

# Salem-Keizer Public Schools

## Plan for Talented and Gifted Education

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**Section 1: Introduction**



**Section 2:  
School District Policy on the  
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**Section 3: Identification of  
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**Section 4: Instructional  
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### Appendix: Glossary

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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

Policy Reference	Description
<a href="#">TAG-A002</a>	District Policy on Talented & Gifted Education
<a href="#">TAG-A003</a>	District Policy on Talented & Gifted Identification
<a href="#">TAG-P001</a>	District Policy on Talented & Gifted Identification Process

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

Salem-Keizer Talented and Gifted (TAG) Mission & Vision:

The mission of Talented and Gifted Services within Salem-Keizer Public Schools is to recognize, identify and provide instructional services that serve the unique strengths and needs of students identified as talented and gifted.

Our vision is to recognize the diversity of the students we serve. We believe that giftedness exists in all racial, ethnic, and socioeconomic groups across all genders, and it is our goal to provide appropriate instructional services to create educational opportunities for all students, including those identified as talented and gifted.

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## 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

<b>Identification Practices (OAR 581-022-2500)</b>	<b>Evidence and Explanation of Identification Practices</b>
<p><b>TAG Identification Process Overview</b>  <i>Aligned to OAR <a href="#">581-022-2325 (1)</a></i></p>	<p>In order to serve TAG students in grades K-12, the TAG Services staff and school teams follow an identification process that encompasses differing types of opportunities for identification as outlined in policy TAG-P001.</p> <p>Salem-Keizer School District groups students together based on grade levels into nomination windows for consideration of individual TAG testing requests. Nomination windows are available on our <a href="#">district website</a> and while a student can be referred for TAG consideration at any time through the <a href="#">Referral Form</a>, nominations received outside of a nomination window may result in the student being placed on a watch list for consideration during the next open nomination window for their grade level.</p> <p>Referral can be parent/teacher/staff or student self-referral.</p>
<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>Various standardized assessments are used depending on identification type, including but not limited to:</p> <ul style="list-style-type: none"> <li>● Oregon Statewide Assessment System (OSAS)</li> <li>● Wechsler Intelligence Scale for Children - 5th Edition (WISC-V)</li> <li>● Woodcock-Johnson IV (WJ-IV)</li> <li>● Kaufman Assessment Battery for Children - 2nd Edition (KABC-II)</li> <li>● Bateria - 4th Edition</li> <li>● Naglieri General Ability Test - (NGAT) for universal screening at selected grade level(s).</li> </ul>

<b>Identification Practices (OAR 581-022-2500)</b>	<b>Evidence and Explanation of Identification Practices</b>
	<p>The district uses a Consideration/Nomination/Identification approach. As part of initial review the following tools may be looked at as indicators during the consideration process to determine if testing is appropriate:</p> <ul style="list-style-type: none"> <li>● ReadyGen (K-5)</li> <li>● iReady Math Diagnostic (K-8th)</li> <li>● iReady ELA (Middle School)</li> <li>● STAR</li> </ul> <p>The district uses specific “Profile Identifiers” designed to capture qualitative data input from teachers, or other staff members with knowledge of the student. In addition to this each building has a TAG team comprised of staff members with differing levels of responsibility which will also convene to discuss, review, and decide about a student identification for TAG. As part of this decisioning process profile identifiers, classroom work samples, Frasier’s Traits, Aptitudes and Behavior Scale (TABs) and portfolios supporting the student may be discussed.</p> <p>In addition, parent input may be requested to complete a detailed referral form as part of the consideration.</p>
<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>The district recognizes the importance of diversity in the approach to TAG identification. We currently offer home correspondence in multiple languages, testing that requires no specific language to administer (nonverbal), Universal Screeners designed to be administered without language barriers, and the use of TABs to help to see giftedness in all children including those who are culturally diverse.</p>
<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>	<p>In order to equitably identify students from all populations the district uses the following tools and/or methods to assist in identification practices:</p> <ul style="list-style-type: none"> <li>● Universal Screener at specific grade level(s)</li> <li>● Frasier’s Traits, Aptitudes and Behavior Scale (TABs)</li> <li>● Woodcock Johnson Bateria</li> <li>● NonVerbal testing</li> </ul>

