Lake County School District 21, Adel
Plan for Talented and Gifted Education

Table of Contents

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

- Adel School District Board has adopted and follow OSAB's recommended policies. Policy IGBB and IGBBA along with public complaint policy KL.

B. Implementation of Talented & Gifted Education Programs and Services

- Adel is a K-8 schools with enrollment under 12 students. Students who are identified as talented and gifted will be offered advanced learning opportunities on an individual basis. These learning opportunities will be extensions of lessons and/or topics of interest at a higher level. Services will be provided by classroom teachers and supported by paraprofessionals and guest speakers as feasible as possible in a rural/frontier setting.

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 *Aligned to OAR 581-022-2325 (1)*	In order to serve academically talented and intellectually gifted students in grades K-12, the district directs the superintendent after due consideration of the input of staff, parents and the community to establish a written identification process. This process of identification shall include at a minimum: 1. Use of evidence-based practices that include a variety of tools and procedures to determine if a student demonstrates a pattern of exceptional performance and/or

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices

	achievement that is relevant to the identification of TAG students under ORS 343.395.
	
	2. Collection and use of multiple modes and methods of qualitative and quantitative evidence to allow appropriate members of a student's identification team to make a determination about the identification and eligibility of the students for TAG services, supports and/or programs; with no single test or piece of evidence eliminating a student from eligibility.
	
	3. Use of methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to:
	
	    a. Students who are racially/ethnically diverse;
	    a. Students experiencing disability;
	    b. Students who are culturally and/or linguistically diverse;
	    c. Students experiencing poverty; and
	    d. Students experiencing high mobility.
	
	2. Incorporate assessments, tools and procedures that will inform the development of an appropriate plan of instruction for students who are identified as TAG and describe how information from the assessments, tools and procedures used in the identification for TAG students will be used to support development of the plan of instruction.
	
	3. Identify how the educational record under ORS 326.565 of the student being considered will document and reflect the record of the team's decision and the procedures and data used by the team to make the decision.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	district will provide professional development for staff assigned the responsibility for identification of talented and gifted students. When a student is identified for TAG, the district shall inform parents of the programs and services available to their student and provide an opportunity for parents to provide input to, and discuss TAG instruction proposed for their student. The instruction provided shall be designed to accommodate the student's assessed levels of learning and accelerated rates of learning. Parents may request the withdrawal of their student from TAG at any time. Identified students shall score at or above the 97th percentile on one of these tests. Other students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted may be identified. If a parent is dissatisfied with the identification process or placement of their student, they may submit an appeal through Board policy KL - Public Complaints and begin at Step 2 with the superintendent or designee. After exhausting the district's appeal procedure and receiving the district's a final decision, a parent may appeal the decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.
Multiple modes and methods of data collection used in the identification process. *Aligned to OAR 581-022-2325 (2)(b)(c)*	A team will use an identification process that is based on multiple criteria that call for a consistent pattern of excellence over time. Additional information may be gathered such as historical data, classroom test scores, work samples, grades and anecdotal evidence. No single test measure or score shall be the criteria for identification. Referrals for identification may come from: student, parent/guardian or school/ESD staff.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	We will use a universal screener, currently the district is using STAR testing. State SBAC, and other assessment tools that can be obtained through the ESD (ie: WISC-V & WIAT) we will look for Intellectually gifted students and academically talented students.
Culturally responsive practices specific to identification. *Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)*	Adel School is often a predominantly Caucasian population and cultural diversity is not often seen. In the event that there are ethnically diverse students, efforts are made to take into account cultural implications when identifying specific talents and giftedness. We will use the same screeners for all students and consult with the ESD when language, disabilities, or cultural diversities may present unequal access to services and or assessments.
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	School and ESD support staff will convene a meeting to review and discuss the identification process of all possible TAG students and follow OAR 581-022-2325. - We will use research-based practices to identify students from underrepresented populations when they are present. - A team will make the final decision on the identification of students. No single measure will be the sole criterion. - The school will collect behavior, learning, and performance information and include the information in all procedures for the identification of students. - The following measures may be used by the team: Scores at or above the 97th percentile on nationally standardized tests of mental ability for intellectually gifted students and academic students will score at or above the 97th percentile on a test of total reading or mathematics from a national standardized test, or SBA. - The school will also recognize students who are identified as being culturally/linguistically diverse, economically disadvantaged, etc. Yet, demonstrate the ability beyond regular instruction and/or are performing between the 92nd and 96th percentiles.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	The school will use a universal screener STAR CBM (K-6) and STAR (7-8) to make an effort to eliminate in bias in screening. We will also use the acknowledgment and reflection of the classroom teacher/staff on the behavioral and or learning characteristics of the student. Possible items to consider will be: classroom performance, staff input, and historical student data.
Universal Screening/Inclusive considerations	The school uses universal screeners in grades K-8 three times a year. From the screener we will look at grade equivalence and benchmarks scores to support our recommendation for TAG identification. Student do not have to Test to qualify if one of the three exemptions are present: Parents may request for a student not to be tested, the student has already performed at high levels on a cognitive test, the student transferred from out of state, and had previously qualified.
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	Due to our size and student-to-teacher ratio (5-1), we will use both nationally normed tests such as SBA along with in-house assessments and anecdotal observations to determine a student's eligibility. If a student shows high marks or performs above their peers in certain areas we will further evaluate and provide TAG services when appropriate. We have the unique ability to serve each student at their level no matter what their comparison to the norms shows.
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	Data that will be possible in the review: ● Historical Data ● Behavioral ratings (parents and staff) ● Data on creativity, motivation, learning and leadership.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	● Communication with parents/Guardians. Our teachers have been these students for all of their elementary years the same staff K-8.
A tool or method for determining a threshold of when preponderance of evidence is met.	Our size will allow our staff to meet all students needs no matter what their identification is.
TAG Eligibility Team	Members of our tag team will include: Teacher(s), TAG coordinator, ESD administration, and ESD support staff.
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	TAG forms and all identification information, including test score reports will be marked as TAG and located in the student's cumulative file.

