

Imbler School District #11

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.]

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Section 1: Introduction



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



Section 3: Identification of TAG-Eligible Students



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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>	<p>Imbler School District identifies students who are academically talented and intellectually gifted. Those identified as academically talented have shown specific abilities in the academic areas of reading, writing, math, or science. Intellectually gifted students have demonstrated unusual capabilities in mental reasoning. The district TAG coordinator reviews standardized test scores, including achievement tests and mental tests looking for two or more scores at or above 97% (a score of 6 on the TAG Plan checklist). Parents, teachers, and other people may also make referrals for TAG. The Imbler School District will look deliberately for students who may not be performing at 97% but are believed to have the potential to perform at that level.</p> <p>Imbler School Board Policy Identification Talented and Gifted Students</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Multiple modes and methods of data collection used in the identification process. <i>Aligned to OAR 581-022-2325 (2)(b)(c)</i>	<p>A TAG checklist and TAG identification report are completed for each referred student.</p> <p>Elementary TAG Plan MS/HS Tag Plan</p>
Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i>	<p>In order to serve Talented and Gifted students in grades K-12 the district directs the superintendent or designee after due consideration of the input of staff, parents, and the community to establish an identification process that includes culturally responsive practices specific to the identification. See Imbler School District Board Policy pertaining to Identification - Talented and Gifted Students.</p> <p>Imbler School District Board Policy Identification Process Talented and Gifted</p>
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	<ul style="list-style-type: none"> ● English language proficiency tests (ELPA) ● Input from the student's cultural group ● Prior academic performance in the child's home school ● Parent interviews ● Assessment data (MAP, SBAC, EASY CBM, DIBELS, STAR, Woodcock Johnson Test of Achievement) ● Student observations ● Performance-based indicators ● Teacher and/or parent nominations ● Behavioral rating scales
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	<p>In order to serve Talented and Gifted students in grades K-12 the district directs the superintendent or designee after due consideration of the input of staff, parents, and the community to establish methods and practices that minimize or seek to eliminate the effects of bias in assessments and identification practices. See Imbler School District Board Policy pertaining to Identification - Talented and Gifted Students.</p> <p>Imbler School District Board Policy Identification Process Talented and Gifted</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Universal Screening/Inclusive considerations	<p>CogAT Screener</p> <ul style="list-style-type: none"> • The CogAT Screener is a nationally standardized assessment that measures reasoning and problem-solving skills in verbal, quantitative (numbers), and non-verbal areas. This assessment measures the cognitive development of each student who is assessed. The Screener is a shortened version of the full CogAT.
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	<p>The Imbler School District will be using national norms in the identification data collection process. At this time the Imbler School District will not be using local norms. The assessment data might include the following ability and achievement tests:</p> <ul style="list-style-type: none"> • Woodcock-Johnson Test of Achievement • Woodcock-Johnson Test of Cognitive Abilities • Weschler Intelegence Scale of Children • SAT • PSAT • ACT
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	<ul style="list-style-type: none"> • Universal tools to help gather qualitative data. <ul style="list-style-type: none"> ○ SIGS ○ Parent/Teacher Interviews or Checklists ○ Observational Data Checklists ○ Portfolios ○ Rubrics ○ Performance Assessments
A tool or method for determining a threshold of when preponderance of evidence is met.	<p>Imbler School District will use the TAG plan checklist rubric to determine when the preponderance of the evidence is met. The student must have a score of 6 indicating a percentile of 97 or greater in a minimum of 2 categories.</p> <ul style="list-style-type: none"> • Score of 6 means a percentile of 95 or greater • Score of 5 means a percentile between 90-94

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<ul style="list-style-type: none"> ○ Parent or Teacher checklist indicating the potential to perform at the 95th percentile or greater gives an additional 1 point moving the student to a score of 6. ● Score of 4 means a percentile between 80-89 <ul style="list-style-type: none"> ○ Parent/Teacher Checklist and Class assessments indicating the potential to perform at the 95th percentile or greater gives an additional 1 point moving the student to a score of 5 ● Score of 3 means a percentile between 70-79 ● Score of 2 means a percentile between 60-69 ● Score of 1 means a percentile at or below 59 <p>To be eligible for TAG services a student must not have any scores in the qualifying area at or below a 3.</p>
TAG Eligibility Team	<p>Imbler School District TAG eligibility team is composed of school personnel who know the student and review that data for each student referred. This team could include (a general education teacher, district representative, and TAG coordinator) the team could also include the school diagnostician if further testing is determined to be needed for further evaluation)</p>
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	<p>The Imbler School District will include the TAG Plan Checklist in the student's cumulative record file.</p>

