

La Grande School District

Plan for Talented and Gifted Education

[District directions: Detailed instructions for completing the plan can be found in the [TAG Template Companion Guide](#). Please review the instructions in advance and consult them as each section is completed. Be sure to remove these directions before publishing the plan.]

Table of Contents

Section 1: Introduction	3
Key Terminology	4
Section 2: School District Policy on the Education of Talented and Gifted Students	5
Local School Board Policies	5
Implementation of Talented & Gifted Education Programs and Services	5
Section 3: Identification of TAG-Eligible Students	7
District TAG Identification Practices	7
Universal Screening/Inclusive Considerations	15
Portability of TAG Identification	16
Section 4: Instructional Services and Approaches	17

Instructional Programs and Services for TAG Students	17
Advanced Placement (AP) Course Offerings	20
International Baccalaureate (IB) Course Offerings	20
Teacher’s Knowledge of TAG Students in Class	21
Instructional Plans for TAG Students	22
Option/Alternative Schools Designed for TAG Identified Students	22
TAG Enrichment Opportunities	22
Section 5: Plan for Continuous Improvement	23
District Goals	23
Professional Development Plan: Identification	24
Family Engagement	25
Section 6: Contact Information	30
Appendix: Glossary	32



Section 1: Introduction



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



**Section 3: Identification of
TAG-Eligible Students**



**Section 4: Instructional
Services and Approaches**



**Section 5:
District Goals - Plan for
Continuous Improvement**



**Section 6:
Contact Information**



**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

- [School Board Policy IGBB - Talented and Gifted Program and/or Services](#)
- [School Board Policy IGBBA – Talented and Gifted Students Identification](#)
- [School Board Policy IGBBA-AR – Appeals Procedure for Talented and Gifted Identification and Placement](#)
- [School Board Policy IGBBA-AR – Complaint Regarding the Talented and Gifted Program. And/or Services](#)

B. Implementation of Talented & Gifted Education Programs and Services

District Mission Statement: Empowering learners to learn, staff to thrive and our community to prosper.

District Vision Statement: Preparing all students for their brightest future!

La Grande SD Board Policy: Talented and Gifted - Programs and Services (IGBBC)

A district written plan will be developed for programs and services beyond those normally offered by the regular school program. All required written course statements shall identify the academic instructional programs and services to be provided which accommodate the assessed levels and accelerated rates of learning in identified talented and gifted students. The superintendent will remove any administrative barriers that may exist, which restrict a student's access to appropriate services, and will develop program and service options.

The Board has established an appeal process for a parent or guardian to utilize if he/she is dissatisfied with the programs and services recommended for his/her student that has been identified as talented and gifted, and wish to request reconsideration. The appeal process is identified in administrative regulation IGBBA-AR: Appeal Procedure for Talented and Gifted Student Identification and Placement.

The Board has established a complaint procedure to utilize if a person who resides in the district or a parent or guardian of a student attending school in the district has a complaint regarding the appropriateness of programs and services provided for a student identified as talented and gifted. This complaint procedure, IGBBC-AR – Complaints Regarding the Talented and Gifted Program, is available at the district’s administrative office and on the homepage of the district’s website.

La Grande SD TAG Goals

1. To meet the needs of all learners by providing quality instruction and services at each student’s rate and level.
 2. To work in full collaboration with parents to determine eligibility, services, and ways students can pursue their passions as Talented and/or Gifted learners.
 3. To expand learning in and out of the classroom to meet student individualized needs and interests.
-

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 Aligned to OAR 581-022-2325 (1)</p>	<p style="text-align: center;">TAG IDENTIFICATION PROCESS</p> <ol style="list-style-type: none"> 1. La Grande School District actively solicits referrals from parents and staff throughout the year. 2. All referrals from parents/guardians and teachers are sent to the Building TAG Coordinator throughout the year, but especially in the spring with a copy to the District TAG Coordinator/District Office Staff. 3. Building TAG Coordinator will send out Parent/Guardian Nomination, Consent for Testing and Observation Forms to Parent/Guardian as needed. 4. Building TAG Coordinator will send out Teacher Nomination and Observation Forms to staff as needed. 5. The District TAG Coordinator and designated staff will review student’s Oregon State Assessment scores for the past several years. 6. After the parent/guardian and/or teacher packet is received, the District TAG Coordinator will assign a designated staff member to perform additional testing if needed for the student. 7. The District Diagnostician will return the results to the District TAG Coordinator in a timely manner for review. 8. The screening committee will determine if the student is TAG. If the student is TAG the District Office will send out a TAG Program Placement Letter and Consent form. The Building TAG Coordinator will send out the Parent/Guardian Survey form with

