

Grants Pass School District 7

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.]

Table of Contents

Section 1: Introduction	3
Key Terminology	4
Section 2: School District Policy on the Education of Talented and Gifted Students	5
Local School Board Policies	5
Implementation of Talented & Gifted Education Programs and Services	5
Section 3: Identification of TAG-Eligible Students	5
District TAG Identification Practices	5
Universal Screening/Inclusive Considerations	7
Portability of TAG Identification	8
	1

Section 4: Instructional Services and Approaches	8
Instructional Programs and Services for TAG Students	8
Advanced Placement (AP) Course Offerings	9
International Baccalaureate (IB) Course Offerings	9
Teacher’s Knowledge of TAG Students in Class	10
Instructional Plans for TAG Students	10
Option/Alternative Schools Designed for TAG Identified Students	11
TAG Enrichment Opportunities	12
Section 5: Plan for Continuous Improvement	12
District Goals	12
Professional Development Plan: Identification	13
Family Engagement	14
Section 6: Contact Information	17
Appendix: Glossary	18



Section 1: Introduction



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



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



**Section 4: Instructional
Services and Approaches**



**Section 5:
District Goals - Plan for
Continuous Improvement**



**Section 6:
Contact Information**



**Appendix:
Glossary**

Section 1: Introduction



Talented and Gifted (TAG) students are an important part of every school community across Oregon. In Oregon, districts and schools must plan for how they will meet the academic and social-emotional needs of TAG students, specific to their local context, and communicate these plans to the students and families they serve.

District-level Talented and Gifted Education Plans serve as an integral communication tool to district educators, families, and community partners. Districts are required to submit their TAG plans to the Oregon Department of Education (ODE) every year, provide copies upon request to schools within their district, and post a copy on their district website. (OAR [581-022-2500](#) (2)(a)(A))

Oregon laws that govern Talented and Gifted Education include both Oregon Revised Statutes (Oregon laws passed by the State Legislature, abbreviated as ORS) and Oregon Administrative Rules (requirements that are adopted by the State Board of Education to support Oregon Revised Statutes, abbreviated as OAR). Statutes provide legal definitions and broad guidelines specific to gifted education. The Oregon Administrative Rules outline the specific requirements districts implement to meet the minimum standards for identification, parents rights, and programs and services. Specific statutes and OARs are referenced throughout this TAG plan.

Key Terminology

Talented and Gifted Students in Oregon: Students who require special educational programs or services, or both, beyond those normally provided by the regular school program, in order to realize their contribution to self and society. These are students who demonstrate outstanding ability or potential in one or more of the following areas:

- (a) General intellectual ability (often referred to as, Intellectually Gifted).
- (b) Academic ability (often referred to as, Academically Talented) in one or more academic areas (including, but not limited to: reading, mathematics, science, and social science).
- (c) Creative ability in using original or nontraditional methods in thinking and producing.
- (d) Leadership ability in motivating the performance of others either in educational or noneducational settings.
- (e) Ability in the visual or performing arts, such as dance, music or art.

Oregon Revised Statutes (ORS): Oregon laws passed by the State Legislature.

Oregon Administrative Rules (OAR): Rules adopted by the State Board of Education to support statutes (ORS).

Rate of Learning: The pace at which the student is successfully progressing through instructional materials and experiences after being placed at the appropriate level. A student's rate will vary depending on subject, interest, level of difficulty and point in the learning process.

Level of Learning: The instructional level where the student will encounter new knowledge and skills. It involves depth and complexity in thinking.

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

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



Legal references: aligned to [ORS 343.397](#) (1)(a) and [OAR 581-022-2500](#)

A. Local School Board Policies

GPSD Board Policy IGBB - going to school board policy committee on May 23, 2023

GPSD Board Policy IGBBA

B. Implementation of Talented & Gifted Education Programs and Services

Grants Pass School District *Talented and Gifted Program*

MISSION STATEMENT:

“To serve gifted students with a program that addresses the individual’s unique level and rate of learning.”

