Plan for Talented and Gifted (TAG) Education

April 2026

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Plan for Talented and Gifted (TAG) 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, parent/guardian 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

Talented and Gifted Program and/or Services – Code: IGBB
Talented and Gifted Students – Identification – Code: IGBBA
Appeals Procedure for Talented and Gifted Identification and Placement – Code: IGBBA-AR

B. Implementation of Talented & Gifted Education Programs and Services

Students can be nominated for TAG identification consideration by an educator, parent/guardian or by self-nomination. Once the nomination is submitted, the district's TAG Specialist reviews the student records. i-Ready diagnostic assessments for Reading and Math, Oregon State Assessments (OSAS) scores, classroom artifacts, teacher input, and previous intelligence testing are some of the measures used to consider if a student meets the criteria for TAG identification. If more data is needed the Cognitive Abilities Test (CogAT7) or Naglieri Nonverbal Ability Test (NNAT3) could be administered or classroom teachers could be asked to collect additional samples of student work. Once the data has been collected, it is reviewed by a committee composed of the District TAG Specialist, the school TAG Liaison (Assistant Principal), the teacher, parent/guardian, and other educators as needed to determine if the student meets eligibility criteria.

TAG services in the Medford School District follow an "In-Class Model." The general education teacher/s are responsible for assessing the TAG student's *rate and level* of learning and providing differentiation options. Teachers have a variety of tools at their disposal for assessing rate and level, these include but are not limited to i-Ready diagnostic data, OSAS scores, unit assessments, pre-tests, and

classroom artifacts. Once the rate and level of learning is determined, the teacher creates a Personal Education Plan (PEP) for elementary TAG students. The PEP document reflects current rate and level, the assessments used to determine the rate and level, and what differentiation strategies and instructional materials will be used within the classroom setting to meet the needs of students for the current school year.

Flex Plans are used in middle and high school to document the services provided for all advanced students, not just those identified as TAG. Flex Plans include pre-assessments, differentiated work plans and post-assessment options. They provide a defined path for all students excelling in classroom work.

In addition to the classroom services provided by the teacher, TAG Summer Program, Field Study, and First Lego Robotic Teams are available for TAG students. The Summer Program for TAG students focuses on STEM, problem solving, critical thinking and developing curious minds designed to boost creativity.

TAG Field Studies started the 22-23 school year with the inaugural district-wide field trip to ScienceWorks Hands On Museum for all fourth through sixth grade TAG students in the district. The plan is to expand Field Studies multiple times a year for this group of students in the future.

Also, our District supports up to seven First Lego League teams across the district. Teams are formed in September and work through the fall to compete in local tournaments in December. Teams work to creatively solve real world problems, learn programming, and develop necessary cooperative skills to be successful in life.

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
TAG Identification Process Overview *Aligned to OAR 581-022-2325 (1)*	TAG identification begins with a nomination from either educator, parent/guardian, student self-nomination. TAG identification is determined by the school's TAG team after reviewing a preponderance of evidence. TAG teams consist of the parent/ guardian, classroom teacher, school TAG liaison (usually an administrator) and the district TAG Specialist. Following parent/guardian permission to evaluate, students may additionally be assessed with a norm-referenced test such as the CogAT7 or the NNAT3. Then the TAG identification team will meet to review the academic records, intelligence assessments and other data to determine if there is a preponderance of evidence demonstrating that a student requires extension and/or acceleration supports. If the team decides to identify a student, parent/guardian will be requested to give permission for their student to receive TAG services. If the team agrees the student does not meet eligibility rules, then the student will continue to be monitored to see if they need the program in the future. Parents/guardians are given a copy of their rights at all meetings and may choose to appeal the district's decision.
Multiple modes and methods of data collection used in the identification process. *Aligned to OAR 581-022-2325 (2)(b)(c)*	Data sources for the identification process include classroom artifacts provided by the teacher and test scores on nationally accredited assessments. These assessments include but are not limited to: i-Ready, OSAS, CogAT7 and NNAT3 and other classroom assessments. The NNAT3 is used to universally screen (locally normed) all 2nd graders and

