

Roseburg School District

Plan for Talented and Gifted Education

[District directions: Detailed instructions for completing the plan can be found in the [TAG Template Companion Guide](#). Please review the instructions in advance and consult them as each section is completed. Be sure to remove these directions before publishing the plan.]

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Section 1: Introduction



**Section 2:
School District Policy on the
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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

<https://www.roseburg.k12.or.us/board/board-policies/sec-i/igbb>

Acceleration - <https://www.roseburg.k12.or.us/board/board-policies/sec-i/ike-ar>
<https://www.roseburg.k12.or.us/board/board-policies/sec-i/ike>

Appeals Procedure - <https://www.roseburg.k12.or.us/board/board-policies/sec-i/igbba-ar>

Identification - <https://www.roseburg.k12.or.us/board/board-policies/sec-i/igbba>

Programs and Services - <https://www.roseburg.k12.or.us/board/board-policies/sec-i/igbbc>

B. Implementation of Talented & Gifted Education Programs and Services

Roseburg School District is committed to an educational program that recognizes, identifies, and serves the unique needs of talented and gifted students. It is a needs-based instructional program where an identified student receives service from their classroom teacher. Talented and gifted students are those who have been identified as academically talented and/or intellectually gifted.

Teachers accommodate students' rate and level of learning through a variety of instructional practices as written in their Personal Educational Plan (PEP) and/or Flexibility Plan. Teachers, counselors, and administrators have professional development opportunities that address identification practices, differentiated instruction, and the social emotional characteristics and need of gifted identification. [Accommodating Accelerated Rates of Learning](#)

Roseburg Public School uses the 5D Framework to recognize the 5 Dimensions of Teaching and Learning. With the 5D Framework, educators learn the importance of: student engagement, curriculum and pedagogy, assessment for student learning, classroom environment and culture, and purpose. These traits work together with CASEL as our SEL framework and our strategic plan for student success to address student need from a holistic approach.

RSD Strategic Plan - <https://www.roseburg.k12.or.us/about-us/our-mission/strategic-plan>

RPS Mission Statement: The Roseburg Public School District works with students, their families, and educators to identify, recognize, challenge, engage, and help students to reach their highest potential.

RPS Philosophy: It is our goal to ensure that all learners, including gifted learners, are provided with stimulating, challenging and meaningful educational experiences with lessons and materials appropriate for each student’s assessed level and rate of learning. We acknowledge and support the vital role of the classroom teacher in creating differentiated instruction for the unique needs of exceptional learners within the classroom setting.

Section 3: Identification of TAG-Eligible Students










Legal References: aligned to ORS 326.465; ORS 343.395; ORS 343.397; ORS 343.407; OAR 581-022-2325; OAR 581-022-2500

A. District TAG Identification Practices

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
TAG Identification Process Overview <i>Aligned to OAR 581-022-2325 (1)</i>	TAG identification can occur through multiple pathways: teacher referrals, parent/community referrals, self-referrals, test scores, quantitative data, and qualitative data (work samples, classroom observations, etc...). Each school develops a pool of referred TAG students in the fall of each year. The pool includes: <ul style="list-style-type: none">● Students referred by teachers● Students referred by parent, community members, or self-referred● Students whose most recent quantitative tests show performance at the top 85% in the district

