



Santiam Canyon School District Plan for Talented and Gifted Education

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Section 1: Introduction



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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

Code: IGBB

Adopted: 9/02/99

Readopted: 7/08/15; 1/11/23

Orig. Code: IGBB

Talented and Gifted Program

The district is committed to an educational program that recognizes, identifies, and serves the unique strengths and needs of students identified as talented and gifted. Talented and gifted (TAG) students demonstrate exceptional performance when compared to applicable developmental or learning progressions, with consideration given for variations in student's opportunity to learn and to culturally relevant indicators of ability.

The Board directs the superintendent to develop a process for identification of talented and gifted students in grades K through 12.

The district will develop a written plan of instruction for talented and gifted students in accordance with law under ORS 343.397(1) that:

1. Includes a statement of the district policy on the education of talented and gifted students and identifies and assesses special talented and gifted programs and services available in the district;
2. States goals related to providing such programs and services, including timelines for achievement;
3. Describes the programs and services intended to accomplish stated goals;
4. Describes how the district provides parents an opportunity to discuss and to provide input on programs and services for their child;
5. Describes how the district will evaluate progress of the plan; and
6. States the name and contact information for the district's talented and gifted coordinator.

The district may also identify and provide programs for students who demonstrate outstanding ability or potential in creative ability in using original or nontraditional methods in thinking and producing; leadership ability in motivating the performance of others in educational or noneducational settings; and/or ability in the visual or performing arts, such as dance, music or art.

Complaints regarding programs and/or services can be filed in accordance with Board Policy KL – Public Complaints, beginning at Step 2.

END OF POLICY

Code: IGBB-AR

Revised/Reviewed: 10/09/19; 1/11/23

Orig. Code: IGBBC-AR

Complaints Regarding the Talented and Gifted Program

The following procedure will be utilized when complaints arise regarding the district’s talented and gifted programs and services (“TAG”).

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.

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.
2. The review committee shall meet within two working 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 10 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.

3. After consideration of the recommendations, if any, issued by the review committee the Board will issue a decision within 20 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. If the complainant, who is a student, a parent or guardian of a student who attends school in the district, a person who resides in the district, remains dissatisfied and has exhausted local procedures, may appeal the district’s final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative

Rules (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request. Timelines may be extended upon written agreement between the district and the complainant.

An appeal must meet the criteria found in OAR 581-002-0005(1)(a). Complaints Regarding the Talented and Gifted Program – IGBB-AR

Santiam Canyon School District 129

TALENTED AND GIFTED STANDARDS COMPLAINT FORM

Name

Address

Phone (Daytime) (Evenings)

Date of Complaint

1. What is the nature of your complaint?
2. What is the district currently doing?
3. In your opinion, in what way is this situation a violation of state standards?
4. What do you feel the district should be doing?
5. Other pertinent comments

Signature:

For the list of complete requirements of the plan, see ORS 343.397(1).

Code: IGBBA

Adopted: 2/04/10

Revised/Readopted: 7/08/15; 9/14/16; 10/09/19; 1/11/23

Orig. Code: IGBBA

Talented and Gifted Students – Identification**

In order to serve talented and gifted (“TAG”) students in grades K through 12, the district directs the superintendent or designee to establish an identification process.

This process of identification shall include at a minimum:

1. Use of evidence-based practices that include a variety of tools and procedures to determine if a student demonstrates a pattern of exceptional performance and/or achievement that is relevant to the identification of TAG students under ORS 343.395.
2. Collection and use of multiple modes and methods of qualitative and quantitative evidence to allow appropriate members of a student’s identification team to make a determination about the identification and eligibility of the students for TAG services, supports and/or programs; with no single test or piece of evidence eliminating a student from eligibility.
3. Use of methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to:
 - a. Students who are racially/ethnically diverse;
 - b. Students experiencing disability;
4. Students who are culturally and/or linguistically diverse;
 - a. Students experiencing poverty; and
 - b. Students experiencing high mobility.
5. Incorporate assessments, tools and procedures that will inform the development of an appropriate plan of instruction for students who are identified as TAG and describe how information from the assessments, tools and procedures used in the identification for TAG students will be used to support development of the plan of instruction.
6. Identify how the educational record under ORS 326.565 of the student being considered will document and reflect the record of the team’s decision and the procedures and data used by the team to make the decision.
7. The district will provide professional development for staff assigned the responsibility for identification of talented and gifted students.

