

SCAPPOOSE SCHOOL DISTRICT TALENTED & GIFTED (TAG) HANDBOOK



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INTRODUCTION

TALENTED AND GIFTED PROGRAM REQUIREMENTS IN OREGON

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)). You may view the Scappoose School District plan [here](#).

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.

Oregon law defines Talented and Gifted students as those 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.

KEY TERMINOLOGY

The following key terms appear throughout this handbook. For additional definitions and information about terminology used herein, please consult the [glossary](#).

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.

DISTRICT POLICY AND VALUES

SCHOOL BOARD POLICIES

The Board of Education of the Scappoose School District has adopted a series of policies that govern how Talented & Gifted programs and services are provided within the District. Please use the links below to access the currently adopted Board policies.

[IGBB Talented and Gifted Program](#): This policy requires that a process for identifying students as Talented and Gifted is established, along with a plan for providing services to students identified as TAG.

[IGBBA: Identification – Talented and Gifted Students](#): This policy establishes minimum requirements for a written identification process for students.

[IGGBA-AR – Appeals Procedure for Talented and Gifted Identification and Placement](#): This policy outlines a process by which parents/guardians may appeal a decision about the TAG eligibility of a student.

[IGBBC – Talented and Gifted – Programs and Services](#): This policy requires the development of a written plan for TAG services and that programs and services be communicated to families.

[KL – Public Complaints](#): This policy prescribes the way families may lodge complaints with the district, including complaints related to TAG programs and services. The related administrative rules [KL-AR\(1\)](#) and [KL-AR\(2\)](#) further clarify these procedures.

Please Note: The Board of Education adopted revisions to these policies at its April 10, 2023 meeting. The policies are in the process of being updated on the District website at the time of publication, but you can view the drafts of the revised policies [IGBB](#), [IGBBA](#), [IGBBA-AR](#), [IGBBC](#), and [IGBBC-AR](#) using the hyperlinks provided. Policy links above will be updated as they become available.

IMPLEMENTATION OF TALENTED & GIFTED PROGRAMS AND SERVICES

DISTRICT MISSION STATEMENT

In partnership with families and the community, Scappoose School District is dedicated to cultivating students who are leaders, communicators, thinkers, principled, and caring by:

- Ensuring a safe, healthy, and supportive environment that promotes the emotional, social, and psychological wellness of each person
- Providing rigorous and innovative programs through high standards of teaching and learning
- Preparing students to demonstrate leadership, self-direction, confidence, and a strong work ethic to help guarantee a sustainable future
- Building, supporting, and retaining a caring, highly trained staff who promote creative expression and critical thinking
- Developing cultural competence while embracing diversity for all students
- Offering a variety of experiences and opportunities in and out of the classroom

PROFILE OF A GRADUATE

In 2019, the Scappoose School District formed a committee of parents, educators, and community leaders to consider the traits we seek to instill among students who graduate from our district. Out of this work emerged five character traits that are summarized in the graphic below.