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	Yes, K-6 STARcbm and 7-8 STAR. WE also use IXL for additional screening.
What is the broad screening instrument and at what grade level is it administered?	We screen all students K-8 three times a year
How is the screener used in the identification process (i.e. what percentile threshold, if any,	Identification is based on a broad range of criteria that shows a consistent pattern of excellence over time. The screener is just on piece in the puzzle of identification. If we

Key Questions	District Procedure
is used to initiate the eligibility process; and how are percentiles used to promote, rather than extinguish, eligibility)?	recognize that a student is preforming above peers or grade level we will initiate the identification process.

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	Yes
Does your district accept TAG identification from other states?	Yes
Do local norms influence the decision to honor identification from other districts and states?	No

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
Advanced Course work	Algebra I is offered to 7th/8th graders when appropriate. Also we use IXL that allows students to advance at their pace.

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
	NA K-8 school

C. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered
	NA K-8 school

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?	This is a school that has had a very small population over the years and the same teacher. Our students have the same teacher for grades K-8. This allows for our teacher(s) to know and understand our students at a very high level.
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?	Our staff is very involved with PD and receives educational support from the ESD and Eastern Oregon Rural Educators Network. We also are very fortunate to have a supportive school board that allows our teachers to travel to workshops and PD so that they can enrich our frontier learning environment with up to date and innovative practices and teaching.
How do teachers determine rate and level needs for students in their classrooms?	One room school with the same teacher(s) for grades K-8, this allows for our staff to have multiple years' worth of knowledge on students' rates and levels. We are not starting over every year with a new teacher.

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?	Plans will be in place for all identified students grades 3-8. The ESD will support our staff in the writing of the PEP.
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	They are optional, staff may request support from the ESD or other entities for support.
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	Parents are invited to participate and give opinion/advice throughout the identification process and the learning process (PEP) of our students. 4 of our 5 School board members have 7 of our 10 students. Our parents are an active member of our school community.

F. Option/Alternative Schools Designed for TAG Identified Students

Program Elements	School Information
Adel School	
TAG qualifying criteria for attendance	Students are enrolled in Adel School
Number of students currently served	10
Level of the population, served, such as elementary, middle, or high school students	K-8th grade
[Name of school B]	

Program Elements	School Information
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 *(Note: After school opportunities do not replace daily TAG instruction and services)*	Explanation of Opportunity
One on one support/Tutoring	Due to our school size student receive one on one support, and have individual PEPs that meet their needs and are attainable due to student-teacher ratio.
Local Experts	Ability to invite local experts in fields of study that match student interests
Relationship with Colleges	We currently house an earth quake monitor and wildlands fire monitor in partnership with OSU and UofO, that our students are able to incorporate into their lessons when the teams come to monitor and update.
School Board Support	Yearly field trips to educational sites to enrich learning

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?
Students who are exhibiting exceptional talents and gifts will be provided with support and guidance to continue to advancement.	PD and technical assistance provided by the ESD.	Yearly as resources are available. In additionally upon identification.	Review of student scores along with student interests' screeners from inventory tools such as Uscience.	Students served will show growth in their area(s) of identification.

