



## ✓ Parents' or Guardians' Responsibilities and Rights

### *How Are Parents/Guardians Involved?*

The major responsibility of parents or guardians is to be informed about and involved in their child's education so they can be supportive advocates. Most often, good communication between parents or guardians and the school allows for questions to be raised and addressed.

Parents or guardians may:

- attend meetings offered by their district or building to learn about giftedness and learning opportunities for their child.
- read about TAG education in libraries or on the web and share what they learn.
- network with other parents.

Classroom donations from parents or guardians could include volunteering:

- in the classroom or school to free up the teacher's time to work with TAG students on special projects.
- to accompany students on field trips, especially trips that are appealing to TAG students' interests.
- to support or coach school imported enrichment programs such as Odyssey of the Mind, Destination Imagination, Foreign Language Club, Creative Writing Club, Junior Great Books, Math Club, or Future Problem Solving, or other after-school programs that support the gifted development and interests of high ability, TAG learners.

## ✓ Specific Parent Rights

The Oregon Talented and Gifted Education Act guarantees the following specific rights to parents of children identified under this Act:

- Parental permission must be obtained for any individualized testing.
- Parents are to be notified of their child's identification as talented and gifted and of the programs and services available in their district.
- Parents must be given the opportunity to discuss and to provide input to the programs and services to be received by their child, including an optional TAG personal educational plan (TAG PEP).
- Parents may request access to the records used in the identification process along with an explanation by a knowledgeable district employee.
- Parents must be informed of the procedure for a complaint or appeal. In general, this procedure is contained in the district's policy and procedures. It should provide for resolution at the local level. The policy usually directs parents to bring their complaint or appeal for resolution first to the teacher. If not satisfactorily resolved, the complaint then goes to the building principal or building TAG facilitator, then to the district TAG coordinator or administrator with TAG responsibilities, to the district superintendent, and finally to the local board of education.
- After exhausting local complaint procedures, parents may address a written complaint indicating which state statute or rule has been violated to the State Superintendent of Public Instruction.
- Parents may, at any time, request the withdrawal of their child from talented and gifted programs and services.

## ✓ If you have questions, please contact:

- Your child's classroom teacher, building TAG facilitator, or building principal.
- The district TAG coordinator or administrator with TAG responsibilities.
- **Oregon Department of Education**  
Angela M. Allen  
Education Specialist in TAG  
255 Capitol Street NE  
Salem, OR 97310-0203  
angela.m.allen@state.or.us  
(503) 947-5931
- Or visit the ODE TAG web site at <http://www.ode.state.or.us/go/TAG>

## ✓ Additional Resources:

- National Association for Gifted Children (NAGC)  
This organization includes both educators and parents. The website includes brief position papers and a glossary of terms frequently used in gifted education. [www.nagc.org](http://www.nagc.org)
- Oregon Association for Talented and Gifted (OATAG)  
This organization includes both parents and educators.  
P.O. Box 1703  
Beaverton, OR 97075  
[www.oatag.org](http://www.oatag.org)

### Notice of Nondiscrimination

It is a policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination and harassment on the grounds of race, color, sex, marital status, religion, national origin, age or disability in any educational programs, activities or employment.

Persons having questions about equal opportunity and nondiscrimination should contact the State Superintendent of Public Instruction at the Oregon Department of Education, 255 Capitol Street NE, Salem, OR 97310; phone 503-947-5740; fax 503-378-4772; or TDD 503-378-2892.

To the Parents or Guardians  
of Students Identified as

# Talented and Gifted in Oregon

Revised July 2015



The Oregon definition of  
Talented and Gifted learners:

"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..."

Oregon Revised Statute 343.395(4)

This document cannot be altered without the express written consent from the Oregon Department of Education, TAG.

