

Reynolds School District

Plan for Talented and Gifted Education

Table of Contents

Section 1: Introduction	3
Key Terminology	3
Section 2: School District Policy on the Education of Talented and Gifted Students	4
Local School Board Policies	4
Implementation of Talented & Gifted Education Programs and Services	5
Section 3: Identification of TAG-Eligible Students	6
District TAG Identification Practices	6
Universal Screening/Inclusive Considerations	12
Portability of TAG Identification	13
Section 4: Instructional Services and Approaches	13
Instructional Programs and Services for TAG Students	13
Advanced Placement (AP) Course Offerings	16
International Baccalaureate (IB) Course Offerings	16
Teacher’s Knowledge of TAG Students in Class	17
Instructional Plans for TAG Students	18

Option/Alternative Schools Designed for TAG Identified Students	19
TAG Enrichment Opportunities	19
Section 5: Plan for Continuous Improvement	20
District Goals	20
Professional Development Plan: Identification	23
Family Engagement	23
Section 6: Contact Information	25
Appendix: Glossary	28



Section 1: Introduction



**Section 2:
School District Policy on the
Education of Talented and
Gifted Students**



**Section 3: Identification of
TAG-Eligible Students**



**Section 4: Instructional
Services and Approaches**



**Section 5:
District Goals - Plan for**



**Section 6:
Contact Information**



**Appendix:
Glossary**



Section 1: Introduction

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

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

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

Key Terminology

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

- (a) General intellectual ability (often referred to as, Intellectually Gifted).
- (b) Academic ability (often referred to as, Academically Talented) in one or more academic areas (including, but not limited to: reading, mathematics, science, and social science).
- (c) Creative ability in using original or nontraditional methods in thinking and producing.
- (d) Leadership ability in motivating the performance of others either in educational or noneducational settings.

(e) Ability in the visual or performing arts, such as dance, music or art.

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

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

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

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

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

Section 2: School District Policy on the Education of Talented and Gifted Students



Legal references: aligned to [ORS 343.397](#) (1)(a) and [OAR 581-022-2500](#)

A. Local School Board Policies

Reynolds School District is working with the Oregon School Board Association to revise local school board policies related to TAG. The updated policies will be posted in this plan following approval from the Reynolds School Board.

[IGBBA/IGBBD Identification of Talented and Gifted Students and Parent Notification and Participation](#)

[IGBB/IGBBC Talented and Gifted Programs and Services](#)

[IGBBA-AR Appeal Procedure for Talented and Gifted Student Identification and Placement](#)

B. Implementation of Talented & Gifted Education Programs and Services

District TAG Mission and Vision

Reynolds School District is committed to an educational program that recognizes, identifies and serves the unique needs of talented and gifted students. Talented and gifted students are those who have been identified as intellectually gifted and/or academically talented. The district is committed to addressing ethnic, racial and socio-economic disproportionality in the identification of students as talented and gifted. The district will continually work toward providing academic programs and services that accommodate the assessed levels and accelerated rates of learning of identified talented and gifted students.

District TAG Philosophy

TAG students in Reynolds demonstrate a pattern of exceptional ability, performance, or achievement when compared to similar age peers nationally and in the local district community. Identification decisions are based on a robust body of evidence that considers a child's background, experiences, and opportunities to learn.

At the elementary level, teachers write TAG personalized learning plans for students outlining curriculum and instructional modifications along with student learning goals to meet students' assessed levels and accelerated rates of learning. Examples and resources for teachers are provided by the TAG department, as well as in the district-adopted curriculum. Teachers often differentiate by content, process, and product. The district provides online programs for all students to work at their own rate and level in reading using Lexia and math using Dreambox. TAG identified students are eligible for an ALEKS online math subscription which allows students to work up to advanced high school math courses.

At the secondary level, students have opportunities to take advanced coursework in multiple subject areas. While in middle school, students may earn a high school math credit by taking algebra. Reynolds High School offers honors courses, AP classes, dual-credit options with Mt. Hood Community College through Middle College and College Now, as well as Senior Inquiry through Portland State University. The Center for Advanced Learning (CAL) offers career and technical education where students may earn college-transferable credits.

