

*Talented and Gifted  
Program*

**PARENT HANDBOOK**

If you have a disability and need this publication in an alternate format,  
please contact Klamath County School District Curriculum office at 541-883-5000.

Revised Sept. 2009

# OREGON AND ITS GIFTED

## STATE LAW

Oregon Revised Statute (ORS) 343.407 requires that gifted children in the State of Oregon shall be identified beginning in the school year 1990-1991. ORS 343.395(7) defines the gifted as “those children who require special educational programs or services, or both, beyond those normally provided by the regular school program.”

Oregon Administrative Rule (OAR) 581-022-1310 (1) states, “Each school district shall have local district policies and procedures for the identification of talented and gifted students...” in the areas of intellectual ability and academic performance in grades K-12. Subsections (a) and (b) further require that: “districts shall collect behavioral, learning, and/or performance information and include the information in all procedures for the identification of students. Districts shall use the following criteria:

1. **Intellectually Gifted** – Those children who score at or above the 97<sup>th</sup> percentile on an individual test of mental ability.
2. **Academically Talented** – Those children who score at or above the 97<sup>th</sup> percentile on one or more tests of academic achievement, such as the Oregon State Assessments for math and reading, or a nationally standardized test battery. (The total reading and/or the total math scores are used.)

OAR 581-022-1310 (1)(d) states that “districts may identify additional students who are talented and gifted as defined in ORS 343.395(7)(c),(d), & (e) as determined by local district policies and procedures.” These are students who “demonstrate outstanding ability or potential in one or more of the following areas:

3. **Creative or Productive ability** in using original or nontraditional methods in thinking and producing.
4. **Visual or Performing Arts** such as dance, music, or art as determined by the professional judgment of student products or performances.
5. **Leadership**, or ability in motivating the performance of others either in educational or noneducational settings as determined by professional judgment based on student’s demonstrated abilities, and may include peer judgment.”

In addition, under 581-022-1310(1)(c), “districts, by local policies and procedures, may identify students who demonstrate the potential to perform at the 97<sup>th</sup> percentile, despite their failure to qualify” as intellectually gifted or academically talented as stated above. These may be gifted students from the following groups:

- Cultural and ethnic minorities
- Disadvantaged
- Underachieving gifted
- Handicapped learners

## **DEFINITIONS**

The terms “gifted” and “talented” are often used interchangeably. There is a difference between them, however. Some experts in gifted and talented education define giftedness as the innate ability or capacity in some domain of ability. The giftedness may be very general, or may be channeled into a specific domain. Talents are extraordinary performance in a field of human endeavor. People who are gifted have the *potential* to become talented but, unfortunately, do not always do so. (Rogers, 32-34)

People who demonstrate a talent obviously have the ability or potential to do so. There really is no such thing as an “overachiever.” No one can do more than they have the capacity to do. However, people who do not score at or above the 97<sup>th</sup> percentile on tests of general intelligence can still become talented in one or more areas because of their persistence and motivation to work hard. These people fit the educational definition of “talented” even though they may not be intellectually gifted.

Because of its many dimensions, giftedness is a difficult and elusive phenomenon to define or describe. Terms frequently applied to gifted and talented children are: highly capable, intellectually superior, academically outstanding, exceptional, and unusually creative. They may be inquisitive, persistent, independent, curious and self-motivated. Some demonstrate outstanding talent in the visual and dramatic arts, leadership, or creative ability.

One expert in education of the gifted and talented believes that a student is probably gifted if he or she demonstrates most or all of the following characteristics:

1. Learns new material faster and at an earlier age than age peers.
2. Remembers what has been learned forever, making review unnecessary.
3. Is able to deal with concepts that are too complex and abstract for age peers.
4. Has a passionate interest in one or more topics.
5. Can process more than one task at a time.
6. Makes connections and intuitive leaps beyond the ability of his or her peers.

(Winebrenner, 9)

## **TYPICAL CHARACTERISTICS OF GIFTED CHILDREN**

Though each child will have his or her own unique combination of traits, there are many specific characteristics that tend to distinguish gifted children from other children of the same age.

### **Gifted children often:**

- Have large vocabularies for their age,
- Master basic skills more quickly and need less practice,
- Have longer concentration and attention spans,
- Display greater independence and self-initiative at an earlier age,
- Express greater comprehension of subtleties of language,
- Display unusual sense of humor,
- Exhibit a wide variety of interests,
- Have a highly developed sense of curiosity and a limitless supply of questions.

