



Spray School District

Plan for Talented and Gifted Education

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Section 1: Introduction



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

[Talented and Gifted Program - IGBB](#)

[Identification Talented and Gifted - IGBBA](#)

[Appeal Procedure for Talented and Gifted Student for Identification and Placement - IGBBA-AR](#)

[Talented and Gifted - Programs and Services - IGBBC](#)

[Complaints Regarding the Talented and Gifted Program - IGBBC - AR](#)

*An audit will be conducted this next year in order to ensure we are up to date with all School Board Policies

B. Implementation of Talented & Gifted Education Programs and Services

Spray's Vision and Mission: The Spray School District meets and exceeds the needs of our students by providing rigorous academics and activities as a variety of electives, trade, or vocational programs which prepare our students for college and the working world.

Spray's Philosophy of Gifted Education: The Talented and Gifted Program in Spray School District follows the district's philosophy of education in providing each student with the opportunity to develop at his/her own level and to his/her full potential. Such a philosophy requires a curriculum flexible enough to meet the needs of the individual, methods of study which are stimulating and challenging, and an emphasis on learning which utilizes school, home, and community service.

Students will be identified whose academic talents and intellectual abilities are so outstanding that they require qualitatively different instructional approaches. Identified students will experience a differentiated curriculum through modification of curricula content, processes, and products.

The four keys of differentiated instruction include:

- An alternative pace of curriculum presentation
- An alternative complexity in curriculum
- An alternative criteria for evaluation of student products
- A more in-depth analysis of curricular material.

Appropriate learning alternatives at every level and in every school are framed in a coordinated and articulated program. In order to meet the unique developmental needs of these students, some opportunities within their school day or week should be available to extend their educational experiences beyond the regular classroom and to afford opportunities to interact with students of similar abilities.

Exposure to a wide variety of learning experiences is a requisite for academically talented students. These experiences often serve as an initial step toward in-depth research and application of higher-level thinking skills. Some of these experiences may broaden the horizons of a large number of other students and should be available whenever possible.

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 <i>Aligned to OAR 581-022-2325 (1)</i></p> <p><i>Insert Graphic here</i> Portrait SSD TAG ID Process</p> | <p>Parent or Teacher Referral Parent Consent to Evaluate Data Collection Review of Data Decision and Notification</p> |
| <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>Referral Forms (Parent/Teacher) Cognitive Testing: NNAT, WISC Academic Assessment: DIBELS, Renaissance, STAR, OSAS Work Samples: Reading, Writing, Science, Math, Arts, etc.</p> |
| <p>Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i></p> | <p>Universal screening of academic assessments: DIBELS, NNAT, STAR, OSAS</p> |
| <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</p> | <p>Universal screening of academic assessments: DIBELS, NNAT, STAR, OSAS</p> |

| 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 | Non-Verbal Assessment Qualitative Checklists and profiles for diverse learners (profiles, CLED, ELL Characteristics) Local cohort norms Universal Screener Multiple Modes & Measures of Data |
| Universal Screening/Inclusive considerations | Teachers and proctors utilize best practices in test administration and provide accommodations as required in student 504s and IEPs. Universal screener in grade 2: NNAT3 is nonverbal Renaissance Reading and STAR Math in grades K-8: multiple opportunities, available in Spanish |
| Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection | District and Local cohort norms STAR Dibels Renaissance OSAS NNAT |
| Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.) | Qualitative Checklists and profiles for diverse learners are provided to teachers Spray TAG Plan PEP , FLEX Parent/Guardian Referral Form Parent/Guardian Survey Student Survey Parent information for Identification of TAG Students Student information System (SIS) records/grades Teacher Referral Forms Classroom performance/Work Samples Local cohort norms |

| Identification Practices (OAR 581-022-2500) | Evidence and Explanation of Identification Practices |
|--|---|
| A tool or method for determining a threshold of when preponderance of evidence is met. | School team evaluates data collected using guiding questions to determine if student is identified, not identified, or additional quantitative or qualitative evidence is needed. Student is in top 15% of district students for two criteria (cognitive and academic measures) TAG Identification Eligibility |
| TAG Eligibility Team | This team is school/district-based and may include, but is not limited to: TAG Coordinator, principal, counselor and at least one teacher. |
| Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification | TAG identification Documentation Results/Identification letter (Academic testing, Cognitive testing, Referral Forms, Surveys) |