DISTRICT AIMS IN PROVIDING TALENTED & GIFTED EDUCATION

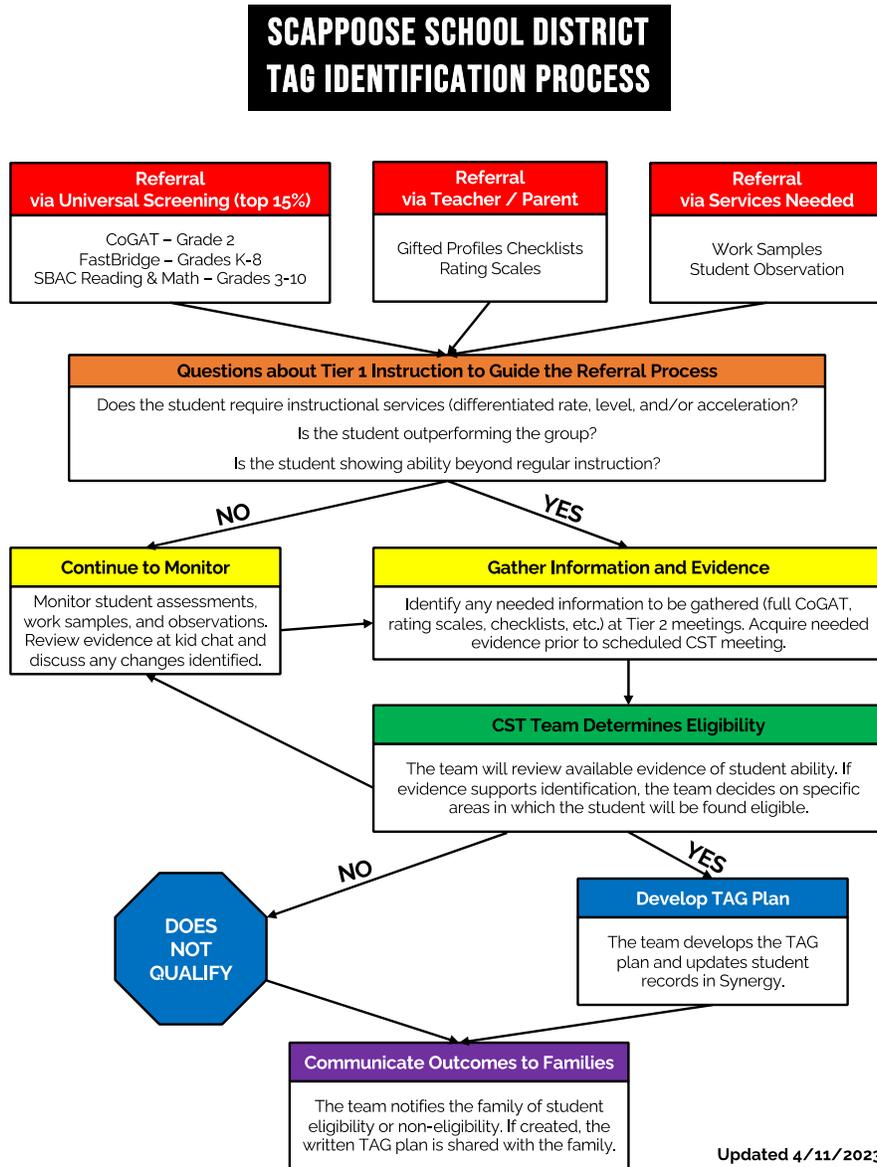
The Scappoose School District is committed to a robust educational program that includes rich and engaging educational experiences for gifted learners. Our programs and services for talented and gifted students embrace the following core values:

- Gifted learners have unique patterns of abilities and interests that classroom instruction must recognize, support, and sustain.
- Gifted learners benefit from learning alongside peers with like abilities and interests.
- Gifted learners may need additional, specialized supports that benefit their unique academic, social, and emotional needs.
- Giftedness is not defined by race, gender, or language. Programs and services must recognize, celebrate, and champion the diversity of the students we serve.

IDENTIFICATION OF TAG-ELIGIBLE STUDENTS

DISTRICT TAG IDENTIFICATION PRACTICES

The flowchart below summarizes the process used to identify students eligible for TAG services.



TAG ELIGIBILITY TEAMS

Decisions about a student's potential eligibility should be made by the teaming structures currently in place via the District's MTSS system. Persons involved in decision making about TAG eligibility should include:

- General education teachers responsible for providing instruction to the student
- School counselors
- School administrators and Deans of Students
- Building TAG Coordinators
- English Language Development teachers (as appropriate)
- Special education teachers (as appropriate)

STEP ONE: ENTRY POINTS TO EVALUATION

Students potentially eligible for TAG programs and services may begin the evaluation process based on one or more of the following criteria.

- Referral via Universal Screening: Students whose scores on universal screening measures (CogAT, Pre-ACT, FastBridge, or Smarter Balanced Reading / Math assessments) are at or above the 85th percentile should begin the process of evaluation for TAG eligibility.
- Referral via Parent or Teacher: Students who show indicators of potential eligibility using the parent checklists, teacher rating scales, etc. and are referred by the parent or teacher should begin the process of evaluation for TAG eligibility.
- Referral via Services Needed: Students whose work samples, classroom observations, etc. indicate a need for services beyond the regular tier 1 instructional program should begin the process of evaluation for TAG eligibility.

STEP TWO: REVIEW POTENTIAL REFERRAL DURING TIER 2 MEETINGS

If a student begins the process of evaluation through one of the entry points above, staff should discuss the student at the next tier 2 meeting ("kid chat" or similar meeting at the secondary level). The team should gather and review available evidence at that time and decide on next steps.

