

# Gervais School District

## 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).

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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 Programs and/or Services](#)

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

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

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

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

### TAG Mission Statement

A mission statement identifies the purpose of an organization. Gervais School District’s mission statement,

*Within our growing, diverse community we sow the seeds of opportunities to raise prepared, resilient students,*

communicates the district’s educational philosophy that all students have the potential for growth, and it is our job as educators to cultivate the conditions that enable our students to reach their full growth potential, at the time of their graduation and for the remainder of their lives.

The Gervais TAG Mission Statement,

*It is the mission of Gervais School District’s Talented and Gifted Program to recognize, identify, and serve the unique social-emotional and academic needs of intellectually gifted and academically talented students in reaching their full potential,*

acknowledges the district’s responsibility, in partnership with parents, to meet the needs of our talented and gifted population, so they, too, can achieve their full potential.

### Roles of Stakeholders

#### *Parent’s Role*

- May initiate the TAG identification process on behalf of the child

- Provides information about the child's development and interests
- Gives input into the selection of appropriate programs and services for the child
- Communicates with the child's teacher(s)
- Attends parent-teacher conferences
- Supports school efforts at home

#### *Teacher's Role*

- May initiate the TAG identification process on behalf of a potentially gifted student
- Be aware of TAG students' characteristics and learning needs
- Assesses rate and level of learning in different content areas
- Develops instructional modifications and communicates with parents, the student, and other teachers
- Uses curriculum and other modification strategies to meet rate and level of learning

#### *District TAG Coordinator's Role*

- May initiate the TAG identification process on behalf of a student
- Coordinates the identification effort within the district
- Manages student's TAG records
- Communicates with parents as needed during the identification process
- Acts as a liaison for administration, staff, parents, and students
- Keeps the principal and staff informed of school-based team decisions
- Acts as an advocate for the TAG student

### **Instructional Services for TAG Students**

Academically talented and intellectually gifted students in Gervais School District are primarily served by their classroom teachers. Regardless of the category of identification, TAG students receive instruction at their assessed rate and level of learning in all content areas. This applies to all grade levels and for all subject areas and courses. The goal is to ensure TAG students are stimulated and challenged throughout the school day by means of advanced content, flexible pacing, higher-order thinking skills, research, projects, and materials appropriate for the student's learning.

### *Kindergarten – 12th Grade*

The classroom teacher at all levels develops instructional modifications that will appropriately meet the identified student's assessed rate and level of learning. In addition to the individual classroom modifications made by the teacher for rate and level, the district has a TAG coordinator who provides support and/or resource opportunities to TAG students, staff, and parents.

Opportunities for parents to provide input about their child's program and services may occur through the annual plan review, parent-teacher conferences, a separate conference, phone conversations, or written communication including email. Teachers are expected to offer these opportunities, and parents are encouraged to become involved in this process. Gervais School District offers a variety of enrichment programs to students at all grade levels. These are in addition to the appropriate instruction being provided within the classroom and add value to the overall educational experience for students. Enrichment programs offer students an opportunity to extend their learning by doing in-depth investigations and exploring areas of interest.

### *Elementary School*

All TAG-identified students at Gervais Elementary School receive modifications as necessary in the regular classroom. Typical modifications in a classroom may include individual or small instruction, curriculum compacting, learning contracts, tiered assignments, or independent study.

### *Middle School*

Talented and gifted students at Gervais Middle School are generally served through an in-class model with students receiving appropriate modifications from their classroom teachers. The classroom teachers assess the rate and level of learning for each TAG student and then adjust the rate and level of instruction. In some cases, the adjustment may be an accelerated or above-grade-level course.

### *High School*

In all Gervais High School classes, TAG students receive modifications that address their assessed rate and level of learning. In some cases, the student may be advanced to an above-grade-level course. TAG students at the high school are offered opportunities in each subject area to complete honors-level classes and are encouraged to enroll in college credit courses.

