

**Harrisburg School District
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TAG PROCEDURAL GUIDEBOOK

REVISED 2019

Superintendent's Message

This Talented and Gifted (TAG) Parent Handbook is designed to provide parents with information about TAG programs and services in the Harrisburg School District, as well as the Oregon Talented and Gifted Education Act.

Topics covered in this handbook include:

- The identification process for TAG students.
- Instructional services available for TAG students.
- Roles of parents, teachers and support staff.
- Resources Available to parents

We know Talented and Gifted students exist in all racial, ethnic and socioeconomic groups, and in all genders. We are committed to identifying these students and providing appropriate educational programs and services to help maximize their potential.

Parents play a key role in the learning process. By working together, parents, teachers, and school support staff can create an environment that ensures students will be lifelong learners and contributing citizens in a changing increasingly diverse world.

Sincerely,

Bryan Starr

TALENTED AND GIFTED (TAG) PHILOSOPHY
HARRISBURG SCHOOL DISTRICT

The Harrisburg School District is committed to an educational program that recognizes, identifies and serves the unique needs of talented and gifted students in grades K-12. Talented and gifted students are those children who require special educational 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:

1. General intellectual ability as commonly measured by measures of intelligence and aptitude and/or
2. Unusual academic ability in one or more academic areas.

District Policy IGBB 1/12/04

GRADES K-12 TAG PROGRAMS AND SERVICES

- **Early Entrance** – Students enter elementary school prior to the age prescribed by law.
- **Grade Skipping** – Students are promoted to a higher than normal grade.
- **Cross-Grade Grouping** – Students ability grouped for specific skills or content with students in a higher grade.
- **Differentiation** – Teachers modify the content, the process (activities) to learn content, the product (demonstration of what has been learned), or the environment (where learning takes place) to the match a student’s needs.
- **Cluster Grouping** – A group of gifted students is assigned to the same teacher so there are opportunities to work with gifted peers.
- **Continuous Progress** – Instruction allows students to move through the curriculum according to their skill levels rather than their grade levels.
- **Independent Study-Contracts** – the student identifies problems or topics of personal interest; the teacher assists in planning a method of investigation and identifying the products. This may involve long-distance learning options.
- **Concurrent or Dual Enrollment** – Students may take classes in the next higher level of school and obtain credit in both settings in middle/high school settings.
- **Enrichment Activities** – Opportunities to participate in enrichment mini-classes and field trips designed to broaden and enhance their educational experience.
- **Challenging High End Readers:** Use of TAG resource library.
- **College Now:** High school dual high school/college credit course work.
- **Work Toward Next Benchmark:** Includes test, work samples, etc.
- **AP Course Work:** Offered at the high school level grades 9-12.
- **Early Graduation Option**

Rights of Parents of Talented and Gifted Students

In carrying out the requirements of OAR 581-022-1310 and OAR 581-022-1330, Harrisburg School District shall make sure:

Parents are notified of their children's identification as talented and gifted, and of the programs and services available in their district.

Parents are given the opportunity to provide input to, and discuss the programs and services to be received by their child.

Parents are informed of the procedure for a complaint or appeal. This procedure is outlined the Harrisburg School District TAG Brochure. This brochure is given to parents annually at registration and when parents are notified their child has been nominated for the program.

The outline of the complaint procedure provides for resolution at the local level (See District Policy KL). The policy directs parents to bring their complaint or appeal first to the teacher. If not satisfactorily resolved, the complaint may then go to the building principal, then to the district TAG Coordinator. If there is still no resolution, the complaint moves to the superintendent, and finally to the Harrisburg School Board.

According to OAR 581-022-1940 parents may address a written complaint to the State Superintendent of Public Instruction if the Harrisburg School District fails to render a written decision within 30 days of submission of a complaint at any of the required steps in the complaint process; or if the district fails to resolve a complaint within 90 days of the initial filing of a written complaint, regardless of the number of steps in the district process.

Parents may request access to the records used in the identification process along with an explanation by a knowledgeable district employee.

Parents have the right at any time to refuse the TAG identification process for their child or withdraw their child from the TAG program.

TALENTED AND GIFTED PROTOCOL FOR K-12 STUDENTS OF HARRISBURG SCHOOL DISTRICT

Determining Qualification for TAG Program:

The Harrisburg School District is committed to an educational program that recognizes, identifies and serves the unique needs of talented and gifted students in grades K-12. Talented and gifted students are those children who require special educational 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, general intellectual ability as commonly measured by measures of intelligence and aptitude and/or unusual academic ability in Math and/or Reading.