## **MYTHS AND STEROTYPES**

Many myths and stereotypes surround giftedness. It is important to remember that, like all children, gifted children are each unique and can have problems. Some common myths are listed here.

### ***Gifted children have it made***

Though the onlooker may see life as a “breeze” for the gifted student, in most schools being different makes life more difficult. The bright child who enjoys studying may be ridiculed and resented by peers. As a result, some students hide their talent in order to gain acceptance. Gifted children can also have learning, behavioral, physical, or environmental difficulties that make it hard to achieve their potential.

### ***Gifted students are easily identified by teachers***

Teachers without special training in the area of gifted education often have difficulty identifying gifted students. Not all gifted children are motivated to achieve in the ways traditionally expected for success in school. Studies indicate that parents and peers are often better at recognizing giftedness.

### ***Gifted children are primarily white, middle-class or privileged children.***

Gifted students come from all ethnic and socio-economic backgrounds. They may have to overcome language, cultural, or economic barriers that sometimes make them more difficult to identify.

### ***All gifted children are alike.***

Although they share some common characteristics, gifted children vary widely in their specific talents and therefore in their specific needs. They exhibit personalities and behaviors that are as widely varied as any other group of people.

### ***Gifted children are highly motivated and successful in school.***

Some are, but just as many gifted students are unmotivated to achieve in a traditional school situation that does not fit their interests or abilities. Many gifted children are bored, but unwilling to challenge themselves and expect everything to be easy. They often underachieve in school.

### ***Gifted students will be successful regardless of whether they receive special attention.***

Many people assume that because a child is gifted, he is “smart enough to make it on his own” without special help. However, like all students, gifted students learn better in programs that are tailored to meet their needs. Unfortunately, we cannot measure the talent loss of students who could have developed more of their potential if they had been given the opportunity.

### ***Special opportunities for the gifted is elitism.***

Gifted students at or above the 97<sup>th</sup> percentile are just as different from average children as severely handicapped children in the 3<sup>rd</sup> percentile are different from average children. Our society does not believe it is unfair to give physically or intellectually handicapped children extra resources in order to fit their educational needs. Gifted children also have unusual educational needs that should be met to the fullest extent possible.

## **WHAT ARE THE SPECIAL NEEDS OF GIFTED STUDENTS?**

Contrary to what one might assume, gifted children can and often do have difficulty in school. Great talent, paradoxically, can be a handicap in an educational situation designed (as most schools are) to meet the needs of the average student. Too often, faced with boredom and frustration in the regular classroom, gifted and talented children become under-achievers and coast along with the rest of their classmates, never realizing their potential. Some experts estimate that underachievement among gifted students runs as high as 50 percent. Many bright students are failing one or more of their subjects. Some drop out of high school and many do not go to college.

Gifted and talented youngsters often need a different kind of educational program, one that takes into account their unique abilities and offers them greater challenges than most children can handle. Class work should be differentiated and/or accelerated to fit each student's individual strengths.

## **KCSD PHILOSOPHY**

The philosophy for the KCSD TAG program is essentially the same as that for all students in a democracy: *Each student should receive educational experience appropriate to his or her individual abilities, interests, and learning styles.* The purpose for TAG education is, thus, the same as that for other children, differing only in the greater emphasis placed on creative effort, intellectual initiative, critical thinking, social adjustment, social responsibility, and the development of unselfish qualities of leadership. While these same objectives are desirable for all students, they are essential for TAG students if they are to achieve their maximum self-realization. The ultimate objective of the TAG program is to enable these students to become optimally productive and capable members of society. To achieve this, they will need to be provided equality of educational *opportunity*, which cannot generally be attained by providing the identical educational *experiences* as those provided the total school population. They need to be educated at their identified rate and level of learning throughout their entire education program in order to realize their full potential and contribution to society.

## **KCSD SCHOOL BOARD POLICY**

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, intellectually gifted, and/or exceptional ability/potential.

The Board directs the superintendent to develop a written identification process for identifying academically talented, intellectually gifted and/or exceptional ability/potential students K-12.

A written plan that identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of identified students shall be similarly developed.

Klamath County School District will facilitate the needs of the TAG student by providing an in-class program designed to meet each student's appropriate rate and level of learning.

## **SCREENING PROCESS**

All students in the Klamath County School District will be screened for possible inclusion in the TAG program through one or more of the following methods.

