



# **Talented and Gifted Program Handbook**

# South Umpqua School District Plan for Talented and Gifted Education

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## Section 1: 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

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

### **Section 3: 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, Fast Bridge reading and math scores (K-12)
- Ability Measure: Cognitive Abilities Test (CogAT)
- Other Assessments: PSAT, SAT, ACT (9-12)
- Student Portfolios
- File Reviews
- Parent and teacher 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, High Potential Culturally and Linguistically Diverse Learner: Teacher Rating Scale
- 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 each spring. 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 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: Kate McLaughlin, Director of Student Achievement
- TAG District Administrative Team Member: Rick Burton, Director of Student Services
- TAG District Administrative Team Member Lindsay Kraft, School Psychologist
- Myrtle Creek Elementary TAG Representative: Jason Lefever, General Education Teacher
- Tri City Elementary TAG Representative: Kim Whetzel, General Education Teacher
- Canyonville School TAG Representative: Nicole Beasley, 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.

## 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. If documentation is inconsistent with South Umpqua School District identification criteria, further data will be collected and the identification process will follow.

## Section 4: Instructional Services and Approaches

### A. Instructional Programs and Services for TAG Students

The following services are available for all TAG students.

<b>Instructional Programs and Services</b>	<b>Evidence and Explanation of Implementation: Grade Level and Content Area</b>
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	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

### B. 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 are 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
- Heath Quest
- Keyboarding and Applications
- Middle School Computer Science
- Online Learning and Digital Citizenship
- Survey of World History
- Modern World History
- Spanish
- French
- Chinese
- German
- Latin

**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 21<sup>st</sup> Century  
Science and Mathematics in the Real World  
Scientific Discovery and Development  
Scientific research  
Software Development Tools  
STEM and Problem Solving

### **C. Special Programs Instruction: International Baccalaureate Offerings**

South Umpqua School District does not offer International Baccalaureate courses.

#### D. 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). TAG representatives will collaborate and meet with student teachers and families during fall and spring conferences to discuss how the TAG students are progressing and if PEP’s need to be modified. TAG students are progress monitored using classroom data, teacher input, and student grades.

#### E. Student Instructional Plans

Personal Education Plans (PEP) are required across all grade levels and are continuously monitored. 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.

#### F. Option/Alternative Schools Designed for TAG Identified Students

South Umpqua School District does not have alternative or choice schools for TAG identified students.

#### G. TAG Enrichment Opportunities

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

### Section 5: Plan for Continuous Improvement

Legal reference ORS 343.397 (5) and OAR 581-022-2500

#### A. District Goals for the 2023-2024 school year

Goal Statement	What special programs or services will be provided to accomplish the goals?	Implementation Timeline	How will progress be measured	How will success be measured?
By June 30, 2024 the district will improve TAG identification practices for all student subgroups.	CogAT screener Parent and teacher surveys Updated district TAG manual	Spring 2023: parent/teacher rating scales & CogAT screener.  Training for district TAG coordinators on all processes of identification.  Student File Reviews, parent meetings, eligibility determinations.	Returned surveys  Completed CogAT assessments  Staff participation in trainings (sign-in sheets, agendas)	Number of identified students, disaggregated by subgroup

By Fall of each year, classroom teachers will be trained to access and implement supplemental curriculum and/or project-based learning materials for identified students.	Supplemental and enrichment materials will be provided and accessible to all teachers via the district drive  Differentiation PD provided to all classroom teachers	Fall 2023:  PD sessions for teachers  Supplemental and enrichment materials loaded onto the district drive.	Progress on student's PEP  Administration observations  Student growth on local interim assessments	Completed work/projects by students  Student growth and achievement on OSAS and local summative assessments
By June 30, 2023, PEP's will be developed for each identified student, within 30 school days of identification.	PEP template created and available to all teachers via the district drive.  PD for building TAG representatives to write effective PEPs.	Spring 2023:  PEP template created.  Fall 2023:  PD provided for TAG representatives on writing effective PEPs.	Agendas/notes from parent/guardian/team meetings to determine goals and strategies for each student's PEP.	Completed PEPs.