Each building has an instructional coach who supports teachers with strategies and resources to increase student achievement. All coaches are in training to use the Student Centered Coaching model with a focus on teacher efficacy and student achievement. Professional learning opportunities for teachers include training on curriculum adoptions in language arts with the new Houghton Mifflin curriculum K-12. In 2023-

2024, teachers will receive training on the newly adopted math curriculum. Another focus in the district is for teachers to engage in professional learning communities (PLCs) where they use data and teaming to improve student outcomes. Lastly, elementary teachers are being trained in the science of reading through LETRS (Language Essentials for Teachers of Reading and Spelling) coursework, online seminars, and bridge to practice in the classroom.

Social and emotional learning needs of TAG students are also addressed with the support of teachers, counselors, and social workers. Elementary teachers may add social emotional learning goals to the personalized learning plans; counselors and building social workers use Wayfinder, a districtwide resource for social emotional learning; and elementary counselors provide classroom lessons focused on social emotional learning. At the secondary level, counselors connect with TAG students regarding course selection and to encourage students to enroll in advanced coursework options. Lastly, the district is in the process of adopting a K-12 curriculum for social emotional learning.

Section 3: Identification of TAG-Eligible Students



Legal References: aligned to ORS 326.465; ORS 343.395; ORS 343.397; ORS 343.407; OAR 581-022-2325; OAR 581-022-2500

A. District TAG Identification Practices

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
<p>TAG Identification Process Overview <i>Aligned to OAR 581-022-2325 (1)</i></p>	<p>1. Referrals: Students in kindergarten through 12th grade may be referred for TAG eligibility by parents, teachers, other school staff, students, or themselves. Students also may be eligible based on results from universal screening assessments.</p> <p>Universal screening: 2nd grade – Naglieri Nonverbal Abilities Test (NNAT3) 3rd grade – Cognitive Abilities Test (CogAT) Grades 3-10 – Oregon Statewide Assessments (OSAS)</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>Questions to guide the referral process:</p> <ul style="list-style-type: none"> • Does the student require instructional services (differentiated rate or level, or acceleration)? • Is the student showing exceptional performance (top 10-20%) compared to the group's local norms? • Is the student showing ability beyond grade level instruction? <p>2. Evidence collection: Multiple measures and modes of qualitative and quantitative evidence are collected such as: district assessments, classroom-based assessments, local performance assessments, performance tasks, work samples, language acquisition assessments (ELPA), learning progressions, attributes checklists, behavioral and observational inventories, parent and teacher advocacy information through the TAG Student Survey on the district website or using the printed TAG Nomination Form, and student self-evaluations.</p> <p>3. School team review: Once evidence is collected, school teams consisting of classroom teachers, building TAG coordinators, and the district TAG specialist meet to review multiple measures of qualitative and quantitative evidence including academic and social emotional needs in order to determine student eligibility.</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> • Is there a preponderance of evidence to identify specific programming and/or instructional service needs? • Does the evidence include both qualitative and quantitative data? <p>4. Eligibility determination: If student is determined eligible for TAG services, the team determines the area of TAG identification and starts the process of developing a personalized learning plan (K-5). Information gathered from the multiple measures of evidence guides the writing of the personalized learning plan as it helps the team determine student needs. If student is determined ineligible for TAG services, a letter is sent home to parents.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>5. File completion: The district TAG specialist completes the TAG Identification Form, a letter is sent home to parents, the student information system, Synergy, is updated with identification documentation, and communication is sent to the school for the student’s cumulative file.</p>
<p>Multiple modes and methods of data collection used in the identification process. <i>Aligned to OAR 581-022-2325 (2)(b)(c)</i></p>	<p>Multiple modes and methods of data collection may include:</p> <ul style="list-style-type: none"> • Online testing (NNAT3, CogAT) • Paper pencil testing (NNAT, CogAT, Terra Nova and Iowa Assessments for math and reading, as needed) • Checklists, surveys, and observational instruments • TAG Student Survey webform • Student self-evaluations
<p>Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i></p>	<p>Parents and teachers provide advocacy information using the updated TAG Student Survey which reflects questions from several culturally responsive sources including:</p> <ul style="list-style-type: none"> • CLED Scales: High Potential Culturally, Linguistically, and Economically Diverse Learner Teacher Rating Scales • HOPE Scale, Prufrock Press, Inc., 2015 – Designed to help guide teachers in reversing the inequities in identifying culturally, economically, and linguistically diverse students. • Kingore Observation Inventory, by B. Kingore, Professional Associates Publishing, 2001 – This equitable rating scale elicits input from educators regarding students in a classroom

