

Alsea School District

Plan for Talented and Gifted Education

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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

[Talented and Gifted Program - Code: IGBB](#)

[Talented and Gifted Program and/or services - Code: IGBB](#)

[Identification of Talented and Gifted Students - Code: IGBA](#)

[Appeals Procedure for Talented and Gifted Identification - Code: IGBBA-AR](#)

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

[Parent Notification and Participation - Code: IGBBD](#)

[Homeless Students and Talented & Gifted Program - Code: JECDB-AR](#)

[Admission of Non-Resident Students and Talented & Gifted Program - Code: JECB](#)

[Public Complaints of Talented & Gifted Program - Code: KL](#)

B. Implementation of Talented & Gifted Education Programs and Services

Students from Kindergarten through 12th Grade can be nominated for TAG identification consideration by a [teacher](#), [parent/legal guardian](#), or by [self nomination](#). Once the nomination is submitted, the District TAG Coordinator communicates with parent/legal guardian that a nomination has been submitted and inquiry and meeting will take place to review information. TAG Coordinator requests student records from classroom teachers and District Testing Coordinator. MAPs diagnostic assessments for current reading and math fluency levels, Oregon State Assessment (OSAS) scores, classroom artifacts, teacher observations, as well as previous intelligence testing are a few of the readily accessible measures and evidence used to consider if a student meets the criteria for TAG identification. If additional information and data is needed, the District TAG Coordinator will schedule and meet with the student to administer the Cognitive Abilities Test (CogAT8). Once all data is collected, the TAG Coordinator will schedule a meeting to review all documentation with the Student Success Team: Principal, Assistant Principal, the teacher(s), parent/legal guardian, and possibly past educators, as needed to determine if the student meets eligibility criteria. The SST will use [TAG Identification and Eligibility Preponderance of Evidence Form to organize all information](#). If the SST determines that the student meets criteria in an academic area or is generally intellectual, the TAG Coordinator will provide TAG services and eligibility information to parents using the [Parent Notification of Eligibility form](#). Parents/legal guardians must return the [TAG services permission](#) form before services can begin. If the SST Team

determines that the data does not show eligibility for TAG through the initial process, the team will determine if the student shows a Potential to Perform and if eligible, will notify parents/legal guardians using the [Parent Notification of Eligibility Form](#). Parents/legal guardians must return the [TAG services permission](#) form before services can begin. If the SST team determines that the student does not meet criteria, the TAG Coordinator will communicate with parents/legal guardians using the [Notice of Ineligibility Form](#). Parents/Legal Guardians and students have the right to appeal the SST determination.

TAG services and support within the Alsea School District are provided within each classroom by the classroom teacher. At the beginning of the school year, the TAG Coordinator provides a detailed list of all TAG identified students and their designation to teachers who have previously identified TAG students on their roster. The general education teacher is responsible for responding to the documentation and designation by assessing the TAG student's rate and level of learning and providing multiple opportunities and choices for differentiation. Teachers have many accessible tools to assess rate and level, these include but are not limited to MAPs diagnostic score, Dibels, OSAS scores, unit assessments, pre-tests, classroom artifacts, independent study artifacts, conversation with the students, student survey. Once the rate and level is determined, the teacher creates a [Personal Education Plan \(PEP\)](#) for elementary TAG students. The [TAG student](#) and [parent/legal guardian](#) complete a yearly survey to contribute to the PEP Plan. The teacher reviews the surveys to ensure that all information is current and relevant to the growing needs of the student. The teacher requests a meeting with the parent/legal guardian and student to review and confirm that the TAG plan represents how the student's personal challenge level will be supported by the teacher with the use of differentiation strategies and instructional materials. The student, parent/legal guardian, and the teacher will sign the plan once confirmed and agreed to. The PEP Plan will be submitted to the TAG Coordinator who will review the plan and offer feedback if necessary. Once completed, the PEP Plan is filed in the student's cumulative file.