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	All students in grades K-7 are screened for TAG eligibility using a common instrument. All students in grades 8-12 are screened for TAG eligibility using a common instrument.
What is the broad screening instrument and at what grade level is it administered?	<ul style="list-style-type: none"> • MAP assessment is used in grades K-12 in the fall/winter/spring. • DIBELS assessment is used in grades K-2. • Easy CMB assessment is used in grades 3-8
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)?	Students who are at or above the 95th percentile or are believed to have the potential to perform at that level are referred for the TAG identification process.

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	Oregon does not have a state law or administrative rule on portability. However, if a student transferred to the Imbler School District from another Oregon school and the cumulative file included a TAG eligibility then the Imbler TAG eligibility team would review the materials and follow the Imbler School District identification process.
Does your district accept TAG identification from other states?	Oregon does not have a state law or administrative rule on portability. However, if a student transferred to the Imbler School District from another state and the cumulative file included a TAG eligibility then the Imbler TAG eligibility team would review the materials and follow

Key Questions	District Policy and Practices
	the Imbler School District identification process.
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>Imbler School District will use local norms as other assessment forms on the TAG Plan (PEP, IP) to determine identification.</p> <p>Elementary TAG Plan (PEP) MS/HS TAG Plan (IP)</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
Acceleration (standards)	Districtwide acceleration grades K-12. Instruction is delivered for students to move through the curriculum according to assessed skill levels rather than grade-level standards and coursework. The student moves ahead whenever mastery of content and skills are demonstrated. 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.
Acceleration (subject)	Observed in grades 8-12. Above grade-level standards and coursework. For example, a

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
	student who takes an advanced high school ELA or Math class during middle school.
Acceleration (whole-grade)	Districtwide acceleration grades K-12. Grade skipping. For example, a student who moves from 1st grade to 3rd grade (skips the 2nd grade). Refer to Imbler School District Policy.
Compacting (sometimes referred to as Compacted Curriculum)	Districtwide compacting grades K-12. 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. Content is compacted into abbreviated time. The result provides additional time for enrichment or study.
Choice Assignments	Districtwide choice assignments grades K-12. 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.
Flexible Readiness Grouping	Observed regularly in grades K-7. A strategic strategy designed to group students according to best fit instructional needs and student discourse opportunities.
Scaffolding or Tiered Instruction	Schoolwide scaffolding grades K-12. Content, process, and/or product changed to challenge and encourage higher-level thinking. 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.
Differentiated Instruction (involving tiers of depth and complexity)	Districtwide differentiation grades K-12. Instruction and learning options are 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 the needs of learning.
Small group instruction/Cluster	Observed regularly in grades K-7. Grouping students according to ability or interest. Maybe skill-oriented or project-oriented, short-term or extensive. TAG-identified students are intentionally placed together in mixed-ability classrooms. The structure of this educational practice allows students to have peer-alike time together to address both academic and

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
	social-emotional needs.
Formative Assessment as a Process	Districtwide formative assessments grades K-12. Intentional teaching and learning practices in the classroom are 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.
Level of Learning	Districtwide formative assessments grades K-12. 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 Revised September 2022 17 Term Definition 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.
Independent Learning Contracts	Districtwide independent learning contracts grades K-12. 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) (TAG Plan 8-12)	Observed in grades 8-12 on the TAG plans. Communicates instructional strategies and services of how the teacher meets the needs of all TAG-identified students in a particular course. Typically utilized at the secondary level. MS/HS TAG Plan (IP)
Personal Education Plans (PEPs) (TAG Plan K-7)	Observed in grades K-7 on the TAG plans. 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.