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>learning environment who may be gifted, potentially gifted, or currently revealing emerging talents.</p> <ul style="list-style-type: none"> • SIGS-2 Scales for Identifying Gifted Students - Second Edition, Prufrock Press Inc., 2021 – This comprehensive observational instrument with extensive statistical and research support is an effective method for identifying gifted children.
<p>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</p>	<p>Research-based tools used in the evidence-gathering process include:</p> <ul style="list-style-type: none"> • CLED Scales: High Potential Culturally, Linguistically, and Economically Diverse Learner Teacher Rating Scales • High Achiever, Gifted Learner, Creative Thinker checklist by Bertie Kingore, Ph.D. – A three-way comparison of a high achiever, a gifted learner, and a creative thinker. Students may exhibit behaviors from one, two or all three columns. In addition, gifted children might also exhibit some concomitant problems such as dislike for routine and drill, a critical attitude toward others and/or self, occasional resistance to direction, stubbornness, frustration with inactivity (boredom), and a tendency to dominate others. There is a considerable amount of individual difference found within the gifted population, and profiles are likely to vary a great deal. • Slocumb-Payne Teacher Perception Inventory: “A Scale for Rating Superior Students from Diverse Backgrounds” Developed by Paul D. Slocumb, Ed.D, and Ruby K. Payne, Ph D., Aha Process, Inc. 2000 • Attributes Checklist for Identifying Historically Underrepresented Talented and Gifted Students – Adapted from Parkrose School District, Tigard Tualatin School District, and Special Populations in Gifted Education: Understanding our Most Able Students from Diverse Backgrounds by Jaime Castellano and Andrea Dawn Frasier

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<ul style="list-style-type: none"> • Traits of Giftedness Checklist – Clark, B. (2008). Growing Up Gifted (7th ed.) Upper Saddle River, NJ: Pearson Prentice Hall – No gifted individual is exactly the same, each with their own unique patterns and characteristics. There are many traits that gifted individuals have in common, but no gifted learner exhibits attributes in every area. • Scales for Rating the Behavioral Characteristics of Superior Students by Joseph S. Renzulli, Linda H. Smith, Alan J. White, Carolyn M. Callahan, and Robert K. Hartman
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	<p>By assessing all second and third grade students, the district aims to eliminate bias by affording every student an opportunity to test for TAG eligibility. In addition, the director of assessment and systems improvement (DASI) assists the district TAG specialist with determining the local norms criteria on assessments annually in order to diversify the TAG student population in the district.</p>
Universal Screening/Inclusive considerations	<p>Universal screening is offered to all second and third grade students. In second grade, students take the Naglieri Nonverbal Abilities Test (NNAT3) and in third grade, students take the Cognitive Abilities Test (CogAT).</p>
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	<p>District level local norms are used when evaluating assessment data from the NNAT3, CogAT, STAR Early Literacy, STAR Reading, STAR Math, and OSAS.</p>
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	<p>Parents and teachers provide advocacy information through the TAG Student Survey on the district website or using the printed TAG Nomination Form. Additional evidence may be collected in the form of observational checklists, classroom work samples, and behavior checklists.</p>
A tool or method for determining a threshold of when preponderance of evidence is met.	<p>Guiding questions:</p> <ul style="list-style-type: none"> • Does the student require instructional services (differentiated rate or level, or acceleration)?

