Pinehurst School District 94

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

Pinehurst School District Board has adopted and follow OSBA's recommended policies. Policy IGGB and IGBBA along with public complaint policy KL.

B. Implementation of Talented & Gifted Education Programs and Services

Pinehurst School District offers a K-6 school with enrollment around 10 students. Students who are identified as talented and gifted will be offered advanced learning opportunities on an individualized basis. These learning opportunities may include, but are not limited to, extensions of lessons and/or topics of interest at a higher and/or independent level. Services will be provided by classroom teachers and instructional assistants, taking into special consideration the rural setting of Pinehurst School. The unique challenges and opportunities of a self-contained, multi-grade K-6 school include:

- Small class sizes: This can offer TAG students individualized attention but also limit peer interaction with other TAG students.
- Multiple grade levels: This requires flexibility by the teacher(s) and staff in curriculum and instruction to meet diverse needs.
- Limited resources: As a smaller, rural school, Pinehurst has fewer specialized TAG resources.

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)*	In order to serve academically talented and intellectually gifted students in grades K-6, the district directs the administrator in collaboration with the TAG coordinator, after due consideration of the input of staff, parents and the community to establish a written identification process. This process of identification shall include at a minimum: 1. Use of evidence-based practices that include a variety of tools and procedures to determine if a student demonstrates a pattern of exceptional performance and/or achievement that is relevant to the identification of TAG students under ORS 343.395. 2. Collection and use of multiple modes and methods of qualitative and quantitative evidence to allow appropriate members of a student's identification team to make a determination about the identification and eligibility of the students for TAG services, supports and/or programs; with no single test or piece of evidence eliminating a student from eligibility.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	3. Use of methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to: a. Students who are racially/ethnically diverse; b. Students experiencing disability; c. Students who are culturally and/or linguistically diverse; d. Students experiencing poverty; and e. Students experiencing high mobility. 4. Incorporate assessments, tools and procedures that will inform the development of an appropriate plan of instruction for students who are identified as TAG and describe how information from the assessments, tools and procedures used in the identification for TAG students will be used to support development of the plan of instruction. 5. Identify how the educational record under ORS 326.565 of the student being considered will document and reflect the record of the team's decision and the procedures and data used by the team to make the decision. 6. District will provide professional development for staff assigned the responsibility for identification of talented and gifted students. When a student is identified for TAG, the district shall inform parents of the programs and services available to their student and provide an opportunity for parents to provide input to, and discuss TAG instruction proposed for their student. The instruction provided shall be designed to accommodate the student's assessed levels of learning and accelerated rates of learning. Parents may request the withdrawal of their student from TAG at any time. Identified students shall score at or above the 97th percentile on one of these tests. Other students who