B. Universal Screening/Inclusive Considerations

| Key Questions | District Procedure |
|---|---|
| Is a universal screening instrument used at a specific grade level? | Yes |
| What is the broad screening instrument and at what grade level is it administered? | Renaissance grades K-6 STAR math grades K-6 State Summative (OSAS) grades 3-8, and 11 Work Samples K-12 Spray screens all second graders in the fall of the second grade year using the NNAT3 |

| Key Questions | District Procedure |
|---|--|
| <p>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)?</p> | <p>TAG Coordinator will compile the highest 15% of all district scores to initiate further inquiry into the eligibility process.</p> |

C. Portability of TAG Identification

| Key Questions | District Policy and Practices |
|--|--|
| <p>Does your district accept TAG identification from other districts in Oregon?</p> | <p>Yes</p> |
| <p>Does your district accept TAG identification from other states?</p> | <p>Yes, if the scores are from nationally normed acceptable tests</p> |
| <p>Do local norms influence the decision to honor identification from other districts and states?</p> | <p>Spray accepts TAG identifications from other districts in Oregon.</p> <p>File review from transferred school district</p> <p>-Review of assessments, scores, work samples, ect. and compare them to qualifying criteria per Spray TAG Policies</p> <p>Update Plan to reflect current practices and classes offered through Spray.</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 |
|--|---|
| Cluster Grouping | Schoolwide cluster grouping grades 1 - 5 (all classrooms) |
| Formative Assessment as a Process | Observed regularly in grades 3-5 (all classrooms) |
| Differentiated Instruction involving tiers of depth and complexity | 6-8 (language arts and social science, and 9-12 (math, language arts, and science courses) all middle and high school classrooms. |
| Subject acceleration (above grade level coursework) | Starting in 2023-2024, students will be flagged in Synergy when they are accelerated so we can monitor progress and evaluate the success of students who accelerate. |
| Instructional Plans | Communication of instructional strategies and services to assist teachers in meeting the needs of their TAG students - across grade/content levels of elementary/middle/high students |
| | |
| Advanced Placement (AP) with differentiation of instruction based on learning evidence | See Table B below for list of courses offered through BYU Online |

B. Advanced Placement (AP) Course Offerings

| Name of AP Course | Schools and Grade Levels Offered (If certain courses are only offered at certain schools, please indicate the courses that are offered on each high school campus within the district) |
|--|---|
| AP Biology, Parts I and II | Open to students in grades 9 - 12 |
| AP Calculus AB, Parts I and II | Open to students in grades 9 - 12 |
| AP Calculus BC, Parts i and II | Open to students in grades 9 - 12 |
| AP United States Government & Policies | Open to students in grades 9 - 12 |
| AP US History, Part I and II | Open to students in grades 9 - 12 |
| AP World History: Modern, Parts I and II | Open to students in grades 9 - 12 |
| AP Human Geography, Part I and II | Open to students in grades 9 - 12 |
| AP Psychology, Part I and II | Open to students in grades 9 - 12 |
| AP Spanish Language and Culture: Part I and II | Open to students in grades 9 - 12 |
| Veterinary Science Eastern Oregon | Open to students in grades 11-12 |

C. International Baccalaureate (IB) Course Offerings

Not applicable.

