



# Phoenix-Talent School District

## Plan for Talented and Gifted Education

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**Section 1: Introduction**



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## Section 1: Introduction

Talented and Gifted (TAG) students are an important part of every school community across Oregon. In Oregon, districts and schools must plan for how they will meet the academic and social-emotional needs of TAG students, specific to their local context, and communicate these plans to the students and families they serve.

**District-level Talented and Gifted Education Plans serve as an integral communication tool to district educators, families, and community partners.** Districts are required to submit their TAG plans to the Oregon Department of Education (ODE) every year, provide copies upon request to schools within their district, and post a copy on their district website. (OAR [581-022-2500](#) (2)(a)(A))

Oregon laws that govern Talented and Gifted Education include both Oregon Revised Statutes (Oregon laws passed by the State Legislature, abbreviated as ORS) and Oregon Administrative Rules (requirements that are adopted by the State Board of Education to support Oregon Revised Statutes, abbreviated as OAR). Statutes provide legal definitions and broad guidelines specific to gifted education. The Oregon Administrative Rules outline the specific requirements districts implement to meet the minimum standards for identification, parents rights, and programs and services. Specific statutes and OARs are referenced throughout this TAG plan.

### ***Key Terminology***

**Talented and Gifted Students in Oregon:** Students who require special educational programs or services, or both, beyond those normally provided by the regular school program, in order to realize their contribution to self and society. These are students who demonstrate outstanding ability or potential in one or more of the following areas:

- (a) General intellectual ability (often referred to as, Intellectually Gifted).
- (b) Academic ability (often referred to as, Academically Talented) in one or more academic areas (including, but not limited to: reading, mathematics, science, and social science).
- (c) Creative ability in using original or nontraditional methods in thinking and producing.

- (d) Leadership ability in motivating the performance of others either in educational or noneducational settings.
- (e) Ability in the visual or performing arts, such as dance, music or art.

**Oregon Revised Statutes (ORS):** Oregon laws passed by the State Legislature.

**Oregon Administrative Rules (OAR):** Rules adopted by the State Board of Education to support statutes (ORS).

**Rate of Learning:** The pace at which the student is successfully progressing through instructional materials and experiences after being placed at the appropriate level. A student's rate will vary depending on subject, interest, level of difficulty and point in the learning process.

**Level of Learning:** The instructional level where the student will encounter new knowledge and skills. It involves depth and complexity in thinking.

**Historical reference of District TAG Plans:** House Bill (HB) 2180 (2011) and Senate Bill 486 (2021).

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## 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

[Talented and Gifted Program Overview](#)

[Talented and Gifted Program Services](#)

[Talented and Gifted Identification Process](#)

[Talented and Gifted Complaint Process and Form](#)

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

#### ***Mission***

The Phoenix-Talent School District is dedicated to supporting the learning needs of each individual student. We strive to create and implement appropriate program opportunities to support, motivate, and challenge Talented and Gifted students. By providing such quality academic services, the Phoenix-Talent School District is working to raise its TAG students to their full potential.

#### ***Philosophy***

The Phoenix-Talent School District is committed to identifying and providing for the unique intellectual, social, emotional, and career needs of Talented and Gifted (TAG) students.

It is our goal to provide appropriate educational programs and services through instructional, curricular, and administrative modifications to create educational opportunities for TAG students that will maximize their individual potential.

We believe that Talented and Gifted students exist in all racial, ethnic, and socioeconomic groups across gender, and we are committed to identifying them and providing appropriate services.