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Multiple modes and methods of data collection used in the identification process. *Aligned to OAR 581-022-2325 (2)(b)(c)*	5th grade English Learner (EL) students. i-Ready data is reviewed twice a year, winter and spring. OSAS scores are reviewed as soon as they are available. All students scoring in the 90th percentile or higher are placed on a list by the district TAG Specialist. School level teams meet to review the list and consider making student nominations. Classroom artifacts are collected by the teachers once the identification process has begun and held for review by the school TAG Team.
Culturally responsive practices specific to identification. *Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)*	All 5th grade English Learner (EL) students are screened using the NNAT3. A bilingual checklist is available to assist educators with identifying English Learner (EL) students. The TAG Specialist will provide professional development (PD) for schools with lower identification rates. Professional learning topics include: recognizing signs of TAG, the identification process and differentiation opportunities. At the end of professional development, teachers are provided the support they need to nominate at least one student for TAG based on their learning profiles.
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.	District student assessment data (i-Ready, OSAS, NNAT3 and CogAT7) is collected and reviewed for ALL students. Students have three opportunities per year to show their learning. Then scores are screened for TAG candidacy following the winter and spring diagnostics. Students scoring at or above the 90th percentile are considered by school teams for TAG identification. OSAS scores are collected as available; and again, students scoring in the 90th percentile or higher are recommended to school teams for consideration of TAG identification. The NNAT3 is a nonverbal measure of general ability for students in kindergarten through grade 12, ideal for use with a diverse student population. NNAT3 is specifically developed for use by a variety of education professionals, including, but not limited to, bilingual educators, testing coordinators and gifted and talented teachers. CogAT7 offers detailed information on students' Verbal, Quantitative, and Figural (Nonverbal) reasoning through multiple, engaging measures that reflect student potential for learning. Individual domain scores, partial composites, and complete test composites are available for every student that finishes the test, providing a

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	multifaceted view of student ability which allows for many different opportunities for considering TAG needs.
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices.	The TAG Specialist trains all school sites in TAG characteristics, twice exceptional students, and identifies English Learner (EL) students using the bilingual checklist. An outside assessor is available when necessary.
Universal Screening/Inclusive Considerations	All 2nd grade students and 5th grade English Learner (EL) students are screened in the fall using the NNAT3. Students scoring above the 90th percentile are shared with school TAG leaders to further investigate if a TAG nomination is appropriate.
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection.	Assessment data is collected and reviewed at the district level for all students from multiple sources. i-Ready student scores are reviewed using national percentile ranks. Students scoring in the 90th percentile or above are recommended for TAG teams to further consider TAG nomination. Students scoring at Level 4 on OSAS indicating "above the standard" in grades 3rd -8th and 11th grade are further considered for TAG nomination. For the CogAT7 assessments scores in the 90th percentile or higher using national norms are considered for TAG nomination. On the universal screening tool, the NNAT3 assessments scores of 90th percentile or higher using the local district norms are considered for TAG nomination.
Qualitative data (teacher, parent/guardian, and student checklists, observational data, portfolios, and classroom performance, etc.).	Parent/guardian, teachers and students can provide data using the linked nomination forms. A bilingual checklist is available for EL teacher input.
A tool or method for determining a threshold of when preponderance of evidence is met.	Medford School District uses a Talented and Gifted Screening Report to record data during the identification process. The report has spaces for Academic and Intelligence assessment results, a space for comments is provided and signatures of those responsible for determining preponderance of evidence.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
TAG Eligibility Team	TAG teams consist of the parent/guardian, classroom teacher, school TAG liaison (usually an administrator), the district TAG Specialist and other needed participants (EL teacher, school psychologist, etc).
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification.	Talented and Gifted Screening Report Teacher Nomination Parent/guardian Nomination Student Self-Nomination Bilingual Checklist (as needed) Parent Permission for Evaluation Elementary TAG Eligibility Form Permission for Services Form Student Observation Profile for Parents of Identified TAG Students (when available) Testing Results (when available)

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	Universal screening of all 2nd graders happens in October/November using the NNAT3 locally normed at the district level. 5th grade English Learner (EL) students are also screened with the NNAT3.
What is the broad screening instrument and at what grade level is it administered?	OSAS levels are used as a broad level screening tool for 3rd - 8th and 11th graders. i-Ready diagnostics are used for kinder through 8th grade.

