



# North Santiam School District Plan for Talented and Gifted Education

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**Section 1: Introduction**



**Section 2:  
School District Policy on the  
Education of Talented and  
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**Section 3: Identification of  
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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 for 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 the 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. Local School Board Policies

**NSSD Board Policy:**

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

### North Santiam School Districts TAG Program's Goal

The North Santiam School District (NSSD) strives to meet the needs of all learners by fostering all to reach their full potential. We believe that TAG students' needs require a flexible range of support options to support the unique needs of a TAG learner. In NSSD, the classroom teacher is the primary instructor of TAG students. To meet the unique needs of TAG learners each building forms a wrap-around team to identify and select the service options to best meet the student's identified needs.

The North Santiam School District values its diverse community of learners. It is the goal of the Talented and Gifted Program that our TAG population is representative of the general district population. The district has determined that it is not identifying students at a percentage that is commensurate with the district's overall size and demographics. To improve this, the district has expanded the qualification threshold from the top 3%-5% to students scoring in the top 10% on local and state norms. Additionally, the TAG Coordinators will train teachers annually at each building on the identification processes and will expand to include both national and local norms for identification.

The goal of North Santiam School District's TAG program is to increase the district's equity of identification of students to be more representative of the district's general population and to increase the confidence of the staff to understand the identification procedures with the new shifts in TAG identification in Oregon. This will be done through systematic identification procedures, teacher professional development, and a review of demographic data. The district will also continue to use multiple measures rather than a single, standardized measure as this is what the research on the identification of Talented and Gifted students supports and is aligned with the guidance from the Oregon Department of Education. Implementation/Timeline of goals and staff professional development can be found in Section 5. To ensure that progress is being made to reach the district goal, the district TAG coordinator will implement the following protocols:

- Monitor demographic data up to 3x a year
- Coordinate and plan professional development for district staff

- Communicate with parents – Parents are collaborated with yearly during annual reviews, and as needed with teachers. The district encourages an open line of communication with the families to ensure we are supporting the needs of our TAG students.

The TAG program aims to identify, respond to, and serve the diverse needs of students identified as Talented and Gifted students. Collaboration between the parents and teachers enhances the possibilities for differentiated curriculum and instruction in the student's areas of interest and strengths. To this end, we have outlined some essential roles:

## Roles and Responsibilities:

### Parent/Family/Caregiver Role

- May initiate the TAG identification process on behalf of the student.
- Provides information about the student's development and interest.
- Gives input into the selection of appropriate programs and services for the student.
- Communicates with the student's teacher(s).
- Attends parent/teacher conferences.
- Supports school efforts at home.

### General Education Teacher(s) Role

- May initiate the TAG identification process on behalf of a potentially gifted student.
- Be aware of TAG students' characteristics and learning needs. Develops instructional accommodations/adaptations/modifications and communicates with parents, the student, and other teachers.
- Assesses rate and level of learning in different content areas.
- Uses curriculum and other strategies to meet rate and level of learning.
- Implements the student's individualized written TAG Plan
- Participate in the annual review (and any revisions) of the student's TAG plan.

### Building TAG Coordinators' Role

- May initiate the TAG identification process on behalf of a student.
- Coordinates the identification effort within the building.
- Manages student TAG records.
- Communicate with parents as needed during the identification process.
- Acts as a liaison for administration, staff, parents, and students.
- Keeps the principal and staff informed of school-based team decisions.
- Acts as an advocate for the TAG student.

### District TAG Administrator

- May initiate the TAG identification process on behalf of a student.
- Coordinates the implementation of TAG services within the District.
- Coordinates student TAG records at the District level.
- Communicate with parents, as requested, regarding the identification/eligibility process and/or services.
- Acts as a liaison for administration, staff, parents and students.
- Keeps Principals and Building TAG coordinators informed of ODE TAG updates.
- Attends ODE TAG Training and educational offerings in order to inform District processes; implements appropriate changes within the District in accordance with updated OARs, ORS, and ODE guidance/policy/ies.