<b>Identification Practices (OAR 581-022-2500)</b>	<b>Evidence and Explanation of Identification Practices</b>
<b>Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices</b>	<p>The district requires each school (exceptions may exist for contracted charters) to assign a TAG Advocate. The primary responsibility of the TAG Advocate is to guide identification practices and support of their building staff, with guidance provided from the district TAG office.</p> <p>Each school maintains a team of individuals within their building (the TAG team) which may include additional staff dependent upon the student that is being reviewed. This presents an opportunity for a diverse building TAG team, which helps to minimize bias in decision and review. Additionally, test results are not readily available to the TAG team to support the decision process for TAG students. This allows for a more comprehensive understanding of the student, fostering discussion around the student and not a reliance on just a test score.</p> <p>The TAG office also utilizes local control within the district which allows for norming of certain testing results specific to screeners and/or OSAS scores which minimizes bias in assessment and identification.</p>
<b>Universal Screening/Inclusive considerations</b>	<p>The district currently administers a nationally recognized Universal Screener at specific grade level(s) to <i>all</i> elementary schools.</p> <p>Students that obtain a score based on local norming <i>by feeder high school</i> at a percentile greater than or equal to 93<sup>rd</sup> percentile are reviewed for initial consideration for identification.</p> <p>The district utilizes a process outlined within Administrative Policy TAG-P001, which includes discussion, review, reflection and ultimate decision making for universal screener results. The processes are inclusive of consideration for identification at or above the 93<sup>rd</sup> percentile (based on local norms) as well as teacher input, TAG team discussions and decisions. Screener results that may be at or below the 93<sup>rd</sup> percentile are used to create opportunity for additional eligibility for future testing.</p>



<b>Identification Practices (OAR 581-022-2500)</b>	<b>Evidence and Explanation of Identification Practices</b>
<b>Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection</b>	<p>Grade Levels K-1:</p> <ul style="list-style-type: none"> <li>● Kaufman Assessment Battery for Children (KABC)</li> <li>● Woodcock Johnson IV</li> <li>● Bateria - 4th edition</li> <li>● Naglieri General Ability Test (NGAT)</li> </ul> <p>Grade Level 2:</p> <ul style="list-style-type: none"> <li>● *Naglieri General Ability Test (NGAT)</li> <li>● Woodcock Johnson IV</li> </ul> <p>Grade Levels 3-12:</p> <ul style="list-style-type: none"> <li>● Wechsler Intelligence Scale for Children V (WISC V)</li> <li>● Woodcock Johnson IV</li> <li>● Bateria - 4th edition</li> <li>● *OSAS</li> </ul> <p>National norms are used for tests administered individually by the TAG Office. *NGAT in a group setting and OSAS scores with local norms .</p>
<b>Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)</b>	<p><a href="#">TAG Referral Online Form</a> Submissions (Internal or External use, Parent/Staff)  TABs guide observations/documentation (Internal use)  IQ Profile Identifier (Internal use)  Math Profile Identifier (Internal use)  Reading Profile Identifier (Internal use)</p> <p>Classroom:</p> <ul style="list-style-type: none"> <li>● Performance</li> <li>● Observations</li> <li>● Work examples</li> <li>● Exit tickets (shown understanding of lesson)</li> <li>● Formative and Summative Assessments</li> </ul>

