



Harney 4 & Harney UH1J–Crane Schools

Plan for Talented and Gifted Education

[District directions: Detailed instructions for completing the plan can be found in the [TAG Template Companion Guide](#). Please review the instructions in advance and consult them as each section is completed. Be sure to remove these directions before publishing the plan.]

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Section 1: Introduction



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



Section 3: Identification of TAG-Eligible Students



Section 4: Instructional Services and Approaches



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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

[IGBBA - Identification - Talented and Gifted**](#)

IGBBA Identification -**Talented and Gifted**** In order ... serve academically **talented and** intellectually **gifted** students in grades ... students who are **talented and gifted** may be identified

<https://policy.osba.org/harney1jcrane//IGBBA D1.PDF>

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

Programs **and** Services -**Talented and Gifted**** A district ... learning in identified **talented and gifted** students. The superintendent ... their identified **talented and gifted** student **and**

<https://policy.osba.org/harney1jcrane//IGBBC D1.PDF>

[IGBBB - Identification – Talented and Gifted Students among Nontypic](#)

identify **talented and gifted** ... for **talented and gifted** students ... Identification -**Talented and Gifted** IGBBC -Programs **and** Services -**Talented and Gifted** Identification – **Talented and Gifted**

<https://policy.osba.org/harney1jcrane//IGBBB G1.PDF>

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

IGBBC-AR Complaints Regarding **Talented and Gifted** Program Since ... provided for identified **talented and gifted** (TAG) students, the ... given the **Talented and Gifted** Standards Complaint

<https://policy.osba.org/harney1jcrane//IGBBC R D1.PDF>

[IGBBA-AR - Appeals Procedure for Talented and Gifted Identification](#)

Appeals Procedure for **Talented and Gifted** Identification and ... district program for **talented and gifted** students and wish ... Procedure for **Talented and Gifted** Identification and

<https://policy.osba.org/harney1jcrane/I/IGBBA R D1.PDF>

[JECBD-AR - Homeless Students**](#)

Talented and gifted programs. 3. School nutrition programs. Coordination The district shall coordinate the provision of services to homeless students with local social service

<https://policy.osba.org/harney1jcrane/J/JECBD R D1.PDF>

[JECB - Admission of Nonresident Students](#)

of that IEP, identified as **talented and gifted**, income level, residence, proficiency ... records or eligibility or participation in **talented and gifted** programs. If the number of students

<https://policy.osba.org/harney1jcrane/J/JECB D1.PDF>

B. Implementation of Talented & Gifted Education Programs and Services

Challenge high ability students in ways that are unique and meaningful to the individual student through differentiated instruction, enrichment, acceleration, collaboration and development in seeking the students' potential.

Section 3: Identification of TAG-Eligible Students



Legal References: aligned to ORS 326.465; ORS 343.395; ORS 343.397; ORS 343.407; OAR 581-022-2325; OAR 581-022-2500

A. District TAG Identification Practices

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
TAG Identification Process Overview <i>Aligned to OAR 581-022-2325 (1)</i>	Harney Schools will identify a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who • exhibits high-performance capability in an intellectual, creative, or artistic area; • possesses an unusual capacity for leadership; or • excels in a specific academic field Harney Schools follows a plan for identification, planning and assessment of TAG students through; screenings, flow charts for district level decisions, and parent input.
Multiple modes and methods of data collection used in the identification process. <i>Aligned to OAR 581-022-2325 (2)(b)(c)</i>	NNAT 3 may be administered in grades 2,5,8 and upon teacher recommendation. Parent can request and committee will consider request. OSAS scores, classroom observation and performance. If needed for a secondary source: Raven, WISC 4, Stanford Binet assessment
Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i>	All information sent home is translated into the parents' primary language.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
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	NNAT3 for screening followed by TAG team decision using data as a guide with equity tool implemented during decision process.
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	We have a Low Socioeconomic Status Gifted Learner checklist and bilingual checklist.
Universal Screening/Inclusive considerations	Easy CBM K-8 and NNAT 3 for grades 2,5,8, Fountas and Pinnell assessment grades 2-5
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	OSAS, NNAT 3, F&P assessment
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	Teacher, Parent and student checklists available. Teacher recommendation from classroom work and observation
A tool or method for determining a threshold of when preponderance of evidence is met.	Flow chart for TAG identification and services plan, which will assist in decision making and developing a plan.
TAG Eligibility Team	Tag coordinator, classroom teacher(s), parent input, students in grade 6 or above or upon parent request
Documents that are included in the students' cumulative record file regarding TAG	Tag instructional plan or PEP, assessment data, meeting notes, TAG identification and services plan, permission to test forms.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
identification and the eligibility teams' process to determine identification	