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?

B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district. Stacey Martin	Required statewide training	Oregon Department of Education	Regional PD at ESD yearly
All district licensed educators who are responsible for identification	Training on Identification	Lane Stratton, ESD point of contact for regional trainings.	August review at in-service and any regional trainings

Who	What	Provided by	When
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)	Students who are exhibiting characteristics of exceptional talents and abilities (as defined in statute and through ODE training) will be referred to our TAG team. The team will include classroom teacher, parents, student (when appropriate), administration, and ESD support staff.
Universal Screening/Testing grade levels	STAR CBM and STAR K-8
Individual and/or group testing dates	Universal Screening takes place in the fall, winter, and spring (3 times yearly).
Explanation of TAG programs and services available to identified students	Individual instruction, tutoring, and support in ability and interest areas.

Comprehensive TAG Programs and Services	Date and/or method of Communication
Opportunities for families to provide input and discuss programs and services their student receives	Communication with our families in our rural school is weekly if not daily. We have 100% participation at our parent-teacher conferences in the fall and spring.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	A plan will be developed with parents, student, teacher, and ESD support staff when appropriate.
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	Information will be available in our back-to-school packets, Fall/Spring 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.	Information will be available in our back-to-school packets, Fall/Spring parent-teacher conferences. We are a one-room school and there is not transition from elementary to middle school.
TAG informational events (high school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition	We have a strong working relationship with or neighboring districts that provide the 9-12th grade education for our students. We meet with them multiple times in the spring of our students 8th grade year to make sure the transition to the 9th grade is smooth as possible.

Comprehensive TAG Programs and Services	Date and/or method of Communication
expectations from middle to high school, etc.	
Notification to parents of their option to request withdrawal of a student from TAG services	Information about our TAG program will be provided to the parents at our initial meeting. Parents will be included in all related TAG meetings throughout the year. Parents will receive a copy of our district TAG policies.
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	Information about our TAG program will be provided to the parents at our initial meeting. Parents will be included in all related TAG meetings throughout the year. Parents will receive a copy of our district TAG policies
Designated district or building contact to provide district-level TAG plans to families upon request	Lead Teacher at our school.

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	Lane Stratton, Superintendent Lake ESD	lstratton@lakeesd.k12.or.us	(541) 947-3371
Person responsible for updating contact information annually on your district website	Tonya Stratton, Clerk	tstratton@lakeesd.k12.or.us	(541) 947-3371
Person responsible for updating contact information annually on the Department	Tonya Stratton, Clerk	tstratton@lakeesd.k12.or.us	(541) 947-3371
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Lane Stratton, Superintendent	lstratton@lakeesd.k12.or.us	(541) 947-3371
TAG contact for [school A]*	Stacey Martin	smartin@adelschool.org	(541) 947-5818
TAG contact for [school B]*			
TAG contact for [school C]*			

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

Appendix: Glossary

Term	Definition
Acceleration (subject)	Above grade-level standards and coursework. For example, a student who takes an advanced high school art class during middle school.
Acceleration (whole-grade)	Grade skipping. For example, a student who moves from 1st grade to 3rd grade (skips the 2nd grade).
Acceleration (standards)	Working ahead on grade-level standards (considerations include: pacing needs and demonstrated levels of mastery on certain grade-level standards). This often occurs within the grade-level course.
Advanced Placement (AP)	College-level coursework with common nationally-normed assessments. AP coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Choice Assignments	A selection of standards-based learning options/projects based on student interest and/or development that includes depth and complexity to address both motivation to learn and cognitive demand.
Cluster Grouping	TAG identified students are intentionally placed together into mixed ability classrooms. The structure of this educational practice allows students to have peer-alike time together to address both academic and social-emotional needs.
Credit by Examination	Students receive high school or college credit based on mastery of prior learning as measured through end of course examinations. District policies, assessment formats, 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

Term	Definition
	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)
Instructional Plans (IPs)	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.
International Baccalaureate(IB)	College level coursework with common internationally-normed assessments. IB coursework alone does not meet the needs of all TAG identified students.

Term	Definition
	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	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 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.
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

Term	Definition
	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.** 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.