

# ASHWOOD SCHOOL DISTRICT 8

## Plan for Talented and Gifted Education

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## Section 1: Introduction



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

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

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

### ***Key Terminology***

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

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

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

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

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

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

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

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



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

### A. Local School Board Policies

Approval of Policies in Progress

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

TAG programs happen in regular classrooms. Pullout programs, enrichment activities, curriculum extensions, and field trips may help to supplement learning for TAG students, but the central requirement of a TAG program is that teachers address the level and rate of learning of identified students in their classrooms.

Talented and Gifted Children are those children who may require differentiated instructional strategies within a regular school program because they demonstrate the capability of performing at advanced levels and accelerated rates of learning. The instruction provided to identified students should address their assessed levels and rates of 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><b>TAG Identification Process Overview</b>  <i>Aligned to OAR <a href="#">581-022-2325 (1)</a></i></p>	<p>Students in kindergarten through 8th 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><b>Questions to guide the referral process:</b></p> <ul style="list-style-type: none"> <li>• Does the student require instructional services (differentiated rate or level, or acceleration)?</li> <li>• Is the student showing exceptional performance (top 10-20%) compared to the group's local norms?</li> <li>• Is the student showing ability "beyond grade level instruction"?</li> </ul> <p><b>Evidence collection:</b> 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.</p> <p><b>Eligibility determination:</b> 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</p>

<b>Identification Practices (OAR 581-022-2500)</b>	<b>Evidence and Explanation of Identification Practices</b>
	determine student needs. If student is determined ineligible for TAG services, a letter is sent home to parents.
<b>Multiple modes and methods of data collection used in the identification process.</b> <i>Aligned to OAR <a href="#">581-022-2325 (2)(b)(c)</a></i>	The head teacher will collect 3 classroom work samples that demonstrate evidence of the student’s best level and rate in area of strength. The head teacher will review the cumulative file and search for any social and emotional variables to be included in the review. The head teacher will arrange for additional testing as necessary (SAGES-3 Test). Checklists, surveys, and observational instruments will also be utilized.
<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>	The culturally responsive practice utilized include: <ul style="list-style-type: none"> <li>● Referrals can be made by parents/guardians, teachers, or from universal data. This ensures that all students have the opportunity to be referred for the TAG identification process.</li> <li>● No single test or piece of evidence may eliminate a student from eligibility.</li> <li>● Use of these methods and practices will minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including ,but not limited to: Students who are racially/ethnically diverse, experiencing disability, culturally and/or linguistically diverse, experiencing poverty, and high mobility.</li> </ul>
<b>Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices</b>	By assessing all students, the district aims to eliminate bias by affording every student an opportunity to test for TAG eligibility.
<b>Universal Screening/Inclusive considerations</b>	
<b>Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection</b>	District level local norms are used when evaluating assessment data. <ul style="list-style-type: none"> <li>● Stages: Norm referred assessment</li> <li>● Lexia Diagnostic Test: National Norms</li> <li>● IXL: National Norms</li> </ul>

<b>Identification Practices (OAR 581-022-2500)</b>	<b>Evidence and Explanation of Identification Practices</b>
	<ul style="list-style-type: none"> <li>● Smarter Balanced ELA, Math, and Science Assessment: local norms</li> <li>● ELPA: local norms</li> </ul>
<b>Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)</b>	Parents and teachers provide advocacy information. Additional evidence may be collected in the form of observational checklists, classroom work samples, and behavior checklists.
<b>A tool or method for determining a threshold of when preponderance of evidence is met.</b>	Guiding questions: <ul style="list-style-type: none"> <li>• Does the student require instructional services (differentiated rate or level, or acceleration)?</li> <li>• Is the student showing exceptional performance (top 10-20%) compared to the group's local norms?</li> <li>• Is the student showing ability "beyond grade level instruction"?</li> <li>• Does the data and evidence collected provide information to identify a specific need for TAG instructional services?</li> <li>• Is there a team consensus?</li> </ul>
<b>TAG Eligibility Team</b>	Classroom teachers, Jefferson County ESD TAG specialist make up the TAG eligibility team at Ashwood Elementary School.
<b>Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification</b>	Two copies of the student's TAG file are created and stored in the following locations: <ol style="list-style-type: none"> <li>1. District TAG office</li> <li>2. Student's cumulative file at their school</li> </ol> The following documents are included in the student's cumulative file: <ul style="list-style-type: none"> <li>• Letter to parent</li> <li>• TAG Identification Form (includes information from teacher and parent surveys, anecdotal evidence, test scores)</li> <li>• Eligibility Decision and Signature Page</li> <li>• Additional evidence (checklists, observations, etc.) if needed</li> <li>• District assessment score reports</li> </ul>

