



"Commitment to Quality – Education for All"

REACH HANDBOOK

Clatskanie School District 6J

Talented and Gifted Program

June 2015

Clatskanie School District
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TABLE OF CONTENTS

	Page Number
Introduction of REACH	3
Identification Process	4-6
REACH Services	7
Instructional Options	8
Enrichment Options	9
REACH Records	9
Continuation or Termination of REACH Services	9
Appeal and Complaint Procedures	9-10
Roles of Parents, Teachers and REACH Coordinator	10
Oregon Administrative Rules	11-13
Oregon Revised Statutes	13-15
District Policies	16-19
District Complaint Procedures	20-22
Nomination of Student for REACH Form 901	23
Student Processing Checklist Form 902	24-25
Student Data Profile (K-1) Form 903	26
Student Data Profile (2-12) Form 904	27
Teacher Survey Form 907	28-30
Parent Survey Form 908	31-33
Self-Survey (K-5) Form 909	34-35
Self Survey (6-12) Form 910	36-38
Prior Notice and Consent for Evaluation Form 912	39
Notification to Parent of Student Eligibility Form 913	40
Notification to Parent of Student Non-Eligibility Form 914	41
Notification of Programs and Services Form 915	42
REACH Worksheet Form 916	43
Record of Activities and REACH Programs Form 917	44-46

INTRODUCTION

In 1987 the Oregon Talented and Gifted Education Act passed and was enacted into law as Oregon Revised Statutes 343.407 through 343.413. The act created requirements for Oregon public school districts to identify and to serve students who demonstrate evidence of high intellectual ability or academic talent. In response to the statutes and Oregon Administrative Rules 581-022-1310, 1320 and 1330, Clatskanie School District 6J has developed a program entitled REACH. This plan was revised and updated in September 2000, June 2006 and most recently in June 2015.

REACH stands for:

R = RESEARCH

E = ENRICHMENT

A= ACCELERATION

C = CREATIVITY

H = HIGH ORDER THINKING SKILLS

The name REACH was chosen because it incorporates those elements essential to a program that attempts to address the special needs of the gifted student. In making our REACH journey, it is our goal to challenge and support our talented and gifted students. This won't always be easy and the journey will not always be smooth, but in keeping our focus on the success of our students, we will help them REACH for the stars.

reach v.t. & i. 1. Stretch out; extend outward.

2. attain; arrive at; extend as far as.

—n. 1. A continuous stretch or course.

2. The distance one can reach.

3. Range of capacity or ability.

Identification Process

Clatskanie School District seeks to identify students as REACH in two categories: academically talented and intellectually gifted. Students may be identified in either or both categories. Those identified as academically talented have shown specific ability in reading and/or math. Intellectually gifted students have demonstrated advanced capabilities in mental reasoning. Identification is based on multiple criteria that reveal a consistent pattern of excellence over time, or the potential for such a pattern. Evidence can include nationally standardized test scores, work samples, grades and anecdotal records.

Step 1: Initial Screening and Nomination

Potential REACH students are identified through a nomination process. Nominations are generated from individuals – teachers, parents, peers, community members, self – and/or screening from test scores. The nominations may be made to the REACH Coordinator for any student, K-12, at any time during the school year.

Screening for identification occurs via a variety of sources including, but not limited to the following:

- COGAT Nonverbal Ability Test (Grade 2)
- Oregon Assessment of Knowledge and Skills-OAKS (all students at grades 3 – 11)
- Smarter Balance Assessment-SBAC (all students at grades 3-8 and 11th grade)
- Standardized test scores above the 97% on a nationally normed assessment
- Observation of student work and behaviors by teachers
- Parent observations

In the screening process, students are referred to the REACH Coordinator.

Step 2: Data Review and Eligibility Determination

After a referral for identification occurs, a team of building professionals meets to review the data currently available on the student. No single test, measure, or score shall be the sole criteria for identification or failure to identify a student as academically talented or intellectually gifted, nor shall a single individual professional make an eligibility determination.

The REACH review team will make one of 3 decisions.

1. Does not meet criteria:

At this step the team makes a decision regarding eligibility. No further action will be taken regarding this student unless the screening process brings the student forward again. If moved forward to the point that parent information was sent home, a non-eligibility form 914 must be completed and sent home to parents.

2. Need additional data:

Additional data may include:

- 1) Waiting for the next round of group administered standardized tests;
- 2) Requesting an individual assessment with a standardized test;
- 3) Requesting additional information or work samples from a teacher.

