Fern Ridge School District
Plan for Talented and Gifted Education

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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

- IGBB - **Talented** and Gifted Program
- IGBBC - **Talented** and Gifted – Programs and Services**
- IGBBA - **Talented** and Gifted Students – Identification**
- IGBBB - Identification - **Talented** and Gifted Students among Nontypi
- IGBBA-AR - Appeals Procedure for **Talented** and Gifted Identification and Placement*...

B. Implementation of Talented & Gifted Education Programs and Services

Fern Ridge School District's TAG program identifies students who are intellectually gifted and/or academically talented in reading and math, as demonstrated by, Gifted profiles and rating scales, anecdotal information, and work samples, as well as through additional screening.

FRSD Vision: Provide excellence for every student so that each will reach their greatest potential.

Gifted students will
- Become analytical thinkers, creative producers, and practical problem solvers,
- Develop and demonstrate individual confidence and personal responsibility, and
- Use their gifts to contribute to the betterment of their community.

Differentiation in curricula, instruction, and assessment will
- Stimulate and challenge gifted students to expand their intellectual horizons,
- Emphasize advanced, conceptually challenging, in-depth, distinctive, and complex content,
- Be specific to individual student's assessed levels and accelerated rates of learning, and
- Prepare students to become responsible, broad-minded, contributing members of a diverse society.

Gifted Children
- Gifted children have an intense desire to explore and question their universe.
- Gifted students are different as learners, often demonstrate unique learning styles, and have academic, emotional, and social needs that must be recognized and nurtured in school.
- Gifted children must be seen as average with gifts, not as superior with faults.

Importance of Gifted Education
- The goal of the gifted education program is to provide a differentiated curriculum for academically gifted students in the areas of thinking, performance, and research skills, as well as affective awareness necessary to meet their needs.
- Gifted education provides interventions to accommodate the child's passion for learning and their need for creative expression.
- Gifted and talented students need a rigorous and relevant curriculum delivered in a creative, flexible, and supportive instructional environment.

Diversity
- Gifted children are diverse compared to their chronological peers due to their elevated intellectual and creative abilities, and need support and validation from those who nurture their giftedness.
- Giftedness knows no boundaries of socioeconomic class, gender, or race.

Environment
- Gifted children need to associate with their intellectual peers to stimulate learning and contribute to affective development.
- Appropriate learning environments and strategies foster success providing challenging and rigorous activities that enhance self-esteem.
- Positive self-esteem enhances lifelong learning and future success.

Parents
- Gifted education supports and values the important role of the family in their child reaching his/her full potential.

Partnerships
- The partnership of home, school, and community is crucial to the success of gifted children.

Linked Artifacts:

FRSD 2023-2027 Strategic Plan

Talented and Gifted (TAG)

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)*	When considering a student for TAG, the committee looks at 3 broad categories for evidence. If a referral is initiated by a parent, a 4th category is also used.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Multiple modes and methods of data collection used in the identification process. *Aligned to OAR 581-022-2325 (2)(b)(c)*	1. Summary of work samples, classroom test scores, and report cards: Teachers present work samples for the area of referral. Classroom test scores are provided, including but not limited to easyCBM benchmark or progress monitoring scores. The most current report card is also included. 2. Summary of teacher checklist and teacher observations: Teachers fill out a rating scale on a checklist about a student's math and reading performance, intellectual abilities and learning characteristics. 3. Tests given by TAG Team and Scores: Reading, Math, and/or Intelligence 4. Parent checklist and observations: When a parent is the one to initiate a TAG referral, the parent will also fill out the same checklist that the teacher does.
Culturally responsive practices specific to identification. *Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)*	The district will make an effort to identify talented and gifted students from special populations such as: 1. Ethnic minorities; 2. Economically disadvantaged; 3. Culturally different; 4. Underachieving gifted; 5. Students with disabilities. Careful selection of appropriate measures and a collection of behavioral or learning characteristics shall be used.
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	- SBAC scores - Pearson- Naglieri Nonverbal Ability Test - TerraNova3

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	● Common forms ● District policy and procedures
Universal Screening/Inclusive considerations	● EasyCBM K-8
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	● K-8 Universal Screener (easyCBM) ● 95th percentile or higher on SBAC
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	📄 Underrepresented populations checklist 📄 TAG Referral Form
A tool or method for determining a threshold of when preponderance of evidence is met.	Team discussion- Student is identified as "Potential to Perform". The School Review Team evaluates the student file to determine if the student shows a pattern of need, or preponderance of evidence, to receive instructional services that foster academic growth and appropriate challenge.
TAG Eligibility Team	One representative from each school is on the District TAG Committee. Our district has 2 elementary schools, one middle school and one high school. The administrator in charge of TAG also serves on the committee.
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	In the cumulative file at the school there is a copy of the TAG Referral Decision Notes. At the district office, each student who is referred for TAG has a file that has all referral packet paperwork, testing booklets if applicable and copies of completed TAG plans. The student TAG file remains at the District Office unless the student moves or graduates.