The identification team may use sources of evidence described in OAR 581-022-2325(3) to provide students with multiple opportunities to demonstrate a pattern or preponderance of evidence of talent or giftedness.

Academic evidence reviewed shall align to the full depth, breadth, and complexity of Oregon's content standards and benchmarks. Standardized assessments used for academic/achievement-based identification shall include technical documentation demonstrating alignment or documentation of intended use for the purpose of TAG identification. Standardized assessments used for intellectually gifted identification shall include technical documentation demonstrating alignment to research-based best practices inclusive of students from underrepresented populations.

When a student is identified for TAG, the district shall inform parents of the programs and services available to their student and provide an opportunity for parents to provide input to and discuss TAG instruction proposed for their student. The instruction provided shall be designed to accommodate the student's assessed levels of learning and accelerated rates of learning. Parents may request the withdrawal of their student from TAG at any time.

If a parent is dissatisfied with the identification process or placement of their student, they may submit an appeal through Board policy KL - Public Complaints and begin at Step 2 with the superintendent or designee.

After exhausting the district's appeal procedure and receiving the district's final decision, a parent may appeal the decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

END OF POLICY

Code: IGBBA-AR

Revised/Reviewed: 9/02/99; 7/08/15; 9/14/16

Orig. Code: IGBBA-AR

Appeal Procedure for Talented and Gifted Student Identification and Placement**

The Board has established an appeal process for a parent to utilize if they are dissatisfied with the identification process and/or placement of their student in the district program for talented and gifted (TAG) students and wish to request reconsideration. The district's desire and intent is to reach satisfactory solutions during the informal process:

Informal Process

1. A parent will contact the district TAG coordinator/teacher to request reconsideration;
2. The TAG coordinator will confer or meet with the parent, and may include any additional appropriate persons (e.g., principal, counselor, teacher, etc.), within five working days of the request. Information pertinent to the selection or placement will be shared;
3. If an agreement cannot be reached, the parent may initiate the Formal Process.

Formal Process

1. A parent shall submit a written request for reconsideration of the identification and/or placement of their student to the TAG coordinator within five working days of the conference identified above.
2. The TAG coordinator shall acknowledge in writing the receipt of the request within five working days and shall forward a copy of the request and acknowledgment to the superintendent or designee.
3. The TAG coordinator/teacher and other appropriate administrator shall review the student's file and earlier decisions within 10 working days of the original request presented in the previous step. Additional data may be gathered to support or change the earlier decision. The parent may be provided an opportunity to present additional evidence. If deemed necessary, a formal hearing will be conducted by the district hearings officer utilizing the appropriate procedures.
4. A decision will be made by the TAG coordinator/teacher within 20 working days after receipt of the written request for reconsideration from the parent. The parent shall be notified of the decision in writing and the decision shall be forwarded to the superintendent.
5. The decision may be appealed to the Board through procedures found in IGBBC-AR Complaints Regarding the Talented and Gifted Program.

If the parent is still dissatisfied, the parent may file an appeal to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

B. Implementation of Talented & Gifted Education Programs and Services

Mission

The mission of Santiam Canyon School District Talented and Gifted Program is to provide educational opportunities that meet the unique intellectual needs of the gifted student, fostering educational alternatives in a broader social context promoting:

- High expectations and achievement
- Intellectual stimulation and collaboration
- Academic enrichment
- Social and emotional growth

Definition of Giftedness

Gifted learners are “Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.” (No Child Left Behind, 2002)

Program Goals

1. Identify and provide services for students in grades kindergarten through grade 12, who differ significantly from their peers academically in reading and/or math, and/or intellectually, and who learn at a faster pace and understand at a deeper level than their peers of the same age.
2. Provide these students with instruction at their level and rate of learning to meet their fullest potential. It is the responsibility of school staff to provide classroom instruction for talented and gifted students commensurate with their ability.