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<ul style="list-style-type: none"> ● Transfer students identified as talented and gifted in another state ● Any student who is “still being considered” from the previous year’s screening process <p>During the screening process, the building TAG Coordinator notifies the TAG committee members that the TAG identification process is underway and documentation (test scores, work samples, recommendation forms, etc) is needed to be gathered. The building TAG coordinator presents information that has been gathered for each student referred to the TAG committee, which includes the building TAG Coordinator, Classroom teacher, and building administrator (the district TAG Specialist may be invited to attend). The TAG committee will make a decision to identify academically talented and/or intellectually gifted or continue to gather additional information. If the decision is to identify talented and gifted, an eligibility letter is sent to parent(s)/guardian(s) of the student. A date will be set within 3 weeks for a formal TAG identification meeting where additional information regarding TAG services is provided to parent(s)/guardian(s).</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>Roseburg School District uses both quantitative and qualitative data. Examples of quantitative data include: Cognitive Abilities Test (CogAT), Oregon State Assessment (SBAC), i-Ready assessments (math and reading), as well as individually administered standardized assessments of cognition and achievement. Qualitative data such as student work, self-assessments, inventory scales, and/or observations are also pieces of evidence collected for the identification process.</p>
<p>Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i></p>	<p>Subjective data from a variety of sources must be considered in the screening process to identify students from non-typical populations. Tools such as: rating scales (ELL, underachiever, CLED, etc...), self-assessment inventories, observations, and interviews are used to help determine TAG eligibility.</p>
<p>Research-based tools, instruments, or considerations utilized to equitably identify students from underrepresented populations</p>	<p>Research-based tools and instruments utilized to equitably identify students from underrepresented populations include: Hope Teacher Rating Scale, Woodcock-Munoz Language Survey, and CogAT.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
including, but not limited to: students experiencing disabilities, students who are culturally and linguistically diverse	Additional tools and instruments include: Interviews with student, parent, and/or teachers, classroom observation instruments, self-assessment inventories, and individual observation inventories.
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	<p>Tools used to determine TAG eligibility are considered in combination with more traditional screening tools. Students in the non-typical category are given additional opportunities to qualify as TAG when other factors indicate a reasonable chance of eligibility.</p> <p>Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices include: testing with a familiar tester and/or testing environment, culturally responsive testing options, and having a native language proctor.</p>
Universal Screening/Inclusive considerations	Cognitive Abilities Test (CogAT) is given as a broad screener in the fall of 2nd and 4th grade. i-Ready Diagnostic for math is given to each student K-8 triannually. Oregon State Assessment (OSAS) is given to 3rd-8th and 11th grade students in reading and math; science is given in 5th, 8th, and high school annually. HMM for reading is given to students in 6th-12th triannually.
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	Students who fall within 85% of national and/or locally normed assessments are added to the referral process which begins the identification process.
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	Qualitative data used in the identification process can include: <ul style="list-style-type: none"> ● Parent, teacher, and/or student recommendations ● HOPE teacher rating scale ● Classroom observations ● Teacher, student and/or parent interviews ● Work Samples - DOK 2+  DOK.pdf ● ELL characteristics  Characteristics of Gifted English Learners.docx

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<ul style="list-style-type: none"> • CLED  Culturally Linguistically Economically Diverse Characteristics.pdf • Underachiever checklist  Underachiever Checklist • Negative behavior checklist  Negative Behavior Checklist • Overexcitabilities questionnaire  Supersensitivities questionnaire
A tool or method for determining a threshold of when preponderance of evidence is met.	<p>Staff members will follow the Roseburg School District TAG Eligibility Form and flowchart to determine eligibility.</p> <p>TAG Eligibility Form  RSD TAG Identificaiton Eligibility Determination</p>
TAG Eligibility Team	Classroom teacher(s), Building TAG Coordinator, and Building Administrator
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	Documents included in the students' cumulative record include: recommendation forms, testing data, checklists, and work samples along with a signed cover sheet indicating TAG identification signed by parents, teachers, administration, and TAG Coordinator.

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	Yes, the Cognitive Abilities Test (CogAT) is used to screen all 2nd and 4th graders in the fall for TAG eligibility.
What is the broad screening instrument and at what grade level is it administered?	<p>Yes,</p> <ul style="list-style-type: none"> • Cognitive Abilities Test (CogAT) is given as a broad screener in the fall of 2nd and 4th grade.

Key Questions	District Procedure
	<ul style="list-style-type: none"> ● I-Ready Diagnostic for math is given to each student K-8 triannually. ● Oregon State Assessment (OSAS) is given to 3rd-8th and 11th grade students in reading and math; science is given in 5th, 8th, and high school annually. ● HMH for reading is given to students in 6th-12th triannually. ● Dibels is given for reading K-5 triannually. ● Independent Reading Level Assessment (IRLA) is given for reading regularly throughout the school year.
<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 screening tools are used to initiate the eligibility process following the Roseburg Public Schools TAG eligibility form and flowchart. RPS uses the 85% using local norms to enter the eligibility process. Once a student enters the eligibility process, multiple sources of data are collected and used, such as recommendation forms, work samples, observation, etc. to determine talented and gifted placement.</p>

