

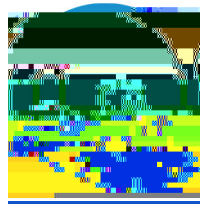
Career Academy of Oregon Insight



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TAG	



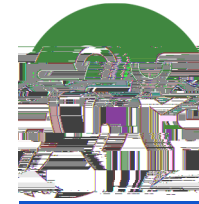
Section 1: Introduction



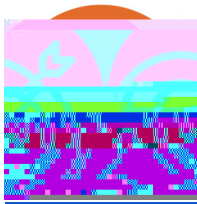
**Section 2:
School District Policy on the
Education of Talented and
Gifted Students**



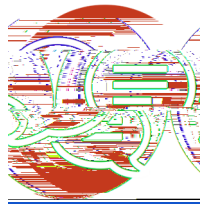
**Section 3: Identification of
TAG Eligible Students**



**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

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Historical reference of District TAG Plans: House Bill (HB) 2180 (2011) and Senate Bill 486 (2021).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

The North Central Virtual Charter Consortium (NCVCC) follows federal and Oregon guidelines regarding providing support and services to students eligible for Talented and Gifted (TAG) Education under the supervision of the school's TAG department.

B. Implementation of Talented & Gifted Education Programs and Services

We recognize that our diverse student population includes students with exceptional academic abilities. These students have a need for educational services that are consistent with their ability levels and learning characteristics such as thinking abstractly, having

- x Optional gifted specific group (projects, book study, discussions)
- x Optional book studies

TAG student identification is a part of

TAG Coordinator(s) provide training for school teaching staff, including:
Identification and referral process
Implementation of the Gifted Plan
Supporting the gifted learner in their classrooms
Parent support
Social/emotional support

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
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**Identification Practices
(OAR 581 022 2500)**

Evidence and Explanation of Identification Practices

Universal Screening/Inclusive considerations

Universal screening will take place yearly for ALL students

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	Yes, universal screening is used kinder twelfth grades.
What is the broad screening instrument and at what grade level is it administered?	STAR360 in grades K 12 SBAC in grades 3 8, 11
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)?	Our schools will utilize SBAC and STAR360 results at the beginning of the school year. Any student in the top 10% of schoolwide results

Key Questions	District Policy and Practices
Do local norms influence the decision to honor identification from other districts and states?	If a student comes to one of the NCVCC schools already identified as Talented and Gifted, the school will recognize that designation as an indicator that the student needs

Instructional Programs and Services (OAR 581 022 2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Proficiency Credit by Exam	Students may receive high school credit for prior learning through end of course exams. (9 12)

B. Dual Enrollment

Name of Course	Schools and Grade Level

F. Instructional Plans for TAG Students

Key Questions	District Procedure
Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?	Currently optional.
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	Currently optional.
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	Families will be contacted by phone and/or email to set up a meeting, should this be put in place for an individual student.

G. Option/Alternative Schools Designed for TAG Identified Students

Program Elements	School Information
N/A	N/A
TAG qualifying criteria for attendance	N/A

TD-0002T/Tqt0TD (student) (qualify) (ing) 562 PEP Data 2003 002ref. 75.844.66rg382.382.544.so1qualify)nWTj/TTg3886lu689WTj/TTg-0002T/Tqt0T. 940. 90403. 2302.52Tm0g.

H. TAG Enrichment Opportunities

TAG Enrichment Opportunities (Note: After school opportunities do not replace daily TAG instruction and services)	Explanation of Opportunity
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BookTAG

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>1. By the end of the 2022-2023 school year, the Special Programs Administrator and/or TAG Coordinator will be trained in the new state identification practices in order to update school policies and procedures and prepare to present them to the school staff during the Back to School Training in August 2023.</p> <p>2. By the end of the 2022-2023 school year, the Special Programs Administrator and the TAG Coordinator will create a yearly outreach, engagement, and communication plan for families to implement in the next school year.</p>	State training on updated OARs and equitable identification procedures	February 2023	Completion of training	Completion of Training
	TAG Plan Template	May 2023	Submission to state TAG Coordinator	Approval of TAG Plan by state TAG Coordinator
	TAG Procedures Manual and Form Templates	June 2023	Creation of manual and forms	School Board Approval
	Coordination between Special Programs Administrator and TAG Coordinator	June 2023	Monthly meetings	Written plan of communication and family engagement
	Coordination	June 2023	Monthly	Written plan for

Goal Statement

What special programs or services will be provided to accomplish goals

Comprehensive TAG Programs and Services	Date and/or method of Communication
	Testing information distributed by HR teacher, Testing Coordinator, and TAG Coordinator.
Individual and/or group testing dates	Distributed by HR teacher
Explanation of TAG programs and services available to identified students	Posted on website
Opportunities for families to provide input and discuss programs and services their student receives	Specified in TAG identification process/ procedures.

Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans),

Comprehensive TAG Programs and Services	Date and/or method of Communication
expectations from elementary to middle school, etc.	
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.	Beginning of year open house, Back to School night, Learning Coach events.
Notification to parents of their option to request withdrawal of a student from TAG services	Posted on website
Notification of the right to file a complaint concerning TAG programs or services, beginning with district level complaint process	Posted on website
Designated district or building contact to provide district level TAG plans to families upon request	Posted on 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	Mary Blazer	mblazer@k12.com	541 903 0180
Person responsible for updating contact information annually on your district website	Mary Blazer	mblazer@k12.com	541 903 0180
Person responsible for updating contact information annually on the Department	Mary Blazer	mblazer@k12.com	541 903 0180

Person responsible for sending copies of the district level TAG

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 (whole grade)

Term	Definition
Curriculum Compacting (sometimes referred to as Compacted Curriculum)	Honoring prior learning, typically measured through pre

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

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.



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Talented and Gifted Identification Eligibility Determination Preponderance of Evidence

Purpose Students identified as talented and gifted require differentiated instructional services and/or programs designed to address their strengths and needs. This tool is designed to organize collected data that will be used to determine TAG eligibility and services.

Student



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Learner Profile

What are the learner's observed strengths (academic, affective, school and non school based)?

Student	Family	Teacher	Other

What are the learner's interests (both in and outside of school)?

Student	Family	Teacher	Other

What considerations (age, environment, experiences, language opportunities to learn, culturally relevant indicators of ability, etc.) have been made for this learner when selecting appropriate assessments and reviewing the data/learning evidence collected?

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Assessment Selection

Which area of strength is being considered for Talented and Gifted identification? If multiple areas of strengths are being considered please ensure that the assessment selection aligns with each strength. Reminder: For each area of strength, multiple types of data need to be collected in addition to assessment data.

.	Reading		General Intellectual Ability
.	Writing		Performing Arts
.	Math	.	Visual Arts
.	Science		Leadership
.	Social Science		Creativity



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Levels of Performance

Review of assessment and other sources of data gathered

Assessment results and other data collected	Type of Assessment	Norming Information	What evidence does this provider regarding the student's need for TAG programs and/or services
	<ul style="list-style-type: none"> • Ability • Achievement <ul style="list-style-type: none"> ~ Grade Level ~ Off Grade Level • Observation • Performance • Other: 	<ul style="list-style-type: none"> • Norm Referenced <ul style="list-style-type: none"> ~ National ~ Local <ul style="list-style-type: none"> v District v School v Group • Criterion Referenced • Qualitative Data 	
	<ul style="list-style-type: none"> • Ability • Achievement <ul style="list-style-type: none"> ~ Grade Level ~ Off Grade Level • Observation • Performance • Other: 	<ul style="list-style-type: none"> • Norm Referenced <ul style="list-style-type: none"> ~ National ~ Local <ul style="list-style-type: none"> v District v School v Group • Criterion Referenced • Qualitative Data 	



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Review present level of social/emotional need including the student's strengths and challenges.

Describe how the student's strengths and challenges



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After reviewing academic baseline data and



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Determination of Eligibility

After reviewing academic and affective data, do we have enough information to make a determination for the need for gifted services and identify programming needs?

Yes	The preponderance of evidence supports TAG identification. Document the specific programs and/or services the student will receive as a result of TAG identification:
Undecided	Additional information is needed to determine TAG eligibility. Please list what additional information is needed and establish a timeline for the eligibility team to review the updated data and evidence gathered.
No	The preponderance of evidence does not support TAG identification at this time



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Family Communication

Date:

Attach a Copy of the Determination Letter

Date of Initial Meeting to Discuss Programs and/or Services:



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OnlineOregonSchools
IndividualInstructionPlan– TalentedandGifted
SY202324

Date:			
StudentName:		Student Grade:	
SchoolAttending:		StudentID:	
HomeroomTeacher:			

Why is the student being considered for an individual instructional/ TAG plan? (School or family)
What specific instructional practices have already been implemented to meet the student's rate and level? (School or family)
What are the specific areas of strength, student interests, and instructional and social needs?
Additional Notes:



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StudentData			
Intellectual assessment/s:	Date:		COGAT:
Reading assessment/s:	Date:		STAR360PR:
Math assessment/s:	Date:		STAR360PR:
Grades:			
Observations:			
PossibleContentAreasfor InstructionalPlanning(Completeat leastonecontentarea):			
Levelof Learning:	1: Beginning 2: Developing 3: Proficient 4: Advanced		
Rateof Learning:	SP:SlowPace EP:ExpectedPace RP:RapidPace		
ContentArea#1:	AcademicGoal:	Rate:	Level:
Instructional Strategies:			
ContentArea#2:	AcademicGoal:	Rate:	Level:
Instructional Strategies:			
ContentArea#3:	AcademicGoal:	Rate:	Level:
Instructional Strategies:			



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Possible Instructional Strategies/Expansion Activities:

- x Supplemental curriculum
- x