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<ul style="list-style-type: none"> • Is the student showing exceptional performance (top 10-20%) compared to the group's local norms? • Is the student showing ability "beyond grade level instruction"? • Does the data and evidence collected provide information to identify a specific need for TAG instructional services? • Is there a team consensus? <p>The TAG Identification Form records qualitative and quantitative data providing evidence of the student's need for TAG services.</p> <p>The TAG Personalized Learning Plan (K-5) outlines need for curriculum and instructional modifications along with student learning goals to meet student's assessed levels and accelerated rates of learning.</p>
TAG Eligibility Team	Classroom teachers, building TAG coordinators, and the district TAG specialist make up the TAG eligibility team at each school.
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	Three copies of the student's TAG file are created and stored in the following locations: <ol style="list-style-type: none"> 1. District TAG office 2. Student's cumulative file at their school 3. A digital copy is uploaded to Synergy <p>The following documents are included in the student's cumulative file:</p> <ul style="list-style-type: none"> • Letter to parent • TAG Identification Form (includes information from teacher and parent surveys, anecdotal evidence, test scores) • Eligibility Decision and Signature Page • Additional evidence (checklists, observations, etc.) if needed • CogAT and/or NNAT3 score report • District assessment score reports

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<ul style="list-style-type: none"> • ELPA score reports (if needed)

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
<p>Is a universal screening instrument used at a specific grade level?</p>	<p>Universal screening is offered to all second and third grade students. In second grade, students take the Naglieri Nonverbal Abilities Test (NNAT3) and in third grade, students take the Cognitive Abilities Test (CogAT).</p> <p>Parents of all second and third grade students are asked to complete the TAG Student Survey on the district website to provide advocacy information about their student. This allows eligibility teams to have an additional data point when discussing students.</p>
<p>What is the broad screening instrument and at what grade level is it administered?</p>	<p>All second-grade students take the NNAT3 in the winter and all third-grade students take the CogAT in the fall.</p>
<p>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)?</p>	<p>Students who score in the 90th percentile or higher using local norms are considered for eligibility. The district does not let a test score eliminate a student from eligibility, so if a student does not score in the 90th percentile or higher and the team wants to move forward with student eligibility, additional evidence is collected. Research-based tools described above are used in the evidence-gathering process as well as district assessments. Additional testing may be done by the district TAG specialist and may include the Terra Nova or Iowa Assessments.</p>

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	TAG identifications are accepted from other districts in Oregon with identification documentation.
Does your district accept TAG identification from other states?	TAG identifications are accepted from other states with identification documentation.
Do local norms influence the decision to honor identification from other districts and states?	Local norms do not influence the acceptance of TAG identifications from other districts within Oregon or other states.

Section 4: Instructional Services and Approaches



A. Instructional Programs and Services for TAG Students

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Cluster Grouping	Schoolwide cluster grouping of students in grades 1-5*
Flexible Readiness Grouping	All schools grades K-12*
Formative Assessment as a Process	All schools grades K-12*

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Differentiated Instruction involving tiers of depth and complexity	All schools grades K-12*
Scaffolding or tiered instruction	All schools grades K-12*
Subject acceleration (above grade level coursework)	See the Content Area Acceleration Guidelines
Whole grade acceleration (grade skipping)	In accordance with district policy. The Iowa Acceleration Scale is the main tool used to determine whole grade acceleration (see attached guidelines).
Advanced Placement (AP) with differentiation of instruction based on learning evidence	See table below for list of courses offered
Choice assignments with depth and complexity	All schools grades K-12*
Credit by examination	Reynolds High School and Reynolds Learning Academy allow students to take the Standards-based Measurement of Proficiency (STAMP) test in order to earn foreign language credit and earn a seal of biliteracy or multiliteracy.
Curriculum compacting	All schools grades K-12*
Independent learning contracts	All schools grades K-12*
Middle College	Middle College is a cooperative program between Mt. Hood Community College and Reynolds High School. The program allows RHS 11th and 12th grade high school students to take a full-time (12 credit) college course load at Mt. Hood Community College during the fall, winter, and spring terms. Students earn dual credit toward their high school diploma and their desired college certificate or degree.
College Now	College Now Dual Credit Program through Mt. Hood Community College provides high school students the opportunity to earn high school and college credits, simultaneously.