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## 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

<b>Identification Practices (OAR 581-022-2500)</b>	<b>Evidence and Explanation of Identification Practices</b>
<b>TAG Identification Process Overview</b> <i>Aligned to OAR <a href="#">581-022-2325 (1)</a></i>	Potential TAG students are identified through a referral process. Referrals are generated from individuals—parents, teachers, community members, peers, self—and/or screening from test scores. Referrals may be made to the District TAG Coordinator any time during the school year. Parents receive an annual letter each fall inviting them to refer their child for TAG consideration. Teachers are asked to submit TAG refers in the fall but will continue to make referrals as needed throughout the year.
<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>	Screening for identification occurs through a variety of methods including, but not limited to, the following: <ul style="list-style-type: none"> <li>• standardized intelligence and achievement tests,</li> <li>• checklists and nomination forms,</li> <li>• anecdotal information from parents, teachers, and students,</li> <li>• student portfolios or work samples,</li> <li>• individually administered ability tests and instruments that measure creativity and problem-solving ability, and</li> <li>• interviews with students.</li> </ul>
<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>	Culturally responsive identification practices include <ul style="list-style-type: none"> <li>• inviting referrals from a variety of sources (teacher, parent, community, peer, and self-referral),</li> <li>• testing students in their primary language and using nonverbal assessments,</li> <li>• training staff on the profiles of gifted and talented students, and</li> </ul>



<b>Identification Practices (OAR 581-022-2500)</b>	<b>Evidence and Explanation of Identification Practices</b>
	<ul style="list-style-type: none"> <li>conducting an annual review racial/ethnic and social-economic proportionality between TAG identification and district enrollment.</li> </ul>
<b>Research-based tools, instruments, or considerations utilized to equitably identify students from underrepresented populations including, but not limited to: students experiencing disabilities, students who are culturally and linguistically diverse</b>	<p>Tools and instruments used to promote equitable identification include</p> <ul style="list-style-type: none"> <li>student growth measures rather than levels of attainment,</li> <li>individually administered ability tests,</li> <li>nonverbal intelligence tests,</li> <li>portfolio assessment,</li> <li>anecdotal evidence, and</li> <li>attributes of gifted students.</li> </ul>
<b>Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices</b>	<p>Gervais School District seeks to minimize the effects of bias in the assessment and identification process by</p> <ul style="list-style-type: none"> <li>administering assessments and screeners to all students in a grade,</li> <li>providing accommodations and/or modifications,</li> <li>educating district staff on the profiles of the talented and gifted, and</li> <li>opening the nomination process to anyone who knows or has contact with students including district staff, parents, community members and students themselves.</li> </ul> <p>No single test, measure, or score shall be the sole criteria for identification or failure to identify a student as academically talented or intellectually gifted. The team will review all data and collectively determine if the student meets the thresholds to be qualified as Talented and Gifted.</p>
<b>Universal Screening/Inclusive considerations</b>	<p>NNAT 3 and locally normed OSAS used as screening tools</p>
<b>Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection</b>	<p>Gervais School District utilizes local norms to identify students</p> <ul style="list-style-type: none"> <li>scoring in the top 5% of their peer group,</li> <li>scoring 2 or more years above their peer group, and/or</li> <li>exceeding projected growth, regardless of level, over time.</li> </ul>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
<b>Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)</b>	Qualitative data may include, but is not limited to <ul style="list-style-type: none"> <li>• parent and teacher surveys,</li> <li>• work samples,</li> <li>• observations of student work and behaviors, and/or</li> <li>• parent input/observations.</li> </ul>
<b>A tool or method for determining a threshold of when preponderance of evidence is met.</b>	A student shall demonstrate an accelerated rate and level of learning using at least three different types of measure, one of which must be quantitative.
<b>TAG Eligibility Team</b>	The TAG Eligibility Team consists of the District Psychologist, a TAG representative from each school in the district, and the District TAG Coordinator.
<b>Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification</b>	The permanent record file, TAG section, will contain originals of all forms related to referral, parent permission, data used to make the eligibility decision (including assessment results), assessment of levels and rates of learning, and the personal education plan (PEP). The District TAG Coordinator maintains copies of the file.

## B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
<b>Is a universal screening instrument used at a specific grade level?</b>	Students are universally screened with NNAT3 in Grades 2 and 4.
<b>What is the broad screening instrument and at what grade level is it administered?</b>	Students are screened using OSAS Language Arts and Math assessments in Grades 3 through 8 and 11.