*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.*

Oregon Administrative Rules 581-022-1310, 1320, and 1330 outline enforcement of the Oregon Talented and Gifted Education Act. OAR 581-022-1510 addresses guidance and counseling. Oregon Revised Statutes 343.391-343.413 also apply. These Oregon Administrative Rules and Statutes apply to all children, grades K-12, in all Oregon public schools.

### **What does Talented and Gifted (TAG) mean?**

Identification as a TAG student means the student has scored at the 97th percentile or above on a nationally normed test and, the district has gathered a body of evidence (data points) to support identification as a TAG student.



### **✓ Identification**

Identification of talented and gifted (TAG) students is prescribed by law. In addition to the state statute and rules, each district must have written policies and procedures describing how it will collect and use information to identify students K-12. The district TAG coordinator, or building TAG facilitator, or building principal will be able to describe their procedures for gathering the body of evidence for TAG identification.

### **In what areas are students to be identified?**

1. intellectually gifted
2. academically talented in reading
3. academically talented in math

Districts may also identify in the areas of creativity, leadership, and visual and performing arts.

### **What criteria must be used?**

The district should make every effort to gather a body of evidence which may include behavioral, learning and/or performance information, including

- a score of 97th percentile or greater on a nationally standardized mental ability test for students identified as intellectually gifted.
- a score equal to or greater than the 97th percentile on a nationally standardized achievement test in reading or in math for students identified as academically talented in reading or in math.
- Districts shall also identify students who demonstrate the “potential to perform” at the 97th percentile. These may include students from cultural and ethnic minorities, disadvantaged or underachieving students, and learning disabled students.
- No single test measure or score is to be used as a sole criterion for identification.
- A team shall make the final decision on identification.

Ref: OAR 581-022-1310

### **How do I/we learn about test results?**

The results of the testing for a child should be reviewed with parents/guardians by the classroom teacher or building facilitator or district TAG program coordinator. The Oregon Department of Education does not have individual testing records.



### **✓ Programs and Services**

In most districts, students in Oregon are provided TAG services in the general education classroom through differentiated instruction. District policies and procedures also include the specific programs and services available to identified students within their district and at each building.

### **How should TAG instruction be designed?**

The instructional content for TAG learners should:

- be linked to the student’s area(s) of identification.
- provide a challenge and higher order thinking.
- be qualitatively different.

### **Level and Rate**

The TAG law states that the instruction provided to identified students must address each student’s assessed level of learning and rate of learning in the student’s area(s) of TAG identification. Ref: OAR 581-022-1330 (4)

### **What is the level of learning?**

- Level of learning is the student’s instructional level in the curriculum and the place where the student will be successful but will also encounter knowledge and skills not yet learned or mastered. Level is more than advanced grade level; it involves complexity and sophisticated concepts.

### **What is rate of learning?**

- Rate is a measure of the pace at which the student successfully progresses through the curriculum after being placed at an appropriate instructional level.
- A student’s rate of learning will vary, depending on the subject, point in the learning process, degree of interest, level of difficulty, learning style, and area(s) of TAG identification.

### **How do parents know the level and rate are appropriate?**

- The student is challenged.
- The student is learning new concepts.
- The student pursues deeper and/or more complex work.
- The student is not frustrated by work that is too easy or too difficult.

### **How soon after a student is identified as TAG are programs and services provided?**

Services are to be implemented in a timely manner. Best practices indicate the recommended time is within 30 school days.

### **How long can the TAG identified student receive services?**

Once identified through a defensible process, students are considered as TAG for their K-12 education. Some districts, however, may create further testing for placement purposes at transition times. This may happen in transition from elementary to middle school and from middle school to high school or from one school district to another. In general, if the initial testing was robust and included multiple data points, the TAG identification should remain through the student’s enrollment in Oregon’s K-12 schools.

### **Does TAG cost money?**

Education as a TAG student should not cost parents/guardians any extra money. TAG is a special service for which students qualify. Some districts do offer summer and spring break enrichment programs for which there is a fee because these programs occur outside of the regular school calendar.