- **If data indicate a potential for eligibility exists**, the team will identify any additional information needed to progress with determination, identify person(s) responsible for gathering the information, and set a date to discuss the information at a future CST meeting.
- **If data are inconclusive or do not currently indicate a potential of eligibility exists**, the team will continue to monitor the student for evidence of eligibility and review the student at the next tier 2 meeting.

STEP THREE: GATHER EVIDENCE

Any additional information or evidence needed to support a determination of eligibility should be gathered in preparation for the CST meeting. This information gathering may include completing a full CogAT, completing checklists, rating scales, and any other items the team determines are needed. Complete and compile all needed items before the CST meeting in preparation for review. See the [resources section](#) for links to District forms.

STEP FOUR: STUDENT ELIGIBILITY DETERMINED BY CST TEAM

The team meets at the next CST meeting to review evidence gathered pertaining to the student's potential eligibility. Conversations should include, at a minimum, results from universal screening measures, nationally normed tests of intelligence, student work samples, and classroom observations from the student's teachers. (cf. [SSD Board Policy IGBBA](#)). The [preponderance of evidence tool](#) should guide the team's conversations.

- **If a preponderance of evidence reviewed by the team suggests a need for additional supports beyond Tier 1 instruction exists, the team finds the student eligible for TAG.** The team will identify the area(s) in which the student qualifies and initiate the process of developing a TAG personal education plan.
- **If a preponderance of evidence does not currently exist**, the team will continue to monitor the student for evidence of eligibility and review the student at the next tier 2 meeting. If new evidence indicates a change, the tier 2 team may refer the student for a follow up conversation at a future CST meeting.

STEP FIVE: DEVELOP PLANS AND UPDATE SYNERGY

The Building TAG Coordinator will facilitate the process of developing a personalized education plan for the newly identified TAG student. This plan should seek input from the student's teachers, school counselors, parents/guardians, and others as appropriate. The Building TAG Coordinator will also ensure that the newly identified student is identified as TAG in Synergy and work with teachers to implement the plan.

STEP SIX: COMMUNICATE OUTCOMES TO FAMILIES

The Building TAG Coordinator will notify families of the outcome of the referral process. Templates for notification of eligibility or non-eligibility are available in the [resources section](#) of this handbook.

UNIVERSAL SCREENING & INCLUSIVE CONSIDERATIONS

The District screens all students to determine potential eligibility for TAG services. The short form CogAT is administered to all students in second grade to identify potential eligibility. If a student scores at or above the 85th percentile on this assessment, they are automatically referred for the full CogAT to establish their eligibility. Smarter Balanced scores in reading and math are also monitored annually. Students who demonstrate success on this assessment may also be referred for further evaluation.

Staff review benchmarking assessments in reading, math, and social emotional learning three times per year in grades K-8. Where data support a potential eligibility, they also may be considered for further evaluation.

PORTABILITY OF TAG IDENTIFICATION

When a student moves into the Scappoose School District with a documented TAG eligibility from another district, the Building TAG Coordinator will complete a file review to determine if evidence presented supports the identification of the student within our District.

- **If the evidence supports identification**, begin implementing the plan on a provisional basis pending confirmation of the student's educational team at the next tier 2 meeting.
- **If the evidence is inconclusive or does not justify identification**, the student enters the Scappoose eligibility process at step three (gather evidence). The Building TAG Coordinator, teachers, and/or other staff will identify evidence needed, then review the new evidence at a future CST meeting.

If a student is determined to be eligible in Scappoose, the Building TAG Coordinator should schedule an opportunity to review the existing TAG plan and establish a Scappoose TAG plan. This review should include the family, the teachers implementing the plan, and other persons as appropriate.

INSTRUCTIONAL SERVICES AND APPROACHES

INSTRUCTIONAL PROGRAMS AND SERVICES FOR TAG STUDENTS

Teachers within the Scappoose School District employ a variety of tools in their classrooms to support TAG students. Please see the table below for strategies and an explanation of the ways in which it is being implemented.

