



Scio School District Plan for Talented and Gifted Education

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Section 1: Introduction



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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).

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

[Policy IGBB - Talented and Gifted Program](#)

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

[Policy IGBBA-AR - Talented and Gifted Education Appeals Procedure](#)

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

B. Implementation of Talented & Gifted Education Programs and Services

The district is committed to an educational program that recognizes, identifies, and serves unique needs of talented and gifted students. Talented and gifted students are those who have been identified as academically and/or intellectually gifted. Differentiated instruction is the most common tool educators use to accelerate learning for students identified as talented and gifted. In Scio SD, the teacher is the primary instructor for TAG students.

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 <i>Aligned to OAR 581-022-2325 (1)</i>	-Students are tested using CogAT (Cognitive Abilities Test) in second grade -Students identified are given more in-depth testing, upon parent permission, with CogAT (full battery)
Multiple modes and methods of data collection used in the identification process. <i>Aligned to OAR 581-022-2325 (2)(b)(c)</i>	-A body of evidence (classroom assessments, work samples, Oregon Statewide Assessment Scores (OSAS)) is collected for all students in the identification process
Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i>	-CogAT is used as a screener and used a picture based format in K-2 screeners -Body of work (classroom assessments, work samples, OSAS) is also used as a consideration

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
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	-CogAT is used as a screener and used a picture based format in K-2 screeners -Body of work (classroom assessments, work samples, OSAS) is also used as a consideration
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	-CogAT is used as a screener and used a picture based format in K-2 screeners -Body of work (classroom assessments, work samples, OSAS) is also used as a consideration
Universal Screening/Inclusive considerations	-CogAT is used as a screener and used a picture based format in K-2 screeners -Body of work (classroom assessments, work samples, OSAS) is also used as a consideration -OSAS Grades 3-8, 11
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	-CogAT is used as a screener and used a picture based format in K-2 screeners -Body of work (classroom assessments, work samples, OSAS) is also used as a consideration -Use of local norms
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	-Body of work (classroom assessments, work samples, OSAS) is also used as a consideration
A tool or method for determining a threshold of when preponderance of evidence is met.	-TAG Eligibility Team can use body of evidence, standardized tests, and any other observations to determine if a student is in need of further academic challenge.
TAG Eligibility Team	-Classroom Teacher

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<ul style="list-style-type: none"> -Counselor -Administrator -TAG Facilitator -Learning Consultant
<p>Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification</p>	<ul style="list-style-type: none"> -parent permission form -team decision based on evidence

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
<p>Is a universal screening instrument used at a specific grade level?</p>	<p>-2nd grade students are screened, annually, with the CogAT</p>
<p>What is the broad screening instrument and at what grade level is it administered?</p>	<p>-2nd grade students are screened, annually, with the CogAT -OSAS grades 3-8, 11; annually</p>
<p>How is the screener used in the identification process (i.e. what percentile threshold, if any, is used to initiate the eligibility process; and how are percentiles used to promote, rather than extinguish, eligibility)?</p>	<p>-Students who score at the 95th percentile and above are moved forward to the full battery used for potential TAG identification -A score less than 95th percentile does not preclude a team from moving forward with TAG identification as the body of evidence is still to be considered</p>

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	-Scio SD honors and accepts TAG identification from other districts in Oregon.
Does your district accept TAG identification from other states?	-Scio SD honors and accepts TAG identification from other states with appropriate documentation from nationally normed tests
Do local norms influence the decision to honor identification from other districts and states?	-Scio SD honors and accepts TAG identification from all Oregon districts. -Scio SD 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
Flexible Readiness Grouping	-Schoolwide groupings in grades K-5, when possible
Differentiated Instruction involving tiers of depth and complexity	-Grades K-5 -Grades 6-12 (language arts & math)
Formative Assessment as a Process	-Grades K-12; teachers observe and make individual changes as students show evidence of their learning and thinking

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Scaffolding or Tiered Instruction	-Grades 6-8 math; teachers have tiered assignments available for students
Credit by Examination	-Grades 9-12; courses available through Linn-Benton Community College (LBCC) via College Now

B. College Now Course Offerings

Name of College Now Course	Schools and Grade Levels Offered
Computers in Agriculture (AG111)	-Scio High School; grades 11-12
Animal Science (ANS121)	-Scio High School; grades 11-12
Crops in our Environment (CSS200)	-Scio High School; grades 11-12
Soils: Sustainable Ecosystems (CSS205)	-Scio High School; grades 11-12
General Biology (BI103)	-Scio High School; grades 11-12
Intro to Education: Practicum & Seminar (ED101A)	-Scio High School; grades 11-12
Infant and Child Development (HDFS225)	-Scio High School; grades 11-12
Literature: Fiction (ENG104)	-Scio High School; grades 11-12
Literature: Poetry (ENG106)	-Scio High School; grades 11-12
English Composition (WR121)	-Scio High School; grades 11-12