Key Questions	District Procedure
<p><b>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)?</b></p>	<p>Students identified by the screener as</p> <ul style="list-style-type: none"> <li>• scoring in the top 5% of their peer group,</li> <li>• scoring 2 or more years above their peer group, and/or</li> <li>• exceeding projected growth, regardless of level, over time</li> </ul> <p>are considered for TAG eligibility.</p> <p>Screener thresholds are set to examine the performance of a variety of students. Any student who is identified as possibly eligible for TAG services through a screener is discussed with the TAG eligibility team and a body of evidence is discussed. The TAG eligibility team will determine if there is a preponderance of evidence to support that this student should be eligible for TAG services.</p>

### C. Portability of TAG Identification

Key Questions	District Policy and Practices
<p><b>Does your district accept TAG identification from other districts in Oregon?</b></p>	<p>Gervais School District honors TAG identification from other districts in Oregon.</p> <p>As with all students who are identified as eligible for TAG services in the Gervais School District, teachers will use eligibility determination information and classroom performance to develop a personal education plan (PEP) that will meet the needs of students based on their exceptional rate and level of learning as compared to their peers in the district.</p>
<p><b>Does your district accept TAG identification from other states?</b></p>	<p>Gervais School District honors TAG identification from other states.</p> <p>As with all students who are identified as eligible for TAG services in the Gervais School District, teachers will use eligibility determination information and classroom performance to develop a personal education plan (PEP) that will meet the needs of students based on their exceptional rate and level of learning as compared to their peers in the district.</p>

Key Questions	District Policy and Practices
<b>Do local norms influence the decision to honor identification from other districts and states?</b>	Local norms will influence the design of the personal education plan (PEP) to design instruction that will meet students’ needs in the local educational environment but will not affect identification from other districts or states.

## 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
Formative Assessment as a process	Training and consistent implementation will be implemented throughout the next three years.
Differentiated Instruction involving tiers of Depth and Complexity	Training and consistent implementation will be implemented throughout the next three years.
Scaffolding or Tiered Instruction	Training and consistent implementation will be implemented throughout the next three years.
Choice Assignments with Depth and Complexity	Training and consistent implementation will be implemented throughout the next three years
Subject Acceleration (above grade-level coursework)	Beginning at 6th grade, students can take advanced grade coursework in language arts, math, social sciences, and science.
Advanced Placement (AP) with differentiation of	See course options in sections below.

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
instruction based on learning evidence	
Dual-Credit with differentiation of instruction based on learning evidence	See course options in sections below.

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

Name of AP Course	Schools and Grade Levels Offered
Calculus AB	Gervais High School (dependent on student enrollment and staffing)

### C. Dual-Credit Course Offerings

Name of AP Dual-Credit Course	Schools and Grade Levels Offered
Pre-Calculus	Gervais High School (dependent on student enrollment and staffing)
College Writing	Gervais High School (dependent on student enrollment and staffing)
Native Spanish I	Gervais High School (dependent on student enrollment and staffing)
Native Spanish II	Gervais High School (dependent on student enrollment and staffing)
Chemistry	Gervais High School (dependent on student enrollment and staffing)
Physics	Gervais High School (dependent on student enrollment and staffing)

Name of AP Dual-Credit Course	Schools and Grade Levels Offered
Anatomy and Physiology	Gervais High School (dependent on student enrollment and staffing)
Introduction to Horticulture	Gervais High School (dependent on student enrollment and staffing)
Agricultural Science	Gervais High School (dependent on student enrollment and staffing)
Introduction to Animal Science	Gervais High School (dependent on student enrollment and staffing)
Introduction to Veterinary Science	Gervais High School (dependent on student enrollment and staffing)
Architecture and Engineering	Gervais High School (dependent on student enrollment and staffing)

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

Name of IB Course	Schools and Grade Levels Offered
N/A	

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

Key Questions	District Procedure
<b>What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?</b>	<ul style="list-style-type: none"> <li>• Documentation in Student Information System (SIS)</li> <li>• Documentation in cumulative folder</li> </ul>

