

Neah-Kah-Nie School District

Plan for Talented and Gifted Education

(revised June 2023)

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Section 1: Introduction



Section 2: School District Policy on the Education of Talented and Gifted Students



Section 3: Identification of TAG-Eligible Students



Section 4: Instructional Services and Approaches



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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 on TAG - <https://policy.osba.org/neahkahnle/I/IGBB%20D1.PDF>

B. Implementation of Talented & Gifted Education Programs and Services

TAG page on the District Website: <https://nknsd.org/departments/special-student-services/talented-and-gifted/>

- [identification/eligibility visual](#)
- School Board Policies:
 - IGBB Talented and Gifted Programs
<https://policy.osba.org/neahkahnle/I/IGBB%20D1.PDF>
 - IGBBA Identification-Talented and Gifted
<https://policy.osba.org/neahkahnle/I/IGBBA%20D1.PDF>

- IGBBA-AR Appeals Procedure for Talented and Gifted Identification and Placement
<https://policy.osba.org/nehkahnie/I/IGBBA%20R%20D1.PDF>
- IGBBC Programs and Services-Talented and Gifted
<https://policy.osba.org/nehkahnie/I/IGBBC%20D1.PDF>
- IGBBC-AR Complaints Regarding Talented and Gifted Program
<https://policy.osba.org/nehkahnie/I/IGBBC%20R%20D1.PDF>
- IGBBD Parent Notification and Participation
<https://policy.osba.org/nehkahnie/I/IGBBD%20D1.PDF>
- [TAG Philosophy and Mission Statement](#)
- [TAG education plan](#)

Neah-Kah-Nie School District (NKNSD) is dedicated to challenging every student to reach their fullest potential. Past practices included the identification of students through universal screenings at the 2nd and 5th grade levels using the Cognitive Abilities Test (CogAT). Parent and teacher referrals for a “closer look” also were avenues for possible TAG identification. As our policy shifts and grows, we are working to provide a broader preponderance of evidence in eligibility as well as more robust planning for TAG students in the classroom on an ongoing basis.

Section 3: Identification of TAG-Eligible Students



Legal References: aligned to ORS 326.465; ORS 343.395; ORS 343.397; ORS 343.407; OAR 581-022-2325; OAR 581-022-2500