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
	Selected courses are taught at Reynolds High School by teachers who are certified and approved by MHCC. See course catalog description for which specific courses may apply.
Senior Inquiry	Senior Inquiry is a dual credit program through Portland State University (PSU). Students are exposed to an academically rigorous course of study team-taught by Reynolds High School instructors and PSU professors. The program uses an interdisciplinary approach to explore selected themes, with an emphasis on writing and the development of an electronic portfolio. This is a two-period offering that will afford successful completers the opportunity to earn up to 15 PSU credits as well as completing their RHS graduation requirements for American Government/Economics and Language Arts 12.
Early High School Credit Opportunity	Eighth grade students enrolled in qualifying mathematics and world language offerings at a Reynolds School District middle school may earn high school credit. One credit will be offered for each class if the student demonstrates an acceptable proficiency level by earning a final passing grade. Students earning high school credit in middle school will be enrolled in the appropriate level of math or world language when they enter in the ninth grade. All grades from classes earning high school credit will be reflected on the students' transcript and calculated into their overall high school GPA.
Center for Advanced Learning (CAL)	Eleventh and twelfth graders enrolled in CAL spend half their school day at their home high school and the other half of the day at CAL. Each CAL student's education is enriched by college-level coursework, hands-on learning, diverse program offerings, and real-world experience. CAL offers six different programs including Change Lab for budding entrepreneurs, Computer Information Systems, FAB Lab for students interested in fashion, art, and branding, Digital Media and Design, Health Sciences, and Manufacturing and Mechanical Engineering.

*This is offered in some schools and classes, but not all. Please connect with your child's teacher or school administrator to confirm this service is available.

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
AP Language and Composition	Open to students in grades 11 and 12 at Reynolds High School
AP Literature and Composition	Open to students in grades 11 and 12 at Reynolds High School
AP Statistics	Open to students in grades 11 and 12 at Reynolds High School
AP Calculus	Open to students in grade 12 at Reynolds High School
AP Environmental Science	Open to students in grades 11 and 12 at Reynolds High School
AP Biology	Open to students in grades 11 and 12 at Reynolds High School
AP Human Geography	Open to students in grades 9-12 at Reynolds High School
AP World History: Modern	Open to students in grades 10-12 at Reynolds High School
AP U.S. History	Open to students in grade 11 at Reynolds High School
AP US Governments and Politics	Open to students in grade 12 at Reynolds High School

C. International Baccalaureate (IB) Course Offerings

Not applicable

D. Teacher’s Knowledge of TAG Students in Class

Key Questions	District Procedure						
<p>What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?</p>	<p>In the student information system, Synergy, an icon denotes a student with a TAG identification. The following icons are used:</p> <table border="1" data-bbox="800 459 1335 691"> <tr> <td data-bbox="800 459 915 537">TAG IG</td> <td data-bbox="915 459 1335 537">Intellectually gifted</td> </tr> <tr> <td data-bbox="800 537 915 615">TAG M</td> <td data-bbox="915 537 1335 615">Academically talented in math</td> </tr> <tr> <td data-bbox="800 615 915 691">TAG R</td> <td data-bbox="915 615 1335 691">Academically talented in reading</td> </tr> </table> <p>At the start of each school year, the district TAG specialist shares TAG student lists with building TAG coordinators, teachers, and administrators. At the secondary level, this list is structured by teacher and course and is shared at the start of each semester.</p> <p>When a new student is identified, the teacher and TAG coordinator receive an email communication from the district TAG specialist noting the area in which the student is identified.</p>	TAG IG	Intellectually gifted	TAG M	Academically talented in math	TAG R	Academically talented in reading
TAG IG	Intellectually gifted						
TAG M	Academically talented in math						
TAG R	Academically talented in reading						
<p>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?</p>	<p>In the email communication sent to teachers at the start of the year and when a new student is identified, resources are provided to support meeting the assessed levels and accelerated rates of learning of TAG students. Building TAG coordinators also provide support for teachers as needed. The district TAG specialist is available to consult with building TAG coordinators and teachers.</p>						
<p>How do teachers determine rate and level needs for students in their classrooms?</p>	<p>Assessed level of learning is the instructional level where the student will encounter new knowledge and skills. It involves depth and complexity in thinking.</p> <p>Assessment options to determine level of learning may include but are not limited to:</p> <ul style="list-style-type: none"> • Pre-assessment data to determine prior knowledge 						

