

John Day School District #3

Plan for Talented and Gifted Education

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Section 1: Introduction



**Section 2:
School District Policy on the
Education of Talented and
Gifted Students**



**Section 3: Identification of
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**Section 4: Instructional
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**Section 5:
District Goals - Plan for
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**Appendix:
Glossary**

Section 1: Introduction



Talented and Gifted (TAG) students are an important part of every school community across Oregon. In Oregon, districts and schools must plan for how they will meet the academic and social-emotional needs of TAG students, specific to their local context, and communicate these plans to the students and families they serve.

District-level Talented and Gifted Education Plans serve as an integral communication tool to district educators, families, and community partners. Districts are required to submit their TAG plans to the Oregon Department of Education (ODE) every year, provide copies upon request to schools within their district, and post a copy on their district website. (OAR [581-022-2500](#) (2)(a)(A))

Oregon laws that govern Talented and Gifted Education include both Oregon Revised Statutes (Oregon laws passed by the State Legislature, abbreviated as ORS) and Oregon Administrative Rules (requirements that are adopted by the State Board of Education to support Oregon Revised Statutes, abbreviated as OAR). Statutes provide legal definitions and broad guidelines specific to gifted education. The Oregon Administrative Rules outline the specific requirements districts implement to meet the minimum standards for identification, parents rights, and programs and services. Specific statutes and OARs are referenced throughout this TAG plan.

Key Terminology

Talented and Gifted Students in Oregon: Students 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. These are students who demonstrate outstanding ability or potential in one or more of the following areas:

- (a) General intellectual ability (often referred to as, Intellectually Gifted).
- (b) Academic ability (often referred to as, Academically Talented) in one or more academic areas (including, but not limited to: reading, mathematics, science, and social science).
- (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 noneducational settings.
- (e) Ability in the visual or performing arts, such as dance, music or art.

Oregon Revised Statutes (ORS): Oregon laws passed by the State Legislature.

Oregon Administrative Rules (OAR): Rules adopted by the State Board of Education to support statutes (ORS).

Rate of Learning: The pace at which the student is successfully progressing through instructional materials and experiences after being placed at the appropriate level. A student's rate will vary depending on subject, interest, level of difficulty and point in the learning process.

Level of Learning: The instructional level where the student will encounter new knowledge and skills. It involves depth and complexity in thinking.

Historical reference of District TAG Plans: House Bill (HB) 2180 (2011) and Senate Bill 486 (2021).

Section 2: School District Policy on the Education of Talented and Gifted Students



Legal references: aligned to [ORS 343.397](#) (1)(a) and [OAR 581-022-2500](#)

A. Local School Board Policies

[IGBB - Talented and Gifted Program](#)

[IGBBA - Identification - Talented and Gifted Students**](#)

[IGBBA-AR - Appeals Procedure for Talented and Gifted Identification and Placement*...](#)

[KL - Public Complaints**](#)

B. Implementation of Talented & Gifted Education Programs and Services

- Identify the students who are eligible for talented and gifted education programs. This can be done through assessments, teacher referrals, and parent nominations.
- Develop a plan for providing services to these students. This plan should include the specific programs and services that will be offered, as well as how often they will be provided and to which students.
- Allocate resources for the implementation of these programs and services. This may include hiring additional staff, purchasing materials and supplies, and providing professional development for existing staff.
- Communicate with parents and guardians about the talented and gifted education programs and services being offered. This may include hosting informational meetings, sending out newsletters, and posting information on the district's website.
- Monitor and evaluate the effectiveness of the talented and gifted education programs and services. This can be done through student assessments, teacher feedback, and parent surveys.
- Make any necessary adjustments to the programs and services based on the results of the evaluation. This may include expanding successful programs, altering the delivery of services, or discontinuing programs that are not effective

Section 3: Identification of TAG-Eligible Students



Legal References: aligned to ORS 326.465; ORS 343.395; ORS 343.397; ORS 343.407; OAR 581-022-2325; OAR 581-022-2500