## 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>                      Aligned to OAR <a href="#">581-022-2325 (1)</a></p>	<p><b><u>Initial Screening/Child Find</u></b></p> <ul style="list-style-type: none"> <li>● At a minimum of three times per school year each school will conduct a screening for students to be considered for possible TAG identification. This often will be done by a MTSS or EBISS team, but each school can conduct its own process to meet this requirement.</li> <li>● All students who meet one or more of the below criteria will be referred to the building TAG team for consideration for TAG identification:                             <ul style="list-style-type: none"> <li>○ Scoring in the 90<sup>th</sup>ile or above on the math or language arts portion of the Smarter Balanced Assessment from the previous school year for students in grades 4-9;</li> <li>○ Scoring more than 1 grade level above the student’s current grade level on the i-Ready end-of-year diagnostic assessment for students in grades 1-9;</li> <li>○ Improving by more than 1 language level on the annual ELPA (English Language Performance Assessment) assessment;</li> <li>○ If a student’s teacher(s) feel the student is performing at an exceptional level in one or more subjects in their class for students in grades K-12;</li> <li>○ If a parent requests that their student be evaluated for potential TAG identification for students in grades K-12.</li> </ul> </li> </ul>

<b>Identification Practices (OAR 581-022-2500)</b>	<b>Evidence and Explanation of Identification Practices</b>
	<p><b><u>Review Process</u></b></p> <ul style="list-style-type: none"> <li>● The building TAG coordinator will send home a <a href="#">Parent Consent to Evaluate</a> form to all students referred for consideration.</li> <li>● Teachers will be asked to complete the <a href="#">Teacher Observation Form</a> and the <a href="#">TAG Behavior Form</a> and families will be asked to complete the <a href="#">Parent Observation Form</a> in advance of the identification meeting.</li> <li>● The building TAG team will meet to review evidence to determine if a student is demonstrating an outstanding ability or potential in one or more of the following areas: <ul style="list-style-type: none"> <li>○ General intellectual ability as commonly measured by measures of intelligence and aptitude.</li> <li>○ Unusual academic ability in one or more academic areas.</li> <li>○ Creative ability in using original or nontraditional methods in thinking and producing.</li> <li>○ Leadership ability in motivating the performance of others either in educational or noneducational settings.</li> </ul> </li> <li>● At least two pieces of information are required to make a determination.</li> <li>● No single piece of information can be considered “disqualifying.”</li> <li>● The TAG team will use the <a href="#">Preponderance of Evidence</a> form to determine whether or not a student qualifies for TAG services.</li> </ul> <p><b><u>Following Review Process</u></b></p> <ul style="list-style-type: none"> <li>● If the TAG team determines the student <b><i>does</i></b> qualify for TAG services: <ul style="list-style-type: none"> <li>○ The TAG representative/principal completes the <a href="#">TAG ID</a> form and will send a copy of the TAG ID form to the district TAG coordinator.</li> <li>○ The District TAG coordinator will confirm TAG identification.</li> <li>○ The TAG representative/principal will send a <a href="#">letter</a> home to the parents notifying them of the programs and services available and of their right to refuse services, create a TAG folder for the student’s CUM file, and notify the student’s teacher(s) and facilitate the writing of a <a href="#">Personalized Education Plan</a> (PEP).</li> </ul> </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>○ The TAG representative/principal will create an electronic copy of the PEP in the district’s student information system, place a hard copy of the PEP in the student’s CUM file, distribute copies to appropriate staff members, and appropriately flag the new identification in the district’s student information system.</li> <li>● If the TAG team determines that the student <b><i>does not</i></b> qualify for TAG services the TAG coordinator will notify the family with a <a href="#">letter</a>. The family may: <ul style="list-style-type: none"> <li>○ Accept the determination.</li> <li>○ Use the informal appeal process at their child’s school, followed by</li> <li>○ Using the formal appeal process at the district level.</li> </ul> </li> </ul>
<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>Some sources of data to evaluate during the identification process include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● SBAC Scores</li> <li>● Nationally normed test in reading or math</li> <li>● Intelligence Test</li> <li>● Nomination form</li> <li>● Observation forms—parents, teachers</li> <li>● Portfolio evidence</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>	<p>Our special education staff are trained annually on identifying the characteristics of twice exceptional students to aid in the TAG referral process for students experiencing disabilities. Additionally, we have several practices in place to minimize or eliminate potential bias and discrimination against underrepresented populations listed below.</p>
<p><b>Research-based tools, instruments, or considerations utilized to equitably identify students from underrepresented populations including, but not limited to: students</b></p>	<p>For Spanish-speaking students:</p> <ul style="list-style-type: none"> <li>● We use the STAMP (STAndards-based Measurement of Proficiency) assessment for all Spanish-speakers in 3rd, 5th, 8th, and 10th grades to test for exceptionalities in their native language</li> <li>● We use IDEL (Indicadores Dinámicos del Éxito en la Lectura) at the K-2nd grades to assess reading/language ability in Spanish</li> </ul>