Key Questions	District Procedure
	<ul style="list-style-type: none"> • Formative assessments and performance tasks • Informal assessments including observational and behavioral data • Student input, self-assessment, portfolio, or interview • District and state assessments <p>Rate of learning is 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 of the material, and point in the learning process.</p> <p>Considerations for rate of learning include:</p> <ul style="list-style-type: none"> • Finishes assignments quickly and correctly • Grasps new concepts easily • Learns with few repetitions • Processes, problem solves, and responds quickly and accurately • Is highly motivated to learn, especially in areas of interest

E. Instructional Plans for TAG Students

Key Questions	District Procedure
<p>Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?</p>	<p>TAG Personalized Learning Plans (PLP) are required for TAG students in kindergarten through fifth grade.</p>
<p>Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?</p>	<p>Instructional plans at the secondary level are optional (see 2023-2024 District Goals below).</p>

Key Questions	District Procedure
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student’s learning?	When elementary students are identified, parents receive a notification letter stating that the classroom teacher will connect with the parent regarding the development of a personalized learning plan (PLP) that will be used to set goals for the student. At fall conferences, parents and teachers may review the PLP.

F. Option/Alternative Schools Designed for TAG Identified Students

Not applicable

G. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
Enrichment funds	The TAG department provides enrichment funds to each school to support enrichment and extensions for TAG students during the school day.
Math competitions	Some elementary schools participate in the Perennial Math Competition where students work together to solve rigorous math problems in a competitive environment.*
ALEKS online math program	ALEKS is a research-based, online learning program that offers course products for math, chemistry, statistics, and more. Students may work at their own pace to progress through the math courses. Individual subscriptions are purchased by the TAG department.
Oregon Battle of the Books (OBOB)	Some elementary and middle school students participate in the statewide reading competition. OBOB’s mission is to encourage and recognize students who enjoy reading, to broaden reading interests, to increase reading comprehension, promote academic excellence, and to promote cooperative learning and teamwork among students.*

*This is offered in some schools and classes, but not all. Please connect with your child’s teacher or school administrator to confirm this service is available.

Section 5: Plan for Continuous Improvement



A. 2022-2023 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?
<p>Improve equitable identification practices by revising the TAG student survey by November 2022 for the purpose of highlighting culturally responsive characteristics of gifted students from underrepresented populations.</p>	<p>Communication to parents and teachers regarding use of the new survey to provide advocacy information about their student</p>	<p>Fall 2022 – Draft of new survey reviewed by TAG coordinators and TAG department administrator</p> <p>End of Fall 2022 – New survey posted on district website</p>	<p>Note use of updated survey</p> <p>Compare identification demographic</p>	<p>Examine identification data (who was nominated and identified) and how that compares to the prior year when the previous advocacy survey was in use</p>
<p>Improve equitable identification practices by using local norms at the district level and collecting additional qualitative and quantitative evidence by end of the 2022-2023 school year for the purpose of supporting student eligibility for TAG.</p>	<p>Training during TAG eligibility team meetings to consider multiple modes and methods of data collection to determine student need for TAG services</p>	<p>Spring 2023 – Second and third grade eligibility teams meet</p> <p>End of 2022-2023 school year – teams meet to make eligibility</p>	<p>Revision of TAG Identification Form to include qualitative and quantitative evidence and reflect local norms</p>	<p>Examine identification data (who was nominated and identified) and how that compares to the 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?
		determinations on remaining students		
Revise TAG personalized learning plan (PLP) by end of fall 2022 for the purpose of focusing on the TAG student as a whole child and having a working document that follows the student from year to year.	Digital materials, including a training video to support teachers writing PLPs	End of fall 2022 – new PLP complete along with supporting materials	Teachers digitally submitting new PLP	All elementary students have a completed PLP submitted to the district TAG specialist

2023-2024 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?
Following CogAT testing, third grade teams will use the Differentiated Instruction Report provided by Riverside Insights to assist in the development of PLPs by end of 2023-2024 school year for the purpose of supporting learning and instructional strategies for students.	<p>Training and support in writing PLPs and using the Riverside Differentiated Instruction Report</p> <p>The Differentiated Instruction Report groups students by their learning styles and</p>	<p>Fall 2023 – Training provided to TAG coordinators and instructional coaches</p> <p>End of school year 2023-2024 – Third grade teams will complete and submit PLPs</p>	<p>Completion of training for TAG coordinators and instructional coaches</p> <p>Building meetings with third grade teams and TAG coordinators and/or instructional coaches</p>	All third grade PLPs submitted and PLPs incorporate data from the Differentiated Instruction Report