A. District TAG Identification Practices

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
<p>TAG Identification Process Overview <i>Aligned to OAR 581-022-2325 (1)</i></p>	<ol style="list-style-type: none">1. Initial screening: This may involve using a standardized test or a combination of tests to identify students who may be eligible for TAG programs.2. Referral: Teachers, parents, or other school staff can refer students who they believe may be eligible for TAG programs.3. Evaluation: Students who are referred or identified through the initial screening are typically evaluated using a variety of methods, including assessments of their academic abilities, creativity, leadership skills, and other characteristics that may indicate giftedness.4. Determination: A team of educators, often including the student's teacher, a gifted education specialist, and possibly a school psychologist or counselor, will review the evaluation results and determine whether the student is eligible for TAG programs.5. Notification: If a student is determined to be eligible for TAG programs, the school will notify the student's parents or guardians and discuss the available programs and services.6. Placement: The student will be placed in appropriate TAG programs or services based on their needs and interests.7. Ongoing evaluation: The student's progress will be monitored and evaluated regularly to ensure that they are receiving appropriate services and to make any necessary adjustments to their program or placement.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
<p>Multiple modes and methods of data collection used in the identification process. <i>Aligned to OAR 581-022-2325 (2)(b)(c)</i></p>	<ol style="list-style-type: none"> 1. Standardized tests: These tests measure a student's abilities and achievement in various areas, such as reading, math, and general knowledge. 2. Teacher observations: Teachers can provide valuable information about a student's abilities and potential for giftedness based on their performance in class and their engagement with course material. 3. Parent and student self-report measures: These measures may include surveys or questionnaires completed by parents or students, which can provide insights into a student's interests, strengths, and learning preferences. 4. Portfolio assessment: A portfolio of a student's work, such as projects, writing samples, and other examples of their achievements, can be used to assess their abilities and potential for giftedness. 5. Performance tasks: These tasks, which may involve hands-on activities or problem-solving challenges, can be used to assess a student's critical thinking skills and creativity. 6. Group intelligence tests: These tests involve administering a standardized intelligence test to a group of students, which can be used to identify those who are performing significantly higher than their peers. 7. Other methods: Other methods that may be used in the TAG identification process include assessments of leadership skills, creativity, and other characteristics that may indicate giftedness.
<p>Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i></p>	<p>Culturally responsive practices are important in the talented and gifted (TAG) identification process to ensure that all students, regardless of their cultural background, have an equal opportunity to be identified and served. Here are a few specific practices that can be used in the TAG identification process:</p> <ol style="list-style-type: none"> 1. Use a variety of data collection methods: Using a range of methods, such as standardized tests, teacher observations, and performance tasks, can help to ensure that all students have an opportunity to demonstrate their abilities and potential for giftedness.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<ol style="list-style-type: none"> 2. Consider cultural and linguistic differences: It's important to recognize that students from diverse cultural backgrounds may have different learning styles and may express themselves differently. Therefore, it's important to use assessments and evaluation methods that are sensitive to these differences. 3. Involve diverse stakeholders: It can be beneficial to involve a diverse group of educators, parents, and community members in the TAG identification process to ensure that the needs and perspectives of all students are considered. 4. Provide support and resources for English language learners: Students who are English language learners may face additional challenges in the TAG identification process. It's important to provide support and resources to help these students demonstrate their abilities and potential for giftedness. 5. Offer professional development for educators: Providing professional development for educators on culturally responsive practices can help to ensure that all students are treated fairly and equitably in the TAG identification process. 6. Monitor and evaluate the process: It's important to regularly review and evaluate the TAG identification process to ensure that it is fair and equitable for all students. This can help to identify any areas where adjustments may be necessary.
Research-based tools, instruments, or considerations utilized to equitably identify students from underrepresented populations including, but not limited to: students experiencing disabilities, students who are culturally and linguistically diverse	<ol style="list-style-type: none"> 1. Universal screening tools: These tools, which are administered to all students, can help to identify students who may be eligible for TAG programs, including those from underrepresented populations. 2. Culturally and linguistically responsive assessments: These assessments are designed to be sensitive to the cultural and linguistic backgrounds of students and can help to identify students from underrepresented populations who may be eligible for TAG programs. 3. Portfolio assessment: A portfolio of a student's work can provide valuable information about their abilities and potential for giftedness, particularly for students who may not do well on traditional standardized tests.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<ol style="list-style-type: none"> 4. Performance tasks: These hands-on activities or problem-solving challenges can be used to assess a student's critical thinking skills and creativity, which may be particularly useful for identifying students who are experiencing disabilities. 5. Multiple measures: Using a combination of assessment methods, such as standardized tests, teacher observations, and student work samples, can provide a more comprehensive understanding of a student's abilities and potential for giftedness. 6. Collaboration with parents and caregivers: Involving parents and caregivers in the identification process can provide valuable insights into a student's strengths and needs, particularly for students who are experiencing disabilities or who are culturally and linguistically diverse.
