



Long Creek School District #17

Plan for Talented and Gifted Education

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Section 1: Introduction



**Section 2:
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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

[Insert a list or table here with links if available.]

B. Implementation of Talented & Gifted Education Programs and Services

[Insert a description here, along with any linked artifacts.]

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>	IGBBA District Policy https://policy.osba.org/longcrk/search.asp?si=75853865&pid=r&nsb=1&n=0& charset = windows-1252&bcd=%F7&s=longcrk&query=IGBBA
Multiple modes and methods of data collection used in the identification process. <i>Aligned to OAR 581-022-2325 (2)(b)(c)</i>	IGBBA District Policy https://policy.osba.org/longcrk/search.asp?si=75853865&pid=r&nsb=1&n=0& charset = windows-1252&bcd=%F7&s=longcrk&query=IGBBA
Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i>	IGBBA District Policy https://policy.osba.org/longcrk/search.asp?si=75853865&pid=r&nsb=1&n=0& charset = windows-1252&bcd=%F7&s=longcrk&query=IGBBA IG BBB District Policy https://policy.osba.org/longcrk/search.asp?si=75853865&pid=r&nsb=1&n=0& charset = windows-1252&bcd=%F7&s=longcrk&query=IGBBB

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
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	IGBBA District Policy https://policy.osba.org/longcrk/search.asp?si=75853865&pid=r&nsb=1&n=0& charset = windows-1252&bcd=%F7&s=longcrk&query=IGBBA
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	IGBBA District Policy https://policy.osba.org/longcrk/search.asp?si=75853865&pid=r&nsb=1&n=0& charset = windows-1252&bcd=%F7&s=longcrk&query=IGBBA IGBBB District Policy https://policy.osba.org/longcrk/search.asp?si=75853865&pid=r&nsb=1&n=0& charset = windows-1252&bcd=%F7&s=longcrk&query=IGBBB
Universal Screening/Inclusive considerations	IGBBA District Policy https://policy.osba.org/longcrk/search.asp?si=75853865&pid=r&nsb=1&n=0& charset = windows-1252&bcd=%F7&s=longcrk&query=IGBBA
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	IGBBA District Policy https://policy.osba.org/longcrk/search.asp?si=75853865&pid=r&nsb=1&n=0& charset = windows-1252&bcd=%F7&s=longcrk&query=IGBBA
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	IGBBA District Policy https://policy.osba.org/longcrk/search.asp?si=75853865&pid=r&nsb=1&n=0& charset = windows-1252&bcd=%F7&s=longcrk&query=IGBBA

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
A tool or method for determining a threshold of when preponderance of evidence is met.	OSAS
TAG Eligibility Team	Administrator, licensed teachers, school counselor
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	Documents that may be included in student file: Local performance assessments, PSAT, curriculum-based assessments, portfolio

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	OSAS
What is the broad screening instrument and at what grade level is it administered?	OSAS grades 3-11 Oregon Big Ideas Math (DAP assessment) LC School will investigate using Benchmark Reading Assessment
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)?	OSAS 97 th percentile, or score of exceed

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?	<p>[If yes, please explain how the district will address the identification of students identified as TAG using local norms from other districts or states.]</p> <p>Student files will be reviewed by TAG Team (administrator, teachers, counselor). A program will be implemented using availability of district resources (likely classroom differentiated teaching practices).</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
Formative assessment	Intentional teaching and learning practices within the classroom that show evidence of

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
	student learning and thinking used to inform and adjust instruction (observed in all grades and all classrooms).
Differentiated instruction involving tiers of depth and complexity	Language arts, social science, math; in all grades and classrooms
Cluster grouping	Grouping TAG identified students together within mixed ability classrooms to allow students to have peer-alike time together to address academic and social-emotional needs.
Subject acceleration (above grade level coursework)	Individualized student work/assignments for working above grade level (Language arts, math)
Whole grade acceleration	In accordance with district policy
Advanced Placement (high school)	Courses offered on individual basis, decided by administrator, teacher, student, parent. AP courses offered to TAG students in courses directly related to their learning program.
Dual enrollment/credit	Offered to qualifying high school students (EOU, BMCC, TVCC, other). Dual credit courses offered to TAG high school (9-12 grade) students in courses directly related to their learning program (through EOU, BMCC, TVCC, or other).

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
Chosen specifically for an individual student	Courses offered on individual basis (9-12 grades) decided by administrator, teacher, student, parent.

Name of AP Course	Schools and Grade Levels Offered
	AP courses offered to TAG students in courses directly related to their learning program.

C. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered
none	none

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?	Review incoming student cumulative files.
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?	Teacher meetings/staff discussions. District policy outline procedures.
How do teachers determine rate and level needs for students in their classrooms?	Formative assessments made by teacher to focus on rate/level.

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?	PEP's required (any grade level serving TAG identified student).
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	PEP's required (in courses directly related to TAG identified student learning).
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	Parent/teacher conference.