Key Questions	District Procedure
<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>Teachers have access to</p> <ul style="list-style-type: none"> <li>• TAG Representative in each school beginning 2023-24 and</li> <li>• District TAG Coordinator</li> </ul>
<p><b>How do teachers determine rate and level needs for students in their classrooms?</b></p>	<ul style="list-style-type: none"> <li>• Access to previous year’s TAG Plan</li> <li>• Summative Assessments</li> <li>• Formative Assessment</li> <li>• Diagnostic Assessments</li> </ul>

## F. Instructional Plans for TAG Students

Key Questions	District Procedure
<p><b>Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?</b></p>	<ul style="list-style-type: none"> <li>• PEPs are required for students K – 12.</li> <li>• PEPs are included in students’ TAG folders.</li> </ul>
<p><b>Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?</b></p>	<ul style="list-style-type: none"> <li>• Instructional Plans (IPs) are optional.</li> <li>• IPs, where they exist, are part of course syllabi.</li> </ul>
<p><b>How are families notified regarding the opportunity to discuss the PEP or IP designed for their student’s learning?</b></p>	<p>Eligibility notification and annual notification letters notify families of the opportunity to discuss the PEP or IP designed for their student’s learning. The PEP is reviewed at the first conference after initial eligibility and then annually at fall conferences.</p>

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

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

### H. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
All Enrichment Opportunities	Enrichment opportunities are not exclusive to students who are eligible for TAG services. There are many opportunities within our schools to extend learning and focus on areas of interest. Those opportunities are accessible to all students.



<b>TAG Enrichment Opportunities</b> <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	<b>Explanation of Opportunity</b>
Gervais Elementary School	GES enrichment options may include activities such as but not limited to the following: <ul style="list-style-type: none"> <li>• afterschool Russian Language Program</li> <li>• afterschool Garden Club</li> <li>• afterschool Choir</li> <li>• Oregon Battle of the Books (OBOB)</li> <li>• STE(A)M Club</li> <li>• Coding Club</li> <li>• Lego Robotics Club</li> </ul>
Gervais Middle School	GMS enrichment options may include activities such as but not limited to the following: <ul style="list-style-type: none"> <li>• afterschool Russian Language Program</li> <li>• Oregon Battle of the Books (OBOB)</li> <li>• Coding Club</li> <li>• Lego Robotics Club</li> </ul>
Gervais High School	GHS enrichment options may include activities such as but not limited to the following: <ul style="list-style-type: none"> <li>• afterschool Russian Language Program</li> <li>• Future Farmers of America (FFA)</li> <li>• Oregon Battle of the Books (OBOB)</li> <li>• Drama</li> <li>• Ballet Folklorico</li> <li>• National Honor Society (NHS)</li> </ul>

## Section 5: Plan for Continuous Improvement



### A. District Goals

Goal Statement 1	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>To improve equitable identification practices by providing teachers training on profiles of the talented and gifted, culturally specific characteristics of the talented and gifted, and the use of local norms for identification of the talented and gifted</p>	<ul style="list-style-type: none"> <li>Teachers will receive professional development on profiles of the talented and gifted</li> <li>Teachers will receive professional development on culturally specific characteristics of the talented and gifted.</li> <li>Teachers will receive professional</li> </ul>	<p>November 2023-24 PD and PLCs</p>	<p>Completion of November PD with staff sign-in for accountability</p> <p>Revision of district identification documents specify local norms</p>	<p>Year-over-year increase from 2022-23 to 2023-24 in the number of identified TAG students overall and the percentage of TAG students from cultures represented in the district</p>

Goal Statement 1	What special programs or services will be provided to accomplish the goals?	Implementation Timeline	How will progress be measured?	How will success be measured?
	development on the use of local norms for TAG identification.			

Goal Statement 2	What special programs or services will be provided to accomplish the goals?	Implementation Timeline	How will progress be measured?	How will success be measured?
To improve the services provided to TAG students by increasing staff knowledge and implementation of formative assessment practices	Teachers K-12 will receive professional development on administering and interpreting data from districtwide i-Ready/ALEKS diagnostic assessments as well as adopted ELA and math	January 2023-24 PD and PLCs	Completion of January PD with staff sign-in for accountability	Personalized, small-group, and whole-class instruction will be informed by assessment data discussed in PLCs and verified by teachers' lesson plans.

