



SOUTH UMPQUA
SCHOOL DISTRICT

Talented and Gifted
Program Handbook

South Umpqua School District

Plan for Talented and Gifted Education

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Introduction

Talented and Gifted (TAG) students are an important part of every school community across Oregon. In Oregon, districts and schools must plan for how they will meet the academic and social-emotional needs of TAG students, specific to their local context, and communicate these plans to the students and families they serve.

District-level Talented and Gifted handbooks serve as an integral communication tool to district educators, families, and community partners. Districts are required to submit their TAG plans to the Oregon Department of Education (ODE) every year, provide copies upon request to schools within their district, and post a copy on their district website. (OAR 581-022-2500 (2)(a)(A))

Oregon laws that govern Talented and Gifted Education include both Oregon Revised Statutes (Oregon laws passed by the State Legislature, abbreviated as ORS) and Oregon Administrative Rules (requirements that are adopted by the State Board of Education to support Oregon Revised Statutes, abbreviated as OAR). Statutes provide legal definitions and broad guidelines specific to gifted education. The Oregon Administrative Rules outline the specific requirements districts implement to meet the minimum standards for identification, parent rights, and programs and services. Specific statutes and OARs are referenced throughout this TAG plan.

Section 2: School District Policy on the Education of Talented and Gifted Students

Legal references: aligned to ORS 343.397 (1)(a) and OAR 581-022-2500

A. Local School Board Policies:

The South Umpqua School District is in the middle of an OSBA review of all of our Board policies. In the revision, we expect to have three Board policies, including two administrative rules that address talented and gifted students and programs. Those policies are:

1. IGBB – Talented and Gifted Program
2. IGBBA – Identification of Talented and Gifted Students
3. IGBBA-AR – Appeals Procedure for Talented and Gifted Students Identification and Placements
4. IKE-AR – Promotion and Retention of Students

Links to Board Policies may be found at: [Section I Table of Contents \(osba.org\)](#).

B. Implementation of Talented & Gifted Education Programs and Services

Talented and Gifted Education Philosophy

The South Umpqua School District Talented and Gifted program is centered on the belief that every student has the right to an education that provides opportunities for the development of his/her potential. We recognize that we have some students who have capabilities that exceed those of the peers in their age group. The South Umpqua School District understands the need for extension of our regular program of study to meet the needs of these students. The District actively supports and encourages challenging educational programs for its academically talented and intellectually gifted student population. We actively strive to meet the intellectual and academic needs of learners at all levels of our system. Our teachers, with input from the TAG team, provide activities that are challenging for TAG students, while working with them to help them realize their contribution to themselves and society.

South Umpqua School District's Mission Statement

The district's mission statement, from Board policy IGBB is:

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

Talented and Gifted Students at South Umpqua School District: TAG students are students who require special educational programs or services beyond those normally provided by the regular school program, to strengthen their contribution to themselves and society. These students demonstrate an outstanding ability in one or more of the following areas:

1. General intellectual ability: Assessed using measures of intelligence or aptitude
2. Academic ability: In one or more academic areas

Identification of TAG-Eligible Students

Legal References: aligned to ORS 326.465; ORS 343.395; ORS 343.397; ORS 343.407; OAR 581-022-2325; OAR 581-022-2500

District TAG Identification Practices

The South Umpqua School District strives to gather multiple methods of qualitative and quantitative data to support the identification and eligibility of talented and gifted services and supports. The South Umpqua School District recognizes that TAG identification should not be made solely on a single test of piece of evidence.

The South Umpqua School District now uses local norms to support the identification and eligibility of talented and gifted students. The South Umpqua School District would like to highlight the strengths and talents within our local community and have adjusted our practices accordingly.

The South Umpqua School District has Talented and Gifted Representatives housed in each building who are responsible for frequently monitoring student achievement and attend data meetings to assist with early identification. Each spring, TAG Representatives will administer the Cognitive Abilities Test (CogAT) screener to all second-grade students and any other flagged 3-12 students referred. After reviewing assessment results and completing a thorough file review, the TAG representatives will identify students who will take the CogAT complete assessment. The TAG representatives will schedule and meet with the families of each student to make eligibility determination.