Instructional Program, Service, or Strategy	Evidence and Explanation
Cluster grouping	TAG students clustered with near peers in classrooms in elementary schools.
Flexible readiness grouping	Access to differentiated small group instruction within general education classrooms in Grades K-3.
Formative assessment as a process	Students experience a variety of formative assessment strategies that inform future instruction across grade levels. Examples of these strategies include, but are not limited to, personal whiteboards, exit tickets, warm up activities, and error analysis.
Subject acceleration (above grade level coursework)	Eligible TAG students in sixth grade have access to middle school math courses. Likewise, some eighth graders go to high school for math.
Dual-credit coursework	High school students have access to a variety of advanced course options. Please see the table below .
Differentiated instruction	Students K-12 will receive instruction that is differentiated to their appropriate rate and level of learning across all content areas.

DUAL CREDIT COURSE OFFERINGS

A variety of Advanced Placement (AP) and Dual Credit courses are provided to students at Scappoose High School. The current course offerings are summarized in the table below.

SHS COURSE	HS CREDIT	COLLEGE EQUIVALENT	COLLEGE CREDIT
Econ 202	0.5 credits	OIT - Econ 202	4 credits
Communications 111 (pairs w/ Writing 122)	0.5 credits	WOU - Communication 111	4 credits
Drone Fire Fighting	TBD	PCC - TBD	TBD
History	1.0 credits	OIT - History 201, 202, 203	9 credits
Human Physiology	1.0 credits	OIT - Bio 200 and Bio 109	4 credits
Manufacturing Tech II	.5 credits	PCC - WLD 111	4 credits
Math 111	.5 credits	OIT - Math 111	4 credits
Math 112	.5 credits	OIT - Math 112	4 credits
Math 251	.5 credits	OIT - Math 251	4 credits
Spanish 3	1.0 credits	WOU - SPAN 101, 102	8 credits
Statistics	1.0 credits	OIT - Math 243	4 credits
Theatre	1.0 credits	WOU - Theatre 110	3 credits
Writing 121	1.0 credits	WOU - Writing 121	4 credits
Writing 122 (pairs w/ Comm 111)	.5 credits	WOU - Writing 122	4 credits

TEACHER'S KNOWLEDGE OF STUDENTS IN CLASS

All students currently identified as TAG are marked with an icon through our student information system (Synergy) so staff are aware of this qualification. Additionally, each building TAG coordinator reviews student eligibility with teachers annually.

A team consisting of the parents/guardians, teachers assigned to the student, the building TAG coordinator, the student (if appropriate), English language development staff, special education teachers, and any other personnel deemed appropriate will review and adjust personal education plans for each TAG student annually to ensure all staff are

knowledgeable of and able to contribute to the provision of appropriate services for each TAG student.

INSTRUCTIONAL PLANS FOR TAG STUDENTS

When a student is found eligible for TAG services and families consent to the provision of those services, a customized TAG plan will be developed. Plans should be completed related to all the courses in which a student is enrolled. Templates and resources for these plans are available in the [Resources section](#) of this handbook.

TAG ENRICHMENT OPPORTUNITIES

In addition to instruction provided according to a student's personalized educational plan in each class, the following TAG enrichment opportunities are available to students in each school.

GRANT WATTS ELEMENTARY & WARREN ELEMENTARY (GRADES K-3)

Additional enrichment opportunities historically included monthly activities supported by retired teachers such as science, math, and literature related projects. We are investigating funding opportunities for near-peer project-based learning activities either in half-day format or after school.

OTTO PETERSEN ELEMENTARY (GRADES 4-6)

Students identified as TAG are supported in the classroom as needed. Teachers work with families to develop TAG plans for the year, which includes evaluating the student's current rate and level of learning in all academic areas. Using this information, teachers then decide on what types of program services would be beneficial to the learner. These include, but are not limited to differentiated instruction/curriculum, flexible/ability grouping, cross-grade grouping, compacted curriculum, grade skipping, concurrent enrollment, independent study, and/or tiered lessons. The TAG coordinator provides support or materials to teachers on request. Leadership and extended learning opportunities are also offered monthly by the coordinator to students identified as TAG and their near peers.

SCAPPOOSE MIDDLE SCHOOL (GRADES 7-8)

Students are primarily supported in classrooms via their established TAG plans. We are investigating funding possibilities for additional enrichment activities.