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices							
	<p>meeting information to parent/guardian to complete. If the student is identified as “not qualifying for TAG services” then a letter will be sent home explaining the decision and will let the parent(s) know we will monitor the student and their progress.</p> <p>9. The TAG plan will be written by the classroom teacher in conjunction with the parent/guardian. Copies of the TAG Plan will be provided to the Building and District TAG Coordinators.</p> <p style="text-align: center;">TAG IDENTIFICATION PROCESSES</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="808 675 1871 786"> 1. Teacher/Parent/Guardian notifies Building TAG Coordinator (BTC) of possible TAG student </td> </tr> <tr> <td data-bbox="808 786 1871 937"> 2. BTC sends Teacher/Parent/Guardian the nomination & observation forms. Teachers must include formative & summative assessments and/or a work sample for areas of strength/TAG being considered </td> </tr> <tr> <td data-bbox="808 937 1871 1044"> 3. Teacher and Parent complete the nomination and observation forms and return them to the BTC </td> </tr> <tr> <td data-bbox="808 1044 1871 1112"> 4. BTC notifies the District TAG Coordinator (DTC) </td> </tr> <tr> <td data-bbox="808 1112 1871 1252"> 5. BTC sends completed referral packed (detailed in #2 above) to the DTC for Oregon State Assessment Score (OSAS) and/or documentation review </td> </tr> <tr> <td data-bbox="808 1252 1341 1388"> 6a. If documentation provided <u>SUPPORTS</u> nomination. </td> <td data-bbox="1341 1252 1871 1388"> Result: DTC arranges for additional testing, if necessary </td> </tr> </table>	1. Teacher/Parent/Guardian notifies Building TAG Coordinator (BTC) of possible TAG student	2. BTC sends Teacher/Parent/Guardian the nomination & observation forms. Teachers must include formative & summative assessments and/or a work sample for areas of strength/TAG being considered	3. Teacher and Parent complete the nomination and observation forms and return them to the BTC	4. BTC notifies the District TAG Coordinator (DTC)	5. BTC sends completed referral packed (detailed in #2 above) to the DTC for Oregon State Assessment Score (OSAS) and/or documentation review	6a. If documentation provided <u>SUPPORTS</u> nomination.	Result: DTC arranges for additional testing, if necessary
1. Teacher/Parent/Guardian notifies Building TAG Coordinator (BTC) of possible TAG student								
2. BTC sends Teacher/Parent/Guardian the nomination & observation forms. Teachers must include formative & summative assessments and/or a work sample for areas of strength/TAG being considered								
3. Teacher and Parent complete the nomination and observation forms and return them to the BTC								
4. BTC notifies the District TAG Coordinator (DTC)								
5. BTC sends completed referral packed (detailed in #2 above) to the DTC for Oregon State Assessment Score (OSAS) and/or documentation review								
6a. If documentation provided <u>SUPPORTS</u> nomination.	Result: DTC arranges for additional testing, if necessary							

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices	
	6b. If documentation provided <u>DOES</u> <u>NOT</u> support nomination	Result: DTC notifies the BTC and referring teacher/parent
	6c. Parent or teacher can appeal the DTC decision	Result: See LGSD appeals procedure under district policy code: IGBBA-AR (See pg. _____)
	7. DTC sends the Parent Consent testing form to the parents for further testing if necessary	
	8. When Parent Consent for testing is obtained, the student is tested	
	9. The DTC conducts a review of testing results and nomination information	
	10. If the DTC concludes that the student is NOT TAG (based on all information provided), the DTC sends the TAG Letter B to parents/guardians	
	11. If the DTC concludes that the student is TAG (based on all information provided), the DTC sends to parents TAG Letter A & consent for TAG placement. <u>NEXT:</u> The BTC sends the parents the survey form with a meeting date, including the time and place for the meeting	
	12. IMPORTANT: A TAG plan is written with parent input	

