

2024-2025

Baker School District

Plan for Talented and Gifted Education

[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.
- (b) Academic ability in one or more academic areas.
- (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

[IGBB - Talented and Gifted Program](#)

[IGBBA - Identification - Talented and Gifted Students](#)

[IGBBC - Programs and Services - Talented and Gifted](#)

[IGBBC-AR - Complaints Regarding the Talented and Gifted Program](#)

B. Implementation of Talented & Gifted Education Programs and Services

This district wide plan outlines the programs and services beyond those normally offered by the regular school program. Course catalogs shall identify the academic instructional programs and services to be provided which accommodate the assessed levels and accelerated rates of learning in identified talented and gifted students. The superintendent will remove any administrative barriers that may exist which restrict a student's access to appropriate services. Talented and Gifted options may include, but are not limited to, the following:

1. Early Entrance to school
2. Grade Skipping or grade advancement in specific content areas
3. Ungraded/Multi-age Classes
4. Ability Grouping in Regular Classes
5. Continuous Progress
6. Cross Grade Grouping
7. Compacted/Fast-Paced Curriculum
8. Special Full or Part-time Classes
9. Block Classes
10. Independent Study
11. Advanced Placement Classes
12. Concurrent Enrollment/Dual Enrollment in college approved high school courses
13. Mentorship/Internship
14. Academic Competitions

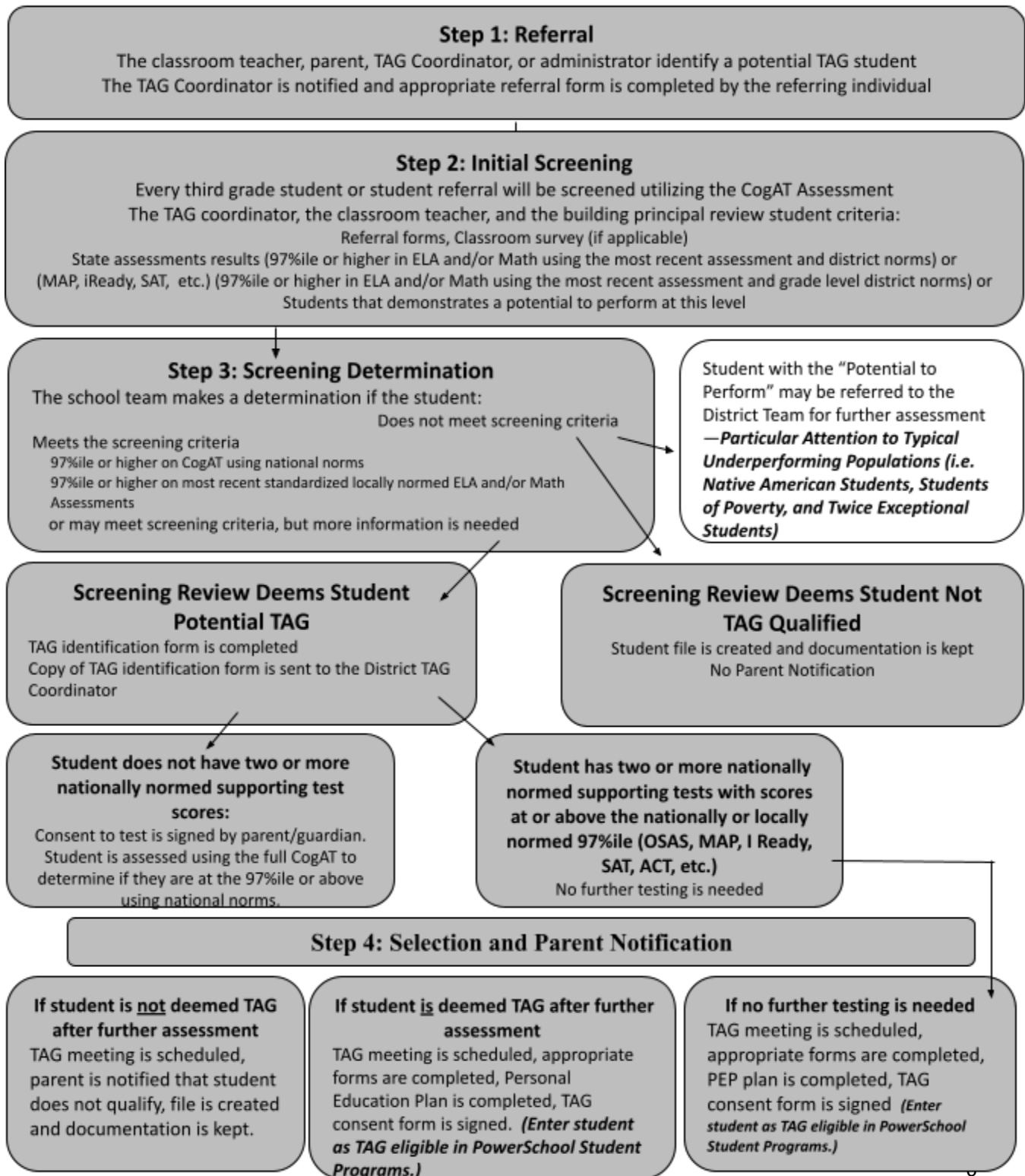
Families may utilize an appeal process if they are dissatisfied with the programs and services recommended for their student that has been identified as talented and gifted, and wish to