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	<ol style="list-style-type: none"> 1. Use multiple measures: Using a combination of assessment methods, such as standardized tests, teacher observations, and student work samples, can help to mitigate the effects of bias by providing a more comprehensive understanding of a student's abilities and potential. 2. Involve diverse stakeholders: Involving a diverse group of educators, parents, and community members in the assessment and identification process can help to ensure that the needs and perspectives of all students are considered and that any biases are identified and addressed. 3. Use fair and objective assessment criteria: Clearly defined and objective assessment criteria can help to ensure that decisions about a student's abilities and potential are based on their actual performance and not influenced by personal biases. 4. Provide training on bias: Providing training on bias, particularly unconscious bias, can help educators to recognize and address their own biases and ensure that they are not influencing their assessments and decisions. 5. Monitor and evaluate the process: Regularly reviewing and evaluating the assessment and identification process can help to identify any biases that may be present and make necessary adjustments to ensure fairness.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>6. Use culturally and linguistically responsive assessments: Assessments that are sensitive to the cultural and linguistic backgrounds of students can help to minimize the effects of bias and ensure that all students have an equal opportunity to be identified and served.</p>
Universal Screening/Inclusive considerations	<ol style="list-style-type: none"> 1. Rating scales: Rating scales, the Naglieri Nonverbal Ability Test (NNAT) will be used by TAG program coordinator or teachers or parents to assess a student's potential for giftedness. 2. Observational tools: Gifted Rating Scale or the ASEBA School-Age Forms and Profiles, will be used by teachers to assess a student's characteristics that may indicate giftedness, such as their creativity, critical thinking skills, and leadership abilities. 3. Student self-report measures: Surveys or questionnaires that are completed by students, the Gifted Rating Scale for Students or the Scholastic Aptitude Test (SAT), will provide insights into their interests, strengths, and learning preferences. 4. Performance tasks: Torrance Tests of Creative Thinking or the Group Assessment of Logical Thinking (GALT), will be used to assess a student's critical thinking skills and creativity.
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	<p>The Smarter Balanced Assessment Consortium and iReady diagnostics are standardized assessments that are used to measure student achievement and progress in various subjects. These assessments can provide valuable data for identifying talented and gifted (TAG) students, but it's important to consider the appropriate use of national norms and local norms in the data collection process.</p> <p>National norms are statistical averages that are based on the scores of a large, representative sample of students from across the country. These norms can be used to compare a student's scores to the scores of their peers nationally, which can be useful for identifying students who are performing significantly above their grade level.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>Local norms, on the other hand, are statistical averages that are based on the scores of students within a particular school, district, or region. These norms can be used to compare a student's scores to the scores of their peers locally, which can be useful for identifying students who are performing significantly above their grade level within the context of their specific school or community.</p> <p>It's important to consider both national and local norms when collecting data for the TAG identification process, as both types of norms can provide valuable information about a student's abilities and potential. However, it's also important to be aware of any potential biases or limitations of these norms and to use them in conjunction with other data collection methods to ensure that all students have an equal opportunity to be identified and served.</p>
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	<p>Using qualitative data, such as teacher, parent, and student checklists, observational data, portfolios, and classroom performance, will be a valuable way for Grant School District #3 to support the identification of talented and gifted (TAG) students.</p> <ol style="list-style-type: none"> 1. Teacher checklists: Teachers will use checklists to assess a student's characteristics that may indicate giftedness, such as their creativity, critical thinking skills, and leadership abilities. 2. Parent checklists: Parents will provide valuable insights into a student's strengths and areas for growth, including their potential for giftedness, through the use of checklists or surveys. 3. Student self-report measures: Surveys or questionnaires that are completed by students will provide insights into their interests, strengths, and learning preferences, which may be indicative of giftedness. 4. Observational data: Teachers or other educators will observe students in the classroom or during other activities and record their performance and behaviors, which may be indicative of giftedness.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices																
	<p>5. Classroom performance: A student's overall performance in the classroom, including their participation in class discussions and their ability to complete assignments independently, will provide valuable information about their potential for giftedness.</p> <p>Using a combination of these types of qualitative data can provide a more comprehensive understanding of a student's abilities and potential for giftedness and can be a useful supplement to more traditional assessment methods, such as standardized tests.</p>																
<p>A tool or method for determining a threshold of when preponderance of evidence is met.</p>	<table border="1" data-bbox="808 662 1822 889"> <thead> <tr> <th data-bbox="808 662 1150 748">Data source</th> <th data-bbox="1150 662 1331 748">Above average</th> <th data-bbox="1331 662 1535 748">Well above average</th> <th data-bbox="1535 662 1822 748">Exceptionally gifted (97th percentile)</th> </tr> </thead> <tbody> <tr> <td data-bbox="808 748 1150 797">Standardized test scores</td> <td data-bbox="1150 748 1331 797">3</td> <td data-bbox="1331 748 1535 797">6</td> <td data-bbox="1535 748 1822 797">9</td> </tr> <tr> <td data-bbox="808 797 1150 846">Teacher observations</td> <td data-bbox="1150 797 1331 846">2</td> <td data-bbox="1331 797 1535 846">4</td> <td data-bbox="1535 797 1822 846">6</td> </tr> <tr> <td data-bbox="808 846 1150 889">Student work samples</td> <td data-bbox="1150 846 1331 889">1</td> <td data-bbox="1331 846 1535 889">2</td> <td data-bbox="1535 846 1822 889">3</td> </tr> </tbody> </table> <p>A student that scores above a 16 using the matrix would be identified as a TAG student in Grant School District #3. In this matrix, a student who scores above average on standardized tests, well above average on teacher observations, and exceptionally gifted on student work samples would receive a total score of 18, which meets the threshold for preponderance of evidence. The specific data sources and levels of performance or criteria for giftedness included in the matrix will depend on the unique needs and circumstances of each student and the policies and guidelines of the school district.</p>	Data source	Above average	Well above average	Exceptionally gifted (97 th percentile)	Standardized test scores	3	6	9	Teacher observations	2	4	6	Student work samples	1	2	3
Data source	Above average	Well above average	Exceptionally gifted (97 th percentile)														
Standardized test scores	3	6	9														
Teacher observations	2	4	6														
Student work samples	1	2	3														
<p>TAG Eligibility Team</p>	<ul style="list-style-type: none"> • TAG Coordinator: The coordinator is responsible for organizing and leading meetings of the TAG eligibility team, ensuring that all necessary information is gathered and considered, and making decisions about a student's eligibility for TAG programs or services. The coordinator is responsible for collecting and 																