3. Identification (Reading, Math, and/or Intellectually Gifted)

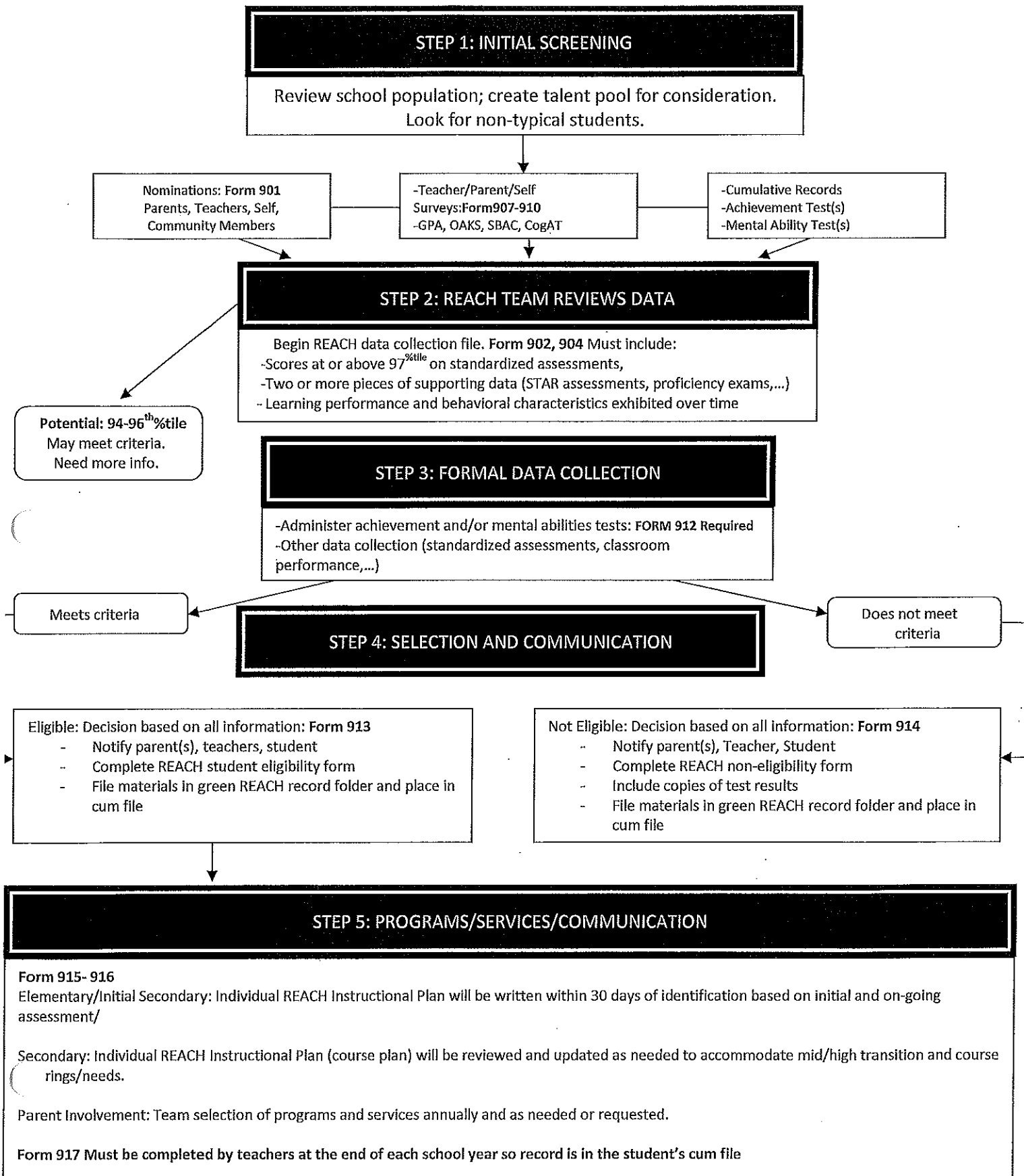
Step 3: Formal Data Collection

Additional information may be needed to determine eligibility. Oregon law requires written parent consent before we proceed with testing not commonly administered to all students. Assessments may include a mental ability test or further achievement testing in reading and/or math. After sufficient data has been collected the REACH review team will review the information and determine eligibility.

Step 4: Selection and Communication

Parents and the student's teacher(s) will be notified of the identification decision in writing. Parents have the right to appeal the decision if they disagree. Questions regarding the identification process should be directed to the REACH coordinator.

REACH IDENTIFICATION PROCESS



REACH SERVICES

OAR 581-22-1330 requires that “each school district shall have a written plan for programs and services. Instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning.”

Both academically talented and intellectually gifted REACH students in the Clatskanie School District are primarily served within the classroom by their teacher. Regardless of the category of identification, REACH students receive instruction at their assessed rate and level of learning in all content areas. This applies to all grade levels and for all subject areas or courses. The goal is to ensure that REACH students are stimulated and challenged throughout the school day by means of advanced content, flexible pacing, higher order thinking skills, research, projects and materials appropriate for the student’s learning.

Kindergarten – 12th grade

The classroom teacher at all levels develops instructional modifications that will appropriately meet the identified student’s assessed rate and level of learning. In addition to the individual classroom modifications made by the teacher for rate and level, the REACH coordinator is available to provide support to REACH students, staff and parents.

Opportunities for parents to provide input about their child’s program and services may occur through the fall parent-teacher conferences, a separate conference, phone conversations, or written communication including email. Teachers are expected to offer these opportunities and parents are encouraged to become involved in this process.

Elementary:

All REACH identified students at the elementary level receive modifications and adaptations as necessary in the regular classroom. Typical modifications in a classroom may include: individual, small group or whole group instruction, curriculum compacting, learning contracts, tiered assignments, or independent study.

Middle School:

There are a variety of services available to REACH students at Clatskanie Middle High School. REACH students are generally served via an in-class model with students receiving appropriate modifications from their classroom teachers. In seventh and eighth grade, advanced classes are offered in math. In advanced math, students are eligible to receive high school credit upon completion. The classroom teachers assess the rate and level of learning for each REACH student and then make appropriate modifications in the classroom based on the assessment results. In some cases, the adaptation may be the advanced or above level course.

High School:

In all classes, REACH students receive adaptations and modifications that address their assessed rate and level of learning. In some cases, the adaptation may be the advanced or above-level course. REACH students at the high school level are offered independent study, reading and conference, challenge exams, concurrent enrollment in college, access to on-line courses to accommodate need and schedule based on advanced-level courses, and advanced-level courses.

Instructional Options

There are a variety of techniques used to meet the rate and level of learning for REACH students. Instructional options that are given to a student are dependent on the learning needs of the student and the style of the teacher. Some potential instructional options are defined below:

- Individualized Instruction: One-on-one instruction in an assessed area of need.
- Acceleration: Moving through material at a rapid rate equal to student's ability.
- Curriculum Compacting: Omitting or abbreviating material student knows or can learn quickly. Once material has been compacted, a student can move on to new material or an area of interest.
- Independent Study: Teacher-guided project or course work designed to allow a student to proceed independently and at his/her own rate.
- Computer-assisted instruction: A student progresses at his/her own rate in a computerized program designed to teach a specific skill or concept.
- Ability Groupings and/or Cross-Grade Grouping: Grouping students by ability with a class or grade or across grade levels for specific skill instruction.
- Advanced Placement/Honor Classes: Classes offered at the high school level that are for college preparation.
- Credit by Examination: Credit for course is awarded if mastery is shown on an exam. A student then moves on to the next level course or an elective. This option is available for specific courses at the high school
- Concurrent Enrollment: Enrollment with current and next school, including college.