TAG Service Identification: Instruments Used for TAG Identification

- Achievement Measure: Oregon State Assessment System scores, iReady reading and math scores (K-12), and DIBELS
- Ability Measure: Cognitive Abilities Test (CogAT)
- Other Assessments: PSAT, SAT, ACT (9-12)
- Student Portfolios
- File Reviews
- Scales for Identifying Gifted Students (Teacher and Parent Rating Scales)

Culturally Responsive Practices

The South Umpqua School District strives to use methods and practices that minimize bias in assessment and TAG identification. The South Umpqua School District uses rating scales that are free of gender and ethnic group bias. South Umpqua School District now uses local norms to reduce biases based on poverty and our culturally and linguistically diverse community.

Equitable Research Based Tools

- Rating Scales: Scales for Identifying Gifted Students (SIGS-II): Parent and Teacher Forms
- Student and Family Interviews
- Cognitive Abilities Test: This is a research-based assessment designed to provide valid data regardless of language, ethnic background, or socioeconomic status.

Universal Screening/Inclusive Considerations

All second-grade students will be assessed using the CogAT universal screener annually. Assessment results will be considered alongside multiple other methods to determine eligibility.

The South Umpqua School District no longer follows a State Education Agency percentile threshold based on national scores. The South Umpqua School District will base referral and identification using national and local norms.

Qualitative Data

- Standards-based coursework performance (class, school, and district comparison)
- Classroom observations
- Current enrichments and evidence of an accelerated rate of learning
- Student coursework
- Student and family interviews
- Scales for Identifying Gifted Students (SIGS-II): Parent and Teacher Forms, High Potential Culturally and Linguistically Diverse Learner: Teacher Rating Scale
- Behavioral, learning and/or performance criteria in classroom seen as exemplary

Threshold for Eligibility Determination:

The TAG team will review all evaluative data and determine whether the referred student falls within the top 5-10% of the student population at the South Umpqua School District.

TAG Eligibility Team

- TAG District Administrative Coordinator: Anita Pacheco , Student Services Coordinator
- TAG District Administrative Team Member: Lindsay LaBelle, School Psychologist
- Myrtle Creek Elementary TAG Representative: TBD, General Education Teacher
- Tri City Elementary TAG Representative: Allison Cosby, General Education Teacher
- Canyonville School TAG Representative: Kari Butrim, General Education Teacher
- Coffenberry Middle School TAG Representative: Ari Maloney, Counselor
- South Umpqua High School TAG Representative: Beau Shelby, Counselor

- Referred student’s classroom teacher
- Any other relative parties knowledgeable of the student

Documents to be Included in Student’s Cumulative File

The student’s cumulative record will include the Personal Education Plan (PEP) and all relevant information that demonstrates TAG abilities (e.g., state test scores, CogAT assessment results, and other relevant normed testing results, parent and teacher rating scales) and the parent notification letter. If the student has had a Flex plan written for them that will also be included. These documents will be kept in a clearly marked red folder labeled TAG. TAG files will be periodically reviewed for completeness each year by the School Psychologist or Student Services Coordinator.

Portability of TAG Identification

If a student transfers into South Umpqua School District (in or out of state) and has documentation that shows previous TAG identification, and if the TAG documentation is consistent with Oregon state mandates, that student will automatically be considered TAG. TAG Coordinators should review the file and ensure that there is a current SUSD PEP (elementary) and secondary families are aware of TAG supports in class. Coordinators will communicate district TAG supports to families.

Instructional Services and Approaches

Instructional Programs and Services for TAG Students

The following services are available for all TAG students.

Instructional Programs and Services	Evidence and Explanation of Implementation: Grade Level and Content Area
Ability grouping	All elementary, middle, and high school campuses
Differentiated Instruction across all academics	All elementary, middle, and high school campuses
Subject Acceleration	Students are considered for subject acceleration on a case-by-case basis. Decisions for subject acceleration are team-based decisions, and subject to current state regulations.
Whole Grade Acceleration	Under policy IKE-AR, Students are considered for whole grade acceleration on a case-by-case basis. Decisions for whole-grade acceleration are team-based decisions, and subject to current state regulations.
Advanced Placement with differentiated instruction based on learning evidence	See table below for list of courses offered
Online Learning	See table below for list of courses offered
Scaffolding or Tiered Instruction	All elementary, middle, and high school campuses
Choice Assignments with depth and complexity	All elementary, middle, and high school campuses
Independent Study	High School campus