<b>Identification Practices (OAR 581-022-2500)</b>	<b>Evidence and Explanation of Identification Practices</b>
<b>experiencing disabilities, students who are culturally and linguistically diverse</b>	<ul style="list-style-type: none"> <li>● We use the ELPA (English Language Proficiency Assessment) to determine if any students have exceptional language acquisition ability</li> </ul> <p>For Students Experiencing Disabilities:</p> <ul style="list-style-type: none"> <li>● We use non-verbal intelligence assessments for students referred for exceptionalities</li> </ul>
<b>Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices</b>	<p>We utilize universal screening tools and practices to ensure that all students are considered for TAG placement, and we use the methods above to aid in avoiding inadvertent exclusion of some students based on their membership in protected or historically underrepresented groups.</p>
<b>Universal Screening/Inclusive considerations</b>	<p>All students are screened using a combination of Smarter Balanced assessments and iReady diagnostic assessments. Accommodations are provided in the areas of Spanish language translations and side-by-side presentations to support language needs. There are also accommodations to support needs in the area of Braille, large print, and other inclusive considerations to allow all students to have their true abilities reflected on the screening tools.</p>
<b>Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection</b>	<p>With respect to our universal screeners, the district uses national norms associated with the Smarter Balanced assessments. Regarding iReady diagnostics we refer to both local and national norms for screening purposes. All other intelligence tests use national norms in both screening and identification usages.</p>
<b>Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)</b>	<p>The district uses teacher, parent, and student checklists and protocols in the identification process. Classroom performance and observational data are also considered.</p>
<b>A tool or method for determining a threshold of when preponderance of evidence is met.</b>	<p>The district uses the <a href="#">“Preponderance of the Evidence”</a> form referenced above in the TAG Identification Process Overview section of this document.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
<b>TAG Eligibility Team</b>	Each school in the district has a TAG Eligibility Team that is composed of, at a minimum, the principal or assistant principal, a special education teacher, and the building TAG coordinator.
<b>Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification</b>	<ul style="list-style-type: none"> <li>● Smarter Balanced English Language Arts and Math Scores</li> <li>● iReady Diagnostic scores in reading and/or mathematics</li> <li>● Intelligence Test Results (if applicable)</li> <li>● Nomination Forms</li> <li>● Observation Forms from Teachers and Parents</li> <li>● Portfolio Evidence</li> <li>● Pupil Education Plan</li> </ul>

### B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
<b>Is a universal screening instrument used at a specific grade level?</b>	<ul style="list-style-type: none"> <li>● IReady Diagnostic assessments in reading and math are used as a universal screener for all students in K-8th grade.</li> </ul>
<b>What is the broad screening instrument and at what grade level is it administered?</b>	<ul style="list-style-type: none"> <li>● Smarter Balanced test results are used as a broad screener for students in 4th-9th grade in the areas of reading and math.</li> </ul>
<b>How is the screener used in the identification process (i.e. what percentile threshold, if any, is used to initiate the eligibility process; and</b>	<ul style="list-style-type: none"> <li>● Scoring in the 90th percentile or above on the math or language arts portion of the Smarter Balanced Assessment from the previous school year for students in grades 4-9. This percentile cut score has been lowered from the traditional score of 97th percentile to the 90th in order to promote eligibility.</li> </ul>

Key Questions	District Procedure
how are percentiles used to promote, rather than extinguish, eligibility)?	<ul style="list-style-type: none"> <li>Scoring more than 1 grade level above the student’s current grade level on the i-Ready end-of-year diagnostic assessment for students in grades 1-9.</li> </ul>

### C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	Phoenix-Talent Schools accept TAG identification from other Oregon school districts.
Does your district accept TAG identification from other states?	Phoenix-Talent Schools accept TAG identification from out-of-state school districts.
Do local norms influence the decision to honor identification from other districts and states?	Local norms do not influence the District’s decision to honor identification from other districts and states.