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted may be identified. If a parent is dissatisfied with the identification process or placement of their student, they may submit an appeal through Board policy KL - Public Complaints. After exhausting the district's appeal procedure and receiving the district's final decision, a parent may appeal the decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.
Multiple modes and methods of data collection used in the identification process. *Aligned to OAR 581-022-2325 (2)(b)(c)*	A team will use an identification process that is based on multiple criteria that call for a consistent pattern of excellence over time. Additional information may be gathered such as historical data, classroom test scores, work samples, grades and anecdotal evidence. No single test measure or score shall be the criteria for identification. Referrals for identification may come from: student, parent/guardian or school/ESD staff. We will use a universal screener, currently the district benchmark assessment is iReady, in addition to state SBAC data. We will look for both intellectually gifted and academically talented students.
Culturally responsive practices specific to identification. *Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)*	Pinehurst School District employs culturally responsive practices in regards to all aspects of student instruction. In the event that potential students represent culturally diverse backgrounds, efforts will be made to take into consideration cultural or linguistic implications when identifying specific talents and giftedness. We will use the same screeners for all students and consult with the SOESD when language, disabilities, or cultural diversities may present unequal access to services and or assessments.
Research-based tools, instruments, or considerations utilized to equitably identify	Research-based practices will be used to identify students from underrepresented populations when they are present.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
students from underrepresented populations including, but not limited to: students experiencing disabilities, students who are culturally and linguistically diverse	Student identification is made based upon team consensus; no individual or single measurement will be the sole criterion. The following measures may be used by the team: Scores at or above the 97th percentile on nationally standardized tests of mental ability for intellectually gifted students and academic students will score at or above the 97th percentile on a test of total reading or mathematics from a national standardized test, or SBA. The school will also recognize students who are identified as being culturally/linguistically diverse, economically disadvantaged, etc. Yet, demonstrate the ability beyond regular instruction and/or are performing between the 92nd and 96th percentiles.
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	Pinehurst School uses a universal screener, iReady, to make an effort to eliminate bias in screening. Classroom teacher/staff recommendations will be acknowledged and used to reflect the individual behaviors and learning styles of each student. Possible items to consider include: classroom performance, staff input, and historical student data.
Universal Screening/Inclusive considerations	Pinehurst School uses universal screeners in grades K-6 three times a year; attention will be given to grade equivalence and benchmark scores in order to support a student's recommendation for TAG identification. The RAVEN assessment is used when there are indicators of potential TAG eligibility.
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	Ability (intellectual) ● Ravens * ● CogAT * ● WISC/WAIS Achievement ● Smarter Balanced

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	● iReady * ● Sages ● Woodcock Johnson ● WIAT *Indicates Universal, Board Screening Measure
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	Historical student data; behavioral ratings (completed by both parents and staff); inventory on creativity, motivation, learning and leadership; and communication with parents/guardians and staff.
A tool or method for determining a threshold of when preponderance of evidence is met.	Pinehurst School is able to meet the needs of all students, no matter what their TAG identification is.
TAG Eligibility Team	Teacher(s), TAG Coordinator, District Administrator, Instructional Assistant(s)
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	TAG forms and all identification information, including test score reports will be marked as TAG and located in the student's cumulative file.

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	iReady (K-6)

Key Questions	District Procedure
What is the broad screening instrument and at what grade level is it administered?	All students, K-6, are screened using iReady three times per year.
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)?	Identification is based on a broad range of criteria that shows a consistent pattern of excellence over time. The screener is one piece of identification. Students may also be recognized by school staff as performing above peers or national norms, and the identification process will be initiated.

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
Acceleration	Students may be provided opportunities for accelerated learning through independent study, individualized accommodations, or advanced coursework when appropriate.
Enrichment	Students may be offered enrichment activities that challenge them to think critically, creatively, and problem-solve.
Flexible Grouping	Teacher may create flexible grouping structures to allow for differentiated instruction and collaboration among students with similar abilities.

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
	N/A Pinehurst School currently serves students in grades K-6

C. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered
	N/A Pinehurst School currently serves students in grades K-6

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?	With a small, rural setting, Pinehurst teachers have the unique opportunity to know and understand students at a very high level. TAG plans will be shared with all staff during district in-service week in August each year, to ensure staff can familiarize themselves with identified students' plans and can plan accordingly. Meetings will be held throughout the year to ensure the same understanding and consistency for any newly identified TAG students.
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?	Professional development opportunities are available throughout the year to all staff involved with student instruction, as well as educational supports provided both by our District TAG Coordinator as well as Southern Oregon ESD.
How do teachers determine rate and level needs for students in their classrooms?	Small, multi-grade classroom with fewer than 15 students allows our teacher(s) to know and understand each student on a deep level, including rates and level needs as the year progresses. Ongoing assessments and progress monitoring ensures any changes or accelerations can be made throughout the year.

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?	Plans will be in place for all identified students grades 3-6. The District TAG Coordinator will support staff in writing the PEP.

Key Questions	District Procedure
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	Optional
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	Parents are invited to participate throughout the identification process, and are encouraged to collaborate any ideas or advice they have regarding their student's personalized learning plan.