A. Advanced Placement Course Offerings

Advanced Placement (AP) courses are offered to all eligible students. Below are the offerings for TAG students enrolled at South Umpqua High School:

- AP Chemistry
- AP Government

Students also have the opportunity to take the following on-site, college credit bearing courses:

- College Algebra 111
- Calculus 251
- Calculus 252
- Statistics 243
- Elementary Functions 112
- College Writing 115
- College Writing 121
- College Writing 122

The South Umpqua School District has access to Edgenuity, an online platform that offers additional coursework for middle school and high school students. The following courses may be available for TAG students:

Imagine Edgenuity Online Coursework Offerings: Middle School

- 2D Studio Art
- Coding
- Digital Art & Design
- Exploring Music
- Game Design Journalism Photography
- Digital Literacy
- Health Quest
- Keyboarding and Applications
- Middle School Computer Science
- Online Learning and Digital Citizenship
- Survey of World History
- Modern World History
- Foreign Languages

Imagine Edgenuity Online Coursework Offerings: High School

- Biology
- Calculus AB
- Computer Science Principles
- English Language and Composition
- English Literature and Composition
- Environmental Science
- French Language and Culture
- Human Geography
- Psychology
- Spanish Language & Culture
- Statistics

- U.S. Government & Politics
- U.S. History
- World History: Modern

Imagine Edgenuity Course List: High School

High School Electives

Anthropology
 Creative Writing
 Gothic Literature
 History of the Holocaust
 Mythology & Folklore
 Philosophy
 World Religions

Marketing

Advertising and Sales Promotion
 Sports & Entertainment Marketing
 Fundamentals of Digital Media

Agriculture, Food, and Natural Resources

Forestry & Natural Resources
 Veterinary Science

Science, Technology, Engineering, and Mathematics

Astronomy
 Biotechnology
 Forensics Science
 Great Minds in Science
 Computer Applications: Microsoft Office
 Computer Science Principles
 Introduction to Computer Science

Education & Training

Early Childhood Education
 Real World Parenting
 Strategies for Academic Success

Arts, Audio/Video Technology, and Communications

Digital Photography
 Journalism
 Music Appreciation
 Public Speaking
 Social Media
 Art History
 Introduction to Art

Business, Management, and Administration

International Business

Personal Finance
 Banking Services Careers
 Business Law
 Careers in Marketing Research
 Food Safety and Sanitation
 Introduction to Business
 Introduction to Careers in Finance
 Keyboarding and Applications
 Marketing and Sales for Tourism and Hospitality
 Planning Meetings & Special Events
 Small Business Entrepreneurship
 Technology and Business
 Transportation and Tours for the Traveler

Energy

Renewable Technologies

Hospitality & Tourism

Culinary Arts
 Hospitality & Tourism
 Sustainable Service Management for Hospitality

Human Services

Nutrition & Wellness
 Peer Counseling
 Contemporary Health
 Foundations of Personal Wellness
 Healthy Living
 Lifetime Fitness
 Psychology
 Sociology

Health and Biomedical Sciences

Careers in Allied Health
 Health, Safety, and Ethnic in the Health Environment
 Health Science Concepts
 Introduction to Careers in the Health Sciences
 Introduction to Health science
 Medical Terminology
 Nursing: Unlimited Possibilities & Unlimited Potential
 Nursing Assistant
 Pharmacy Technician
 Physicians, Pharmacists, Dentists, Veterinarians,

and Other Doctors
Public Health: Discovering the Big Picture in Health Care
Therapeutics: The Art of Restoring and Maintaining Wellness

Human Resources

Corrections: Policies & Procedures
Family and Community Services
Fire & Emergency Services
Forensics: Using Science to Solve a Mystery
Introduction to Careers in Education and Training
Introduction to Careers in Government and Public Administration
Introduction to Consumer Services
Introduction to Human Growth and Development
Introduction to Human Services
Introduction to Law, Public Safety, Corrections, and Security
Law Enforcement Field Services
Legal Services
Security and Protective Services
Teaching and Training Careers
Personal Care Services

