

# Culver School District

## Plan for Talented and Gifted Education

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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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## 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).

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




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

### A. Local School Board Policies

 [IGBB - Talented and Gifted Program.pdf](#)

 [IGBBA - Identification - Talented and Gifted Students.pdf](#)

 [IGBB-AR - Talented and Gifted Program.pdf](#)

 [IGBBA-AR - Appeal Procedures for Talented and Gifted Student Identification and Placement.pdf](#)

 [IGBBC-AR - Complaints Regarding the Talented and Gifted.pdf](#)

## **B. Implementation of Talented & Gifted Education Programs and Services**

The Culver School District Talented and Gifted Program enhances the educational experience for gifted students by focusing on the individual strengths of each student as a learner. Our program fosters creativity and innovative thinking in the development of self-directed and meaningful contributors in an ever-changing society.

The Culver School District Gifted Program will:

- meet students' individual needs
- enrich student interest and abilities
- foster communication between educators, parents, and students
- provide a curriculum with appropriate rigor, challenge, and choice
- encourage critical and creative exploration of ideas
- enrich and accelerate when appropriate
- recognize the social and emotional characteristics of the learner

Culver School District identifies talented and gifted (TAG) students according to Oregon Administrative Rule (OAR). TAG students in Culver demonstrate a pattern of exceptional ability, performance, or achievement. Identification decisions are based on a robust body of evidence that considers a child's background, experiences, and opportunities to learn.

Culver School District ensures that all students from all populations in the District have access to the TAG assessment process and, if identified, receive TAG services. Classroom teachers and counselors work together to help students find their passion and contribution to society.

Once students are identified, TAG services are provided by teachers accommodating the assessed levels and accelerated rates of learning of TAG students. The district has a TAG coordinator who provides support as needed and maintains communication between the school and families.

## 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><b>TAG Identification Process Overview</b>                      Aligned to OAR <a href="#">581-022-2325 (1)</a></p>	<p><b>Step One:</b></p> <p><i>Teacher Referral &amp; Family Nomination</i></p> <ol style="list-style-type: none"> <li>1. The TAG Coordinator will announce two TAG identification rounds for the academic school year (Fall and Spring).</li> <li>2. Teachers will review TAG identification criteria and complete referral forms (Form 2 and 3c).</li> <li>3. Families will review TAG identification criteria and complete Parent and student referral forms (Form 3 and 3b).</li> </ol>

<b>Identification Practices (OAR 581-022-2500)</b>	<b>Evidence and Explanation of Identification Practices</b>
	<p>All referrals and nominations will be submitted to the TAG Coordinator. The forms will be placed in the student file and entered on the TAG Program Checklist.</p> <p><b>Step Two:</b></p> <p><i>Testing and Evidence Collection</i></p> <ol style="list-style-type: none"> <li>1. The TAG Coordinator will collect 3 classroom work samples that demonstrate evidence of the student’s best level and rate in area of strength from the referring teacher.</li> <li>2. The TAG Coordinator will review the cumulative file and search for any social and emotional variables to be included in the review.</li> <li>3. The TAG Coordinator will arrange for additional testing as necessary (Sages Test).</li> </ol> <p>The TAG Coordinator will collect, review and record all assessment data and information to share with the TAG Committee.</p> <p><b>Step Three:</b></p> <p><i>TAG Evaluation Committee Data Review</i></p> <ol style="list-style-type: none"> <li>1. The TAG Committee will meet to review all files.</li> <li>2. The TAG Committee will decide the student’s eligibility.</li> </ol> <p>Further testing may be needed at this point-family permission is necessary for testing.</p> <p><b>Step Four:</b></p>