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>analyzing data about a student's abilities and potential for giftedness, including standardized test scores, teacher observations, and student work samples.</p> <ul style="list-style-type: none"> • Parent/guardian representative: A parent or guardian representative is responsible for representing the perspective of the student's family and ensuring that their needs and concerns are considered in the eligibility process. • Student representative: A student representative may be included on the TAG eligibility team to provide insights into their own interests, strengths, and learning preferences, and to ensure that their voice is heard in the eligibility process. • Teacher representative: A teacher representative is responsible for providing information about a student's classroom performance and engagement with course material, and for making recommendations about their potential for giftedness. • Support staff: Support staff, such as school psychologists or social workers, may be included on the TAG eligibility team to provide additional expertise or support as needed. <p>The specific roles and responsibilities of the TAG eligibility team will depend on the unique needs and circumstances of each student.</p>
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	<ol style="list-style-type: none"> 1. TAG identification paperwork: referral forms, consent forms, and any other necessary paperwork related to the TAG identification process. 2. Standardized test scores: The student's scores on cognitive ability tests or achievement tests may be included in their cumulative record file as part of the TAG identification process.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<ol style="list-style-type: none"> 3. Teacher observations: Notes or documentation from teachers about a student's performance in the classroom and characteristics that may indicate giftedness may be included in the cumulative record file. 4. Parent/guardian input: Notes or documentation from parents or guardians about a student's strengths, areas for growth, and potential for giftedness may be included in the cumulative record file. 5. Meeting minutes: Minutes from meetings of the TAG eligibility team, including any discussions or decisions made about a student's eligibility for TAG programs or services, may be included in the cumulative record file. 6. Eligibility determination: A document outlining the eligibility team's decision about a student's eligibility for TAG programs or services, along with any supporting evidence or rationale, may be included in the cumulative record file.

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
<p>Is a universal screening instrument used at a specific grade level?</p>	<p>Grant School District #3 administers a universal screening instrument to all third-grade students, this means that the assessment is given to all students in the third grade in order to identify those who may be eligible for talented and gifted (TAG) programs or services.</p>
<p>What is the broad screening instrument and at what grade level is it administered?</p>	<p>Naglieri Nonverbal Ability Test (Third Edition) Level D, Forms 1 and 2</p>
<p>How is the screener used in the identification process (i.e. what percentile threshold, if any,</p>	<p>Student's score on the NNAT3 is compared to the scores of their peers in order to determine their relative standing or percentile rank. If a student scores in the 90th percentile or higher on the NNAT3 Level D, this means that they scored higher than 90% of</p>

Key Questions	District Procedure
is used to initiate the eligibility process; and how are percentiles used to promote, rather than extinguish, eligibility)?	their peers who took the test. A student who scores in the top 90th percentiles on the NNAT3 Level D may be considered for TAG programs or services.