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<div style="border: 1px solid black; padding: 5px;"> <p>13. MANDATORY: All Instructional TAG plans MUST be placed in the student cum. file and a copy is provided to the DTC so it can be placed in the TAG file at the district office</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>14. TAG Supports/Services are provided per the completed TAG Plan</p> </div>
<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>	<p style="text-align: center;">TAG IDENTIFICATION EVIDENCE (Policy: IGBBA)</p> <p>In order to serve academically talented and intellectually gifted students in grades K through 12, the district directs the superintendent to establish a written identification process. This process of identification shall include as a minimum:</p> <ol style="list-style-type: none"> 1. Use of research-based best practices to identify talented and gifted students from underrepresented populations such as ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse or economically disadvantaged. 2. Behavioral, learning and/or performance information; 3. A nationally standardized mental ability test for assistance in identifying intellectually gifted students; 4. A nationally standardized academic achievement test of reading or mathematics on a test of total English Language Arts/Literacy or total mathematics, or on the Smarter Balanced Assessment Consortium for assistance in identifying academically. <p>Identified students shall score at or above the 95th percentile on one of these tests.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p style="text-align: center;">Oregon State Assessment Achievement Indicators</p> <p>The chart below shows the achievement standards for Oregon’s Statewide Assessments by content area and grade/ benchmark level.</p> <p>Required State Assessments: English Language Arts/Literacy and Math assessments in Grades 3-8 and 11, and Science in Grades 5, 8, and 11 (omitted here).</p> <p>Student Achievement above the 95% percentile on the Smarter Balanced Assessment in English or Math at your student’s grade-level may be one indication that your student may be academically gifted. Parents may request student state testing information to support their TAG nomination of their student. As part of the identification process, the district will review these scores as well as observations, diagnostic results, and all other pertinent information in making a final decision regarding TAG status and placement.</p>
<p>Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i></p>	<p>We actively review student data from historically underrepresented groups such as: poverty, mobility, race, disability, or language backgrounds.</p> <p>We support/encourage teacher and parent referrals for students who are in these underrepresented groups and provide IEP accommodations and/or translation services when students are being evaluated.</p>
<p>Research-based tools, instruments, or considerations utilized to equitably identify students from underrepresented populations including, but not limited to: students</p>	<p>TAG Teams use the following to evaluate:</p> <ol style="list-style-type: none"> 1. SPED/EL Teacher Interview and Feedback 2. Student Portfolios 3. ELPA Screener/Summative

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
experiencing disabilities, students who are culturally and linguistically diverse	4. iReady with Translator 5. Woodcock Munoz
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	<p>Annual training for staff highlights bias in our system against students who are not proficient at English. We annually do empathy training with all staff where extended lessons are taught in a foreign language and then assess teachers based on what they have learned.</p> <p>TAG Team members are selected based on their strength as a student advocate and observation of inclusive practices and training.</p>
Universal Screening/Inclusive considerations	<p>La Grande School District (LGSD) uses the iReady assessment to gauge students' progress on grade-level standards. The iReady assessment is given Fall/Winter/Spring annually. The iReady assessment is a nationally normed K-12 academic assessment and can provide good information on student's abilities. Students that appear two or more grade-levels ahead of their peers may qualify for TAG status and should be reviewed by an SST team for further assessment and possible placement in the TAG program.</p>
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	<p>Nationally Normed:</p> <ol style="list-style-type: none"> 1. iReady 2. SBAC 3. ELPA 4. Woodcock-Munoz <p>Locally Normed Indicators:</p> <ol style="list-style-type: none"> 1. District Unit Assessments/Projects 2. District Writing Samples 3. District Local Performance Assessments

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices									
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	Qualitative Data Reviewed: <ol style="list-style-type: none"> 1. Teacher Checklist 2. Teacher Observation 3. Parent Checklist 4. Parent Observation 									
A tool or method for determining a threshold of when preponderance of evidence is met.	<p>When national, local, and qualitative measures indicate that a student may qualify for TAG status, the district will ask a diagnostician to complete national assessments that will determine the student’s percentile rank in: core academics and/or intellectually gifted status. If the students is above the 95th percentile in any one of these three areas they will qualify for TAG placement.</p> <p style="text-align: center;">OR</p> <p>Student Achievement above the 95% percentile on the Smarter Balanced Assessment in English or Math at your student’s grade-level may be one indication that your student may be academically gifted. Parents may request student state testing information to support their TAG nomination of their student. As part of the identification process, the district will review these scores as well as observations, diagnostic results, and all other pertinent information in making a final decision regarding TAG status and placement.</p> <table border="1" data-bbox="909 1133 1782 1386" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Grade</th> <th>Test</th> <th>SBAC Score: (95 percentile)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">English Language Arts</td> <td style="text-align: center;">2566</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">Mathematics</td> <td style="text-align: center;">2560</td> </tr> </tbody> </table>	Grade	Test	SBAC Score: (95 percentile)	3	English Language Arts	2566	3	Mathematics	2560
Grade	Test	SBAC Score: (95 percentile)								
3	English Language Arts	2566								
3	Mathematics	2560								