Enrichment Options

Enrichment is an important part of the education of all students. Enrichment provides depth to an area of study and richness to the overall education experience. Enrichment options may include activities such as but not limited to the following:

- Academic
 - National Honor Society
 - Speech and Debate
- Mentorship/Internship
 - Connecting student with an adult possessing similar interests
- Special Projects
 - Individualized project building on student interest and abilities
 - Honors Diploma
 - Individualized Project
- Interest Groups
 - A group of students investigate a topic of interest and report findings

Talented and Gifted Records

Each identification team must keep a record of the decision made by the team, and the data used to make the decision. Within the permanent cum file, a green REACH folder will contain copies of all forms related to parent permission, data used to make the eligibility decision, instructional options and modification, and assessment of levels and rates of learning. At all levels, the classroom teacher or building REACH coordinator maintains the file. At the beginning of the year, the teacher is expected to review its contents and use the information to help devise instructional modifications.

Continuation or Termination of TAG Services

Students may continue in the TAG program from school year to school year, providing test scores and class performance support the need for such services. Referrals to remove a student's eligibility may come from a teacher, counselor, specialist, parent or through test scores. Students whose scores and performance no longer support continued eligibility may be removed from the program by the school-based team.

Appeal and Complaint Procedures

Any parent wishing to request reconsideration of the identification and/or placement of their child in the District program for talented and gifted students may use an appeal process. It is the District's desire and intent that satisfactory solutions can be reached during the informal process. The appeal must be related to one of the following:

- a) Identification process,
- b) Programs and services for talented and gifted students, or

c) Rights of parents.

The process of resolution always begins at the individual building. The first step to resolution would be to contact the classroom teacher, REACH coordinator and/or building principal. At the middle school/high school, this could also be the student's guidance counselor. If the resolution of the appeal is not satisfactory to the parent please contact Lloyd Hartley, Superintendent/Special Programs Director at (503)728-0587 ext 2002. See Clatskanie School Board Policies IGBBC-AR and IGBBA-AR for further information related to appeal and complaint procedures in regards to REACH (Talented and Gifted)

Roles

The mission of the REACH program is to identify, encourage, and respond to the diverse needs of students identified as talented and gifted children. Collaboration between the parents and teachers enhances the possibilities for differentiated curriculum and instruction in the child's areas of interests and strengths. To this end we have outlined some basic roles.

Parent's role

- ✓ May initiate the REACH identification process on behalf of the child.
- ✓ Provides information about the child's development and interest.
- ✓ Gives input into the selection of appropriate programs and services for the child.
- ✓ Communicates with the child's teacher(s).
- ✓ Attends parent/teacher conferences.
- ✓ Supports school efforts at home.

Teacher's Role

- ✓ May initiate the REACH identification process on behalf of a potentially gifted student.
- ✓ Be aware of REACH students' characteristics and learning needs.
- ✓ Assesses rate and level of learning in different content areas.
- ✓ Develops instructional modification and communicates with parents, the student, and other teachers.
- ✓ Uses Curriculum and other modification strategies to meet rate and level of learning.

REACH Coordinators' Role

- ✓ May initiate the REACH identification process on behalf of a student
- ✓ Coordinates the identification effort within the building.
- ✓ Manages student REACH records.
- ✓ Communicates with parents as needed during the identification process.
- ✓ Acts as a liaison for administration, staff, parents and students.
- ✓ Keeps the principal and staff informed of school-based team decisions.
- ✓ Acts as an advocate for the REACH student.

Oregon Administrative Rules
Talented and Gifted

581-022-1310 Identification of Academically Talented and Intellectually Gifted Students

(1) Each school district shall have local district policies and procedures for the identification of talented and gifted students as defined in ORS 343.395 who demonstrate outstanding ability or potential in one or more of the following areas:

(a) General intellectual ability as commonly measured by measures of intelligence and aptitude.

(b) Unusual academic ability in one or more academic areas.

(2) The policies and procedures must meet the following requirements:

(a) Districts shall make efforts to identify students from ethnic minorities, students with disabilities, and students who are culturally different or economically disadvantaged.

(b) A team shall make the final decisions on the identification of students using the information collected under paragraphs(c) and (d) of this section. No single test, measure or score shall be the sole criterion. A record of the team's decision, and the data used by the team to make the decision, shall become part of the education record for each student considered.

(c) Districts shall collect behavioral, learning and performance information and include the information in all procedures for the identification of students.

(d) The following measures and criteria for identifying the intellectually gifted and the academically talented shall be used by the team:

(A) Intellectually gifted students shall score at or above the 97th percentile on a nationally standardized test of mental ability; and

(B) Academically talented students shall score at or above the 97th percentile on a test of total reading or a test of total mathematics from a nationally standardized test battery, a nationally standardized test of reading or mathematics, or a test of total reading or total mathematics on the Oregon Assessment of Knowledge and Skills

(e) Despite a student's failure to qualify under paragraphs (d) (A) and (B) of this subsection, districts, by local policies and procedures, shall identify students who demonstrate the potential to perform at the 97th percentile.

(3) School districts may identify additional students who are talented and gifted as defined in ORS 343.395, as determined by local district policies and procedures, if the students demonstrate outstanding ability or potential in one or more of the following areas:

(a) Creative ability in using original or nontraditional methods in thinking and producing.

(b) Leadership ability in motivating the performance of others either in educational or non-educational settings.

(c) Ability in the visual or performing arts, such as dance, music or art.