Information Technology

Cybersecurity

Law, Public Safety, Corrections, and Security

Criminology
Principles of Public Service
Military Careers
Law & Order
National Security

Manufacturing

Manufacturing: Product Design and Innovation

Social Emotional Learning

Character and leadership Development
Climate & Culture Transformation
College & Career Readiness
Mental Health & Wellness
Personal Development
Restorative Practices and Principles
Social & Emotional Success
Unlock Your Purpose
Trauma-Informed Living

Career Readiness

Career Explorations
Career Management
Career Planning & Development

Agriculture, Food, & Natural Resources

Agribusiness Systems
Animal Systems
Food Products and Processing Systems
Introduction to Agriculture, Food, & Natural Resources
Plant Systems
Power, Structural, and Technical Systems

Architecture & Construction

Construction Careers
Instruction to Careers in Architecture & Construction

Industrial and Engineering Systems

Computer Science Principles
Construction Careers
Engineering and Design
Engineering and Product Development
Fundamental of Computer Systems
Fundamentals of Programming & Software Development
Introduction to Careers in Architecture and Construction
Introduction to Coding
Introduction to Computer Science
Introduction to Information Technology
Introduction to Information Technology Support & Services
Introduction to Network Systems
Introduction to STEM
Network System Design
New Applications: Web Development in the 21st Century
Science and Mathematics in the Real World
Scientific Discovery and Development
Scientific research
Software Development Tools
STEM and Problem Solving

B. Special Programs Instruction: International Baccalaureate Offerings

South Umpqua School District does not offer International Baccalaureate courses.

C. Teacher’s Knowledge of Students in Class

Teachers are a crucial part of the TAG teams and have input into the development of the student’s Personal Education Plan (PEP). The students’ teacher(s) will meet with families during conferences for the development of the student’s PEP, discuss how the TAG students are progressing and if previous years PEP’s need to be modified. The TAG representative at each site will serve as a consult. TAG students are progress monitored using classroom data, teacher input, and student grades.

D. Elementary Student Instructional Plans

Personal Education Plans (PEP) are required elementary grade levels and are monitored and reviewed annually. Families will be notified by phone, email, or in writing regarding the opportunity to discuss the student’s personalized education plan. **Families and staff have the right to request a meeting to review or modify the student’s PEP at any time.** Contact your building level TAG representative for further questions.

E. High School and Middle School Syllabi –

Classroom teachers at the middle school level will address supports for TAG students within their course syllabi. Course syllabi must include information about how advanced learning needs may be supported within the course and must clearly state that a FLEX plan option is available for any student.

All course syllabi will be reviewed and approved annually by the school administrator. A file containing all approved course syllabi will be maintained on the H: Drive and will be accessible to the TAG Coordinator for the purpose of sharing with families upon request. Students and parents/guardians may also request to review course syllabi at any time.

In addition to the support outlined in course syllabi, a student, parent/guardian, or teacher may request a FLEX plan to further individualize learning opportunities. FLEX plans are not limited to TAG students and may be requested for any student. Requests for a FLEX plan can be initiated by contacting the school counselor.

F. Option/Alternative Schools Designed for TAG Identified Students

South Umpqua School District has a Choice Program option fall of 2026. Students enrolled, which are TAG identified, will be supported through online programming and/or in person options. Students that are new to the district who need screened will be coordinated through the TAG coordinator at their grade level. For example: New high school Choice Program student would be coordinated through the high school TAG Coordinator.

G. TAG Enrichment Opportunities

The South Umpqua School District offers Future Business Leaders of America (FBLA) and Robotics at the high school level.

Professional Development – Instructional

Who	What	Provided by	When
TAG building representatives	File Reviews Consult to classroom teachers CogAT Screener and Post Screener	SUSD Student Services and Student Achievement Team	Annually
Licensed Classroom Teachers	Writing effective PEP's Writing FLEX Plans Writing effective Syllabi	Student Services Coordinator Building Administrators	As needed annually or when requested

Family Engagement

Legal references: OAR 581-022-2330 and OAR 581-022-2500 (1)(e)

Comprehensive TAG Programs and Services	Date and/or method of communication
Annual PEP parent/team review	During parent conferences for the purpose of reviewing student progress toward goals and adjusting the plan, as needed.
Annual School Open House	Written materials (flyers, TAG information/manuals) that describe the identification and nomination processes provided at Open House and Family Night events.
Revocation of Services (at parent request) and Notification of Complaint and Appeal Processes	Provided in writing at each PEP parent/team meeting.