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices		
	4	English Language Arts	2612
	4	Mathematics	2603
	5	English Language Arts	2651
	5	Mathematics	2639
	6	English Language Arts	2670
	6	Mathematics	2678
	7	English Language Arts	2701
	7	Mathematics	2702
	8	English Language Arts	2719
	8	Mathematics	2740
	11	English Language Arts	2769
	11	Mathematics	2775
TAG Eligibility Team	TAG Eligibility Team is made up of: <ol style="list-style-type: none"> 1. Teacher(s) 2. Building Administrator 3. Diagnostician 4. Parent(s) 5. Student 		

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	6. District TAG Coordinator (as needed)
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	<p>TAG Documents in student Cumulative Files:</p> <ol style="list-style-type: none"> 1. Permission to Assess 2. Assessment Scores 3. Placement Letter and Parent Permission 4. Personal Education Plan <p>Other Documents Maintained at District Office:</p> <ol style="list-style-type: none"> 1. All documents considered by SST team (i.e., observations, checklists, assessments, and/or portfolios) 2. Permission to Test 3. Placement Letter and Parent Permission 4. Personal Education Plan (all) 5. Annual Plan Evaluations

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	Not currently in La Grande School District. iReady is given Fall/Winter/Spring in all grade-levels and state testing scores considered starting in Grade 3 per state requirements.
What is the broad screening instrument and at what grade level is it administered?	N/A

Key Questions	District Procedure
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)?	N/A

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	Yes, La Grande School District accepts TAG plans from all Oregon Districts at face value. We do not make students be re-evaluated. We meet with families to review and transition the TAG Plan and immediately work to implement the TAG Plan.
Does your district accept TAG identification from other states?	Yes. Same as above.
Do local norms influence the decision to honor identification from other districts and states?	No. We accept all TAG Plans that have been previously established

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
Early Entrance/Grade Skipping	
Differentiated Classroom Instruction	<p style="text-align: center;">SPECIFIC INSTRUCTIONAL STRATEGIES MAY INCLUDE:</p> <ul style="list-style-type: none"> ● Differentiated Curriculum ● Enrichment Opportunities ● Compacted Curriculum ● Groupings ● Flexible, skill-based grouping ● Accelerating grouping ● Interest grouping ● Clusters ● Targets ● Critical Thinking ● Problem-solving ● Leadership ● Decision-making ● Motivation & Focus ● Counseling/Care Center ● Self-reflection ● Self-evaluation ● Self-direction ● Self-understanding ● Social Interactions

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
	<ul style="list-style-type: none"> ● Focus on open-ended study ● Independent/self-directed study ● In-depth learning of a self-selected topic within a classroom area of study ● Mentorships ● Complex, abstract, higher-thinking skills ● Questioning strategies ● Journals/Learning logs
<p>Specific Programs</p>	<ul style="list-style-type: none"> ● Literature Groups ● Writers Workshops ● Young Authors' Conferences ● Writing Festival ● Geography Bee ● Spelling Bee ● Pentagrams ● Chess Club ● High Five ● Success For All ● Bridges ● Investigations
<p>Specific Assessment Strategies</p>	<ul style="list-style-type: none"> ● Formal/informal Class Tests ● Daily Work Samples ● Portfolios ● Observations

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
	<ul style="list-style-type: none"> • Conferences • Student/Parent Interviews • Standardized Tests • Criterion Referenced Tests • Performance Assessment
TAG Pull-out Services	Provided weekly in small group setting with grade-like peers. Focus of programming on Math, Reading, and Inventive/Puzzle/Critical Thinking Skills to boost and support academic and intellectual giftedness.
Academic Competitions	Happen in various grade-levels in areas of science, reading, and math. TAG students invited and encouraged to participate regardless of whether competition is housed in-district, locally (i.e., EOU), or regionally.
AP/Honors Classes	Provided to high school students based on completion of pre-requisites or demonstration of proficiency and teacher signature.
Credit by Proficiency	Credit provided for participation in learning experience under the direction of certified teacher of record that may include: college class at university/college, alternative course, community learning opportunity. These must be set up with administration prior to secure high school credit.
Mentorship/Internship	Students have access to mentorship or internship opportunities across 70 local employers in variety of fields to provide learning beyond the classroom and continued exploration of interests and passions. These are set up through the La Grande HS College/Career Center on an individual basis.
Post-Secondary Learning Options	Students can participate in wide range of dual credit and college/university courses that result in an AAOT degree or significant post-secondary coursework throughout their high school experience. Students and families need to work with assigned counselors to access

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
	credits and develop a completion plan if they are wanting an AAOT.

