

# Clatskanie School District

## Plan for Talented and Gifted Education

Updated October 2024

[District directions: Detailed instructions for completing the plan can be found in the [TAG Template Companion Guide](#). Please review the instructions in advance and consult them as each section is completed. Be sure to remove these directions before publishing the plan. ]

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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

- [Board Policy IGBB: Talented and Gifted Program and/or Services\\*\\*](#)
- [Board Policy IGBBA: Talented and Gifted Students - Identification\\*\\*](#)

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

Services for students who are identified as Intellectually gifted and/or academically talented are provided in the general education classroom by the classroom teacher and are based on the individual student’s demonstrated need for an adjusted rate and/or level of learning to address their strengths and needs. Student access to any accelerated or advanced pathways offered within an individual building, level, or district are open and available to any student who meets the established criterion of the acceleration or advanced pathway, regardless of a formal tag identification.

# 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
<b>TAG Identification Process Overview</b> <i>Aligned to OAR <a href="#">581-022-2325 (1)</a></i>	A body of evidence is collected for students who are referred for potential TAG identification. Both quantitative and qualitative data is collected to demonstrate a preponderance of evidence for a TAG determination.
<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>	Clatskanie considers both qualitative and quantitative data in the collected body of evidence. The collection may include: <ul style="list-style-type: none"> <li>• Parent/teacher referrals</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>• Classroom assessments</li> <li>• Work samples</li> <li>• Oregon Statewide Assessment scores</li> <li>• Nationally normed tests of ability or academics</li> </ul>
<p><b>Culturally responsive practices specific to identification.</b> <i>Aligned to OAR <a href="#">581-022-2325 (1)(a), (2)(d)(A-E)</a></i></p>	<p>Practices include:</p> <ul style="list-style-type: none"> <li>• STAR Reading and Math Universal Screener</li> <li>• Translated communication with families (Spanish and other languages as needed)</li> <li>• Multiple modes and methods of data</li> </ul>
<p><b>Research-based tools, instruments, or considerations utilized to equitably identify students from underrepresented populations including, but not limited to: students experiencing disabilities, students who are culturally and linguistically diverse</b></p>	<p>Practices may include:</p> <ul style="list-style-type: none"> <li>• CLED Identifiers</li> <li>• Gifted Profiles</li> <li>• Local cohort norms</li> </ul>
<p><b>Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices</b></p>	<ul style="list-style-type: none"> <li>• Use multiple criteria to nominate or identify students for gifted programming.</li> <li>• Provide information about how giftedness looks in underserved populations.</li> <li>• Encourage families to nominate students for gifted identification and services.</li> <li>• Periodically ask about the identification process to ensure it reflects best practices in the field</li> <li>• Contributors to the Case Study use the "<a href="#">See Me</a>" Checklist to reflect on their implicit biases and inclusive identification practices throughout the referral process.</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>• Use <a href="#">Modes and Measures of Data for TAG Identification</a></li> </ul>
<b>Universal Screening/Inclusive considerations</b>	<ul style="list-style-type: none"> <li>• STAR Reading and Math Assessment K-12</li> <li>• OSAS - 3-8 &amp; 11</li> </ul> <p>Proctor provides best practices in test administration and accommodations for SpEd, 504 and EL students.</p>
<b>Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection</b>	<ul style="list-style-type: none"> <li>• STAR Reading and Math Assessment K-12 - National Norms</li> <li>• OSAS - 3-8 &amp; 11 - local cohort norms</li> </ul>
<b>Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)</b>	<p>Qualitative data may include:</p> <ul style="list-style-type: none"> <li>• Parent/teacher referrals</li> <li>• Classroom assessments</li> <li>• Work samples</li> <li>• Gifted Profiles</li> </ul>
<b>A tool or method for determining a threshold of when preponderance of evidence is met.</b>	<p>School TAG committee evaluates the body of evidence to determine if a student has a pattern of need or a preponderance of evidence to receive instructional services that foster academic growth and appropriate challenge or if additional evidence is needed. Additional evidence would include:</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Work samples</li> <li>• Request for further evaluation</li> </ul>
TAG Eligibility Team	Committee members may include, but are not limited to: <ul style="list-style-type: none"> <li>• Intervention Teacher</li> <li>• Counselor</li> <li>• Classroom Teacher</li> <li>• Administrator</li> <li>• Learning Specialist</li> <li>• ELD Specialist</li> </ul>
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	

### B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	Yes.



Key Questions	District Procedure
<b>What is the broad screening instrument and at what grade level is it administered?</b>	STAR Reading and Math: K-12 State Summative - OSAS – Grades 3-8 & 11
<b>How is the screener used in the identification process (i.e. what percentile threshold, if any, is used to initiate the eligibility process; and how are percentiles used to promote, rather than extinguish, eligibility)?</b>	Students who score at the 90th percentile or in the top 10% at each school take the Post Screener used for possible TAG identification. <ul style="list-style-type: none"> <li>• All students at grade levels where a universal screener is given take the universal screener</li> <li>• Qualitative and quantitative data are collected to support eligibility</li> </ul>