request reconsideration. The appeal process is identified in administrative regulation [KL – Public Complaints](#). Parents may also contact the TAG coordinator and ask to revisit the plan.

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



B. Universal Screening/Inclusive Considerations

The goal of the screening and identification procedure is to identify intellectually gifted and academically talented students. In order to comply with OAR 581-220-403, the following screening and identification plan will be followed:

STEP 1: SCREENING / REFERRAL

1. The broad screening instrument used at grade 3 is the CogAT Screener. Students in grades 3 are also screened using local norms for the overall State Assessment Scores in English Language Arts and Mathematics.
2. In addition, teachers will complete the General Class Behavioral Survey. This tool will allow teachers to recommend students who may benefit from an enriched and/or accelerated classroom curriculum in creative ability, leadership, and performing arts.
3. An effort will be made to identify non-obvious students from special population groups such as:
 - Cultural and Ethnic Minorities
 - Financially Disadvantaged
 - Learners with Disabilities
 - Underachieving Gifted
4. Families may complete a nomination form for district consideration of their student's placement in the program or at district request to provide historical behavioral information.
5. Further information will be collected as needed from counselors, teachers, and support personnel who support special population groups.

STEP 2: INITIAL SCREENING/ELIGIBILITY DETERMINATION

An initial screening pool will be developed consisting of third grade students who score at the 97 percentile or higher using local norms on the third grade Mathematics or English Language Arts portions of the Oregon State Assessment, students in grade 3 who score at or above the 97 percentile using national norms on the CogAT screener, and/or students referred by teachers on the General Class Survey. From this eligible pool, any one of the three determinations below can be made.

1. The district TAG Coordinators and support personnel determine that a student MEETS the criteria by demonstrating:
 - Previous identification as talented and gifted; and/or
 - standardized achievement test scores at or above the 97th percentile in the areas of Mathematics and/or English Language Arts, and data to support a history of scores above the 97th percentile range; and/or
 - standardized intelligence/aptitude test scores at or above the 97 percentile; and/or
 - behavioral or learning characteristics which support placement.

Collected student data will be recorded on the Student Data Record Form.

2. The district TAG Coordinator and support personnel determine that a student may MEET the criteria if:
 - Referred by teachers on the General Class Survey; and/or
 - scored from the 92nd percentile up to and including 96th percentile on the standardized achievement testing in the areas of Mathematics and/or English Language Arts using local norms; and/or
 - scored from 92nd percentile up to and including 96th percentile using national norms on the standardized intelligence/ aptitude test, then the student will be further assessed; including
 - behavioral or learning characteristics which support placement.

If upon further assessment the student scores at or above the 97 percentile, the student will meet the criteria.

Consideration will also be given to those students who may be non-obvious, even when the standardized test scores fall below the 97 percentile.