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
AP Composition	La Grande High School – Grade 10-12
AP Literature	La Grande High School – Grade 10-12
AP Calculus	La Grande High School – Grade 11-12
AP US History	La Grande High School – Grade 10-12

C. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered
N/A	N/A – LGSD DOES NOT offer Pre-IB or IB courses.

D. Teacher’s Knowledge of TAG Students in Class

Key Questions	District Procedure
<p>What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?</p>	<ol style="list-style-type: none"> 1. All teachers are trained on TAG process and identification annually 2. TAG forms are distributed to staff annually. 3. TAG rosters/lists are distributed annually to specific teachers for the specific kids in their classrooms. 4. Teachers are directly responsible for drafting annual TAG plans for all TAG students in their classroom and facilitate all meetings. 5. Parent questions about TAG programming and placement are first handled by classroom teachers.
<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>	<ol style="list-style-type: none"> 1. Annual staff training 2. Regular visits from district TAG Specialist to check progress and extend resources.
<p>How do teachers determine rate and level needs for students in their classrooms?</p>	<ol style="list-style-type: none"> 1. Rate and level determinations are based on evidence such as: <ul style="list-style-type: none"> • District Diagnostics (iReady) • Formal Diagnostician Reports • State Testing Results • Classroom Unit Assessments

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>Personal Education Plans (PEP) are required annually in Grades K-8 for all TAG students. In high school, PEPs are optional as course selection, college opportunities, dual credit, AP courses, and internships are provided with or without a plan in place</p>
<p>Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?</p>	<p>Instructional Plans are optional</p>
<p>How are families notified regarding the opportunity to discuss the PEP or IP designed for their student’s learning?</p>	<p>Teachers make multiple attempts through email, dojo, phone, mail, etc. each Fall of the need to discuss and update their student’s PEP. The District TAG Specialist and building administrator work to support and assist in these efforts.</p>

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>La Grande SD TAG Goals</p> <ol style="list-style-type: none"> 1. To meet the needs of all learners by providing quality instruction and services at each student’s rate and level. 2. To work in full collaboration with parents to determine eligibility, services, and ways students can pursue their passions as Talented and/or Gifted learners. 3. To expand learning in and out of the classroom to meet student individualized needs and interests. 	<p>Annual Building Staff Training</p> <p>Annual review of staff and resources for TAG programming</p> <p>Supporting TAG PEP meetings with students and families</p> <p>Instructional strategies training</p> <p>TAG pullout services</p>	<p>Annually/Ongoing</p>	<p>Quarterly review of TAG plans</p> <p>Completed Training and scheduled meetings</p> <p>Student/Parent Feedback</p>	<p>Affinity Interviews</p> <p>Review of Completed Training and Feedback</p> <p>Completed TAG Annual Evaluations</p>

B. Professional Development Plan: Identification

Who	What	Provided by	When
Scott Carpenter – Assistant Superintendent	Required statewide training	Oregon Department of Education	January 30, 2023 - Zoom
Scott Carpenter – Assistant Superintendent Ellen Lester – TAG Specialist	Training on Identification	Oregon Department of Education	As Available
All Certified Staff	Training on Identification and Services	La Grande SD Staff	Annually

