

2019

PSD Talented & Gifted
Education Plan

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ELEMENT 1 VISION, MISSION, PHILOSOPHY AND POLICY

The Pendleton School District Strategic Plan 2017-2022 outlines our vision, mission, and motto with specific goals for instructional excellence and addressing the needs of all students. Our plan for Talented and Gifted student identification, program of service, and parent engagement aligns to our strategic plan.

Our Vision:

The Pendleton School District is a place where I belong, where I can succeed.

Our Mission:

We exist to ensure that all students learn and achieve their maximum potential. We work in partnership with the students, families, and our community to ensure every student acquires the knowledge, skills and core values necessary to pursue a productive and fulfilling life, to participate as responsible citizens in our democracy, and to succeed in an evolving global society.

Our Motto:

Every Student, Every Day

Goal 1:

Pursuit of Instructional Excellence

Critical Element 7 Maintain focus on the PSD Instructional Framework and use it to guide our work

Goal 2:

All students are provided the opportunity to reach their full potential-be responsive to the needs of all students

Critical Element 1 Meeting the physical, social, emotional, and mental health needs of students

Critical Element 2 Meeting the academic needs of all students

Critical Element 3 Embedding real world skills across curriculum including communication, decision-making, and working collaboratively as part of a team

Critical Element 4 Providing opportunities for engaged parents and families

These address the need to identify and serve students who are uniquely talented and gifted through maximizing the skills of Pendleton educators to meet the needs of individual students through high quality teaching and learning.

Relevant Policies:

Appendix A Element 1 Policies: IGBB, IGBBA, IGBBC, IGBBC-AR

ELEMENT 2 ASSESSMENT OF CURRENT SPECIAL PROGRAMS AND SERVICES PROVIDED BY THE DISTRICT

The Pendleton School District program meets the diverse learning needs of academically and intellectually gifted students through instructional excellence within our instructional frameworks and being responsive to the needs of ALL students rate and level of learning. We actively collaborate with parents and community members to increase student achievement. We use a multi-tiered system of support for academics and social emotional skills to intervene and to accelerate learning for struggling and gifted learners. The program meets the state requirements for Talented and Gifted Education (OAR 581-022-2325, 581-022-2330, 581-022-2500).

2A: Service-Identification

Annually the Director of Special Programs compiles district and state assessment data to determine potentially Talented and Gifted students for each school. Additionally, educators or parents refer students for consideration for the program when evidence suggests potential academic or intellectual talents and gifts. Principals, School Counselors, and Grade Level teachers review all available student data to determine referrals for initial assessments for Talented and Gifted Education Programs. School based TAG teams always include the principal, classroom teacher, school counselor, and school psychologists. TAG teams include specialists such as English Language Development Teachers, Special Education Teachers, Speech Language Pathologists, etc. when applicable. These teams meet with parents and determine additional information or assessment needs. This team also determines eligibility for the program through a thorough review of all information compiled on the student.

Identification Instruments & Description:

Screening Tools:

- Oregon State Assessment (OSAS): Academic Achievement for English Language Arts, Mathematics grades 3-8 and 11, and Science grades 5, 8, and 11
- iReady Diagnostic Assessment: Universal Screener of Academic Achievement in reading and math administered three times per year for grades K-8
- DIBELS: Universal Screener for reading administered three times per year for grade K

Academic/Pre-Academic Achievement:

- Wechsler Individual Achievement Test, Second Edition (WIAT-II): measure of individual achievement in the areas of reading, written language, math, oral language
- Woodcock-Johnson IV Tests of Achievement (WJ-IV): provides in-depth diagnostic information regarding specific areas of academic strength and weakness

Intellectual/Cognitive Development:

- Stanford-Binet Intelligence Scales, Fifth Edition (SB5): individualized intelligence measure used to assess cognitive abilities in people aged 2 through adulthood
- Wechsler Adult Intelligence Scale, Fourth Edition (WAIS-IV): individualized intelligence measure used to assess cognitive abilities in people aged 16 through adulthood
- Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV): individualized intelligence measure used to assess cognitive abilities in children through age 16

- Wechsler Preschool and Primary Scales of Intelligence, Fourth Edition (WPPSI-IV): Individually administered assessment of cognitive abilities for children between the ages of 2:6 and 7:7
- Woodcock-Johnson IV Test of Cognitive Abilities (WJ IV COG): individualized measure of cognitive abilities associated with academic abilities
- Differential Ability Scales II (DAS-II): an individually administered test of intelligence for children ages 2-18.