3. The team may determine that a student DOES NOT MEET the screening criteria by demonstrating:
 - Behavioral or learning characteristics which do not indicate a typical ability in areas of creativity, leadership, or performing arts;
 - scored below 97 percentile on a standardized achievement test in the areas of total math and total English Language Arts using local norms; and/or
 - scores below 97 percentile on a standardized intelligence /aptitude test using national norms.

STEP 3: SCREENING DETERMINATION/ FURTHER TESTING / ASSESSMENT

1. In some cases, further assessment or testing for the purpose of eligibility may be necessary. When appropriate, the TAG Coordinator and building personnel will recommend assessment or testing on an individual basis. Further assessment may include a period of time when continued evaluation of the student will be conducted by his/her teacher. This period of time will be designated as a time to assess the student's abilities and possible needs more specifically. Parent permission for additional testing may be secured. All information collected will become part of a student's file.
2. The district will consider testing appropriate to the student's ability including non-verbal or "home-language" tests, when available, which would adequately identify students from special population groups.

STEP 4: PARENT NOTIFICATION / INITIAL PROGRAM PLANNING

1. Parents will be notified of the child's eligibility for TAG programs and services.
2. Permission to be included in the TAG program will be obtained from parents whose child has been identified as eligible.
3. Parents will have the opportunity to review identification data program options with TAG building personnel.
4. Parents may opt out of TAG services by notifying the building principal.

IDENTIFICATION OF K-2 TALENTED AND GIFTED

It is critical to identify gifted students at a younger age whenever possible. To prevent a reduction of potential, early identification and appropriate support is necessary.

For younger children, no single test should ever serve as the sole indicator upon which educational decisions are based. An individually administered test of intelligence is insufficient to determine whether a child is gifted or talented. Even the most comprehensive battery of tests, administered by the most skillful testers, may not provide a good estimate of a younger child's capabilities.

Because identifying younger children as gifted presents difficulties, case studies involving multiple criteria and careful observation along with an individually administered test are most appropriate. The process must proceed slowly and systematically over time and include collection of behavioral data before formal identification occurs.

The Baker School District will employ the following components in the identification of K-2 students:

- Parent Checklists / Questionnaire
- Teacher Checklists / Observations
- Analysis of student's work samples
- Formal Testing (done no earlier than last half of kindergarten if possible)

C. Portability of TAG Identification

When a student transfers into the school district who has been previously identified as talented and/or gifted in another school district, the following procedure will be followed:

1. Records from the previous district will be requested.
2. The district TAG Coordinator will review and evaluate the testing information and behavioral data from the previous district.
3. Any additional necessary data from the previous district (i.e. teacher recommendation, etc.) may be requested.
4. The district TAG Coordinator may request further testing.

The student will be placed in an appropriate educational program until the review is complete. Further placement may occur at a time appropriate with any testing or placement schedule that is already used at the individual schools.

Section 4: Instructional Services and Approaches

Legal Reference: aligned to [OAR 581-022-2500](#)

A. Instructional Programs and Services for TAG Students

K-6 SERVICE DELIVERY

Services will be provided, K-6, by the classroom teachers at the school the TAG student attends. It is the district's philosophy that the TAG students' needs should be met by acceleration, curriculum modification, curriculum differentiation, and by using a variety of teaching and learning strategies. Student needs for adjusted levels and rates of learning in all subject areas will be considered. In Baker School District the classroom teacher is the primary deliverer of instruction for TAG students. The teacher differentiates instruction based on the assessed rate and level of learning for the individual student in each subject area.

Identified students will have their rate and level of learning assessed as an ongoing process by the classroom teachers. It is the teacher's responsibility to assess the rate and level of learning and to maintain such records in whatever fashion is suitable for the instructor.

Initial program and service selections will be recorded on the Personal Education Plan. The Personal Education Plan will be updated as student's needs indicate a change is necessary. The classroom teacher may then select delivery options from the identified list of enrichment/acceleration strategies. These opportunities will occur throughout the school year and will vary in length of time and in frequency. These opportunities will occur through cross-grade grouping, cross grade tutoring, faster paced groups, special part-time classes targeting the area of exceptionality, learning centers, and cluster grouping.