## 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	Schoolwide cluster grouping in grades 1 - 5 when possible (all elementary campuses)
Differentiated Instruction involving tiers of depth and complexity	6-8 (language arts, math and social science,) and 9-12 (math, language arts, and science courses) all middle and high school campuses. Teacher training in Universal Designs for Learning (UDL).
Subject Acceleration	Primarily this occurs in mathematics across the grade levels. However, there are some honors courses and other opportunities in the area of language arts at the middle and high school levels. "Walk to Read" and "Walk to Math" opportunities available to accelerate elementary students in core subject areas with upper grade levels.
Advanced Placement (AP) with differentiation of instruction based on learning evidence	See table below for list of courses offered

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

Name of AP Course	Schools and Grade Levels Offered
AP American Government	Phoenix High School - Grades 11-12
AP Environmental Science	Phoenix High School - Grades 11-12
AP European History	Phoenix High School - Grades 11-12

Name of AP Course	Schools and Grade Levels Offered
AP Language and Composition	Phoenix High School - Grades 11-12
AP Literature and Composition	Phoenix High School - Grades 11-12
AP Macroeconomics	Phoenix High School - Grades 11-12
AP Spanish	Phoenix High School - Grades 11-12
AP US History	Phoenix High School - Grades 11-12
AP Art	Phoenix High School - Grades 11-12

**C. International Baccalaureate (IB) Course Offerings - 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>	<ul style="list-style-type: none"> <li>● All TAG Students are flagged in the student information system, PowerSchool.</li> <li>● Grades K-12: Each building has a TAG Coordinator with access to all TAG student records for the building. In September, the TAG Coordinator in each building notifies teachers in all grades of previously identified TAG students.</li> <li>● As students transfer into buildings over the course of the year, the TAG Coordinator will notify teachers of TAG status of incoming students. If documentation of TAG status is found within the cumulative folder, status will be noted through the file review.</li> </ul>

Key Questions	District Procedure
<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>Each school has an Instructional Coach assigned to the school. Each school also has a TAG Coordinator that is known to the teachers and support staff.</p>
<p><b>How do teachers determine rate and level needs for students in their classrooms?</b></p>	<p>This is an ongoing, year-long process and all teachers are required to use formative and summative assessments throughout the year to monitor the rate and level needs for all students in their classrooms. At the elementary level all teachers use common formative assessments to gauge students’ growth in the pre-defined power standards for each quarter. At the secondary level, subject department teams collaborate on similar common formative assessments.</p>

### E. Instructional Plans for TAG Students

Key Questions	District Procedure
<p><b>Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?</b></p>	<p>Personal Education Plans are required for students at all grade levels who have been identified as Talented and Gifted and whose parents have agreed to accept services.</p>
<p><b>Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?</b></p>	<p>All teachers are required to prepare and use Instructional Plans/Lesson Plans.</p>
<p><b>How are families notified regarding the opportunity to discuss the PEP or IP designed for their student’s learning?</b></p>	<p>All PEP plans are reviewed and updated annually during November, typically during family conference time. Parents are invited to attend the annual PEP meetings in advance by each building’s TAG coordinator.</p>