<b>Identification Practices (OAR 581-022-2500)</b>	<b>Evidence and Explanation of Identification Practices</b>
	<p><i>Communication, Program Placement, Instructional Plan</i></p> <ol style="list-style-type: none"> <li>1. Families, teachers, and building principals will be notified of results immediately following the decision of the TAG Committee.</li> <li>2. The TAG Coordinator will send a decision letter home to families with appropriate TAG information including Oregon TAG laws and policies.</li> <li>3. Families have the right to appeal the TAG Committee decision and should contact the building principal or TAG Committee for grievance information. The building principal or TAG Committee shall refer the appeal to the TAG Committee.</li> </ol> <p>Program placement will include the TAG Instructional Plan to be completed by the student’s academic teacher and sent home for parental review and input.</p>
<p><b>Multiple modes and methods of data collection used in the identification process.</b>  <i>Aligned to OAR <a href="#">581-022-2325 (2)(b)(c)</a></i></p>	<ol style="list-style-type: none"> <li>1. The TAG Coordinator will collect 3 classroom work samples that demonstrate evidence of the student’s best level and rate in area of strength from the referring teacher.</li> <li>2. The TAG Coordinator will review the cumulative file and search for any social and emotional variables to be included in the review.</li> <li>3. The TAG Coordinator will arrange for additional testing as necessary (Sages Test).</li> </ol> <p>The TAG Coordinator will collect, review and record all assessment data and information to share with the TAG Committee.</p>



<b>Identification Practices (OAR 581-022-2500)</b>	<b>Evidence and Explanation of Identification Practices</b>
<p><b>Culturally responsive practices specific to identification.</b>  <i>Aligned to OAR <a href="#">581-022-2325 (1)(a), (2)(d)(A-E)</a></i></p>	<p>The culturally responsive practice utilized by Culver School District team include:</p> <ul style="list-style-type: none"> <li>● Referrals can be made by parents/guardians, teachers, administrators, specialists, SST team, or from universal data. This ensures that all students have the opportunity to be referred for the TAG identification process.</li> <li>● No single test or piece of evidence may eliminate a student from eligibility.</li> <li>● Use of these methods and practices will minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to: <ul style="list-style-type: none"> <li>a. Students who are racially/ethnically diverse;</li> <li>b. Students experiencing disability;</li> <li>c. Students who are culturally and/or linguistically diverse;</li> <li>d. Students experiencing poverty; and</li> <li>e. Students experiencing high mobility</li> </ul> </li> </ul>

<b>Identification Practices (OAR 581-022-2500)</b>	<b>Evidence and Explanation of Identification Practices</b>
<b>Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices</b>	<ul style="list-style-type: none"> <li>● Review Committee includes: Building TAG Facilitators, District Administrator, ELD Staff, ERC Staff, Teaching Staff, and School Specialist.</li> <li>● Use multiple criteria to nominate or identify students for gifted programming.</li> <li>● Provide information about how giftedness looks in underserved populations.</li> <li>● Encourage families to nominate students for gifted identification and services.</li> <li>● Periodically ask about the identification process to ensure it reflects best practices in the field</li> </ul>
<b>Universal Screening/Inclusive considerations</b>	NA
<b>Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection</b>	The assessment used by the Culver School District Includes: <ul style="list-style-type: none"> <li>● Stages: Norm referred assessment</li> <li>● Lexia Diagnostic Test: National Norms</li> <li>● IXL: National Norms</li> <li>● Smarter Balanced ELA, Math, and Science Assessment: local norms</li> <li>● ELPA: local norms</li> </ul>
<b>Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)</b>	<ol style="list-style-type: none"> <li>1. The TAG Coordinator will collect 3 classroom work samples that demonstrate evidence of the student’s best level and rate in area of strength from the referring teacher.</li> <li>2. The TAG Coordinator will review the cumulative file and search for any social and emotional variables to be included in the review.</li> <li>3. Teachers will review TAG identification criteria and complete referral forms (Form 2 and 3c).</li> </ol>