Key Questions	District Procedure
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)?	The student score data is shared with school level teams to consider if a nomination for TAG programs are appropriate. If there is additional anecdotal evidence that a student would benefit from TAG identification, a nomination is made by the school team. Review of classroom artifacts results are documented on the Talented and Gifted Screening Report form. Data is collected for all students scoring: i-Ready 90th percentile and above OSAS Level 4 and above NNAT3 90th percentile and above CogAT7 90th percentile or above for Composite (VQN) or on either Verbal or Quantitative portions of the assessment

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	Yes, we accept TAG identification from other districts in Oregon.
Does your district accept TAG identification from other states?	Yes, we accept TAG identification from other states.
Do local norms influence the decision to honor identification from other districts and states?	No, we automatically identify students who have eligibility established in another state or from other districts in Oregon regardless of their assessment data from the previous school/district.

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 during core academic times for elementary schools	Schools cluster students for core academic subjects when possible.
Subject/Whole Grade Acceleration	Students scoring 80% proficient or more for all upcoming grade level standards on i-Ready may be considered for acceleration. TAG students may also be considered using alternative data sources including evidence from classroom performance.
Differentiated Instruction	Professional development is offered to teachers focusing on differentiation, depth of knowledge, pre- and post- assessments, and monitoring students' rate and level of learning on an annual basis.
Extension Bins/PBL Project and Beyond Learning Resources	Extension Bins are in the process of being created for 5th grade classes. Extension bins consist of critical thinking resources and other extension opportunities for TAG students. PBL Project and Beyond accounts were set up for teachers requesting additional resources to extend students' learning. Thirty two teachers across our district currently utilize this resource.

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
AP Studio Art	South Medford High - 10-12
AP Computer Science Principles	North Medford High - 11-12
AP Computer Science A (Java)	North Medford High - 10-12
AP English Literature and Composition	South Medford High - 12 North Medford High - 12
AP English Language and Composition	South Medford High - 11 North Medford High - 11
AP Statistics	South Medford High - 10-12 North Medford High - 10-12
AP Calculus AB	South Medford High - 11-12 North Medford High - 11-12
AP Calculus BC	South Medford High - 11-12 North Medford High - 11-12
AP Biology	South Medford High - 11-12 North Medford High - 11-12
AP Physics	South Medford High - 11-12 North Medford High - 11-12
AP Environmental Science	South Medford High - 11-12 North Medford High - 11-12

Name of AP Course	Schools and Grade Levels Offered
AP Chemistry	South Medford High - 11-12 North Medford High - 11-12
AP Human Geography	South Medford High - 9 North Medford High - 9-12
AP US History	South Medford High - 11 North Medford High - 10-12
AP US Government and Politics	South Medford High - 11-12
AP Psychology	South Medford High - 10-12 North Medford High - 10-12
AP Spanish Language for Heritage Speakers	South Medford High - 11-12
AP Spanish Literature	South Medford High - 11-12
AP Art and Design 1	North Medford High - 10-12
AP Art and Design 2	North Medford High - 10-12
AP Economics	North Medford High - 11-12
AP Government	North Medford High - 11-12 South Medford High - 11-12
AP World History	North Medford High - 9-12 South Medford High - 11-12