**F. Option/Alternative Schools Designed for TAG Identified Students - Not Applicable**

**G. TAG Enrichment Opportunities**

<p><b>TAG Enrichment Opportunities</b>  <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i></p>	<p><b>Explanation of Opportunity</b></p>
<p>Academic Competitions provided by Southern Oregon University</p>	<p>Southern Oregon University (SOU) offers intercollegiate opportunities for students to participate in Academic Competitions such as Brain Bowl, Scavenger Hunt, and Mathletes. These opportunities are available for 6-12 graders to compete annually.</p>
<p>Extracurricular enrichment opportunities</p>	<p>Robot Club, Coding Club, Chess Club, and other similar opportunities varying by grade level and building, and from year to year.</p>
<p>SOU also offers Academy for one week each summer</p>	<p>SOU offers TAG students the opportunity to visit their campus and stay for one week in the dorms for a college-like experience and exploration of many high interest topics for students.</p>
<p>SOESD strives to put together TAG Enrichment Opportunities for TAG students in our region.</p>	<p>SOESD strives to put together TAG Enrichment Opportunities for TAG students in our region. Examples include Ropes Course, Day Camps, etc.</p>



## 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?
Phoenix-Talent Schools will improve equitable identification practices by implementing the newly defined screening and identification processes and improving staff knowledge of the use of local norms.	Training K-12 staff on how to recognize gifted characteristics. This would include information on how gifted characteristics may present	<p><b>Aug 2023:</b> Train all TAG building coordinators and administrators on the new TAG procedures and manual.</p> <p><b>Aug/Sept 2023:</b> Train K-12 staff on</p>	Completion of staff training with verified attendance.	Compare identification data from prior years, looking for increases in: * Identified students from traditionally underrepresented groups.

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>Additionally, we will improve staff knowledge of gifted characteristics.</p>	<p>differently in twice exceptional students or in English Learners.</p> <p>Training all TAG staff in the district on the new procedures and forms that will be used under the new laws and programs in the state and the district.</p>	<p>recognizing gifted characteristics and the referral process.</p> <p><b>January 2024:</b> Review training on ELPA and iReady screener requirements for TAG identification purposes with relevant personnel.</p>		<p>* Referred students from traditionally underrepresented groups.</p> <p>* Overall increase in the percentage of TAG-identified students in the district.</p>
<p>Phoenix-Talent Schools will improve engagement with families regarding the district's TAG identification and services.</p>	<p>TAG one page flier will be made available to all parents in both English and Spanish at school-based informational nights.</p>	<p>Informational meetings held in September and May</p> <p>Video program completed and published to website and social media</p>	<p>Fliers and videos are completed and deployed on the target dates.</p>	<p>Track number of parent referrals as a proxy for success of information and engagement programs as compared to previous year.</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?
	District communication specialist will create and publish an informational video on our TAG program aimed at families.	pages by January		Number of video downloads from district website and associated social media accounts.
Phoenix-Talent Schools will implement a full inventory of all TAG services currently being offered to students and explore additional future pathways for students.	Meeting of District Tag Coordinator and building-level coordinators to create a list of all current services via PEP reviews and anecdotal evidence  Collect recommendations for new courses, programs of study, or	Meeting will occur in December.  Survey will be distributed in January.	Verified attendance at Coordinator meeting.  Responses to online survey of district staff members.	The creation of a complete and up-to-date listing of all current TAG services being offered across the district.  Identification by the TAG coordinators of additional courses or pathways in which TAG students can

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?
	instructional methods to improve TAG services via meetings and surveys of staff members			participate.

**B. Professional Development Plan: Identification**

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district: Administrator of Magnet Programs, Assessment, and Evaluation	Required statewide training	Oregon Department of Education, Angela Allen	November 2023, via Zoom

Who	What	Provided by	When
All district licensed educators who are responsible for identification	Training on Identification	Aaron Santi Tiffanie Lambert	August 2023, and January 2024, in-person trainings
Building TAG coordinators	Training on service options, design of PEP plans, and recording of TAG information in school information system and other locations	Aaron Santi Tiffanie Lambert	August 2023, in-person training

### C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	Letters will be mailed home to receive consent to assess for eligibility and explain the identification process for any students who are referred for eligibility assessment. This will occur within 4 weeks of the TAG school-based team meetings (generally in October, February, and June).
Universal Screening/Testing grade levels	Smarter Balanced Assessments/Grades 3-8 & 11 iReady Math and Language Arts Diagnostics/Grades K-8
Individual and/or group testing dates	SBAC - April/May