Pendleton School District does not use a broad screening instrument at a specific grade level. Instead, we use Universal Screening for Reading and Math three times per year K-8 along with Oregon State Assessment Scores in third through eighth grade to identify potential students for the program.

CURRENT NUMBER OF IDENTIFIED STUDENTS (62)				
Intellectually Gifted	Academic Mathematics	Academic Reading	Academic Reading and Math	Potential to Perform
7	13	19	17	6

Body of Evidence:

INTELLECTUALLY GIFTED

Students who score at the 97th percentile or above on a nationally norm-referenced standardized test of school ability and who have confirming behavior, learning and/or performance information.

ACADEMICALLY TALENTED (Reading and/or Mathematics)

Students who demonstrate exceptional achievement well above grade level and score at the 97th percentile or above on a nationally norm-referenced standardized test of achievement in the area of total reading and/or mathematics and who have confirming behavior, learning and/or performance information.

POTENTIAL TO PERFORM

Students who demonstrate the potential to perform do not achieve a score at or above the 97th percentile on a nationally norm-referenced test of ability or achievement, but exhibit strong behavioral learning and/or performance characteristics that lead the TAG team to decide that the student qualifies for TAG. This includes students whose educational experience, language, or disabilities disadvantage them with respect to their performance on standardized tests. The district will make every effort to identify students from gifted populations traditionally underserved.

Eligibility Team:

Annually, each school receives a list of students scoring at or above the 90th percentile on SBAC and iReady Diagnostic for both reading and math in order to identify potentially talented and gifted students from diverse backgrounds. Each grade or content level Professional Learning Community (PLC) reviews and discusses the list of students with the school counselor(s) and administrator. This team refers students for Talented and Gifted Program consideration. The school TAG team (teacher, administrator, counselor, school psychologist, and relevant specialists) along with the parent gathers all relevant data and determines eligibility for the program.

Cumulative Records:

- Referral Form (parent and/or teacher)
- Behavioral Observation Form (parent and teacher)
- Evaluation Consent (if additional assessments needed)
- Eligibility & Service Plan
- Student Preferences, Interests and Needs Surveys
- Annual Review Data

Transfer Students:

From an Oregon School District:

School Counselors review records and TAG plans from former district and implement them as written or hold a team meeting to revise plans for the new school setting if necessary.

From another state:

School Counselors review records and TAG plans for required Oregon elements. If all information is present, they implement them as written or hold a team meeting to revise plans for the new school setting if necessary. If any documentation is missing, they request consent for an evaluation to gather necessary information and develop a new plan once the information is gathered.

2B: Instruction for TAG Students

Instructional Services	Elementary	Middle	High
Ability Grouping in Math	X	X	X
Ability Grouping –Walk to Math	X		
Ability Grouping in Reading	X	X	X
Ability Grouping – Walk to Reading	X		
Acceleration above grade level in Math	X	X	X
Acceleration above grade level in Reading	X	X	X
Acceleration through grade skipping	X	X	X
Advanced Placement			X
Dual Credit			X
Choice Assignments	X	X	X
Cluster Grouping	X	X	X
Curriculum Compacting		X	X
Differentiated Instruction in Math	X	X	X
Differentiated Instruction in Reading	X	X	X
Online Learning	X	X	X
Flexible Grouping	X	X	X
Homogeneous Grouping	X	X	X
Honors Classes		X	X
Independent Study Projects	X	X	X
Interdisciplinary Units	X	X	X
Pre-Test for placement			X
Scaffolding or Tiered Instruction	X	X	X
Social Emotional Learning Support	X	X	X

Advanced Placement Courses:

- English Prep
- Language & Composition
- World History
- US History
- US Government & Politics

High School Honors Classes:

- Biology 1 & 2
- Chemistry
- Geometry
- Algebra 2
- English 1 & 2

We do not currently offer IB courses.

2C: Teacher’s Knowledge of Students

Our student information system has an alert for teachers for students enrolled in any special program including TAG. At the beginning of each semester, building counselors review TAG plans with the assigned teacher for each student in the building. Teams make necessary revisions to TAG plans at fall conferences with parents. The secondary counselors assist students in spring forecasting for preferred course work for the next semester.

2D: Students Instructional Plans

PSD requires Instructional Personal Learning Plans grades K-12 (See Appendix B Element 2D1). We will explore Instructional Plans per course during the 19-20 school year through our grade and content Professional Learning Community work.