### B. Professional Development – Instructional

Who	What	Provided by	When
TAG building representatives	CogAT screener File Reviews Writing effective PEPs	SUSD Student Services and Student Achievement Team	23-24 School Year
Licensed Classroom Teachers	Accessing and implementing differentiated instruction and/or project-based learning.	ODE TAG representative: Angela Allen Douglas ESD Staff	23-24 School Year
TAG building representatives, and TAG coordinator	ODE Training	ODE Staff	23-24 School Year

### C. 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
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Annual PEP parent/team review	During parent conferences for the purpose of reviewing student progress toward goals and adjusting the plan, as needed.
TAG Family Night(s)	Parent Letters/Notifications/Invites, school/district social media, for the purpose of providing families an affinity group to discuss needs of their students and better partner with the district team.
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: Kate McLaughlin, Director of Student Achievement	kate.mclaughlin@susd.k12.or.us
TAG District Level Administrative Team: Rick Burton, Director of Student Services	Rick.burton@susd.k12.or.us.us
TAG District Administrative Team: Lindsay Kraft, School Psychologist	Lindsay.kraft@susd.k12.or.us
Myrtle Creek Elementary TAG Representative: Jason Lefever, General Education Teacher	jason.lefever@susd.k12.or.us
Tri City Elementary TAG Representative: Kim Whetzel, General Education Teacher	kimberly.whetzel@susd.k12.or.us
Canyonville School TAG Representative: Nicole Beasley, General Education Teacher	nicole.beasley@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, Counselor	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**



**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

<b>Student Name:</b>	<b>Date:</b>
<b>School:</b>	<b>Teacher Making Referral:</b>

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:**

<b>1</b>	You have seldom or never observed this characteristic
<b>2</b>	You have observed this characteristic occasionally
<b>3</b>	You have observed this characteristic to a considerable degree
<b>4</b>	You have observed this characteristic almost all of the time
<b>5</b>	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>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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>					

<b>Additional comment or information:</b>
---

<b>Student Name:</b>	<b>Date:</b>
<b>School:</b>	<b>Grade:</b>

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?

<b>Signature:</b>	<b>Date:</b>
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**Talented and Gifted  
Letter of Identification  
T-4**

Date: \_\_\_\_\_

Dear Parents/Guardians of: \_\_\_\_\_

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.

Kate McLaughlin, Director of Student Achievement; TAG District Administrative Coordinator  
South Umpqua Schools District Office  
Phone: 541 863 3115 x 56001  
Kate.mclaughlin@susd.k12.or.us

Sincerely,

\_\_\_\_\_

- 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 the TAG Supervisor listed above.



Talented and Gifted  
Elementary Instructional Plan  
T-4

<b>Student Name:</b>	<b>Date:</b>
<b>School:</b>	<b>Grade:</b>

**Class model:**  Regular Class  Regular class with TAG cluster  Independent Study

**Student TAG identification:** Area(s) of giftedness:

Intellectually gifted  Academically Talented Reading  Academically Talented Math

Details/Comments:

<b>Step One: Pre-Assessment</b> Depending on student needs and area(s) of giftedness, curriculum requirements, and all available student information, the following will be used to determine level and rate of learning:
1.
2.
3.

<b>Step Two: Instructional Modifications</b> Depending on the needs, interests, motivation, learning styles of student, required state and district curriculum, and specific areas of study, the following modifications, options, and opportunities will be regularly available for this student in this class:
1.
2.
3.

<b>Step Three: Post Assessment</b> The following will be routinely used to monitor student progress:
1.

- |    |
|----|
| 2. |
| 3. |

<b>Summary/Comments:</b>
--------------------------

- |  |
|--|
| <b>Communication:</b> Recognizing that student and parent involvement are critical for student success, communication may occur in the following ways: |
| 1.   |
| 2.   |
| 3.   |

<b>Signatures:</b>
<b>Student:</b>
<b>Parent:</b>
<b>Teacher:</b>



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

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

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.

Kate McLaughlin – Director of Student Achievement; TAG District Administrative Coordinator  
 Phone: 541-863-3115 x 56001  
 E-mail: kate.mclaughlin@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