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	EasyCBM K-8 for both math and reading
What is the broad screening instrument and at what grade level is it administered?	EasyCBM K-8 for both math and reading 3rd-11th Grade OSAS
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)?	Look for continued performance at or above 95th percentile. No single data point can eliminate a student from the referral 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
Cluster Grouping	Varies by grade, building, subject areas
Enrichment Programs and Opportunities	Varies by grade, building, subject areas
Differentiated Instruction	Varies by grade, building, subject areas
Grade acceleration	In accordance with district policy. https://policy.osba.org/fernridg/search.asp?si=75853865&pid=r&nsb=1&n=0&_charset_=windows-1252&bcd=%F7&s=fernridg&query=advancement

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
AP US History	Elmira High School, 11th and 12th grade
AP English Literature and Composition	Elmira High School, 12th grade
AP Physics	Elmira High School, 11th and 12th grade
AP Chemistry	Elmira High School, 11th and 12th grade

C. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered
N/A	N/A

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?	- Updated lists shared at the beginning of each year - Students are identified in a district share drive - Alerts in eschool - Transition meetings at the end of the year
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?	Open communication with the Director of K-12 Programs and building administrators.
How do teachers determine rate and level needs for students in their classrooms?	Based on referral documents, conferences with students/families, on-going assessment, formative and summative assessments, etc.

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?	TAG Plans are required for elementary students. The recommended format is a menu of options. Each option is briefly described and teachers are expected to make notes about the specifics. This menu provides teachers with ideas for serving TAG students. 📄 TAG individualized plan procedure TAG Plans are recommended for middle school and high school students, however are not frequently used. Continues to be a district goal to have teacher-based TAG plans at those levels. Individualized TAG plans for specific classes have been used at the middle school and high school level if needed for a particular student or situation. There is not a set format for these personalized plans. TAG Plans are strength based and are related to area of identified need(s) or strength(s)
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	Instructional Plans are not required. Teachers note supporting TAG in syllabi.
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	Parents are provided with the Parental Rights document when their child is identified. K-5 Plans are reviewed each fall during Conferences.

F. Option/Alternative Schools Designed for TAG Identified Students

    a. N/A

G. TAG Enrichment Opportunities

TAG Enrichment Opportunities *(Note: After school opportunities do not replace daily TAG instruction and services)*	Explanation of Opportunity
OBOB	All TAG students are invited to participate in Oregon Battle of the Books competition
Honor Society	All TAG students are invited to participate in Honor Society
Student Government	All TAG students are invited to participate in Student Government
Enrichment Groups	All TAG students are invited to participate in enrichment groups. Enrichment groups have included: writing, music, art, maker club, robotics, etc.

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?
Professional Development for	Every school year, there will be at least one PD	23-24-annually	Completion of flash-pd.	

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?
Teachers: Offer PD for teachers in the FRSD focused on TAG identification, classroom accommodations, and characteristics of TAG students	offered to staff that focuses on TAG. It may be provided through a written handout, an email or a quick staff presentation. It may be an optional PD offered to any teachers who would like to attend. Potentially, it could be built into a district or building PD in-services. The district TAG coordinator is responsible for providing the TAG PD. ● TAG identification ● Supporting TAG students in the classroom ● ODE Laws and Regulations			

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. Provide training specific to instructional practices that	August 2023- TAG identification and services presentation during staff inservice week.	Completion of trainings	Analyzing the data of identified TAG students

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 Spring 2025 school year.	promote and foster academic growth for students identified as TAG	Provide on-going training throughout the year.		

B. Professional Development Plan: Identification

Who	What	Provided by	When
Michelle Marshall	Required statewide training	Oregon Department of Education	Apr 20, 2023 Lane ESD In-person
All district licensed educators who are responsible for identification	Training on Identification	TAG Coordinator and Building Administrators	Fall 2023

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	Prior to testing for TAG Placement Parents sign a form to give permission to test. 📄 TAG Referral Form
Universal Screening/Testing grade levels	Universal Screening K-8, EasyCBM
Individual and/or group testing dates	Winter/Spring
Explanation of TAG programs and services available to identified students	Policies available year-round on website Families receive copies of important information via mail
Opportunities for families to provide input and discuss programs and services their student receives	Open communication with teacher, admin., etc. Conferences (Fall/Spring)
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	Conferences (Fall/Spring)
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	On-going

Comprehensive TAG Programs and Services	Date and/or method of Communication
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.	On-going
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.	On-going
Notification to parents of their option to request withdrawal of a student from TAG services	Policies available year-round on website Families receive copies of important information via mail
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	Policies available year-round on website Families receive copies of important information via mail
Designated district or building contact to provide district-level TAG plans to families upon request	Policies available year-round on website Families receive copies of important information via mail

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	Michelle Marshall	mmarshall@fernridge.k12.or.us	541-935-2253 ext. 1220
Person responsible for updating contact information annually on your district website	Michelle Smith	msmith@fernridge.k12.or.us	541-935-2253
Person responsible for updating contact information annually on the Department	Michelle Marshall	mmarshall@fernridge.k12.or.us	541-935-2253 ext. 1220
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Michelle Marshall	mmarshall@fernridge.k12.or.us	541-935-2253 ext. 1220
TAG contact for Elmira Elementary	Rilke Klingsporn	rklingsporn@fernridge.k12.or.us	541-935-8214
TAG contact for Veneta Elementary	Lisa Leatham	lleatham@fernridge.k12.or.us	541-935-8225
TAG contact for Fern Ridge Middle School	Olivia Johnson	ojohnson@fernridge.k12.or.us	541-935-8234
TAG contact for Elmira High School	Rick Gardner	rgardner@fernridge.k12.or.us	541-935-8200

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 *all* 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	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.

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	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.