## 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
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<p><b>TAG Identification Process Overview</b>  <i>Aligned to OAR <a href="#">581-022-2325 (1)</a></i></p>	<p><a href="#">NSSD TAG Webpage</a></p> <ol style="list-style-type: none"> <li>1- Nomination form completed by parent or teacher</li> <li>2- Parent permission to screen for TAG</li> <li>3- Testing and evaluation/ review of evidence and data</li> <li>4- Preponderance of Evidence completed</li> <li>5- Meeting notice sent to parents/guardians</li> <li>6- Meeting Agenda</li> <li>7- Eligibility Determination / Preponderance of Evidence completed and reviewed at meeting.</li> <li>8- Consent for services (if eligible)</li> <li>9- TAG instructional plan created</li> <li>10- Parent rights provided</li> <li>11- Plan distributed/tracked to teachers</li> <li>12- TAG plan updated annually</li> </ol>
<p><b>Multiple modes and methods of data collection are used in the identification process.</b>  <i>Aligned to OAR <a href="#">581-022-2325 (2)(b)(c)</a></i></p>	<p>A body of evidence is collected for students who are referred for potential TAG identification. Both quantitative and qualitative data are collected to demonstrate a preponderance of evidence for a TAG determination.</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><a href="#">NSSD-Every Student Belongs Policy</a></p> <p>Our identification process always includes the review of a complete body of evidence, which includes the opportunity to collect and review qualitative data, ELPA score results, input and evidence from language and learning specialists, and to factor in primary language and other factors into consideration in the process.</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</b></p>	<p>North Santiam School District provides programs and services for children of all abilities. Our goal is to design the most effective instructional program for each student based on the student’s specific talents and needs.</p> <p><a href="#">NSSD-Every Student Belongs Policy</a></p>

<b>culturally and linguistically diverse</b>	
<b>Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices</b>	<p>Local Norms: The use of local norms as evidence in support of identification.  Multiple Sources of Data: requires the committee to review a body of evidence and make their recommendation on the preponderance of evidence, which includes input and evidence from the student, parents/family, and teacher.</p> <ul style="list-style-type: none"> <li>● Use of both national and local cohort norms</li> <li>● Use of both qualitative and quantitative measures</li> <li>● Use of multiple measures</li> <li>● Use of multiple checklists in underserved populations and gifted profiles for a robust picture of the student</li> </ul>
<b>Universal Screening/Inclusive considerations</b>	NSSD School District does not use a Universal Screener at this time. We do have trained individuals to administer the WISC-V if the team or parents feel that intellectual testing is needed.
<b>Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection</b>	<p>NSSD School District uses both national and local norms within the TAG identification data collection and identification evaluation process, including:</p> <ul style="list-style-type: none"> <li>● OSAS Smarter Balanced Assessments in Reading and Math (local)</li> <li>● Benchmark Assessments in Math and Reading (STAR reading and math, DIBELS, BAS) (local and national)</li> <li>● NSSD Standards-Based Grade-Level Common Assessments (local) <ul style="list-style-type: none"> <li>● Students performing within the top 10% of their local cohort may be identified as candidates for the TAG Identification Process.</li> </ul> </li> </ul>
<b>Qualitative data (teacher, parent, and student checklists, observational data, portfolios, classroom performance, etc.)</b>	<p>NSSD's <a href="#">Nomination and Characteristics</a>  NSSD uses both national and cohort-local norms during the identification process:</p> <ul style="list-style-type: none"> <li>● National norms: TABS (characteristics), standardized IQ tests (as needed)</li> <li>● Cohort Local Norms (10%): OSAS, STAR, WISC-V (as needed), and other curriculum-based academic measures</li> </ul>
<b>A tool or method for determining a threshold of when preponderance of evidence is met.</b>	<p>The preponderance of evidence must be considered in identification, which includes but are not limited to:</p> <ul style="list-style-type: none"> <li>● Classwork</li> <li>● Grade-level standards-based common assessments or work samples</li> <li>● Teacher Observations/Anecdotal Notes</li> <li>● Parent/Teacher/Student Observations, Interviews and Surveys</li> <li>● Writing Samples</li> </ul>