<b>Identification Practices (OAR 581-022-2500)</b>	<b>Evidence and Explanation of Identification Practices</b>
<b>A tool or method for determining a threshold of when preponderance of evidence is met.</b>	<p>The district utilizes tools along with the experience of the TAG teams in each location to support evidence gathering and determination. Each student being reviewed by the TAG team has at a minimum a completed Profile Identifier (IQ, Reading, and/or Math) which supports a system that allows the TAG team to discuss and determine if the preponderance of evidence is met so as to not limit identification through a predetermined system, be it a numbering or rating scale.</p>
<b>TAG Eligibility Team</b>	<p>TAG Identification is determined by each school's TAG Team, made up of teachers, administrators, the building TAG Advocate and other staff as needed (i.e., classroom teachers may be asked to attend).</p>
<b>Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification</b>	<p>All students who are considered for identification and reviewed by the TAG team receive a green TAG folder that will remain in the student's cumulative file.</p> <p>Documents in the file <i>may</i> include:</p> <ul style="list-style-type: none"> <li>● State testing history</li> <li>● Intellectual and/or academic testing results</li> <li>● Universal Screener results/scores</li> <li>● Student profile (at time of recommendation)</li> <li>● Referral forms and teacher/parent input submitted as part of consideration and/or gathering preponderance of evidence</li> <li>● Profile identifiers</li> <li>● Samples of home correspondence</li> <li>● Notes regarding TAG team meeting(s)</li> <li>● Evidence which supports TAG team discussions/decisions</li> </ul>

## B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
<p><b>Is a universal screening instrument used at a specific grade level?</b></p>	<p>The district currently administers a nationally recognized Universal Screener at specific grade level(s) to <i>all</i> elementary schools.</p>
<p><b>What is the broad screening instrument and at what grade level is it administered?</b></p>	<p>The district is using the Naglieri General Ability Test - (NGAT).</p>
<p><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 how are percentiles used to promote, rather than extinguish, eligibility)?</b></p>	<p>The district currently administers a nationally recognized Universal Screener at specific grade level(s) to <i>all</i> elementary schools.</p> <p>Students that obtain a score based on local norming <i>by feeder high school</i> at a percentile greater than or equal to 93 are reviewed for initial consideration for identification. Students that obtain a score based in the 99<sup>th</sup> percentile (nationally) will be Fast Tracked and automatically identified as Talented and Gifted.</p> <p>The district utilizes a process outlined within Administrative Policy TAG-P001, which includes discussion, review, reflection and ultimate decision making for universal screener results. The processes are inclusive of consideration for identification at or above the 93<sup>rd</sup> percentile (based on local norms) as well as teacher input, TAG team discussions and decisions. Screener results that may be at or below the 93<sup>rd</sup> percentile are used to create opportunity for additional eligibility for future testing.</p>

### C. Portability of TAG Identification

Key Questions	District Policy and Practices
<b>Does your district accept TAG identification from other districts in Oregon?</b>	A student’s cumulative file is reviewed to determine eligibility based on district identification guidelines following Administrative Policy TAG-P001.
<b>Does your district accept TAG identification from other states?</b>	A student’s cumulative file is reviewed to determine eligibility based on district identification guidelines following Administrative Policy TAG-P001.
<b>Do local norms influence the decision to honor identification from other districts and states?</b>	A student’s cumulative file is reviewed to determine eligibility based on district identification guidelines following Administrative Policy TAG-P001.

## 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
Advanced Placement (AP) with differentiation of instruction based on learning evidence	See table below for list of courses offered
International Baccalaureate (IB) with differentiation based on learning evidence	See table below for list of courses offered
Secondary “Options”	High school level academic extension options. Available to all students. Information is

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
	available on our <a href="#">public website</a> .
Double-Promotion (whole-grade acceleration)	Information regarding double-promotion is available in policies INS-P021, INS-W006, INS-F036. Available upon request.
Flexible Grouping based on pre-assessment data	As a service model, this is based on teacher discretion. Grade level teams meet to discuss this and other strategies during their planning times.
Higher Level/Critical Thinking	As a service model, this is based on teacher discretion at all grade levels and content areas.
Cluster Grouping	Schoolwide cluster grouping <i>when possible</i> at all grade levels.
Scaffolding or Tiered Instruction	As a service model, this is based on teacher discretion at all grade levels and content areas.
Subject acceleration	Content area acceleration specific to Math.