## B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	NA
What is the broad screening instrument and at what grade level is it administered?	NA
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)?	NA

## 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, And if the TAG documentation is consistent with Oregon state mandates, that student will automatically be considered TAG. If documentation is inconsistent with identification criteria, further data will be collected, and the identification process will be followed.
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
Whole Grade acceleration	Schoolwide implementation
Advance placement	6-8 placement available for math, language arts, science, art, and music.
Independent learning plans	K-8 students are provided with a PLP at the start of each school years
Formative Assessment	Observed regularly in all classroom from grades 1-8
Subject acceleration	Determined by building. With Ashwood being one mixed classroom, acceleration is done throughout all grades.
Differentiated instruction involving tiers of depth	6-8 (math, language arts, and science).

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

Name of AP Course	Schools and Grade Levels Offered

Name of AP Course	Schools and Grade Levels Offered

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

Name of IB Course	Schools and Grade Levels Offered

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

Key Questions	District Procedure
<p><b>What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?</b></p>	<p>The head teacher is provided with a PEP plan for the student.</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>A TAG coordinator (Head Teacher) is on site daily to answer any questions. Staff is also able to review policies and documents located in our district office.</p>
<p><b>How do teachers determine rate and level needs for students in their classrooms?</b></p>	<p>Teachers determine rate and level of needs for students within formal observations, assessment, prior PEP plans, and meetings with previous teachers.</p>

### E. Instructional Plans for TAG Students

Key Questions	District Procedure
Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?	PEP plans are required at all grade levels. The Head Teacher will review them at the beginning of the year, update plans, and conference on them. Parents are provided with a copy.
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	Instructional plans are required K-8 in all settings.
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student’s learning?	Parents/Guardians are provided a copy of their student’s PEP plan each school year. At any time parents can request a conference to discuss their students' plans.

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

Program Elements	School Information
[Name of school A]	
TAG qualifying criteria for attendance	
Number of students currently served	
Level of the population, served, such as elementary, middle, or high school students	
[Name of school B]	
TAG qualifying criteria for attendance	

Program Elements	School Information
Number of students currently served	
Level of the population, served, such as elementary, middle, or high school students	

### G. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
Virtual Field Trips	<a href="https://www.titlemax.com/articles/road-trip-from-home-virtual-field-trips/">https://www.titlemax.com/articles/road-trip-from-home-virtual-field-trips/</a> Opportunity for students to visit different locations worldwide through their computer.
Resources for parents	<p>*Oregon Department of Education. The information provided here is designed to support educators and parents to support TAG identified students in their learning needs.</p> <ul style="list-style-type: none"> <li>● National Association for Gifted Children (NAGC)</li> <li>● Oregon Association for Talented and Gifted (OATAG) Serves Oregon parents and the educational community.</li> <li>● Supporting Emotional Needs of the Gifted (SENG) To support bright, talented, gifted individuals and their families, and the professionals who work with them, to better understand the nature of giftedness, and to help these individuals reach their personal potential.</li> <li>● World Council for Gifted and Talented Children. A diverse organization networking the globe with an active membership of educators, scholars, researchers, parents, educational institutions, and others interested in giftedness to focus world attention on gifted and talented children and ensure the realization of their valuable potential to the benefit of human kind.</li> <li>● Hoagies Gifted Resources The “all things gifted” page.</li> </ul>

<b>TAG Enrichment Opportunities</b> <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	<b>Explanation of Opportunity</b>
Ability based online support	Lexia, IXL and HMH Into Math

## Section 5: Plan for Continuous Improvement



### A. District Goals

<b>Goal Statement</b>	<b>What special programs or services will be provided to accomplish the goals?</b>	<b>Implementation Timeline</b>	<b>How will progress be measured?</b>	<b>How will success be measured?</b>
To increase awareness of screening procedures and enrichment resources among parents, teachers	to redesign and include more detailed information about the district's referral, screening, and identification process for	2025-2026 school year completion	Parent and staff feedback	Parent and staff survey.