The TAG Coordinators will be available to assist elementary teachers in the following:

1. Providing training for assessment of rate and level of learning.
2. Development and selection of suitable programs and services.
3. Providing necessary staff development.
4. Providing parents the opportunity for input.
5. Leading TAG Eligibility Teams/Processes
6. Managing student TAG cumulative files
7. Facilitating building eligibility and parent meetings

7-12 SERVICE DELIVERY

Teachers, counselors, and parents will work together to create a schedule of classes that best meet the needs of identified talented and gifted students. At the time students complete the forecasting sheet for class selection, students will be advised of what coursework is suitably challenging and best addresses their rate and level of learning. Once the course work begins, individual teachers in all of the core subjects will assess whether instructional speed and course

content is suitably challenging and beneficial for the identified students. It is possible that the existing curriculum is suitable both in pace and content for the student's abilities. Such "in-class" alterations in course content and instructional style will be determined by the instructor, based on the identified needs of the students, the assessed rate and level of learning, and available district resources.

It is the district's philosophy that the TAG students' needs at the middle and high school levels should be met by acceleration, by curriculum modification, curriculum differentiation, and by using a variety of teaching and learning strategies. Student needs for adjusted levels and rates of learning in all subject areas will be considered. The teacher is the primary deliverer of instruction for TAG students. The teacher differentiates instruction based on the assessed rate and level of learning of the individual student in each subject area.

A Personal Educational Plan for identified 7-12 grade students will consist of two parts: a list of chosen classes and a list of delivery options adopted by individual departments within the school. It is Baker School District's intent to offer a wide range of options suitable for student learning.

The TAG Coordinators will be available to assist secondary teachers in the following:

1. Providing training for assessment of rate and level of learning.
2. Development and selection of suitable programs and services.
3. Providing necessary staff development.
4. Providing parents the opportunity for input.
5. Leading the TAG Eligibility Teams/Processes
6. Managing student TAG cumulative files
7. Facilitating building eligibility and parent meetings

PROGRAMS AND SERVICE OPTIONS

Flexible pacing is the best way of providing for varied instructional levels and accelerated rates of learning common to gifted and talented students. Flexible pacing is defined as any provision that places students at an appropriate instructional level, creates the best possible match between students' achievement and instruction, and allows them to move forward in the curriculum as they achieve mastery of content and skills.

This provision does not suggest that acceleration be used to the exclusion of enrichment. The assessment of instruction levels should be coupled with consideration of the unique learning characteristics of each child. A careful look at existing and potential programs is in order. It is important that a range of appropriate options be identified that will allow for flexible pacing, meeting individual student needs, and progress on the basis of mastery. Existing options should be maintained and additional ones added whenever feasible to effectively address the learning needs of gifted and talented students. The following pacing options offer possibilities for

effectively meeting these unique needs.

ELEMENTARY TAG OPTIONS (Grades K-6)

ABILITY GROUPING

Grouping within a skill area, within the classroom, grade-level, or cross-grade level. Most commonly done in language arts and math. May include acceleration and enrichment.

ACADEMIC COMPETITIONS

In-School activities which allow students to compete with fellow students in single or multiple content areas. Examples include: Math Counts, Quiz Bowl, Invention Convention, and spelling bee.

ACCELERATED PACING

Speeding up or accelerating materials to be learned in any one class or academic discipline to meet the functioning level of the student.

CLUSTER GROUPING

Grouping according to ability or interest in regular classrooms. May be project-oriented, short-term, or more extensive. Might involve use of learning centers.

COMPACTED CURRICULUM

Reducing the amount of time normally required to cover a subject. May result in acceleration or enrichment opportunities.

CONTINUOUS PROGRESS

Instruction is provided at assessed instruction level and rate of learning rather than by grade level designation. Students may advance through materials regardless of grade placement.

COOPERATIVE LEARNING

Working with peers by interest or ability to accomplish an end. Cooperative Learning allows the child to grasp material through interaction with peers and develop social skills.

CROSS-GRADE GROUPING

Students may be ability grouped with students in a higher grade level. Focus is on students of similar interest and ability for content area study.

CURRICULUM MODIFICATION

Use of alternative instructional material for the purpose of enrichment and/or extension of the focus within a single course or grade level.

EXPLORATORY SEMINARS

Classes designed specifically for the exploration of a wide range of curriculum options. Examples may be independent research or watching TED talks on a specific topic of interest.

