



Amity School District

Plan for Talented and Gifted Education

[District directions: Detailed instructions for completing the plan can be found in the [TAG Template Companion Guide](#). Please review the instructions in advance and consult them as each section is completed. Be sure to remove these directions before publishing the plan.]

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Section 1: Introduction



**Section 2:
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Section 1: Introduction



Talented and Gifted (TAG) students are an important part of every school community across Oregon. In Oregon, districts and schools must plan for how they will meet the academic and social-emotional needs of TAG students, specific to their local context, and communicate these plans to the students and families they serve.

District-level Talented and Gifted Education Plans serve as an integral communication tool to district educators, families, and community partners. Districts are required to submit their TAG plans to the Oregon Department of Education (ODE) every year, provide copies upon request to schools within their district, and post a copy on their district website. (OAR [581-022-2500](#) (2)(a)(A))

Oregon laws that govern Talented and Gifted Education include both Oregon Revised Statutes (Oregon laws passed by the State Legislature, abbreviated as ORS) and Oregon Administrative Rules (requirements that are adopted by the State Board of Education to support Oregon Revised Statutes, abbreviated as OAR). Statutes provide legal definitions and broad guidelines specific to gifted education. The Oregon Administrative Rules outline the specific requirements districts implement to meet the minimum standards for identification, parents rights, and programs and services. Specific statutes and OARs are referenced throughout this TAG plan.

Key Terminology

Talented and Gifted Students in Oregon: Students who require special educational programs or services, or both, beyond those normally provided by the regular school program, in order to realize their contribution to self and society. These are students who demonstrate outstanding ability or potential in one or more of the following areas:

- (a) General intellectual ability (often referred to as, Intellectually Gifted).
- (b) Academic ability (often referred to as, Academically Talented) in one or more academic areas (including, but not limited to: reading, mathematics, science, and social science).
- (c) Creative ability in using original or nontraditional methods in thinking and producing.
- (d) Leadership ability in motivating the performance of others either in educational or noneducational settings.
- (e) Ability in the visual or performing arts, such as dance, music or art.

Oregon Revised Statutes (ORS): Oregon laws passed by the State Legislature.

Oregon Administrative Rules (OAR): Rules adopted by the State Board of Education to support statutes (ORS).

Rate of Learning: The pace at which the student is successfully progressing through instructional materials and experiences after being placed at the appropriate level. A student's rate will vary depending on subject, interest, level of difficulty and point in the learning process.

Level of Learning: The instructional level where the student will encounter new knowledge and skills. It involves depth and complexity in thinking.

Historical reference of District TAG Plans: House Bill (HB) 2180 (2011) and Senate Bill 486 (2021).

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



Legal references: aligned to [ORS 343.397](#) (1)(a) and [OAR 581-022-2500](#)

A. Local School Board Policies

Policy	Link
IGBB	Update pending Board approval in June
IGBBA	Update pending Board approval in June
IGBBA-AR	Update pending Board approval in June
IGBBC	Update pending Board approval in June
IGBBC-AR	Update pending Board approval in June

B. Implementation of Talented & Gifted Education Programs and Services

DISTRICT MISSION STATEMENT:

The mission of Amity School District is to provide an educational system that enables each of our community’s students to reach their greatest potential for the lifelong benefit of each student and the betterment of our community and our country.

TALENTED and GIFTED MISSION STATEMENT:

Every child has unique and special talents, abilities, and characteristics. Amity School District must provide a learning environment that nurtures this precious potential and provides avenues where our students will develop and bloom. We recognize that the education environment includes all aspects of our school and extends beyond the classroom. To meet the instructional and emotional needs of our students, we will provide a flexible education program that allows and encourages our students to maximize their contribution to self and society.

TEACHER ACCOMMODATIONS OF TAG STUDENTS ASSESSED LEVELS OF LEARNING AND ACCELERATED RATE OF LEARNING:

Description of how teachers accommodate tag students assessed levels of learning and accelerated rate of learning

acceleration by attending a different class/grade, differentiating instruction, tiered assignments, work at own pace, compacting the curriculum, open ended, self directed assignments, project based learning, acceleration, independent study, cluster grouping, enrichment, flexible grouping, learning contract, higher order thinking

Amity Elementary School:

Differentiation may include: flexible readiness groupings, tiered assignments, enrichment, acceleration, flexible grouping, project based learning, higher order thinking activities

Amity Middle School:

Differentiation may include: flexible readiness groupings, accelerated course options, enrollment in higher grade level classes, self-paced and independent learning, compacting curriculum, enrichment, project-based learning

Amity High School:

Differentiation may include: cluster grouping, accelerated course options, enrollment in higher grade level classes, self-paced and independent learning, compacting curriculum, enrichment, project-based learning