Name of College Now Course	Schools and Grade Levels Offered
College Algebra (MTH111)	-Scio High School; grades 11-12
Trigonometry (MTH112)	-Scio High School; grades 11-12
Differential Calculus (MTH251)	-Scio High School; grades 11-12
First Year Spanish I (SPN101)	-Scio High School; grades 11-12
First Year Spanish II (SPN102)	-Scio High School; grades 11-12
Basic Arc Welding (WD4.240)	-Scio High School; grades 11-12
Fabrication & Repair (WD4.242)	-Scio High School; grades 11-12

C. 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?	-TAG students are flagged in the electronic students information system -As new students come into districts, cumulative folders will be evaluated for TAG status; if discovered, K-12 teachers will be notified by TAG Administrator, or designee
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?	-All schools have an administrator to ask for additional support, when necessary, to support TAG
How do teachers determine rate and level needs for students in their classrooms?	-Determination is through formative assessment to guide instructional rates and levels

D. Instructional Plans for TAG Students

Key Questions	District Procedure
Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?	-PEPs are optional for grades 3-5 -PEPs can be requested by parent or guardian
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	-Instructional Plans (IPs) are optional for grades 6-12 -IPs can be requested by parent or guardian -IPs can be for any course
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student’s learning?	-PEP and IP can be discussed at Family Conferences (Fall & Spring)

E. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
Math Competitions	MS students have an opportunity to participate in local math games each Spring
Enrichment Opportunities to be Developed	Scio SD will continue to locate and/or create opportunities for enrichment (ex: Middle School Science Fair, Chess Club(s), etc)

Section 5: Plan for Continuous Improvement



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?
-Scio SD will improve TAG identification, in all groups, by screening with fidelity, utilizing bodies of evidence, and the use of local norms.	-Professional Development and Training for Staff	-Staff Training (Fall 2023 & on-going)	-Successful completion of Screening for all 2nd graders	-Continued completion of screening for 2nd graders -comparing the current year with previous years, in all groups
-Scio SD will engage with families regarding supporting their TAG student(s)	-Family Conferences (Fall & Spring)	-at least twice annually	-evidence of meeting, documented by sign-in sheets and/or Student Information System	-evidence of collaboration between parents and teachers

B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district - Direct of Student Services	Required statewide training	Oregon Department of Education	-next available training, TBD -on-going
All district licensed educators who are responsible for identification	Training on Identification	Jacob A. Alburn	-Annually in August -on-going

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	-Letters to Families regarding Universal Testing
Universal Screening/Testing grade levels	-CogAT, Grade 2
Individual and/or group testing dates	-Grade 2 - Spring
Explanation of TAG programs and services available to identified students	-As identification occurs, notice will be given to families and they will meet with TAG Coordinator, or designee
Opportunities for families to provide input and discuss programs and services their student receives	-As requested by Families -Conferences (Fall & Spring)

Comprehensive TAG Programs and Services	Date and/or method of Communication
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	-As requested by Families -Conferences (Fall & Spring)
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	-As requested by Families -Conferences (Fall & 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.	-As requested by Families -Conferences (Fall & 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.	-As requested by Families -Conferences (Fall & Spring)
Notification to parents of their option to request withdrawal of a student from TAG services	-Written request to Building Administrator or Director of Student Services
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	-District Policy IGBBC-AR
Designated district or building contact to provide district-level TAG plans to families upon request	-Building Administrators can provide a printed copy or the link on the district website

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	Jacob A. Alburn	alburnj@sciok12.org	503-394-3271
Person responsible for updating contact information annually on your district website	Jacob A. Alburn	alburnj@sciok12.org	503-394-3271
Person responsible for updating contact information annually on the Department	Jacob A. Alburn	alburnj@sciok12.org	503-394-3271
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Jacob A. Alburn	alburnj@sciok12.org	503-394-3271
TAG contact for Centennial Elementary	Kim Roth	rothk@sciok12.org	503-394-3265
TAG contact for Scio Middle School	Jacob A. Alburn	alburnj@sciok12.org	503-394-3271

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
TAG contact for Scio High School	Kyle Braa	braak@sciok12.org	503-394-3276

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

Term	Definition
	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 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.

Term	Definition
	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 as a schoolwide program where all teachers, classroom support staff, and students are taught how to interact with and use the icons.
Level of Learning	<p>In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning</p> <p>The student's instructional level in the curriculum and the place where the student will encounter knowledge and skills not yet learned or mastered. It is more than an advanced grade level. It involves depth and complexity in thinking.</p>
Option Schools	Students choose to attend schools in their district with learning options that best fits their academic and affective needs. Some districts have alternative school options, magnet schools, and option programs (school within a school model) specifically designed for TAG students. Not all districts provide option schools or programs in Oregon.
Oregon Administrative Rule (OAR)	Rules adopted by the State Board of Education to support statutes (ORS).

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