EXTRA CURRICULAR CLUBS

Opportunities for students, on a voluntary basis, to pursue areas of specific interest.

INDEPENDENT STUDY

Students pursue an area of interest in depth. Time frame is established by teacher and student. Students are encouraged to use resources outside, as well as inside the school.

INDIVIDUAL PACKETS

The teacher designs packets for pupils to work on individually, according to abilities.

LEARNING CENTERS

Designated areas reserved for special program activities such as an invention center, a science center, or a literature corner. Often, suggested activities and / or directions are provided.

MENTORSHIP

A student is paired with a person of similar interest (parent, teacher, professional) with the student being guided in a project or research. Communication may be through in-person visits, phone calls, Zoom, or other platforms.

MINI COURSES

Short courses for interested students on topics such as: CPR, newspaper, art, or nutrition. May use outside experts.

PEER TUTORING-STUDY BUDDIES

Students with strengths may tutor students with needs

FRIDAY/AFTER SCHOOL/SUMMER PROGRAMS

Providing information on opportunities for continued study and exploration, before or after school or during summer, in non-district funded programs.

SPECIAL COUNSELING

Counseling on an individual or small group basis which addresses specific needs and concerns of gifted students. May include both short-term and long-term goals.

STUDY AND THINKING SKILLS

Special class or part of curriculum focused on thinking and study skills. This curriculum is required as part of the Essential Learning Skills.

SECONDARY TAG OPTIONS (Grades 7-12)**ABILITY GROUPING**

Grouping within a skill area. May be within the classroom, grade-level, or cross grade-level. May include acceleration and enrichment.

ACADEMIC COMPETITIONS

In-school activities which allow students to compete with fellow students in single or multiple content areas. Examples include: Academic Knowledge Bowl, Spelling Bee, Math Counts, and Citizen Bee.

ACCELERATED PACING

Speeding up or accelerating material to be learned in any one class or academic discipline to meet the functioning level of students.

ADVANCED PLACEMENT OR COLLEGE IN THE HIGH SCHOOL CLASSES

Advanced curriculum for which high school students can earn college credit either through course completion or by passing a summative exam.

ALTERNATIVE CREDIT OPTIONS

Allowing students to skip a course for the purpose of taking a higher level course in the same content area. For example, skipping Spanish I and starting in Spanish II.

CLUSTER GROUPING

A strategy found in a regular classroom where students are grouped by ability or interest. May be project-oriented, short-term, or more extensive.

COMPACTED CURRICULUM

Reducing the amount of time normally required to cover a subject. May result in acceleration or enrichment opportunities available online.

CONCURRENT / DUAL ENROLLMENT

Attendance in the next higher school setting for credit in both settings, i.e., high school and college.

COOPERATIVE LEARNING

Working with peers by interest or ability to accomplish an end. Cooperative Learning allows the student to grasp material through interactions with peers.

CURRICULUM MODIFICATION

Use the alternative instructional material for the purpose of enrichment and/or extension of the focus within a single course or grade level.

INDEPENDENT STUDY

Students pursue an area of interest in depth. Time frame is established by teacher and student. Student contracts to complete specific work or project with supervision and monitoring.

INDIVIDUALIZED PROGRAM

Individually designed program which replaces the required activities within a given course of study.

INTEGRATED THEMATIC UNITS

Unit of study which addresses goals from multiple content areas through focus on a unifying theme.

MENTORSHIP

Student is paired with a person in a field of common interest with the student being guided in a project or research.

PEER TUTORING

Students with strengths tutor students with needs.

AFTER SCHOOL/SUMMER PROGRAMS

Provide information opportunities for continued study and exploration, before and after school or during the summer, in non-district funded programs.

SPECIAL COUNSELING

Counseling on an individual or small group basis which addresses specific needs and concerns of gifted students. May include both short-term and long-term goals.

CREDIT BY EXAM

Students successfully complete an examination covering the course material and receive credit without taking the course. An example is the [STAMP4S assessment](#).

DIFFERENTIATED SCHEDULING

Adjustments to the traditional schedule for the purpose of allowing in-depth study of a single content area or an integrated study of multiple content areas.