### C. Portability of TAG Identification

Key Questions	District Policy and Practices
<b>Does your district accept TAG identification from other districts in Oregon?</b>	Clatskanie accepts the identification of previously identified TAG students from within Oregon.
<b>Does your district accept TAG identification from other states?</b>	Yes, if the scores are from accepted nationally normed tests.
<b>Do local norms influence the decision to honor identification from other districts and states?</b>	CSD accepts all Oregon district identifications. BSD does not accept local norms from 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
Formative Assessments	Elementary reading and math supports best practices in daily observations and collecting evidence of student rate and level, i.e. STAR assessment, classroom observations.
Scaffolding or Tiered Assessments Varies by teacher:	Scaffolding or Tiered Assessments Varies by teacher – students are given differentiated texts and tasks based on student need.
Whole Grade Level Acceleration	In accordance with district <a href="#">policy</a> .
Subject acceleration (above grade level coursework)	Math acceleration.

### B. Dual Credit Course Offerings

Name of Dual Credit Course	Schools and Grade Levels Offered
MATH 111Z Precalculus I: Functions	CMHS, Grades 9-12
MATH 112Z Precalculus I: Trigonometry	CMHS, Grades 9-12
Writing 121 - English Composition	CMHS, Grades 9-12

Name of Dual Credit Course	Schools and Grade Levels Offered
Writing 122 - Argumentative Writing	CMHS, Grades 9-12
Speech 111 - Public Speaking	CMHS, Grades 9-12
Writing 121Z - Composition I	CMHS, Grades 9-12
Chemistry 104 - Chemistry and the Environment	CMHS, Grades 9-12
Computer Science 160 - Survey of Computer Science	CMHS, Grades 9-12
Biology 101 - General Biology	CMHS, Grades 9-12
Biology 102 - General Biology	CMHS, Grades 9-12
Biology 103 - General Biology	CMHS, Grades 9-12

### C. 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>An icon shows in the student data system for all TAG identified students. This information is available to all teachers upon login of the electronic student data system.</p> <ul style="list-style-type: none"> <li>• TAG icons are also available on the attendance screen of each class/course.</li> </ul>
<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>Teachers have access to their building administrator and superintendent to support with TAG planning.</p>

Key Questions	District Procedure
<p><b>How do teachers determine rate and level needs for students in their classrooms?</b></p>	<p>Teachers may use, but are not limited to the following assessments to determine rate and level:</p> <ul style="list-style-type: none"> <li>• Ongoing formative assessments</li> <li>• Curriculum based pre assessments</li> <li>• Consistent and ongoing pattern of need - Student completes most assignments more quickly and more comprehensively than other classmates</li> </ul>

### D. Instructional Plans for TAG Students

Key Questions	District Procedure
<p><b>Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?</b></p>	<p>Optional</p>
<p><b>Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?</b></p>	<p>Optional</p>
<p><b>How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?</b></p>	<p>Families are notified at the time of identification of their right to discuss their child's plan.</p> <p>Parent Information Evenings, Conferences, and Parent Request</p>

## E. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
District Science Fair	Offered grades K-12
Science Bowl	After school science team that competes once a year. Offered grades 7-12
Robotics Club	7-12 after school robotics club

## Section 5: Plan for Continuous Improvement



### A. District Goal

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?
Professional Development for staff who are responsible for TAG identification.	ODE TAG video –available November 1, 2024	Winter 2024 or upon hire	Number of staff views	Increase in the number of students considered/identified.

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?

### B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district: Dr. Danielle Hudson	Required statewide training	Oregon Department of Education	10/16/24 at noon
All district licensed educators who are responsible for identification	Training on Identification	Oregon Department of Education	Winter 2024

### C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	November district communication
Universal Screening/Testing grade levels	September, January and May

<b>Comprehensive TAG Programs and Services</b>	<b>Date and/or method of Communication</b>
Individual and/or group testing dates	April/ May: Statewide Assessment
Explanation of TAG programs and services available to identified students	Family/Teacher Conferences fall and spring
Opportunities for families to provide input and discuss programs and services their student receives	Family/Teacher Conferences fall and spring Ongoing with classroom teachers upon request
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	Family/Teacher Conferences fall and spring
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.	Family/Teacher Conferences fall and spring
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.	Family/Teacher Conferences fall and spring
Notification to parents of their option to request withdrawal of a student from TAG services	Parents are informed at the time of identification
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	Parents are informed at the time of identification
Designated district or building contact to provide district-level TAG plans to families upon request	Dr. Danielle Hudson

## 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	Dr. Danielle Hudson	dudson@csd.k12.or.us	503-728-0587
Person responsible for updating contact information annually on your district website	Dr. Danielle Hudson	dudson@csd.k12.or.us	503-728-0587
Person responsible for updating contact information annually on the Department	Dr. Danielle Hudson	dudson@csd.k12.or.us	503-728-0587
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Dr. Danielle Hudson	dudson@csd.k12.or.us	503-728-0587
TAG contact for Clatskanie Elementary School	Kara Burghardt	kburghardt@csd.k12.or.us	503-728-2191
TAG contact for Clatskanie Middle High School	Natalie Krick	nkrick@csd.k12.or.us	503-728-2146



## 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.