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	Grant School District #3 accepts talented and gifted (TAG) identification from other districts in Oregon, this means that the school district will recognize and honor the TAG identification made by other districts in the state. This involves accepting documentation of a student's TAG identification from another district and enrolling the student in TAG programs or services without requiring the student to go through the TAG identification process again.
Does your district accept TAG identification from other states?	Grant School District #3 recognizes the importance of ensuring that talented and gifted (TAG) students have access to the support and enrichment they need to reach their full potential. As such, we are committed to accepting TAG identification from other states in order to ensure that students who have already been identified as TAG are able to continue receiving the appropriate support and services when they move to our district. We believe that this approach helps to create an inclusive and equitable educational environment for all students.
Do local norms influence the decision to honor identification from other districts and states?	Grant School District #3 is committed to using a variety of data collection methods, including local norms, to ensure that all students have an equal opportunity to be identified as talented and gifted (TAG) and to receive the support and enrichment they need to reach their full potential. When considering whether to honor TAG identification from other districts or states, we consider a range of factors, including the use of local norms in the identification process. We will begin to collect our own data and continually evaluate

Key Questions	District Policy and Practices
	<p>student eligibility student based on current data.</p> <p>We believe that using local norms, or comparison data from within our own district, can provide valuable insights into a student's abilities and potential for giftedness and help us make informed decisions about whether to honor TAG identification from other districts or states. We are committed to using a fair and equitable approach in all aspects of the TAG identification process, including the decision to honor identification from other districts or states.</p>

Section 4: Instructional Services and Approaches



A. Instructional Programs and Services for TAG Students

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Ability Grouping	K-12, Math and Reading
Accelerated pace through curriculum	K-12, Math and Reading/ 7/12 Science
Acceleration through grade (skipping/advanced placement)	K-12
Dual Credit Courses	9-12, all subject courses
Differentiated Instruction	K-12, all subjects

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Assignment Modification/differentiation	K-12, all subjects
Credit by examination	

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
N/A	

C. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered
N/A	

D. Teacher’s Knowledge of TAG Students in Class

Key Questions	District Procedure
What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?	At Grant School District #3, we have established procedures in place to ensure that classroom teachers at all grade levels (K-12) are aware of which students have been identified as talented and gifted (TAG). This includes providing teachers with a list of TAG

Key Questions	District Procedure
	<p>identified students at the beginning of each semester, as well as regularly updating this list as needed to reflect any changes in TAG identification status.</p> <p>It is important for teachers to be aware of which students have been identified as TAG in order to provide them with the support and enrichment they need to reach their full potential. To support teachers in meeting the needs of TAG identified students, we also provide professional development opportunities and resources on gifted education and differentiation.</p> <p>Teacher input is a valuable resource in the process of updating talented and gifted (TAG) Individualized Learning Plans (ILPs). We encourage teachers to participate in the process of updating TAG ILPs each year in order to provide valuable insights into a student's strengths, needs, and areas for growth.</p> <p>Teachers are in a unique position to observe a student's progress and engagement in the classroom, and their input can help to inform the development of targeted and individualized learning goals for TAG identified students. By participating in the process of updating TAG ILPs, teachers can play a vital role in supporting the academic and personal growth of these students.</p> <p>We are committed to ensuring that all students have an equal opportunity to succeed and reach their full potential, and we believe that effective communication and collaboration between teachers and TAG identification teams is key to achieving this goal.</p>
<p>What procedures are in place to ensure classroom teachers K – 12 know where they can get support if needed specific to the TAG services the district offers?</p>	<p>It is important for classroom teachers at all grade levels (K-12) to have access to the support and resources they need to effectively meet the needs of talented and gifted (TAG) students. To ensure that teachers are aware of the TAG services and support that are available to them, we have established procedures in place to provide this information.</p> <p>For example, we may provide teachers with information about the TAG services and support that are available through our district, as well as any relevant policies and</p>

Key Questions	District Procedure
	<p>guidelines. We may also offer professional development opportunities or resources specifically designed to support teachers in meeting the needs of TAG identified students.</p> <p>In addition, we encourage teachers to reach out to the TAG identification team or other district resources for support and guidance if they have any questions or need assistance with supporting TAG identified students in their classrooms. We believe that by providing teachers with the support and resources they need, we can create an inclusive and equitable educational environment for all students.</p>
<p>How do teachers determine rate and level needs for students in their classrooms?</p>	<p>At Grant School District #3, we believe that it is important for teachers to regularly assess and evaluate the needs of the students in their classrooms in order to determine appropriate rates and levels of support and enrichment. There are a variety of methods that teachers can use to determine the needs of their students, including:</p> <ul style="list-style-type: none"> • Formal assessments: Teachers may use standardized tests or other formal assessments to measure student progress and identify areas of strength or areas for growth. • Observations: Teachers may observe students during class, group work, or other activities in order to gain insights into their learning needs and preferences. • Classroom performance: Teachers may review student work samples, class participation, and other indicators of classroom performance in order to identify areas of strength or areas for growth. • Student feedback: Teachers may ask students for their input on their learning needs and preferences, and incorporate this feedback into their assessments of student needs. <p>By regularly assessing and evaluating the needs of their students, teachers can determine appropriate rates and levels of support and enrichment, and ensure that all students have the opportunity to succeed and reach their full potential.</p>