Classroom teachers are responsible for meeting the PEP for identified students. Possible ways to address the educational needs of identified TAG students in the regular classroom might be:

Ability grouping in Math	Ability grouping in Reading	Acceleration above grade level Math
Acceleration above grade level ELA	Advanced Materials	Advanced Placement (AP program)
Complex/abstract materials	Credit by proficiency	Cross-grade grouping
Curriculum compacting	Differentiated Instruction in Math	Differentiated Instruction in ELA
Dual Enrollment	Enrichment activities	Flexible Pacing and Scheduling
Higher Order Questioning	Independent study projects	Interdisciplinary Curriculum
Learning Contracts	Learning Style Emphasis	Most difficult first
Pre-test for placement	Regrouping with Same Level Peers	

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>Screening Process</p> <p>Second Grade A full screening of all second graders takes place during the first semester, or early second semester, using the Naeglieri Nonverbal Ability Test, 3rd Edition (NNAT3). The unique aspect of the NNAT3 is that it is completely nonverbal. This allows assessment of a student's intellect across boundaries such as cultural background or with those students with limited English skills. It is also considered a fairer test across social or economic status and for those students with limited motor skills, hearing impairments, and minimal color-vision impairment.</p> <p>Parents and teachers are informed of the test results and are provided with an explanation on how to interpret the results. Each student's test score sheet is filed in his/her student cumulative folder, except when the student is identified as TAG, in which case, test scores are stored in the student's TAG folder.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>Kindergarten – 12th Grade</p> <p>Screening of students in K-12 may take place at any time, given a referral by parent, staff member, other students, self, or others familiar with the student. The team will use evidence-based practices that include a variety of tools and procedures to determine if a student demonstrates a pattern of exceptional performance and/or achievement.</p> <p>TAG Service Identification: Broad Screening Instrument The Naeglieri Nonverbal Ability Test, 3rd Edition (NNAT3) is used at second grade, end of first semester or early second semester for all second graders.</p> <p>TAG Service Identification: Body of Evidence Identification for the talented and gifted program in elementary, middle school, and high school includes the process of collecting and using multiple modes and methods of qualitative and quantitative evidence to allow appropriate members of a student’s identification team to make a determination about the identification and eligibility of the students for TAG services, supports and/or programs; with no single test or piece of evidence eliminating a student from eligibility.</p> <ol style="list-style-type: none"> 1. Parent permission for testing is obtained before any testing or individual assessment is conducted as part of the screening and identification process. A letter is sent to parents informing them of the referral, and indicating which assessments will be administered. The permission form and test date notification form are included with the letter. 2. Screening instruments and data collection are used to measure and document intellectual and/or academic ability. These include a nationally standardized mental ability test (NNAT3), and/or a Statewide standardized academic achievement test in reading and/or math through the SBAC, and/or a locally normed test through EasyCBM. 3. When test scores are received, the TAG coordinator provides parents and teachers with