PHILOSOPHY:

Gifted children as a group differ from others in learning ability: they learn faster and remember more and they tend to think more deeply with and about what they learn. Because of these unique characteristics, the philosophy of Grants Pass School District No. 7 TAG program is that each and every student is of great value and has a right to maximum development. We believe that Talented and Gifted students exist in all racial, ethnic, and socioeconomic groups across gender. Gifted students need a differentiated program that takes into consideration individual learning styles and abilities. The program should also help in the development of self-esteem and skills such as independent study, research, creative and critical thinking. The purpose of the program is to develop the life-long learning skills of gifted students. These students should be challenged to develop their abilities for both personal fulfillment and for the benefit of society.

Adapted from - Howard Gardner, Irving Sato, Roger Taylor, Benjamin Bloom, Vern Jones, and Robert Marzano

PRACTICES:

These practices will function as a framework and communication tool for designing and documenting appropriate instruction.

- I. There will be an ongoing search for students eligible for TAG services.

- II. Information will be provided by the school to parents in a timely manner when a student is identified.
- III. Level(s) and rate(s) of learning will be assessed.
- IV. Documentation of instruction for assessed level(s) of learning and accelerated rate(s) of learning will exist.
- V. There will be opportunities for parent input and regular communication among parents, school staff and students.
- VI. There will be shared responsibility among parents, school staff and students.
- VII. Appropriate service options for each student to work at assessed level(s) and accelerated rate(s) of learning will exist.
- VIII. Opportunities for interaction with other TAG students will exist.

The teacher is the primary instructor for TAG students in GPSD based upon rate and level as determined through both formal and informal assessments. Flexible opportunities for TAG students to interact and learn with other students with similar abilities and interests will be purposefully planned.

We recognize that some gifted students have additional special needs and/or may be dual identified which require additional accommodations or specialized services that will be coordinated.

In addition, appropriate gifted education programming must include development, implementation, and management of services for talented and gifted students. Staff development will be provided to all administrators, teachers, and counselors on the academic, social and emotional needs of gifted learners. Teachers of TAG students are encouraged to identify self-directed professional goals, seek out professional development opportunities, and engage in sharing and building professional practice through collaboration.