C. International Baccalaureate (IB) Course Offerings (Not Applicable)

Name of IB Course	Schools and Grade Levels Offered

D. Teacher's Knowledge of TAG Students in Class

Key Questions	District Procedure
What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?	Medford School District ensures classroom teachers know the TAG identified students in their classroom through a notification "flag"on our student information system. On the attendance screen of Synergy TeacherVue the pictures of identified students have a green notifcation flag on them. Additionally, the district TAG Specialist maintains a record of all students by school enrolled in TAG programs as well as those students "on watch" for TAG identification. The lists are shared with the TAG administrator/liaison at each school.
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?	Professional development is offered during inservice week at the beginning of the school year. Also, teachers and principals may request additional support at any time. Teachers also receive TAG support through district publications/newsletters. Furthermore, all staff can access our TAG Resources Canvas page for a list of differentiation resources.
How do teachers determine rate and level needs for students in their classrooms?	Teachers may use curriculum based measures from our adopted instructional materials. They may also use other benchmarking assessments such as i-Ready or Scholastic Reading Inventory (SRI). Additionally they use teacher created summative and formative in-class assessments.

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?	Teachers are required to complete Personal Education Plans for all identified TAG students in elementary schools.
Are Instructional Plans (IPs) required or optional? Which courses are required to have Instructional Plans?	Instructional Plans or Flex Plans are required for all courses that are not college accredited courses for grades 6th to 12th grade. Flex Plans are attached to the course description.
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	For newly identified students, the identification letter specifically invites parent(s)/guardian(s) to share their input in the PEP or IP development. For elementary students continuing in the TAG program, parent(s)/guardian(s) are notified regarding the opportunity to discuss the PEP or IP designed for their student's learning at Parent Teacher Conferences each fall. Middle and High School families are notified of Flex Plans at the beginning of the school year.

F. Option/Alternative Schools Designed for TAG Identified Students - Not Applicable

Program Elements	School Information
[Name of school A]	
TAG qualifying criteria for attendance	
Number of students currently served	

Program Elements	School Information
Level of the population, served, such as elementary, middle, or high school students	
[Name of school B]	
TAG qualifying criteria for attendance	
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 *(Note: After school opportunities do not replace daily TAG instruction and services)*	**Explanation of Opportunity**
Field Study	TAG Field Study began in the 22-23 school year with a field trip to ScienceWorks. TAG Field Study will expand to two to three experiences a year at new locations such as SOU, Outdoor Ed, and other places that will provide enriching experiences for TAG students.
TAG Summer Program	TAG Summer Program is available to TAG students in 3rd - 5th grades. This experience consists of Camp Invention by the Inventors Hall of Fame or a similar product. Activities are designed to ignite curiosity, encourage confidence and build essential STEM (science, technology, engineering and mathematics) skills through collaborative, creative problem

TAG Enrichment Opportunities *(Note: After school opportunities do not replace daily TAG instruction and services)*	**Explanation of Opportunity**
	solving.
PBL Project and Beyond Learning Resources	Problem-Based Learning resources are offered to teachers/schools that are interested in providing additional opportunities for TAG students. While the resources are not solely for TAG students the website provides a wealth of resources to provide for the advanced learner.
Extension Bins	TAG Extension Bins for 5th grade were implemented during the 22-23 school year. We hope to add additional grade levels in future years. The Extension Bins provide critical thinking games and activities.
First Lego League Robotics	The Medford School District is supporting up to seven First Lego League teams each year. First Lego League Teams focus on robotics, research, design, creativity, and have a cooperation element to encourage teamwork.

Section 5: Plan for Continuous Improvement

A. District Goals

Goal Statement	What special programs or services will be provided to accomplish the goals?	Implement -ation Timeline	How will progress be measured?	How will success be measured?
Goal 1: Increased student identification and participation in the TAG program at all schools, including our high poverty schools.	Presentation to interested teachers and administrators regarding the identification processes Share list of students who have i-Ready and OSAS scores that support identification with TAG Liaisons Notify parent/guardian of nomination process through back to school newsletters Individual support meetings with school level TAG Liaisons and district TAG Specialist to discuss students for nominations Review i-Ready data for students that are achieving highly and may need to be nominated and	August September September September Fall	Increased TAG Identification across all student subgroups at our high poverty schools	By monitoring the overall TAG program identification and % TAG students at high poverty schools and seeing increases