SCAPPOOSE HIGH SCHOOL (GRADES 9-12)

Current TAG enrichment opportunities for students at Scappoose High School include:

- Field trips
- Essay Writing Workshops
- College & Career Events
 - College Visits
 - Career Spotlights
 - College Essay Workshop
 - Resume Builder Activity
- Dual Credit Courses
- Dual Credit Support Program
- Dual Credit Student/Parent Presentation
- J and MJ Term Courses

PLAN FOR CONTINUOUS IMPROVEMENT

DISTRICT GOALS FOR TAG PROGRAMS

The District has established three goals related to the continuous improvement of TAG services. These goals are described below, including the associated tasks, timelines, and how success will be measured.

**Goal #1: By the end of the 2023-2024 school year,
the District will establish and implement consistent procedures
for identifying students who qualify for Talented and Gifted supports.**

Tasks to Accomplish the Goal	Implementation Timeline	How will progress be measured?	How will success be measured?
Task 1: Establish and document procedures for universal screening.	Summer 2023	Regular meetings scheduled throughout spring 2023 to discuss progress	<ul style="list-style-type: none"> • Handbook • Board policy revisions • Training materials developed
Task 2: Implement screening and monitor effectiveness	<p>Universal screening for students in second grade will be completed in March 2024</p> <p>Screening of other students will occur as determined by Building TAG Coordinator</p>	Results of universal screening	<p>Data from universal screening results triggers a full CogAT to determine eligibility. Completion of the full assessment demonstrates completion.</p> <p>Eligibility determined for students and TAG plans developed</p>
Task 3: Establish procedures for gaining parent and staff input about student ability	Spring/Summer 2023	Checklists for discussion normed to student group (see examples from other districts)	Checklists prepared and ready for use beginning fall 2023

Task 4: Develop local norms for student groups to support consistent identification.	Fall 2023	TAG team reviews the local norms tool and begins using it to determine local norms Coordinate with CogAT provider to ensure local norms are calculated whenever possible	Local norms tool is used as part of our regular practice in making eligibility determinations
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Goal #2: By the end of the 2023-2024 school year, the District will develop and implement robust programming for students identified as TAG appropriate to their needed rate and level of instruction.

Tasks to Accomplish the Goal	Implementation Timeline	How will progress be measured?	How will success be measured?
Task 1: All students in TAG will have an updated plan that is developed on identification, then reviewed annually at fall conferences.	Update template spring 2023 Training fall 2023 Plans in place by November 9-10, 2023	Template completed Training materials Plans prepared	Completed plans exist for all students in TAG. Review is documented at fall conferences.
Task 2: Refine a catalog of instructional services available/provided to students in TAG across all grade levels.	Update matrix spring 2023 Training 2023 Include in parent communication documentation	Matrix Training materials	Services are documented in handbook and communicated to stakeholders via website, coordinators, conferences, etc.

Task 3: Itemize services available in each building	Spring 2023	Building TAG coordinators review and itemize available services in each school	A catalog of available services and enrichment opportunities for each building is recorded in the District TAG Handbook
Task 4: Develop a library of resources and strategies for teachers to support the provision of extension and challenging activities appropriate to student's rate and level.	Spring of 2024	Access is provided to all staff to a library of resources	Teachers access and use the available resources in providing instruction appropriate to rate and level. TAG programs continue to be expanded.

Goal #3: By the end of the 2023-2024 school year, the District will develop and implement a plan for communicating plans for TAG services to stakeholders.

Tasks to Accomplish the Goal	Implementation Timeline	How will progress be measured?	How will success be measured?
Task 1: Develop materials for training staff in TAG policy and procedures at fall 2023 inservice, mentor & induction, and an annual refresher course	See right	Materials created spring 2023	Training implemented at fall inservice 2023

Task 2: Develop resources to inform parents of available services and district programs for talented and gifted students.	Spring 2024	<ul style="list-style-type: none"> • Brochure • Video(s) • Parent checklists • Giftedness profiles infographic • Information posted to websites 	Completion of these tools and accessibility of materials
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PROFESSIONAL DEVELOPMENT PLAN

IDENTIFICATION

Training on procedures related to TAG identification, state requirements, and related information is provided according to the plan below.