The process of identifying talented and gifted students is a continuous process throughout the year. Harrisburg School District will make an effort to identify all talented and gifted students from our diverse student body including: ethnic minorities, students with disabilities, culturally different and the economically disadvantaged.

The TAG Facilitator and a team of teachers from the district will make the final decisions on identification of students. Parents will have input and opportunities for discussion during the identification process and also have the right to refuse the identification of their child.

The Harrisburg School District has many assessment tools available for the TAG identification process. Below are some of the academic and intelligence tests used by the district based on student needs.

Intelligence Assessments

WISC (Special Populations)

Academic Assessment

Smarter Balanced

WIATT (Special Populations)
Woodcock-Johnson
Woodcock-Munoz (ELL)
MAP

TAG IDENTIFICATION CRITERIA

The following criteria have been adopted by the Harrisburg School District for the purpose of identifying TAG students. Students do not have to meet all of the guidelines, but must meet a minimum of three listed below:

- Scores 97-99% on nationally normed tests given for Math, Reading and/or Intelligence administered by school staff.
- Score of 97% or above on SBAC or MAP or off-year test.
- Demonstrates the “Potential to Perform” at the 97th percentile.
- Consistently performs above average from year to year.
- Has received previous teacher referrals at different grade levels.
- Exhibits several traits on the TAG Nomination Form.

Special Student Populations:

English Language Learners (ELL), Special Education students, underachieving students, cultural and ethnic minority students, and economically disadvantaged students may use the following identifiers in addition to the above list as TAG identifiers:

- Scores on tests may be in the range of the standard error of measure
- Behavioral checklist
- Nominations from teachers, parents, peers, and self
- Benchmark achievement
- Work Samples that demonstrate talent and giftedness
- Consistently high classroom achievement
- Exemplary performance in a specific area
- Rate of language acquisition (ELL students)
- Performance tasks
- Formative Assessments by classroom teacher

PROCESS FOR QUALIFYING STUDENTS FOR TAG

The Harrisburg School District will accept TAG nominations continuously throughout the school year. The identification process will take place within a 30 day period. There are situations in which this time frame may be extended. If the process exceeds 30 days, the student and family will be notified by mail with an explanation regarding the delay.

Outline of Nomination and Identification Process:

1. Teacher/parent/peer /self may submit a TAG Nomination Form and Questionnaire (Appendix p.18). TAG Facilitator will automatically submit nominations for any students who score in the 97th percentile or above on a district approved standardized test.
2. If the referral is not from the parents, the parents are notified of the TAG referral. This notification may be done by phone or mail. If made by phone, the TAG Referral Letter will be sent following the discussion along with a TAG Nomination and Questionnaire (Appendix p.18). The parent may refuse the opportunity for TAG identification. .
3. If the recommendation is not the result of test scores and testing is required, a Permission to Test Form is mailed to the parent. The form will include a Right of Refusal option.
4. The Tag Team (TAG Facilitator, School Counselor, Classroom teachers) or building STAT Team meets to discuss the nomination and complete the Harrisburg TAG Team Identification Checklist (Appendix p.25).
5. A qualified District representative will administer appropriate tests for the student to identify their academic ability and/or intelligence. See page 6 for list of possible assessments.
6. A TAG representative, the student's teacher, parents, and student will meet to review the TAG Data Summary (Appendix p.22). Staff and parents will share input and discuss options instructional and curriculum options for their child
7. Teacher prepares TAG Instructional Education Plan (TIP) to submit for parent approval and input. TAG representative, teacher, TAG parent, and TAG student will share input and discuss refinements to the TIP before the plan is finalized.
8. Once the student has been identified as TAG, the classroom teacher begins implementation of the TIP and creates an initial portfolio as described in Teacher Responsibilities

Instructional Services for TAG Students

For students identified as Talented and Gifted (TAG), instructional services are provided through an in-class model where TAG students are clustered for instruction in this model, the classroom teacher is the primary service provider. Classroom teachers are responsible for assessing the student's level of learning and monitoring the student's rate of learning and providing appropriate instruction. This applies to all grade levels, and all subject areas or courses. Regardless of the category of identification, all identified students receive instruction at their assessed level and monitored rate of learning in all content areas.