F. Option/Alternative Schools Designed for TAG Identified Students

Program Elements	School Information
N/A	
TAG qualifying criteria for attendance	
Number of students currently served	
Level of the population, served, such as elementary, middle, or high school students	

G. TAG Enrichment Opportunities

TAG Enrichment Opportunities *(Note: After school opportunities do not replace daily TAG instruction and services)*	**Explanation of Opportunity**
Differentiated learning	Small classroom size allows for differentiation for each student, as well as individualized PEPs that meet their unique learning needs.
Local experts	Ability to invite local experts or create mentoring relationships in fields of study that match student interests.
School Board Support	Field trips throughout the year, provided to all students, to educational sites that enrich learning.

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?**
Students that	Ongoing support	Yearly	Using diagnostic	By the end of

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?
demonstrate exceptional intellectual and/or academic talents and gifts will be provided with support and guidance to enrich and/or accelerate their learning.	provided from our District TAG Coordinator, as well as professional development opportunities provided by the SOESD.		assessment, student scores will be reviewed three times per year.	each school year, students will show growth in their area(s) of identification.

B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district – Kacy Cuddy	Required statewide training	Oregon Department of Education	Ongoing professional development opportunities offered by the SOESD.

Who	What	Provided by	When
All district licensed educators who are responsible for identification	Training on Identification	Tanya Frisendahl, SOESD liaison serving Pinehurst School District.	August beginning of the year In-Service
Staff who have already been trained in previous years (include if offered)	N/A		

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	Students that demonstrate exceptional talents and abilities (as defined by ODE) will be referred to our TAG team, comprised of the classroom teacher, instructional assistant, parent/guardian(s), student, administration, District TAG Coordinator, and ESD mentors or support.
Universal Screening/Testing grade levels	iReady K-6

Comprehensive TAG Programs and Services	Date and/or method of Communication
Individual and/or group testing dates	Diagnostic assessments occur three times per year, in the fall, winter and spring
Explanation of TAG programs and services available to identified students	Differentiated and individualized instruction, mentoring, and opportunities in special ability and interest areas.
Opportunities for families to provide input and discuss programs and services their student receives	Ongoing communication with families, provided by various staff, throughout the year.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	A Personalized Education Plan will be developed and written by the teacher, with input from District TAG Coordinator, additional staff, parents and student.
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	The teacher will provide information at Open House in the fall, additional conversations/information may be provided at conferences as needed.
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.	Pinehurst retains a strong working relationship with our neighboring school district, Ashland, where our students attend grades 7-12. Opportunities will be facilitated in the spring, for any Pinehurst students transitioning to Ashland School District the following year.

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.	Pinehurst retains a strong working relationship with our neighboring school district, Ashland, where our students attend grades 7-12. Opportunities will be facilitated in the spring, for any Pinehurst students transitioning to Ashland School District the following year.
Notification to parents of their option to request withdrawal of a student from TAG services	Information about TAG and student's personalized plan (PEP) will be provided to parent/guardian(s) at the initial meeting, as well as inviting them to all related TAG meetings for their student(s) throughout the year. Parents will be provided a copy of district TAG policies.
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	Information about TAG and student's personalized plan (PEP) will be provided to parent/guardian(s) at the initial meeting, as well as inviting them to all related TAG meetings for their student(s) throughout the year. Parents will be provided a copy of district TAG policies.
Designated district or building contact to provide district-level TAG plans to families upon request	District TAG Coordinator, and/or head teacher

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	Emily Cozza, TAG Coordinator, Administrator	emily@pinehurst.k12.or.us	541-482-1910
Person responsible for updating contact information annually on your district website	John Elder, Office Administrator	john@pinehurst.k12.or.us	541-482-1910
Person responsible for updating contact information annually on the Department	John Elder, Office Administrator	john@pinehurst.k12.or.us	541-482-1910
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Emily Cozza, District TAG Coordinator	emily@pinehurst.k12.or.us	541-482-1910

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.