2E: Optional Instructional Formats: Magnet/Choice Schools and Enrichment

Magnet/Choice Schools

PSD does not provide magnet or choice schools for TAG. We do hold the charter for Nixyaawii Community Charter School on the Confederated Tribes of the Umatilla Indian Reservation. This school offers a Native American culturally enriched experience.

Optional Formats/Enrichment

PSD routinely provides flyers to the guardians of identified TAG students to share opportunities such as the Summer Camps and other opportunities. Though not considered TAG “instruction” there are many opportunities for after school activities including: Brain Bowl, Math competitions, Oregon Battle of the Books (OBOB), Spelling Bee, Arts, Music, Drama, Robotics and other after school enrichment classes.

2F: Professional Development

As we continue to implement our district strategic plan, our district will focus on leveraging our instructional framework Domain I, Standard 3, Knowledge of Students and Domain III, Standard 6 Lesson Delivery for 18-19 School Year. Our professional development will focus on improving staff capacity and efficacy in these two standards in pursuit of instructional excellence and meeting the needs of all students. Administrative staff will engage in professional development on focused supervision of these standards. Specifically, we will target addressing the wide range of learner needs including those with intellectual and academic talents and gifts through authentic engagement in differentiated culturally relevant learning activities.

The Director of Special Programs will provide training to administrators and counselors on the revised TAG plan throughout the year during our monthly PLC's. This training will include identification of culturally and linguistically diverse students and attending to the social emotional learning needs of this population.

2G: Communication with Parents

1. Prior to testing: Parents may refer students for evaluation using the district referral form. Parents participate in the meeting to determine testing needs prior to identification
2. Notification of testing results: Parents participate in eligibility meeting and plan development where testing results are shared
3. Explanation of Services: Parents receive a copy and explanation of services at the planning meeting
4. Explanations of TAG Learning Plan: Parents receive a copy and explanation of services at the planning meeting
5. Opportunities for input on the Learning Plan: Parents participate in eligibility meeting and plan development where they can provide input
6. Explanations of "what TAG means" for parents new to the process: Teams provide an explanation document at the initial TAG identification meeting with parents
7. Transition to Middle School: Teachers gather parent input at spring conferences. Counselors and administrators from the sending and receiving school meet in the spring to review and plan for students identified as TAG. If needed, an individual transition meeting will be scheduled.
8. Transition to High School: Teachers gather parent input at spring conferences. Counselors and administrators from the sending and receiving school meet in the spring to review and plan for students identified as TAG. If needed, an individual transition meeting will be scheduled.
9. Option to withdraw student: Included in the parents' rights brochure.
10. Right to file complaints: Included in the parents' rights brochure and posted on the district website

ELEMENT 3 DISTRICT GOALS

Our goal for the next year is to integrate our identification, service planning, and monitoring of rate and level into our Multi-Tiered Systems of Support (MTSS) procedures and processes by fall of 2020 as evidenced by revised handbooks, procedures and processes.

Currently we use an MTSS process to identify students who are struggling. We manage this through administrative leadership, grade/content level data teams, universal screening and progress monitoring. We will add identifying, serving, and monitoring TAG students to this process by revising our handbooks, procedures, and processes.

Simultaneously our strategic plan focus this year is on improving capacity and efficacy of district staff on our instructional frameworks Domain I, Standard 3, Knowledge of Students and Domain III, Standard 6, Lesson Delivery to ensure rigorous, culturally responsive, and authentically engaging instruction designed to meet the needs of all learners.

ELEMENT 4 PROGRAMS/SERVICES TO MEET GOALS

Our administrative leadership team updates and revises our handbooks, procedures and manuals annually. Our team will work on this throughout the year. We will include counselors (building TAG coordinators) throughout the process of revision. Once complete, we will train data teams in fall of 2020 on the new procedures and processes.

ELEMENT 5 PLAN FOR EVALUATING PROGRESS

The evidence for completion will be the MTSS products developed by the team with TAG identification, service planning and monitoring embedded.

Appendix A: Element 1

Policies:

IGBB

IGBBA

IGBBA-AR

IGBBC

IGBBC-AR

Code: **IGBB**

Adopted: 5/10/99

Readopted: 6/14/10

Orig. Code(s): IGBB

Talented and Gifted Program

The district is committed to an educational program that recognizes, identifies, and serves the unique needs of talented and gifted students. Talented and gifted students are those who have been identified academically talented and/or intellectually gifted.

The district will develop and maintain procedures for identifying academically talented and intellectually gifted students. The district staff, under the direction of the superintendent, will develop a written plan that identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of identified students.