Level of Learning is the student's instructional level in the curriculum, the place where the students will be successful but will encounter knowledge and skills they have not yet learned or mastered.

Rate of Learning is a measure of the pace at which a student successfully progresses through the curriculum after being placed in the appropriate level. A student's rate of learning will vary depending on the following:

- subject
- point in the learning process
- degree of interest to the student
- level of difficulty of the materials, and/or
- learning style of the student
- motivation

At all levels, the goal is to ensure that the gifted learner is stimulated and challenged throughout the school day by means of advanced content, flexible pacing, higher order thinking skills, research, projects, and/or materials appropriate for the student's learning.

Instructional Plans

Individual Elementary TAG Instructional Plans for grade K-6 will be written. This plan documents assessments and instructional modifications for each identified TAG students.

A TAG instructional Course Plan for grades 7-12 will be written for each course. The plan outlines assessment level and accelerated rate of learning

At grades 9-12, TAG students may take advantage of Advanced Placement accelerated and/or honors courses. Other options include dual enrollment and independent study. General plans describing assessments and instructional options are developed for each course in all curricular areas.

Course plans for grades 7-12 are available in the school office

At all grades, parents have an opportunity to provide input into instructional planning. The nature of this opportunity may vary. Information about how parents can give input will be provided by the school. Questions regarding instructional plans and options directed to the school principal.

Supplemental Programs and Services

Other programs and services that provide interesting and challenging opportunities may be available in your child's school. Programs such as these add value to a student's overall educational experience. Many of these programs are dependent on school resources, parent volunteers, community support or special teacher training. Contact your school for more information that may be available for your child and how you may become involved.

TAG STUDENT PROCEDURES

ANNUAL PROCEDURES FOR EXISTING TAG STUDENTS

TAG Facilitator Responsibilities:

Maintain central files for all TAG students. These files will include (but not limited to) copies of current and previous student Talented and Gifted Instructional Plans (TIP) , documentation and work samples collected from teachers.

Coordinate distribution of the TAG brochure annually to all parents at registration. (Brochure will include information on how parents can nominate their child for TAG, identification process, district offerings, contact names & phone numbers and complaint process information).

(September) Issue a copy of the previous years Talented and Gifted Instructional Plan (TIP) to current teachers of existing TAG students.

Follow up with teachers of TAG students who have not turned in TIPs the beginning of the third of October.

Facilitator keeps district copy of TIP in student file.

(April-May) Review standardized test scores SBAC and/or MAP or other off year assessments of existing TAG students to determine yearly progress.

Complete annual report documenting annual progress of TAG students and submit it to the TAG Coordinator by the last week of May.

On or before May 20th, all finalized TIP forms should be received by the TAG Facilitator. If any documents are delayed, Facilitator will issue final request for documents to teachers.

Teachers will provide portfolio files to the Facilitator by the last day of May. The work samples from the portfolios will be integrated with the student's previous work in the central file.

Once final results of TIP are received, TAG Facilitator will mail a final copy to parents for their records. This copy will document assessments, assessment results, rate and level of learning, and recommendations for fall placement levels.

Forward names of TAG students to next year teachers after classroom assignments are made in the late spring.

Teacher Responsibilities:

Teachers will prepare a new TIP for the current school year before the 3rd week of the school.

The teacher will consider the best methods of instruction and selection of curriculum to meet the student's needs. The student's rate and level of learning will be addressed by the instructional plan. (See Assessing for Student's Level and Rate of Learning and Questions Useful in Determining Rate and Level of Learning pp.).

Contact parents to discuss the proposed TIP. Teacher and parent may schedule a meeting or discuss by telephone. Teachers will remind parents that they have the right to participate in the determination of curriculum modifications, projects and/or accelerated learning materials. Parents are also reminded that they have the right to refuse services.

Parent/Teacher discussion is documented and dated on the TIP form.

A copy of the new TIP is given to the principal for review before the end of the 3rd week of school.

After the principal reviews the plan a copy of the TIP is mailed to the parents (from the office) for review and is finalized at the Fall Conference.

During Fall conferences, the teacher and parents share input regarding the instructional plan. Any changes regarding student's pace, direction, or focus of classroom instruction, student's response to classroom material or student's social or emotional behavior should be shared at the conference and the TIP is finalized at the conference.

The teacher will document all pre and post assessment results in the grade book.