	<ul style="list-style-type: none"> <li>● State Test Scores (OSAS)</li> <li>● Benchmark Data Scores (DIBELS, STAR, BAS)</li> <li>● Nationally normed assessment scores</li> </ul>
<b>TAG Eligibility Team</b>	<p><a href="#">TAG Eligibility Team and Agenda</a></p> <p>The TAG eligibility team may vary from school to school depending upon the circumstances. At all levels, each team must consist of the building TAG coordinator, building principal, classroom teacher, and school counselor (if applicable). As requested, additional teachers, the district TAG coordinator, and a designee 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>Every student who is screened and considered in the TAG identification process has a TAG folder within their permanent cum folder that contains:</p> <p>Screening Assessment Report</p> <ul style="list-style-type: none"> <li>● Parent Letter</li> <li>● Body of Evidence Review</li> <li>● Any checklists, interviews, surveys, etc. completed by students, teachers, or parents.</li> <li>● Signed Permission to Participate</li> <li>● Copy of minutes from TAG Meeting with Parents/Teacher</li> <li>● Signed TAG Individual Plan</li> </ul> <p><a href="#">TAG Student-Notice to Teacher</a></p> <p><a href="#">TAG Instructional Plan</a></p> <p><a href="#">Nomination Form</a></p> <p><a href="#">Eligibility Meeting Notice</a></p>

## B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	N/A
What is the broad screening instrument and at what grade level is it administered?	N/A
How is the screener used in the identification	N/A

<p>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)?</p>	
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### C. Portability of TAG Identification

Key Questions	District Policy and Practices
<p><b>Does your district accept TAG identification from other districts in Oregon?</b></p>	<p>Yes. Students who come to North Santiam School District with a TAG identification from a different district or state are reviewed by the building TAG coordinator to determine if the student’s data, assessments, and behavioral information meet the criteria outlined in the NSSD Tag Identification Process. If the review of the student’s case study meets the NSSD criteria, parents are notified that the identification will be honored. If the review of the student’s case study does not meet the criteria, parents are contacted to discuss further assessment and identification options.</p>
<p><b>Does your district accept TAG identification from other states?</b></p>	<p>Yes-See above.</p>
<p><b>Do local norms influence the decision to honor identification from other districts and states?</b></p>	<p>In order to best serve our local population of students who are in need of TAG services, the identification team will review each case study independently and consider the data and artifacts within it. The same identification process for all students in the North Santiam School District will be used to evaluate students identified in other districts and states.</p>

## 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
Differentiated Core Instruction	Includes instruction, assessment, strategies, supports, or modifications: <ul style="list-style-type: none"> <li>● Instruction</li> <li>● Groupings</li> <li>● Rate/Level</li> <li>● Tiered Assignments/Projects—for depth and complexity</li> <li>● Enrichment/Exploration Opportunities</li> <li>● Learning Centers</li> <li>● Choice Boards</li> </ul>
Cluster Groupings	Grade-Wide or School-Wide cluster groupings may be provided in grades K-8.
Math Acceleration Program	The accelerated math program starts in 7th grade and continues through 12th grade.
Advanced Placement (AP) with differentiation of instruction based on learning evidence	See the table below for a list of courses offered.
Proficiency Grading	Students in grades K-12 are assessed through standards-based grading, which can include credit by proficiency, and/or curriculum differentiation/enrichment.

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

Name of AP Course	Schools and Grade Levels Offered
AP Lit	Stayton High School-Grades 9-12


\*SHS also offers a variety of honors and college credit courses for students.