[Flex Plans](#) are created for middle and high school TAG students to document services for all advanced students, and not limited to TAG students. FLEX plans include information on pre-assessments, differentiated options for assignments, post-assessments options. The TAG FLEX plan is contributed to by all academic content teachers. The [student](#) and [parent/legal guardian](#) will complete a yearly survey to share up to date information about the specific needs and interests of the student. Once the FLEX plan is finalized and submitted for review, the TAG Coordinator will set up a meeting with the student and parent/legal guardian to review both the survey information and FLEX plan. Once the plan is confirmed, the TAG Coordinator will place the plan in the student's cumulative file as well as provide copies to all parties.

In addition to classroom services, our online program implements "Genius Hour" for all students to explore topics that are of unique interest to them individually. Within a framework of 7 weeks, students have one hour dedicated per week to their Genius Hour topic. Students develop and strengthen research and communication skills as they complete a presentation on their topic and share with their class. The 7 week cycle repeats throughout the year with students being given ample opportunity to explore and express their own individual interests while contributing to the

knowledge of others. This consistent opportunity has shown to be highly engaging for all students and contributes to building a sense of autonomy, respect, confidence, and excitement for learning and exploration.

Section 3: Identification of TAG-Eligible Students



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

A. District TAG Identification Practices

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
TAG Identification Process Overview <i>Aligned to OAR 581-022-2325 (1)</i>	The TAG identification process starts with the nomination from either educator, parent/legal guardian, or student self-nomination. TAG identification is determined by the SST (Student Success Team) reviewing a preponderance of evidence. TAG Team consists of District TAG Coordinator, parent/legal guardian, classroom teacher(s), school administrator. Following parent/legal guardian providing permission to evaluate, the TAG Coordinator will schedule and assess students with a norm-referenced test such as the CogAT8. Once completed with the assessment, the SST will meet to review the academic records, teacher observations, intelligence assessments, parent and student surveys, and other data points to determine if there is a preponderance of evidence demonstrating that a student requires extra extension to support their personal academic challenge level and needs. If the SST determines eligibility for TAG Identification, the parent/legal guardian will be notified with information, resources, and a request for permission to construct a TAG plan with services. If the SST agrees that the student does not meet eligibility for TAG identification, then the team will decide if a Potential to Perform designation is appropriate and will continue to monitor the student to see if the TAG identification and services would benefit the student. Parents/legal guardians are provided with a copy of their rights at all meetings and have the opportunity to appeal the district's decision.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
<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>Data sources for the identification process include classroom artifacts provided by the teacher and assessment scores on nationally accredited normed assessments. These assessments include but are not limited to: MAPs, Dibels, OSAS, CogAT8 and other classroom pre and post assessments, both formative and summative. The district is looking at a separate universal screener to be administered to all 2nd grade students for early identification.</p>
<p>Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i></p>	<p>The TAG Coordinator will provide comprehensive training to all staff that includes specific information regarding culturally responsive identification practices. Following the PD, teachers will be able to look for a wider range of indicators to assist in the identification process of students who are English Learners, and/or are identified in a focal population. It is the duty of all teachers, staff, and administrators to be highly aware of ways to support all students and utilize culturally responsive practices to ensure all students feel welcomed and supported. The district will use the NNAT3 to screen all 5th grade and older English Learner students. A checklist to support bilingual students who show TAG indicators, is available to support teachers with the identification process.</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>District student assessment data from MAPs, OSAS, NNAT3, Dibels, CogAT8) is collected and reviewed for ALL students. Teachers will have training in identifying students who may not score high on assessments, but show other characteristics and indicators that they require a higher challenge. Indicators such behavior challenges, lack of or limited executive function abilities, social behavior indicators, etc. will be what teachers are aware of in determining if a student could be a candidate for TAG services. The NNAT3 is a nonverbal measure of general ability for students in kindergarten through grade 12 and is ideal for use with a diverse student population. NNAT3 is specifically developed for use by a variety of educational professionals, including bilingual educators, testing coordinators, and gifted and talented designated teachers. CogAT8 provides detailed and comprehensive information on students' Verbal, Quantitative, and Figural (Nonverbal) reasoning through multiple measures that reflect the student's potential for accelerated learning.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	The District TAG Coordinator provides comprehensive training to all staff that covers multiple student characteristics to build educator awareness for typical and atypical indicators. The training also includes how to identify twice-exceptional students and English Learner (EL) students using the bilingual checklist .
Universal Screening/Inclusive considerations	All 2nd grade students and 5th grade English Learner (EL) students will be screened in the fall using the NNAT3. Students scoring above the 90th percentile will be flagged for monitoring and brought to the awareness of the District TAG Coordinator, for further investigation to determine potential for TAG identification.
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	Assessment data is collected and reviewed within both programs, at the district level for ALL students. MAPs scores are reviewed using national percentile ranking. Students scoring 90% or above are flagged for review and investigation by the SST (Student Success Team). Students scoring at Level 4 on OSAS indicating “above the standard” in grades 3 -11 are flagged for review and investigation by the SST for consideration of TAG nomination. For the CogAT8 assessments scores of 90% or higher utilizing national norms, these students are flagged for review, investigation, and consideration of TAG nomination. On the universal screening tool NNAT3, assessment scores of 90% or higher using local district norms are flagged for review, investigation, and consideration of TAG nomination.
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	Submissions by parents/legal guardians, students, and teachers is welcome and contributes to the depth of information for the SST to review when determining eligibility for TAG. Elementary students , secondary students , and Parent/Legal Guardians are encouraged to complete TAG surveys to provide additional information that would contribute to the review and determination of TAG identification.
A tool or method for determining a threshold of when preponderance of evidence is met.	Alsea School District uses a Talented and Gifted Screening Report to record data during the identification process. The report includes spaces for results on Academic and Intelligence Assessments, comments, signatures of those responsible for the determination of the preponderance of evidence, and a checklist of parent/legal guardian permissions.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
TAG Eligibility Team	The TAG Team or Student Success Team (SST) consists of the parent/legal guardian, classroom teacher(s), the District TAG Coordinator, school administrator, and any other participants that are needed (EL teacher, SPED teacher, counselor, etc.)
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	Talented and Gifted Screening Report Teacher Nomination Student Nomination Parent/Legal Guardian Nomination Bilingual Checklist (if needed) Parent Permission for Evaluation Elementary TAG Eligibility Form Permission for TAG Services Form Student Survey - Yearly/ Elementary (also available in Spanish) Student Survey - Yearly/Secondary (also available in Spanish) Parent Survey - Yearly (also available in Spanish) Parent Notification of Rights Testing Results

