Harrisburg 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 (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](ORS 343.397) (1)(a) and [OAR 581-022-2500](OAR 581-022-2500)

A. Local School Board Policies

HSD Board Policies	Description
📄 IGBB G1.PDF	TAG Development of Student Plan
📄 IGBBC G1.PDF	Program and Services options
📄 IGBBA D1 (2).PDF	Identification
📄 IGBBC R G1.PDF	Complaint Procedure

B. Implementation of Talented & Gifted Education Programs and Services

📄 TAG_Procedural_Guidebook.docx (this will be updated after approval of new procedures)

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	📄 HSD School District TAG Identification Process

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Aligned to OAR 581-022-2325 (1)	HSD will offer multiple ways for students to be identified as TAG. These include: ● Universal Screening using the CogAT with all second grade students and with other grade level students when deemed appropriate. ● Quantitative data: local performance assessments ● Qualitative data: includes work samples, observations, profiles and checklists. Once the data is collected a district based team consisting of the district TAG facilitator, building representative and classroom teacher will meet to determine if the evidence supports an identification.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	Students who do not qualify yet will be monitored and additional data will be reviewed at a later time determined by the TAG team. A review will occur at least annually. All information will be filed in a TAG labeled folder and kept in the TAG coordinators files. Families will be informed through the family letter. A TAG plan will be developed and reviewed with the student's teachers annually.
Multiple modes and methods of data collection used in the identification process. *Aligned to OAR 581-022-2325 (2)(b)(c)*	Multiple Measures and Modes that demonstrates a preponderance of TAG ability that include qualitative and quantitative data ⊟ Modes and Measures of Data for TAG Identification
Culturally responsive practices specific to identification. *Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)*	● Use of CLED scales document ⊟ CLED_Scales2015 (1) ● Use of universal screeners ● Use of Modes and Measures of Data document ⊟ Modes and Measures of Data for TAG Identification
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	KOI, NNAT, CogAT, OSAS and utilize the ELL Characteristics profile and collect work samples from the student.
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	All district staff will receive training during in-service week and/or within the first 4 weeks of the school year. The PD will provide information on: ● The 6 profiles of learners ▤ gifted poster.pdf

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices

	- Characteristics of English Language Learners
	  📄 Characteristics of Gifted English Learners - See Me Checklist
	  📄 See Me Checklist for Inclusive Identification - TAG identification process flow chart
	  📄 HSD School District TAG Identification Process - Use of Local Norms

Universal Screening/Inclusive considerations	Staff will follow instructional best practices as well as follow all 504 plans and IEPs.
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	We will use: - District based assessments: MAP and Dibels - State and National assessments: SBAC and ELPA - Local Performance Assessments - Curriculum-based summative assessments Additionally, CogAt assessments requested outside of the 2nd grade will use national norms for analysis.
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	We will use two documents to capture input: 📝 TAG Teacher/Parent/Peer Nomination and Questionnaire.docx 📄 Modes and Measures of Data for TAG Identification
A tool or method for determining a threshold of when preponderance of evidence is met.	📝 HSD TAG Identification Eligibility Detmination.docx
TAG Eligibility Team	We will establish a team that will include: - District coordinator - Representative from the elementary, middle and high schools

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	• Classroom teacher • Specialists when appropriate
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	A student's TAG folder will include: • ⬜W TAG Teacher/Parent/Peer Nomination and Questionnaire.docx • 📄 Modes and Measures of Data for TAG Identification • ⬜W HSD TAG Identification Eligibility Detmination.docx • 📄 Characteristics of Gifted English Learners

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	Yes
What is the broad screening instrument and at what grade level is it administered?	📄 HSD Universal Screeners by Grade
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)?	• 100% of scores are Nominated for TAG Identification • 10-20% of scores are Considered for TAG Identification using a Case Study • 5-10% of scores are Selected for TAG Identification when a preponderance of evidence is found • CLED students who perform in the top 10% in a local cohort norm or greater on the CogAT or NNAT PLUS show qualitative evidence of gifted characteristics, this automatically qualifies them for TAG.

Key Questions	District Procedure
	No single data point will present as an option for exclusionary practices.

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	Yes
Does your district accept TAG identification from other states?	Yes
Do local norms influence the decision to honor identification from other districts and states?	The TAG committee will review the student's TAG identification documents, determine if items are missing from HSD's process and administer missing items. The team will then review the additional data and create an updated plan for the student.

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							
	Elementary Schools			Secondary Schools				
	Language Arts	Math	Science & Social Studies	Language Arts	Math	Social Studies	Science	Fine Arts, Health, PE, CTE, Spanish
Flexible Grouping	Used in 100% of classrooms	Used in 40% of classrooms	Used in 0% of classrooms	Used in 100% of grade levels	Used in 25% of grade levels	Used in 100% of grade levels	Used in 50% of grade levels	Used in 60% of grade levels
Use of Formative Assessment	Used in 100% of classrooms	Used in 100% of classrooms	Used in 100% of classrooms	Used in 100% of grade levels	Used in 100% of grade levels	Used in 100% of grade levels	Used in 100% of grade levels	Used in 100% of grade levels
Differentiated Instruction	Used in 100% of classrooms	Used in 100% of classrooms	Used in 100% of classrooms	Used in 100% of grade levels	Used in 100% of grade levels	Used in 100% of grade levels	Used in 100% of grade levels	Used in 100% of grade levels
Scaffolding or Tiered Instruction	Used in 100% of classrooms	Used in 100% of classrooms	Used in 100% of classrooms	Used in 100% of grade levels	Used in 100% of grade levels	Used in 100% of grade levels	Used in 100% of grade levels	Used in 100% of grade levels
Advanced Placement (AP) with differentiation of instruction based on learning evidence	Not applicable to Elementary			See table below for list of courses offered				