E. Instructional Plans for TAG Students

Key Questions	District Procedure
<p>Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?</p>	<p>At Grant School District #3, all talented and gifted (TAG) students to have an Individualized Learning Plan (ILP) in order to ensure that they receive the support and enrichment they need to reach their full potential. As such, we require that TAG ILPs be developed and implemented for all TAG identified students at all grade levels.</p> <p>TAG ILPs are designed to be individualized and tailored to the specific needs, strengths, and goals of each student. They may include a variety of academic and nonacademic goals, as well as strategies for meeting these goals and tracking progress. By having an ILP in place, TAG students can receive targeted and personalized support and enrichment that is designed to meet their unique needs and help them achieve their full potential.</p>
<p>Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?</p>	<p>Instructional plans are required. This are updated and shared with teachers, parents, and students each semester.</p>
<p>How are families notified regarding the opportunity to discuss the PEP or IP designed for their student’s learning?</p>	<p>In Grant School District #3, parents are notified about how to participate in the planning for their student's TAG ILP (Talented and Gifted Individualized Learning Plan) through various means of communication. This may include information sent home in a student's backpack or homework folder, emails or phone calls to parents or guardians, or meetings or information sessions held at the school. Parents are giving the opportunity for input both at parent teacher conferences and through electronic access to view and comment on their students TAG ILP.</p>

F. Option/Alternative Schools Designed for TAG Identified Students

Program Elements	School Information
No Alternative School Designed	
TAG qualifying criteria for attendance	No Alternative School Designed
Number of students currently served	No Alternative School Designed
Level of the population, served, such as elementary, middle, or high school students	No Alternative School Designed

G. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
Advanced classes	These classes are designed for students who have demonstrated exceptional ability and/or motivation in a particular subject area. This classes are identified as Honor’s coures in our district.
Mentorship programs	This programs pair students with professionals or experts in a particular field of interest. They provide students with hands-on learning experiences and the opportunity to explore a potential career path.
Peer Mentorship	Peer mentorship program is a program in which students who have been identified as talented and gifted are paired with other students who have similar interests or talents. The program is designed to provide students with opportunities to explore their interests,

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
	develop their talents, and connect with other students who share similar passions and abilities.
Competitions	These are opportunities for students to demonstrate their talents and abilities in a competitive setting. They may include science fairs, math competitions, battle of the books, and chess club.
Distance Learning	This program allows students to take online classes in many different subject areas of interest and interact with other students that may share the same interest.
Independent Study	This program allows students to work independently on a project, research or study that is of interest to them, with the guidance and support of a teacher or mentor.

Section 5: Plan for Continuous Improvement

A. District Goals



Goal Statement	What special programs or services will be provided to accomplish the goals?	Implementation Timeline	How will progress be measured?	How will success be measured?
<p>Our district's goal for continuous improvement of our TAG (Talented and Gifted) plan is to consistently evaluate and revise the plan to ensure that all gifted and talented students in our district have access to challenging and stimulating educational opportunities that meet their unique needs and abilities.</p>	<p>We will regularly be assessing the effectiveness of the plan, gathering feedback from students, parents, and teachers, and adjusting as needed to support the academic and social-emotional growth of our TAG students</p>	<p>The plan will be evaluated and updated annually.</p>	<p>Teacher observation, assessment, data collection, and parent/student interview.</p>	<p>Student achievement: By tracking the academic progress of gifted and talented students, we can determine if the plan is effectively meeting their needs and providing them with appropriate educational opportunities.</p> <p>Parent and teacher feedback: By regularly gathering feedback from parents and teachers of gifted and talented students, we can gauge the effectiveness of the plan and identify areas for improvement.</p> <p>Plan review: By conducting regular evaluations of the plan, we can determine whether it is aligned with the district's mission and goals and identify any gaps or inconsistencies that need to be addressed.</p> <p>Student engagement: Tracking student engagement, motivation and satisfaction with the program and the opportunities provided, will give us an idea of how well the plan is meeting their needs, and how well it aligns with their interests.</p> <p>Graduation Rate: A higher graduation rate of gifted and talented students compared to the district average will indicate that the plan is providing them with appropriate opportunities and support to reach their full potential.</p>

Goal Statement	What special programs or services will be provided to accomplish the goals?	Implementation Timeline	How will progress be measured?	How will success be measured?
<p>Our district's goal is to meet the unique learning needs of our TAG (Talented and Gifted) students by providing challenging and stimulating educational opportunities that are tailored to their individual abilities and interests.</p>	<p>This will include developing and implementing differentiated instruction, providing access to advanced coursework and enrichment activities, and fostering an environment that supports creativity, critical thinking, and self-directed learning. We will also strive to ensure that our TAG students have access to appropriate resources and support services to help them reach their full potential.</p>	<p>The TAG program offerings will change throughout the school year based on student need and interest. Quarterly check-ins with students and teachers this data will drive the learning opportunities provided for each individual student.</p>	<p>Teacher observation and data collection.</p>	<p>This goal will be measured by regularly assessing the academic progress and engagement of TAG students, gathering feedback from parents and teachers, and monitoring graduation rates of TAG students compared to the district average.</p>