### **Intellectually Gifted**

Students may be referred by teachers or parents for individual intelligence testing. Students who score at or above the 97<sup>th</sup> percentile on the KBIT or other test of general intelligence shall be considered for inclusion in the TAG program. Students scoring between the 92<sup>nd</sup> and 97<sup>th</sup> percentiles *may* be considered if other data strongly supports identification as intellectually gifted. Teacher observation will serve as another screening process.

### **Academically Talented**

All students in the district will be screened each year from 3<sup>rd</sup> through 10<sup>th</sup> grades with the Oregon State Assessment or equivalent. Students who score at or above the 97<sup>th</sup> percentile on the total battery scores of reading *or* mathematics shall be considered for inclusion in the TAG program. Students scoring between the 92<sup>nd</sup> and 97<sup>th</sup> percentiles *may* be considered if other data strongly supports identification as academically talented. Teacher observation will serve as a second screening process. Teachers will refer students who exhibit exceptional academic performance in the classroom.

### **Potentially Talented or Gifted**

Students who, despite their current failure to qualify as intellectually gifted or academically talented, demonstrate the potential to perform at the 97<sup>th</sup> percentile may be qualified for identification as potentially gifted or talented. This designation is for students who are currently struggling to overcome difficulties caused by learning English as a second language, being handicapped learners, or being disadvantaged in some way that limits the current fulfillment of their potential to achieve at a very high level.

## **REFERRAL PROCESS**

Students may be referred at any time for consideration for the TAG program by any education personnel, parents, community members, and, at the secondary levels, by the students themselves. Referrals should be given to the student's teacher or principal. Referrals will be forwarded to the district TAG coordinator, who will, in a timely manner, gather the appropriate data and arrange for a review by TAG Identification team in the building that the student attends. The TAG Identification team for each building will consist of the District TAG Coordinator and the current classroom teacher of the child under consideration, plus the principal and/or at least one other teacher designated by the principal.

At the beginning of each school year, the district TAG Coordinator will screen the previous year's achievement test scores of all students. Those students who achieve at the 92<sup>nd</sup> percentile or better will be considered for the TAG program. This will happen automatically each year. However, students do not necessarily have to meet any predetermined score on any test of intellectual or academic ability in order to be referred to the TAG Identification team for consideration for TAG. Multiple criteria will be used by the team to make its determination about whether students under consideration are in fact eligible for the TAG program.

Parents will be automatically notified if their child qualifies for the TAG program or if the TAG Identification team wishes to have further testing done in order to make this determination. Written parental consent *must* be obtained before any individualized testing is done. Communication on the purpose of testing should be made in the language spoken in the home.

Any parents not so notified who believe their child may qualify for the TAG program should first discuss this with their child's teacher. The district TAG coordinator can provide the teacher and parent with information concerning percentile scores and alternate identification procedures.

## **REEVALUATION**

Students who are identified as Potential TAG will be under continuous evaluation to determine whether they qualify for the TAG program. Their qualification status will be reviewed by the building TAG Identification team every year.

Elementary students identified after January 1, 2007 will be reevaluated every three years for continued qualification for the TAG program. Any student who is *clearly* no longer TAG, as shown by multiple data from two or more years, will be exited from the program. Parents will be notified of this reevaluation procedure, in writing, at the time of reevaluation.

Because students will be reevaluated every 3 years, there should be no hesitation to qualify students for the TAG program as early as Kindergarten or first grade, provided *multiple* data indicate the student should be so identified. It should be emphasized to parents that the earlier a child is identified, the easier it is to misidentify him or her, and that is the reason for the reevaluation and the possibility that he or she will be later exited from the program. Research shows that early identification has a very positive effect on a gifted student's later performance, so it is desirable to identify children in the primary years if multiple data supports this.

## **APPEALS PROCEDURE**

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

1. The parent/guardian should first contact the child's classroom teacher(s) to address the cause of their dissatisfaction.
2. If the cause of dissatisfaction is not resolved, the parent/guardian should contact the building principal to state the nature of their complaint. The building principal will confer with the parent/guardian, and may include any additional appropriate persons such as the classroom teacher and/or district TAG coordinator. At this time additional information pertinent to any violation of standards for delivery of the programs and services will be shared.