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>Any student, K-12, identified as talented and gifted in another Oregon school district which is operating under the same regulations and with similar eligibility guidelines will not be required to re-qualify upon entering Roseburg School District.</p>
<p>Does your district accept TAG identification from other states?</p>	<p>Students transferring from out of state will be subject to review by the appropriate talented and gifted building committee to determine their eligibility. Depending on the availability of identification information, including appropriate documentation, students who were qualified out of state may be required to undergo additional evaluation.</p>

Key Questions	District Policy and Practices
Do local norms influence the decision to honor identification from other districts and states?	No, the district will honor identification from other districts within Oregon. Students transferring from outside of Oregon may be subject to review by the TAG building committee.

Section 4: Instructional Services and Approaches



A. Instructional Programs and Services for TAG Students

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Cluster Grouping	Middle school math (6th and 7th)
Subject acceleration	Determined by building administrative team
Whole grade acceleration	In accordance with district policy. The Iowa Acceleration Scale is the main tool used to determine whole grade acceleration (see attached policy)
Advanced Placement (AP)	See table below for list of courses offered; instructor recommendation or entrance exam required
College Now (Dual Enrollment)	Credit opportunities through participation with Oregon colleges
Differentiated Instruction in content, process, product, and learning environment	Observed regularly in grades K-12 (all classrooms, all campuses) Differentiated Content (broad based interdisciplinary curriculum), process (higher level thinking skills), product (variety and complexity), and learning environment (includes

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
	flexibility)
Flexible grouping	Observed regularly in grades K-12 (all classrooms, all campuses)
Enrichment/Extension	Observed regularly in grades K-12 (all classrooms, all campuses)
Scaffolding and/or Tiered instruction	Observed regularly in grades K-12 (all classrooms, all campuses)
Formative Assessment as a Process	Observed regularly in grades K-12 (all classrooms, all campuses)
Depth of Knowledge	Observed regularly in grades K-12 (all classrooms, all campuses)

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
Government and Civics AP/CC	RHS - grade 12
US History AP/CC	RHS - grade 11 or 12
AP Human Geography (AP test for CC)	RHS - grade 10
AP European History	RHS - grade 11
AP Biology (AP test for CC)	RHS - grade 12
Calculus AP/CC	RHS - grade 12
English 12 AP	RHS - grade 12

Name of AP Course	Schools and Grade Levels Offered
Spanish IV	RHS - grade 11 or 12
German IV	RHS - grade 11 or 12
Fine Arts IV - AP options available	RHS - grade 11 or 12
Art History - AP option	RHS - grade 11 or 12
Photo/Design III/IV - AP option	RHS - grade 11 or 12
AP Literature and Composition	RHS - grade 12

C. International Baccalaureate (IB) Course Offerings

Not Applicable

D. 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>Identified students within RSD have a lightbulb icon that appears in Synergy next to their name. Teachers are able to pull up their class lists and see which students are identified in their classrooms. This is available K-12. Building Tag Coordinators touch base with each teacher prior to school starting informing them of their identified student and/or students who are in the process of being identified.</p>
<p>What procedures are in place to ensure classroom teachers K – 12 know where they</p>	<p>Each school building, K-12, has a TAG Coordinator on site. At the beginning of the school year, the TAG Coordinator reaches out to each teacher in the building to review Personal Educational Plans (PEPs) from the previous year. The TAG Coordinator supports the</p>

Key Questions	District Procedure
can get support if needed specific to the TAG services the district offers?	teacher in writing PEPs for the current school year and reviews services the teacher can use to support their TAG student(s). If additional support is needed, the classroom teacher reaches out to the TAG coordinator and/or district TAG Specialist.
How do teachers determine rate and level needs for students in their classrooms?	Rate and level of need for students are determined through pre-assessments, diagnostic checks, and classwork during the school year.