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?
	placement or community resources for gifted students.			

**B. Professional Development Plan: Identification**

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district: Head Teacher	Required statewide training	Oregon Department of Education	
All district licensed educators who are responsible for identification	Training on Identification	Head Teacher	

Who	What	Provided by	When
Staff who have already been trained in previous years (include if offered)	OPTIONAL: Refresher Identification training  Access to resources	ODE	

### C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	Step One: Teacher Referral & Family Nomination-Fall Step Two: Testing and Evidence Collection The TAG Coordinator will collect 3 classroom work samples that demonstrate evidence of the student’s best level and rate in area of strength. Step Three: TAG Evaluation Data Review Step Four: Communication, Program Placement, Instructional Plan.
Universal Screening/Testing grade levels	
Individual and/or group testing dates	Fall and Spring

Comprehensive TAG Programs and Services	Date and/or method of Communication
Explanation of TAG programs and services available to identified students	<p>The following services are provided for students in grades K-5 who are placed in the Talented and Gifted program:</p> <ul style="list-style-type: none"> <li>● Students will be placed and paced in their grade according to their instructional needs. Parents will have the opportunity to provide input.</li> <li>● Opportunities for TAG students to interact with other TAG students will be provided throughout the year. A variety of supplemental programs and opportunities will be available based on needs, interests and building resources.</li> </ul> <p>The following services are provided for students in grades 6-8 who are placed in the Talented and Gifted program:</p> <ul style="list-style-type: none"> <li>● Students will be placed and paced in their classes according to their instructional needs.</li> </ul>
Opportunities for families to provide input and discuss programs and services their student receives	<p>Certain services to parents are required by the state mandate for gifted education: parental consent for evaluation, a letter of notification of a student's placement into the gifted program and the opportunity for parents to review and provide input for the programs and services provided for their child. Personal Education Plans are required for all ASD students in grades K-8.</p>
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	<p>PEP plans are developed and reviewed annually with student and parent input and signed by both student and parent (copy will be kept in student cumulative folder).</p> <ul style="list-style-type: none"> <li>● PEP plans include input from all stakeholders (teacher, student, and parent).</li> </ul>
TAG informational events (elementary) - where parents learn	<p>Communication begins with the student registration office. Parents are informed about services and programs</p>



<b>Comprehensive TAG Programs and Services</b>	<b>Date and/or method of Communication</b>
about TAG profiles, explanations of district and schools programs and services, etc.	
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.	Communication begins with the student registration office. Parents are informed about services and programs
Notification to parents of their option to request withdrawal of a student from TAG services	Parents may withdraw their child from the TAG program at any time.
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	All complaints regarding TAG will be reported to the School Board. The complainant will be given the Talented and Gifted Standards Complaint Form which must be filled out and submitted to the District office before further consideration can be given to the complaint.
Designated district or building contact to provide district-level TAG plans to families upon request	TAG Coordinator (Head Teacher) provides TAG plans to families at the beginning of the school year.

## 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	Head Teacher		541-489-3297
Person responsible for updating contact information annually on your district website	District Clerk	<a href="mailto:clerk@ashwood.k12.or.us">clerk@ashwood.k12.or.us</a>	541-777-1118 5471-489-3297
Person responsible for updating contact information annually on the Department	District Clerk	<a href="mailto:clerk@ashwood.k12.or.us">clerk@ashwood.k12.or.us</a>	541-777-1118 5471-489-3297
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	District Clerk	<a href="mailto:clerk@ashwood.k12.or.us">clerk@ashwood.k12.or.us</a>	541-777-1118 5471-489-3297
TAG contact for ASHWOOD ELEMENTARY	Head Teacher		541-489-3297

## Appendix: Glossary



Term	Definition
<b>Acceleration (subject)</b>	Above grade-level standards and coursework. For example, a student who takes an advanced high school art class during middle school.
<b>Acceleration (whole-grade)</b>	Grade skipping. For example, a student who moves from 1st grade to 3rd grade (skips the 2nd grade).
<b>Acceleration (standards)</b>	Working ahead on grade-level standards (considerations include: pacing needs and demonstrated levels of mastery on certain grade-level standards). This often occurs within the grade-level course.
<b>Advanced Placement (AP)</b>	College-level coursework with common nationally-normed assessments. AP coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
<b>Choice Assignments</b>	A selection of standards-based learning options/projects based on student interest and/or development that includes depth and complexity to address both motivation to learn and cognitive demand.
<b>Cluster Grouping</b>	TAG identified students are intentionally placed together into mixed ability classrooms. The structure of this educational practice allows students to have peer-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.