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
	Elementary TAG Plan (PEP)
College Credit Options	<p>Observed grades 9-12. Students have the opportunity to earn college credit while attending Imbler High School. There are over 70 college credits available to students through classes taught at our campus (Dual Credit) and many other credits are available to our students on the EOU Campus (Early College Initiatives Dual Enrollment). Refer to Imbler High School Curriculum Guide.</p> <p>IHS Curriculum Guide</p>
Early College Initiatives Programs	<p>Observed grades 9-12. When students have the opportunity to participate in college-level courses and earn credits or certificates while still in high school, it means real financial savings for families today. Imbler High School offers college credit for our on-campus classes through various institutions of higher learning. Students sign up for the Imbler High School class during school registration in August. Once the class begins in the fall, the class teacher will give students information on how to register for college credit. Registering for college credit is a separate process that varies depending on the college. For help with the registration process for college credit of your dual credit course (classes taken on the IHS campus) please see the Career Connections Advisor for assistance. Early College Initiatives is a collaboration between Blue Mountain Community College, Eastern Oregon University, Treasure Valley Community College, and the Intermountain School districts in Eastern Oregon. Refer to Imbler High School Curriculum Guide.</p> <p>IHS Curriculum Guide</p>
Oregon Administrative Rule (OAR)	Districtwide grades K-12. Rules adopted by the State Board of Education to support statutes (ORS)
Oregon Revised Statute (ORS)	Districtwide grades K-12. Oregon laws are passed by the State Legislature.

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
Imbler School District does not offer any AP classes at this time.	Please refer to the Imbler High School Curriculum Guide for college credits and initiative programs. IHS Curriculum Guide

C. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered
Imbler School District does not offer any IB classes at this time.	Please refer to the Imbler High School Curriculum Guide for college credits and initiative programs. IHS Curriculum Guide

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?	Imbler School District provides teachers in grades K-6 with a student service binder that includes TAG-identified plans. The TAG coordinator also meets with all classroom teachers K-12, who will be responsible for following the plans, to review the plans at the beginning of the academic school year to ensure the teachers are aware of the student's services.

Key Questions	District Procedure
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>The following information is distributed to the teachers at the beginning of each academic year:</p> <ul style="list-style-type: none"> • TAG Policy • TAG Identification Process • Explanation of what TAG looks like in the classroom for the Imbler School District • Resource Guide • TAG Coordinator contact information
How do teachers determine rate and level needs for students in their classrooms?	At Imbler School District teachers use formative assessments to determine the rate and level needs of students in their classrooms.

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?	<p>PEPs begin at the kindergarten level when a referred TAG student is found eligible for TAG services. A PEP is required for a qualified TAG student grades K-7.</p> <p>Elementary TAG PLAN (Master)</p>
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	<p>IPs begin at the 8th-grade level and are either implemented when a qualified TAG student begins the 8th grade or a referred 8th-12th grade student is found eligible for TAG services. An IP is required on all qualified TAG students in grades 8-12.</p> <p>MS/HS TAG Plan (IP)</p>
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	Parents or guardians are notified either with an annual parent letter or an initial parent letter. The eligibility team then develops the PEP or IP outlining the needs of the student as well as what programs and services the student will receive throughout the school year and

Key Questions	District Procedure
	<p>communicating with the parents or guardian how the teacher meets the needs of the TAG-identified student in a particular course.</p> <p>Initial Parent Letter (TAG) Annual Parent Letter (TAG)</p>

F. Option/Alternative Schools Designed for TAG Identified Students

Program Elements	School Information
[Name of school A]	
TAG qualifying criteria for attendance	
Number of students currently served	
Level of the population, served, such as elementary, middle, or high school students	
[Name of school B]	
TAG qualifying criteria for attendance	
Number of students currently served	
Level of the population, served, such as elementary, middle, or high school students	

G. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
Mobile STEM LAB	<ul style="list-style-type: none">• Partner with EOU for Mobile STEM LAB opportunity for TAG students
Classroom Teachers	<ul style="list-style-type: none">• Provide daily enrichment to meet each TAG students individual plans to ensure they are being challenged in the classroom

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>Develop a guideline that outlines what TAG looks like in the classroom in grades K-12.</p> <p>Statement:</p> <p>The Imbler School District will develop a guideline to outline for general education teachers what TAG looks like in the classroom for grades K-12 to ensure teachers are equipped with the knowledge of ways to enrich students in their classrooms and meet individual student's TAG plan needs.</p>	<p>Training of K-12 teachers on how they can utilize the guideline to incorporate services into the classroom.</p>	<p>Aug/Sept 2023:</p> <ul style="list-style-type: none"> Staff training on where to locate the guideline along with what services are on the guideline and how they can incorporate those services into their teaching. <p>Imbler TAG Resource Guidelines for K-12 Teachers</p> <p>Jan 2024</p> <ul style="list-style-type: none"> Observations of teachers implementing practices into their teaching pertaining to the guideline 	<p>Completion of Staff training with verified attendance.</p> <p>Completion of Observations with documented notes</p>	<p>Feedback from teachers on how the guideline was useful, including changes that could be made, services that need to be added, etc.</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?