<b>Identification Practices (OAR 581-022-2500)</b>	<b>Evidence and Explanation of Identification Practices</b>
	<p>4. Families will review TAG identification criteria and complete Parent and student referral forms (Form 3 and 3b).</p>
<p><b>A tool or method for determining a threshold of when preponderance of evidence is met.</b></p>	
<p><b>TAG Eligibility Team</b></p>	<p><i>The TAG team is made up of:</i></p> <p><i>Administrator, counselor, teacher, Special education teacher, ELD teacher, TAG coordinator and behavior specialists.</i></p> <ol style="list-style-type: none"> <li>1. The TAG Committee will meet to review all files.</li> <li>2. The TAG Committee will decide the student’s eligibility.</li> </ol> <p>Further testing may be needed at this point-family permission is necessary for testing.</p>
<p><b>Documents that are included in the students’ cumulative record file regarding TAG identification and the eligibility teams’ process to determine identification</b></p>	<p>Each TAG student has a cumulative record file that includes:</p> <ul style="list-style-type: none"> <li>● TAG referral form(s)</li> <li>● Parent input forms</li> <li>● Student input forms</li> <li>● Teacher input forms</li> <li>● Parent permission to test (if applicable)</li> <li>● Sages summary sheets</li> <li>● Applicable assessment data</li> </ul>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<ul style="list-style-type: none"> <li>● Any other gathered evidence (interviews, work samples, etc.)</li> <li>● Student PEP plan (K-12)</li> <li>● Copy of parent notification letter</li> </ul>

### B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	NA
What is the broad screening instrument and at what grade level is it administered?	NA
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)?	NA

### C. Portability of TAG Identification

Key Questions	District Policy and Practices
<b>Does your district accept TAG identification from other districts in Oregon?</b>	Yes, our district accepts TAG identified students from other Oregon Districts.
<b>Does your district accept TAG identification from other states?</b>	If a student transfers into CSD and has documentation that shows previous TAG identification, and if the TAG documentation is consistent with Oregon state mandates, that student will automatically be considered TAG. If documentation is inconsistent with identification criteria, further data will be collected, and the identification process will be followed.
<b>Do local norms influence the decision to honor identification from other districts and states?</b>	No, see answer to previous question.

## 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
Whole Grade acceleration	Schoolwide implementation
Advanceplacment	6-12 placement available for math, language arts, science, art, and music.
Independent learning plans	K-12 students are provided with a PLP at the start of each school years

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Formative Assessment	Observed regularly in all classroom from grades 1-8
Subject acceleration	Determined by building. With Culver being one large campus, acceleration is done throughout all grades.
Advance Placement with differentiation of instruction	See the table below with course offerings
Differentiated instruction involving tiers of depth	6-8 (math, language arts, and science) 9-12 (math, language arts, music, art and science).

### B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
English Literature & Composition	High School
Language & Composition	High School
Government	High School
Writing 121/122	High School
Math 111/112	High School
Intro to Business	High School
College Spanish	High School
College US History	High School

### C. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered
NA	
NA	
NA	
NA	

### D. Teacher’s Knowledge of TAG Students in Class

Key Questions	District Procedure
<p><b>What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?</b></p>	<p>Each teacher is provided with a PEP plan for the student. The TAG coordinator also provides a binder of PEP plans for building secretaries.</p>
<p><b>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?</b></p>	<p>A TAG coordinator is on site daily to answer any questions. Staff is also able to review policies and documents located on our district website.</p>
<p><b>How do teachers determine rate and level needs for students in their classrooms?</b></p>	<p>Teachers determine rate and level of needs for students with informal observations, assessment, prior PEP plans, and meetings with previous teachers.</p>

### E. Instructional Plans for TAG Students

Key Questions	District Procedure
<b>Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?</b>	PEP plans are required at all grade levels. Staff review them at the beginning of the year, update plans, and conference on them. Parents, teachers and principals are provided with a copy.
<b>Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?</b>	Instructional plans are required K-12 in all settings.
<b>How are families notified regarding the opportunity to discuss the PEP or IP designed for their student’s learning?</b>	Parents are provided a copy of their students PEP plan each school year. At any time parents can request a conference to discuss their students' plans.