581-022-1320 Rights of Parents of Talented and Gifted Students

In carrying out the requirements of OAR 581-022-1310 and OAR 581-022-1330, the school district shall:

- (1) Inform parents at the time of the identification of the child and the programs and services available.
- (2) Provide an opportunity for the parents to provide input to and discuss with the district the programs and services to be received by their child.
- (3) The parents may, at any time, request the withdrawal of their child from programs and services provided under OAR 581-022-1320. The school district shall notify parents of identified students of this right.
- (4) Parents shall be informed of their right to file a complaint under OAR 581-022-1940.

Stat. Auth.: ORS 326.051 Stats. Implemented: ORS 343.391 - ORS 343.413 Hist.: EB 18-1996, f. & cert. ef. 11-1-96

581-022-1330 Programs and Services for Talented and Gifted Students

- (1) Each school district shall have a written plan for programs and services beyond those normally provided by the regular school program in order to realize the contribution of talented and gifted children to self and society.
- (2) The written plan for programs and services for talented and gifted children shall be submitted to the Oregon Department of Education on a date and in a format provided in guidance documents provided by the Oregon Department of Education.
- (3) The written plan shall include, but is not limited to:
 - a) A statement of school district policy on the education of talented and gifted children;
 - (b) An assessment of current special programs and services provided by the district for talented and gifted children;
 - (c) A statement of district goals for providing comprehensive special programs and services and over what span of time the goals will be achieved;
 - (d) A description of the nature of the special programs and services which will be provided to accomplish the goals; and
 - (e) A plan for evaluating progress on the district plan including each component program and service.
- (4) The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning.
- (5) Assessments for the development of an appropriate academic instructional program shall include the information used by the team for identification purposes and also may include one or more of the following:
 - (a) An academic history which may include grades, portfolio assessment records or other progress records and achievement information that demonstrates the student's level of learning and rate of learning;
 - (b) Other evaluation methods such as formal tests or informal assessment methods designed by teachers to determine the student's instructional level and rate of learning related to specific academic programs;

(c) Student interest, style, and learning preferences information from inventories or interviews; and

(d) Other measures determined by the school district to be relevant to the appropriate academic instructional program for the student.

Stat. Auth.: ORS 326.051 Stats. Implemented: ORS 343.391 - 343.413 Hist.: EB 18-1996, f. & cert. ef. 11-1-96; ODE 6-2009, f. & cert. ef. 6-29-09; ODE 20-2011, f. & cert. ef. 12-15-11

Oregon Revised Statutes
Talented and Gifted
June 22, 2012

343.391 Purpose of ORS 343.391 to 343.413. The purpose of ORS 343.391 to 343.413 is to facilitate the identification and education of talented and gifted children. [1959 c.528 §1; 1963 c.570 §21; 1971 c.613 §1; 1979 c.385 §1] 343.393 [1959 c.528 §11; repealed by 1961 c.500 §2]

343.395 Definitions for ORS 343.391 to 343.413. As used in ORS 343.391 to 343.413, unless the context requires otherwise:

(1) "Application" means a request for state funds that is submitted by a school district under ORS 343.399 to develop and operate programs for students under a written plan of instruction for talented and gifted children described in ORS 343.397.

(2) "Identification" means the formal process of screening and selecting talented and gifted children according to administrative rules established by the board.

(3) "School district" has the meaning given that term in ORS 330.005 (2). "School district" includes, where appropriate, an education service district, state operated schools or programs or a consortium of school districts submitting a joint application.

(4) "Talented and gifted children" means 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 one or more of the following areas:

(a) General intellectual ability as commonly measured by measures of intelligence and aptitude.

(b) Unusual academic ability in one or more academic areas.

(c) Creative ability in using original or nontraditional methods in thinking and producing.

(d) Leadership ability in motivating the performance of others either in educational or non-educational settings.

(e) Ability in the visual or performing arts, such as dance, music or art. [1959 c.528 §2; 1963 c.570 §22; 1965 c.100 §409; 1971 c.613 §2; 1979 c.385 §2; 1987 c.335 §1; 2011 c.440 §2]

343.396 Nature of programs. It is legislative policy that, when talented and gifted programs are offered, the programs should be provided by common or union high school districts, combinations of such districts or education service districts, in accordance with ORS 334.175, and that the state will provide financial and technical support to the districts to implement the education programs within the limits of available funds. [1979 c.385 §8; 1981 c.833 §2]

Note: 343.396 was enacted into law by the Legislative Assembly but was not added to or made a part of ORS chapter 343 or any series therein by legislative action. See Preface to Oregon Revised Statutes for further explanation.

343.397 Plan of instruction for talented and gifted children. A school district shall submit to the Superintendent of Public Instruction a written plan of instruction for talented and gifted children. The plan shall include, but not be limited to:

- (1) A statement of school district policy on the education of talented and gifted children;
- (2) An assessment of current special programs and services provided by the district for talented and gifted children;
- (3) A statement of district goals for providing comprehensive special programs and services and over what span of time the goals will be achieved;
- (4) A description of the nature of the special programs and services which will be provided to accomplish the goals; and
- (5) A plan for evaluating progress on the district plan including each component program and service. [1959 c.528 §§5,6,7; 1963 c.570 §23; 1965 c.100 §410; 1971 c.613 §3; 1979 c.385 §3; 2011 c.440 §1]

343.407 Identification of talented and gifted students. School districts shall identify talented and gifted students enrolled in public schools under rules adopted by the State Board of Education. [1987 c.337 §3; 1993 c.45 §225]

343.409 Talented and gifted programs required. School districts shall provide educational programs or services to talented and gifted students enrolled in public schools under rules adopted by the State Board of Education. [1987 c.337 §4; 1993 c.45 §226; 1993 c.749 §18]

343.410 [1955 c.658 §2; 1961 c.541 §1; 1965 c.100 §413; 1971 c.96 §1; repealed by 1975 c.621 §17]

43.411 When identification and programs for certain children required or optional; state guidelines.

(1) ORS 343.407 and 343.409 apply to the identification of and provision of special educational programs and services for children described in ORS 343.395 (4)(a) and (b) and rules adopted by the State Board of Education.