EXTRA-CURRICULAR CLUBS

Opportunities for students, on a voluntary basis, to pursue areas of specific interest.

INTERDISCIPLINARY CLASS

Curriculum using a variety of disciplines: history, literature, art, science, etc. Emphasis on drawing relationships and teaching thinking skills.

MINI COURSES

Short courses for interested students on topics such as: CPR, newspaper, art, or nutrition. May use outside experts.

SEMINARS

Opportunities for students to interact in an academic setting on a variety of topics.

B. Advanced Course Offerings Secondary

Baker Middle School

7th Grade Advanced English Language Arts

8th Grade Advanced English Language Arts

Advanced Physical Science

Advanced Life Science

Advanced U.S. History

Algebra

Pre-Algebra
Honor Band

Baker High School

Advanced English 1
Advanced English 2
AP English Literature and Composition
College Writing
AP Government
Advanced US History
Advanced Human Geography
Advanced Math
Calculus
Advanced Biology
Advanced Earth and Environmental Science
Biology 101
Biology 102/103
AP Chemistry
AP Physics
Anatomy and Physiology
Success 101
Success 201
Advanced Spanish

C. Teacher's Knowledge of TAG Students in Class

All teachers working with the student receiving TAG services will be invited to the TAG meeting. Once TAG plans are written, a copy will be provided to each teacher. There is also a TAG indicator in PowerSchool.

Classroom teachers should differentiate instruction for students. Indicators of curriculum differentiation include:

1. A range of activities that engage students in abstract, complex, and sophisticated learning tasks.
2. Varied instructional strategies.
3. Differentiated thematic units with appropriate assessment.
4. Activities that mirror the range of the student's abilities.
5. Questioning techniques that appropriately address student cognitive levels.

6. Personalized projects and products.
7. Various grouping strategies.
8. Frequent adult/student interaction.
9. Problem solving and problem finding.
10. Ongoing teacher/student conferences.
11. Student-initiated activities and investigations.
12. Technology is used by students as a resource and as a tool for creating unique products.

Classroom teachers needing support for differentiation specific to TAG should reach out to the TAG coordinator.

Teachers determine the rate and level of needs for students in the classroom through assessing the student's instructional level and rate of learning. Assessment is an ongoing process which should occur frequently to identify student strengths and needs prior to instruction. Teachers may use standardized tests or informal performance assessments. In addition, pre and post tests are appropriate measures for diagnosing student placement in a curricular area. The instruction provided to identified students shall address their assessed rate and level of learning.

D. Instructional Plans for TAG Students

All TAG students should have a Personal Education Plan. The plans should be revisited annually to ensure it meets the needs of the students. Student progress will be monitored using state or district standardized assessment. Family and student surveys may also be used to further understand factors influencing student performance. Families will be invited to Personal Education Plan meetings where plans are written or revised. Families may also ask to reconvene the team to address concerns with learning and/or growth.

E. Schools Designed for TAG Identified Students

Regardless of where a student attends school, TAG screening, identification, and services will be made available.

F. TAG Enrichment Opportunities

Community based Friday and after school activities as well as summer enrichment opportunities may be available for TAG students. Announcements are made through ParentSquare.

- ArtSpeak and Dance through Crossroads (grades 4-6)
- Art by Tobi (grades 1-5)
- Camp Invention (grades 3-6)

Bulldog Club (grades 1-3)

Chess for Success (grades K-12)

Ski for the Health of It (grades 4-12)

Section 5: Plan for Continuous Improvement

Legal references: ORS 343.397(3) and OAR 581-022-2500

A. District Goals

Goal Statement	What special programs or services will be provided to accomplish the goals?	Implementation Timeline	How will progress be measured?	How will success be measured?
The district will enhance the ability of general education teachers to differentiate instruction for TAG students.	TAG Coordinator	24-25 school year	All teachers will be able to differentiate instruction to meet the needs of their students	All students will show growth on the universal screeners three times per year.
The district will review other TAG programs and how they screen and evaluate exceptionality, and provide specially designed programs for students with giftedness and/or talent for creativity, leadership, and ability in the fine and performing arts.	TAG Coordinator	24-25 school year	TAG Coordinator will research screening and evaluation processes, and service models for giftedness/talent in creativity, leadership, and ability in the fine and performing arts.	Enhance our screening, evaluation, and target interventions to students' area(s) of exceptionality.