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>the test scores, along with information regarding the reading of test reports and interpretation of test scores.</p> <p>4. The TAG coordinator conducts a case study and collects data on students who have been nominated, screened, and who score at the determined threshold on the standardized tests. This information is recorded on the TAG Screening form. In addition, behavioral, learning and/or performance information is collected from staff and parents and assembled by the coordinator. The following checklists may be used for this purpose: TAG Nomination form-parents TAG Nomination form-teachers</p> <p>5. The TAG coordinator convenes the TAG identification committee and presents the evidence collected. The team may use multiple sources of evidence to provide students with multiple opportunities to demonstrate a pattern or preponderance of evidence of talent or giftedness.</p> <p>The academic evidence reviewed will align to the full depth, breadth, and complexity of Oregon’s content standards and benchmarks. Standardized assessments used for academic/achievement-based identification will include technical documentation demonstrating alignment or documentation of intended use for the purpose of TAG identification. Standardized assessments used for intellectually gifted identification will include technical documentation demonstrating alignment to research-based best practices inclusive of students from underrepresented populations.</p> <p>No single test, measure, or score will be used as the sole criterion for identification. The committee reviews and evaluates the data on each student according to established board policy and recommends one of the following:</p> <ol style="list-style-type: none"> 1. Place student in TAG program. 2. Refer student for additional testing/observation.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>3. Monitor and re-evaluate for program eligibility next year.</p> <p>4. Student is not eligible for the program at this time.</p> <p>6. Parents are informed in writing of the committee’s decision. When a student is identified for TAG, the district shall inform parents of the programs and services available to their students and provide an opportunity for parents to provide input to and discuss TAG instruction proposed for their student. The instruction provided shall be designed to accommodate the student’s assessed levels of learning and accelerated rates of learning. Participation in any program or services provided for talented and gifted students is voluntary. Once a child is identified as TAG, the identification can only be withdrawn by parent permission/request.</p> <p>7. Teachers are informed of the committee’s decision and receive a list of the accommodations.</p> <p>8. The TAG coordinator creates a TAG folder for each newly identified student to include the following:</p> <ul style="list-style-type: none"> ● Nomination for TAG evaluation ● Permission for testing signed by parent/guardian ● Evidence used to decide eligibility for TAG identification (test scores, checklists, inventories, grades, etc. ● TAG Screening Form ● PEP plan ● Withdrawal of Services Form (if needed) <p>Notification of Eligibility/Ineligibility to Parents</p> <p>The TAG coordinator will notify parents in writing upon a student’s eligibility for services. The notification of eligibility packet includes the following:</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<ul style="list-style-type: none"> ● Letter - Qualifies ● Board policy – Talented and Gifted Students – Identification** ● Board policy – Talented and Gifted Program ● Board policy – Complaints Regarding the Talented and Gifted Program ● Board policy – Appeals Procedure for Talented and Gifted Identification and Placement ● Parent Consent for TAG <p>The notification of ineligibility includes the following:</p> <ul style="list-style-type: none"> ● Letter – Does Not Qualify ● Board policy – Appeals Procedure for Talented and Gifted Identification and Placement ● Appeal Form <p>Planning</p> <p>The classroom teacher is the primary teacher responsible for meeting the TAG student’s academic needs throughout the instructional program.</p> <p>Once a student has been identified, an individual personalized education plan (PEP) plan to meet his/her rate and level of learning will be developed. This plan is created by the district TAG coordinator, with input from the teacher and parents.</p> <p>Withdrawal from TAG Program</p> <p>At any point, parents/guardians may request that their child be withdrawn from the TAG program. This request must be made in writing.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>The coordinator will convene a meeting that will include parents, appropriate staff members, the student, when appropriate, and the TAG Identification Committee members. If, after the meeting, the parents want the student withdrawn, the parent will be asked to sign the Parent Withdrawal form. The student will be withdrawn from the program.