### F. Option/Alternative Schools Designed for TAG Identified Students

Program Elements	School Information
[Name of school A]	
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
[Name of school B]	



Program Elements	School Information
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

### G. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
Virtual Field Trips	<a href="https://www.titlemax.com/articles/road-trip-from-home-virtual-field-trips/">https://www.titlemax.com/articles/road-trip-from-home-virtual-field-trips/</a> Opportunity for students to visit different locations worldwide through their computer.
STEM HUB	Lesson within their school day to enhance their learning in coding and engineering
Guest Speakers	Students will hear from different speakers via zoom or in person.
CTE Program	Offered 6-12 within the school day
Career Readiness	9-12 students will be able to visit colleges and participate in different career placements
Resources for parents	<ul style="list-style-type: none"> <li>• <a href="#">Oregon Department of Education</a> The information provided here is designed to support educators and parents to support TAG identified</li> </ul>

<p><b>TAG Enrichment Opportunities</b>  <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i></p>	<p><b>Explanation of Opportunity</b></p>
	<p>students in their learning needs.</p> <ul style="list-style-type: none"> <li>● <a href="#">National Association for Gifted Children (NAGC)</a></li> <li>● <a href="#">Oregon Association for Talented and Gifted (OATAG)</a> Serves Oregon parents and the educational community.</li> <li>● <a href="#">Supporting Emotional Needs of the Gifted (SENG)</a> To support bright, talented, gifted individuals and their families, and the professionals who work with them, to better understand the nature of giftedness, and to help these individuals reach their personal potential.</li> <li>● <a href="#">World Council for Gifted and Talented Children</a> A diverse organization networking the globe with an active membership of educators, scholars, researchers, parents, educational institutions, and others interested in giftedness to focus world attention on gifted and talented children and ensure the realization of their valuable potential to the benefit of humankind.</li> <li>● <a href="#">Hoagies Gifted Resources</a> The “all things gifted” page.</li> </ul>

<b>TAG Enrichment Opportunities</b> <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	<b>Explanation of Opportunity</b>
Student Leadership	Offered to 5-12 grade students during the school day.
Ability based online support	Edgenuity Course, Lexia, IXL and Mobymath



## 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?
1. To increase awareness of screening procedures among parents, teachers, and administrators.	Create a gifted program overview pamphlet to include more detailed information about the district's referral, screening, and identification process for placement or and programming for gifted students.	Fall 2023	Parent and staff survey mid year.	Parent and staff survey post year.
2. To support staff in gifted and provide appropriate training and instructional support to meet their needs.	Provide training in the following areas: Who are the gifted, how to write PEP plans, and how to provide	October 2023	Staff exit survey	Completion of PEP plans

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?
3. Parents and staff will be able to utilize the district website with regards to talented and gifted resources	acceleration in the classroom setting.  New parent tab for gifted and talented resources on the district website	Fall 2023	Parent input survey on current site	Post survey on accessibility of new pages and resources provided.

**B. Professional Development Plan: Identification**

Who	What	Provided by	When
Staff person who is responsible for	Required statewide training	Oregon Department of Education	<ul style="list-style-type: none"> <li>• TAG identification Tool Kit: Oct. 21st via Zoom</li> </ul>

Who	What	Provided by	When
TAG identification in your district <b>Cassandra Loredo</b>			<ul style="list-style-type: none"> <li>● Part 2- Unpacking the rules: Jan. 30th via zoom</li> <li>● Learning Platform: April 12th in person</li> </ul>
All district licensed educators who are responsible for identification	Training on Identification and developing PEP plans.	Cassandra Loredo Principal and TAG Coordinator	April 2023
Staff who have already been trained in previous years (include if offered)			

### C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
<p>Identification procedures (including referral process)</p>	<p><b>Provided at all times on our district website. Parents are given a copy in the fall.</b></p> <p><b>Step One:</b></p> <p><i>Teacher Referral &amp; Family Nomination</i></p> <ol style="list-style-type: none"> <li>1. The TAG Coordinator will announce two TAG identification rounds for the academic school year (Fall and Spring).</li> <li>2. Teachers will review TAG identification criteria and complete referral forms (Form 2 and 3c).</li> <li>3. Families will review TAG identification criteria and complete Parent and student referral forms (Form 3 and 3b).</li> </ol> <p>All referrals and nominations will be submitted to the TAG Coordinator. The forms will be placed in the student file and entered on the TAG Program Checklist.</p> <p><b>Step Two:</b></p> <p><i>Testing and Evidence Collection</i></p> <ol style="list-style-type: none"> <li>1. The TAG Coordinator will collect 3 classroom work samples that demonstrate evidence of the student's best level and rate in area of strength from the referring teacher.</li> </ol>

Comprehensive TAG Programs and Services	Date and/or method of Communication
	<p>2. The TAG Coordinator will review the cumulative file and search for any social and emotional variables to be included in the review.</p> <p>3. The TAG Coordinator will arrange for additional testing as necessary (Sages Test).</p> <p>The TAG Coordinator will collect, review and record all assessment data and information to share with the TAG Committee.</p> <p><b>Step Three:</b></p> <p><i>TAG Evaluation Committee Data Review</i></p> <p>1. The TAG Committee will meet to review all files.</p> <p>2. The TAG Committee will decide the student's eligibility.</p> <p>Further testing may be needed at this point-family permission is necessary for testing.</p> <p><b>Step Four:</b></p> <p><i>Communication, Program Placement, Instructional Plan</i></p> <p>1. Families, teachers, and building principals will be notified of results immediately following the decision of the TAG Committee.</p>



Comprehensive TAG Programs and Services	Date and/or method of Communication
	2. The TAG Coordinator will send a decision letter home to families with appropriate TAG information including Oregon TAG laws and policies.
Universal Screening/Testing grade levels	NA
Individual and/or group testing dates	Feb. 2023 and April 2023
Explanation of TAG programs and services available to identified students	<p>The following services are provided for students in grades K-5 who are placed in the Talented and Gifted program:</p> <ul style="list-style-type: none"> <li>● 1. Students will be placed and paced in their classroom according to their instructional needs. The classroom teacher will receive consultant services to assist in program planning. Parents will have the opportunity to provide input.</li> <li>● 2. Opportunities for TAG students to interact with other TAG students will be provided throughout the year. A variety of supplemental programs and opportunities will be available based on needs, interests and building resources.</li> </ul> <p>The following services are provided for students in grades 6-12 who placed in the Talented and Gifted program:</p> <ul style="list-style-type: none"> <li>● 1. Students will be placed and paced in their classes according to their instructional needs. The TAG Facilitator serves as a liaison, assuring the student is placed in appropriate courses and allowed to progress at the appropriate pace for his/her learning rate in specific course work.</li> </ul>

Comprehensive TAG Programs and Services	Date and/or method of Communication
<p>Opportunities for families to provide input and discuss programs and services their student receives</p>	<p>Certain services to parents are required by the state mandate for gifted education: parental consent for evaluation, a letter of notification of a student’s placement into the gifted program and the opportunity for parents to review and provide input for the programs and services provided for their child.</p> <p>Personal Education Plans are required for all CSD students in grades k-12.</p>
<p>Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available</p>	<p>PEP plans are developed within one week of determination and reviewed annually with student and parent input and signed by both student and parent (copy will be kept in student cum folder).</p> <ul style="list-style-type: none"> <li>• PEP plans include input from all stakeholders (teacher, student, parent, counselor).</li> </ul>
<p>TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.</p>	<ul style="list-style-type: none"> <li>• Communication begins with the student registration office.</li> <li>• Parents are informed about services and programs</li> </ul> <p>**Information Brochure will be added for 2023-2024 school year with informational event date</p>
<p>TAG informational events (middle school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG</p>	<ul style="list-style-type: none"> <li>• Communication begins with the student registration office.</li> <li>• Parents are informed about services and programs</li> </ul> <p>**Information Brochure will be added for 2023-2024</p>

Comprehensive TAG Programs and Services	Date and/or method of Communication
identified students, transition expectations from elementary to middle school, etc.	school year and presented to incoming students and parents.
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.	<ul style="list-style-type: none"> <li>● Communication begins with the student registration office.</li> <li>● Parents are informed about services and programs</li> </ul> <p>**Information Brochure will be added for 2023-2024 school year and presented to incoming students and parents.</p>
Notification to parents of their option to request withdrawal of a student from TAG services	Parents may withdraw their child from the TAG program at any time.
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	<p>All complaints regarding TAG will be reported to the Superintendent. The complainant will be given the Talented and Gifted Standards Complaint Form which must be filled out and submitted to the Superintendent's office before further consideration can be given to the complaint.</p> <ol style="list-style-type: none"> <li>1. Upon receipt of a TAG complaint, the Superintendent shall arrange for a review committee consisting of the TAG coordinator/teacher, the program supervisor, and a counselor.</li> <li>2. The review committee shall meet within five working</li> </ol>