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>GPSD identifies students in the categories of Academic Talents and Intellectual Gifts. Those identified as Academically Talented have shown specific ability in either reading or math. Intellectually Gifted students have demonstrated capabilities in mental reasoning.</p> <p>Identification is based on multiple criteria that call for a consistent pattern of excellence over time. Evidence will include scores at or above the 95th percentile on nationally standardized tests of academic achievement or mental ability. This percentile required for identification was based on local norms and performance of students in Josephine County. Additional information must be gathered, and may include referral forms, classroom test scores, work samples, grades, and anecdotal records. No single test score, measure, or piece of evidence shall be the sole criterion for identification or prevent students from being identified.</p> <p style="text-align: center;">Procedures for TAG Screening and Identification Step 1: Gather Nominations</p> <ul style="list-style-type: none"> ● At the start of each school year, school newsletters will include notice to parents regarding TAG services and reference the district website for identification process. ● Classroom teachers, parents, or students (self referral) may refer a student (K-12} using the district TAG nomination form. <p>Distribution of forms:</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>1. Nomination forms are available on the district website or the office manager at a school can print a copy for any parent, teacher or student.</p> <p style="padding-left: 40px;">→ A teacher nomination form can be completed by any teacher who feels they have a student who should be considered for TAG. This referral should be based on assessment data and/or in class performance or deep thinking that exceeds class and age level. Supporting evidence may be attached as applicable.</p> <p>2. All completed teacher and/or parent and self nomination/evaluation forms should be sent to the Curriculum Office at the District Office.</p> <p>Step 2: Screening and Data Collection</p> <p><u>Screening</u> Each year, the district will conduct universal screenings for cognitive giftedness. The guidelines are as follows:</p> <p><u>Elementary (K-5):</u> All 2nd grade students are screened in the Spring using Naglieri Nonverbal Ability Test (NNAT3)</p> <p><u>Secondary (6-12):</u> All 6th grade students are screened in the Fall using Naglieri Nonverbal Ability Test (NNAT3) beginning fall of 2024</p> <p>When a student scores at or above the 80% percentile on the NNAT3 test, additional individual testing (with parent permission) will be completed. The Kaufman Brief Intelligence Test (KBIT) will be used as another source of student data. If a student scores at or above the 95th percentile on the KBIT test, combined with the 80% or</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>higher score on the NNAT3, the student will qualify for Intellectual Giftedness. Test results will be shared with parents, the classroom teacher, school TAG Coordinator, and the District TAG Committee.</p> <p><u>Data Collection</u></p> <p>When a student has been referred through the nomination process, additional data will be collected. This could include but is not limited to the following: work samples that are exemplary in comparison to other students in the same age group, student interview data, classroom observation, grades, and/or additional test scores.</p> <p>The following tests will be used to help determine cognitive and academic giftedness:</p> <p>Reading/Math: Woodcock Johnson IV, Bateria IV Woodcock-Muñoz and KBIT</p> <p>Intellect: KBIT and Naglieri Nonverbal Ability Test</p> <p>Once all the data and information necessary is collected, the District TAG Committee decides whether the student meets the criteria for identification. Scores of 95th percentile or higher are used to determine eligibility for giftedness in reading or math. Combined scores of 95% or higher on the KBIT and 80% or higher on the NNAT3 are used to determine eligibility for giftedness in Intellect. The committee could also use other qualitative data as part of the decision making process</p> <p>The District TAG Committee is composed of the Director of Alternative Programs, Director of Elementary Education, one elementary principal, one middle school principal, one high school principal, and one support staff.</p> <p>Step 3: Identification and Parent/Teacher Notification</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p><u>If a student is identified</u>, a letter is sent home to parents notifying them of the committee's decision. The letter will include the following information:</p> <ul style="list-style-type: none"> ● The GPSD District TAG brochure ● A parent survey that can be used to help plan appropriate services ● A letter explaining the complaint procedure for alleged standards violations ● A parental acceptance of TAG services form. <i>This form must be returned before identification will be finalized.</i> <p>A district TAG file will be created and sent to the school to be filed as part of a student's permanent CUM file.</p> <p><u>If a student is NOT identified</u> and if parent permission for individual testing was given, a letter will be sent home advising the parent(s) of the committee's decision. If no permission to test was requested, no letter is needed. The parent has the right to appeal following board policy KL.</p> <p>The student's teacher(s) will be notified of the identification decision.</p> <p>Step 4: Instructional Services</p> <p>Once identification has been determined, the classroom teacher(s) will be notified. The classroom teacher is responsible for assessing the student's rate and level of learning. By Oregon Law, teachers have two weeks to begin differentiated instructional services. Documentation of rate and level as well as services must be completed and shared with the student's parent(s).</p> <p>For elementary school students, an elementary TAG Service Plan will be completed in collaboration with parents and the classroom teacher. After reviewing the Service Plan,</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>all participants sign the Service Plan, the parent is provided with a copy of the Service Plan and a copy of the Service Plan is placed in the student's CUM file.</p> <p>For middle and high school students, each classroom teacher has included the Planned Course Statement (PCS) plan, which includes differentiation services, on the course syllabus to support Talented and Gifted education in their course. Parents are provided with a copy of the course syllabus at the start of the school year and they may request another copy of the syllabus at any time during the school year.</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>All students take the screening test at second grade; parent and teacher questionnaires are used for input. The KBIT, KTEA, WJIV and WJIV Muñoz are used for data gathering depending on the potential identification category. Parent, teacher and student nomination information is also gathered.</p>
<p>Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i></p>	<p>We provide interpreters when needed and have the Bateria IV Woodcock-Muñoz available for students who speak Spanish. The screener is non verbal and no culturally specific language is used. It can be administered in a small group or individual setting and in a familiar environment if and when needed.</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>The KBIT, KTEA, WJIV and WJIV Muñoz are used for data gathering and are the newer versions that are more appropriate for cultural and equitable considerations. The screening instrument is a nonverbal instrument which helps level the field for students with disabilities or who are linguistically diverse. For academic testing we also use the Bateria IV Woodcock-Muñoz, a Spanish version of the WJIV and we have interpreters available if the student speaks a language other than the test administrator.</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	The district has a designated person who conducts all screening and follow up with identification instruments.
Universal Screening/Inclusive considerations	All students are screened in the second grade and if a student is new to the district or missed the second grade screening, the student will be screened in the fall of their third grade year. The screener is non verbal and we have interpreters available if the student speaks a language other than the test administrator.
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	We use local norms for identification. We worked with the other school district in our county to analyze combined assessment data and jointly identify scores that represent our county population.
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	Nomination forms have a list of skills and attributes that the nominating party rates in regard to the student as well as a free response section to include information not addressed in the rating list. Ratings are based on observations, interactions and performance.
A tool or method for determining a threshold of when preponderance of evidence is met.	The Screening and Identification Report lists all of the assessments given as well as the outcomes and is attached to the nomination form. The evaluation team reviews the report and makes the determination based on our identification process outlined above.
TAG Eligibility Team	Director of Alternative Education, Director of Elementary Education, one principal each from the elementary, middle and high school level, one support staff.
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	The following elements are in the student's cumulative record file: TAG screening and identification report (which includes committee determination), test results, parent permission to test, parent permission to identify, and parent/student needs survey (if completed). Other elements may include parent/student concerns or complaints, the student's individual planning worksheet, or student inventory for rate of learning.