The Board has established an appeals process for parents to utilize if they are dissatisfied with the programs and services recommended for their identified talented and gifted student and wish to request reconsideration.

The Board has established a complaint procedure to utilize if an individual has a complaint regarding the appropriateness of programs and services provided for identified talented and gifted students.

END OF POLICY

[ORS 343.391](#)

[ORS 343.395](#)

[ORS 343.396](#)

[ORS 343.397](#)

[ORS 343.401](#)

[ORS 343.407](#)

[ORS 343.409](#)

[ORS 343.413](#)

[OAR 581-022-2325](#), [581-022-2330](#), [581-022-2500](#)

Code: **IGBBA**

Adopted: 5/10/99

Revised/Readopted: 6/14/10; 7/11/16

Orig. Code(s): IGBBA

Identification – Talented and Gifted Students**

In order to serve academically talented and intellectually gifted students in grades K-12, the district directs the superintendent after due consideration of the input of staff, parents and the community to establish a written identification process. This process of identification shall include as a minimum:

1. Use of research based best practices to identify talented and gifted students from under-represented populations such as ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse or economically disadvantaged.
2. Behavioral, learning and/or performance information.
3. A nationally standardized mental ability test for assistance in the identification of intellectually gifted students.
4. A nationally standardized academic achievement test of reading or mathematics or a test of total English Language Arts/Literacy or total mathematics on the Smarter Balanced Assessment for assistance in identifying academically talented students.

Identified students shall score at or above the 97th percentile on one of these tests. Other students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted may be identified.

If a parent is dissatisfied with the identification process or placement of their student, they may appeal the decision through Board policy KL - Public Complaints. After exhausting the district's appeal procedure and receiving a final decision, a parent may appeal the decision to the State Superintendent of Public Instruction.

END OF POLICY

Legal Reference(s):

[ORS 343.395](#)

[ORS 343.407](#)

[ORS 343.411](#)

[OAR 581-021-0030](#)

[OAR 581-022-2325](#), [581-022-2330](#), [581-022-2500](#)

[OAR 581-022-1940](#)

[OAR 581-022-1941](#)

Code: **IGBBA-AR**

Revised/Reviewed: 6/14/10

Appeals Procedure for Talented and Gifted Identification and Placement**

The Board has established an appeals process for parents to utilize if they are dissatisfied with the identification process and/or placement of their student in the district program for talented and gifted (TAG) students and wish to request reconsideration. The district's desire and intent is to reach satisfactory solutions during the informal process:

Informal Process

1. The parents will contact the district TAG coordinator/teacher to request reconsideration;
2. The TAG coordinator/teacher will confer with the parents and may include any additional appropriate persons (e.g., principal, counselor, teacher, etc.). At this time, information pertinent to the selection or placement will be shared;
3. If an agreement cannot be reached, the parents may initiate the Formal Process.

Formal Process

1. Parents shall submit a written request for reconsideration of the identification/placement to the program supervisor;
2. The program supervisor shall acknowledge in writing the receipt of the request within five working days and shall forward copies of the request and acknowledgment to the TAG coordinator/teacher;
3. The program supervisor, TAG coordinator/teacher and other appropriate administrator shall review the student's file and earlier decisions within 10 working days of the original request. Additional data may be gathered to support or change the earlier decision;
4. Parents may be provided an opportunity to present additional evidence;
5. If deemed necessary, a formal hearing will be conducted by the district hearings officer utilizing the appropriate procedures;
6. A decision will be made within 20 working days after receipt of the written request for reconsideration. The parents shall be notified of the decision in writing and the decision shall be forwarded to the superintendent;
7. The decision may be appealed to the Board;
8. If the parents are still dissatisfied, an appeal to the State Superintendent of Public Instruction following the procedures outlined in the Oregon Administrative Rules (OAR) may be used. The district shall provide a copy of the appropriate OAR upon request.

Code: **IGBBC**

Adopted: 6/14/10

Programs and Services - Talented and Gifted**

A district written plan will be developed for programs and services beyond those normally offered by the regular school program. All required written course statements shall identify the academic instructional programs and services to be provided which accommodate the assessed levels and accelerated rates of learning in identified talented and gifted students. The superintendent will remove any administrative barriers that may exist which restrict students' access to appropriate services and will develop program and service options. These options may include, but are not limited to, the following:

1. Early Entrance
2. Grade Skipping
3. Ungraded/Multi-age Classes
4. Cluster Grouping in Regular Classes
5. Continuous Progress
6. Cross Grade Grouping
7. Compacted/Fast-Paced Curriculum
8. Special Full- or Part-Time Classes
9. Advanced Placement Classes
10. Honors Classes
11. Block Classes
12. Independent Study
13. Credit by Examination
14. Concurrent Enrollment
15. Mentorship/Internship
16. Academic Competitions
17. Magnet Programs/Schools

The Board has established an appeals process for parents to utilize if they are dissatisfied with the programs and services recommended for their identified talented and gifted student and wish to request reconsideration.