B. Professional Development Plan: Identification

Who	What	Provided by	When
TAG Coordinator	Required statewide training	Oregon Department of Education	State has not announced dates or modalities

C. Family Engagement

Families will be notified if their child is identified by the initial TAG screening for further assessment. Family consent will be obtained before testing for TAG eligibility. At the conclusion of the assessment, families will also be notified of the outcome of the assessment. If their child is found eligible, parents will be asked to participate in a personal education plan development meeting where services will be discussed and annually reviewed.. All notifications and meetings will be provided in the family's preferred language. At the time of placement in the TAG program, families will also be informed of their right to request withdrawal from the program and their right to file a complaint if unhappy with the Personal Education Plan which outlines the services for the TAG eligible student. The TAG coordinator will be the primary contact for all questions involving TAG evaluation and TAG services. They can be reached by calling 541-524-2350. The overseeing administrator can be reached at the district office by calling 541-524-2260 x 1045.

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	Jess DeFrees - District TAG Coordinator	jess.defrees@bakersd.org	541-524-2350
Person responsible for updating contact information annually on your district website	Jodi Thew - TAG Administrator	jodi.thew@bakersd.org	541-524-2260-x-1045
Person responsible for updating contact information annually on the Department	Jodi Thew - TAG Administrator	jodi.thew@bakersd.org	541-524-2260-x-1045
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Jodi Thew - TAG Administrator	jodi.thew@bakersd.org	541-524-2260-x-1045

*[District directions: Add lines as needed to include a building-level contact for each school in the district.]

Appendix: Glossary

Term	Definition
Acceleration (subject)	Above grade-level standards and coursework. For example, a student who takes an advanced high school art class during middle school.
Acceleration (whole-grade)	Grade skipping. For example, a student who moves from 1st grade to 3rd grade (skips the 2nd grade).
Acceleration (standards)	Working ahead on grade-level standards (considerations include: pacing needs and demonstrated levels of mastery on certain grade-level standards). This often occurs within the grade-level course.
Advanced Placement (AP)	College-level coursework with common nationally-normed assessments. AP coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Choice Assignments	A selection of standards-based learning options/projects based on student interest and/or development that includes depth and complexity to address both motivation to learn and cognitive demand.
Cluster Grouping	TAG identified students are intentionally placed together into mixed ability classrooms. The structure of this educational practice allows students to have peer-alike time together to address both academic and social-emotional needs.
Credit by Examination	Students receive high school or college credit based on mastery of prior learning as measured through end of course examinations. District policies, assessment formats, and requirements may vary. Please check your local district policy.
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

Term	Definition
	Webb's Depth Of Knowledge (DOK) and Bloom's Taxonomy.
Depth of Knowledge (DOK)	A framework developed by Dr. Norman Webb to assess the level of rigor for standards, projects, assignments, and exams.
Differentiated Instruction (involving tiers of depth and complexity)	Instruction and learning options designed to reflect the needs of students specific to current learning evidence/data that fosters academic growth. Educators may differentiate content, process, product, and environment to accommodate needs of learning.
Flexible Readiness Grouping	A strategic strategy designed to group students according to best fit instructional needs and student discourse opportunities.
Formative Assessment as a Process	Intentional teaching and learning practices in the classroom used by both teachers and students. Moment-by-moment evidence of student learning and thinking is used to inform and adjust teaching and learning. Descriptive feedback, established success criteria, and clear learning goals are essential.
Independent Learning Contracts	An agreement between student and teacher that outlines individual learning opportunities and outcomes for the student. This strategy is commonly used when a student has demonstrated mastery of a unit that is currently being taught (i.e. student has already read the novel that is being taught in a particular grade level)
Instructional Plans (IPs)	Communicates instructional strategies and services of how the teacher meets the needs of <i>all</i> TAG identified students in a particular course. Typically utilized at the secondary level.
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

Term	Definition
	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.
Personal Education Plans	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

Term	Definition
	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.