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	The Naglieri Nonverbal Ability Test is used as a screening instrument for intellectual giftedness at second grade for all students. We will add in 6th grade beginning the fall of 2024.
What is the broad screening instrument and at what grade level is it administered?	The Naglieri Nonverbal Ability Test is used as a screening instrument at second grade for all students.
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)?	The instrument is one tool, along with teacher, parent and self nomination that can initiate the identification process. A student scoring at the 80th percentile or higher will initiate the identification process and that screener score is one of the qualifying scores.

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

Key Questions	District Policy and Practices
Do local norms influence the decision to honor identification from other districts and states?	A review of the student’s incoming file is completed. Identification from other states is accepted unless it was based solely on an identification tool not supported by research. For example an identification based solely on Accelerated Reader.

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	TAG students placed together in home room classrooms when possible in grades K-5
Whole Grade Acceleration	Available to students at grades K-8 following board policy IKE-AR
Subject Acceleration	This may occur in reading and math at grades K-8. At the elementary level it most typically looks like a ‘walk to read/math model’ where students walk to the group or class that matches their academic level/needs. At middle school it is supported by course placement in the student’s schedule.
Differentiated Instruction (involving tiers of depth and complexity)	Through in-class formative assessments and our Response to Instruction and intervention (RTIi) systems, teachers provide differentiated instruction and varied learning options designed to reflect the needs of students specific to current learning evidence/data. Educators may differentiate content, process, product, and environment to accommodate needs of learning.
Advanced Placement course offerings	These courses are offered at the high school level and differentiation supports are articulated in the planned course statement. See table below for offerings.