3. If an agreement cannot be reached, the parent/guardian will be given the Talented and Gifted Standards Complaint Form (TAG 4) which must be filled out before further consideration can be given to the complaint. All such complaints will be reported to the superintendent.
4. The superintendent shall arrange for a review committee consisting of the district TAG coordinator, the curriculum director, building principal and additional persons as appropriate.
  - a. The review committee shall meet within five (5) working days of receiving the written complaint and review all pertinent information. A recommendation will be submitted to the superintendent within ten (10) working days of receiving the original complaint.
  - b. The committee may recommend that:
    - (1) The programs or services are appropriate or not appropriate.
    - (2) The student is eligible or not eligible.
    - (3) More information is needed.
5. The superintendent shall make the final decision and report that decision to the School Board at the next regularly scheduled meeting.
6. If the complainant remains dissatisfied and has exhausted local procedures or forty-five (45) or more days have elapsed since the original filing of a written complaint alleging violation of standards with the Klamath County School District, an appeal to the State Superintendent of Public Instruction can be filed. The Klamath County School District will provide a copy of the appropriate Oregon Administrative Rules upon request.

## **TAG PROGRAM SERVICES**

The primary focus of the talented and gifted program in Klamath County School District will be at the classroom level. It will be the responsibility of the classroom teacher to differentiate the curriculum to serve the TAG student the appropriate rate and level.

A Personal Education Plan (PEP) will be developed every year for each identified TAG student, beginning in the 2007/08 school year for elementary and the 2010/11 school year for secondary. Parents will be given an opportunity to provide meaningful input to this plan. The plan will specify goals and means of meeting and evaluating those goals.

At the elementary level, a progress report on the PEP goals will be provided to parents every six weeks, beginning at the end of the second grading period each year. At the secondary level, a progress report on the PEP goals will be provided to parents at least every semester.

The district will offer additional programs to elementary students through the District TAG Coordinator/Teacher. These programs may include pull-out classes during school hours and/or extra-curricular and summer activities.

Each year at parent-teacher conferences, Klamath County School District will provide an opportunity for the parents to give input and discuss with their child's teacher the progress and services to be received by their child. Parents are welcome to discuss their child's education in the TAG program with the child's teacher(s) and with the District TAG Coordinator at any time, by appointment.

Participation in the Talented and Gifted program is voluntary. A student may withdraw from the program at any time, with parental consent. The parents of students who choose to rescind their child's TAG identification will be requested to complete an exit record to be maintained with their child's file. Identified students whose TAG identification is rescinded by the parent may not be considered for readmission into the program until the following school year. Readmission will require the student to requalify using current data and criteria

However, students may opt out of participation in any particular TAG pull-out class or program without rescinding their TAG identification, and they may resume participation at such time as is deemed appropriate by the child's parents and teachers. Parents are requested to give the teacher or TAG coordinator written notice if they wish their child to stop or resume participation in a TAG pullout program.

## **SOURCES CITED**

Rogers, Karen B. *Re-Forming Gifted Education: How Parents and Teachers Can Match the Program to the Child*. Scottsdale, AZ: Great Potential Press, 2002.

Winebrenner, Susan. *Teaching Gifted Kids in the Regular Classroom*. Minneapolis: Free Spirit Publishing, 2001.

## **OTHER RESOURCES FOR PARENTS**

Organizations:

Oregon Association for the Talented and Gifted (OATAG)

[www.oatag.org](http://www.oatag.org)

National Association for Gifted Children (NAGC)

[www.nagc.org](http://www.nagc.org)

Publishes *Parenting for High Potential*, a quarterly periodical for parents of gifted children.

Delisle, Jim and Galbraith, Judy. *When Gifted Kids Don't Have All the Answers*. Minneapolis: Free Spirit Publishing, 2002.

Galbraith, Judy. *The Gifted Kids Survival Guides (A Teen Handbook or For Ages 10 & Under)*. Minneapolis: Free Spirit Publishing, 1999.

Rimm, Sylvia. *When Gifted Students Underachieve: What You Can do About it*. Waco, TX: Prufrock Press, 2002.