Comprehensive TAG Programs and Services	Date and/or method of Communication
	iReady - Sept., Jan., May
Explanation of TAG programs and services available to identified students	As students are identified, this is explained to TAG students. Additional TAG options will be shared with TAG families through each school's TAG Coordinator.
Opportunities for families to provide input and discuss programs and services their student receives	At Family Conferences during November (week of Thanksgiving). Anytime Family or Student requests a meeting.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	At Family Conferences during November (week of Thanksgiving). Anytime Family or Student requests a meeting. Viewable on the District website.
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	A one page informational flier summarizing TAG services in the district is made available to parents in both English and Spanish at Back-to-School Family night in September each year.
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.	A one page informational flyer summarizing TAG services in the district is made available to parents in both English and Spanish at Back-to-School Family night in September each year. It is also made available at 5th grade family night in May. The school TAG coordinator makes contact with each TAG family in the first six weeks of school when students transition into 6th grade.

Comprehensive TAG Programs and Services	Date and/or method of Communication
TAG informational events (high school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition expectations from middle to high school, etc.	A one page informational flyer summarizing TAG services in the district is made available to parents in both English and Spanish at Back-to-School Family night in September each year. It is also made available at 8th grade family night in May. The school TAG coordinator makes contact with each TAG family in the first six weeks of school when students transition into 9th grade.
Notification to parents of their option to request withdrawal of a student from TAG services	Upon notification by a parent/guardian that they wish to withdraw a student from TAG services, the building TAG coordinator will provide them with the <a href="#">TAG Declination of Services Form</a> . Once that form is filed with the school, it will be noted in the student information system and services will be terminated. The district will stand ready to reinstate services at the request of the parent/guardian.
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	When a student has been evaluated for TAG identification and found not to meet the criteria, the family will receive a <a href="#">letter</a> explaining this decision and explaining the process for appealing this decision through the complaint process. For students who are currently TAG identified, families who would like to file a complaint will be directed to the district's <a href="#">TAG Complaint Form</a> . This will be explained when a student is identified as a TAG student and at each subsequent PEP meeting.

Comprehensive TAG Programs and Services	Date and/or method of Communication
Designated district or building contact to provide district-level TAG plans to families upon request	Each building has a designated TAG coordinator who can provide the district TAG plan to families upon request. It is also available on the district website.

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## 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	Aaron Santi	aaron.santi@phoenix.k12.or.us	541-897-5107

<b>Contact Information for District and School TAG Personnel</b>	<b>Name of Contact</b>	<b>Email Address</b>	<b>Phone Number</b>
<b>Person responsible for updating contact information annually on your district website</b>	Allan Quiros	allan.quiros@phoenix.k12.or.us	541-535-1511
<b>Person responsible for updating contact information annually on the Department</b>	Brent Barry	brent.barry@phoenix.k12.or.us	541-535-1511
<b>Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)</b>	Aaron Santi	aaron.santi@phoenix.k12.or.us	541-897-5107
<b>TAG contact for Phoenix High School</b>	Michelle Carlson	michelle.carlson@phoenix.k12.or.us	541-535-1526
<b>TAG contact for Talent Middle School</b>	Tera Dean	tera.dean@phoenix.k12.or.us	541-535-1552
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## 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

Term	Definition
	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.
<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</a> (DOK) and Bloom's Taxonomy.
<a href="#"><u>Depth of Knowledge (DOK)</u></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

Term	Definition
	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.
<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>	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

Term	Definition
	<p>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>	<p>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.</p>
<b>Oregon Administrative Rule (OAR)</b>	<p>Rules adopted by the State Board of Education to support statutes (ORS).</p>
<b>Oregon Revised Statute (ORS)</b>	<p>Oregon laws passed by the State Legislature.</p>
<b>Personal Education Plans (PEPs)</b>	<p>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.</p>
<b>Pull-Out Programs</b>	<p>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.</p>
<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</p>

Term	Definition
	process.
<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.