D. Teacher’s Knowledge of TAG Students in Class

| Key Questions | District Procedure |
|---|---|
| What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms? | District TAG coordinator contact and meet with classroom teachers of TAG students - providing a list of those qualified. All PEPs and IPs are available through SIS with alert notifying teacher of TAG identification. |
| What procedures are in place to ensure classroom teachers K – 12 know where they can get support if needed specific to the TAG services the district offers? | Contact District TAG Coordinator Review plan and recommendations Access to TAG resources provided online or through the support of the TAG Coordinator |
| How do teachers determine rate and level needs for students in their classrooms? | All PEPs and IPs are available through SIS with alert notifying teacher of TAG identification. (updated annually) |

E. Instructional Plans for TAG Students

| Key Questions | District Procedure |
|---|--------------------|
| Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required? | Required K-5 |

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

F. Option/Alternative Schools Designed for TAG Identified Students

Not applicable.

G. TAG Enrichment Opportunities

| TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i> | Explanation of Opportunity |
|--|--|
| Chess Club | Competitive chess club competing at regional/state levels - middle school/high school |
| Field trips | Academic and cultural trips that include music, drama, art, science - elementary/middle/high school |
| Dual Credit Courses | Opportunities for students to earn college credits in Math, Science, and ELA classes (grades 9 – 12) |

| TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i> | Explanation of Opportunity |
|--|--|
| Online Class Options | Opportunities for advanced classes and other classes not offered in the schools – middle school/high school |
| Outdoor Learning | Cross – curricular opportunity for students to work in an outdoor classroom, bringing in ELA, science, and math concepts (K – 6) |

Section 5: Plan for Continuous Improvement



A. District Goals

| Goal Statement | What special programs or services will be provided to accomplish the goals? | Implementation Timeline | How will progress be measured? | How will success be measured? |
|--|--|--|--|---|
| Improve equitable identification practices by providing training of gifted characteristics to teachers, education specialists, and classroom support staff | Training in identification best practices, including use of local norms, as a means to services. | September 2023-TAG identification and services presentation at Back-to-School night. | Completion of three trainings with staff sign-in for accountability Revising district documents | Classroom observations and walkthrough protocols note examples of instructional practices observed Examine identification data (who was nominated and identified), and how that compares to the year prior |

| Goal Statement | What special programs or services will be provided to accomplish the goals? | Implementation Timeline | How will progress be measured? | How will success be measured? |
|---|---|---|--|-------------------------------|
| and incorporating the use of local norms at building levels, by the end of the 2023-24 school year. | Provide training specific to instructional practices that promote and foster academic growth for students identified as TAG | October 2023 - 1st of 3 trainings presented during Regional PLC | specific to identification to include use of local norms | |

B. Professional Development Plan: Identification

Potential PD for staff: [Gifted Profiles Poster](#) [Quick Guide to Deliberate Acts of Teaching](#)

| Who | What | Provided by | When |
|----------|-----------------------------|--------------------------------|------|
| Lou Lyon | Required statewide training | Oregon Department of Education | TBA |

| Who | What | Provided by | When |
|--|----------------------------|--------------------------------|---------------|
| All district licensed educators who are responsible for identification | Training on Identification | Oregon Department of Education | November 2023 |
| Staff who have already been trained in previous years (include if offered) | N/A | N/A | N/A |

C. Family Engagement

| Comprehensive TAG Programs and Services | Date and/or method of Communication |
|--|---|
| Identification procedures (including referral process) | Parent or Teacher Referral Parent Permission to evaluate Data Collection Review of Data Decision and Notification |
| Universal Screening/Testing grade levels | Renaissance (grades K-6) OSAS (grades 3-8, 11) NNAT (grades 2, 6) |

| Comprehensive TAG Programs and Services | Date and/or method of Communication |
|---|--|
| Individual and/or group testing dates | Fall and/or Spring |
| Explanation of TAG programs and services available to identified students | District TAG Plan |
| Opportunities for families to provide input and discuss programs and services their student receives | Referral Meeting Annual plan review or mid-year plan update |
| Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available | Referral Meeting Annual plan review or mid-year plan update |
| TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc. | Referral Meeting Annual plan review or mid-year plan update |
| TAG informational events (middle school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition expectations from elementary to middle school, etc. | Referral Meeting Annual plan review or mid-year plan update |