</p> <p>Appeals Procedure</p> <p>When parents are dissatisfied with the identification process and/or placement of their student, they may request reconsideration.</p> <p>In an informal appeal, parents will contact the TAG coordinator to request reconsideration. The coordinator will confer with parents and may include appropriate staff members. If an agreement cannot be reached, the parents may initiate a formal appeal.</p> <p>In a formal appeal, parents must submit the Identification/Placement Appeals Form to the TAG coordinator. The TAG coordinator, student's teacher, and appropriate administrator will review the student's file and identification and/or placement decisions and will base their decision on the eligibility guidelines of the district's TAG program. Parents will be notified of the decision in writing with either the TAG Qualifies letter or the letter denying identification/placement.</p> <p>Complaint Procedure</p> <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>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>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.</p> <p>2. The review committee shall meet within two working 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 10 working days of receiving the original complaint. The review committee may recommend that:</p> <ul style="list-style-type: none"> a. The programs or services are appropriate; or b. The programs or services are not appropriate. <p>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 20 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. If the complainant, who is a student, a parent or guardian of a student who attends school in the district, a person who resides in the district, remains dissatisfied and has exhausted local procedures, may appeal the district's final decision to the Deputy Superintendent of Public Instruction.</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>The TAG coordinator gathers information from existing and previous teachers (when available). This can include academic work, test scores, work portfolios, or other means of documentation relative to the area of giftedness being considered.</p>
<p>Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i></p>	<p>The use of the Naeglieri Nonverbal Ability Test. 3rd Edition (NNAT3). The unique aspect of the NNAT3 is that it is completely nonverbal. This allows assessment of a student's intellect across boundaries such as cultural background or with those students with limited English skills. It is also considered a fairer test across social or economic status and for those</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	students with limited motor skills, hearing impairments, and minimal color-vision impairment.).
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	The district will use a universal screening process to minimize and/or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to: a. students who are racially/ethnically diverse; b. students with disabilities and/or c. students who are english language learners.
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	Multiple methods allowing for referral and recommendation including teacher referral, community member referral, parent referral, and use of universal screening tools avoid overlooking underrepresented populations.
Universal Screening/Inclusive considerations	The use of the Naeglieri Nonverbal Ability Test, 3rd Edition for all 2nd graders.
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	The District uses the SBAC test results and EasyCBM test results for both locally and Statewide Normed data on student academic growth in core subject areas.
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	The District uses information gathered from parents and teachers through the TAG Nomination form, PLC weekly collaborative process, and student support team (SST) referral process. .
A tool or method for determining a threshold of when preponderance of evidence is met.	The TAG Eligibility Team reviews the compiled information on the TAG Screening Form.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
TAG Eligibility Team	Building Principal, Counselor, District TAG Representative, Reading Specialist, Math Specialist, appropriate teacher.
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	<p>TAG Service Identification: TAG Cumulative Record File</p> <p>The TAG coordinator creates a TAG folder for each identified student to include the following and to be placed in the student's cumulative folder:</p> <ul style="list-style-type: none"> -Notification of Referral and Permission To Evaluate Form -Nomination for TAG evaluation -Permission for testing signed by parent/guardian -Evidence used to decide eligibility for TAG identification (test scores, checklists, inventories, grades, etc). -TAG Screening Form -TAG Qualifies Parent Letter -Parent Consent for TAG Services Letter -Student PEP form -Withdrawal of Services Form