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	Yes. Grades 2, 5, 8
What is the broad screening instrument and at what grade level is it administered?	NNAT 3
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)?	Scores on or above the 97% on a national standardized test of mental ability (NNAT) or at or above the 97th percentile on an academic achievement test (OSAS). Students scoring in the 94th percentile with the potential to perform as a TAG learner will be considered based on exemplary performance, consistently high classroom achievement as compared to local data, and/or test scores that fall within the range of the standard error of measure.

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	Yes, after a file review to show that they meet our criteria as listed above.
Does your district accept TAG identification from other states?	Yes, after a file review to show that they meet our criteria as listed above.
Do local norms influence the decision to honor identification from other districts and states?	[If yes, please explain how the district will address the identification of students identified as TAG using local norms from other districts or states.] Yes, after a file review to show that they meet our criteria as listed above.

RESOURCES: https://drive.google.com/drive/folders/1ZkMbsStdAqfceY1ufOAwTIRNz5_NYO8?usp=sharing



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
Subject acceleration	Grade 6, 7, 8 math- may skip a grade or combined instruction of two years in one. K-5 may be grouped to progress at different rates through curriculum.
Differentiated instruction	Language arts 1-8, Greater depth and complexity expected in responses and more complex texts may be used.
Flexible readiness grouping	Language arts Grades K-8 reading groups by ability, K-8 math two or more groups-slower and faster paced.

B. Advanced Placement (AP) Course Offerings and Dual College Credit

Name of AP Course	Schools and Grade Levels Offered
Courses	Courses offered through local community colleges for dual credit
Online offerings through Silvies River Charter School	

C. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered
NA	NA

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?	At the start of each school year, a list is sent to each teacher and a short summary of what has been done in the past is included. Teachers work with TAG coordinator to plan and provide grouping and instructional needs.
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?	We only have one TAG coordinator in each school whom they all know.
How do teachers determine rate and level needs for students in their classrooms?	Grades K-5 Fountas and Pinnell Assessments 3 X annually, classroom observation, curriculum based measures, formative and summative classroom assessments.

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?	Optional All grade levels as appropriate.
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	Optional Instructional plans as appropriate.
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	Annual meetings, Open House, website and conferences

F. Option/Alternative Schools Designed for TAG Identified Students

Program Elements	School Information
	None available in county
TAG qualifying criteria for attendance	NA
Number of students currently served	NA
Level of the population, served, such as elementary, middle, or high school students	NA
	NA

Program Elements	School Information
TAG qualifying criteria for attendance	92% for brick and mortar school, virtual check in for online charter school
Number of students currently served	NA
Level of the population, served, such as elementary, middle, or high school students	ALL

G. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
Exploratory	Middle school has three six week rotations where students submit a proposal to explore an area of interest that must be accepted by the teacher.
Battle of the Books	State wide reading competition
Knowledge Bowl	Academic competition where students represent our school and compete as a team.
Online Opportunities through virtual district school	Advanced or increased rate of learning available online

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?
Establish TAG team composed of administration, teachers, parents, students to edit district TAG plan as appropriate yearly.	TAG coordinator will reach out to constituents to revise as appropriate.	December '23 to March '23 and yearly thereafter.	TAG meeting yearly.	TAG meeting yearly