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?
	offers suggestions for building on strengths, scaffolding, and other instructional recommendations. See sample report.			
Teachers will receive professional development by end of fall 2023 for the purpose of supporting differentiation efforts for TAG students' accelerated rates and assessed levels of learning.	Provide training specific to instructional practices that promote and foster academic growth for students identified as TAG	August 2023 – Training provided to TAG coordinators End of Fall 2023 – Training shared with staff by TAG coordinators	Completion of training for TAG coordinators and staff	Staff sign-in at the trainings and an exit ticket or survey designed to measure understanding of rate and level presented in the training
In collaboration with TAG coordinators, secondary teachers will develop instructional plans by the end of the 2023-2024 school year for the purpose of communicating how the teacher will meet the needs of all TAG identified students in their particular course.	Provide training specific to instructional practices that promote and foster academic growth for students identified as TAG Provide exemplars for secondary teachers	August 2023 – Training provided to TAG coordinators End of Fall 2023 – Training shared with staff by TAG coordinators	Completion of training for TAG coordinators and staff	Instructional plans submitted for review

B. Professional Development Plan: Identification

Who	What	Provided by	When
Christine Taylor, District TAG Specialist	Required statewide training	Oregon Department of Education	10/21/2022 – Zoom 11/4/2022 – Zoom 2/22/2023 – In-person
All district licensed educators who are responsible for identification	Training on Identification	Christine Taylor, District TAG Specialist	By end of fall 2023
Staff who have already been trained in previous years (include if offered)	n/a		

C. Family Engagement

The district makes every effort to communicate with families in their home language. The district website has a function allowing readers to select from 30 different languages in which to view the content. The district routinely translates documents into Spanish, Arabic, Burmese, Karen, Russian, and Vietnamese for communication with families.

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	TAG identification information is posted on the district website throughout the school year.
Universal Screening/Testing grade levels	Dates for second and third grade universal screening are posted on the TAG page and assessment page of the district website in the fall. In addition, second and third grade teachers share information with families at fall conferences and communication is sent via ParentSquare.
Individual and/or group testing dates	Teachers or TAG coordinators notify families when individual testing is scheduled.

Comprehensive TAG Programs and Services	Date and/or method of Communication
Explanation of TAG programs and services available to identified students	A letter is sent home to families in their home language once the student is identified. A brochure titled Being TAG in School is included.
Opportunities for families to provide input and discuss programs and services their student receives	This is noted in the letter that is sent home following identification.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	This is noted in the letter that is sent home following identification.
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	During the fall back-to-school nights, TAG coordinators have a slide show to present to families .**
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.	During the fall back-to-school nights, TAG coordinators have a slide show to present to families .**
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.	During the fall back-to-school nights, TAG coordinators have a slide show to present to families .**
Notification to parents of their option to request withdrawal of a student from TAG services	This is noted in the letter that is sent home following identification.
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	This is noted in the letter that is sent home following identification. A brochure about the appeals and complaint process is included.

Comprehensive TAG Programs and Services	Date and/or method of Communication
Designated district or building contact to provide district-level TAG plans to families upon request	This is noted in the letter that is sent home following identification.

**This is offered in some schools, but not all. Please connect with your school administrator to confirm this service is available.

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	Christine Taylor	crileytaylor@rsd7.net	503-661-7200 extension 3252
Person responsible for updating contact information annually on your district website	Christine Taylor	crileytaylor@rsd7.net	503-661-7200 extension 3252
Person responsible for updating contact information annually on the Department	Christine Taylor	crileytaylor@rsd7.net	503-661-7200 extension 3252
Person responsible for sending copies of the district-level TAG plans to building-level personnel	Christine Taylor	crileytaylor@rsd7.net	503-661-7200 extension 3252