Designated College Prep Courses	Credit Available	Credit Earned	Designated College Prep Courses Continued	Credit Available	Credit Earned
Honors Physics	1.0		World Languages	4.0	
Honors Global Studies	1.0		Human Body Systems	1.0	
Honors Psychology	1.0		Honors Chemistry	1.0	
Honors US History	1.0		Calculus with Trig	1.0	
Algebra II	1.0		Writing 115, 121, 122	1.0	
Honors Art	1.0		Medical Terminology	1.0	
College Algebra	1.0		Pre-approved classes taken off campus	Varies	
Honors English 1, 2, 3	3.0				
Honors Biology	1.0				
Ed 2: Teacher Cadet	0.5				

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

Name of IB Course	Schools and Grade Levels Offered
	N/A

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

Key Questions	District Procedure
What procedures are in place to ensure classroom teachers K – 12 know who the TAG-identified students are in their classrooms?	In the Fall, the TAG coordinator provides each building liaison and principal with a list of identified TAG students in their building. Building TAG liaisons and then outreach to individual

	<p>classroom teachers. Prior Personal Education Plans or TAG Instructional Plans are shared at that time as well as the area of TAG eligibility. Students are also flagged in the NSSD student data system Synergy indicating that the student has a TAG identification. This information is available to all teachers once logged into the electronic data system.</p> <p><a href="#">TAG Student-Notice to Teacher</a></p>
<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>Every district building has a site TAG liaison who works with the building’s teachers as the first line of support. TAG facilitators can connect teachers to additional support specific to TAG services by contacting the district TAG coordinator.</p>
<p><b>How do teachers determine the rate and level of needs for students in their classrooms?</b></p>	<p>Teachers determine the rate and level needs of students in their classrooms through district benchmark exams, formal and informal class assessments, discussions, etc. Teachers can also consult with their building TAG coordinators</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>Individualized PEP / TAG Instructional plans are required for students in grades K-12.</p>
<p><b>Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?</b></p>	<p>Individualized PEP plans are required for students in grades K-12.</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>For all identified TAG students, families are invited to attend fall conferences with their students. During this meeting, the student's plan is reviewed. The PEP/TAG Instructional plan is a working document that can be reviewed and revised at any time during the school</p>

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

Program Elements	School Information
NSSD Options Academy	
TAG qualifying criteria for attendance	The same identification process applies to students attending NSSD Options Academy
Number of students currently served	
Level of the population, served, such as elementary, middle, or high school students	High School 9-12

### G. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After-school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
	N/A at this time.

## Section 5: Plan for Continuous Improvement

### 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?
Continue to support teachers in providing students with differentiated instruction that fosters inquiry, creativity, critical thinking, and depth of complexity in their learning.	Allow time for teachers to collaborate in weekly PLCs by grade level or subject to share materials, ideas and resources. Continue to promote and provide opportunities for teachers to participate in professional learning in the areas of Talented and Gifted and differentiation of instruction.	The district TAG coordinator will work with district Leadership team during the 2024-2026 school year to provide professional development for admin and building-level TAG Liaisons.	Increased attendance in Professional development and workshops specifically in the areas of Talented and Gifted and differentiation of instruction.	Provide a survey to teachers asking for their feedback after each professional development. Modify future training based on the results.

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?
Identify academically talented and gifted students from underrepresented populations	Work with district leadership to determine future possibility of a district universal screener to help identify students.  Reviewing State data along with district benchmark data to	2024-2025 and 2025-2026 School Year	Progress will be measured by an increase in referrals and identification amongst underrepresented populations.	Success will be measured by comparing the percentage of identified TAG students at the beginning of the school year from underrepresented

	identify students that are showing up in the top 10% on district and state assessments.			populations to the percentage at the end of the year.
Increase opportunities for TAG students to interact with peers of similar interest/abilities.	Promote the practice of cluster grouping of students to allow for “mind-alike” time in a variety of subjects and times throughout the academic school year.	2024-2025 and 2025-2026 School Year	Work with building administrators and to create master schedules or activity/enrichment schedules to support this model.	Compare TAG student lists to schedules created in the fall, at semester, and in the spring to ensure that clusters are evident.