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication																																	
Identification procedures (including referral process)	DISTRICT TAG TIMELINE																																	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><u>Activity</u></th> <th style="text-align: center;"><u>Timeline</u></th> <th style="text-align: center;"><u>Who is responsible</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="806 524 1373 557">Make staff aware of TAG Identification Process</td> <td data-bbox="1377 524 1535 557">September</td> <td data-bbox="1539 524 1808 557">Building TAG Coordinator</td> </tr> <tr> <td data-bbox="806 565 1373 630">Solicit staff referrals (process paperwork for parent referrals submitted)</td> <td data-bbox="1377 565 1535 630">September - June</td> <td data-bbox="1539 565 1808 630">Building TAG Coordinator</td> </tr> <tr> <td data-bbox="806 638 1373 784"> Screeners: 4. iReady Diagnostic (Math/ELA) 5. OSAS/SBAC scores (Math/ELA) 6. In-Class Tests/Assignments/etc. (Portfolio Evidence) </td> <td data-bbox="1377 638 1535 703">September - October</td> <td data-bbox="1539 638 1808 703">District TAG Coordinator</td> </tr> <tr> <td data-bbox="806 792 1373 857">1st Contact to parents/guardian for observation / consent</td> <td data-bbox="1377 792 1535 857">September - June</td> <td data-bbox="1539 792 1808 857">Building TAG Coordinator</td> </tr> <tr> <td data-bbox="806 865 1373 930">2nd Contact to parents for observation (if needed)</td> <td data-bbox="1377 865 1535 930">September - June</td> <td data-bbox="1539 865 1808 930">Building TAG Coordinator</td> </tr> <tr> <td data-bbox="806 938 1373 1003">TAG Testing (as needed)</td> <td data-bbox="1377 938 1535 1003">September - June</td> <td data-bbox="1539 938 1808 1003">Diagnostician</td> </tr> <tr> <td data-bbox="806 1011 1373 1076">TAG Notification and Placement</td> <td data-bbox="1377 1011 1535 1076">September - June</td> <td data-bbox="1539 1011 1808 1076">District TAG Coordinator</td> </tr> <tr> <td data-bbox="806 1084 1373 1149">Interview sheets are sent to parents</td> <td data-bbox="1377 1084 1535 1149">September - June</td> <td data-bbox="1539 1084 1808 1149">Teachers/Building TAG Coordinator</td> </tr> <tr> <td data-bbox="806 1157 1373 1222">Teacher meets with parent and student to write TAG plan (PEP)</td> <td data-bbox="1377 1157 1535 1222">September - June</td> <td data-bbox="1539 1157 1808 1222">Teachers/Building TAG Coordinator</td> </tr> <tr> <td data-bbox="806 1230 1373 1279">Annual TAG Team Evaluation completed</td> <td data-bbox="1377 1230 1535 1279">November</td> <td data-bbox="1539 1230 1808 1279">District Office</td> </tr> </tbody> </table>	<u>Activity</u>	<u>Timeline</u>	<u>Who is responsible</u>	Make staff aware of TAG Identification Process	September	Building TAG Coordinator	Solicit staff referrals (process paperwork for parent referrals submitted)	September - June	Building TAG Coordinator	Screeners: 4. iReady Diagnostic (Math/ELA) 5. OSAS/SBAC scores (Math/ELA) 6. In-Class Tests/Assignments/etc. (Portfolio Evidence)	September - October	District TAG Coordinator	1 st Contact to parents/guardian for observation / consent	September - June	Building TAG Coordinator	2 nd Contact to parents for observation (if needed)	September - June	Building TAG Coordinator	TAG Testing (as needed)	September - June	Diagnostician	TAG Notification and Placement	September - June	District TAG Coordinator	Interview sheets are sent to parents	September - June	Teachers/Building TAG Coordinator	Teacher meets with parent and student to write TAG plan (PEP)	September - June	Teachers/Building TAG Coordinator	Annual TAG Team Evaluation completed	November	District Office
	<u>Activity</u>	<u>Timeline</u>	<u>Who is responsible</u>																															
	Make staff aware of TAG Identification Process	September	Building TAG Coordinator																															
	Solicit staff referrals (process paperwork for parent referrals submitted)	September - June	Building TAG Coordinator																															
	Screeners: 4. iReady Diagnostic (Math/ELA) 5. OSAS/SBAC scores (Math/ELA) 6. In-Class Tests/Assignments/etc. (Portfolio Evidence)	September - October	District TAG Coordinator																															
	1 st Contact to parents/guardian for observation / consent	September - June	Building TAG Coordinator																															
	2 nd Contact to parents for observation (if needed)	September - June	Building TAG Coordinator																															
	TAG Testing (as needed)	September - June	Diagnostician																															
	TAG Notification and Placement	September - June	District TAG Coordinator																															
	Interview sheets are sent to parents	September - June	Teachers/Building TAG Coordinator																															
	Teacher meets with parent and student to write TAG plan (PEP)	September - June	Teachers/Building TAG Coordinator																															
Annual TAG Team Evaluation completed	November	District Office																																
<u>*Annually: Classroom teacher observation forms are completed and TAG plans revised for existing TAG students</u>																																		