# **Appendix**

## **TAG Forms**

**KLAMATH COUNTY SCHOOL DISTRICT  
REFERRAL FOR TALENTED AND GIFTED PROGRAM**

**TAG 1**

STUDENT'S NAME: \_\_\_\_\_ GRADE \_\_\_\_\_

STUDENT'S CLASSROOM TEACHER \_\_\_\_\_

CURRENT CLASSROOM PERFORMANCE LEVELS ACHIEVEMENT TESTS: READING \_\_\_\_\_ MATH \_\_\_\_\_ OTHER \_\_\_\_\_

FILLED OUT BY: PARENT \_\_\_\_\_ TEACHER \_\_\_\_\_ PEER \_\_\_\_\_ STUDENT \_\_\_\_\_ OTHER \_\_\_\_\_

**CREATIVITY CHARACTERISTICS**

1. \_\_\_\_ Displays a great deal of curiosity about many things: is constantly asking questions about anything and everything.
2. \_\_\_\_ Generates a large number of ideas of solutions to problems and questions: offers unusual ("way out") unique clever responses.
3. \_\_\_\_ Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreement.
4. \_\_\_\_ Is a high risk taker; is adventurous and speculative.
5. \_\_\_\_ Displays a good deal of intellectual playfulness; fantasizes; imagines ("I wonder what would happen if..."); manipulates ideas; is often concerned with adapting, improving and modifying institutions, objects and systems.
6. \_\_\_\_ Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others
7. \_\_\_\_ Is unusually aware of his/her impulses and more open to the irrational in her/himself; shows emotional sensitivity.
8. \_\_\_\_ Is sensitive to beauty; attends to aesthetic characteristics of things.
9. \_\_\_\_ Is nonconforming; accepts disorder; is not interested in detail; is individualistic; does not fear being different.
10. \_\_\_\_ Criticizes constructively; is unwilling to accept authorization pronouncements without critical examinations.

**MOTIVATIONAL CHARACTERISTICS**

1. \_\_\_\_ Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion.
2. \_\_\_\_ Is easily bored with routine tasks.
3. \_\_\_\_ Needs little external motivation to follow through in work that initially excites him/her.
4. \_\_\_\_ Strives toward perfection; is self-critical; is not easily satisfied with his/her own speed or products.
5. \_\_\_\_ Prefers to work independently; requires little direction from teachers.
6. \_\_\_\_ Is interested in many "adult" problems such as religion, politics, sex, race—more than usual for age level.
7. \_\_\_\_ Often is self-assertive (sometimes even aggressive); stubborn in his/her beliefs.
8. \_\_\_\_ Likes to organize and bring structure to things, people and situations.
9. \_\_\_\_ Is quite concerned with right and wrong; good and bad; often evaluates and passes judgment on events; people and things.

**LEARNING CHARACTERISTICS**

1. \_\_\_\_ Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expressions, elaboration, and fluency
2. \_\_\_\_ Possesses a large storehouse of information about a variety of topics.
3. \_\_\_\_ Has quick mastery and recall of factual information.
4. \_\_\_\_ Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions.
5. \_\_\_\_ Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things.
6. \_\_\_\_ Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others.
7. \_\_\_\_ Reads a great deal on his/her own; usually prefers adult level books; does not avoid difficult materials.
8. \_\_\_\_ Tries to understand complicated material by separating it into its respective parts; reasons things out for him/herself.

**LEADERSHIP CHARACTERISTICS**

1. \_\_\_\_ Carries responsibility well; can be counted on to carry out his/her commitments.
2. \_\_\_\_ Is self-confident with children his/her own age as well as adults; seems comfortable when asked to show his/her work in class.
3. \_\_\_\_ Seems to be well liked by his/her classmates.
4. \_\_\_\_ Is cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with.
5. \_\_\_\_ Can express her/himself well; has good verbal facility and is usually understood.
6. \_\_\_\_ Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed.
7. \_\_\_\_ Seems to enjoy being around other people; is sociable and prefers not to be alone.
8. \_\_\_\_ Tends to dominate others when they are around; generally directs the activity in which he/she is involved.
9. \_\_\_\_ Participates in most social activities connected with the school; can be counted on to be there if anyone is.
10. \_\_\_\_ Excels in athletic activities; is well coordinated and enjoys all sort of athletic games.

Signature \_\_\_\_\_

Date \_\_\_\_\_

**KLAMATH COUNTY SCHOOL DISTRICT**

**TAG 2**

**PARENTAL CONSENT FOR AN INDIVIDUAL EVALUATION  
TO DETERMINE IDENTIFICATION AS TALENTED AND/OR GIFTED**

Dear Parent or Guardian:

This is to inform you that your child, \_\_\_\_\_, has been referred for individual testing for possible placement into the talented and gifted (TAG) program. Referrals for testing are developed when more information about a student’s ability and/or achievement is needed in order to determine if a child is intellectually gifted and/or academically talented.

Since it is the district’s policy to obtain written prior consent before proceeding with individual testing, we would appreciate your signing this permission form. If you have any questions, please feel free to contact me.