(2) School districts may identify and provide special educational programs and services for children who demonstrate creative abilities, leadership abilities or unusual abilities in the visual or performing arts as described in ORS 343.395 (4)(c), (d) and (e) and rules adopted by the board.

(3) The board shall adopt state guidelines for the identification and provision of special educational programs and services described in subsection (2) of this section. [1991 c.951 §2; 2011 c.440 §5]

343.413 Short title. ORS 343.407 to 343.413 shall be known as the Oregon Talented and Gifted Education Act. [1987 c.337 §2]

Note: Sections 1 and 2, chapter 551, Oregon Laws 2011, provide:

Sec. 1. Task Force on the Instruction of Talented and Gifted Children. (1) The Task Force on the Instruction of Talented and Gifted Children is established.

(2) The members of the task force shall be appointed by the Superintendent of Public Instruction.

(3) The task force shall determine:

(a) The resources that are needed to provide instruction to talented and gifted children;

- (b) The appropriate level of funding for instruction of talented and gifted children, including potential methods for providing funding; and
- (c) The number of children who would benefit from instruction of talented and gifted children.
- (4) A majority of the voting members of the task force constitutes a quorum for the transaction of business.
- (5) Official action by the task force requires the approval of a majority of the voting members of the task force.
- (6) The task force shall elect one of its members to serve as chairperson.
- (7) If there is a vacancy for any cause, the superintendent shall make an appointment to become immediately effective.
- (8) The task force shall meet at times and places specified by the call of the chairperson or of a majority of the voting members of the task force.
- (9) The task force may adopt rules necessary for the operation of the task force.
- (10) The task force shall submit a report, and may include recommendations for legislation, to the interim legislative committees on education on or before October 1, 2012.
- (11) The Department of Education shall provide staff support to the task force.
- (12) Members of the task force are not entitled to compensation or reimbursement for expenses and serve as volunteers of the task force.
- (13) All agencies of state government, as defined in ORS 174.111, are directed to assist the task force in the performance of its duties and, to the extent permitted by laws relating to confidentiality, to furnish such information and advice as the members of the task force consider necessary to perform their duties. [2011 c.551 §1]

Sec. 2. Section 1 of this 2011 Act is repealed on the date of the convening of the 2013 regular session of the Legislative Assembly as specified in ORS 171.010 [February 4, 2013]. [2011 c.551 §2]

Identification - Talented and Gifted **

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 shall include as a minimum:

1. Behavioral, learning and/or performance information;
2. A nationally standardized mental ability test for assistance in identifying intellectually gifted students;
3. A nationally standardized academic achievement test for assistance in identifying academically talented students or Oregon Assessment of Knowledge and Skills (OAKS).

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.

The Board has established an appeals process for parents to utilize if they are dissatisfied with the identification process of their student for the district program for talented and gifted students and wish to request reconsideration.

END OF POLICY

Legal Reference(s): ORS 343.395 ORS 343.407 ORS 343.411 OAR 581-021-0030 OAR 581-022-1310 to -1330 OAR 581-022-1940

Cross Reference(s):

IGBBB - Identification - Talented and Gifted Students among Nontypical Populations

IGBBC - Programs and Services - Talented and Gifted

Identification - Talented and Gifted ** - IGBBA

Programs and Services - Talented and Gifted**

A district written plan will be developed for programs and services. All required written course statements shall identify the academic instructional programs and services to be provided which address 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. Block Classes
11. Independent Study
12. Credit by Examination
13. Concurrent Enrollment
14. Mentorship/Internship
15. Academic Competitions

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 581-022-1310 to -1330 OAR 581-022-1940

Cross Reference(s):

IGBBA - Identification - Talented and Gifted IGBBB - Identification - Talented and Gifted Students among Nontypical Populations

Programs and Services - Talented and Gifted** - IGBBC

Identification - Talented and Gifted Students among Nontypical Populations**

The district will make an effort to identify talented and gifted students from special populations such as:

1. Ethnic minorities;
2. Economically disadvantaged;
3. Culturally different;
4. Underachieving gifted;
5. Students with disabilities.

Careful selection of appropriate measures and a collection of behavioral or learning characteristics shall be used. The Board has established an appeals process for parents to utilize if they are dissatisfied with the identification process of their student for the district program for talented and gifted students and wish to request reconsideration.

END OF POLICY

Legal Reference(s):

ORS 343.395
ORS 343.407
ORS 343.411
OAR 581-022-1310 to -1330
OAR 581-022-1940

Cross Reference(s):

IGBBA - Identification - Talented and Gifted
IGBBC - Programs and Services - Talented and Gifted Identification

- Talented and Gifted Students among Nontypical Populations** - IGBBB

Adopted: 1/28/08

Readopted: 5/06/13

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 as academically talented and/or intellectually gifted. The Board directs the superintendent to develop procedures for identifying academically talented and intellectually gifted students K-12. The Board further directs the superintendent to 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, and identify the academic instructional programs and services which shall be provided.

END OF POLICY

Legal Reference(s):

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 581-022-1310 to -1330

Talented and Gifted Program – IGBB

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 five 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;
 - j. 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 90 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.

