

TALENTED AND GIFTED PROGRAM

Sweet Home School District is committed to an educational program that recognizes, identifies and serves the unique needs of talented and gifted students.

LEGAL REQUIREMENTS

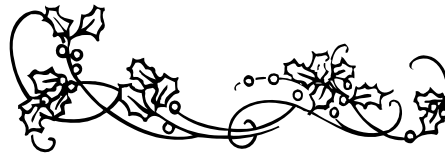
The Oregon Talented and Gifted Education Act requires identification and services to all identified kindergarten through 12th graders.

- OAR 581-22-403 says each district shall have local policies and procedures for the identification of talented and gifted students.
- OAR 581-22-402 says each district shall have a written plan for programs and services. The instruction provided to students shall address their assessed level and rate of learning.
- OAR 581-22-403 says each district shall inform parents of the identification of the child and the programs and services available, and provide an opportunity for parents to participate in selecting services to their child.

RIGHTS OF PARENTS AND GUARDIANS

Parents and guardians have the following specific rights under the TAG Act:

- To give permission prior to any individualized testing.
- Notification of a child's identification, and of the programs and services available.
- Opportunity to participate in the decisions about programs and services for their child.
- Information about the procedure for a complaint or appeal.
- Access to the records used in the identification process including an explanation of those records by a knowledgeable district employee.
- Withdrawal of their child from talented and gifted programs and services.



IDENTIFICATION

Students may be identified as academically talented in reading or mathematics, or as intellectually gifted. Students are placed in a screening pool based on parent, staff or self-referral, or from scores on standardized tests.

Group achievement tests are given annually at grades 3 through 10. Intellectual ability tests are administered at the 3rd grade level. Individual testing is carried out as necessary.

TAG coordinators consider behavioral, learning and performance information from teachers, parents and tests including the requirement of one of the below:

- A score at the 97th %ile or above on an achievement test in reading or math, & a second score at or above the 90th percentile;
- A score at the 97th %ile or above on a mental ability test & a second score at 90th %ile;
- Demonstrated potential to perform at the 97th percentile.

PROGRAM APPEALS PROCEDURES

Parents may ask for reconsideration of an identification, placement or program appeal in writing or by talking to the teacher and principal.

If the issue is not resolved, parents may complete the TAG standards appeal form, which is forwarded by the principal to the superintendent.

The superintendent will arrange for a review committee to consider the appeal. The committee may recommend one of the following:

- The services being provided are appropriate;
- The appeal is upheld in whole or part.

The parent may appeal the decision of the review committee to the School Board. The decision of the School Board is final.

If the parent remains dissatisfied and 45 days have elapsed since the original appeal, an appeal to the State Superintendent of Public Instruction can be filed.

PROGRAMS AND SERVICES

The TAG law states that instruction must address each student's assessed level of learning and rate of learning. Teachers accomplish this through a variety of strategies that may include one or more of the following:

- Acceleration—altering the pace of instruction and providing more sophisticated resources for learning.
- Ability Grouping—grouping students of similar ability for specific skill instruction.
- Differentiation—adjusting the curriculum, instruction or assessment to match a student's needs.
- Compacted curriculum—reducing the time normally required to master a subject area or skill. This usually involves reducing review and the amount of practice on the new material.
- Advanced placement—placing students at a higher grade or more advanced class than peers.
- Independent study—identifying an area of interest for the student to work on at his/her own rate and level.

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