B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district Andrea Nichols	Required statewide training	Oregon Department of Education	[list date and location of training and type of training (in-person, Zoom, etc.)]
All district licensed educators who are responsible for identification	Training on Identification	[list roles/names of Professional Development providers]	[What month of each school year?]
Staff who have already been trained in previous years (include if offered)	OPTIONAL: Refresher Identification training [Enter "N/A" if refresher training is not provided]		

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	Posted on website in English and Spanish
Universal Screening/Testing grade levels	Letter sent home in native language
Individual and/or group testing dates	Letter sent home in native language
Explanation of TAG programs and services available to identified students	Posted on website in English and Spanish
Opportunities for families to provide input and discuss programs and services their student receives	Parent checklist in English and Spanish, annual meeting to update plan.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	At the initial meeting and annually thereafter.
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	Annual fall meeting, handouts in English and Spanish

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.	Annual fall meeting, handouts in English and Spanish
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.	Annual fall meeting, handouts in English and Spanish
Notification to parents of their option to request withdrawal of a student from TAG services	Annual letter sent home in parent's native language.
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	Displayed on website and provided in annual meeting

Comprehensive TAG Programs and Services	Date and/or method of Communication
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	Andrea Nichols	anichols@craneedu.org	541-493-2641 ext 237
Person responsible for updating contact information annually on your district website	Andrea Nichols	anichols@craneedu.org	541-493-2641 ext 237
Person responsible for updating contact information annually on the Department	Andrea Nichols	anichols@craneedu.org	541-493-2641 ext 237

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Andrea Nichols	anichols@craneedu.org	541-493-2641 ext 237
TAG contact for Harney 4* Crane Elementary/OFS	Andrea Nichols	anichols@craneedu.org	541-493-2641 ext 237
TAG contact for Harney 1J* CUHS/SRCS	Matt Hawley	mhawley@craneedu.org	541-493-2641

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.

Term	Definition
Advanced Placement (AP)	College-level coursework with common nationally-normed assessments. AP coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Choice Assignments	A selection of standards-based learning options/projects based on student interest and/or development that includes depth and complexity to address both motivation to learn and cognitive demand.
Cluster Grouping	TAG identified students are intentionally placed together into mixed ability classrooms. The structure of this educational practice allows students to have peer-alike time together to address both academic and social-emotional needs.
Credit by Examination	Students receive high school or college credit based on mastery of prior learning as measured through end of course examinations. District policies, assessment formats, and requirements may vary. Please check your local district policy.
Curriculum Compacting (sometimes referred to as Compacted Curriculum)	Honoring prior learning, typically measured through pre-assessments, by allowing students to skip lessons/standards where mastery has been met and providing opportunities to focus on standards in the current unit/curriculum that have not been mastered yet.
Depth and Complexity	A general framework to assess level of rigor specific to cognitive demand. Common frameworks include Webb's Depth Of Knowledge (DOK) and Bloom's Taxonomy.
<u>Depth of Knowledge (DOK)</u>	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.

Term	Definition
Flexible Readiness Grouping	A strategic strategy designed to group students according to best fit instructional needs and student discourse opportunities.
Formative Assessment as a Process	Intentional teaching and learning practices in the classroom used by both teachers and students. Moment-by-moment evidence of student learning and thinking is used to inform and adjust teaching and learning. Descriptive feedback, established success criteria, and clear learning goals are essential.
Independent Learning Contracts	An agreement between student and teacher that outlines individual learning opportunities and outcomes for the student. This strategy is commonly used when a student has demonstrated mastery of a unit that is currently being taught (i.e. student has already read the novel that is being taught in a particular grade level)
Instructional Plans (IPs)	Communicates instructional strategies and services of how the teacher meets the needs of <i>all</i> TAG identified students in a particular course. Typically utilized at the secondary level.
International Baccalaureate (IB)	College level coursework with common internationally-normed assessments. IB coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Kaplan's Icons of Depth and Complexity	Icons/tools used to provide a visual prompt that promotes thinking from various perspectives, designed to achieve in-depth learning opportunities. Often used as a schoolwide program where all teachers, classroom support staff, and students are 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

Term	Definition
	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 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

Term	Definition
	the assignment to provide all students an opportunity to engage in productive struggle and find success in academic growth.