Who	What	Provided by	When?
Staff responsible for TAG identification within the District <ul style="list-style-type: none"> • Whitney Hessong, Director of Student Services • Rebekah Michael, Administrative Assistant • Bryan Wilkins, MTSS Coach 	Required statewide training	Oregon Department of Education	February 14, 2023
Licensed educators responsible for identification in each building <ul style="list-style-type: none"> • Tami McDonald (Grant Watts Elementary) • Kelly Cassell (Warren Elementary) • Laycee Kinsman (Otto Petersen Elementary) • Paula Gayman (Scappoose Middle School) • Aarin Pinkstaff (Scappoose High School) 	Required statewide training	Oregon Department of Education	February 14, 2023
Staff trained in previous years	<i>Not provided at this time (all relevant staff attended training listed above)</i>		

CLASSROOM SUPPORTS FOR TAG STUDENTS

In addition to training on identification procedures and requirements provided to District and building TAG leadership, the following training will be provided to educators responsible for providing services to TAG students.

Who	What	Provided by	When?
Licensed staff (district-wide)	PD around TAG requirements	TAG Coordinators	Fall Inservice 2023
Licensed staff (in buildings)	TAG programs and services training specific to each school	Building TAG Coordinators	October 15, 2023
Licensed staff who teach ELA/Math	Training surrounding TAG enrichment and integration possibilities in the new curriculum adoptions	TBD based on curriculum currently in adoption process	TBD

FAMILY ENGAGEMENT

WHAT SERVICES ARE OFFERED FOR TAG STUDENTS?

Parents are welcome to refer their child for services designed for students identified as talented and gifted. Students whose test scores, work samples, classroom observations, giftedness profiles, and related information indicate that a student would benefit from customized services appropriate to their rate and level of are identified as TAG students. With parent input, individual plans are made to adjust the rate and level of the student's instruction to meet his or her specific needs.

If you think your child may qualify for TAG services, and want information about the referral and identification process, please contact your school's [TAG Coordinator](#).

WHAT EVIDENCE IS USED TO DETERMINE WHETHER MY CHILD IS ELIGIBLE FOR TAG?

Students in Grades K-8 complete assessments of progress toward grade level standards in reading, math, and social emotional learning three times per year. School teams meet regularly to review data, adjust instructional planning, and identify students who may need additional support or enrichment to thrive.

All students in Grade 2 complete the Cognitive Abilities Test (CogAT) to determine potential eligibility for Talented and Gifted Programs. Where CogAT screening data, benchmark assessments, and/or classroom work indicate the student may be eligible, the student will be referred for a more in-depth version of the CogAT to support a final determination. Teachers and families may request formal testing in other grade levels as well by contacting the school [TAG Coordinator](#).

Other information like parent rating scales, classroom observations, work samples, etc. all contribute to the body of evidence we review in determining if a student is eligible for TAG. If the majority of this evidence suggests eligibility, we determine a student is eligible and begin developing a TAG plan.

WHERE CAN I FIND INFORMATION ABOUT TAG PROGRAMS?

Families are encouraged to review the District TAG Handbook for detailed information about programs and services offered to TAG students. A parent brochure and summary video are currently under development and will be linked here upon completion.

Programs and enrichment opportunities available to TAG students may vary by building. Please see the information above about [TAG enrichment activities](#). Families are encouraged

to contact their child's teachers or building [TAG Coordinators](#) with questions and requests for information.

HOW CAN FAMILIES PROVIDE INPUT ON TAG PROGRAMS AND SERVICES?

As the District refines TAG programming in response to recent changes in state requirements, TAG plan development meetings will be scheduled in Spring 2023. TAG families also can share feedback via the TAG survey sent annually to parents/guardians each spring. In addition to these options, families are welcome to contact building [TAG coordinators](#) with questions and program feedback at any time throughout the school year.

WHAT INFORMATIONAL EVENTS AND RESOURCES EXIST FOR FAMILIES TO LEARN MORE?

General information about the TAG programs offered within the District is available via this handbook, the family brochure, and the informational video. These resources are available on the District website at www.scappoosek12.org.

Information specific to programs and services within each school is available at registration, back to school night events and fall and spring conferences. Resources and information will be posted to each school's website. Families may also seek information from building [TAG Coordinators](#), school administrators, and their child's teachers.

HOW CAN I FILE A COMPLAINT ABOUT TAG SERVICES OR WITHDRAW MY CHILD FROM PARTICIPATION IN THOSE SERVICES?

Families with concerns about programs and services provided for TAG students are encouraged to contact their child's teachers and building TAG coordinators to resolve these concerns informally. Where those efforts are not satisfactory, families may also pursue remediation through the [District's complaint procedure](#) and/or the applicable [board policies](#).