Comprehensive TAG Programs and Services	Date and/or method of Communication																					
	<table border="1"> <thead> <tr> <th colspan="3" data-bbox="793 324 1921 378">TAG Timeline for Existing TAG Students</th> </tr> <tr> <th data-bbox="793 378 1428 431">Activity</th> <th data-bbox="1428 378 1612 431">Timeline</th> <th data-bbox="1612 378 1921 431">Who is Responsible</th> </tr> </thead> <tbody> <tr> <td data-bbox="793 431 1428 513">Current year teacher receives PEP and observation forms from previous school year</td> <td data-bbox="1428 431 1612 513">September</td> <td data-bbox="1612 431 1921 513">Building TAG Coord.</td> </tr> <tr> <td data-bbox="793 513 1428 586">Teacher fills out observation forms for the current year.</td> <td data-bbox="1428 513 1612 586">September</td> <td data-bbox="1612 513 1921 586">Teacher</td> </tr> <tr> <td data-bbox="793 586 1428 639">Teacher meets with parent and student to write new PEP</td> <td data-bbox="1428 586 1612 639">October</td> <td data-bbox="1612 586 1921 639">TAG Team</td> </tr> <tr> <td data-bbox="793 639 1428 693">Annual TAG Team Evaluation completed</td> <td data-bbox="1428 639 1612 693">November</td> <td data-bbox="1612 639 1921 693">District Office</td> </tr> <tr> <td data-bbox="793 693 1428 802">Current year PEP observation forms and any relevant conference information turned in to Building TAG Coordinator for next year</td> <td data-bbox="1428 693 1612 802">June</td> <td data-bbox="1612 693 1921 802">Teacher</td> </tr> </tbody> </table>	TAG Timeline for Existing TAG Students			Activity	Timeline	Who is Responsible	Current year teacher receives PEP and observation forms from previous school year	September	Building TAG Coord.	Teacher fills out observation forms for the current year.	September	Teacher	Teacher meets with parent and student to write new PEP	October	TAG Team	Annual TAG Team Evaluation completed	November	District Office	Current year PEP observation forms and any relevant conference information turned in to Building TAG Coordinator for next year	June	Teacher
TAG Timeline for Existing TAG Students																						
Activity	Timeline	Who is Responsible																				
Current year teacher receives PEP and observation forms from previous school year	September	Building TAG Coord.																				
Teacher fills out observation forms for the current year.	September	Teacher																				
Teacher meets with parent and student to write new PEP	October	TAG Team																				
Annual TAG Team Evaluation completed	November	District Office																				
Current year PEP observation forms and any relevant conference information turned in to Building TAG Coordinator for next year	June	Teacher																				
Universal Screening/Testing grade levels	La Grande SD does not screen for TAG placement. La Grande SD reviews student data on attendance, behavior, and grades three times per year in our EBIS process. These reviews include state testing and iReady (ELA/MATH) data that may indicate giftedness.																					
Individual and/or group testing dates	iReady: <ul style="list-style-type: none"> • September (Fall) • Dec.-Jan (Winter) • May (Spring) State Testing <ul style="list-style-type: none"> • April – May (Grades 3-8, 11) 																					

Explanation of TAG programs and services available to identified students

La Grande SD TAG Program Services

Services can be described in two ways: curriculum-based and student-based.

Curriculum-Based Services

Definition: Modifications to courses of study in content, instructional strategies, and expectations for performance and product. A written plan will reflect these options when developing the program for the TAG student.

Student-Based Services

Definition: Personalized/individualized planning to develop appropriate academic programs.

