

South Lane School District TAG Services

Program Foundation & Philosophy

Mission & Vision

- Nurture educational experience through differentiation and collaboration
- GOAL: belonging, well-being, creativity, high-level thinking

Definition of Giftedness

- Use of Local Norms
- Giftedness exists across all demographics
- "Needs-based" instructional programming designed to address the strengths and needs of students who demonstrate exceptional performance.

Service Categories

- General / Specific Intellectual Ability
- Academic aptitude in reading
- Academic aptitude in math

All policies of the SLSD are aligned with the Oregon Department of Education (ODE). See:
581-022-2325 - TAG Student Identification
581-022-2330 - Rights of Parents of TAG Students
581-022-2500 - Programs and Services for TAG

Identification Process

Referral or Screening

- NNAT-3, Spring of Second Grade year - and anytime upon request
- Open referral - any person with knowledge of student can submit to the district

Data Collection

- QUANTATIVE: NWEA MAP, Dibels, State Testing, Classroom Formative Assessments
- QUALITATIVE: school / parent observations, checklists
- Student interest learning surveys

Equity Tools

- TAG Attributes Rating Scale
- Kingore Observation Inventor (KOI)
- Dispositions Checklist

Decision & Notification

- Local Norms, multiple criteria considered
- TAG Designation Determined
- Family informed in writing or meeting

Service, Planning, & Delivery

Building Administrator / TAG Coordinator

- Oversees identification, PLC process fidelity, TAG planning and accountability

Classroom Teacher(s)

- Assess student rate and level of learning
- Provides differentiated instruction and pacing
- Incorporates student TAG goals into daily instruction and planning

Embedded in PLC Work

- Question 4 = essential
- Ensures TAG student needs are embedded in daily instruction

TAG Students experience belonging, challenge, and growth through needs based instruction and ongoing support

Monitoring & Progress Review

Initial Communication

- Families notified of screening results and TAG eligibility

Ongoing Collaboration

- Teachers provide regular progress updates
- Families invited to review TAG goals and services

Social Emotional Support

- SEL specialist in every building
- SEL services integrated through Second Steps (K-5) or Character Strong (6-12)
- Focus on student well-being, peer relationships and balance

Feedback Loop

- Families may share input through surveys or meetings
- Information feeds into monitoring and service alignment