Goal Statement	What special programs or services will be provided to accomplish the goals?	Implement -ation Timeline	How will progress be measured?	How will success be measured?
Goal 1 (Con't): Increased student identification and participation in the TAG program at all schools, including our high poverty schools.	identified Screen all 5th grade EL students to make sure they have an opportunity prior to middle school to be considered for identification	January		
Goal 2: Improved differentiated instruction with adjustments of content, process, product, or environment so that instruction meets the individual needs of all students. Students will have increased voice and choice in the learning process.	Sharing our newly designed "MSD Instructional Model" with all our educators Differentiated learning opportunities will be created through the implementation of our English/Language Arts Curriculum Staff meeting presentations about differentiation by the TAG Specialist. Flex plans are incorporated into our planned Course Statements at the Middle and High School Level	Fall August-June Ongoing as requested by principals Ongoing	Meeting and training agendas will have evidence of differentiation topics English/Language Arts Curriculum Guides will contain differentiation elements for student enrichment Review of planned course statements will show most courses contain flex plans	Students and families when surveyed will report higher levels of rigor in their classrooms Teachers will self-report greater success on providing extensions for advanced learners Student achievement data on standardized assessments for TAG students will show year over year growth beyond same grade level peers

Goal Statement	What special programs or services will be provided to accomplish the goals?	Implement -ation Timeline	How will progress be measured?	How will success be measured?
Goal 2: (Cont.) Improved differentiated Instruction with adjustments of content, process, product or environment so that instruction meets the individual needs of all students. Students will have increased voice and choice in the learning process.	PEP development trainings for higher quality PEPs TAG TOSA and District TAG Administrator will attend the National Association for Gifted Children (NAGC) conference or other national gifted conferences to learn new and innovative ways to better serve TAG students	Ongoing and posted online November		
Goal 3: Increased parent engagement for TAG, particularly at Middle School and High School	District led presentations to parents/guardians focusing on TAG process, Flex Plan development, and parents/guardians Q & A Improved home school communications about the TAG process to all middle school and high school parents/guardians	September-October August-June	Progress will be measured by agendas from parent/guardian meetings and sample communications.	Increased understanding of TAG programs during parent/guardian meetings about TAG procedures and Flex Plan.

B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district: Becky Sha	Required statewide training	Oregon Department of Education	TBD when the list of trainings will occur in 2023-2024.
All district licensed educators who are responsible for identification	Training on Identification	Becky Sha, TAG Specialist	Fall

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	The Identification Process is available on the district website, here. The TAG brochure is sent home electronically through email in September. Additionally schools send home TAG identification notification at the start of the school year. Brochures are also available in multiple languages in all school offices.

Comprehensive TAG Programs and Services	Date and/or method of Communication
Universal screening/testing grade levels	Parents/guardians are notified one month prior to universal screening. Parents/guardians of 2nd graders and 5th grade English Learner students are notified of the upcoming screening and given the opportunity to opt-out.
Individual and/or group testing dates	For individual and group testing dates, parents/guardians are notified through a phone call of the testing dates after permission to evaluate has been received.
Explanation of TAG programs and services available to identified students	A brochure with information regarding TAG programs and services is sent to families of identified students at the beginning of each year. It is available in school offices year round. At TAG identification meetings, available services are shared with parents/guardians. The brochure is shared as well. TAG services will also be reviewed during conferences each fall.
Opportunities for families to provide input and discuss programs and services their student receives	Parents/guardians are encouraged to give input and discuss services during conferences or whenever they request a meeting.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	Families can learn about Instructional Plans/Flex Plans upon request, and they are included on course descriptions. Also, TAG learning plans may be discussed during parent/guardian conferences.
TAG informational events (elementary) - where parents/guardians learn about TAG profiles, explanations of district and school programs and services, etc.	Upon request, the district TAG Specialist will provide family engagement sessions to share about TAG profiles, explanations of district and school programs, and services.