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	The use of the Naeglieri Nonverbal Ability Test, 3rd Edition for all 2nd graders.
What is the broad screening instrument and at what grade level is it administered?	The use of the Naeglieri Nonverbal Ability Test, 3rd Edition for all 2nd graders.

Key Questions	District Procedure
<p>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)?</p>	<p>The students that will be placed in the TAG Pool for eligibility consideration are those who have the potential to perform at the determined threshold. These are:</p> <ul style="list-style-type: none"> ● Students who have scored on the screening tool between the determined percentiles. ● Students who have been referred for identification. ● Students who exhibit exemplary performance in specific areas. ● Students who have shown consistently high classroom achievement.

C. Portability of TAG Identification

Key Questions	District Policy and Practices
<p>Does your district accept TAG identification from other districts in Oregon?</p>	<p>Yes</p>
<p>Does your district accept TAG identification from other states?</p>	<p>Yes, with the ability to screen and test based on current district practices.</p>
<p>Do local norms influence the decision to honor identification from other districts and states?</p>	<p>Any data accompanying a transfer student with TAG identification will be used to establish a basis for TAG services along with current district referral processes to ensure the student receives appropriate support.</p>

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
Advanced Materials	District wide, K-12.
Differentiated assignments	District wide, K-12.
Advanced Materials	District wide, K-12.
Differentiated assignments	District wide, K-12.
Interdisciplinary Curriculum	District wide, K-12. Curriculum and activities based on common themes that cut across several areas.
Enrichment Activities	At the Elementary School, grades 3-5 have the opportunity to participate in several weekly after school clubs, which include Art Club, Garden Club, and Dance Club. At the High School level, kids have the opportunity to be part of the Leadership class, CTE courses, and other Focused Content classes.
More Complex/Abstract Material	District wide, K-12.
Curriculum Compacting	District wide, K-12. Teachers can make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities.
Most Difficult First	At the elementary school, this is a strategy used as part of the compacting process.

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Ability grouping in Math	District wide, K-12.
Ability grouping in Reading	District wide, K-12.
Acceleration above grade level Math	District wide, K-12. Students who demonstrate mastery can study at a grade level above their peers to ensure. Ability grouping and academic cohorts allow for acceleration as needed.
Acceleration above grade level English Language Arts (ELA)	District wide, K-12. Students who demonstrate mastery can study at a grade level above their peers to ensure. Ability grouping and academic cohorts allow for acceleration as needed.
Cross Grade Grouping	This is done primarily at the Elementary School in the subjects of Math and ELA .
Credit by Proficiency	N/A at SES. SES assigns proficiency based grades in the academic core. Available at grades 6-12.
Dual Enrollment	SJSHS, Grades 6-12. Students can enroll in online classes at a Community College through SB300.
Flexible Pacing and Scheduling	SES -Under consideration and development. Available at SJSHS, Grades 6-12.
Higher Order Questioning	SES -Under consideration and development. Available at SJSHS, Grades 6-12.
Independent Study Projects	SES -Under consideration and development. Available at SJSHS, Grades 6-12.
Learning Contracts	SES -Under consideration and development. Available at SJSHS, Grades 6-12.
Learning Style Emphasis	District wide, K-12. Academic content is delivered with awareness of multiple intelligences. Various learning styles are assessed and discussed at PLC and SST to ensure teachers are

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
	engaging students where they are in a manner that works best for them.
Pre-test for Placement	SES - This is done at the beginning of each academic core module. Students who test as proficient can be given alternate materials that deepen and strengthen mastery.
Honors Courses	This is available in the subject of English at the 10th and 11th grades.

B. College Credit Course Offerings

Name of Course	Schools, Grade levels offered, College equivalent, and Program.
College Writing	This is available at the High School for 12th grade students. Credit is earned for WR121 and WR122 through the Willamette Promise.
College Algebra	This is available at the High School for 12th grade students. Credit is earned for MA111 through the Willamette Promise.
Calculus	This is available at the High School for 12th grade students. Credit is earned for MA251 through the Willamette Promise.
Trigonometry	This is available at the High School for 11th and 12th grade students. Credit is earned for MA112 through the Willamette Promise.
Algebra 2	This is available at the High School for 9th-12th grade students. Credit is earned for MA095 through the Willamette Promise.

C. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
	Not Applicable

D. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered
	Not Applicable

E. Teacher’s Knowledge of TAG Students in Class

Key Questions	District Procedure
<p>What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?</p>	<p>Teachers will receive an email from the District TAG coordinator about the TAG eligible students in their class, at the beginning of each semester. TAG students are also flagged in the electronic student records system.</p>
<p>What procedures are in place to ensure classroom teachers K – 12 know where they can get support if needed specific to the TAG services the district offers?</p>	<p>District TAG coordinator sends out an email at the beginning of each semester regarding which students are identified as TAG and identifying themselves at the point of contact for any additional information needs. TAG coordinator will also present information to staff during first of the year in-service training.</p>
<p>How do teachers determine rate and level needs for students in their classrooms?</p>	<p>PLC meetings, SST communication, Specialist Consultation, and TAG coordinator collaboration to determine appropriate supports, curriculum, enrichment, and accelerated learning options.</p>