Section 6: Contact Information

Staff Name and Title	Contact Information
TAG District Administrative Coordinator: Anita Pacheco– Student Services Coordinator	Anita.pacheco@susd.k12.or.us
TAG District Administrative Team: Lindsay Kraft, School Psychologist	Lindsay.kraft@susd.k12.or.us
Myrtle Creek Elementary TAG Representative: General Education Teacher, TBD	XXXXXX
Tri City Elementary TAG Representative: Allison Cosby, General Education Teacher	Allison.cosby@susd.k12.or.us
Canyonville School TAG Representative: , General Education Teacher, Kari Butrim	Kari.Butrim@susd.k12.or.us
Coffenberry Middle School TAG Representative: Ari Maloney, Counselor	Ari.maloney@susd.k12.or.us
South Umpqua High School TAG Representative: Beau Shelby	Beau.shelby@susd.k12.or.us

Appendix: Glossary

Acceleration (subject)	Above grade-level standards and coursework. For example, a student who takes an advanced high school art class during middle school.
Acceleration (whole grade)	Grade skipping. For example, a student who moves from 1st grade to 3rd grade (skips the 2nd grade)
Advanced Placement (AP)	College-level coursework with common nationally normed assessments. AP coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Differentiated Instruction (involving tiers of depth and complexity)	Instruction and learning options designed to reflect the needs of students specific to current learning evidence/data that fosters academic growth. Educators may differentiate content, process, product, and environment to accommodate needs of learning.
Oregon Administrative Rule (OAR)	Rules adopted by the State Board of Education to support statutes (ORS)
Oregon Revised Statute (ORS)	Oregon laws passed by the State Legislature
Personal Education Plans (PEPs)	A plan developed by the teacher, TAG student, and family that outlines and communicates the programs and services received throughout the school year. Personal Education Plans are for an individual student and are more common at the elementary level.

South Umpqua School District Forms



**SOUTH UMPQUA
SCHOOL DISTRICT**

**Talented and Gifted
Parent Referral Form T-1**

Name of Student:	
School:	
Grade Level:	Today's Date:

Your answers to these questions will help us better understand your child's unique abilities. Be specific and provide examples whenever possible. Please limit response to the space available on this form. **Return the completed form** to your child's teacher or principal by _____

1. Describe any early signs of development which you think might have indicated your child's superior intellectual ability or academic talent. Mention the event, your child's age, etc.

2. Describe things the student currently does which you think might indicate superior intellectual ability or academic talent.

3. Describe specific interests your child holds and the depth of pursuit on that topic (collections, projects, evidence of mastery of information, knowledge, skills, etc.)



**Talented and Gifted
Teacher Referral Form
T-2**

Student Name:	Date:
School:	Teacher Making Referral:

This referral checklist is designed to obtain adult estimates of characteristics which commonly are manifested by academically talented or intellectually gifted individuals. These students may exhibit many or few of the characteristics. Presence of these characteristics alone is not sufficient evidence to assure identification, nor is their absence proof that the child is not gifted.

This information will be used with other data in screening the referred student for TAG identification. Each item should be considered separately and should reflect the degree to which you have observed the presence of each characteristic. Specific examples of the behaviors are extremely helpful.

