

Central Curry School District 1

Talented and Gifted Education Plan

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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

<https://policy.osba.org/centralc/I/IGBB%20G1.PDF>

<https://policy.osba.org/centralc/I/IGBBA%20D1.PDF>

<https://policy.osba.org/centralc/I/IGBB%20G1.PDF>

<https://policy.osba.org/centralc/I/IGBBC%20D1.PDF>

<https://policy.osba.org/centralc/I/IGBBC%20R%20D1.PDF>

<https://policy.osba.org/centralc/I/IGBBD%20D1.PDF>

B. Implementation of Talented & Gifted Education Programs and Services

The Port Orford – Langlois School District 2CJ Talented and Gifted (TAG) Program is dedicated to the idea that every student has the right to an education that provides opportunities for the maximum development of his/her potential. We recognize that some students in our schools have capabilities that far exceed those of their age-level peers.

The Port Orford – Langlois School District 2CJ acknowledges that these students with outstanding abilities, talents and potential for accomplishment require special programming to meet their educational needs. The district encourages, fosters and supports educational efforts for its academically talented and intellectually gifted student population.

The Port Orford – Langlois School District 2CJ has created a TAG handbook that identifies the processes in which parents, staff, and teachers can refer individual students for TAG. This handbook also identifies how the student is found eligible for TAG services, as well as the document that will be created and reviewed annually for TAG students that identifies qualifying test scores, level of learning, rate of learning, and academic goals, and different instructional strategies in content areas.

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
TAG Identification process Overview <i>Aligned to OAR 581-022-2325 (1)</i>	Parent or Teacher Referral Parent Consent to Evaluate Data Collection Review of Data Decision and Notification
Multiple modes and methods of data collection used in the identification process. <i>Aligned to OAR 581-022-2325 (2)(b)(c)</i>	Referral forms (parent/teacher) Cognitive testing – CogAT, WISC Academic assessment – i – Ready, OSAS, DIBELS, WIAT-III Work Samples (reading, writing, science, math, etc.)
Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i>	Individual child review Local/district academic assessments
Research-based tools, instruments, or considerations utilized to equitably identify students from underrepresented populations including, but not limited to: students	Academic assessment – i – Ready, OSAS, DIBELS, WIAT III Cognitive testing – CogAT, WISC Work Samples (reading, writing, science, math, etc.)

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
experiencing disabilities, students who are culturally and linguistically diverse	
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	Universal screening/academic assessment - ezCBM, OSAS, DIBELS, WIAT-III
Universal Screening/Inclusive considerations	Academic assessment - ezCBM, OSAS, DIBELS, WIAT III
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	Academic assessment - ezCBM, OSAS, DIBELS, WIAT III - scores in any subject (reading, writing, math, science) at 97% or higher
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	Parent/Guardian referral Parent/Guardian survey Student survey Parent information for Identification of TAG Students Student Information System (SIS) records/ grades Parent/Teacher Referral Forms Classroom performance/work samples
A tool or method for determining a threshold of when preponderance of evidence is met.	Meet at least 2 criteria at 97% or above (cognitive and academic measures)
TAG Eligibility Team	District TAG coordinator, teacher(s) and principal
Documents that are included in the students' cumulative record file regarding TAG	Academic testing Cognitive testing

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
identification and the eligibility teams' process to determine identification	Referral forms Surveys

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	Yes
What is the broad screening instrument and at what grade level is it administered?	ezCBM (grades K – 9) OSAS (grades 3-8, 11) DIBELS (grades K – 6) WIAT III (grades K – 12)
How is the screener used in the identification process (i.e. what percentile threshold, if any, is used to initiate the eligibility process; and how are percentiles used to promote, rather than extinguish, eligibility)?	Meet at least 2 criteria at 97% or above (cognitive and academic measures)

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	Yes
Does your district accept TAG identification from other states?	Yes
Do local norms influence the decision to honor identification from other districts and states?	Yes File review from transferred school district -review of assessments, scores, work samples, etc. and compare them to qualifying criteria per the POSD TAG Policies Update plan to reflect current practices and classes offered through POLSD

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
Differentiated instruction involving tiers of depth and complexity	Tiered walk to read/math groups at the elementary level across all grade/content levels
Subject acceleration (above grade level coursework)	Determined on an individual basis by a team of content teachers/administrators

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Whole grade acceleration (grade skipping)	Determined on an individual basis by a team of content teachers/administrators
Advance class placement through online community college/university offerings	Determined on an individual basis by a team of content teachers/administrators at the high school level, across all content areas
Cluster Grouping	Intentionally placing TAG identified students with mixed ability classrooms to encourage academic and social peer interactions/growth across all grade/content levels
Choice Assignments	Selection of standards-based learning options/projects based on the student's interest and or/developmental levels in order to address motivation and cognitive learning needs - across all grade/content levels
Curriculum Compacting	Allowing students to skip lessons/standards based on prior learning measured through pre-assessments and instead focus on skills in the unit/curriculum which have not been mastered yet - across all grade/content levels
Flexible Readiness Grouping	Grouping students according to best fit instructional needs and student opportunities - across all grade/content levels
Instructional Plans	Communication of instructional strategies and services to assist teachers in meeting the needs of their TAG students - across grade/content levels of elementary/middle/high students
Scaffolding/Tiered Instruction	Offering varied levels of learning (depth and complexity) to provide an opportunity for engagement and learning growth - across all grade/content levels

