

Nestucca Valley School District Plan for Talented and Gifted Education

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Section 1: Introduction



**Section 2:
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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

	Board Policy
Talented and Gifted Program	IGBB
Talented and Gifted Students Identification	IGBBA
Appeal Procedures for Talented and Gifted Placement and Identification	IGBBA-AR
Talented and Gifted: Programs and Services	IGBBC
Complaints Regarding the Talented and Gifted Program	IGBBC-AR

B. Implementation of Talented & Gifted Education Programs and Services

Nestucca Valley School District’s mission is: *Inspiring individual excellence, instilling diligence, and initiating life-long learning.*

Our district is committed to an educational program that recognizes, identifies and serves the unique needs of talented and gifted students. Talented and gifted students are those who have been identified as academically talented and/or intellectually gifted.

A plan will be developed for programs and services beyond those normally offered by the regular school program. Options may include, but are not limited to: Early Entrance, Grade Skipping, Cluster Grouping in Regular Classes, Cross Grade Grouping, Compacted/Fast-Paced Curriculum, Honor Classes, Independent Study, Credit by Examination and Concurrent Enrollment.

Both academically talented and intellectually gifted TAG students at Nestucca Valley School District are primarily served within the classroom by their teacher. Regardless of the category of identification, TAG students receive instruction at their accessed rate and level of learning in all content areas. This applies to all grade levels and for all subject areas or courses. The goal is to ensure that TAG students are stimulated and challenged throughout the school day by means of advanced content, flexible pacing, higher order thinking skills, research, projects and materials appropriate for the student’s learning.

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
<p>TAG Identification Process Overview <i>Aligned to OAR 581-022-2325 (1)</i></p>	<p>Students may be referred for the TAG process by the following methods:</p> <ul style="list-style-type: none"> • Parents/Guardians • Teachers (often OSAS, MAP or classroom observation data or Kingore observations) • TAG Coordinator (through Universal Screener: KBIT-2) <p>Once referred, the process will follow the TAG Identification flow chart</p>
<p>Multiple modes and methods of data collection used in the identification process. <i>Aligned to OAR 581-022-2325 (2)(b)(c)</i></p>	<p>The TAG team is required to gather data points before making an eligibility decision. This data may include but not limited to:</p> <ul style="list-style-type: none"> • Family and classroom observations (see forms) • Work samples • Cognitive testing • Ability testing • Academic achievement testing

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
<p>Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i></p>	<p>All forms go to families in both English and Spanish. KBIT-2 was chosen as the universal screen for comprehensive testing in both verbal and non-verbal questions. The non-verbal questions can be answered regardless of language and do not require previous knowledge.</p> <p>All bilingual students are tested in fifth grade, to prevent language becoming a barrier for identification.</p>
<p>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</p>	<p>Staff have been trained in characteristics of TAG students and work closely with Autism, ELL and special needs staff to make sure they understand their role as talent lookouts. Kingore Observations and activities are used in the classroom to make observations of all students, so that teachers become more aware of unique characteristics with TAG students and to get data from each student’s every day environment</p> <p>All staff have been trained in recognizing unique characteristics from low-income students and adverse childhood experiences (ACEs).</p> <p>Tools that may be used in the identification process include OSAS results, MAP results, Kingore Observations and classroom activities and assessments.</p>
<p>Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices</p>	<p>The universal screener is given to all students during second grade, to those that tested above 80% in third grade and bilingual students again in fifth grade, as to make sure there language isn’t a barrier. We also recognize that many of our students have trauma at home, so we want several points of data to get a clear picture of the whole child.</p> <p>Nominations for TAG are open all year round, so as not to exclude new students who come into the district.</p>
<p>Universal Screening/Inclusive considerations</p>	<p>KBIT-2 was created using special group studies including, but not limited to: learning disability, speech/language, ADHD, TBI and dementia. It is a test that is accessible for people from 4 years of age to 90 years of age.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	<p>One of our identifying markers for a possible TAG student is Level 4 and above in OSAS or 95% and above in MAP Math and/or Reading.</p> <p>Academic Tests Used: OSAS OSAS Interim MAP KBIT-2</p>
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	<p>NVSD uses checklists, observational forms, work samples and student interviews when gathering data for the TAG team to evaluate.</p>
A tool or method for determining a threshold of when preponderance of evidence is met.	<p>When looking at data, the KBIT-2 data and Kingore observations (along with other assessment data the teachers have administered), the question that is the bottom line when considering a student is: <i>Is the data presented convincing?</i></p>
TAG Eligibility Team	<p>The TAG Eligibility team is made up of at least two teachers, an administrator and the TAG Coordinator. If more information is needed, specialists and/or the parents may be included.</p>
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	<ul style="list-style-type: none"> • KBIT-2 testing results • OSAS results • MAP results • Observational forms • TAG Screening Report • Bilingual Checklist if necessary • Parent Permission form • Permission for Services form • Student Observation Profile for Parents

