





















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	<a href="#">Talented and Gifted Screening Report</a> <a href="#">Teacher Nomination</a> <a href="#">Student Nomination</a> <a href="#">Parent/Legal Guardian Nomination</a> <a href="#">Bilingual Checklist (if needed)</a> <a href="#">Parent Permission for Evaluation</a> <a href="#">Elementary TAG Eligibility Form</a> <a href="#">Permission for TAG Services Form</a> <a href="#">Student Survey - Yearly/ Elementary</a> (also available in Spanish) <a href="#">Student Survey - Yearly/Secondary</a> (also available in Spanish) <a href="#">Parent Survey - Yearly</a> (also available in Spanish) <a href="#">Parent Notification of Rights</a> 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
<b>What is the broad screening instrument and at what grade level is it administered?</b>	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.
<b>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)?</b>	<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 <a href="#">Talented and Gifted Screening Report</a> form.</p> <p>Students are flagged for TAG consideration if they score:</p> <ul style="list-style-type: none"> <li>MAPs - 90% or higher</li> <li>OSAS Level 4 or higher</li> <li>NNAT3 90% or higher</li> <li>CogAT8 90% or higher</li> </ul>

### C. Portability of TAG Identification

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

## 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
<p><b>What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?</b></p>	<p>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.</p>
<p><b>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?</b></p>	<p>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 <a href="#">Alsea District TAG site</a> for resources and documentation resources.</p>
<p><b>How do teachers determine rate and level needs for students in their classrooms?</b></p>	<p>Teachers use formative and summative assessments from adopted curriculum and instructional materials. Teachers may also use DIBELS and MAPs.</p>

### E. Instructional Plans for TAG Students

Key Questions	District Procedure
<p><b>Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?</b></p>	<p>Elementary teachers are required to complete a <a href="#">Personal Education Plan</a> for their TAG identified students each year. Forms available in Spanish if needed.</p>
<p><b>Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?</b></p>	<p>Middle and High School teachers (6th -12th) are required to complete <a href="#">FLEX plans</a> 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.</p>

Key Questions	District Procedure
<p><b>How are families notified regarding the opportunity to discuss the PEP or IP designed for their student’s learning?</b></p>	<p>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.</p>

**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

<b>TAG Enrichment Opportunities</b> <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	<b>Explanation of Opportunity</b>
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?
<p><b>Goal 1:</b> Increase administrator, teacher, and staff awareness of the TAG program, procedures, documentation, identification, communication with families.</p>	<p>Professional development training during in-service week prior to the beginning of the school year.</p> <p>Staff has access to the district TAG resource website.</p> <p>Inform families about the TAG program, processes, calendar, and resources.</p>	<p>August</p> <p>August</p> <p>Fall through the entire SY</p>	<p>Increased understanding of the TAG program for the entire school community.</p>	<p>An increase of information and communication between staff and TAG Coordinator.</p> <p>An increase of two way communication between school and families regarding TAG programming.</p> <p>An increase of staff utilizing the resources provided on the TAG site and sharing resources with families.</p>
<p><b>Goal 2:</b> Improve equitable TAG communication by reviewing all</p>	<p>Review of all TAG process forms, site, resources, with the</p>	<p>August</p>	<p>All documents will be reviewed and necessary edits will</p>	<p>All documents will reflect the inclusive focus and commitment of the district.</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?
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.	
<p><b>Goal 3:</b> 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>	<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 <a href="#">withdrawal document</a> 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	<a href="#">Notification of Rights</a> 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 - <a href="#">Heather Shunk</a>



## 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, MSEd.	heather.shunk@alsea.k12.or.us	541-487-4305

<b>Contact Information for District and School TAG Personnel</b>	<b>Name of Contact</b>	<b>Email Address</b>	<b>Phone Number</b>
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
<b>Acceleration (subject)</b>	Above grade-level standards and coursework. For example, a student who takes an advanced high school art class during middle school.
<b>Acceleration (whole-grade)</b>	Grade skipping. For example, a student who moves from 1st grade to 3rd grade (skips the 2nd grade).
<b>Acceleration (standards)</b>	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.
<b>Advanced Placement (AP)</b>	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.
<b>Choice Assignments</b>	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.
<b>Cluster Grouping</b>	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.
<b>Credit by Examination</b>	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
<b>Curriculum Compacting (sometimes referred to as Compacted Curriculum)</b>	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.
<b>Depth and Complexity</b>	A general framework to assess level of rigor specific to cognitive demand. Common frameworks include <a href="#">Webb's Depth Of Knowledge</a> (DOK) and Bloom's Taxonomy.
<a href="#">Depth of Knowledge (DOK)</a>	A framework developed by Dr. Norman Webb to assess the level of rigor for standards, projects, assignments, and exams.
<b>Differentiated Instruction (involving tiers of depth and complexity)</b>	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.
<b>Flexible Readiness Grouping</b>	A strategic strategy designed to group students according to best fit instructional needs and student discourse opportunities.
<b>Formative Assessment as a Process</b>	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.
<b>Independent Learning Contracts</b>	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)
<b>Instructional Plans (IPs)</b>	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.