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	Universal screening of all 2nd graders will happen in October using the NNAT3 locally normed at the district level. 5th grade English Learner (EL) students will be screened with the NNAT3 in October.

Key Questions	District Procedure
What is the broad screening instrument and at what grade level is it administered?	OSAS levels are used as a broad level screening tool for 3rd- 8th, and 11th grade students. MAPs diagnostics is used for kindergarten through 8th 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)?	<p>Student assessment score data is shared with the SST (Student Success Team) as a part of the evidence of TAG eligibility. If there is additional anecdotal evidence that a student may benefit from TAG services, a nomination is made by the SST. Review of classroom artifacts are documented on the Talented and Gifted Screening Report form.</p> <p>Students are flagged for TAG consideration if they score: MAPs - 90% or higher OSAS Level 4 or higher NNAT3 90% or higher CogAT8 90% or higher</p>

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	Yes, Alsea School District accepts TAG identification from other districts in Oregon.
Does your district accept TAG identification from other states?	Yes, Alsea School District accepts TAG identification from other states.
Do local norms influence the decision to honor identification from other districts and states?	[If yes, please explain how the district will address the identification of students identified as TAG using local norms from other districts or states.]

Section 4: Instructional Services and Approaches



A. Instructional Programs and Services for TAG Students

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Early Entrance	Parents/Legal Guardians can request an early entry assessment for their child who may have missed the birth date cut-off for Kindergarten. Students who show accelerated academic and social emotional ability may be granted early entry into Kindergarten.
Cluster Grouping	Teachers may cluster students for core academic subjects when possible.
Whole Grade Acceleration	Students scoring higher than 90% for the next grade level standards on normed assessments, may be considered for acceleration. TAG students could qualify for acceleration using alternative data sources including interview by TAG Coordinator, PSAT, SAT scores, and assignment or assessment artifacts.
Differentiated Instruction	Professional development training is provided to teachers during inservice week and throughout the year to support building capacity for differentiation, depth of knowledge (DOK), pre-and post- assessments, and continuously monitoring student's rate and level of learning within the classroom and on an annual basis.
Genius Hour	Students are provided a consistent schedule each week to explore topics of their choosing and develop and strengthen researching and presentation skills.

