

REEDSPORT SCHOOL DISTRICT

REGULATION: TALENTED AND GIFTED STUDENT
IDENTIFICATION AND PLACEMENT

CODE: IGBB-AR

"Talented and gifted children" means those students who require special education programs or services, or both, beyond those normally provided by the regular school program, in order to realize their contribution to self and society and who demonstrate outstanding ability or potential in general intellectual ability, unusual academic ability, creative ability, leadership ability, and/or ability in the visual or performing arts. (Oregon Revised Statutes 343.395(7))

"Special educational programs and services" means the instructional programs and auxiliary services necessary to provide for a student's assessed level of learning and accelerated rate of learning and other needs identified by the District in the District's written plan. (Oregon Administrative Rule 581-15-805[9])

"The District's written plan" means the District's written policies and procedures for identifying talented and gifted children and providing them with required special educational programs and services. (Oregon Administrative Rule 581-15-805 [13])

"Selection team" means the individuals responsible for developing student case studies, determining eligibility of individual students, and making placement decisions for special educational programs and services for talented and gifted students. (Oregon Administrative Rule 581-15-805[8])

"Case Study" means the information concerning a student used for the identification and placement of the student in special educational programs and services for talented and gifted children. (Oregon Administrative Rule 581-15-805[3])

Selection Teams:

Each school shall have at least one selection team. Each talented and gifted child shall be the responsibility of a selection team.

Each selection team shall include a minimum of two of the following, including one member qualified to interpret test results: school psychologists, psychological examiners, administrators, teachers, counselors, and support staff. For

example, a student's teacher and school principal could constitute the student's selection team.

The school principal is responsible for seeing that each talented and gifted student has a selection team. Each selection team is responsible for enacting this regulation.

Student Identification:

Screening

Teachers - Teachers will monitor student's progress in their classes and keep records of student achievement. Teachers will organize their records in such a way as to be able to identify students in their classes who have shown signs of potential gifts and talents.

Other Educational Staff - Other educational staff at the school, including specialists, administrators, and counselors, will also keep records of students showing signs of potential gifts and talents.

Parent(s)/guardian(s) - Parent(s)/guardian(s) shall be encouraged to monitor their children's progress in school. Parent(s)/guardian(s) who express interest or concern about their children's potential talents and gifts will be provided child monitoring observation materials, determined appropriate by the selection team, to complete and return.

Selection Teams - At least once each year, a selection team or teams will be convened to pull together information from teachers, other educational staff, and parent(s)/guardian(s) and determine what students, if any, should be considered for identification as talented and/or gifted.

Case Study

Students screened by the selection team(s) as potentially talented and/or gifted, who are not already identified as talented and/or gifted, will be studied on a case-by-case basis by their selection team.

Every effort will be made to ensure proper student identification. The selection team will be particularly sensitive to identification of students from special populations such as cultural and ethnic minorities, disadvantaged, underachieving gifted, and handicapped learners. Observational data and the recommendation of the school psychologist will be used in the case study of such students.

In order to identify a student as talented and/or gifted, the selection team must find that the student meets each of the following criteria:

The student demonstrates signs of potential gifts and/or talents in one or more major school area.

The student scores at the 97th percentile or above on a state or nationally normed test designed to measure intellectual giftedness or academic talent.

The student requires special educational services in order to realize his or her potential.

Testing

Appropriate Tests - Standard tests in reading and mathematics distributed and normed through

the Oregon Department of Education are appropriate for determining talented and gifted identification. Nationally normed tests which are accepted for federal programs are also appropriate tests. When there are sufficient, recent appropriate test scores in a student's record for the selection team to determine identification, such test scores will be used. When there are insufficient test scores in the student's record, the selection team may elect to seek parent(s)/guardian(s) permission to administer appropriate tests to identify the child as talented and/or gifted.

Parent(s)/guardian(s) Permission - In order to administer an appropriate test for determining criteria, the selection team must obtain written permission from the student's parent(s)/guardian(s) or legal guardian. The signed permission document must contain the student's name, the name and content area of the test, the approximate date the test will be given, and the parent(s)/guardian(s) signature.

Scoring Criteria - The student must score at the 97th percentile for the student's age or grade level to meet the criteria.

Identification Decision - The identification decision is made by the selection team. The selection team must apply the criteria above to determine identification.

Parent(s)/guardian(s) Notification

The selection team shall notify in writing the parent(s)/guardian(s) of every child identified as talented and/or gifted of the identification decision.

The selection team shall notify in writing the parent(s)/guardian(s) of every child reviewed by case study and

not identified as talented and/or gifted of the identification decision.

Parent(s)/guardian(s) Appeal - Only the parent(s)/guardian(s) of a student may appeal the decision of the selection team concerning that student.

Informal Appeal

The parent(s)/guardian(s) may contact the building principal to request an informal appeal. The building principal will meet with the parent(s)/guardian(s) and any other member(s) of the selection team and will review the information used to make the identification decision. Additional information may also be considered. The identification decision may be changed at this time, as long as the criteria above are still applied.