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>Implement the Universal Screener for all 2nd graders</p> <p>Statement: Imbler School District will screen all 2nd-grade students with the district Universal Screener in the Spring of every academic school year.</p>	<ul style="list-style-type: none"> • Purchase COgNat • Train TAG Coordinator to administer COgNAT • TAG Coordinator will screen 2nd-grade students in the Spring 	<p>Fall 2023</p> <ul style="list-style-type: none"> • Purchase COgnat Licenses • Train TAG Coordinator <p>Spring 2024</p> <ul style="list-style-type: none"> • All 2nd-grade students will be screened using the SOgNAT Screener 	<ul style="list-style-type: none"> • COgNAT Screener in the SPRING • Annually in the SPRING 	<ul style="list-style-type: none"> • The TAG team will review the data from the universal screener and provide feedback. • Data tracking log will be used to gather data annually. • Data logs will be electronic and <p>TAG Universal Screener Data Logs</p>

B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district Dawn Treat	Required statewide training	Oregon Department of Education	[list date and location of training and type of training (in-person, Zoom, etc.)] <ul style="list-style-type: none"> November 2, 2022, via Zoom TAG Identification Toolkit Phase 1 Release January 13, 2023, via Zoom TAG Identification Unpacking the Rules
All district licensed educators who are responsible for identification Dawn Treat	Training on Identification	[list roles/names of Professional Development providers]	[What month of each school year?]
Staff who have already been trained in previous years (include if offered)	OPTIONAL: Refresher Identification training [Enter "N/A" if refresher training is not provided]		

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	Imbler School District Policy Imbler School District Board Policy Talented and Gifted Program Imbler School District Board Policy Identification Process Talented and Gifted
Universal Screening/Testing grade levels	K-2 District Assessments 3-8 State Assessment and District Assessments 11 State Assessments
Individual and/or group testing dates	Fall(September)/Winter(Dec/Jan)/Spring(May)
Explanation of TAG programs and services available to identified students	District Website Imbler School District Board Policy Imbler High School Curriculum Guide Imbler School District Board Policy talented and Gifted Programs and Services
Opportunities for families to provide input and discuss programs and services their student receives	Annually via Google Form TAG Services at Imbler Schools Form
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	District Website Imbler School District Board Policy Imbler High School Curriculum Guide Imbler School District Board Policy talented and Gifted Programs and Services

Comprehensive TAG Programs and Services	Date and/or method of Communication
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	Imbler School District Website Imbler School Board Policy Imbler School District Board Policy talented and Gifted Programs and Services
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.	Imbler School Board Policy Imbler School District Website Imbler School District Board Policy talented and Gifted Programs and Services IHS Curriculum Guide
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.	Imbler School Board Policy Imbler School District Website Imbler School District Board Policy talented and Gifted Programs and Services IHS Curriculum Guide
Notification to parents of their option to request withdrawal of a student from TAG services	Annually via Parent Letter Annual Parent TAG Letter

Comprehensive TAG Programs and Services	Date and/or method of Communication
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	Imbler School District Policy Imbler School District Board Policy Complaints Regarding the Talented and Gifted Program
Designated district or building contact to provide district-level TAG plans to families upon request	TAG Coordinator-Dawn Treat dawn.treat@imblersd.org

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	Dawn Treat	dawn.treat@imblersd.org	5415342311
Person responsible for updating contact information annually on your district website	Teressa Dewey	teressa.dewey@imblersd.org	5415345331

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
Person responsible for updating contact information annually on the Department	Randy Waite	randy.waite@imblersd.org	5415345331
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Dawn Treat	dawn.treat@imblersd.org	5415342311
TAG contact for Imbler Elementary	Dawn Treat	dawn.treat@imblersd.org	5415342311
TAG contact for Imbler JR/SR High School	Dawn Treat	dawn.treat@imblersd.org	5415342311

*[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.

Term	Definition
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.
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

Term	Definition
	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.
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

Term	Definition
	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.
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	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 .

Term	Definition
	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.
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.