



Talented and Gifted Education

I. General

Portland Public Schools (PPS) will adhere to the procedures outlined in this Administrative Directive to implement the identification of and services for students who meet the criteria outlined in Board Policy 6.10.015-P Talented and Gifted Education and Oregon law, including Oregon Administrative Rules (OARs) 581-022-2325 and 581-022-2330.

II. Definitions

- A. **Talented and Gifted (TAG) Students** are students who have been formally identified through PPS's TAG identification process or through an identification for talented and gifted education status through another school district.
- B. **TAG Identification** is the process by which PPS determines that a student meets state and PPS criteria for intellectual giftedness or academic talent through multiple measures of evidence, as described in Oregon Administrative Rule 581-022-2325.
- C. **Rate and Level of Learning** is the terminology used to describe a TAG-identified student's needs for services. "Rate" refers to the speed at which a student acquires new knowledge or skills. "Level" refers to the depth or complexity of content a student is ready to learn.
- D. **TAG Services** are instructional strategies, curricular adaptations, and academic opportunities designed to meet a student's assessed rate and level of learning needs.
- E. **Personalized Education Plan (PEP)** is a collaboratively developed plan that documents how the school will meet a TAG-identified student's assessed rate and level of learning needs, informed by evidence from the TAG identification process and revised as needed based on student progress and instructional need.
- F. **PPS TAG Coordinator** is the PPS administrator charged with oversight of all PPS TAG policies, procedures, and compliance with state regulations.
- G. **TAG Facilitator** is the licensed staff member at each school or program designated to support and monitor the school-based TAG services in collaboration with PPS leadership, other departments, and school staff, ensuring effective implementation and compliance with identification practices and policies.
- H. **School TAG Team** is the group of school staff charged with making determinations for TAG identification processes. This group must include the school's TAG Facilitator and a building administrator and may also include classroom teachers or other school staff to support in decision making.

III. Identification of Talented and Gifted Students

- A. Any teacher, parent/guardian, student, or any person who knows the student may submit a referral for a student to go through the TAG identification process at any time during the school year in the categories of Intellectual Giftedness and/or Academic Talent in Reading and/or Math.
- B. The school TAG team is responsible for reviewing all collected evidence, including:

- i. Results from academic and/or cognitive assessments (required);
 - ii. Teacher feedback and instructional observations (required);
 - iii. Consideration of any differentiated instructional services and/or programs designed to address the student's strengths and needs (required); and
 - iv. Family reflection information, if provided by family.
- C. The school TAG team will make the determination for identification for each student referral.
- D. The PPS TAG Coordinator will facilitate the finalization of the TAG identification within the student information system and notify the family of the determination.
- E. For students newly identified as TAG beginning in the 2026–2027 school year who demonstrate a need for differentiated instruction to address their assessed rate and level of learning, teachers will document the services that will be provided in a PEP. The PEP will be developed using evidence collected during the identification process, including documented instructional needs and differentiation strategies. See additional information below for the process for finalizing the PEP.
- F. Students previously identified as TAG in another school district, either in state or out of state, will be recognized as such upon enrollment in PPS. The TAG Department will determine the areas of identification based on review of the documentation provided.
- G. The TAG Facilitator at each school coordinates school-level TAG processes, including facilitating identification review, supporting licensed staff in the development and monitoring of PEPs, and serving as a primary point of contact for staff and families regarding TAG services.

IV. Talented and Gifted Services to Students

A. Instructional Planning

- i. Schools will provide instruction that meets the assessed rate and level of TAG students through strategies that may include, but are not limited to:
 - a. Higher Level Thinking and Questioning;
 - b. Differentiated Assignments;
 - c. Cluster Grouping/Flexible Grouping;
 - d. Extension/Application Activities;
 - e. Individualized Instruction;
 - f. Independent Study;
 - g. Acceleration (as defined by 4.20.011-AD Acceleration of Students); and
 - h. Opportunities for advanced coursework.
- ii. TAG Services occur within the general education classroom, unless otherwise specified in a PEP.

B. Personalized Education Plans

- i. Personalized Education Plans (PEPs) are required for students newly identified as TAG (beginning in the 2026–2027 school year) when the student demonstrates a need for differentiated instruction to address their assessed rate and level of learning.
- ii. The development of the PEP is grounded in the evidence collected during the TAG identification process, including teacher input on instructional needs. This information will be used to document the specific differentiation, services, and instructional strategies that will be provided.
- iii. The licensed educator responsible for instruction in the identified area of giftedness will write the PEP to address the needs identified during the identification process.
- iv. Plans will include input from:
 - a. The student;
 - b. The family; and
 - c. Additional school staff, as appropriate.
- v. All PEPs will follow the most current template provided by the TAG Department.
- vi. The finalized PEP will be included in the student's profile in PPS's electronic student information system and available for family access.
- vii. PEP plans may be updated as needed throughout the student's academic trajectory.
 - a. Families may request a review of a student's PEP when questions arise or when a student's instructional needs change.
 - b. Requests for review will be considered using current evidence of student learning and instructional need.
- viii. School staff are responsible for implementation of strategies identified in the PEP to meet the needs for rate and level of learning of the student.

C. Building administrators are responsible for ensuring that school structures and schedules support implementation of TAG services and Personalized Education Plans.