F. Option/Alternative Schools Designed for TAG Identified Students

Program Elements	School Information
Long Creek School	
TAG qualifying criteria for attendance	none
Number of students currently served	none
Level of the population, served, such as elementary, middle, or high school students	none

G. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
Formative assessment	Intentional teaching and learning practices within the classroom that show evidence of student learning and thinking used to inform and adjust instruction (observed in all grades and all classrooms).
Differentiated instruction involving tiers of depth and complexity	Language arts, social science, math; in all grades and classrooms
Cluster grouping	Grouping TAG identified students together within mixed ability classrooms to allow students to have peer-alike time together to address academic and social-emotional needs.
Subject acceleration (above grade level coursework)	Individualized student work/assignments for working above grade level (Language arts, math)
Whole grade acceleration	In accordance with district policy
Advanced Placement (high school)	Courses offered on individual basis, decided by administrator, teacher, student, parent.
Dual enrollment	Offered to qualifying high school students (EOU, BMCC, TVCC, other)

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>Improve equitable identification practices (to include multiple measures) by providing training of gifted characteristics to teachers, education specialists, and classroom support staff and incorporating the use of local norms by end of the 2023-2024 school year.</p>	<p>Training in identification of best practices, including the use of local norms, as a means to services.</p>	<p>September 2023 TAG services and identification presentation at Back-to-School BBQ.</p> <p>October 2023- first of three trainings presented during administrator led staff meetings.</p>	<p>Completion of three trainings with staff sign-in.</p> <p>Revision of district documents specific to identification to include use of local norms, and screenings beyond OSAS.</p>	<p>Classroom observations and walk-through protocols noting examples of instructional practices observed.</p> <p>Examine identification data (who was nominated and identified), and how that compares to the year prior.</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>Improve differentiated classroom instruction practices (especially for TAG identified students) by the end of 2023-2024 school year.</p>	<p>Provide teacher and support staff training specific to instructional best practices that promote and foster academic growth for students identified as TAG. Trainings will include use of Webb's Depth of Knowledge Framework.</p>	<p>Fall 2023 staff in-service trainings presented during administrator led staff meetings.</p>	<p>Completion of trainings with staff sign-in.</p>	<p>Classroom observations and walk-through protocols noting examples of instructional practices observed. Teaching staff will discuss ideas regarding successes, possible adjustments, and additional training and support needed to ensure best practices within classrooms during regularly scheduled staff meetings as an agenda item.</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>Develop individual PEP for each TAG identified student within the district by the</p>	<p>TAG team and teaching staff will meet to write PEP</p>	<p>After student screenings for TAG eligibility.</p>	<p>Teachers will write TAG plans during teacher-work</p>	<p>Each TAG identified student have a written plan in place with</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?
end of 2023-2024 school year.	plans for TAG identified students.		Fridays by planning TAG PEP time on the teacher meeting work-day agendas.	documentation included in their individual cumulative file.

B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district Denise Porter, teacher Margee Powell, teacher	Required statewide training	Oregon Department of Education	Planning in progress—TBA
All district licensed educators who are responsible for identification	Training on Identification	TBA ODE	Fall semester staff meeting (annually)

Who	What	Provided by	When
Denise Porter, teacher Margee Powell, teacher, Millette Keliikuli, counselor			
Staff who have already been trained in previous years (include if offered) None	N/A		

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	Presentation at Back-to-School BBQ in September (annually). Parent/teacher conferences in October (annually).
Universal Screening/Testing grade levels	OSAS grades 3-11
Individual and/or group testing dates	OSAS (March/April/May)
Explanation of TAG programs and services available to identified students	Back-to-School BBQ, September Parent/teacher conferences, October
Opportunities for families to provide input and discuss programs and services their student receives	Requested parent conference/meeting, individually scheduled (if requested).

Comprehensive TAG Programs and Services	Date and/or method of Communication
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	Conferences
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.	Conferences
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.	Conferences
Notification to parents of their option to request withdrawal of a student from TAG services	Conferences
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	Conferences
Designated district or building contact to provide district-level TAG plans to families upon request	Larry Glaze, administrator Denise Porter, elementary teacher Margee Powell, high school teacher

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	Larry Glaze, administrator Denise Porter, teacher	glazel@grantesd.k12.or.us porterd@grantesd.k12.or.us	541-786-3538 541-508-8925
Person responsible for updating contact information annually on your district website	Jennifer Garinger, office manager	garingerj@grantesd.k12.or.us	541-508-9164
Person responsible for updating contact information annually on the Department	Jennifer Garinger, office manager	garingerj@grantesd.k12.or.us	541-508-9164
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Denise Porter	porterd@grantesd.k12.or.us	541-508-8925
TAG contact for Long Creek School	Denise Porter	porterd@grantesd.k12.or.us	541-508-8925
TAG contact for [school B]*	Only one school in district		
TAG contact for [school C]*	Only one school in district		

*[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 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,

Term	Definition
	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.
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)

Term	Definition
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>
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.

Term	Definition
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.