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

Name of AP Course	Schools and Grade Levels Offered
(Dual Credit Chemistry)	(Scheduled for SY 23-24 - Alsea SD Grade 11 and 12)

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

Name of IB Course	Schools and Grade Levels Offered

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 TAG Coordinator shares a list of TAG identified students and their individual identification area, with applicable teachers prior to the start of the school year. The District TAG Coordinator maintains a record of all students who are flagged for monitoring based on assessment scores of 90% or higher. The list of flagged students is provided to applicable teachers.
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?	During inservice week, the District TAG Coordinator provides detailed information on the vision, plan, and procedures for TAG identification, resources for differentiation, parent resources, documentation, on-demand professional development, etc. Teachers and staff can visit the Alsea District TAG site for resources and documentation resources.
How do teachers determine rate and level needs for students in their classrooms?	Teachers use formative and summative assessments from adopted curriculum and instructional materials. Teachers may also use DIBELS and MAPs.

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?	Elementary teachers are required to complete a Personal Education Plan for their TAG identified students each year. Forms available in Spanish if needed.
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	Middle and High School teachers (6th -12th) are required to complete FLEX plans for the courses that the student has a TAG identification in. If the student is Academically Gifted or Potential to Perform, then all teachers must contribute to the FLEX plan.

Key Questions	District Procedure
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	Students and parents/legal guardians complete a yearly survey sharing relevant and up to date information. To build the initial draft of the PEP, the teacher reviews the surveys, last year's PEP, assessments, submitted work, and observations. A meeting is scheduled for the teacher, student, and parent/legal guardian to discuss the PEP. Once agreed upon, the PEP is submitted to the TAG Coordinator for review and approval. Parents are able to reach out with questions at any time.

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
Genius Hour	Genius Hour is a dedicated and consistent time built into the schedule each week where students select a topic based on their interests, dive into researching more about the topic, create a presentation, meet with teachers for feedback, and present the topic to their classmates. Genius Hour is one hour per week for seven weeks. This is a continuing project throughout the year, and several intervals and presentations take place.
OBOB (Oregon Battle of the Books)	OBOB is a statewide voluntary reading motivation and comprehension program. Students from 3rd - 12th grade, regardless of ability, are exposed to quality literature representing a variety of literary styles and viewpoints. Students are on the elementary, middle, or high school team and read books and answer comprehension questions during the competition. There are regional and statewide competitions.
Guest Lectures	Alsea School District regularly seeks to engage professionals, industry leaders, and experts from a wide variety of fields to provide real-world exposure to all students. These lectures provide tremendous opportunities for students to learn first hand knowledge about diverse career paths. Collaborations with various industry leaders provides space and opportunity for future internships, apprenticeships, and mentor programs.
Field Trips and Experiential Learning	All students are provided multiple opportunities for a wide range of field trips throughout the year. Field trips are carefully designed to align and compliment topics that students are learning about within the classroom. These opportunities allow for topics to come alive for students, nurture their curiosity, and spark creativity.

Section 5: Plan for Continuous Improvement



A. 2023 - 2024 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: Increase administrator, teacher, and staff awareness of the TAG program, procedures, documentation, identification, communication with families.	Professional development training during in-service week prior to the beginning of the school year. Staff has access to the district TAG resource website. Inform families about the TAG program, processes, calendar, and resources.	August August Fall through the entire SY	Increased understanding of the TAG program for the entire school community.	An increase of information and communication between staff and TAG Coordinator. An increase of two way communication between school and families regarding TAG programming. An increase of staff utilizing the resources provided on the TAG site and sharing resources with families.
Goal 2: Improve equitable TAG communication by reviewing all	Review of all TAG process forms, site, resources, with the	August	All documents will be reviewed and necessary edits will	All documents will reflect the inclusive focus and commitment of the district.