A. District TAG Identification Practices

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
TAG Identification Process Overview Aligned to OAR 581-022-2325 (1)	TAG referral and identification is a multi-step process.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>The first step involves screening all students at the 2nd and 5th grade levels using the Cognitive Abilities Test (CogAT) annually. The CogAT is a group-administered test that produces results for 3 subtests (Verbal, Quantitative, and Nonverbal) and a composite score combining the child’s performance in the 3 subtest areas.</p> <p>*Students may be assessed using the CogAT individually outside of the second and fifth grade testing years upon request.</p> <p>In addition, other factors are considered to determine if a student might need to be considered for eligibility, including:</p> <ul style="list-style-type: none"> ● Smarter Balanced Assessment Consortium (SBAC) scores of District students from the third grade up are reviewed each fall as another possible data point. The SBAC is a criterion-referenced test which means scores are calculated against a student’s knowledge of the content. ● Cumulative file reviews ● Work samples and portfolios ● Parent and teacher recommendations <p>As a result of this screening, a pool of students is identified for a “closer look.” The next step is the gathering of more information.</p> <ul style="list-style-type: none"> ● Forms will be sent to parents of students being looked at more closely for TAG eligibility following the screening process. ● When the school receives signed permission from the parent to proceed, the team will gather additional data about the student’s behavior, learning, and performance characteristics to determine whether or not s/he meets eligibility criteria. Additional individual testing may also be necessary. Oregon law requires that the District obtain written parental consent before any individual testing. ● A single test score does not automatically make a student eligible or ineligible for TAG identification. The law requires multiple criteria. A student who scores at the 97th percentile rank at the national level as well as students who score in the top 15% of the local cohort will be considered for a closer look in conjunction with other data gathered.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<ul style="list-style-type: none"> Parents will be informed of the team’s decision and will have the right to appeal a negative determination. <p>Parents of students who are found eligible for Talented and Gifted services will meet annually with the school team to develop a TAG plan to address their individual needs. Secondary teams may opt to implement individual TAG plans or TAG course instructional plans to meet the needs of students within the TAG program.</p> <p>TAG Identification Visual</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>	<ul style="list-style-type: none"> Universal Screener: CogAT at both 2nd and 5th grade levels OSAS/SBAC scores for 3rd- 8th and 11th Cumulative file reviews Work samples and portfolios Parent and teacher recommendations CLED Scales <p>TAG Eligibility: Preponderance of Evidence tool</p>
<p>Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i></p>	<p>TAG Philosophy and Mission Statement</p> <p>Neah-Kah-School District #56 is committed to identifying and providing for the unique intellectual, social, emotional, and career needs of Talented and Gifted (TAG) students. It is the District’s goal to provide appropriate educational programs and services through instructional, curricular, and administrative modifications to create educational opportunities for TAG students in order to help them maximize their individual potential.</p> <p>The District believes appropriate educational programming for TAG students involves opportunities for work where the content, processes, or products are significantly more sophisticated, mature, and complex than would be appropriate for non-TAG students. Curricular modifications should be in lieu of regular work, not in addition to these modifications.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>We believe Talented and Gifted students are found in all ethnic and socioeconomic groups across gender. We are committed to identifying and providing appropriate services to students from typical populations, as well as to those from non-typical populations (e.g. second language learners and students with disabilities) who demonstrate the potential to perform at exceptional levels.</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>“With key features like lower language load and free practice activities, CogAT test was intentionally designed to level the playing field for all students and unlock the potential for every learner. The administration of CogAT is language independent, and the Alternative Verbal administration option is offered at the primary levels for English Learners. CogAT was normed using a representative sample of students, and bias and fairness reviews were conducted on all test items.” https://riversideinsights.com/solutions/gifted-advanced</p>
<p>Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices</p>	<p>No single assessment eliminates a student from being found eligible for TAG programs and services.</p> <p>CogAT testing is available, upon request, by staff or parent/guardian outside the normally scheduled 2nd and 5th grades.</p> <p>100% meetings discuss students who are needing to be challenged.</p>
<p>Universal Screening/Inclusive considerations</p>	<p>Gifted Profiles Poster</p>
<p>Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection</p>	<ul style="list-style-type: none"> • The CogAT is administered as a broad level screening each year for all 2nd and 5th graders. <ul style="list-style-type: none"> ○ Students in the 97th percentile will be reviewed regarding possible eligibility ○ Students in the top 15% of district-wide data will be reviewed regarding possible eligibility • OSAS data will be reviewed for students 3rd grade and up • Other data: DIBELS assessment (elementary level), iReady diagnostics (elementary level), STAR Reading and Math diagnostics (middle school level), curriculum diagnostic tools (all levels)

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	<ul style="list-style-type: none"> • Use of portfolios, work samples, and observations at every level for possible eligibility will be considered. • Parent, student, and teacher input regarding academic, affective, school, and non-school strengths and interests. Parent/Guardian Checklist Teacher Checklist
A tool or method for determining a threshold of when preponderance of evidence is met.	TAG Eligibility Preponderance of Evidence Looking for multiple data points to indicate the need for special programs and/or services
TAG Eligibility Team	School Counselors, Special Student Services Director or other Building Administrator, Classroom Teachers, Parent/Guardian, and Student.
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	TAG Eligibility Preponderance of Evidence

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	Yes, the CogAT universal screener is used at grades 2 and 5.

Key Questions	District Procedure
What is the broad screening instrument and at what grade level is it administered?	Oregon State Assessment System (OSAS/SBAC) is administered grades 3-8 and 11.
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)?	Students are identified for a closer look when they are at the 97th percentile rank and when they are in the top 15% of scores for our district in that grade band. The CogAT and OSAS/SBAC tests are each used as separate data points and only one factor in determining eligibility. Neither of these factors alone could determine eligibility or be used to deny eligibility.

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	Yes TAG Identification by History form
Does your district accept TAG identification from other states?	Yes TAG Identification by History
Do local norms influence the decision to honor identification from other districts and states?	No, local norms do not influence the decision to honor out-of-district or out-of-state TAG identification.

