



# TAG-A003-TALENTED AND GIFTED IDENTIFICATION

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## ADMINISTRATIVE POLICY

### TALENTED AND GIFTED (TAG)

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#### SUMMARY

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.

#### INSTRUCTION

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, 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;
  - c. Students who are culturally and/or linguistically diverse;
  - d. Students experiencing poverty; and
  - e. Students experiencing high mobility.
4. Incorporate assessments, tools and procedures that will inform the development of an appropriate plan of instruction for students who are identified as TAG.
5. 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.

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 parent/guardian of the services available to their student and provide an opportunity for parent/guardian 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. Parent/Guardian may request the withdrawal of their student from TAG at any time.

Complaints regarding Talented and Gifted services can be filed in accordance with the [District Complaint Policy](#).

**ASSOCIATED DOCUMENTS**

- TAG-P001
- ADM-A005
- ADM-P008

**APPROVAL AUTHORITY**

- Cabinet

**REVISION HISTORY**

- 04/17/2023 – Approved by Cabinet
- 09/08/2023 – Updated formatting and layout to meet accessibility standards