TALENTED AND GIFTED STANDARDS COMPLAINT FORM

Name _____

Address _____

Phone (Daytime) _____ (Evenings) _____

Date of Complaint _____

1. What is the nature of your complaint?

2. What is the district currently doing?

3. In your opinion, in what way is this situation a violation of state standards?

4. What do you feel the district should be doing?

5. Other pertinent comments:

Signature: _____

Clatskanie School District 6J

Code: IGBBA-AR

Revised/Reviewed: 1/28/08; 4/22/13

Orig. Code(s): IGBBA-AR

Appeals Procedures for Talented and Gifted and 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 child in the district program for talented and gifted students and wish to request reconsideration. It is the district's desire and intent that satisfactory solutions can be reached during the informal process. Informal Process:

1. The parents will contact the district Talented and Gifted coordinator to request reconsideration;
2. The coordinator will confer with the parents and 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 superintendent or his/her designee;
2. The superintendent or his/her designee 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;
3. The superintendent or his/her designee and TAG coordinator and other appropriate administrators 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's hearing officer utilizing the appropriate procedures;
6. A decision will be made within 20 working days after receipt of written request for reconsideration. The parents shall be notified of the decision in writing and the decision shall be forwarded to the superintendent; Appeals Procedures for Talented and Gifted and Identification and placement ** - IGBBA-AR 1-2
7. The decision may be appealed to the Board;
8. If the parents are still dissatisfied, they have access of appeal to the State Superintendent of Public Instruction following the procedures outlined in the Oregon Administrative Rules (OAR). The district shall provide a copy of the appropriate OAR upon request.

CLATSKANIE SCHOOL DISTRICT 6J
CLATSKANIE, OREGON 97016
(503) 728-0587

NOMINATION OF STUDENT FOR REACH SERVICES

I am nominating _____
(Students Name)

Of _____, at _____
(Grade) (School)

for REACH services. This student, in my judgment, has abilities, talents, and potential for accomplishment that qualify him/her for consideration for possible services.

_____ Attached is the appropriate survey form (FM # 907-910)

Relationship to nominee _____
(Parent, Teacher, Self)

Signed _____
(Nominating Person)

STUDENT PROCESSING CHECKLIST

DATE FILE INITIATED _____

a. _____ Test recommendations (if applicable)

[illegible]

_____ Date placed in program

_____ Notification of Programs and Services (FM #915)

_____ Date exited from program

Reason:

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CLATSKANIE, OREGON 97016
(503)728-0587

STUDENT DATA PROFILE
(K - 1)

NAME _____ DATE OF BIRTH _____ AGE _____

SCHOOL _____ GRADE K 1

SOURCE OF REFFERRAL: TEST DATA/TEACHER/PARENT/OTHER _____

SAMPLES OF STUDENT WORK _____
COMMENTS:

PARENT SURVEY (FM #908) EASY CBM/STAR/KINDERGARTEN SCREENING
COMMENTS:

OTHER _____
COMMENTS:

RECOMMENDATIONS AND OTHER PERTINENT DATA:

FORMAL TEST DATA (IF/WHEN APPLICABLE)

NAME OF TEST: _____
Results:

COMMENTS AND RECOMMENDATIONS:

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CLATSKANIE, OREGON 97016
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STUDENT DATA PROFILE

Date Initiated _____

	(Name)				(Birth date)				(School)			
Grade Level	1	2	3	4	5	6	7	8	9	10	11	12
Date	20__	20__	20__	20__	20__	20__	20__	20__	20__	20__	20__	20__

PERCENTILE SCORES

CogAT Results:

Verbal	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Quantitative	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Non-Verbal	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Composite	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

SWA Results:

Total Reading	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Total Math	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

PERFORMANCE DATA (Report Card):

Reading	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Math	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Social Studies	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Science	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Total GPA	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

ANECDOTAL DATA (Date Completed):

Teacher Survey (Required)	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Parent Survey (Required)	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Student Survey (Required)	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

Other Pertinent Test Data or Recommendations:

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REACH TEACHER SURVEY (K – 12)

STUDENT'S NAME _____ SCHOOL/GRADE _____ AGE _____

TEACHER'S NAME _____ DATE _____

Please check any of the following items that you most closely identify with this student when compared to others of the same age and give an explanation: (Explanation can be completed on separate page if necessary)

- _____ 1. Learns new information at an accelerated rate.
- _____ 2. Is exceptionally able to retrieve information from both short and long term memory.
- _____ 3. Exhibits a variety of learning strategies and is able to adapt the learning approach appropriately.
- _____ 4. Is unusually adept at connecting new learning to previously learned material to make it meaningful.
- _____ 5. Exhibits exceptional ability in detecting relationships, similarities, and differences.
- _____ 6. Is able to process information quickly.
- _____ 7. Demonstrates a much wider range of vocabulary usage, is more precise in the use of words, and uses complex sentence structure.
- _____ 8. Asks questions which are unusual, insightful, and/or shows relationships to other experiences.
- _____ 9. Uses appropriate and original examples and/or is able to produce unusual analogies to illustrate points.
- _____ 10. Demonstrates a high level of understanding through concise or elaborate works or products; is able to translate verbal information into visual representations (charts, graphs, illustrations)
- _____ 11. Exhibits special skills unusual for age.
- _____ 12. Exhibits innovative use of common materials by adapting or combining them in a new or unusual way.

- (_____ 13. Has collections or hobbies that are unusual or are organized in a sophisticated or original manner.
- _____ 14. a. Has the ability to devise or adopt a systematic strategy for solving problems.
- _____ b. Is able to change or adapt the problem solving strategy in some way if the original approach is not working.
- _____ 15. a. Exhibits a wide range of knowledge.
- _____ b. Exhibits a depth of information in one or more specific areas.
- _____ 16. Exhibits persistence on topics of interest, often finding it difficult to leave until some closure is reached.
- _____ 17. Becomes absorbed in intellectual tasks and seems highly resistant to distractions when focused on a topic of interest.
- (_____ 18. Exhibits intense and purposeful exploratory behavior on topics of interest.
- _____ 19. Exhibits the ability to evaluate his/her own solutions to problems and his/her own performance objectively and realistically.
- _____ 20. Becomes impatient and overly critical if work is not perfect.
- _____ 21. Prefers to work on projects that provide a challenge.
- _____ 22. Exhibits concern about social or political problems unusual for others; is concerned about right and wrong.
- _____ 23. Exhibits a zany sense of humor; enjoys word play and the use of puns.
- _____ 24. Is resistant to the routine drill on repetitive tasks covering information already known, such as math facts, spelling, or handwriting.
- (_____ 25. Can produce "reasons" which may be elaborate and/or highly creative for not doing things in the way originally presented.