Curriculum-Based Services

Option	Description	Grade-Level
Cross-Grade Grouping	Students are ability grouped with students in a higher grade level.	K-5
Cross Tutoring	Students are paired with "buddies" to work on skills or special interests.	K-12
Fast Paced Groups	Curriculum is offered at a faster rate. It is often used in connection with compacting or acceleration	K-12
Learning Centers or Learning Packets	Materials to be used in small groups or for students to work on independently	K-5
Special Part-Time Class	Small group sessions working with other students of similar abilities	K-5
Cluster Grouping	Grouping according to ability or interest. May be skill oriented or project oriented, short-term or extensive.	K-12
Compacted Course or Curriculum	Content is compacted into abbreviated time. The result provides additional time for enrichment or study.	K-12
Differentiated Assignment	Content, process and/or product changed to challenge and encourage higher level thinking.	K-12
Whole Class Enrichment	The teacher provides the opportunity for the entire class to work beyond or outside of the regular curriculum	K-12
Advanced Placement or Honors Courses	Courses which offer content at advanced levels: often material is presented at a faster pace. Examples include: advanced placement courses, dual credit courses, etc.	7-12
Concurrent Enrollment	Dual enrollment in two levels of schooling. (i.e., a middle school student taking Algebra I or high school student taking college classes.)	7-12

Comprehensive TAG Programs and Services	Date and/or method of Communication		
	Student-Based Services		
<p>Opportunities for families to provide input and discuss programs and services their student receives</p>	<ul style="list-style-type: none"> • Families meet each Fall with their student’s new teacher to review and update their student’s TAG Plan and make adjustments based on the student’s service pan based on current rate/level. • Families can schedule a conference with their student’s teacher at any time. • Every Spring, families can meet with teachers to provide feedback on current plan and ask questions about next grade level. 		

Option	Description	Grade-Level
Acceleration	Instruction is delivered so that students move through the curriculum according to assessed skill levels rather than grade levels. The student moves ahead whenever mastery of content and skills are demonstrated.	K-12
Independent Study	Student-centered, directed by a classroom teacher or other resource person. Students learn and practice research and study skills by learning more about an interest area and communicating findings to an appropriate audience.	K-12
Individualized Instruction	One-to-one instruction matched to individual needs. It can be fast-paced, advanced level, or remedial.	K-12
Grade Advancement	Students are advanced one or more grades beyond the one normally prescribed for their age.	K-8
Mentorship/Internship	Student is paired with an expert in a field of common interest with the student being guided in a project or research, Internship may be in a prospective career field	9-12
Early Graduation	Student completes all required classes and graduates in less than four years	9-12
Enrollment in College Courses	Students enroll in college level classes while still enrolled in high school.	9-12

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	<p>See Attached – TAG PLAN TEMPLATE</p> <p>Other Forms:</p> <ul style="list-style-type: none"> • Parent Nomination • Parent Observation • Teacher Nomination • Teacher Observation • PEP Evaluation Form • Annual Survey <p>Completed as TAG team (Admin (as needed), Teacher, Parent, Student) after student qualifies for program.</p>
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	<ul style="list-style-type: none"> • School Open Houses • School Parent-Teacher 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.	<ul style="list-style-type: none"> • School Open Houses • School Parent-Teacher Conferences
TAG informational events (high school) - where parents learn about TAG profiles, explanations of services and programs offered	<ul style="list-style-type: none"> • School Open Houses • School Parent-Teacher Conferences

Comprehensive TAG Programs and Services	Date and/or method of Communication
to TAG identified students, transition expectations from middle to high school, etc.	
Notification to parents of their option to request withdrawal of a student from TAG services	<ul style="list-style-type: none"> • Provided annually in TAG Team review of student PEP Plan
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	See Attached – Complaint Process
Designated district or building contact to provide district-level TAG plans to families upon request	Scott Carpenter Assistant Superintendent Scott.carpenter@lagrandesd.org (541) 663-3203

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	Scott Carpenter	Scott.carpenter@lagrandesd.org	(541) 663-3203
Person responsible for updating contact information annually on your district website	Scott Carpenter	Scott.carpenter@lagrandesd.org	(541) 663-3203
Person responsible for updating contact information annually on the Department	Scott Carpenter	Scott.carpenter@lagrandesd.org	(541) 663-3203
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Scott Carpenter	Scott.carpenter@lagrandesd.org	(541) 663-3203
TAG contact for Central Elementary	Monica West	Monica.west@lagrandesd.org	(541) 663-3505
TAG contact for Greenwood Elementary	Jennifer Melendez	Jennifer.melendez@lagrandesd.org	(541) 663-3602
TAG contact for Island City Elementary	Brett Smith	Brett.smith@lagrandesd.org	(541) 663-3275
TAG contact for La Grande Middle School	Chris Wagner	Chris.wagner@lagrandesd.org	(541) 663-3425
TAG contact for La Grande High School	Brett Baxter	Brett.baxter@lagrandesd.org	(541) 663-3304

*[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.

Term	Definition
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.
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.