F. Instructional Plans for TAG Students

Key Questions	District Procedure
<p>Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?</p>	<p>TAG Personal Education Plans are required at all grade levels.</p>
<p>Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?</p>	<p>Instructional Plans are not required.</p>
<p>How are families notified regarding the opportunity to discuss the PEP or IP designed for their student’s learning?</p>	<p>Parents of students identified as talented and gifted are contacted by the TAG coordinator and given the opportunity to provide input to and discuss the services to be received by their child, including creation of the PEP. They are also informed of the procedures for complaint or appeal.</p> <p>At present, no special communication takes place with parents regarding the transition from one school level to the next.</p>

G. Option/Alternative Schools Designed for TAG Identified Students

Program Elements	School Information
	<p>An alternative school is not available in our District.</p>

H. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
Art Club-Elementary	An afterschool Club, available for any Elementary students, grades 3-5.
Garden Club-Elementary	An afterschool Club, available for any Elementary students, grades 3-5.
Dance Club-Elementary	An afterschool Club, available for any Elementary students, grades 3-5.
Performance Choir	An afterschool Club, available for any Elementary students, grades 3-5.

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?
Improve equitable identification practices by providing training of gifted characteristics to teachers, education specialists, and	Train designated K-12 staff on best practices including how to recognize gifted characteristics, the use of local norms as a means to	Fall 2023- 1st of 3 trainings presented during principal-led staff meetings or inservice days.	Completion of three trainings with staff sign-in for accountability	Classroom observations and walkthrough protocols on instructional practices. Examine referral data (who

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>classroom support staff and incorporating the use of local norms at building levels, by the end of the 2023-2024 school year.</p> <p>_____</p> <p>Review and adopt a universal screening tool to ensure fair and equitable identification of TAG students.</p> <p>_____</p> <p>District will continue to connect and engage with families about supporting their TAG student.</p>	<p>access services, especially outside of traditional classroom settings and improve staff ability to make an accurate and equitable referral.</p> <p>_____</p> <p>Create a screening tool committee to research and evaluate possible universal screening tools.</p> <p>_____</p> <p>This connection will occur before school begins and at Parent-Teacher conferences.</p>	<p>_____</p> <p>Fall 2023-Winter 2024 - Evaluation Process. Spring 2024 - Recommend universal screening tool for adoption.</p> <p>_____</p> <p>Conferences are held 2 times a year.</p>	<p>Revising district documents specific to identification to include use of local norms</p> <p>_____</p> <p>Meeting notes, evaluation rubrics, committee determination regarding screening tool adoption.</p> <p>_____</p> <p>TAG plans and grades will be documented on the plan.</p>	<p>was nominated and identified), and compare to the year prior. Review for equity, bias and representation.</p> <p>_____</p> <p>District wide adoption and integration of a universal screening tool OR recommendation to keep current process with defense of its legitimacy, efficacy, and equity identifying TAG students.</p> <p>_____</p> <p>Parent, School, and Student collaboration documented in the TAG plan.</p>

B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district Ken Allison	Required statewide training	Oregon Department of Education	10/25/2022. Zoom training with Angela Allen.
All district licensed educators who are responsible for identification	Training on Identification	Outside resource provider	By Winter 2024
Staff who have already been trained in previous years Ken Allison	Zoom training.	Angela Allen	10/25/2022.

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	On the District website.
Universal Screening/Testing grade levels	Parents are notified in writing.
Individual and/or group testing dates	Parents are notified in writing.

Comprehensive TAG Programs and Services	Date and/or method of Communication
Explanation of TAG programs and services available to identified students	Parents are notified in writing of eligibility and in-person to discuss TAG programs and services.
Opportunities for families to provide input and discuss programs and services their student receives	Parents are notified in writing of eligibility and in-person to discuss TAG programs and services.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	At an In-Person meeting.
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	Under consideration and development.
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.	Under consideration and development.