_____ 26. Likes to organize or bring structure to things and/or people.

What special intellectual and/or academic strengths suggest that this child may need programs or services outside of the regular program?

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

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PARENT SURVEY (K – 12)

STUDENT'S NAME _____ SCHOOL/GRADE _____ AGE _____

PARENT'S NAME _____ DATE _____

Please check any of the following items that you most closely identify with this student when compared to others of the same age and give an explanation: (Please use additional sheet of paper if needed for explanations)

- _____ 1. Learns new information at an accelerated rate.
- _____ 2. Is exceptionally able to retrieve information from both short and long term memory.
- _____ 3. Exhibits a variety of learning strategies and is able to adapt the learning approach appropriately.
- _____ 4. Is unusually adept at connecting new learning to previously learned material to make it meaningful.
- _____ 5. Exhibits exceptional ability in detecting relationships, similarities, and differences.
- _____ 6. Is able to process information quickly.
- _____ 7. Demonstrates a much wider range of vocabulary usage, is more precise in the use of words, and uses complex sentence structure.
- _____ 8. Asks questions which are unusual, insightful, and/or shows relationships to other experiences.
- _____ 9. Uses appropriate and original examples and/or is able to produce unusual analogies to illustrate points.
- _____ 10. Demonstrates a high level of understanding through concise or elaborate works or products; is able to translate verbal information into visual representations (charts, graphs, illustrations)
- _____ 11. Exhibits special skills unusual for age.
- _____ 12. Exhibits innovative use of common materials by adapting or combining them in a new or unusual way.

_____ 13. Has collections or hobbies that are unusual or are organized in a sophisticated or original manner.

_____ 14. a. Has the ability to devise or adopt a systematic strategy for solving problems.

_____ b. Is able to change or adapt the problem solving strategy in some way if the original approach is not working.

_____ 15. a. Exhibits a wide range of knowledge.

_____ b. Exhibits a depth of information in one or more specific areas.

_____ 16. a. Exhibits persistence on topics of interest, often finding it difficult to leave until some closure is reached.

_____ 17. Becomes absorbed in intellectual tasks and seems highly resistant to distractions when focused on a topic of interest.

_____ 18. Exhibits intense and purposeful exploratory behavior on topics of interest.

_____ 19. Exhibits the ability to evaluate his/her own solutions to problems and his/her own performance objectively and realistically.

_____ 20. Becomes impatient and overly critical if work is not perfect.

_____ 21. Prefers to work on projects that provide a challenge.

_____ 22. Exhibits concern about social or political problems unusual for others; is concerned about right and wrong.

_____ 23. Exhibits a zany sense of humor; enjoys word play and the use of puns.

_____ 24. Is resistant to the routine drill on repetitive tasks covering information already known, such as math facts, spelling, or handwriting.

_____ 25. Can produce "reasons" which may be elaborate and/or highly creative for not doing things in the way originally presented.

_____ 26. Likes to organize or bring structure to things and/or people.

What special intellectual and/or academic strengths suggest that this child may need programs or services outside of the regular program?

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

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SELF SURVEY
(K-5)

_____ GIVEN BY INTERVIEW
_____ COMPLETED BY STUDENT

NAME _____ GRADE _____ DATE _____

Directions:

Interview: Read the questions and briefly record the student's response.

Completed by student: Read each question below and answer completely.

AT SCHOOL:

1. Which areas are easiest in school?

2. Which areas are hardest in school?

3. What things do you enjoy the most about school?

4. What things do you dislike about school?

5. How do you prefer to work? (alone or with others, for short or long periods, and where?)

6. How do you spend your free time at school? Would you like to change that?

OUT OF SCHOOL:

7. What sports or organizations are you involved in?

8. Are you or have you been involved in lessons out of school?

9. How do you spend your free time at home?

INTERESTS:

10. What are your hobbies?

11. Describe any collections you have made.

12. Are you interested in artistic activities? (Writing, music, drawing, painting, speaking, dance, drama, etc.)

13. What things are you interested in learning more about?

14. What things can you do very well?

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SELF SURVEY
(Grades 6-12)

NAME _____ GRADE _____ DATE _____

Read the statements below. Think about yourself. Write a brief comment by each statement that sounds like it describes you. The comment should explain how the statement is like you. If you need more space, you may attach another sheet of paper. You can leave any statement blank if it does not sound like you.

1. I am able to use information I already know to help with new things.

2. I am able to explain how things are alike or different.

3. I seem to learn new things quickly.

4. I use words more like an adult.

5. I have been told that I ask interesting or unusual questions. The last time someone said that, I had asked about

6. I am able to explain things using examples

7. I am able to do something that very few others my age can do. As an example, I can

8. I can put together things that usually do not go with each other to create something new or unusual. One time I used _____ to make _____

9. I like to collect unusual things or I organize my collections in unusual ways. One thing I collect is _____

10. I seem to be able to figure out answers to problems that come up in the classroom or on the playground when no one else can. One time I figured out _____

11. a. I know a lot about many things. For example, I know about: _____

b. I know a lot about one or two things. For example, I know about: _____

12. a. I get interested in a project and like to finish it before moving on. _____

b. I often do not finish one project and like to finish it before moving on. _____