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
<p>Is a universal screening instrument used at a specific grade level?</p>	<p>The Universal Screener (KBIT-2) is used at the second grade level for everyone. It then repeats in the fall for third graders who tested above 85% in second grade. At the fifth grade level, students who are bilingual are tested.</p>
<p>What is the broad screening instrument and at what grade level is it administered?</p>	<p>OSAS and MAP are used as broad screeners.</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 are placed on a watch list if:</p> <ul style="list-style-type: none"> • KBIT-2 on watch list at the 90th percentile or above • OSAS Level 4 and above • MAP 95th percentile and above • MAP RIT score of two grade levels above current grade <p>Eligibility is revisited every three years to determine if services should be removed. Eligibility is not removed indiscriminately.</p>

C. Portability of TAG Identification

Key Questions	District Policy and Practices
<p>Does your district accept TAG identification from other districts in Oregon?</p>	<p>Yes, we accept TAG identification from other districts in Oregon</p>

Key Questions	District Policy and Practices
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 been identified in other districts or states, regardless of their assessment data

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	This is done during core academic times at the elementary level. At the secondary level, students' schedules accommodate likewise ability grouping.
Subject/Whole Grade Acceleration	Parents can apply for their student to skip entire grades, or test through a specific class at the secondary level.
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 yearly.
Academic Competitions	We have NOSB, FFA, Bridge Building, etc. All are competitions available for students to compete in

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Concurrent Enrollment	High School students have the option of taking college classes online and earning concurrent credits.
Dual Credit Classes	Some of our secondary staff are certified to give college credit in the classes they are teaching.

B. Advanced Placement (AP) Course Offerings (Not Applicable)

Name of AP Course	Schools and Grade Levels Offered
NA	NA

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

Name of IB Course	Schools and Grade Levels Offered
NA	NA

D. Teacher’s Knowledge of TAG Students in Class

Key Questions	District Procedure
<p>What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?</p>	<p>Teachers are aware of notifications such as TAG through our SIS. On the attendance screen of TeacherVUE, the pictures of identified students have a green notification on them</p>
<p>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?</p>	<p>Bi-yearly training is given to teachers in regards to working with TAG students, as well as identification. There is also a resource page on our internal district drive where teachers can find activities, information, reading lists, etc.</p>
<p>How do teachers determine rate and level needs for students in their classrooms?</p>	<p>Teachers can use curriculum based information from their classroom, the state testing results, MAP results and the Kingore Observation tools</p>

E. Instructional Plans for TAG Students

Key Questions	District Procedure
<p>Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?</p>	<p>Teachers are required to complete Personal Educational Plans for all identified TAG students in all schools.</p>
<p>Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?</p>	<p>Instructional Plans are required for all courses that are not college accredited or level based.</p>

Key Questions	District Procedure
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	Communication is sent to the families each step of the identification process. If a student is identified, a copy of their PEP is sent to them, as well as an annual letter regarding opportunities to discuss the student's PEP during conferences each fall. Secondary students' families are sent the Instructional Plans in the fall of each 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	
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 <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
Activity Bins	Activity bins contain thinking games and activities, creative activities, logic games, etc.
NOSB	This is a trivia club that competes with other teams in the state.
E Games	We have an E Game club where individuals practice skills involved in various e games and then attend a few competitions online
Bridge Building	At the high school level, we have an engineering class. Students in this class have the opportunity to build a bridge using balsa wood and compete at the state level. If they place in the top three positions, the student is entered into and flown to the national competition. This location varies each year.
Robotics	Students from 6 th grade through 12 th grade have the opportunity to create 3D Modeling and/or Robotics that are then entered into competitions at the state level.