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																																
Ability Grouping Cluster Grouping	Students at the Elementary Level are grouped for many portions of their reading and math instruction in order to meet specific growth targets based on their current ability level. The elementary schools and middle school use an RTII process to differentiate for students in reading and math so that students can be supported and challenged.																																
Dual Credit Courses	Students at the high school level are able to take dual credit courses through Tillamook Bay Community College if they have the prerequisite skills. These courses, based on student interest and forecasting, may include: <table><tr><td>Intro to Literature</td><td>Technical Writing</td><td>English 104</td><td>English 105</td></tr><tr><td>Public Speaking</td><td>Applied Math</td><td>Precalculus A/B</td><td>Statistics</td></tr><tr><td>Environmental Science</td><td>Marine Science</td><td>Forestry</td><td>Geology</td></tr><tr><td>Anatomy & Physiology</td><td>US History A/B</td><td>Government</td><td>Economics</td></tr><tr><td>Psychology</td><td>Sociology</td><td>Ethics</td><td>Art</td></tr><tr><td>Photography</td><td>Personal Finance</td><td>Intro to Business</td><td>Health & Fitness</td></tr><tr><td>Welding</td><td>Fabrication</td><td>Small Engines</td><td></td></tr><tr><td>General Construction</td><td>Construction Trades A/B</td><td>Music Cultures of the World</td><td></td></tr></table>	Intro to Literature	Technical Writing	English 104	English 105	Public Speaking	Applied Math	Precalculus A/B	Statistics	Environmental Science	Marine Science	Forestry	Geology	Anatomy & Physiology	US History A/B	Government	Economics	Psychology	Sociology	Ethics	Art	Photography	Personal Finance	Intro to Business	Health & Fitness	Welding	Fabrication	Small Engines		General Construction	Construction Trades A/B	Music Cultures of the World	
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Choice Assignments	As much as possible, K-12 teachers give students the ability to choose how they demonstrate their knowledge in content areas by giving them options for written, oral, physical, and creative projects.																																
Differentiated Instruction in Math and Reading	At all levels, teachers work hard to differentiate for student needs so that they are equally supported and challenged in their learning.																																
Flexible Grouping	Teachers frequently group and regroup students at all levels in order to focus on specific goals and needs.																																
Independent Study Projects/Mentorships	At the high school level, students with specific areas of interest or skill are able to complete independent																																

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
	study projects with a teacher or design a course with a teacher mentor in order to hone in on an area of accelerated learning.

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
AP English Language	HS (dependent on student interest and forecasting)
AP Biology	HS (dependent on student interest and forecasting)
AP Principles of Computer Science	HS (dependent on student interest and forecasting)
AP Literature and Composition	HS (dependent on student interest and forecasting)

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

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?	TAG plans are distributed to appropriate teachers by the school counselor at the beginning of each school year after annual plans have been reviewed and updated. Plans are re-distributed at the beginning of each trimester for MS and HS teachers who have the student for the first time that year. When a plan is updated/changed, the plan is redistributed to all a student's teachers.

Key Questions	District Procedure
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 Special Student Services Director and the school counselors will provide training for all staff in regards to the student TAG plan parts and provide contact information for teachers to ask individual questions or receive support. Additionally, all teachers will receive information about the TAG support page on ODE's website.
How do teachers determine rate and level needs for students in their classrooms?	Rate and level needs are determined by the annually-updated TAG plan and continuous data monitoring of student performance in the area of acceleration.

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?	For ease in district conversation, we are calling all of our TAG plans Instructional Plans (IPs). They are required for students who are identified in TAG for the class that addresses their area of eligibility. For example, if a student is found eligible in Reading, their Language Arts teacher would need to have an IP, but if a student was found eligible in Leadership, all teachers would need to have a plan for how to challenge the student to reach potential in the class.
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	At the beginning of each school year, parents/guardians will be notified regarding the opportunity to discuss the IP as it is currently written. Updated plans will be distributed in the fall, no later than fall conferences.