SCALE:

1	You have seldom or never observed this characteristic
2	You have observed this characteristic occasionally
3	You have observed this characteristic to a considerable degree
4	You have observed this characteristic almost all of the time
5	If you do not have the necessary information regarding a trait, mark this column

	1	2	3	4	5
1. Has unusually advanced vocabulary for age/grade level. <i>Comments, examples:</i>					
2. Possesses a large storehouse of information about a variety of topics. <i>Comments, examples:</i>					

3. Learns easily and quickly. <i>Comments, examples:</i>					
4. Asks many questions, wants to know “how” and “why”. <i>Comments, examples:</i>					
	1	2	3	4	5
5. Understands abstract relationships such as cause and effect. <i>Comments, examples:</i>					
6. Is highly alert and observant, usually “sees more” or gets more out of a story, film, etc. <i>Comments, examples:</i>					
7. Communicates and expresses ideas well. <i>Comments, examples:</i>					
8. Becomes absorbed in certain topics or problems. <i>Comments, examples:</i>					
9. Has well-developed sense of humor, enjoys puns. <i>Comments, examples:</i>					
10. May insist on doing things in his/her own way. <i>Comments, examples:</i>					
11. Has many ideas. Elaborates in great detail in artwork, play, or conversation. <i>Comments, examples:</i>					
12. Is self-critical, not easily satisfied with his/her own speed or products. <i>Comments, examples:</i>					
13. Stubborn in his/her beliefs. <i>Comments, examples:</i>					
14. Comfortable in adult company may prefer to be with elders rather than age-mates. <i>Comments, examples:</i>					

15. Adapts readily to new situations. Does not seem disturbed when the normal routine is changed. <i>Comments, examples:</i>					
16. Has a ready grasp of underlying principles and can make generalizations about events, people, or things; looks for similarities and differences in events, people, things. <i>Comments, examples:</i>					
17. Is easily bored with routine tasks. <i>Comments, examples:</i>					
	1	2	3	4	5
18. Likes to bring structure to things, people, situations. <i>Comments, examples:</i>					
19. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things. <i>Comments, examples:</i>					
20. Tends to dominate others when they are around; generally directs the activity in which involved. <i>Comments, examples:</i>					

Additional comment or information:



**SOUTH UMPQUA
SCHOOL DISTRICT**

**Talented and Gifted
Student Referral Form
T-3**

Student Name:	Date:
School:	Grade:

1. Why do you wish to be identified as Talented/Gifted?
2. What Strengths/special abilities would you like the screening committee to consider in processing your application?
3. Describe your progress in school. What specific events/achievements demonstrate your unusual abilities?
4. What else is there about you that reflects your giftedness?
5. Do you think that you are more likely Intellectually Gifted or Academically Talented?

Signature:	Date:
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Office of Student Services

Letter of Identification

Date:

Dear Parents/Guardians of:

Congratulations! We are pleased to inform you that your child has met the District's eligibility criteria for the Talented and Gifted Program (TAG) for:

Grade Block

- K-3
- 4-5
- 6-8
- 9-12

Area of Identification:

- Intellectual Ability
- Academic Talent in Reading
- Academic Talent in Math

Classroom teachers and principals are notified of identified students and each year the student's academic needs will be addressed. A TAG team meeting will be scheduled soon. You will be invited to attend. You are encouraged to be a part of the entire process. Please contact me using the information below, or your child's principal if you have any questions.

Sincerely,

Anita Pacheco Student Services Coordinator; TAG District Administrative Coordinator
South Umpqua Schools District Office
Phone: 541 863 3115 x 56005
Email: anita.pacheco@susd.k12.or.us

- Yes, I give permission for my child to be identified in the Talented and Gifted Program. (You may withdraw you child from this service at any time).
- No, I do not want my child to be identified in the Talented and Gifted Program

Parent Signature: _____ Date: _____

Please return this letter to your child's school or TAG district representative.



Office of Student Services

Date:

Dear XXX,

The South Umpqua School District Talented and Gifted (TAG) Eligibility Team has completed its consideration of your child's eligibility for the Talented and Gifted program. The review process included an overall assessment of available information about the potential and performance of your child. The assessment included scores from district and/or statewide assessments, the Cognitive test of achievement (CogAT), teacher input, work samples, and a file review of student data. **At this time, your child does not meet the eligibility criteria for the Talented and Gifted program.**

The committee recognizes that your child exhibits strengths that will be addressed in the general education classroom. The assessment information used by the team will be shared with your child's teachers, so that they may become more aware of your child's advanced areas and work to encourage and challenge them to take advantage of other classroom and schoolwide opportunities.

If you would like to discuss the results of the committee's review, please contact your building level TAG representative.