Term	Definition
<b>Curriculum Compacting (sometimes referred to as Compacted Curriculum)</b>	Honoring prior learning, typically measured through pre-assessments, by allowing students to skip lessons/standards where mastery has been met and providing opportunities to focus on standards in the current unit/curriculum that have not been mastered yet.
<b>Depth and Complexity</b>	A general framework to assess level of rigor specific to cognitive demand. Common frameworks include <a href="#">Webb's Depth Of Knowledge</a> (DOK) and Bloom's Taxonomy.
<a href="#">Depth of Knowledge (DOK)</a>	A framework developed by Dr. Norman Webb to assess the level of rigor for standards, projects, assignments, and exams.
<b>Differentiated Instruction (involving tiers of depth and complexity)</b>	Instruction and learning options designed to reflect the needs of students specific to current learning evidence/data that fosters academic growth. Educators may differentiate content, process, product, and environment to accommodate needs of learning.
<b>Flexible Readiness Grouping</b>	A strategic strategy designed to group students according to best fit instructional needs and student discourse opportunities.
<b>Formative Assessment as a Process</b>	Intentional teaching and learning practices in the classroom used by both teachers and students. Moment-by-moment evidence of student learning and thinking is used to inform and adjust teaching and learning. Descriptive feedback, established success criteria, and clear learning goals are essential.
<b>Independent Learning Contracts</b>	An agreement between student and teacher that outlines individual learning opportunities and outcomes for the student. This strategy is commonly used when a student has demonstrated mastery of a unit that is currently being taught (i.e. student has already read the novel that is being taught in a particular grade level)
<b>Instructional Plans (IPs)</b>	Communicates instructional strategies and services of how the teacher meets the needs of <i>all</i> TAG identified students in a particular course. Typically utilized at the secondary level.

Term	Definition
<b>International Baccalaureate (IB)</b>	College level coursework with common internationally-normed assessments. IB coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
<b>Kaplan's Icons of Depth and Complexity</b>	Icons/tools used to provide a visual prompt that promotes thinking from various perspectives, designed to achieve in-depth learning opportunities. Often used as a schoolwide program where all teachers, classroom support staff, and students are taught how to interact with and use the icons.
<b>Level of Learning</b>	<p>In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed <b>levels of learning</b> and accelerated rates of learning</p> <p>The student's instructional level in the curriculum and the place where the student will encounter knowledge and skills not yet learned or mastered. It is more than an advanced grade level. It involves depth and complexity in thinking.</p>
<b>Option Schools</b>	Students choose to attend schools in their district with learning options that best fits their academic and affective needs. Some districts have alternative school options, magnet schools, and option programs (school within a school model) specifically designed for TAG students. Not all districts provide option schools or programs in Oregon.
<b>Oregon Administrative Rule (OAR)</b>	Rules adopted by the State Board of Education to support statutes (ORS).
<b>Oregon Revised Statute (ORS)</b>	Oregon laws passed by the State Legislature.
<b>Personal Education Plans (PEPs)</b>	A plan developed by the teacher, TAG student, and family that outlines and communicates the programs and services received throughout the school year. Personal Education Plans are for an individual student and are more common at the elementary level.

Term	Definition
<b>Pull-Out Programs</b>	Students attend specialized instruction designed for TAG students, during school hours, at the school where the student is enrolled. Pull-out programs vary by district. Not all districts offer pull-out programs.
<b>Rate of Learning</b>	<p>In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated <b>rates of learning</b>.</p> <p>Addresses the measure of the pace at which the student is successfully progressing through the curriculum after being placed at the appropriate level. A student's rate will vary depending on subject, interest, level of difficulty and point in the learning process.</p>
<b>Scaffolding or Tiered Instruction</b>	An instructional method that varies the level of learning (depth and complexity) of the assignment to provide all students an opportunity to engage in productive struggle and find success in academic growth.