Throughout the academic year instructional modifications will be based on assessed level and rate of learning. Modifications should be in the form of providing advanced level work and /or an increase in the pace of instruction. Instructional modifications are based on assessment data. These must be provided on a regular basis, and should be clearly documented in the teacher's plans.

Teachers will maintain a portfolio file for TAG students which will include a copy of the TIP, pre and post assessment results, work samples and communication records throughout the year. The materials should reflect the student's rate and level of learning

Parents are contacted by May 15th for an end of year conference regarding the completion and results of the TIP. This conference may take place by phone and parents have the right to decline the conference.

Following the 2nd conference (or parent decline) the TIP results are recorded on the TIP and submitted to the TAG Facilitator. Deadline for submission is on or before May 20.

TAG student portfolios are forwarded to the TAG Facilitator by the on or before the last day in May.

ASSESSING FOR STUDENT'S LEVEL AND RATE OF LEARNING

Level of Learning is the student's instructional level in the curriculum, the place where the student will be successful, but will encounter knowledge and skills he or she has not yet learned or mastered.

Level of learning may be:

- Significantly above grade level
- Above grade level
- On grade level/accelerated pace
- On grade level – no modifications necessary
- Other

Rate of Learning is a measure of the pace at which a student successfully progresses through the curriculum after being placed at the appropriate level. A student's rate of learning will vary depending on the following:

- Subject
- Pointing the learning process
- Degree of interest to the student
- Level of difficulty of the material, and/or
- Learning style of the student.

To assess for rate and level of learning you may use:

- Placement recommendation and specific data from previous teachers.
- Student/parent input.
- Specific observational data.
- Placement tests.
- End of book tests
- Chapter/unit tests
- Final/semester exams
- Informal reading inventory
- Student portfolio
- Essay questions
- Lab demonstrations
- Lab Safety Test
- State/ Benchmark Assessment Data
- Journals
- Research reports
- Monitoring of daily work
- Primary literacy scores
- Student survey of books already read
- Skill Tests

- Performance Tasks and/or Work Samples
- Standardized Tests
- Writing Samples scored with analytical scoring guide
- Subject Specific Spelling and /or Vocabulary Pretests(math, science, social studies, reading, etc.)
- Peer evaluations of performance and/or products

QUESTIONS USEFUL IN DETERMINING RATE AND LEVEL OF LEARNING

RATE OF LEARNING:

Does the student...?

- Complete work quickly and accurately
- Grasp new concepts quickly and easily
- Need few repetitions to master a new concept
- Work at slower pace than peers
- Work at same pace as peers
- Work at faster pace than peers
- Is the student highly motivated

LEVEL OF LEARNING:

In identified TAG areas, is the student...?

- Performing below grade level
- Performing at grade level
- Performing above grade level

Appendix



Harrisburg School District #7

Talented and Gifted (TAG) Program Identification

TEACHER/PARENT/PEER NOMINATION AND QUESTIONNAIRE

Student's Name _____

Parent's Name _____

Person Nominating Student _____

Grade _____ Date of Birth _____ School _____

Please complete the following survey questions about your child and return it to the school office as soon possible. Thank you for your cooperation.

Please circle only one number for each question.

	ALWAYS		SOMETIMES		NEVER
Is exceptionally able to retrieve information from both short and long term memory.	5	4	3	2	1
Exhibits a variety of learning strategies and is able to adapt the learning approach appropriately.	5	4	3	2	1
Is unusually adept at connecting new learning to previously learned material to make it meaningful.	5	4	3	2	1
Gets bored with routine tasks	5	4	3	2	1
Exhibits exceptional ability in detecting relationships, similarities, and differences.	5	4	3	2	1
Is able to process information quickly.	5	4	3	2	1
Demonstrates a much wider range of vocabulary usage, is more precise in the use of words and uses complex sentence structure.	5	4	3	2	1
Refuses to do rote homework	5	4	3	2	1
Asks questions which are unusual, insightful, and/or show relationships to other experiences.	5	4	3	2	1
Uses appropriate and original examples and/or is able to produce unusual analogies to illustrate points.	5	4	3	2	1
Is more concerned with concept than the details	5	4	3	2	1
Demonstrates a high level of understanding through concise or elaborate words or products; is able to translate verbal information.	5	4	3	2	1
Exhibits special skills unusual for age.	5	4	3	2	1
Hands in messy work	5	4	3	2	1