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
AP ENGLISH LANGUAGE & COMPOSITION	Open to students in grades 11 and 12 - offered on the Grants Pass High School Campus - students from all high school campuses can participate in a blended schedule
AP ENGLISH LITERATURE & COMPOSITION	Open to students in grades 12 - offered on the Grants Pass High School Campus - students from all high school campuses can participate in a blended schedule
AP AMERICAN GOVERNMENT	Open to students in grades 12 - offered on the Grants Pass High School Campus - students from all high school campuses can participate in a blended schedule
AP HUMAN GEOGRAPHY	Open to students in grades 9 - offered on the Grants Pass High School Campus - students from all high school campuses can participate in a blended schedule
AP EUROPEAN HISTORY	Open to students in grades 11 and 12 - offered on the Grants Pass High School Campus - students from all high school campuses can participate in a blended schedule
AP PSYCHOLOGY	Open to students in grades 11 and 12 - offered on the Grants Pass High School Campus - students from all high school campuses can participate in a blended schedule
AP UNITED STATES HISTORY	Open to students in grades 11 - offered on the Grants Pass High School Campus - students from all high school campuses can participate in a blended schedule
AP STATISTICS	Open to students in grades 11 and 12 - offered on the Grants Pass High School Campus - students from all high school campuses can participate in a blended schedule
AP CALCULUS I	Open to students in grades 11 and 12 - offered on the Grants Pass High School Campus - students from all high school campuses can participate in a blended schedule

Name of AP Course	Schools and Grade Levels Offered
AP CALCULUS II	Open to students in grades 12 - offered on the Grants Pass High School Campus - students from all high school campuses can participate in a blended schedule
AP CHEMISTRY	Open to students in grades 10, 11 and 12 - offered on the Grants Pass High School Campus - students from all high school campuses can participate in a blended schedule
AP PHYSICS I	Open to students in grades 12 - offered on the Grants Pass High School Campus - students from all high school campuses can participate in a blended schedule
AP BIOLOGY	Open to students in grades 12 - offered on the Grants Pass High School Campus - students from all high school campuses can participate in a blended schedule
AP ENVIRONMENTAL SCIENCE	Open to students in grades 11 and 12 - offered on the Grants Pass High School Campus - students from all high school campuses can participate in a blended schedule
AP STUDIO ART/DRAWING	Open to students in grades 11 and 12 - offered on the Grants Pass High School Campus - students from all high school campuses can participate in a blended schedule
AP COMPUTER SCIENCE A	Open to students in grades 11 and 12 - offered on the Grants Pass High School Campus - students from all high school campuses can participate in a blended schedule
AP COMPUTER SCIENCE PRINCIPLES	Open to students in grades 10, 11 and 12 - offered on the Grants Pass High School Campus - students from all high school campuses can participate in a blended schedule
AP MUSIC THEORY	Open to students in grades 10, 11 and 12 - offered on the Grants Pass High School Campus - students from all high school campuses can participate in a blended schedule

C. International Baccalaureate (IB) Course Offerings - NOT APPLICABLE

D. Teacher’s Knowledge of TAG Students in Class

Key Questions	District Procedure
<p>What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?</p>	<p>Upon receiving family permission for TAG services, teachers are emailed of their identification and timeline for completing a TAG service plan with the family. Previously identified students are flagged as TAG in our student information system (Power School) that all teachers have access to. Reminders of TAG service needs are sent out annually to remind teachers of their responsibility to serve students in the classroom.</p>
<p>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?</p>	<p>Communication is emailed to teachers of identified TAG students from the district TAG contact, as well as being identified on the district website and in this plan.</p>
<p>How do teachers determine rate and level needs for students in their classrooms?</p>	<p>Teachers assess rate and level through observation, interviews, work samples and assessments. When creating a TAG service plan they are provided with a district guidance document on Assessing Rate and Level of Learning.</p>

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?	Individual Tag Service Plans are required for all identified TAG students in grades K-5. They are optional at grades 6-8 unless requested by the family or student.
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	Middle School Service Plans and High School Planned Course Statements are required for all courses in grades 6-12. They are linked above in section 3 A.
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student’s learning?	It is explicitly stated in the Parental Consent Form for TAG Services and the teacher is required to enter dates on the student’s TAG Service Plan of when they made contact with the family after initial identification and each fall and spring thereafter.