It is important that you are aware of and understand the following:

1. You have the right to review all records related to a referral.
2. You have the right to refuse to permit the evaluation or services indicated.
3. You have the right to be fully informed of the results of the evaluation.
4. If you disagree with the results, you have the right to obtain an independent evaluation from a public or private agency.
5. You have the right to review the procedures and instruments (tests) to be used in the evaluation.
6. You have the right to an appeals process if you believe your child has not received fair consideration in the selection process for the gifted program.

\_\_\_\_\_  
Building Principal or TAG Coordinator

\_\_\_\_\_  
Date

-----  
I understand that the granting of consent is voluntary and may be revoked at any time.  
I also understand that the granting of consent is voluntary and may be revoked at any time.

\_\_\_\_\_ Consent is given to conduct an evaluation.

\_\_\_\_\_ Consent is denied to conduct an evaluation.

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Date

If you have a disability and need this publication in an alternate format, please contact KCSD Curriculum Office at 883-5000.

**TALENTED AND GIFTED STANDARDS COMPLAINT FORM**

**NAME** \_\_\_\_\_ **DATE** \_\_\_\_\_

**ADDRESS** \_\_\_\_\_

**PHONE (Daytime)** \_\_\_\_\_ **(Evening)** \_\_\_\_\_

**Email** \_\_\_\_\_

**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**

## TAG INFORMATION REQUEST

Dear \_\_\_\_\_

Date \_\_\_\_\_

As you are aware, your child \_\_\_\_\_, has been identified as talented and/or gifted under the provisions of OAR 581-22-403. In order to help us work together to design the best possible program to meet his/her special education needs, I'd like to ask you to take a few minutes to provide your ideas on the questions below. Please return this sheet to me at school as soon as possible.

What do you see as your child's academic strengths?

What special interests does your child have? (e.g. dinosaurs, nuclear physics, sculpture, photography, etc.) Is she/he "hooked" on something special?

What areas, including academic, social, emotional, and/or physical are difficult for your child?

What things would you hope for your child to accomplish this year?

Is there any other information you think we should have in order to work successfully with your child?

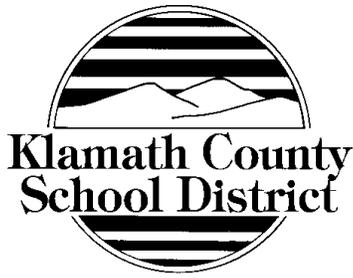
Your email address:

Phone:

Thank you for your time and assistance.

\_\_\_\_\_  
Teacher

If you have a disability and need this publication in an alternate format, please contact KCSO curriculum office at 883-5000.



**TALENTED AND GIFTED PROGRAM  
EXIT REQUEST BY PARENT**

Participation in the Talented and Gifted Program is voluntary. A student may withdraw from the program at any time, with parental consent. The parents of students who choose to rescind their TAG identification will be requested to complete an exit record to be maintained with their child's file. Identified students whose TAG identification is rescinded by the parent may not be considered for readmission into the program until the following school year. Readmission will require the student to requalify using current data and criteria.

However, students may opt out of participation in any particular TAG pull-out class or program *without* rescinding their TAG identification, and they may resume participation at such time as is deemed appropriate by the child's parents and teachers. Parents are requested to give the teacher or TAG coordinator written notice if they wish their child to stop or resume participation in a TAG pullout program.

**To Whom It May Concern:**

**I hereby request that my child, \_\_\_\_\_, be exited from KCSD's Talented and Gifted Program and that his or her TAG designation be rescinded. I have read the above excerpt from the KCSD TAG Parent Handbook, and understand that my child will not be eligible for readmission to KCSD's TAG program until next school year, and that he or she would have to requalify using data and criteria current at the time of consideration for readmission.**

**Sincerely,**

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

If you have a disability and need this publication in an alternate format, contact KCSD Curriculum Office at 883-5000.

## CONTACT INFORMATION

School \_\_\_\_\_

Phone # \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Your child's teacher \_\_\_\_\_

Email: \_\_\_\_\_@kcsd.k12.or.us

Principal \_\_\_\_\_

Email: \_\_\_\_\_@kcsd.k12.or.us

District TAG Coordinator

Marjorie Glass

541-591-3387

[glassm@kcsd.k12.or.us](mailto:glassm@kcsd.k12.or.us)

c/o Peterson Elementary

4856 Clinton Ave.

Klamath Falls, OR 97603

District Curriculum Director

Doug Smith

541-883-5000

[smithd@kcsd.k12.or.us](mailto:smithd@kcsd.k12.or.us)

Klamath County School District

10501 Washburn Way

Klamath Falls, OR 97603