Families have a right to withdraw their child from participation in TAG programs and services at any time by contacting their child's teachers and/or the building [TAG Coordinator](#).

CONTACT INFORMATION

BUILDING TAG COORDINATORS

Families with questions are encouraged to contact their child's teacher(s) and/or the building TAG coordinators listed below.

Building	TAG Coordinator	Email Address	Phone Number
Grant Watts Elementary (K-3)	Tami McDonald	tmcdonald@scappoose.k12.or.us	(971) 200-8002
Warren Elementary (K-3)	Kelly Cassell	kcassell@scappoose.k12.or.us	(503) 397-2959
Otto Petersen Elementary (4-6)	Laycee Kinsman	lkinsman@scappoose.k12.or.us	(971) 200-8003
Scappoose Middle School (7-8)	Paula Gayman	pgayman@scappoose.k12.or.us	(971) 200-8004
Scappoose High School (9-12)	Aarin Pinkstaff	apinkstaff@scappoose.k12.or.us	(971) 200-8005

DISTRICT TAG CONTACTS

Role	Name	Email Address	Phone Number
District TAG Coordinator / Administrator	Whitney Hessong, Director of Student Services	whessong@scappoose.k12.or.us	(971) 200-8000
	Rebekah Michel, Administrative Assistant	rmichel@scappoose.k12.or.us	(971) 200-8000
District MTSS Coach	Bryan Wilkins	bwilkins@scappoose.k12.or.us	(971) 200-8003

RESOURCES & REFERENCES

CHECKLISTS & ELIGIBILITY FORMS

[TAG Consent to Evaluate \(English\)](#): Use this form to get consent to evaluate a student for TAG using the CogAT or other assessment measure.

[TAG Consent to Evaluate \(Spanish\)](#): Use this form to get consent to evaluate a student for TAG using the CogAT or other assessment measure.

[TAG Parent Input, Grades K-3 \(English\)](#): Use this form for parents/guardians of students in Grades K-3 to give input on a student's potential eligibility.

[TAG Parent Input, Grades K-3 \(Spanish\)](#): Use this form for parents/guardians of students in Grades K-3 to give input on a student's potential eligibility.

[TAG Parent Input, Grades 4-6 \(English\)](#): Use this form for parents/guardians of students in Grades 4-6 to give input on a student's potential eligibility.

[TAG Parent Input, Grades 4-6 \(Spanish\)](#): Use this form for parents/guardians of students in Grades 4-6 to give input on a student's potential eligibility.

[Preponderance of Evidence Tool](#): Use this form when meeting to determine a student's eligibility for TAG.

SAMPLE PARENT NOTIFICATION RESOURCES

Parent Notice of Eligibility (English): *coming soon*

Parent Notice of Eligibility (Spanish): *coming soon*

Parent Notice of Non-Eligibility (English): *coming soon*

Parent Notice of Non-Eligibility (Spanish): *coming soon*

TAG INSTRUCTIONAL PLANS

[District TAG Plan Template](#): This template should be completed by staff who teach the student and reviewed with families annually.

TAG INFORMATIONAL RESOURCES

[TAG Flowchart](#): This document provides a visual representation of our process for determining student eligibility for TAG services.

WEBSITE LINKS

[Oregon Association for Talented and Gifted](#): This website provides information about Talented and Gifted programs and requirements in Oregon, as well as resources and opportunities for TAG students and their families.

SUGGESTING READING

List forthcoming in a future update

GLOSSARY

Acceleration (of a subject)

Above grade-level standards and coursework. For example, a student who takes an advanced high school art class during middle school.

Acceleration (of a whole grade)

Grade skipping. For example, a student who moves from first grade to third grade (skipping the second grade).

Acceleration (of 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.

Child Study Team (CST)

This team is charged with monitoring the individual progress and interventions for students needing additional support to reach academic, behavioral, and social-emotional goals.

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 / 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 and depth of 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., the student has already read the novel that is being taught in a particular grade level)

Instructional Plans

A document that communicates instructional strategies and services of how the teacher meets the needs of all 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. 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.

Options 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 Statutes (ORS)

Oregon laws passed by the State Legislature

Personal Education Plans (also known as TAG Education Plans)

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.

Rate of Learning

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.

Rate of Learning 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.

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.