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
Summer Camp	A four day outdoor day camp is offered only to identified TAG students in grades 4-8 at no charge to students each summer.

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
Clubs and competitions	TAG students are encouraged to participate in any of the following district sponsored enrichment opportunities: Battle of the Books, Lego Robotics teams, Geography Bee, Brain Bowl, Mock Trial team, Academic Math Challenge, Science Fairs, SMILE club, Chess Club
Southern Oregon University ACADEMY	ACADEMY is a camp experience tailored to the needs of academically talented and highly motivated students who love to learn. Participation is open to students who have completed grades 5-8 to explore a broad range of classes, cultural events, and recreational activities. ACADEMY provides an opportunity for intellectually curious youth who want to be around like-minded students and deepen their love of learning. The district provides scholarship support for tuition.

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?
GPSD will improve	Training 2rd grade staff	Spring of 2024	-Training occurs	Compare identification

Goal Statement	What special programs or services will be provided to accomplish the goals?	Implementation Timeline	How will progress be measured?	How will success be measured?
<p>identification practices by implementing the newly defined screening and identification processes and improving staff knowledge of the use of local norms.</p>	<p>on transition from nationally normed assessment to local norms.</p> <p>Training 2nd grade staff on implementation of new screener.</p> <p>Training 6th grade staff on transition from nationally normed assessment to local norms and implementation of new screener.</p> <p>Training and review of new processes for all admin</p> <p>Meet with Three Rivers school district TAG team to review countywide scores and</p>	<p>Spring of 2024</p> <p>Fall of 2024</p> <p>August 2023</p> <p>End of school year 2024</p>	<p>at April PD day or April staff meeting.</p> <p>-Completion of Screening Process for all 2nd graders</p> <p>-Completion of staff trainings with verified attendance and completion of 6th grade screening process</p> <p>-completion of training</p> <p>-Local norms updated and all subsequent forms</p>	<p>data to prior years, looking for increases in:</p> <ul style="list-style-type: none"> ● Identified students from traditionally underrepresented groups ● Referred students from traditionally underrepresented groups ● Number of staff trained

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?
	revise local norms.			
GPSD will increase staff knowledge and understanding of gifted student characteristics to positively impact academic growth and support of TAG students.	Training K-12 staff on how to recognize gifted characteristics. This would include information on how gifted characteristics may present differently in twice exceptional students or in English Learners and common myths about TAG students and performance	Create training modules summer 2023 Present training in fall of 2023 and again in spring of 2024	Completion of modules and rosters of training attendance.	More teacher nominations result in actual TAG identification.
GPSD will increase student support and performance by training and supporting classroom teachers in TAG instructional strategies.	Training K-12 staff on specific instructional strategies that will support TAG students. Strategies will include: rate and level differentiation, tiered assignments, cluster grouping, how to	Create training modules summer 2023 Present training in fall of 2023 and again in spring of 2024	Completion of modules and rosters of training attendance.	Differentiation will be demonstrated in all classrooms across the district and documented in teacher observations.

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?
	increase DOK levels and cluster grouping among others.			

B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district: Director of Alternative Education	Required statewide training	Oregon Department of Education	A new director is taking over oversight and implementation of the GPSD TAG plan. He will be contacting Angela Allen at ODE to arrange for training.
All district licensed educators who are responsible for identification	Training on Identification	Director of Alternative Education, Danny Huber-Kantola	September annually