Goal Statement 2	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>curricula.</p> <p>PLCs will implement and review data from Local Performance Assessments in ELA, math, and science. This is a continuation of professional development on Local Performance Assessments delivered May 2023.</p>			

Goal Statement 3	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>To improve facilitation of school-level TAG programs by having a TAG facilitator in each school to facilitate the school's TAG program among building-level students, parents, and staff</p>	<p>The district will offer one TAG Facilitator extra-duty contract at each school. The facilitator will serve as a building-level liaison among students, parents, and staff and serve as a member on the district TAG Committee. Performance responsibilities may include assisting in the identification of TAG students, meeting with students and families to discuss TAG services, assisting teachers</p>	<p>TAG Building Facilitator job description will be written by the end of July 2023.</p> <p>TAG Building Facilitator positions will be advertised for fall of 2023.</p>	<p>TAG Building Facilitators will be hired for the 2023-24 school year.</p>	<p>TAG Building Facilitators will be evaluated based on performance responsibilities identified in the job description.</p>

Goal Statement 3	What special programs or services will be provided to accomplish the goals?	Implementation Timeline	How will progress be measured?	How will success be measured?
	in implementing personal education plans, etc.			

**B. Professional Development Plan: Identification**

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district: Bonny Atwood, District TAG Coordinator	Required statewide training	Oregon Department of Education	January 2023, WESD, in-person training, Parts I-III
All district licensed educators who	Training on Identification	Bonny Atwood, District TAG Coordinator	November

Who	What	Provided by	When
are responsible for identification			
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)	Posted on the district website
Universal Screening/Testing grade levels	Posted on the district website
Individual and/or group testing dates	<ul style="list-style-type: none"> <li>Individual tests are scheduled upon receipt of signed parent permission form.</li> <li>Group testing dates posted on the district website.</li> </ul>

Comprehensive TAG Programs and Services	Date and/or method of Communication
Explanation of TAG programs and services available to identified students	<ul style="list-style-type: none"> <li>• Posted on the District Website</li> <li>• Eligibility Determination Letter sent after eligibility determination</li> </ul>
Opportunities for families to provide input and discuss programs and services their student receives	<p>Teacher(s) will ask for input</p> <ul style="list-style-type: none"> <li>• by email or phone</li> <li>• at annual conference (if PEP is discussed at that meeting, it will be a draft and family input will be incorporated before the plan is finalized)</li> </ul>
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	<p>Teacher will discuss PEP</p> <ul style="list-style-type: none"> <li>• at fall conferences if the student has been found eligible before the fall conferences</li> <li>• at spring conferences if the student has been found eligible after fall conferences but before spring conferences</li> </ul>
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	N/A
TAG informational events (middle school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition	N/A



Comprehensive TAG Programs and Services	Date and/or method of Communication
expectations from elementary to middle school, etc.	
TAG informational events (high school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition expectations from middle to high school, etc.	N/A
Notification to parents of their option to request withdrawal of a student from TAG services	<ul style="list-style-type: none"> <li>• Posted on the district website</li> <li>• Included in initial notification of eligibility</li> </ul>
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	<ul style="list-style-type: none"> <li>• Posted on the district website</li> <li>• Included in initial notification of eligibility</li> </ul>
Designated district or building contact to provide district-level TAG plans to families upon request	Bonny Atwood, District TAG Coordinator

## 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	Bonny Atwood	bonny_atwood@gervais.k12.or.us	(503) 702-3803 ext. 1100
Person responsible for updating contact information annually on your district website	Tracy Lewis	tracy_lewis@gervais.k12.or.us	(503) 792-3803 ext. 5070
Person responsible for updating contact information annually on the Department	Bonny Atwood	bonny_atwood@gervais.k12.or.us	(503) 792-3803 ext. 1100
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Bonny Atwood	bonny_atwood@gervais.k12.or.us	(503) 792-3803 ext. 1100
TAG contact for [school A]*	N/A		
TAG contact for [school B]*	N/A		
TAG contact for [school C]*	N/A		

\*[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.

Term	Definition
<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.
<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)

Term	Definition
<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.
<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.

Term	Definition
<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.
<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.