B. Professional Development Plan: Identification

Who	What	Provided by	When
Shanna Northway Director of Special Programs	Required statewide training	Oregon Department of Education	5/17/2023 via Zoom
All district licensed educators who are responsible for identification	Training on Identification	Oregon Department of Education	5/17/2023 via Zoom
Staff who have already been trained in previous years (include if offered)	N/A	N/A	N/A

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	Families in Grant School district #3 will be notified about the TAG (Talented and Gifted) program and the referral process through a letter that will be sent to them via mail. The letter will provide detailed information about the program, its benefits, and the referral process, as well as any deadlines and requirements. Families are encouraged to review the information carefully and consider nominating their child for the program if they believe their child may qualify.
Universal Screening/Testing grade levels	The universal screening will take place during February for all third-grade students. Third grade parents will get written notice of this screening, along with explanation of the program.
Individual and/or group testing dates	Universal screening dates will be shared with parents through written communication. Individual testing dates will be arranged with parents via phone call, email, or written communication.
Explanation of TAG programs and services available to identified students	Upon acceptance into the program, parents will be sent another written communication sharing a list of programs and services available to their student. We will also arrange for a team meeting with parents to plan the students ILP and make sure that all needs are being met.
Opportunities for families to provide input and discuss programs and services their student receives	Parent-Teacher Conferences: These conferences provide an opportunity for parents to meet with their child's teacher to discuss the child's academic progress, behavior, and any concerns or questions they may have.

Comprehensive TAG Programs and Services	Date and/or method of Communication
	<p>Parent Surveys: The District will distribute surveys to parents to gather feedback on programs and services. These surveys can help identify areas of improvement and provide valuable insights into the needs and preferences of parents.</p>
<p>Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available</p>	<p>A TAG (Talented and Gifted) Individual Learning Plan (ILP) is a personalized educational plan designed to meet the unique needs of a gifted student. The plan outlines the student's strengths, interests, and areas for growth, and identifies specific learning goals and strategies to support the student's academic and personal development. The TAG ILP is developed collaboratively with the student, their parents, and their teachers to ensure that it is tailored to the student's individual needs and aspirations. The plan may include academic acceleration, enrichment opportunities, and other accommodations to challenge and engage the student. The TAG ILP serves as a roadmap for the student's educational journey and helps to ensure that they receive a challenging and rewarding educational experience that meets their full potential.</p>
<p>TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.</p>	<p>During 1st quarter parent teacher conferences our TAG coordinator will have an informational table available for parents to learn more about what the TAG program is and what it has to offer.</p>

Comprehensive TAG Programs and Services	Date and/or method of Communication
TAG informational events (middle school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition expectations from elementary to middle school, etc.	During 1 st quarter parent teacher conferences our TAG coordinator will have an informational table available for parents to learn more about what the TAG program is and what it has to offer.
TAG informational events (high school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition expectations from middle to high school, etc.	During 1 st quarter parent teacher conferences our TAG coordinator will have an informational table available for parents to learn more about what the TAG program is and what it has to offer.
Notification to parents of their option to request withdrawal of a student from TAG services	Parents will be informed of their right to withdraw their student from services within the letter of acceptance into the program.
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	Parents will be informed of their right to file a complaint concerning TAG programs within the letter of acceptance into the program.
Designated district or building contact to provide district-level TAG plans to families upon request	Parents will be informed of whom to contact to see the district level TAG plan within the letter of acceptance into the program.

Section 6: Contact Information



Legal reference: [ORS 343.397](#) and [OAR 581-022-2500](#)

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
District TAG Coordinator/Administrator	Shanna Northway	northways@grantesd.k12.or.us	541-575-1799 ext:3356
Person responsible for updating contact information annually on your district website	Shanna Northway	northways@grantesd.k12.or.us	541-575-1799 ext:3356
Person responsible for updating contact information annually on the Department	Shanna Northway	northways@grantesd.k12.or.us	541-575-1799 ext:3356
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Shanna Northway	northways@grantesd.k12.or.us	541-575-1799 ext:3356
TAG contact for Grant Union Jr/Sr High School	Shanna Northway	northways@grantesd.k12.or.us	541-575-1799 ext:3356

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
TAG contact for Seneca	Shanna Northway	northways@grantesd.k12.or.us	541-575-1799 ext:3356
TAG contact for Humbolt Elementary	Shanna Northway	northways@grantesd.k12.or.us	541-575-1799 ext:3356

*[District directions: Add lines as needed to include a building-level contact for each school in the district.]