Comprehensive TAG Programs and Services	Date and/or method of Communication
TAG informational events (high school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition expectations from middle to high school, etc.	At an In-Person meeting.
Notification to parents of their option to request withdrawal of a student from TAG services	Made known at In-Person meeting and on District website.
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	Made known at In-Person meeting and on District website.
Designated district or building contact to provide district-level TAG plans to families upon request	Made known at In-Person meeting and on 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	Ken Allison, Counselor	ken.allison@santiam.k12.or.us	503-897-2368 ext. 124
Person responsible for updating contact information annually on your district website	Todd Miller, Superintendent	todd.miller@santiam.k12.or.us	503-897-2321
Person responsible for updating contact information annually on the Department	Todd Miller, Superintendent	todd.miller@santiam.k12.or.us	503-897-2321
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Ken Allison, Counselor	ken.allison@santiam.k12.or.us	503-897-2368 ext. 124
TAG contact for Santiam Elementary School	Ken Allison, Counselor	ken.allison@santiam.k12.or.us	503-897-2368 ext. 124

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
TAG contact for Santiam High School	Ken Allison, Counselor	ken.allison@santiam.k12.or.us	503-897-2368 ext. 124

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

Term	Definition
	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.
Complex/Abstract Materials	Materials that require higher levels of abstraction and complex outcomes than regular materials, i.e., original sources that require analysis, interpretation, or evaluation.
Credit by Examination	Students receive high school or college credit based on mastery of prior learning as measured through end of course examinations. District policies, assessment formats, and requirements may vary. Please check your local district policy.
Curriculum Compacting (sometimes referred to as Compacted Curriculum)	Honoring prior learning, typically measured through pre-assessments, by allowing students to skip lessons/standards where mastery has been met and providing opportunities to focus on standards in the current unit/curriculum that have not been mastered yet.
Depth and Complexity	A general framework to assess level of rigor specific to cognitive demand. Common frameworks include Webb's Depth Of Knowledge (DOK) and Bloom's Taxonomy.
Depth of Knowledge (DOK)	A framework developed by Dr. Norman Webb to assess the level of rigor for standards, projects, assignments, and exams.
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.
Differentiated Assignments	Differentiated Assignments: Assignments changed to meet a variety of different student needs. The content, the processes and skills, and/or the final product (essay, speech, visual display), may be adjusted to stimulate higher-order, more

Term	Definition
	sophisticated outcomes.
Enrichment Activities	Activities and materials offered outside of the regular curriculum.
Flexible Pacing	Allow students to work at his/her own pace. Adjust instruction accordingly. Students have a timeline for covering text/material, with chapter/unit test dates predetermined. Student(s) work semi independently.
Flexible Readiness Grouping	A strategic strategy designed to group students according to best fit instructional needs and student discourse opportunities.
Flexible Scheduling	When able, structure the school day to allow more time for in-depth concentration in a subject or specific activity.
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.
Higher Order Questioning Strategies	Student responds to questions during the course of instruction that require the student to use higher level thinking skills such as analysis, interpretation, evaluation, and creativity.
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)
Independent Study/Projects	Student may work independently, with teacher guidance, on a project or area of interest.

Term	Definition
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.
Interdisciplinary Curriculum	Curriculum and activities based on common themes that cut across several disciplines.
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.
Learning Style Emphasis	If the student shows a dominant style of learning, provide an opportunity for the student to learn and demonstrate their knowledge in that style. For example, if the student likes to draw or build, tailor activities so the student can learn through visual and hands-on projects.
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>
Most Difficult First	Offer students a choice to do the four or five most difficult problems/tasks first and, if completed correctly, the student receives credit for complete assignment. When

Term	Definition
	finished, the student has the option of how to spend “bought” time.
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.
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>
Regrouping with Same Level Peers	Group students for instruction based on their demonstrated ability to learn content

Term	Definition
	faster and at higher levels of abstraction and complexity. These regroupings may be for an entire unit of study. The teacher may assign the topic, the student may select a topic from a list of options, or the student may design their own project with the teacher's guidance.
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.