## B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered*					
	McKay High School	McNary High School	North Salem High School	South Salem High School	Sprague High School	West Salem High School
Art History		11-12		Course offerings are currently not available at this location	10-12	
Biology		11-12			11-12	11-12
Calculus AB	11-12	11-12	11-12		11-12	11-12
Chemistry		12			11-12	11-12
Computer Science & Principles			10-12		9-12	
Computer Science A						10-12
English Language & Composition	11	12			11	11-12
English Literature & Composition	12	11-12			12	11-12
Environmental Science	11-12				11-12	10-12
European History					10-12	12
German		11-12				
Human Geography	9	10-12	9-12		9-12	
Microeconomics		11-12				

Name of AP Course	Schools and Grade Levels Offered*					
	McKay High School	McNary High School	North Salem High School	South Salem High School	Sprague High School	West Salem High School
Music Theory		11-12		Course offerings are currently not available at this location		
Physics I	11-12	11-12			10-12	
Physics II						
Psychology	11-12	10-12			11-12	
Seminar						10-12
Spanish Language	11-12	11-12	11-12		11-12 (2023-24)	11-12 (9th dual language)
Spanish Literature	11-12		11-12			12 (11th dual language)
Statistics	10-12		10-12		10-12	10-12
Studio Art					9-12	11-12
U.S. Government & Politics		10-12	10-12		10-12	10-12
U.S. History	11-12	11-12			11-12	11-12
World History	10-12	10-12				

\*EDGE Online High School does not currently offer AP classes

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

Name of IB Course	Schools and Grade Levels Offered <sup>1</sup>	
	North Salem High School	South Salem High School
<b>Group 1: Language and Literature</b>		
English A Literature <sup>2</sup> HL		11-12
English A Language & Literature <sup>2</sup> SL/HL	11-12	
<b>Group 2: Language Acquisition</b>		
Spanish I <sup>2</sup> SL/HL	11-12	11-12
French <sup>2</sup> SL/HL	11-12	11-12
German <sup>2</sup> SL/HL		11-12
<b>Group 3: Individuals &amp; Societies</b>		
History	11-12 <sup>2</sup> SL	11-12 <sup>2</sup> HL
Business Management <sup>2</sup> SL		11-12
Economics <sup>2</sup> SL		12
Psychology	11-12 <sup>2</sup> SL	11-12 <sup>2</sup> SL/HL
World Religions <sup>2</sup> SL	11-12	



Name of IB Course	Schools and Grade Levels Offered <sup>1</sup>	
	North Salem High School	South Salem High School
<b>Group 4: Sciences</b>		
Biology <sup>2</sup> HL		11-12
Chemistry <sup>2</sup> SL/HL		11-12
Physics I <sup>2</sup> SL/HL	11-12	11-12
Sports, Exercise, & Health Science		11-12
Environmental Systems <sup>2</sup> SL		11-12
Food Science & Nutrition <sup>2</sup> SL		11-12
<b>Group 5: Mathematics</b>		
Mathematics Analysis <sup>2</sup> SL/HL		11-12
Mathematics Applications <sup>2</sup> SL	11-12	11-12
<b>Group 6: Arts</b>		
Theater <sup>2</sup> SL	11-12	11-12
Music <sup>2</sup> SL/HL		11-12
Visual Arts <sup>2</sup> SL/HL	11-12	11-12
<b>IB Diploma Core</b>		

Name of IB Course	Schools and Grade Levels Offered <sup>1</sup>	
	North Salem High School	South Salem High School
Theory of Knowledge	11-12	11-12

<sup>1</sup>IB Courses are currently offered at South Salem and North Salem High Schools only <sup>2</sup>SL: Standard Level HL: Higher Level

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

Key Questions	District Procedure
<b>What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?</b>	TAG students are identified in the student management system (Synergy) by a TAG icon available on the seating chart used for attendance within each teacher’s classroom. Each school's TAG Advocate is expected to communicate information about TAG students to classroom teachers.
<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>	District staff responsible for TAG must complete the annual mandatory TAG law training, which includes contact information for the district TAG office.  Additionally, teachers have access to an internal support website that provides them tools and offerings which help to enhance their understanding of TAG Services.
<b>How do teachers determine rate and level needs for students in their classrooms?</b>	Teachers administer various pre-assessment formats (quickwrites, discussions, interest surveys, diagnostic assessments, traditional pre-tests, etc.) at the beginning of new content. Formative (ongoing, informative) assessments are used to adjust rate and level as needed based on student performance and demonstrated need.