If you are dissatisfied with the identification process and wish to request reconsideration, there is an appeal process for parents to utilize. Please contact the District TAG Program director, Andy Johnson.

Sincerely,

Anita Pacheco

Student Services Coordinator

South Umpqua School District

(541) 863-3115 Ext. 56005



**SOUTH UMPQUA
SCHOOL DISTRICT**

**Talented and Gifted
Parent Consent for
Evaluation T-5**

Student name:	Date:
Grade:	School:
Teacher:	Birthdate:
Parent/Guardian Name:	Address:
Telephone:	Alternative Telephone:
E-mail:	

This is to inform you that your child has been referred for individual testing which will help us in his/her educational planning. The purpose of this evaluation is to determine whether or not your child qualifies for Talented and Gifted (TAG) services. The evaluation instruments and/or procedures may include various standardized measures of cognitive and/or academic skills as well as teacher and parent surveys, state test scores, student observations, rating scales, and/or interviews.

You will be informed of the results of the testing.

Both Federal and State laws require that you approve any individual testing or other evaluation before we can proceed. Since we are very interested in gathering information which will assist us in planning the best possible program for your child we would appreciate your signing this permission form and returning it as soon as possible. If you have any questions, please feel free to contact me.

Anita Pacheco – Student Services Coordinator TAG District Administrative Coordinator
Phone: 541-863-3115 x 56005
E-mail: anita.pacheco@susd.k12.or.us

This is to indicate that I have been informed regarding the referral of my child for individual testing or other evaluation using appropriate assessments. I understand the reasons for the evaluation and have checked the appropriate box below.

- Permission is given to complete the evaluation as described
- Permission is denied to complete an evaluation

Parent/Guardian’s Signature

Date



SOUTH UMPQUA
SCHOOL DISTRICT

CogAT Post Screener Letter

Dear Families,

We at South Umpqua School District are thoughtful about the instruction that each child receives. This year we have added a screener that looks closely at learned reasoning and problem-solving abilities. The CogAt screener was given to all 2nd grade and new students to our district. The results of this screener help us to create appropriate educational opportunities. We would like to conduct the next step in the process, the post screener, with your child. This will allow us to learn more about how your child approaches problem solving.

We will begin administering this post screener to students within the next 2 weeks. If you have any questions or concerns, please contact your Building Principal. We look forward to learning more about your child and their unique learning potential. Please know that this post-screener is voluntary, it is within your rights to refuse participation. This is an exciting new opportunity for us here in South Umpqua. Thank you for all that you do to support your child's learning.

Sincerely,

Anita Pacheco

Student Services Coordinator

South Umpqua School District



Academic Learning Plan for Elementary TAG and High-Achieving Students

Grade Level: _____ Date: _____

Teacher: _____

Step I: Pre-Assessments to Determine Level and Rate of Learning

- Written pre-assessment by unit, as applicable.
- Verbal pre-assessment on a case-by-case basis to further assess specific knowledge (for example: clarifying questions) or when a student is unable to demonstrate ability through written means.

Step II: Differentiated Instruction

Differentiation in classroom core content will be provided as follows, based on pre-assessment(s) and student interest:

- _____ Differentiated/supplemental reading materials: where district approved resources allow, students may be presented with articles/textbook segments/materials with a higher reading level.
- _____ Differentiated/supplemental math materials: where district approved resources allow, students may be presented with advanced math materials.
- _____ Differentiated/supplemental learning programs through technology/software programs.
- _____ Tiered Assignment Options based on pre-assessments.
- _____ Compacting of sections of the curriculum when a student demonstrates mastery of the materials. This time may be spent on deepening understanding of similar content or replaced with new content related to the area of study.
- _____ Independent projects.
- _____ Working with Mind-Alike peers as much as possible (grouping based on pre-assessments and/or interests).
- _____ Higher level depth of knowledge and critical thinking strategies.

Step III: Post-Assessment

- Unit projects
- Unit tests
- State reading and math assessments in 3rd, 4th, 5th grade
- State science assessment in 5th grade

Student Name: _____

Plan Reviewed with Parent/Teacher/Student on (date) _____

Secondary Teacher Talented and Gifted Guidance for Syllabus and Flex Plans

For Core Curriculum Areas

Supporting Talented and Gifted (TAG) Students

Secondary teachers will outline their support for Talented and Gifted (TAG) students in their syllabus through a Flex Plan option. Teachers are required to serve TAG students based on the specific area(s) in which each student is identified.