Who	What	Provided by	When
Staff who have already been trained in previous years: N/A	OPTIONAL: Refresher Identification training: 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)	All forms sent home are translated into Spanish which is the primary language other than English used in our district. Families can set our website to the language of their choice as well as our district communication tool, Parent Square.
Universal Screening/Testing grade levels	Notifications go home in Parent Square which families set to the language of their choice. Universal Screening occurs at grade 2 each spring and grade 6 each fall (starting in 2024)
Individual and/or group testing dates	Notifications go home in Parent Square which families set to the language of their choice. We have interpreters and access to Language Line for individual conversations if and when needed.
Explanation of TAG programs and services available to identified students	All forms sent home are translated into Spanish which is the primary language other than English used in our district. We have interpreters and access to Language Line for individual conversations if and when needed. Fall family meetings and winter conferences are key opportunities for

Comprehensive TAG Programs and Services	Date and/or method of Communication
	explanation of services.
Opportunities for families to provide input and discuss programs and services their student receives	All forms sent home are translated into Spanish which is the primary language other than English used in our district. We have interpreters and access to Language Lline for individual conversations if and when needed. Fall family meetings and winter conferences are key opportunities to give input in services.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	All forms sent home are translated into Spanish which is the primary language other than English used in our district. We have interpreters and access to Language Lline for individual conversations if and when needed. Fall family meetings and winter conferences are key opportunities to give input in services.
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	N/A
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.	N/A

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.	N/A
Notification to parents of their option to request withdrawal of a student from TAG services	These are typically conversations with the teacher or principal. We have interpreters and access to Language Line for individual conversations if and when needed.
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	All forms sent home are translated into Spanish which is the primary language other than English used in our district. This includes our TAG complaint process and Board Policy KL. We have interpreters and access to Language Line for individual conversations if and when needed.
Designated district or building contact to provide district-level TAG plans to families upon request	This is on our website and in our TAG plan. Families can set our website to the language of their choice.

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	Dan Huber-Kantola	dbkantola@grantspass.k12.or.us	541-474-5700
Person responsible for updating contact information annually on your district website	Dan Huber-Kantola	dbkantola@grantspass.k12.or.us	541-474-5700
Person responsible for updating contact information annually on the Department	Dan Huber-Kantola	dbkantola@grantspass.k12.or.us	541-474-5700
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Dan Huber-Kantola	dbkantola@grantspass.k12.or.us	541-474-5700
TAG contact for Allen Dale	Jake Musser	jlmusser@grantspass.k12.or.us	541-474-5760
TAG contact for Highland	Nevin VanManen	nvanmanen@grantspass.k12.or.us	541-474-5765
TAG contact for Lincoln	Kelly Smith	ksmith1@grantspass.k12.or.us	541-474-7719
TAG contact for Parkside	Rob Lewis	rlewis@grantspass.k12.or.us	541-474-5777
TAG contact for Redwood	Christine Mooney	cmooney@grantspass.k12.or.us	541-474-5775
TAG contact for Riverside	Robbie Henderson	rhenderson@grantspass.k12.or.us	541-474-5780

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
TAG contact for North Middle School	Barrett Sale	bsale@grantspass.k12.or.us	541-474-5740
TAG contact for South Middle School	Robert Lingo	rlingo@grantspass.k12.or.us	541-474-5750
TAG contact for Grants Pass High School	Michele Napier	mnapier@grantspass.k12.or.us	541-474-5710
TAG contact for Gladiola High School	Michael Shunk	mshunk@grantspass.k12.or.us	541-474-5790
TAG contact for GPFLEX	Keith Jaroslow	kjaroslow@grantspass.k12.or.us	541-233-5705

*[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).

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

Term	Definition
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.
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.

Term	Definition
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	<p>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.</p>
Oregon Administrative Rule (OAR)	<p>Rules adopted by the State Board of Education to support statutes (ORS).</p>
Oregon Revised Statute (ORS)	<p>Oregon laws passed by the State Legislature.</p>
Personal Education Plans (PEPs)	<p>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.</p>
Pull-Out Programs	<p>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.</p>
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</p>

Term	Definition
	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.