The Board has established a complaint procedure to utilize if an individual has a complaint regarding the appropriateness of programs and services provided for identified talented and gifted students.

END OF POLICY

Legal Reference(s):

[OAR 581-022-2325](#), [581-022-2330](#), [581-022-2500](#)

[OAR 581-022-1940](#)

Code: **IGBBC-AR**

Revised/Reviewed: 6/14/10

Complaints Regarding Talented and Gifted Program

Since differences of opinion may arise regarding the appropriateness of programs and services provided for identified talented and gifted (TAG) students, the following procedure will be utilized when complaints arise:

1. All complaints will be reported to the superintendent;
2. The complainant will be given the Talented and Gifted Standards Complaint Form which must be filled out before further consideration can be given to the complaint;
3. The superintendent shall arrange for a review committee consisting of the TAG coordinator/teacher, the program supervisor, a counselor and a school psychologist;
4. The review committee shall meet within two working days of receiving the written complaint and review all pertinent information. A recommendation will be submitted to the superintendent within 10 working days of receiving the original complaint;
5. The committee may recommend that:
 - a. The programs or services are appropriate;
 - b. The programs or services are not appropriate.
6. The superintendent shall report immediately the recommendations of the review committee to the Board;
7. The decision of the Board shall be final;
8. If the complainant remains dissatisfied, and has exhausted local procedures, or 45 or more days have elapsed since the original filing of a written complaint alleging violation of standards with the district, 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.

Appendix B: Element 2

Personal Learning Plan

STUDENT: _____ ID #: _____ DATE: _____

SCHOOL: _____ GRADE: _____ TEACHER(S): _____

TAG Identification		
Area	Supporting Data	Supporting Services

Student Interests	Student Strengths	Student Opportunities for growth

Parent Input:

DIFFERENTIATION Options			
<ul style="list-style-type: none"> • Acceleration • Compacting • Complex/Abstract Concepts/Materials • Enrichment Activities • Flexible Pacing 	<ul style="list-style-type: none"> • Flexible Ability Grouping • Higher Order Questioning • Independent Study/Projects • Interdisciplinary Curriculum Connections • Advanced Placement 	<ul style="list-style-type: none"> • Interest-Area Emphasis • Learning-Style Emphasis • Tiered Lessons/Assignments 	<ul style="list-style-type: none"> • Cluster Grouping • Dual Credit • Curriculum compacting • Honors classes • Online options

Subject-Area	List specific pre-assessments administered to determine rate and level of learning.	Based on pre-assessment data, specifically indicate how you differentiated curriculum/instruction to meet the student's academic needs.	RATE of Learning
READING / WRITING Teacher:			
MATH Teacher:			
SOCIAL STUDIES Teacher:			
SCIENCE Teacher:			

Please indicate the subject(s) where the student would benefit from cluster grouping:

Language Arts
Science

Mathematics

Social Studies

<p>Social Emotional Supports: <i>What additional supports will be in place to help students socially and emotionally to cultivate effective academic behaviors, such as: Cooperation, Responsibility, Respect, Attentiveness, Work Ethic, Persistence, Thinking Flexibly, Taking Responsible Risks, Striving for Accuracy, Thinking Interdependently, etc.?</i></p>

I have reviewed and agree with the instructional plans outlined in this form.

Parent/Guardian Signature and Printed Name (Fall) _____
Date

Home Room Teacher Signature and Printed Name (Fall) _____
Date

Parent/Guardian Signature and Printed Name (Spring) _____
Date

Home Room Teacher Signature and Printed Name (Spring) _____
Date

TAG Coordinator, please copy this document and distribute to student file, teacher(s), parent.

K E Y S	LEVEL of Learning	RATE of Learning
	1. NY - Not Yet Meeting	SR: Learns with Several Repetitions EP: Learns at Expected Pace RL: Learns at Rapid Pace
	2. NM – Nearly Meets	
	3. M - Meets	
4. E - Exceeds		