Appendix: Glossary



Term	Definition
Acceleration (subject)	Above grade-level standards and coursework. For example, a student who takes an advanced high school art class during middle school.
Acceleration (whole-grade)	Grade skipping. For example, a student who moves from 1st grade to 3rd grade (skips the 2nd grade).
Acceleration (standards)	Working ahead on grade-level standards (considerations include: pacing needs and demonstrated levels of mastery on certain grade-level standards). This often occurs within the grade-level course.
Advanced Placement (AP)	College-level coursework with common nationally-normed assessments. AP coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate

Term	Definition
	cognitive demand.
Choice Assignments	A selection of standards-based learning options/projects based on student interest and/or development that includes depth and complexity to address both motivation to learn and cognitive demand.
Cluster Grouping	TAG identified students are intentionally placed together into mixed ability classrooms. The structure of this educational practice allows students to have peer-alike time together to address both academic and social-emotional needs.
Credit by Examination	Students receive high school or college credit based on mastery of prior learning as measured through end of course examinations. District policies, assessment formats, and requirements may vary. Please check your local district policy.
Curriculum Compacting (sometimes referred to as Compacted Curriculum)	Honoring prior learning, typically measured through pre-assessments, by allowing students to skip lessons/standards where mastery has been met and providing opportunities to focus on standards in the current unit/curriculum that have not been mastered yet.
Depth and Complexity	A general framework to assess level of rigor specific to cognitive demand. Common frameworks include Webb's Depth Of Knowledge (DOK) and Bloom's Taxonomy.
Depth of Knowledge (DOK)	A framework developed by Dr. Norman Webb to assess the level of rigor for standards, projects, assignments, and exams.
Differentiated Instruction (involving tiers of depth and complexity)	Instruction and learning options designed to reflect the needs of students specific to current learning evidence/data that fosters academic growth. Educators may differentiate content, process, product, and environment to accommodate needs of learning.
Flexible Readiness Grouping	A strategic strategy designed to group students according to best fit instructional needs and student discourse opportunities.

Term	Definition
Formative Assessment as a Process	Intentional teaching and learning practices in the classroom used by both teachers and students. Moment-by-moment evidence of student learning and thinking is used to inform and adjust teaching and learning. Descriptive feedback, established success criteria, and clear learning goals are essential.
Independent Learning Contracts	An agreement between student and teacher that outlines individual learning opportunities and outcomes for the student. This strategy is commonly used when a student has demonstrated mastery of a unit that is currently being taught (i.e. student has already read the novel that is being taught in a particular grade level)
Instructional Plans (IPs)	Communicates instructional strategies and services of how the teacher meets the needs of <i>all</i> TAG identified students in a particular course. Typically utilized at the secondary level.
International Baccalaureate (IB)	College level coursework with common internationally-normed assessments. IB coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Kaplan's Icons of Depth and Complexity	Icons/tools used to provide a visual prompt that promotes thinking from various perspectives, designed to achieve in-depth learning opportunities. Often used as a schoolwide program where all teachers, classroom support staff, and students are taught how to interact with and use the icons.
Level of Learning	<p>In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning</p> <p>The student's instructional level in the curriculum and the place where the student will encounter knowledge and skills not yet learned or mastered. It is more than an advanced grade level. It involves depth and complexity in thinking.</p>

Term	Definition
Option Schools	Students choose to attend schools in their district with learning options that best fits their academic and affective needs. Some districts have alternative school options, magnet schools, and option programs (school within a school model) specifically designed for TAG students. Not all districts provide option schools or programs in Oregon.
Oregon Administrative Rule (OAR)	Rules adopted by the State Board of Education to support statutes (ORS).
Oregon Revised Statute (ORS)	Oregon laws passed by the State Legislature.
Personal Education Plans (PEPs)	A plan developed by the teacher, TAG student, and family that outlines and communicates the programs and services received throughout the school year. Personal Education Plans are for an individual student and are more common at the elementary level.
Pull-Out Programs	Students attend specialized instruction designed for TAG students, during school hours, at the school where the student is enrolled. Pull-out programs vary by district. Not all districts offer pull-out programs.
Rate of Learning	<p>In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning.</p> <p>Addresses the measure of the pace at which the student is successfully progressing through the curriculum after being placed at the appropriate level. A student's rate will vary depending on subject, interest, level of difficulty and point in the learning process.</p>
Scaffolding or Tiered Instruction	An instructional method that varies the level of learning (depth and complexity) of the assignment to provide all students an opportunity to engage in productive struggle and find success in academic growth.