Not all TAG students are identified in each area.

Each teacher's classroom planning, course syllabus, and Flex Plan must include tools and strategies to support TAG (and all high achieving) students in the classroom. Flex Plans may be initiated by the teacher when a student shows that they already understand the academic concepts and skills being taught. The Flex Plan is designed to both accelerate and deepen the student's content knowledge. Students, or parents, may also request a Flex Plan from their teacher. Once the plan is written, parents/guardians and the student must have the opportunity to review and provide input on the plan.

****Teachers are required to contact parents/guardians, and document that contact, on student Flex Plans.***

Course Syllabus

- Should reflect what supports will look like in your class.
- TAG students' rate of learning will be continuously evaluated through the course through pre-assessments formative and post assessments.

Teachers should include:

- Flex Plans may be used when a student already demonstrates understanding of the concepts and skills. Students may also initiate a Flex Plan.
- Flex plans are written to accommodate the rate, level and learning needs of students.
- TAG Flex Plans or supports will not add additional work on top of existing course requirements.
- Flex Plans may vary on units of study.
- Parents and students can have input into their Flex Plan or TAG support by scheduling a meeting with their teacher.
- Academically challenging activities/options can be available for all students.

Flex Plans Secondary Students – Grades 6-12

FLEX plan option will be a part of teacher's syllabus. If a plan is initiated a plan will include:

- How the student's rate and level of learning will be assessed.
 - Not all TAG students will need the regular curriculum to be modified in every lesson. This means the teacher will determine individual student ability and need based on assessment data.
- How accommodations will be evaluated and what the responsibilities of the student will be when accessing the Flex Plan.
- How students or parents can have input into a student's plan.

- If a Flex plan is initiated teachers will be in communication with the parent/guardian and will document that communication. If after meeting with the teacher, parents/guardians feel a Flex Plan is not fully meeting the needs of their student, they may request a Personal Education Plan. This can be done by contacting the TAG coordinator at your child's school.
- Elective teachers may be asked to complete a FLEX plan or PEP by an administrator on an as needed basis.

Things to remember:

- Students are NOT required to participate in TAG activities, but these must be available to them.
- If a parent is concerned their student is not participating in work appropriate to their child's skill level, they can schedule a meeting with the TAG coordinator and teacher.
- The maintenance of assessment data is crucial.
- Suggestions from students and parents on specific adjustments or accommodation on any content mentioned are welcome at any time.
- The students TAG file at the district office

Examples of TAG Instructional Services:

- Tiered Assignment Options
- Flex Plan
- Independent Study
- Compacted Curriculum
- Clustered grouping
- Project based learning
- Edgenuity coursework
- Subject acceleration
- Choice assignments with depth and complexity
- Differentiated instruction.
- Art exploration
- Compacted curriculum

South Umpqua School District
Flex Plan Secondary Students (Grades 6-12)
Talented and Gifted Education FLEX Plan

*** Copies of this Flex Plan must be given to your TAG coordinator to send to the District Office

Date: _____ **Grade Level:** _____ **Course:** _____

Teacher: _____ **School:** _____

Step I: Pre-Assessments to Determine Level and Rate of Learning

Pre -assessments used:

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Step II: Differentiated Options

TAG students will not be required to do extra work. The specific course requirements may be adjusted to allow each student to meet course objectives. Based on the above assessments, any necessary modification to the curriculum to better meet the needs of TAG students will be done by one, or a combination of the following:

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Step III: Formative Assessments

Students are being assessed frequently throughout a unit. Formative-assessments used:

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Step IV: Post-Assessments

Post-assessments will be used to evaluate student learning. Post-assessments used:

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Parent Contact Regarding Flex Plan

To be Completed by Classroom Teacher

Phone call made to parent: Yes/No

Phone Call Date: _____

If no contact with the first call, second contact attempt made: _____

Syllabi/Flex Plan Reviewed with Parent/Guardian: Yes/No

Parent/Guardian Meeting Date: _____

Parent/Guardian Comments or Concerns: