



Fossil School District

Plan for Talented and Gifted Education

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Section 1: Introduction



**Section 2:
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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

[Talented and Gifted Program - IGBB D1](#)

*An audit will be conducted this next year in order to ensure we are up to date with all School Board Policies

B. Implementation of Talented & Gifted Education Programs and Services

Fossil's Vision and Mission: The Fossil School District meets and exceeds the needs of our students by providing rigorous academics and activities as a variety of electives, trade, or vocational programs which prepare our students for college and the working world.

Fossil's Philosophy of Gifted Education: The Talented and Gifted Program in Fossil School District follows the district's philosophy of education in providing each student with the opportunity to develop at his/her own level and to his/her full potential. Such a philosophy requires a curriculum flexible enough to meet the needs of the individual, methods of study which are stimulating and challenging, and an emphasis on learning which utilizes school, home, and community service.

Students will be identified whose academic talents and intellectual abilities are so outstanding that they require qualitatively different instructional approaches. Identified students will experience a differentiated curriculum through modification of curricula content, processes, and products.

The four keys of differentiated instruction include:

- An alternative pace of curriculum presentation
- An alternative complexity in curriculum
- An alternative criteria for evaluation of student products
- A more in-depth analysis of curricular material.

Appropriate learning alternatives at every level and in every school are framed in a coordinated and articulated program. In order to meet the unique developmental needs of these students, some opportunities within their school day or week should be available to extend their educational experiences beyond the regular classroom and to afford opportunities to interact with students of similar abilities.

Exposure to a wide variety of learning experiences is a requisite for academically talented students. These experiences often serve as an initial step toward in-depth research and application of higher-level thinking skills. Some of these experiences may broaden the horizons of a large number of other students and should be available whenever possible.

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><i>Insert Graphic here of process- Portrait FSD TAG ID Process</i></p>	<p>Parent or Teacher Referral Parent Consent to Evaluate Data Collection Review of Data Decision and Notification</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>Referral Forms (Parent/Teacher) Cognitive Testing: NNAT, WISC Academic Assessment: iReady, OSAS, WJ Work Samples: Reading, Writing, Science, Math, Arts, etc.</p>
<p>Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i></p>	<p>Universal screening of academic assessments: NNAT, iReady, OSAS</p>
<p>Research-based tools, instruments, or considerations utilized to equitably identify</p>	<p>Universal screening of academic assessments: NNAT, iReady, OSAS</p>

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	
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	Non-Verbal Assessment Qualitative Checklists and profiles for diverse learners (profiles, CLED, ELL Characteristics) Local cohort norms Universal Screener Multiple Modes & Measures of Data
Universal Screening/Inclusive considerations	Teachers and proctors utilize best practices in test administration and provide accommodations as required in student 504s and IEPs. Universal screener in grade 2: NNAT3 is nonverbal MAP Reading and Math in grades 3-8: multiple opportunities, available in Spanish MAP Math at TSI/CSI schools in grades K-2: multiple opportunities, available in Spanish
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	District and Local cohort norms STAR Dibels MAP OSAS NNAT (and national norms) National Norms: CogAT ITBS

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	Qualitative Checklists and profiles for diverse learners are provided to teachers FSD TAG Plan PEP , FLEX Parent/Guardian Referral Form Parent/Guardian Survey Student Survey Parent information for Identification of TAG Students Student information System (SIS) records/grades Teacher Referral Forms Classroom performance/Work Samples Local cohort norms
A tool or method for determining a threshold of when preponderance of evidence is met.	School team evaluates data collected using guiding questions to determine if student is identified, not identified, or additional quantitative or qualitative evidence is needed. Student is in top 15% of district students for two criteria (cognitive and academic measures) TAG Identification Eligibility
TAG Eligibility Team	This team is school/district-based and may include, but is not limited to: TAG Coordinator, counselor and at least one teacher.
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	TAG identification Documentation Results/Identification letter (Academic testing, Cognitive testing, Referral Forms, Surveys)

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	Yes
What is the broad screening instrument and at what grade level is it administered?	iReady grades K-6 State Summative (OSAS) grades 3-8, and 11 Work Samples K-12 FSD screens all second graders in the fall of the second grade year using the NNAT3.
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)?	TAG Coordinator will compile the highest 15% of all district scores to initiate further inquiry into the eligibility process.

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	Yes
Does your district accept TAG identification from other states?	Yes, if the scores are from nationally normed acceptable tests

Key Questions	District Policy and Practices
Do local norms influence the decision to honor identification from other districts and states?	FSD accepts TAG identifications from other districts in Oregon. File review from transferred school district -Review of assessments, scores, work samples, ect. and compare them to qualifying criteria per FSD TAG Policies Update Plan to reflect current practices and classes offered through NCESD.

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	Schoolwide cluster grouping grades 1 - 5 (all classrooms)
Formative Assessment as a Process	Observed regularly in grades 3-5 (all classrooms)
Differentiated Instruction involving tiers of depth and complexity	6-8 (language arts and social science, and 9-12 (math, language arts, and science courses) all middle and high school classrooms.
Subject acceleration (above grade level coursework)	Starting in 2023-2024, students will be flagged in Synergy when they are accelerated so we can monitor progress and evaluate the success of students who accelerate.

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Instructional Plans	Communication of instructional strategies and services to assist teachers in meeting the needs of their TAG students - across grade/content levels of elementary/middle/high students
Advanced Placement (AP) with differentiation of instruction based on learning evidence	See Table B below for list of courses offered through BYU Online

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered (If certain courses are only offered at certain schools, please indicate the courses that are offered on each high school campus within the district)
AP Biology, Parts I and II	Open to students in grades 9 - 12
AP Calculus AB, Parts I and II	Open to students in grades 9 - 12
AP Calculus BC, Parts i and II	Open to students in grades 9 - 12
AP United States Government & Policies	Open to students in grades 9 - 12

AP US History, Part I and II	Open to students in grades 9 - 12
AP World History: Modern, Parts I and II	Open to students in grades 9 - 12
AP Human Geography, Part I and II	Open to students in grades 9 - 12
AP Psychology, Part I and II	Open to students in grades 9 - 12
AP Spanish Language and Culture: Part I and II	Open to students in grades 9 - 12

C. International Baccalaureate (IB) Course Offerings

Not applicable.

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?	District TAG coordinator contact and meet with classroom teachers of TAG students - providing a list of those qualified. All PEPs and IPs are available through SIS with alert notifying teacher of TAG identification.
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?	Contact District TAG Coordinator Review plan and recommendations Access to TAG resources provided online or through the support of the TAG Coordinator

Key Questions	District Procedure
How do teachers determine rate and level needs for students in their classrooms?	All PEPs and IPs are available through SIS with alert notifying teacher of TAG identification. (updated annually)

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?	Required K-5
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	Required 6-12
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	Invite families to review and update plans annually with TAG Coordinator and teacher - (email, call, letter home)

F. Option/Alternative Schools Designed for TAG Identified Students

Not applicable.

G. TAG Enrichment Opportunities- with district meetings Maggie to update

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
Chess Club	Competitive chess club competing at regional/state levels - middle school/high school
Field trips	Academic and cultural trips that include music, drama, art, science - elementary/middle/high school
Dual Credit Courses	Opportunities for students to earn college credits in Math, Science, and ELA classes (grades 9 – 12)
Online Class Options	Opportunities for advanced classes and other classes not offered in the schools – middle school/high school
Outdoor Learning	Cross – curricular opportunity for students to work in an outdoor classroom, bringing in ELA, science, and math concepts (K – 6)

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?
<p>Improve equitable identification practices by providing training of gifted characteristics to teachers, education specialists, and classroom support staff and incorporating the use of local norms at building levels, by the end of the 2023-24 school year.</p>	<p>Training in identification best practices, including use of local norms, as a means to services.</p> <p>Provide training specific to instructional practices that promote and foster academic growth for students identified as TAG</p>	<p>September 2023- TAG identification and services presentation at Back-to-School night.</p> <p>October 2023 - 1st of 3 trainings presented during Regional PLC</p>	<p>Completion of three trainings with staff sign-in for accountability</p> <p>Revising district documents specific to identification to include use of local norms</p>	<p>Classroom observations and walkthrough protocols note examples of instructional practices observed</p> <p>Examine identification data (who was nominated and identified), and how that compares to the year prior</p>

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?

B. Professional Development Plan:

Potential PD for staff: [Gifted Profiles Poster](#) [Quick Guide to Deliberate Acts of Teaching](#)

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district Jon McMurray	Required statewide training	Oregon Department of Education	TBA
All district licensed educators who are responsible for identification	Training on Identification	Oregon Department of Education	November 2023

Who	What	Provided by	When
Staff who have already been trained in previous years (include if offered)	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)	Parent or Teacher Referral Parent Permission to evaluate Data Collection Review of Data Decision and Notification
Universal Screening/Testing grade levels	iReady (grades K-10) OSAS (grades 3-8, 11) NNAT (grades 2, 6)
Individual and/or group testing dates	Fall and/or Spring
Explanation of TAG programs and services available to identified students	District TAG Plan

Comprehensive TAG Programs and Services	Date and/or method of Communication
Opportunities for families to provide input and discuss programs and services their student receives	Referral Meeting Annual plan review or mid-year plan update
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	Referral Meeting Annual plan review or mid-year plan update
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	Referral Meeting Annual plan review or mid-year plan update
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.	Referral Meeting Annual plan review or mid-year plan update
TAG informational events (high school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition	Referral Meeting Annual plan review or mid-year plan update

Comprehensive TAG Programs and Services	Date and/or method of Communication
expectations from middle to high school, etc.	
Notification to parents of their option to request withdrawal of a student from TAG services	District Website & District TAG Plan
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	District Website & District Policy
Designated district or building contact to provide district-level TAG plans to families upon request	District Website

Section 6: Contact Information

Legal reference: [ORS 343.397](#) and [OAR 581-022-2500](#)



Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
District TAG Coordinator/Administrator	Jon McMurray	jmcmurray@fossil.k12.or.us	541-763-4303
Person responsible for updating contact information annually on your district website	Trevor Humphreys	thumphreys@fossil.k12.or.us	541-763-4084
Person responsible for updating contact information annually on the Department	Jon McMurray	jmcmurray@fossil.k12.or.us	541-763-4303
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Maggie Lowe	mlowe@ncesd.k12.or.us	

*[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).
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 <i>all</i> 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	<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	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	<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 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>
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.