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

G. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
Chess for Success	Students K-12 are able to apply for the Chess Club after school at each building. Students have a coach who teaches them the game and each student receives supplies for their own chess boards. Local competitions are also possible for these teams.
Art Literacy	Students K-5 have monthly art enrichment classes taught by local certified artisans and funded by the Mudd Nick Foundation.
Robotics Club	Middle School students are able to participate in Robotics Club with a coach after school one day a week and optionally to attend regional competitions.
Speech and Debate Club National Oceanic Science Bowl Club Future Business Leaders of America	High School students are able to participate in any of the following clubs, although students must qualify for advanced competitions.
National Honors Society	High School students are invited to apply at the end of their sophomore year based on academic performance.
GEAR UP	This program is available to middle and high school students who are looking for individualized guidance and mentorship around career and college opportunities.

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?
Improve equitable identification practices by incorporating the use of local norms at the building level, by the end of the 23-24 school year.	<p>Training for staff in identification best practices, including the use of local norms.</p> <p>Training for TAG identification team in how to select appropriate local norms, gather data, and analyze data.</p>	By October 2023, there will be a presentation at a school board meeting regarding TAG identification practices.	<p>Revision of district documents specific to identification to include the use of local norms.</p> <p>Increased conversations regarding identification of students for the TAG program.</p>	Examine identification data (who was nominated and identified), and how that compares to previous years.
Increase communication with families in regards to TAG programing (identification process, plans, and goals).	<p>Training for building teams to be able to support communication with families when there are questions or concerns.</p> <p>Information on the website and in building newsletters that</p>	<p>Fall of 2023, counselors, teachers, administrators, and secretaries will have training on the TAG identification plan.</p> <p>By September 1 of 2023, the website will include up-to-date information on the TAG program.</p>	<p>Completion of training with staff regarding TAG identification plan.</p> <p>Website documents</p> <p>Newsletter information at each building.</p>	<p>Broader understanding of the new TAG identification and plan goals will give staff more confidence to increase conversations with families of TAG students regarding needs and concerns.</p> <p>Increased interest from families regarding TAG programing.</p> <p>Feedback on the readability of the</p>

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?
	communicates information in concise layman's terms.	By October 2023, building newsletters will include information regarding the TAG program.		documents.
Determine TAG plan template that best gathers all student data from universal, state, and local sources in order to develop individualized plans for students.	<p>Train district TAG team to analyze data for student strengths and areas for targeted growth or enrichment.</p> <p>Provide training specific to instructional practices that promote and foster academic growth for students identified as TAG.</p>	<p>By January 2024, the district TAG team will be established and have completed training on the new Preponderance of Evidence document.</p> <p>By April 2024, data will be gathered from all sources in order for the new district TAG team to consider the Preponderance of Evidence for students.</p> <p>By May 2024, individual TAG plans will be developed for any student in the district identified as TAG.</p>	<p>Establishment of the new District TAG Team.</p> <p>Completion of training for the new team regarding the Preponderance of Evidence document.</p> <p>Identification of students for the TAG program using all data, including local norms.</p> <p>New TAG plans created for each student identified through the process.</p>	<p>Team Establishment with representation from all buildings and stakeholders.</p> <p>Finalized Preponderance of Evidence document based on team determination of local norms to consider.</p> <p>Examine identification data compared to years prior.</p> <p>Completed TAG plans distributed to each teacher, counselor, and administrator(s) that reflect student's individual needs and allow for team discussion and support for implementation.</p>

B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district: Ericka Keefauver	Required statewide training TAG office hours	Oregon Department of Education Angela Allen	Scheduled to attend training on 2/14/23 in Hillsboro, but it was a snow day on the coast and unsafe to travel. Scheduled to attend training on 4/12/23 in The Dalles, but there was snow over the pass from the coast to Portland. Since no virtual training sessions were offered, I attended the office hours sessions and received the slides for the presentation after 4/12/23.
All district licensed educators who are responsible for identification	Training on Identification	Ericka Keefauver - Special Student Services Director Jennifer Holm - Nehalem Elementary School Counselor Cherie Hasenoehrl - Garibaldi Grade School Counselor Ashley Atwood - Neah-Kah-Nie Middle School Counselor Esther Troyer - Neah-Kah-Nie High School Counselor	September or October 2023

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including	September 1, 2023 - updated website information