E. Instructional Plans for TAG Students

Key Questions	District Procedure
Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?	Personal Education Plans (PEPs) are required for students K-5 who are identified as Talented and Gifted. Parents or students may request a PEP for specific classes 6th-12th. Elementary PEP RSD Elementary TAG Plan
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	TAG Flexibility Plans (Flex plans) are written to accommodate the learning needs of TAG students in grades 6-12. All teachers must comply with these requirements. Flex plan requirements Flex plan guidelines.pdf Flex plan example 8th Math TAG Flex Plan
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student’s learning?	Personal Educational Plans (PEPs) are given to families during fall conferences where the teacher discusses educational needs and services provided as well as reviewing the plan again during spring conferences. Flex plans are sent to families during the first 2 weeks of the new semester and reviewed during fall conferences with families. Flex plans must include a statement regarding input into services provided for their student. Families may request a review of PEP and/or Flex plans at any time by contacting the classroom teacher or building TAG Coordinator

F. Option/Alternative Schools Designed for TAG Identified Students

Not Applicable

G. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
Leadership/Student Government	Open to students in middle and high school, all campuses/grades with teacher recommendation
Musical Enrichment	Open to students in middle and high school, all campuses/grades with application process
NJHS	Open to students in middle school all campuses, grades 7-8 for student with a 3.5gpa
NHS	Open to students in high school, grades 10-12 for student with a 3.5 gpa
Lunch Bunch	Open to students in middle and high school, all campuses/grades
Brain Bowl	Open to students in high school students, (when available)
Orange R	Student News Site - open to high school students grades 9-12
Math Team	Open to students in middle and high school, all campuses/grades (when available)
Academic Feather	Open to students in high school, grades 9-12 for students with 3.5gpa, honors classes, and sport or club participation
FBLA	Open to students in middle and high school, all campuses/grades
Robotics Club	Open to students in middle and high school, all campuses/grades with teacher

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
	recommendation
Chess/Cribbage Club	Open to students in middle and high school, all campuses/grades
Journalism	Open to students in middle and high school, all campuses/grades with teacher recommendation
Yearbook	Open to students in middle and high school, all campuses/grades with teacher recommendation
Art Club	Open to students in high school, requires meetings and participation outside of school hours
Drama Club	Open to students in high school, requires meetings and participation outside of school hours
Spanish/German Club	Open to students in high school, requires meetings and participation outside of school hours
Link Crew	Open to students in high school, grades 10-12

Section 5: Plan for Continuous Improvement

A. District Goals



Goal Statement	What special programs or services will be provided to accomplish the goals?	Implementation Timeline	How will progress be measured?	How will success be measured?
<p>To provide educational opportunities to students of all racial, ethnic, and socio-economic groups by offering multiple pathways to intellectual and/or academic identification.</p>	<p>Training in identification practices using a variety of tools that measure qualitative and quantitative data.</p>	<p>September or October 2023 - Training presented to staff during principal-led staff meetings.</p>	<p>Revising district documents to reflect multiple pathways for identification.</p>	<p>Examine identification data and see how that compares to previous years.</p>
<p>To provide students with consistent learning opportunities that are challenging, systematic, and continuous based on strengths and rate and level of learning.</p>	<p>Training in differentiation, scaffolding, and tier instruction.</p>	<p>January/February 2023 Training presented to staff during principal-led staff meetings.</p>	<p>Completion of training with staff sign-in accountability</p>	<p>Classroom observation walkthroughs noting examples of instructional practices observed. Examining growth rate of identified students.</p>
<p>To increase communication practices regarding talented and gifted services. For families with TAG children to understand services provided by the classroom teacher.</p>	<p>District-wide statement will be given to building principals to share in the August or September</p>	<p>August/September 2023 school newsletter</p>	<p>Information regarding TAG identification practices and services sent in school newsletter</p>	<p>Newsletters are sent in August or September with a TAG statement regarding identification and services. Teachers are sharing with families services provided to their children during parent teacher conferences or within the first 30 days</p>

Goal Statement	What special programs or services will be provided to accomplish the goals?	Implementation Timeline	How will progress be measured?	How will success be measured?
	monthly newsletter.			of a new identification.