### A. Professional Development Plan: Identification

Who	What	Provided by	When
Sophia Duerst NSSD TAG Coordinator	Required statewide training	Oregon Department of Education	September 2023- Reviewed the ODE <a href="#">TAG Identification Training Slide Decks</a>  Attending online training with the ODE TAG director in October 2024. Attended the NAGC in Seattle 2024-November.
Building TAG Liaisons from each NSSD Building	Training on TAG Process / Identification and TAG Instructional Plan	Sophia Duerst, NSSD District TAG Coordinator	November 2023 September 2024

Staff who have already been trained in previous years	Provide 'Refresher' TAG Identification training at each building.	PPT created by Sophia Duerst, presented by admin / building TAG Coord	November 2023 September 2024
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## B. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	Families can find all information regarding the TAG process, parent rights etc., on the district website. Families are kept regularly informed about identification processes/procedures and the status of the referral process via phone communication from the building TAG liaison, and from the district via email /messaging platform (Blackboard).
Universal Screening/Testing grade levels	N/A
Individual and/or group testing dates	Families will receive communication (phone, Blackboard message, Email) from their building TAG liaison regarding testing dates for their child once they have been scheduled.
Explanation of TAG programs and services available to identified students	TAG programs and services are explained to families in person at the TAG Instructional Planning meeting
Opportunities for families to provide input and discuss programs and services their student receives	Families can provide input during the planning meeting and or during conferences.
Explanation of the TAG learning plan	There is an in-person meeting that happens when a student is identified where the student's

(Personal Education Plans or Instructional Plans), if available	The instructional plan is explained and reviewed with families.
TAG informational events (all grades) - where parents learn about TAG profiles, explanations of district and school programs and services, etc.	Information is communicated about TAG events on our district webpage and Blackboard and in building communications, when applicable.
Notification to parents of their option to request withdrawal of a student from TAG services	Information for families about withdrawing from TAG services will be communicated on the district website.
Notification of the right to file a complaint concerning TAG programs or services, beginning with the district-level complaint process	Information for families about filing complaints concerning TAG will be communicated on the district website.
Designated district or building contact to provide district-level TAG plans to families upon request	Individual building TAG liaisons are in contact with families and can provide families with copies of individual or district-level TAG plans when requested.

## 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
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<b>District TAG Coordinator/Administrator</b>	Sophia Duerst	sophia.duerst@nsantiam.k12.or.us	503-859-2154
<b>Person responsible for updating contact information annually on your district website</b>	Tonia Whisman	tonia.whisman@nsantiam.k12.or.us	503-769-4928
<b>Person responsible for updating contact information annually on the Department</b>	Sophia Duerst	sophia.duerst@nsantiam.k12.or.us	503-859-2154
<b>Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)</b>	Sophia Duerst	sophia.duerst@nsantiam.k12.or.us	503-859-2154
<b>TAG contact for Mari-Linn K-8 School</b>	Sophia Duerst	sophia.duerst@nsantiam.k12.or.us	503-859-2154
<b>TAG contact for Sublimity K-8 School</b>	Uli Sparks	uli.sparks@nsantiam.k12.or.us	503-769-2459
<b>TAG contact for Stayton K-3 School</b>	Meghan Smatlan	meghan.smatlan@nsantiam.k12.or.us	503769-2336
<b>TAG contact for Stayton Intermediate/Middle School</b>	Thomas Smith	thomas.smith@nsantiam.k12.or.us	503-769-2198
<b>TAG contact for Stayton High School</b>	Wendi Nyquist	wendi.nyquist@nsantiam.k12.or.us	503-769-2171
<b>TAG contact for Stayton Alt. High</b>	Brad Emmert	brad.emmert@nsantiam.k12.or.us	503-769-1618

School-Options Academy			
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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 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 in 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="#">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.
<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 rates of learning  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.
<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.
<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.

<p><b>Rate of Learning</b></p>	<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>
<p><b>Scaffolding or Tiered Instruction</b></p>	<p>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.</p>