### 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>	The district does not require individual plans. While individual TAG plans are not required, parents/guardians are encouraged to provide feedback or obtain information directly from their student’s teach or by utilizing the TAG Input Form available on our <a href="#">district website</a> .
<b>Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?</b>	Grade Level Instructional Plans are required in grades K-5.  At the secondary level, each course syllabus has a statement about how TAG Services may be administered in the classroom.
<b>How are families notified regarding the opportunity to discuss the PEP or IP designed for their student’s learning?</b>	Information is communicated as part of the notification of identification, conferences, communication from the district office and on the district TAG website.

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

Not applicable

### G. TAG Enrichment Opportunities

<b>TAG Enrichment Opportunities</b> <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	<b>Explanation of Opportunity</b>
Building-based TAG enrichment opportunities	Each building determines what they may offer and varies by school site. This may include

<b>TAG Enrichment Opportunities</b> <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	<b>Explanation of Opportunity</b>
	various opportunities in clubs or school organizations dependent upon the school and/or grade level. The TAG Office collaborates with schools when necessary to provide ideas for opportunities.

## Section 5: Plan for Continuous Improvement



### A. District Goals

<b>Goal Statement</b>	<b>What special programs or services will be provided to accomplish the goals?</b>	<b>Implementation Timeline</b>	<b>How will progress be measured?</b>	<b>How will success be measured?</b>
To improve equitable access to TAG identification through the use of a universal screener at all elementary schools and incorporating the use of local norms by applying them to the results by feeder high school.	Train the Trainers (TAG Advocates) professional development session(s) specific to the universal screener and the use of local norms for identification for services.  Correspondence sent to all elementary	Trainings: October - November  Correspondence sent home in October  Information added	Train the Trainer courses completed and documented.  Completion of universal screener attestation by all staff members responsible for administration.	TAG Advocate and staff survey to gather feedback.  Examine identification data and how it compares to the year prior.

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>parents/guardians in their home language highlighting information about the universal screener.</p> <p>Information about the universal screener provided on the district website.</p>	<p>to district website by October</p> <p>Administration of the universal screener November through December</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?
<p>To build and enhance parent/guardian understanding about TAG in the district.</p>	<p>Correspondence to all families about the district TAG website.</p> <p>Correspondence specific to TAG identified families regarding TAG.</p> <p>TAG Advocate presentation/materials</p>	<p>Early Fall</p>	<p>Increased volume of nominations.</p> <p>Increased understanding of what giftedness might look like as evidenced by parent narrative on referrals.</p>	<p>Examine nomination volume compared to prior year.</p> <p>Examine any parent feedback received regarding TAG compared to prior 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?
	for families about TAG.			

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>Strengthen staff understanding of gifted characteristics to support equitable identification as well as how to support gifted students in the classroom.</p>	<p>Inclusion of what giftedness looks like and a link to the internal TAG website that contains additional resources in the district mandatory training.</p> <p>Course offerings for TAG Advocates specific to what giftedness looks like (a deeper dive), as well as instructional strategies that challenge TAG students to go beyond basic understandings and move into deeper levels of understanding.</p>	<p>September - October</p> <p>Fall - Spring</p>	<p>Staff completion of mandatory training</p> <p>Completion of the course(s) with TAG advocates</p>	<p>Examine identification and teacher nomination data and how it compares to the year prior</p> <p>TAG Advocate and staff survey to gather feedback</p>

**B. Professional Development Plan: Identification**

Who	What	Provided by	When
TAG Program Associate	Required statewide training	Oregon Department of Education	October January
All district licensed educators who are responsible for identification (TAG Advocates)	Training(s) on Identification	TAG Services Office	August – September, In-person trainings and online courses.

### C. Family Engagement

**Home Language Correspondence:**

The district provides communication sent home to families in up to 5 languages based on language preferences contained in Synergy. The district provides communication sent home in English, Spanish, Russian, Chuukese and Marshallese.