B. Professional Development Plan: Identification

Who	What	Provided by	When
Kristy Hiers Jayde Walkup Janelle Hubbard Corina VanBurger Grace Johnson Brad Bogardus	Required statewide training	Oregon Department of Education	February 1st - in person - ESD
Kristy Hiers Rebecca King Jennylynn Harris Cynthia Wicks	Training on Identification/OARs	Oregon Department of Education - Angela Allen	April 2023 - zoom
Building TAG Coordinators	Training on Identification/Services	RSD - Kristy Hiers	Fall 2023

Who	What	Provided by	When
RSD New Employees	TAG 101 - Why TAG and Overexcitabilities	RSD TAG Specialist	Fall 2023 (yearly)
ALL RSD Licensed Employees	Training on Identification practices and services	Building TAG Coordinators/RSD TAG Specialist	2 times year in fall and spring

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	In September or at the beginning of school, school newsletters will include notices regarding Roseburg School District identification practices.
Universal Screening/Testing grade levels	Notices are sent home to families for students who score at or above 85%.
Individual and/or group testing dates	Parents are notified of individual screening by phone or letter home as needed.
Explanation of TAG programs and services available to identified students	Elementary TAG Plans and Flex Plans are reviewed with parents at fall conferences or within 30 days of identification.
Opportunities for families to provide input and discuss programs and services their student receives	Parent Teacher Conferences in the fall and spring, TAG identification meeting, or as needed.

Comprehensive TAG Programs and Services	Date and/or method of Communication
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	Completed by classroom teacher during fall conferences or within 30 days of qualifying.
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	Parent Teacher Conferences in the fall and spring Community Involvement Night
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.	Parent Teacher Conferences in the fall and spring Community Involvement Night
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.	Parent Teacher Conferences in the fall Community Involvement Night
Notification to parents of their option to request withdrawal of a student from TAG services	During initial identification meeting and each fall during parent teacher conferences

Comprehensive TAG Programs and Services	Date and/or method of Communication
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	During initial identification meeting and each fall during parent teacher conferences
Designated district or building contact to provide district-level TAG plans to families upon request	During initial identification meeting and each fall during parent teacher conferences

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	Kristy Hiers	khiers@roseburg.k12.or.us	541-440-4018
Person responsible for updating contact information annually on your district website	Chelsea Duncan	cduncan@roseburg.k12.or.us	541-677-4252

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
Person responsible for updating contact information annually on the Department	Kristy Hiers	khiers@roseburg.k12.or.us	541-440-4018
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Kristy Hiers	khiers@roseburg.k12.or.us	541-440-4018
TAG contact for Roseburg High School	Jayde Walkup	jwalkup@roseburg.k12.or.us	541-440-4132
TAG contact for Fremont Middle School	Buffie Gillespie Jason Tate	bgillespie@roseburg.k12.or.us jtate@roseburg.k12.or.us	541-440-5463 541-440-5462
TAG contact for Jo Lane Middle School	Janelle Hubbard	jhubbard@roseburg.k12.or.us	541-440-4104
TAG contact for Eastwood Elementary School	Cynthia Wicks	cwicks@roseburg.k12.or.us	541-440-5830
TAG contact for Fir Grove Elementary School	Corina VanBurger	cvanburger@roseburg.k12.or.us	541-440-6329
TAG contact for Fullerton IV Elementary School	Jennylynn Harris	jharris@roseburg.k12.or.us	541-440-6011

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
TAG contact for Green Elementary School	Heather Bolin	hbolin@roseburg.k12.or.us	541-440-4127
TAG contact for Hucrest Elementary School	Irene Noyes	inoyes@roseburg.k12.or.us	541-440-5912
TAG contact for Melrose Elementary School	Porsha Herrera Janet Parrott	pherrera@roseburg.k12.or.us jparrott@roseburg.k12.or.us	541-440-6229 541-440-6212
TAG contact for Sunnyslope Elementary School	Rebecca King	rking@roseburg.k12.or.us	541-440-4192
TAG contact for Winchester Elementary School	Grace Johnson	gjohnson@roseburg.k12.or.us	541-440-6014
TAG contact for Roseburg Virtual School	Dani Jardine	djardine@roseburg.k12.or.us	541-440-4032
TAG contact for Phoenix School	Kristy Hiers	khiers@roseburg.k12.or.us	541-440-4018

