committee (Instructional Solution Team) may be initiated. This team will include a classroom teacher, a TAG Specialist, an administrator, and other district staff (i.e., school psychologist, counselor, etc.). The Instructional Solution Team can be initiated by an administrator or TAG Specialist. Based on input from school staff and parents, the Instructional Solution Team will make recommendations.



Supporting TAG Education

Parents of Talented and Gifted children have the right and the responsibility to enhance the quality of the education for their child by being informed, by participating in decision-making, and by being proactive to ensure that appropriate educational opportunities are provided. Research suggests that students who are the most successful lifelong learners are ones whose parents have been actively involved in their children's education.

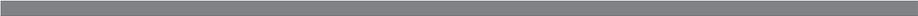
Everyone benefits when schools and parents work hand-in-hand to provide programs for Talented and Gifted students. Salem-Keizer Public Schools realizes the value of each individual in the partnership. TAG services staff will work to facilitate good communication and foster positive relationships among all parties involved.

How parents can support their child's education:

- ⌚ Be knowledgeable about your child's needs.
- ⌚ Communicate your child's needs to his/her teacher.
- ⌚ Support educational success. Talk with your child about the importance of setting goals and achieving them.
- ⌚ Participate in parent/teacher/student conference(s).
- ⌚ Give input to the written instructional plan (grades K through 5) for your child.
- ⌚ Be knowledgeable about program and course placement options in the school district.
- ⌚ Work through any differences you and the teacher may have in how you perceive your child's progress.
- ⌚ Attend educational planning groups at your school.
- ⌚ Ask your child's teacher and/or school volunteer coordinator if there are ways you can be of assistance at the school.
- ⌚ Volunteer to be a mentor for a TAG student.
- ⌚ Recruit community members to share their talents and interests with the class/school.
- ⌚ Keep up-to-date about educational practices and needs at the local and national levels.

Parent Groups

Organizations of parents and educators exist at the local, state, and national levels. All are excellent sources of information and support. In addition, there may be discussion groups or information nights for TAG parents in your school. Workshops for parents are offered periodically by the school district.





Contact Information

If you have any specific questions about your child, contact your school's TAG Advocate. If you have questions, regarding testing or district policies contact a TAG Specialist at 503-399-3076.

Christy Perry, Superintendent

Salem-Keizer Public Schools 24J does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. This policy implements state and federal laws (including Title IX); inquiries about the non-discrimination policies should be directed to the Compliance Officer, Assistant Superintendent in the Human Resources office, 2450 Lancaster Dr. NE, Salem, OR 97305. Phone: 503-399-3061

Manuals are continually revised and improved. Users of this manual should check the QAM website for the most recent version.

Rev. 9/2021

TAG-M002

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