B. Advanced Placement (AP) Course Offerings

Not Applicable

C. International Baccalaureate (IB) Course Offerings

Not Applicable

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?	District TAG coordinator contact and meet with classroom teachers of TAG students - providing a list of those qualified.
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?	Contact District TAG Coordinator Review plan and recommendations Access to TAG resources provided online or through the support of the TAG Coordinator
How do teachers determine rate and level needs for students in their classrooms?	Access to Individual TAG Plan (updated annually)

E. Instructional Plans for TAG Students

Key Questions	District Procedure
Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?	Required K-6
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	Required 7-12
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	Invite families to review and update plans annually with TAG Coordinator and teacher - (email, call, letter home)

F. Option/Alternative Schools Designed for TAG Identified Students

Not Applicable

G. TAG Enrichment Opportunities

TAG Enrichment Opportunities (Note: After school opportunities do not replace daily TAG instruction and services)	Explanation of Opportunity
Chess Club	Competitive chess club competing at regional/state levels - middle school/high school

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
Field trips	Academic and cultural trips that include music, drama, art, science - elementary/middle/high school
Dual Credit Courses	Opportunities for students to earn college credits in Math, Science, and ELA classes (grades 9 – 12)
CAD / Digital Media	Academic opportunities for computer science – middle school/high school
Online Class Options	Opportunities for advanced classes and other classes not offered in the schools – middle school/high school
Outdoor Learning	Cross – curricular opportunity for students to work in an outdoor classroom, bringing in ELA, science, and math concepts (K – 6)

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?
Review and update District TAG Policies	Quarterly administrator's policy review meetings	August 2023	Through the review and update process as measured by administrative completion of TAG policies.	Completion of TAG policy review and updates - added to school website

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?
Improve equitable identification practices by providing training of TAG characteristics to teachers and classroom support staff	Information on identification best practices, including use of local norms, as a means to services using the ODE toolkit provided in TAG resources	October 2023 - information on TAG characteristics shared with staff at staff meeting	Distribution of materials shared with staff on equitable identification practices, using the identification toolkit provided by ODE	Examine identification data (who was referred and identified) and how that compares to the year prior

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?
Create a TAG handbook with all necessary program information, accessible to families of the district	Create a TAG handbook for families and staff	July 2023	Completion of handbook	Completion of handbook with a link to TAG handbook added to district/school websites

B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district	Required statewide training	Oregon Department of Education	Ongoing as published and shared by ODE throughout the 2023/2024 school year
All district licensed educators who are responsible for identification - TAG Coordinators	Training on Identification	Oregon Department of Education	Start of the job assignment - ongoing as published and shared by ODE throughout the 2023/2024 school year
Staff who have already been trained in previous years (include if offered)	OPTIONAL: Refresher Identification training	District TAG Coordinator	October 2023

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	Parent or Teacher Referral Parent Permission to evaluate Data Collection Review of Data Decision and Notification

Comprehensive TAG Programs and Services	Date and/or method of Communication
Universal Screening/Testing grade levels	I - Ready (grades K-10) OSAS (grades 3-8, 11) DIBELS (grades K – 6) WISC-III (grades K – 12)
Individual and/or group testing dates	Fall and/or Spring
Explanation of TAG programs and services available to identified students	District Website District TAG Packet
Opportunities for families to provide input and discuss programs and services their student receives	Referral Meeting Annual plan review or mid-year plan update
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	Referral Meeting Annual plan review or mid-year plan update
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools' programs and services, etc.	Referral Meeting Annual plan review or mid-year plan update
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.	Referral Meeting Annual plan review or mid-year plan update

Comprehensive TAG Programs and Services	Date and/or method of Communication
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.	Referral Meeting Annual plan review or mid-year plan update
Notification to parents of their option to request withdrawal of a student from TAG services	District Website & policy
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	District Website & policy
Designated district or building contact to provide district-level TAG plans to families upon request	District Website

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	Eric Milburn	emilburn@ccsd.k12.or.us	(541) 247-2003
Person responsible for updating contact information annually on your district website	Eric Milburn	emilburn@ccsd.k12.or.us	(541) 247-2003
Person responsible for updating contact information annually on the Department	Eric Milburn	emilburn@ccsd.k12.or.us	(541) 247-2003
Person responsible for sending copies of the district-level TAG plans to building-level personnel (principals, etc.)	Eric Milburn	emilburn@ccsd.k12.or.us	(541) 247-2003
TAG contact for Riley Creek Elementary	Maureen March	mmarch@ccsd.k12.or.us	(541) 247-2003
TAG contact for Pacific High School	Bill Schildbach	wschildbach@ccsd.k12.or.us	(541) 247-2003

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 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.

Term	Definition
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.
<u>Depth of Knowledge (DOK)</u>	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.
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.

Term	Definition
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>
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.

Term	Definition
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.