If the parent(s)/guardian(s) is not satisfied with the outcome of the informal appeal, they may initiate a formal appeal.

Formal Appeal

The parent(s)/guardian(s) shall submit a written request for reconsideration of the identification decision to the building principal.

The building principal shall acknowledge in writing the receipt of the request, within five working days.

The parent(s)/guardian(s) will be provided an opportunity to present additional information for consideration. The building principal and the selection team will review all information and come to a decision within twenty working days after receipt of the written request for reconsideration. The parent(s)/guardian(s) will be notified of the decision in writing and the decision will be forwarded to the superintendent.

The parent(s)/guardian(s) may appeal that decision to the superintendent. The superintendent will issue a decision within twenty-five days of receipt of a written appeal from the parent(s)/guardian(s).

The parent(s)/guardian(s) may appeal that decision to the District Board by submitting a written appeal within ten days of receipt of the superintendent's decision.

The District Board will consider the parent(s)/guardian(s) appeal at its next regular public meeting. The written decision of the District Board will be mailed to the parent(s)/guardian(s) within five working days of the Board's decision. If, following receipt of the District Board decision, the parent(s)/guardian(s) believes a violation of State standards has occurred, an appeal to the State Superintendent of Public instruction can be filed. The District shall provide a copy of the appropriate Oregon Administrative Rule upon request.

Programs and Services:

Teachers will monitor the progress of each student identified as talented and/or gifted in their classes, and will modify instruction as necessary to ensure the continuous progress of each such student.

Teachers will maintain records such that they can report the progress of all talented and/or gifted

students in their classes.

Optional School Programs and Services - The schools offer the following optional programs which are available to help serve talented and/or gifted students.

Elementary Schools

Grade Skipping - Students may be advanced to a grade beyond the one normally prescribed for their age.

Ungraded/Multi-age Classes - Students are taught using developmentally appropriate practices without regard to age or grade level.

Academic Competition and Other Special Programs - Examples include Mental Math competition, computer art program, etc.

Middle School

Early Entrance - A student may enter middle school prior to the usual age.

Grade Skipping - Students may be advanced to a grade beyond the one normally prescribed for their age.

Cluster Grouping - Schedules are arranged so gifted students go to the same teacher and the same free period.

Honors Classes - Courses offering extended curriculum and demanding higher standards.

Independent Study - A student working on an independent study project under the direction of a licensed teacher.

Mentorship/Internship - A student working collaboratively on a project under the direction of a person of similar interest, who

may be a teacher, parent(s)/guardian(s), administrator, community member, or professional.

Academic Competition and Other Special Programs - Examples include Knowledge Master Open, Junior Great Books, Olympics of the Mind, etc.

High School

Early Entrance - A student may enter high school prior to the usual age.

Cluster Grouping -

Advanced Placement (AP) - Students may earn college credit in advanced classes offered in high school.

Honors Classes -

Independent Study -

Credit By Exam - Students can receive credit for a course by passing an examination on the content of the course.

Mentorship/Internship-

Concurrent Enrollment - Students may attend college classes at Southwestern Oregon Community College, Oregon State University, or the University of Oregon while still enrolled in high school.

Academic Competition and Other Special Programs - Examples include interscholastic academic and talent competitions, school dubs, etc.

Student Placement

Selection Team- The selection team will recommend placement of students identified as talented and/or gifted in the optional school programs and services available at the school.

Parent(s)/guardian(s) Notification/Involvement - Parent(s)/guardian(s) of identified students will be invited to participate in placement deliberations and decisions. The parent(s)/guardian(s) will be notified in writing of any selection team decision regarding the placement of a student identified as talented and/or gifted. The parent(s)/guardian(s) must provide written permission for a student to initially be placed in the District talented and gifted program (see form IGBB-AR2).

Parent(s)/guardian(s) Appeal - The parent(s)/guardian(s) has the right to appeal any placement decision of the selection team. The process for appeal is the same as described in section 3.6 above.

Parent(s)/guardian(s) Removal - The parent(s)/guardian(s) always has the right to remove the student from all aspects of the District programs for talented and gifted students, including identification, continuous progress, and optional school programs and services. Any student will be removed from these programs whose parent(s)/guardian(s) completes, signs, and submits to the school principal a TAG PROGRAM STUDENT REMOVAL REQUEST FORM (form IGBB-AR3).

Record Keeping:

Case Studies - Each school is responsible for maintaining the case study for each student identified as talented and gifted. The case study is a behavioral record as defined in Oregon Revised Statute 226.185 and must be handled in accordance with District policy and regulation on student records. The information in the case study shall include, but not be limited to:

All identification measures used to identify the student as talented and/or gifted.

Parent(s)/guardian(s) consents, notices, and communications concerning the identification and placement of the student.

A summary of the selection team eligibility and placement and decisions and the reasons for those decisions.

Selection teams will ensure that information is collected and maintained in the case studies. Selection teams will also ensure that teachers are made aware of the student's identification when the student changes classes, and that the receiving school is made aware of the student's identification when the student changes schools.

Legal References: ORS 343.395

OAR 581-15-805

Approved _____
Superintendent

Date

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