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

Appendix: Glossary



Term	Definition
Acceleration (subject)	Above grade-level standards and coursework. For example, a student who takes an advanced high school art class during middle school.
Acceleration (whole-grade)	Grade skipping. For example, a student who moves from 1st grade to 3rd grade (skips the 2nd grade).
Acceleration (standards)	Working ahead on grade-level standards (considerations include: pacing needs and demonstrated levels of mastery on certain grade-level standards). This often occurs within the grade-level course.
Advanced Placement (AP)	College-level coursework with common nationally-normed assessments. AP coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Choice Assignments	A selection of standards-based learning options/projects based on student interest and/or development that includes depth and complexity to address both motivation to learn and cognitive demand.
Cluster Grouping	TAG identified students are intentionally placed together into mixed ability classrooms. The structure of this educational practice allows students to have peer-alike time together to address both academic and social-emotional needs.
Credit by Examination	Students receive high school or college credit based on mastery of prior learning as measured through end of course examinations. District policies, assessment formats, and requirements may vary. Please check your local district policy.
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

Term	Definition
	been mastered yet.
Depth and Complexity	A general framework to assess level of rigor specific to cognitive demand. Common frameworks include Webb's Depth Of Knowledge (DOK) and Bloom's Taxonomy.
Depth of Knowledge (DOK)	A framework developed by Dr. Norman Webb to assess the level of rigor for standards, projects, assignments, and exams.
Differentiated Instruction (involving tiers of depth and complexity)	Instruction and learning options designed to reflect the needs of students specific to current learning evidence/data that fosters academic growth. Educators may differentiate content, process, product, and environment to accommodate needs of learning.
Flexible Readiness Grouping	A strategic strategy designed to group students according to best fit instructional needs and student discourse opportunities.
Formative Assessment as a Process	Intentional teaching and learning practices in the classroom used by both teachers and students. Moment-by-moment evidence of student learning and thinking is used to inform and adjust teaching and learning. Descriptive feedback, established success criteria, and clear learning goals are essential.
Independent Learning Contracts	An agreement between student and teacher that outlines individual learning opportunities and outcomes for the student. This strategy is commonly used when a student has demonstrated mastery of a unit that is currently being taught (i.e. student has already read the novel that is being taught in a particular grade level)
Instructional Plans (IPs)	Communicates instructional strategies and services of how the teacher meets the needs of <i>all</i> TAG identified students in a particular course. Typically utilized at the secondary level.
International Baccalaureate (IB)	College level coursework with common internationally-normed assessments. IB coursework alone does not meet the needs of all TAG identified students.

Term	Definition
	Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Kaplan's Icons of Depth and Complexity	Icons/tools used to provide a visual prompt that promotes thinking from various perspectives, designed to achieve in-depth learning opportunities. Often used as a schoolwide program where all teachers, classroom support staff, and students are taught how to interact with and use the icons.
Level of Learning	<p>In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning</p> <p>The student's instructional level in the curriculum and the place where the student will encounter knowledge and skills not yet learned or mastered. It is more than an advanced grade level. It involves depth and complexity in thinking.</p>
Option Schools	Students choose to attend schools in their district with learning options that best fits their academic and affective needs. Some districts have alternative school options, magnet schools, and option programs (school within a school model) specifically designed for TAG students. Not all districts provide option schools or programs in Oregon.
Oregon Administrative Rule (OAR)	Rules adopted by the State Board of Education to support statutes (ORS).
Oregon Revised Statute (ORS)	Oregon laws passed by the State Legislature.
Personal Education Plans (PEPs)	A plan developed by the teacher, TAG student, and family that outlines and communicates the programs and services received throughout the school year. Personal Education Plans are for an individual student and are more common at the elementary level.
Pull-Out Programs	Students attend specialized instruction designed for TAG students, during school

Term	Definition
	hours, at the school where the student is enrolled. Pull-out programs vary by district. Not all districts offer pull-out programs.
Rate of Learning	<p>In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning.</p> <p>Addresses the measure of the pace at which the student is successfully progressing through the curriculum after being placed at the appropriate level. A student's rate will vary depending on subject, interest, level of difficulty and point in the learning process.</p>
Scaffolding or Tiered Instruction	An instructional method that varies the level of learning (depth and complexity) of the assignment to provide all students an opportunity to engage in productive struggle and find success in academic growth.