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
AP Literature	Offered Every other year to grades 11-12
AP Language & Composition	Offered Every other year to grades 11-12
AP US History	Offered Every other year to grades 11-12
Wr 121/122 (College Now)	Offered Every year to grades 11-12
Medical Terminology (HP100)	Offered to grades 11-12 (one semester course)
Intro to Health Office Procedures (HP110)	Offered to grades 11-12 (one semester course)
SOAR	Selected students in grades 11-12 may take coursework directly from a community college - paid for by the district. Courses are chosen by the student and HHS Counselor.

C. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered
None	

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?	The district team members will inform the teachers in their building at the beginning of each school year. Students will be identified in Synergy.
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?	The district team will provide PD during in-service week each year as well as present at a building level staff meeting after each round of benchmark testing.
How do teachers determine rate and level needs for students in their classrooms?	- Consistent patterns on CFAs - Consistent patterns on normed assessments - High level of proficiency rubric scoring on daily assignments at the elementary level - High level of scores on daily assignments at the intermediate level

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?	W HSD TAG PEP.docx
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	W HSD TAG PEP.docx

Key Questions	District Procedure
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	- Families will be invited to collaborate and be involved in the process of the development of a TAG plan for their student. - Teachers will review TAG plans during Fall conferences

F. Option/Alternative Schools Designed for TAG Identified Students

Program Elements	School Information
[Name of school A]	Not Applicable
TAG qualifying criteria for attendance	
Number of students currently served	
Level of the population, served, such as elementary, middle, or high school students	
[Name of school B]	
TAG qualifying criteria for attendance	
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
STEM	After school robotics and exploration, LBCC Mechatronics field trip
CTE field trip	OSU CTE experience, "Women in Engineering"
AVID elective	Students attend university field trips, lead collaborative study groups, discover college and career opportunities post high school

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?
Goal #1				
100% of K-12 students	AVID, Freshman	August 2023-June	Graduation rate	Graduation rate

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?
will be on track to graduate	Success Data Team, PLC and RTI teams, Harrisburg Flex Academy and Individual Eligibility Student Plan	2026	and percent of students in grades 7-12 meeting core academic standards. TAG Modifications and Student Summary Survey results. Completion of AVID CCI.	and percent of students in grades 7-12 meeting core academic standards. TAG Modifications and Student Summary Survey results. Completion of AVID CCI.
Goal #2				
Improve equitable identification practiced by providing training on characteristics of gifted learners, the identification process,	CogAT training for TAG district team and second grade teachers. Training of	All training will begin in the Fall of 2023.	Completion of training with staff sign in and exit ticket feedback to be reviewed by the district team.	Students identified as TAG.

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?
developing PEPs and implementation of PEPs with fidelity by the end of the 2026 school year.	teachers in the district on identifying the 6 styles of learners, characteristics of EL learners and the identification process.		Increase in TAG referrals and students and families participating in the process.	

B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district Darcey Edwards, Principal, Elementary	Required statewide training	Oregon Department of Education	April 2023

Who	What	Provided by	When
District TAG team	ODE Training video on Identification	HSD TAG coordinator	August-September of each school year
Staff who have already been trained in previous years	Refresher Identification training	HSD TAG coordinator	August-September of each school year

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	● Fall School Newsletters ● 📄 HSD School District TAG Identification Process
Universal Screening/Testing grade levels	School and district level communications
Individual and/or group testing dates	School newsletters (weekly @ elementary and high schools, bi-monthly @ middle school)
Explanation of TAG programs and services available to identified students	Fall conferences, school website and/or possible individual family meeting and mailings

Comprehensive TAG Programs and Services	Date and/or method of Communication
Opportunities for families to provide input and discuss programs and services their student receives	Parent input questionnaire
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	Annual PEP meeting
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	Annual PEP meeting, Fall Curriculum Night
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.	Annual PEP meeting, Fall Parent Night
TAG informational events (high school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition	Annual PEP meeting

Comprehensive TAG Programs and Services	Date and/or method of Communication
expectations from middle to high school, etc.	
Notification to parents of their option to request withdrawal of a student from TAG services	Annual PEP meeting
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	Annual PEP meeting
Designated district or building contact to provide district-level TAG plans to families upon request	Darcey Edwards, Principal, Harrisburg Elementary School

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	Darcey Edwards	darcey.edwards@harrisburg.k12.or.us	541-995-6544
Person responsible for updating contact information annually on your district website	Tia Bodine	tia.bodine@harrisburg.k12.or.us	541-995-6626
Person responsible for updating contact information annually on the Department	Tia Bodine	tia.bodine@harrisburg.k12.or.us	541-995-6626
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Darcey Edwards	darcey.edwards@harrisburg.k12.or.us	541-995-6544
TAG contact for Harrisburg Elementary School	Darcey Edwards	darcey.edwards@harrisburg.k12.or.us	541-995-6544
TAG contact for Harrisburg Middle School	Pat Jarman	pat.jarman@harrisburg.k12.or.us	541-995-6551
TAG contact for Harrisburg High School	Greg Chapman	greg.chapman@harrisburg.k12.or.us	541-995-6632

*[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.

Term	Definition
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)
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.

Term	Definition
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.
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.

Term	Definition
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. |

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