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
(TAG coordinators, principals, etc.)			
TAG contact for Alder Elementary	Alison Snyder	asnyder@rsd7.net	503-491-2722
TAG contact for Davis Elementary	Natalie Ramos	nramos@rsd7.net	503-665-9193
TAG contact for Fairview Elementary	Rene Maharaj	rdecair@rsd7.net	503-667-2954
TAG contact for Glenfair Elementary	Felisha Ferber	fferber@rsd7.net	503-491-2720
TAG contact for Hartley Elementary	Katherine Laureano	klaureano@rsd7.net	503-665-0134
TAG contact for Margaret Scott Elementary	Pamela Marks	pmarks@rsd7.net	503-491-2721
TAG contact for Salish Ponds Elementary	Kimberly Wallace	kwallace@rsd7.net	503-492-7260
TAG contact for Sweetbriar Elementary	Rose Thoman	rthoman@rsd7.net	503-666-9441

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
TAG contact for Troutdale Elementary	Nicole Golubickas	ngolubickas@rsd7.net	503-665-4182
TAG contact for Wilkes Elementary	Alyssa Reed-Stuewe	areedstuewe@rsd7.net	503-491-2724
TAG contact for Woodland Elementary	Marc Zollinger	mzollinger@rsd7.net	503-674-8188
TAG contact for H.B. Lee Middle School	Danielle Speiser	dspeiser@rsd7.net	503-491-2723
TAG contact for Reynolds Middle School	Shelly Hamness	shamness@rsd7.net	503-665-8166
TAG contact for Walt Morey Middle School	Todd Klindt	tklindt@rsd7.net	503-491-1935
TAG contact for Reynolds High School	Lara Smith	lsmith@rsd7.net	503-667-3186
TAG contact for Reynolds Learning Academy	Aaron Ferguson	aferguson@rsd7.net	503-667-4673

Appendix: Glossary



Term	Definition
Acceleration (subject)	Above grade-level standards and coursework. For example, a student who takes an advanced high school art class during middle school.
Acceleration (whole-grade)	Grade skipping. For example, a student who moves from 1st grade to 3rd grade (skips the 2nd grade).
Acceleration (standards)	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.
Advanced Placement (AP)	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.
Choice Assignments	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.
Cluster Grouping	TAG identified students are intentionally placed together into mixed ability classrooms. The structure of this educational practice allows students to have peer-alike time together to address both academic and social-emotional needs.
Credit by Examination	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
Curriculum Compacting (sometimes referred to as Compacted Curriculum)	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.
Depth and Complexity	A general framework to assess level of rigor specific to cognitive demand. Common frameworks include Webb's Depth Of Knowledge (DOK) and Bloom's Taxonomy.
Depth of Knowledge (DOK)	A framework developed by Dr. Norman Webb to assess the level of rigor for standards, projects, assignments, and exams.
Differentiated Instruction (involving tiers of depth and complexity)	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.
Flexible Readiness Grouping	A strategic strategy designed to group students according to best fit instructional needs and student discourse opportunities.
Formative Assessment as a Process	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.
Independent Learning Contracts	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)
Instructional Plans (IPs)	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
International Baccalaureate (IB)	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.
Kaplan's Icons of Depth and Complexity	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.
Level of Learning	<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 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>
Option Schools	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.
Oregon Administrative Rule (OAR)	Rules adopted by the State Board of Education to support statutes (ORS).
Oregon Revised Statute (ORS)	Oregon laws passed by the State Legislature.
Personal Education Plans (PEPs)	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
Pull-Out Programs	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.
Rate of Learning	<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 rates of learning.</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>
Scaffolding or Tiered Instruction	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.

Appendix: Documents and Attachments

<u>TAG Nomination Form</u>
<u>TAG Identification Form</u>
<u>TAG Eligibility Decision and Signature Page</u>
<u>TAG Personalized Learning Plan</u>
<u>Parent Letter for TAG Eligibility</u> <u>Parent Letter for TAG Eligibility (Spanish)</u>
<u>Parent Letters for Ineligible Students</u> <u>Parent Letters for Ineligible Students (Spanish)</u>
<u>Grade Advancement Guidelines</u>
<u>Content Area Acceleration Guidelines</u>
<u>Riverside Insights CogAT Differentiated Instruction Report</u>
<u>Brochure: <i>Being TAG in School</i></u>
<u>Brochure: <i>Appeals and Complaints</i></u>
<u>TAG Parent Night Presentation</u>