Comprehensive TAG Programs and Services	Date and/or method of Communication
referral process)	October 2023 school newsletters October 2023 School Board presentation
Universal Screening/Testing grade levels	<ul style="list-style-type: none"> Letter sent home to families in March 2024 regarding CogAT testing in April for 2nd and 5th grades
Individual and/or group testing dates	<ul style="list-style-type: none"> OSAS testing April 2024 - newsletter alerts iReady testing in Fall, Winter, and Spring windows - newsletter alerts and data shared at conferences HMH diagnostic testing at the HS level once each trimester (data shared at conferences) STAR testing in the Fall and Spring (MS) - data shared at conferences
Explanation of TAG programs and services available to identified students	<ul style="list-style-type: none"> September 1 - updated website information October 2023 School Board Meeting presentation October 2023 - school newsletter data
Opportunities for families to provide input and discuss programs and services their student receives	<ul style="list-style-type: none"> Parents invited to team meetings for students currently identified as TAG in the Fall 2023 to establish new plans Letter home prior to CogAT testing periods along with newsletter information for 2nd and 5th grade families. Parents asked for input regarding the Preponderance of Evidence document in Spring 2024 Parents invited to team meetings in Spring of 2024 to discuss plans for newly established TAG students
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	Personal Education Plan K-5 Personal Education Plan 6-8 Personal Education Plan 9-12
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	<ul style="list-style-type: none"> October 2023 School Board Presentation 2023 Fall Conferences information booth at each building site October 2023 School Newsletter information

Comprehensive TAG Programs and Services	Date and/or method of Communication
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.	<ul style="list-style-type: none"> ● October 2023 School Board Presentation ● 2023 Fall Conferences information booth at each building site ● October 2023 School Newsletter information
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.	<ul style="list-style-type: none"> ● October 2023 School Board Presentation ● 2023 Fall Conferences information booth at each building site ● October 2023 School Newsletter information
Notification to parents of their option to request withdrawal of a student from TAG services	<ul style="list-style-type: none"> ● Letter to currently-identified TAG students in September 2023 for continued participation in TAG and invitation to participate in Personal Education Plan Team Meeting or withdraw from services ● April 2024 - letter home inviting participation in the Preponderance of Evidence planning (completion of parent survey) or option to withdraw from services
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	Parents are notified of their rights to file a complaint concerning TAG programs or services on the TAG Program Form. The school district board policy regarding Talented and Gifted education are updated and available on the district website.

Comprehensive TAG Programs and Services	Date and/or method of Communication
Designated district or building contact to provide district-level TAG plans to families upon request	<p>District-level contact: Ericka Keefauver (Special Student Services Director)</p> <p>Building-Level Contacts:</p> <p>Garibaldi Grade School - Cherie Hasenoehrl (counselor)</p> <p>Nehalem Elementary School - Jennifer Holm (counselor)</p> <p>Neah-Kah-Nie Middle School - Ashley Atwood (counselor)</p> <p>Neah-Kah-Nie High School - Esther Troyer (counselor)</p>

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	Ericka Keefauver	erickak@nknsd.org	(503)355-3544
Person responsible for updating contact information annually on your district website	Ericka Keefauver	erickak@nknsd.org	(503)355-3544
Person responsible for updating contact information annually on the Department	Ericka Keefauver	erickak@nknsd.org	(503)355-3544

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Ericka Keefauver	erickak@nknsd.org	(503)355-3544
TAG contact for Garibaldi Grade School	Cherie Hasenoehrl	cherieh@nknsd.org	(503)355-3529
TAG contact for Nehalem Elementary School	Jennifer Holm	jenniferh@nknsd.org	(503)355-3657
TAG contact for Neah-Kah-Nie Middle School	Ashley Atwood	ashleya@nknsd.org	(503)355-3604
TAG contact for Neah-Kah-Nie High School	Esther Troyer	esthert@nknsd.org	(503)355-3588

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 (standards)	Working ahead on grade-level standards (considerations include: pacing needs and



Term	Definition
	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.
<u>Depth of Knowledge (DOK)</u>	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

Term	Definition
	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.
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

Term	Definition
	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.
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.
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.