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?
documentation, forms, and processes to ensure that culturally inclusive terminology is used.	SST (Student Success Team).		be made to ensure that language on all forms is culturally inclusive.	
Goal 3: Improve equitable identification practices by building capacity of teachers and staff to recognize a wide variety of indicators highlighting culturally responsive characteristics of gifted students from underrepresented populations.	<p>Whole staff professional development training focused on multiple methods of data collection as well as a wide range of indicators that teachers can become highly aware of to determine if a student would benefit from TAG identification.</p> <p>Training during SST meetings focused on TAG eligibility.</p>	<p>August</p> <p>Ongoing as needed</p>	Teachers and staff will have a greater sense of TAG indicators and look beyond common data assessments for student eligibility to be considered for TAG services.	Teachers will begin submitting an increased number of nominations as well as a variety of evidence beyond assessment scores ie: anecdotal, art, writing assignments, etc.

B. Professional Development Plan: Identification

Who	What	Provided by	When
Heather Shunk, District TAG Coordinator	Required statewide training	Oregon Department of Education	Zoom In-Person Jackson County
All district licensed educators who are responsible for identification	Training on Identification	Heather Shunk, District TAG Coordinator	August 2023

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	TAG identification procedure is posted on the website. TAG Coordinator will email TAG Identification procedures to parents/legal guardians at the beginning of the year.
Universal Screening/Testing grade levels	Fall 2023, dates to be determined.
Individual and/or group testing dates	The District TAG Coordinator will communicate dates with students flagged for consideration.
Explanation of TAG programs and services available to identified students	(August 2023) The identification process and services available will be provided on the district website along with digital and printed communication.

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	Students and parents/legal guardians are provided with surveys to complete during the identification process and a yearly survey to be completed at the beginning of the school year. Students and parents/legal guardians are an integral part of the PEP or FLEX Plan conversation. Parents/legal guardians are highly encouraged to give input.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	During the identification process, parents/legal guardians are provided with an overview of the TAG program and services. Parents/legal guardians are provided with the finalized copy of the PEP or FLEX plan. TAG services will be reviewed with families each Fall. Families and students are encouraged to reach out to their teacher(s) and the District TAG Coordinator with questions on the TAG plan or services.
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	Upon request, the district TAG Coordinator will plan and provide family engagement sessions to ensure that the school community has the opportunity to learn about the TAG program, procedures, resources, and services.
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.	Upon request, the district TAG Coordinator will plan and provide family engagement sessions to ensure that the school community has the opportunity to learn about the TAG program, procedures, resources, and services.
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.	Upon request, the district TAG Coordinator will plan and provide family engagement sessions to ensure that the school community has the opportunity to learn about the TAG program, procedures, resources, and services.

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	Parents/legal guardians are provided with the opportunity to withdraw their student from TAG services at any time. A document is sent out with the start of the year information packet. The withdrawal document can be requested and provided by the teacher or District TAG Coordinator.
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	Notification of Rights is provided to parents/legal guardians in the eligibility packet as well as can be requested and provided by the teacher or District TAG Coordinator.
Designated district or building contact to provide district-level TAG plans to families upon request	District TAG Coordinator - Heather Shunk



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	Heather Shunk, MEd.	heather.shunk@alsea.k12.or.us	541-487-4305

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
Person responsible for updating contact information annually on your district website	Heather Shunk, MEd.	heather.shunk@alsea.k12.or.us	541-487-4305
Person responsible for updating contact information annually on the Department	Heather Shunk, MEd.	heather.shunk@alsea.k12.or.us	541-487-4305
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Heather Shunk, MEd.	heather.shunk@alsea.k12.or.us	541-487-4305
TAG contact for Alsea Brick & Mortar	Eric Clendenin	eric.clendinin@alsea.k12.or.us	541-487-4305
TAG contact for Learn at Home Oregon	Heather Shunk, MEd.	heather.shunk@alsea.k12.or.us	541-487-4305



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