

# Gresham Barlow 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



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. Gresham School District Policies

Policies with Links	Description
<a href="#">Talented and Gifted Program</a> <a href="#">Talented and Gifted - Programs and Services**</a>	Board Policy - Talented and Gifted Programs and Services Administrative Rules
<a href="#">Talented and Gifted Students - Identification**</a>	Board Policy – Identification

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

- A district plan is written for each identified student.
- Written plans identify programs or services needed beyond those normally offered by the regular school program.
- Written plans address programs and services to be provided to accommodate rate, level, and acceleration.
- The district is committed to an educational program that recognizes, identifies, and serves the unique needs of talented and gifted students.
- Teachers accommodate identified TAG students through differentiation and classroom accommodations that meet student’s needs for level, rate, and acceleration.

**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><b>TAG Identification Process Overview</b>  <i>Aligned to OAR <a href="#">581-022-2325 (1)</a></i></p>	<p><a href="#">GBSD TAG Identification Process</a></p> <p>A universal screening is completed in 2<sup>nd</sup> Grade. In addition a student can be referred at any grade level. Quantitative and qualitative data are is collected and used to determine preponderance of evidence for TAG identification.</p>

<b>Identification Practices (OAR 581-022-2500)</b>	<b>Evidence and Explanation of Identification Practices</b>
<p><b>Multiple modes and methods of data collection used in the identification process.</b> <i>Aligned to OAR <a href="#">581-022-2325 (2)(b)(c)</a></i></p>	<p>A variety of the following modes and methods are used in the identification process.</p> <ul style="list-style-type: none"> <li>Parent Checklist</li> <li>Parent Interview</li> <li>Teacher Checklist</li> <li>Teacher Interview</li> <li>Characteristics of Gifted English Learner</li> <li>Gifted Profiles</li> <li>Test of Intellectual ability</li> <li>OSAS scores</li> <li>iReady scores</li> <li>Performance Tasks</li> <li>Work Samples</li> <li>Classroom Assessments</li> <li>Final/Semester exams</li> </ul>
<p><b>Culturally responsive practices specific to identification.</b> <i>Aligned to OAR <a href="#">581-022-2325 (1)(a), (2)(d)(A-E)</a></i></p>	<ul style="list-style-type: none"> <li>•Use building norms and begin case study for the top 10-20% of students screened in 2<sup>nd</sup> Grade of each building.</li> <li>•Translated and interpreted communication with families.</li> </ul>
<p><b>Research-based tools, instruments, or considerations utilized to equitably identify students from underrepresented populations including, but not limited to: students experiencing disabilities, students who are culturally and linguistically diverse</b></p>	<ul style="list-style-type: none"> <li>•Omit the verbal battery from assessment of ability.</li> <li>•Characteristics of Gifted English Learners.</li> <li>•High potential culturally and economically diverse learner: Teacher Rating Scale</li> </ul>
<p><b>Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices</b></p>	<ul style="list-style-type: none"> <li>•Use of building norms.</li> <li>•Gifted profiles document</li> </ul>

<b>Identification Practices (OAR 581-022-2500)</b>	<b>Evidence and Explanation of Identification Practices</b>
	<ul style="list-style-type: none"> <li>•Review demographics of students who are TAG identified to ensure representation across focal groups.</li> <li>•Use multiple criteria to nominate or identify students for gifted programming.</li> </ul>
<b>Universal Screening/Inclusive considerations</b>	<ul style="list-style-type: none"> <li>•Use building norms to identify the top 10-20% of students tested.</li> <li>•Student choice for screening and intellectual ability assessment in Spanish</li> </ul>
<b>Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection</b>	<ul style="list-style-type: none"> <li>•use of local norms.</li> <li>•Top 10-20 percent of students screened in 2<sup>nd</sup> grade.</li> </ul>
<b>Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)</b>	<ul style="list-style-type: none"> <li>•Parent checklist</li> <li>•Teacher checklist</li> <li>•Parent interview</li> <li>•Teacher interview</li> <li>•Student input or interview</li> <li>•Work samples</li> <li>•Gifted profiles</li> </ul>
<b>A tool or method for determining a threshold of when preponderance of evidence is met.</b>	<p>A team evaluates evidence using a Talented and Gifted Identification Eligibility Determination based a preponderance of evidence</p>
<b>TAG Eligibility Team</b>	<p>Parent, Classroom Teacher, building representative, district personnel, other building personnel e.g. (Counselor, Administrator, EML Specialist)</p>
<b>Documents that are included in the students' cumulative record file regarding TAG</b>	<ul style="list-style-type: none"> <li>•Talented and Gifted Identification Eligibility Determination – Preponderance of Evidence</li> <li>•Written TAG Plan</li> <li>•Parent Permission to evaluate</li> </ul>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
identification and the eligibility teams' process to determine identification	

### B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	<ul style="list-style-type: none"> <li>•All students are screened in 2<sup>nd</sup> Grade.</li> </ul>
What is the broad screening instrument and at what grade level is it administered?	<ul style="list-style-type: none"> <li>•The CogAT screener</li> </ul>
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)?	<ul style="list-style-type: none"> <li>•Local norms are used.</li> <li>•Eligibility process is initiated for top 10-20% of students assessed.</li> </ul>

### C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	Yes
Does your district accept TAG identification from other states?	Yes
Do local norms influence the decision to honor identification from other districts and states?	A written plan is developed to address the current need for accommodations for level, rate, and acceleration within the scope and sequence of the student’s new school.