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?
Develop Activity Bins for each grade level K-5.	Students who are done with their assignment, and could get bored, will have these bins to get and investigate.	All K-5 classrooms will have 3 bins in them by August 2025	Create a timeline, listing each classroom at each grade level, to add two bins by the start of the 2024 school year.	Availability of bins

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?
Communicate with all staff the procedure for identifying a student as TAG	Inservice	Start of 2024 school year	Staff will be given a form with the procedure outlined that they will sign as understanding.	Staff are prepared and knowledgeable about identifying TAG students

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 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?
Improved differentiated instruction in regards to content, process and environment that all students are being served.	Professional development	Start of 2025 school year	Creating a timeline of professional development, processes and content available	An increased list of instructional strategies, processes and availability that are available

B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district Robin Richwine	Required statewide training	Oregon Department of Education	TBD when ODE posts their training dates

Who	What	Provided by	When
All district licensed educators who are responsible for identification	Training on Identification	Robin Richwine, TAG Coordinator	Fall
Staff who have already been trained in previous years (include if offered)	Optional to attend fall training with new staff		

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	NVSD's TAG identification process is available on the district's website, as is the TAG handbook.
Universal Screening/Testing grade levels	Parents are notified one month prior to the universal screening and given the option to opt-out.
Individual and/or group testing dates	Parents are notified with an email and a letter, going over the dates and the permission form.
Explanation of TAG programs and services available to identified students	There is a TAG handbook sent to families of identified students at the beginning of each year. It is also available on our website year-round. TAG services are reviewed at conferences each year as well.
Opportunities for families to provide input and discuss programs and services their student receives	At the conferences, parents are told they can set up a meeting to discuss their student's plan and the services he/she receives.

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	Families of identified TAG students are given their student’s PEP during conferences or emailed and mailed home. There is a definition of terms sheet include, along with steps to edit the plan if they would like to discuss it.
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	TAG profiles, explanations, etc. are share during fall conferences. If a parent requests more information, a meeting can be scheduled
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.	TAG profiles, explanations, etc. are share during fall conferences. If a parent requests more information, a meeting can be scheduled
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.	TAG profiles, explanations, etc. are share during fall conferences. If a parent requests more information, a meeting can be scheduled

Comprehensive TAG Programs and Services	Date and/or method of Communication
Notification to parents of their option to request withdrawal of a student from TAG services	Each year, when a student's PEP is sent home, the form to request withdrawal from the program will also be sent home.
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	Notification of rights is emailed and mailed home after identification.
Designated district or building contact to provide district-level TAG plans to families upon request	District Level contact: Robin Richwine, TAG coordinator

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	Robin Richwine	robinr@nestucca.k12.or.us	503-392-3194
Person responsible for updating	Keith Serven	keiths@nestucca.k12.or.us	503-392-3194

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
contact information annually on your district website			
Person responsible for updating contact information annually on the Department	Robin Richwine	robinr@nestucca.k12.or.us	503-392-3194
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Robin Richwine	robinr@nestucca.k12.or.us	503-392-3194

*[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

Term	Definition
	(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 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.

Term	Definition
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 as a schoolwide program where all teachers, classroom support staff, and students are taught how to interact with and use the icons.

Term	Definition
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	<p>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.</p>
Oregon Administrative Rule (OAR)	<p>Rules adopted by the State Board of Education to support statutes (ORS).</p>
Oregon Revised Statute (ORS)	<p>Oregon laws passed by the State Legislature.</p>
Personal Education Plans (PEPs)	<p>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.</p>
Pull-Out Programs	<p>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.</p>
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</p>

Term	Definition
	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.