| Comprehensive TAG Programs and Services | Date and/or method of Communication |
|---|--|
| TAG informational events (high school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition expectations from middle to high school, etc. | Referral Meeting Annual plan review or mid-year plan update |
| Notification to parents of their option to request withdrawal of a student from TAG services | District Website & District TAG Plan |
| Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process | District Website & District Policy |
| Designated district or building contact to provide district-level TAG plans to families upon request | District Website |

Section 6: Contact Information

Legal reference: [ORS 343.397](#) and [OAR 581-022-2500](#)



| Contact Information for District and School TAG Personnel | Name of Contact | Email Address | Phone Number |
|---|------------------------|-------------------------|---------------------|
| District TAG Coordinator/Administrator | Lou Lyon | llyon@spray.k12.or.us | 541.468.2226 |
| Person responsible for updating contact information annually on your district website | Renee Harris | rharris@spray.k12.or.us | 541-468-2226 |
| Person responsible for updating contact information annually on the Department | Kaela Steele | ksteele@spray.k12.or.us | 541-468-2226 |
| Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.) | Maggie Lowe | mlowe@ncesd.k12.or.us | 971-334-0471 |

*[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. |

| Term | Definition |
|--|---|
| Curriculum Compacting (sometimes referred to as Compacted Curriculum) | Honoring prior learning, typically measured through pre-assessments, by allowing students to skip lessons/standards where mastery has been met and providing opportunities to focus on standards in the current unit/curriculum that have not been mastered yet. |
| Depth and Complexity | A general framework to assess level of rigor specific to cognitive demand. Common frameworks include Webb's Depth Of Knowledge (DOK) and Bloom's Taxonomy. |
| 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 <i>all</i> TAG identified students in a particular course. Typically utilized at the secondary level. |

| Term | Definition |
|---|--|
| International Baccalaureate (IB) | College level coursework with common internationally-normed assessments. IB coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand. |
| Kaplan's Icons of Depth and Complexity | Icons/tools used to provide a visual prompt that promotes thinking from various perspectives, designed to achieve in-depth learning opportunities. Often used as a schoolwide program where all teachers, classroom support staff, and students are taught how to interact with and use the icons. |
| Level of Learning | <p>In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning</p> <p>The student's instructional level in the curriculum and the place where the student will encounter knowledge and skills not yet learned or mastered. It is more than an advanced grade level. It involves depth and complexity in thinking.</p> |
| Option Schools | Students choose to attend schools in their district with learning options that best fits their academic and affective needs. Some districts have alternative school options, magnet schools, and option programs (school within a school model) specifically designed for TAG students. Not all districts provide option schools or programs in Oregon. |
| Oregon Administrative Rule (OAR) | Rules adopted by the State Board of Education to support statutes (ORS). |
| Oregon Revised Statute (ORS) | Oregon laws passed by the State Legislature. |
| Personal Education Plans (PEPs) | A plan developed by the teacher, TAG student, and family that outlines and communicates the programs and services received throughout the school year. Personal Education Plans are for an individual student and are more common at the elementary level. |

| Term | Definition |
|--|--|
| Pull-Out Programs | Students attend specialized instruction designed for TAG students, during school hours, at the school where the student is enrolled. Pull-out programs vary by district. Not all districts offer pull-out programs. |
| Rate of Learning | <p>In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning.</p> <p>Addresses the measure of the pace at which the student is successfully progressing through the curriculum after being placed at the appropriate level. A student's rate will vary depending on subject, interest, level of difficulty and point in the learning process.</p> |
| Scaffolding or Tiered Instruction | An instructional method that varies the level of learning (depth and complexity) of the assignment to provide all students an opportunity to engage in productive struggle and find success in academic growth. |