Additional language translations are available on our district TAG website.

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	The district maintains information on their public website specific to TAG regarding processes, opportunities and timeframes. Direct connection with the district TAG office exists through web-based forms, or direct email connection to a dedicated mailbox which allows families to request information surrounding TAG.



Comprehensive TAG Programs and Services	Date and/or method of Communication
Universal Screening/Testing grade levels	The district sends electronic notifications to all selected grade families regarding universal screener information prior to testing occurring. The correspondence is provided in multiple languages based on a student's communication language request in Synergy.
Individual and/or group testing dates	<p>A signed parent request is required for individual assessments. This request is sent home through email and/or U.S. Mail to parents/guardians. The testing date is scheduled with the school's office manager by a test administrator from the TAG Services Office.</p> <p>Date ranges are provided for testing using universal screener in a group setting.</p>
Explanation of TAG programs and services available to identified students	<p>Elementary families are provided a written TAG grade level instructional plan after notification of identification.</p> <p>All secondary families are provided information contained on course syllabi at the beginning of each course.</p> <p>Additional information is available from the building TAG Advocate, the TAG Services Office, and the district TAG website. All TAG families receive beginning of the year electronic correspondence outlining TAG information.</p>
Opportunities for families to provide input and discuss programs and services their student receives	<p>Parents are invited to provide input directly to a student's teacher and through the district's input form on the TAG Services website.</p> <p>All TAG families receive beginning of the year electronic correspondence outlining TAG information.</p>
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	The district does not provide Personal (individual) Education Plans, but instead provides grade level plans for elementary families. Families are provided a written TAG grade level instructional plan after notification of identification.

Comprehensive TAG Programs and Services	Date and/or method of Communication
	<p>All secondary families are provided information contained on course syllabi at the beginning of each course.</p> <p>Additional information is available from the building TAG Advocate, the TAG Services Office, and the district TAG website. All TAG families receive beginning of the year electronic correspondence outlining TAG information.</p>
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	Each building TAG Advocate determines what they may offer and varies by school site. This may include informational documents, Parent-teacher conference, TAG Information on the public website, Beginning of Year Correspondence.
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.	Each building TAG Advocate determines what they may offer and varies by school site. This may include informational documents, Parent-teacher conference, TAG Information on the public website, Beginning of Year Correspondence.
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.	Each building TAG Advocate determines what they may offer and varies by school site. This may include informational documents, Parent-teacher conference, TAG Information on the public website, Beginning of Year Correspondence.

Comprehensive TAG Programs and Services	Date and/or method of Communication
Notification to parents of their option to request withdrawal of a student from TAG services	Parents/Guardians are notified as part of the initial consent for testing (for tests administered in an individual setting) of their right to opt-out of identification. Parents/Guardians are also made aware of their right to opt-out of TAG identification within the identification notification that is sent home when a student is identified.
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	Information is available on the public facing district TAG Services website.
Designated district or building contact to provide district-level TAG plans to families upon request	<p>Each school has a building TAG Advocate who can answer questions and direct families to the TAG Services office (if necessary), for additional information.</p> <p>Each identification notification that is sent home includes contact information of the school's TAG Advocate.</p>

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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	Sydney Laughlin	Laughlin_sydney@salkeiz.k12.or.us	503-399-3076

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
Person responsible for updating contact information annually on your district website	Kevin Gallaher	<a href="mailto:gallaher_kevin@salkeiz.k12.or.us">gallaher_kevin@salkeiz.k12.or.us</a>	503-399-3076
Person responsible for updating contact information annually on the Department	Kevin Gallaher	<a href="mailto:gallaher_kevin@salkeiz.k12.or.us">gallaher_kevin@salkeiz.k12.or.us</a>	503-399-3076
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Kevin Gallaher	<a href="mailto:gallaher_kevin@salkeiz.k12.or.us">gallaher_kevin@salkeiz.k12.or.us</a>	503-399-3076
<p>Each school site has a TAG Advocate on staff.  <a href="#">Follow the link contained here to identify the TAG Advocate for each school.</a></p>			

## 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-like 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</a> (DOK) 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.