Comprehensive TAG Programs and Services	Date and/or method of Communication
TAG informational events (middle school) - where parents/guardians learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition expectations from elementary to middle school, etc.	Upon request
TAG informational events (high school) - where parents/guardians learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition expectations from middle to high school, etc.	Upon request
Notification to parent(s)/guardian(s) of their option to request withdrawal of a student from TAG services	Notification to parent(s)/guardian(s) is posted on our website. It is also part of our annual notification in back to school newsletters. Parent(s)/guardian(s) may request to withdraw their student from TAG services by completing this TAG Removal Form.
Notification of the right to file a complaint concerning TAG programs or services, beginning with the district-level complaint process	Notification of Rights is provided to parent(s)/guardian(s) during identification meetings.

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	District level contact - Becky Sha TAG Specialist Building contact listed below as TAG Liaison

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	Becky Sha	rebecca.sha@medford.k12.or.us	541-842-1043
Person responsible for updating contact information annually on your district website	Becky Sha	rebecca.sha@medford.k12.or.us	541-842-1043
Person responsible for updating contact information annually on the Department	Becky Sha	rebecca.sha@medford.k12.or.us	541-842-1043
Person responsible for sending copies of the district-level TAG plans to schools	Becky Sha	rebecca.sha@medford.k12.or.us	541-842-1043
TAG contact for Innovation Academy	Kelly Singleton	kelly.singleton@medford.k12.or.us	541-842-3669
TAG contact for North HS	Jeff Carpenter	jeff.carpenter@medford.k12.or.us	541-842-3670
TAG contact for South HS	Jessica Bangma	jessica.bangma@medford.k12.or.us	541-842-3680
TAG contact for Hedrick MS	Jeremy Durst	jeremy.durst@medford.k12.or.us	541-842-3700

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
TAG contact for McLoughlin MS	Dalton Richardson	dalton.richardson@medford.k12.or.us	541-842-3720
TAG contact for Oakdale MS	Lorie Barber	lorie.barber@medford.k12.or.us	541-842-3640
TAG contact for Abraham Lincoln ES	Brynt Ross	brynt.ross@medford.k12.or.us	541-842-3730
TAG contact for Griffin Creek ES	Hunter Emery	hunter.emery@medford.k12.or.us	541-842-3740
TAG contact for Hoover ES	Holly Harding	holly.harding@medford.k12.or.us	541-842-3750
TAG contact for Howard ES	Amanda Elrod	amanda.elrod@medford.k12.or.us	541-842-3760
TAG contact for Jackson ES	Patrick Blanchard	patrick.blanchard@medford.k12.or.us	541-842-3770
TAG contact for Jacksonville ES	Ashley Moore	ashley.moore@medford.k12.or.us	541-842-3790
TAG contact for Jefferson ES	Carly Anderson	carly.anderson@medford.k12.or.us	541-842-3800
TAG contact for Kennedy ES	Winter Chung	winter.chung@medford.k12.or.us	541-842-3810
TAG contact for Lone Pine ES	Amy Ponder	amy.ponder@medford.k12.or.us	541-842-3820
TAG contact for Oak Grove ES	Heather Wilhoit	heather.wilhoit@medford.k12.or.us	541-842-3830
TAG contact for Roosevelt ES	Megan Stillwell	megan.stillwell@medford.k12.or.us	541-842-3840
TAG contact for Washington ES	Itzel Galindo	itzel.galindo@medford.k12.or.us	541-842-3760
TAG contact for Wilson ES	Christie Sanders	christie.sanders@medford.k12.or.us	541-842-3870

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
TAG contact for K-8 Ruch Outdoor Community School	Ryan King	ryan.king@medford.k12.or.us	541-842-3850

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

Term	Definition
	measured through end of course examinations. District policies, assessment formats, and requirements may vary. Please check your local district policy.
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)

Term	Definition
Instructional Plans (IPs)	Communicates instructional strategies and services of how the teacher meets the needs of *all* TAG identified students in a particular course. Typically utilized at the secondary level.
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	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 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.
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.

Term	Definition
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.
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	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. 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.
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.