## 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
Differentiation of Assignments	Grades K-12. Assignments change to meet a variety of different student needs. The content the processes and the skills, and/or the final product may be modified to stimulate higher-order, more sophisticated outcomes.
Extension Activity	Grades K-12. An activity or project that broadens the scope of the designated curriculum to provide learning opportunities so as to guarantee that the student will be operating at his/her own personal challenge level

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Acceleration	Grades K-12. Student needs are usually met and accommodated by the teacher providing a faster pace and more advanced content within the regular classroom.
Cluster Grouping	Grades K-12. Grouping by ability and interest; grouping within skill area, usually language arts or math. May be in a classroom, grade level, or cross-grade; must include acceleration and advanced extensions. May be short or long term; may be project-oriented.
Flexible Grouping	Grades K-12. After being assessed, students are matched to academic tasks by virtue of readiness, not with the assumption that all need the same spelling task, computation drill, writing assignment, etc. Movement of students among groups is common, based on readiness of given skills and growth within that skill.
Higher-order Thinking and Questioning Strategies	Grades K-12. Student responds to questions during the course of instruction that require the student to use higher-level thinking skills such as analysis, interpretation, synthesis, evaluation and creativity.
Independent Study	Grades K-12. Student may work independently with teacher guidance on a project or area of study. The teacher may assign the topic, the student may select a topic from a list of options, or the student may design his/her own project with the teacher's guidance.
Compacted Curriculum	Grades K-12. The amount of time normally required to master a subject is reduced; often a pretest to determine level of mastery is combined with significantly decreased review of fully mastered skills.

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

Name of AP Course	Schools and Grade Levels Offered
	AP courses are offered in all core content areas in our large comprehensive high schools.

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

Name of IB Course	Schools and Grade Levels Offered
Not applicable	

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

Key Questions	District Procedure
<p><b>What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?</b></p>	<p>Students are flagged in Synergy</p> <ul style="list-style-type: none"> <li>•Written plans and identification information are located in students’ files.</li> </ul>
<p><b>What procedures are in place to ensure classroom teachers K – 12 know where they can get support if needed specific to the TAG services the district offers?</b></p>	<p>Instructions are sent at the beginning of the year regarding how to access student identification notifications.</p>
<p><b>How do teachers determine rate and level needs for students in their classrooms?</b></p>	<p>Teachers create a written plan alongside the building team. Teachers have access to a support document for determining instructional differentiation.</p>

### E. Instructional Plans for TAG Students

Key Questions	District Procedure
<b>Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?</b>	A TAG plan is required for students identified as TAG in grades K-8. TAG plans for students in grades 9-12 are written upon parent request.
<b>Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?</b>	TAG identified K-5 students are required to have an instructional plan that addresses students' level and rate on a regular basis. Students in grades 9-12 are enrolled in advanced courses.
<b>How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?</b>	Families are invited to a meeting to develop the student's TAG written plan.

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

Program Elements	School Information
Not applicable	Not applicable
TAG qualifying criteria for attendance	
Number of students currently served	
Level of the population, served, such as elementary, middle, or high school students	
TAG qualifying criteria for attendance	

## G. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
	TAG accommodations and differentiation take place during daily instruction and services provided within general education.

## 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?
Professional Development for staff who are responsible for TAG identifications	ODE TAG video	November 2023	Each person who supports building identification process will complete the PD	Increase diversity in number of students identified.

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?

### B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district	Required statewide training	Oregon Department of Education	11/0422 Virtual CIAC TAG Presentation from ODE 1/25/23, Salem (in-person)
All district licensed educators who are responsible for identification	Training on Identification	District TAG Coordinator	November 2023

Who	What	Provided by	When
Staff who have already been trained in previous years (include if offered)	OPTIONAL: Refresher Identification training	District TAG Coordinator	November

### C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	Family preferred method of communication with classroom teacher e.g.(phone call, Parent Square, etc.)
Universal Screening/Testing grade levels	Parent Square
Individual and/or group testing dates	Outreach from school personnel. Permission slips signed by parents.
Explanation of TAG programs and services available to identified students	November, in-person or virtual (parent choice) at fall. TAG plans are written or updated at parent conferences.

Comprehensive TAG Programs and Services	Date and/or method of Communication
Opportunities for families to provide input and discuss programs and services their student receives	Parent Checklist Interview Meeting
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	November In-person Parent Conferences
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	November In-person Parent Conferences
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.	TAG identification information available through counseling offices.
TAG informational events (high school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition	TAG identification information available through counseling offices.

Comprehensive TAG Programs and Services	Date and/or method of Communication
expectations from middle to high school, etc.	
Notification to parents of their option to request withdrawal of a student from TAG services	Parents are informed at the time of identification.
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	Parents are informed at the time of identification
Designated district or building contact to provide district-level TAG plans to families upon request	District TAG Coordinator

## Section 6: Contact Information

Legal reference: [ORS 343.397](#) and [OAR 581-022-2500](#)



<b>Contact Information for District and School TAG Personnel</b>	<b>Name of Contact</b>	<b>Email Address</b>	<b>Phone Number</b>
<b>District TAG Coordinator/Administrator</b>	Heidi Lasher	lasher@gresham.k12.or.us	503-261-4553
<b>Person responsible for updating contact information annually on your district website</b>	Heidi Lasher	lasher@gresham.k12.or.us	503-261-4553
<b>Person responsible for updating contact information annually on the Department</b>	Heidi Lasher	lasher@gresham.k12.or.us	503-261-4553
<b>Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)</b>	Building Personnel		

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

## Appendix: Glossary



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

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

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

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