Comprehensive TAG Programs and Services	Date and/or method of Communication
	<p>days of when the Superintendent received the written complaint and review all pertinent information. A recommendation from the review committee will be submitted to the Superintendent within ten working days of receiving the original complaint. The review committee may recommend that: a. The programs or services are appropriate; or b. The programs or services are not appropriate. The Superintendent shall report the recommendations of the review committee to the Board at the next regularly scheduled Board meeting.</p> <p>3. After consideration of the recommendations, if any, issued by the review committee, the Board will issue a decision within twenty days of the Board meeting. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. The Board's final decision will be issued in writing or electronic form.</p>
Designated district or building contact to provide district-level TAG plans to families upon request	Cassandra Loreda provides TAG plans to families at the beginning of the school year.

## 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	Jahnie Hellickson	jhellickson@culver.k12.or.us	541-546-6861
Person responsible for updating contact information annually on your district website	Lacie Correa	Lcorrea@culver.k12.or.us	541-546-6861
Person responsible for updating contact information annually on the Department	Jahnie Hellickson	jhellickson@culver.k12.or.us	541-546-6861
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Jahnie Hellickson	jhellickson@culver.k12.or.us	541-546-6861
TAG contact for Culver Elementary School	Jahnie Hellickson	jhellickson@culver.k12.or.us	541-546-6861
TAG contact for Culver Middle School	Jahnie Hellickson	jhellickson@culver.k12.or.us	541-546-6861
TAG contact for Culver High School	Jahnie Hellickson	jhellickson@culver.k12.or.us	541-546-6861

\*[District directions: Add lines as needed to include a building-level contact for each school in the district.]

## Appendix: Glossary



Term	Definition
<b>Acceleration (subject)</b>	Above grade-level standards and coursework. For example, a student who takes an advanced high school art class during middle school.
<b>Acceleration (whole-grade)</b>	Grade skipping. For example, a student who moves from 1st grade to 3rd grade (skips the 2nd grade).
<b>Acceleration (standards)</b>	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.
<b>Advanced Placement (AP)</b>	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.
<b>Choice Assignments</b>	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.
<b>Cluster Grouping</b>	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.
<b>Credit by Examination</b>	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
<b>Curriculum Compacting (sometimes referred to as Compacted Curriculum)</b>	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.
<b>Depth and Complexity</b>	A general framework to assess level of rigor specific to cognitive demand. Common frameworks include <a href="#">Webb's Depth Of Knowledge</a> (DOK) and Bloom's Taxonomy.
<a href="#">Depth of Knowledge (DOK)</a>	A framework developed by Dr. Norman Webb to assess the level of rigor for standards, projects, assignments, and exams.
<b>Differentiated Instruction (involving tiers of depth and complexity)</b>	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.
<b>Flexible Readiness Grouping</b>	A strategic strategy designed to group students according to best fit instructional needs and student discourse opportunities.
<b>Formative Assessment as a Process</b>	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.
<b>Independent Learning Contracts</b>	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)
<b>Instructional Plans (IPs)</b>	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.

Term	Definition
<b>International Baccalaureate (IB)</b>	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.
<b>Kaplan's Icons of Depth and Complexity</b>	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.
<b>Level of Learning</b>	<p>In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed <b>levels of learning</b> 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>
<b>Option Schools</b>	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.
<b>Oregon Administrative Rule (OAR)</b>	Rules adopted by the State Board of Education to support statutes (ORS).
<b>Oregon Revised Statute (ORS)</b>	Oregon laws passed by the State Legislature.
<b>Personal Education Plans (PEPs)</b>	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
<b>Pull-Out Programs</b>	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.
<b>Rate of Learning</b>	<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 <b>rates of learning.</b></p> <p>Addresses the measure of the pace at which the student is successfully progressing through the curriculum after being placed at the appropriate level. A student's rate will vary depending on subject, interest, level of difficulty and point in the learning process.</p>
<b>Scaffolding or Tiered Instruction</b>	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.