13. I do not like to be interrupted when working on something interesting, especially when I am working on _____

14. a. I could help another student with a math problem. _____

b. I like to design and complete science projects. One project I am proud of is _____

c. I read a lot of books. I especially read a a lot about _____

d. I always seem to know the answers in math

e. I like to work on social studies projects. One project I did was

15. I have been told my ideas are interesting and/or unusual. One interesting or unusual idea I had recently was

16. I like my work to be perfect.

17. I like projects that make me think or provide a challenge. One project like that was

18. I care about other people's feelings and like things to be fair. For example, it makes me unhappy if

19. I like to make up and tell jokes or puns. My favorite joke or pun is

20. I do not like to practice on math facts or spelling words I already know.

21. I like to write or tell interesting stories. I can show you a story I wrote about

22. I like to find new and different things to do.

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PRIOR NOTICE AND CONSENT FOR EVALUATION

Dear _____,

We would like to inform you that your child, _____, is being considered for individual testing which will help us in his/her educational planning. Your child may be eligible for REACH services and in order to make this determination, further educational information is needed. Following is a description of any records, reports, or previously administered tests that were used as a basis for recommending this evaluation:
The evaluation procedures and/or tests will include the areas checked below:

_____ **ACADEMIC ACHIEVEMENT**

Assessment of basic skill development
measuring current achievement in
reading, math, spelling, & other areas
as appropriate.

_____ **INTELLECTUAL DEVELOPMENT**

Assessment of general intelligence
measuring current verbal & non-verbal
intellectual functioning.

_____ **BEHAVIOR AND/OR PERSONALITY**

Assessment of current emotional/social
development, adaptive behavior or personality.

_____ **OTHER (SPECIFY)**

Since OAR 581-21-030 requires the school receive written consent before testing, please sign this permission form and return it as soon as possible. If you have questions, please feel free to contact me.

Name/Title

Phone

Date

I understand and agree to the above evaluations and that my consent is voluntary and may be revoked at any time.
PLEASE SIGN THE STATEMENT WHICH BEST REFLECTS YOUR WISHES:

Permission is given for evaluation _____
Parent/Guardian Date

Permission is denied for evaluation _____
Parent/Guardian Date

CLATSKANIE SCHOOL DISTRICT 6J
CLATSKANIE, OREGON 97016
(503)728-0587

NOTIFICATION TO PARENTS OF STUDENT ELIGIBILITY

Dear _____,

Our records show that at this time your child qualifies for the REACH program. Students become eligible for this program if they have scored at or above the 97th percentile, or demonstrate the potential to perform at the 97th percentile, on a standardized test, as well as meeting other criteria components.

REACH is the acronym for Research, Enrichment, Acceleration, Creativity, and Higher order thinking skills. The name "REACH" was chosen because it incorporates those elements essential to a program that attempts to address the special needs of this population. These students may need instructional adjustments to better address their rate and level of learning.

We would like to give you the opportunity to provide input and discuss the programs and services available to your child. The meeting will be held on _____ at _____
Date Time

at _____
Location

Enclosed you will find a Parent Survey for you and a Self Survey for your child. Please bring these completed forms to our meeting. We look forward to seeing you and discussing our program options. If you are unable to attend this meeting or have any questions, please contact me as soon as possible.

Sincerely,

Name/Title

CLATSKANIE SCHOOL DISTRICT 6J
CLATSKANIE, OREGON 97016
(503)728-0587

NOTIFICATION TO PARENTS OF STUDENT NON-ELIGIBILITY

Dear _____,

The school would like to inform you that based upon the results of the evaluation, your child does not qualify for REACH services at this time. However, all pertinent information shall remain on file for future consideration.

The following is an explanation as to why _____ was not found eligible at this time:

If you have any questions, please feel free to contact me.

Name/Title	Phone	Date
------------	-------	------

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CLATSKANIE, OREGON 97016
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NOTIFICATION OF PROGRAMS AND SERVICES

Dear _____,

Following evaluation, _____ has been found eligible for REACH services.

The following are proposed REACH services and/or activities:

Name/Title

Date

I have met with the REACH representative and have had an opportunity to provide input to and discuss with the district the programs and services to be received by my child as stated above. I understand that granting consent is voluntary and may be revoked at any time.

_____ I consent to the REACH services as described above.

_____ I do not consent to REACH services for my child at this time.

Parent/Guardian

Date

CLATSKANIE SCHOOL DISTRICT 6J
CLATSKANIE, OREGON 97016
(503)728-0587

REACH WORKSHEET

NAME _____ TEACHER _____

GRADE _____

Circle Area of Identification: Cognitive Ability Math Reading

Area of Focus/Study

Program Proposals Based on Assessment of Rate/Level

____ Remediation
____ Regular Classroom
____ Acceleration
____ Enrichment
____ Other

Instructional Strategies to be Used

____ Cluster Groupings

____ Learning Contracts

____ Learning Centers

____ Independent Study

____ Learning Packets

____ Mixed Groups

____ Whole Class Instruction

____ Small Group Instruction

____ Fast Paced Group

____ Other _____

Material and/or Activities

How will the student's program be evaluated?

____ Oral Presentation

____ Research Project

____ Journal

____ Booklet

____ Written Test

____ Oral Test

____ Computer Program

____ Other _____

____ Flow Chart

____ Video/Cassette/CD

____ Newsletter

Spring Review:

CLATSKANIE SCHOOL DISTRICT 6J
CLATSKANIE, OREGON 97016
(503)728-0587

RECORD OF ACTIVITIES AND REACH PROGRAMS
By Grade

STUDENT NAME _____ St. # _____

GRADE

K Teacher _____ REACH area(s) _____

1 Teacher _____ REACH area(s) _____

2 Teacher _____ REACH area(s) _____

3 Teacher _____ REACH area(s) _____

4 Teacher _____ REACH area(s) _____

5 Teacher _____ REACH area(s) _____

6 Teacher _____ REACH area(s) _____

7 Teacher _____ REACH area(s) _____

8 Teacher _____ REACH area(s) _____

9 Teacher _____ REACH area(s) _____

10 Teacher _____ REACH area(s) _____

11 Teacher _____ REACH area(s) _____

12 Teacher _____ REACH area(s) _____

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