Exhibits innovative use of common materials by adapting or combining them in a new or unusual way.	5	4	3	2	1
Has the ability to devise or adopt a systematic strategy for solving problems.	5	4	3	2	1
Has the ability to devise or adopt a systematic strategy for solving problems.	5	4	3	2	1
Makes jokes or puns at inappropriate times	5	4	3	2	1
Is able to change or adapt the problem solving strategy in some way if the original approach is not working.	5	4	3	2	1
Exhibits a wide range of knowledge.	5	4	3	2	1
Exhibits a depth of information in one or more specific area.	5	4	3	2	1
Is nonconforming: stubborn	5	4	3	2	1
Exhibits persistence in topics of interest, often finding it difficult to leave until some closure is reached.	5	4	3	2	1
Completes only part of an assignment or project and then takes off in a new direction.	5	4	3	2	1
Is reluctant to move to another topic	5	4	3	2	1
Becomes absorbed in intellectual tasks and seems highly resistant to distractions when focused on a topic of interest.	5	4	3	2	1
Exhibits intense and purposeful exploratory behavior on topics of interest.	5	4	3	2	1
Exhibits the ability to evaluate his/her own solutions to problems and his/her own performance objectively and realistically.	5	4	3	2	1
Overreacts	5	4	3	2	1
Becomes impatient and overly critical if work is not perfect.	5	4	3	2	1
Prefers to work on projects that provide a challenge.	5	4	3	2	1
Gets angry or cries if things go wrong	5	4	3	2	1
Exhibits concern about social or political problems unusual for others; is concerned about right and wrong.	5	4	3	2	1
Is critical of others and/or the teacher.	5	4	3	2	1
Exhibits a zany sense of humor; enjoys word play and the use of puns.	5	4	3	2	1
Is resistant to the routine drill on repetitive tasks covering information already know, such as math facts, spelling, or handwriting.	5	4	3	2	1
1. Is domineering	5	4	3	2	1

2. Can produce "reasons", which may be elaborate and/or highly creative, for not doing things in the way originally presented.	5	4	3	2	1
3. Disagrees vocally with others or with the teacher about ideas and values	5	4	3	2	1
4. Likes to organize or bring structure to things and/or people.	5	4	3	2	1
5. Is self-critical; impatient with others	5	4	3	2	1

What special intellectual and/or academic strengths suggest that your child may need programs or services outside of the regular program? Please elaborate. Use back if necessary.

What special talents or skill does your child have?

Give some examples of behavior that illustrate these talents and/or skills:

Favorite school subject is:

Comment on general attitude toward school:

Hobbies and special interests:

In which, if any, academic areas does your child's performance seem to be well below his/her ability?
Please elaborate.

What special lessons, training, or learning opportunities does your child have outside of school?

What are some of the influences at home/school that may negatively influence your child's performance at school?

What other things would you like us to know about your child that would assist us in planning a program for your child?

Favorite leisure time activity:

Screening committee members' signatures:	
_____ Principal/Date	_____ Counselor/Date
_____ TAG Facilitator/Date	_____ Teacher/Date
_____ District TAG Coordinator/Date	_____ Teacher/Date
Copy to : ___ Parents ___ Teacher ___ Student file ___ TAG coordinator	

Harrisburg School District

RECORD OF INACTIVE STATUS

Student _____ Grade _____ Date _____

Previous Eligibility: _____ Intellectual
_____ Academic

SUBJECTS: _____ Math
_____ Reading

Reasons for inactive status:

Those in attendance at conference:

I understand my child will not receive TAG services while on inactive status. I also understand that I may refer my child for re-assessment at any time.

If my child is referred through another source (teachers, test scores, etc.), the district

_____ may complete the identification process

_____ may not complete the identification process without parental notice.

Parent Signature _____ Date _____

HARRISBURG TAG TEAM IDENTIFICATION CHECKLIST

Student: _____ **Grade:** _____ **Date:** _____

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- Score of 97% or above on SBAC and/or MAP or off-year test.
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- Has received previous teacher referrals at different grade levels.
- Exhibits several traits on the TAG Nomination Form.

Special Student Populations:

English Language Learners (ELL), Special Education students, underachieving students, cultural and ethnic minority students, and economically disadvantaged students may use the following identifiers in addition to the above list as TAG identifiers:

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- Behavioral checklist
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- Benchmark achievement
- Work Samples that demonstrate talent and giftedness
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- Formative Assessments by classroom teacher