V. Family Engagement

A. Notification and Transparency

- i. Families will be informed in writing when a student is referred for TAG identification, when the identification process begins, and when a final determination is made.
- ii. Following TAG identification, families will receive information about their student's TAG status, area(s) of identification, and the instructional programs and services available to address the student's assessed rate and level of learning, including information related to the development of the PEP.

B. Ongoing Communication and Access to Information

- i. PPS will provide clear points of contact and general timelines for responding to family questions, concerns, and appeals.
- ii. PPS will provide ongoing communication to families regarding TAG identification procedures, instructional services, acceleration options, and learning plans.
- iii. Communication will occur through multiple channels, including PPS and school communications, family events, and the PPS website.
- iv. Upon request, families may meet with school staff, including the TAG Facilitator or instructional staff, to discuss TAG services, learning plans, and student progress.

C. Withdrawal. Families may choose to decline or request withdrawal from TAG services at any time.

D. Feedback and Continuous Improvement

- i. PPS will seek feedback from families through an annual survey and regularly scheduled meetings or engagement opportunities.
- ii. Information gathered from families will inform PPS's annual TAG reporting and ongoing efforts to strengthen partnerships, improve clarity, and enhance the effectiveness of TAG services.

VI. Professional Development

A. The TAG Department will provide annual training materials on TAG Identification and Services for staff who are responsible for identification of students who are talented and gifted, including the following:

- i. Classroom teachers
- ii. Building administrators
- iii. Counselors
- iv. School psychologists
- v. TAG Facilitators

B. The TAG Department will monitor training completion and implementation by tracking participation, following up with schools as needed, and providing targeted support to ensure PPS expectations for TAG identification and services are met.

VII. TAG Annual Report

A. Portland Public Schools will publish an annual TAG report to promote transparency, monitor equity and consistency in identification and services, and support continuous improvement of Talented and Gifted services across PPS.

B. The annual TAG report will include, at minimum, the following components from the prior school year:

- i. TAG Identification Overview

- a. Numbers of students identified as TAG, disaggregated by grade level and school.
 - b. District-level demographic patterns of TAG identification, including race, ethnicity, multilingual learner status, and special education participation, to support analysis of representation and access.
 - c. Year-to-year comparison of identification trends to identify patterns, progress, and areas for continued focus.
 - ii. Professional Learning Information
 - a. Summary of professional learning opportunities provided to licensed staff related to TAG identification and instructional practices.
 - b. Aggregate information on staff participation in TAG-related professional learning on TAG identification and TAG services.
 - iii. Family Communication and Engagement
 - a. Overview of district-wide TAG communication efforts, including multilingual resources, family events, and feedback surveys.
 - b. Summary of themes from family feedback, when available, and how input is used to inform improvements.
 - iv. Summary of annual progress toward PPS TAG goals as articulated in the PPS TAG Plan.
- C. The TAG annual report will be posted on the PPS website prior to the end of August each year.
- D. Findings from the annual report will be used to:
- i. Inform district-wide and school-level planning related to TAG identification, instruction, and professional learning;
 - ii. Identify strengths and areas for refinement in TAG systems and practices; and
 - iii. Support ongoing alignment with PPS goals for equity, instructional quality, and student access to advanced learning opportunities.

VIII. ACCESS Academy Eligibility

- A. The TAG Department is responsible for determining eligibility for inclusion in the ACCESS Academy lottery.
- B. Eligibility requirements will be posted on the PPS TAG website as well as the ACCESS Academy webpage.
- C. Each biennium, the TAG Department will review the eligibility requirements with collaboration of representatives from the following groups:
 - i. ACCESS Parent and Teacher Association;
 - ii. ACCESS staff and administration;
 - iii. TAG Advisory Council; and

- iv. Other relevant PPS offices.

IX. Appeals Processes

- A. Families may submit an appeal regarding TAG identification decisions or decisions related to TAG Services.
- B. The PPS TAG Coordinator is responsible for reviewing TAG-related appeals and making final determinations based on available evidence of student learning, instructional need, and alignment with PPS TAG procedures.
- C. Appeals must be submitted in writing. Families will be notified in writing of the appeal decision within a reasonable timeframe.

X. Talented and Gifted Advisory Council (TAGAC)

- A. The Talented and Gifted Advisory Council (TAGAC) is a volunteer body of family members who serve as representatives of the TAG community and make recommendations to the PPS TAG Coordinator, the Superintendent, and the PPS Board of Education, in accordance with their PPS-approved bylaws.
- B. TAGAC meets regularly throughout the school year to review PPS TAG programs and services, discuss matters of concern to the TAG community, and develop recommendations for consideration by PPS leadership. Meetings are open to the public, and meeting dates, agendas, and minutes will be posted on the PPS TAG webpage.
- C. TAGAC membership, officer selection, and operating procedures are governed by the Council's PPS-approved bylaws. Amendments to the bylaws require review and approval by the PPS TAG Coordinator or designee prior to taking effect.
- D. The PPS TAG Coordinator or designee will serve as the PPS liaison to TAGAC, attend Council meetings, provide relevant program information and data consistent with student privacy requirements (FERPA and applicable Oregon law), and ensure that TAGAC recommendations receive PPS consideration.
- E. TAGAC serves in an advisory capacity only. The Council does not direct PPS staff, make personnel or budgetary decisions, adjudicate individual student matters, or establish PPS policy. Individual student concerns raised through TAGAC will be referred to the appropriate school or PPS process.

History: Adopted 8/2026