Section 3: Identification of TAG-Eligible Students

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

A. District TAG Identification Practices

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
<p>TAG Identification Process Overview <i>Aligned to OAR 581-022-2325 (1)</i></p>	<p>District Identification Process (Referrals):</p> <ol style="list-style-type: none"> 1. Teacher, staff member, or parent/guardian can nominate, or refer, a student for TAG eligibility. 2. Teacher and parent/guardian will fill out a SIGS -2 Rating Scale. 3. Teacher will gather qualitative data and student evidence to present to the TAG/MTSS team. The TAG/MTSS team will decide if any assessments such as CogAT need to be administered or further information needs to be gathered. 4. The TAG team will meet to go over all the qualitative data, and determine if a student meets the district requirements for TAG identification. 5. Parents/Guardians will be notified of the outcome of the identification meeting. 6. If identified, the team will schedule a meeting with the parent/guardian to develop a Personal Educational Plan (PEP) for the student. <p>*Parents have the right to decline the identification.</p> <p>District Identification Process (Academic Screenings):</p> <ol style="list-style-type: none"> 1. In the fall, the TAG Team will review SBAC for students who score above the 90%-tile in the district. 2. At the elementary level, DIBELS and iready data will be reviewed in the fall, winter, and spring 3. Students who score above the 90%-tile will be brought to the TAG/MTSS team to determine next steps <p>Specific Grade Level Identification Process/Screening (Cognitive):</p> <ol style="list-style-type: none"> 1. All second grade students, in the second semester, will be given the CogAT assessment. 2. The TAG team will meet to evaluate the results and determine students who have scored above the 90%-tile percentile. 3. The TAG team will request additional qualitative data from the classroom teacher in order to provide a preponderance of evidence in identification.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>4. The identification process will continue as stated in the district process.</p>
<p>Multiple modes and methods of data collection used in the identification process. <i>Aligned to OAR 581-022-2325 (2)(b)(c)</i></p>	<p>Amity School District will use evidence based practices and a variety of tools to determine TAG identification:</p> <ul style="list-style-type: none"> ● Nationally normed assessments ● Local assessments ● Rating Scales ● Observations ● Work Samples
<p>Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i></p>	<p>Students experiencing disability, culturally and/or linguistically diverse, poverty, or high mobility.</p> <ul style="list-style-type: none"> ● Develop referral procedures that seek referrals from a variety of sources (families, community members, educators, universal screeners, data collection, observations, etc) ● Evaluate universal screener to ensure fair and equal access for ALL learners to demonstrate ability and potential. The screener will be as free from cultural bias as possible. ● Build and use a robust, individualized body of evidence that includes quantitative and qualitative data. The body of evidence should include enough information to identify area(s) of strength to direct interventions to promote the learner’s growth. ● Qualitative measures highlight the learner’s skills and abilities. They might include interviews, observations, portfolios, and work samples. Quantitative measures tests of cognitive ability and achievement tests such as state tests and curriculum based measures. <p>Culturally responsive measures include, but are not limited to:</p> <ul style="list-style-type: none"> ● Learner interviews in heritage language ● Observation checklists and scales that are inclusive ● Anecdotal information highlighting cultural expressions that show giftedness ● Portfolios inclusive of heritage language and/or language acquisition ● Culturally fair assessments

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<ul style="list-style-type: none"> ● A variety of qualitative and quantitative measures ● Locally normed assessment results, both academic and ability, by demographic group <p>Culturally responsive family practices include:</p> <ul style="list-style-type: none"> ● Family questionnaires and interviews in the heritage language ● Use of an interpreter ● Location and timing of meeting where families will feel comfortable and when families can attend <p>Assessment in primary language How to meet with parents of poverty</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>Amity School District will determine the need for gifted services based on a body of evidence that must include, at a minimum:</p> <ul style="list-style-type: none"> ● Assessment Results ● Family Input ● Multiple Types of Measures and Data Sources <p>Additional evidence may be collected and utilized as necessary to ensure all students are equitably assessed for TAG identification.</p>
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	<p>Use a body of evidence with multiple types of measures and data sources Use of both quantitative and qualitative evidence Assessment tools are equitable and as free from cultural bias as possible For students with language barriers and their families, ensure school personnel is available for translating Provide access to the same resources (snacks, time, breaks, etc.) to all students.</p>
Universal Screening/Inclusive considerations	<p>DIBELS, iReady data, IXL data</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	<ol style="list-style-type: none"> 1. SBAC for grades 3rd - 12th 2. DIBELS 8th edition kindergarten through 5th grade 3. i-Ready assessment (reading and math) kindergarten through 5th grade 4. Performance tasks (writing and math) 1st through 5th grade 5. Unit Assessments for reading, writing, and math 6. Cognitives Abilities Test (CogAT) 7. Middle School - IXL diagnostic 8. High School - pSAT, SAT, ACT, AP TESTS, SBAC, Performance tasks in core subjects
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	<p>Amity School District will seek to have a thorough collection of qualitative data, including, but not limited to:</p> <ol style="list-style-type: none"> 1. Scales for Identifying Gifted Students for teachers and parents 2. Observations 3. Work Samples 4. Portfolios 5. Assessments
A tool or method for determining a threshold of when preponderance of evidence is met.	<p>Eligibility Checklist (LINK FORM) Amity School District will use the state template to determine eligibility</p>
TAG Eligibility Team	<p>School administrator, TAG coordinators, classroom teacher, dean of students</p>
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	<p>Amity School District will include the following documents in a student's cumulative record regarding TAG identification and eligibility process: summary and any copies of qualitative data, results of any administered assessment (such as CogAT, SBAC, iReady, Dibels, etc), TAG Personal Education Plan, parent communication regarding the TAG identification process,</p>

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	Yes, students in the second grade will be assessed with a universal screening instrument.
What is the broad screening instrument and at what grade level is it administered?	Amity School District will use the CogAT assessment as the broad screening instrument for 2nd grade students.
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)?	Amity School District will first look at students scoring at the 90%-tile and above. However, students scoring below the 90%-tile will not necessarily be excluded from identification, as we will be using a preponderance of evidence to identify.

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	Amity School District will evaluate the TAG plans for students from other districts. The existing TAG plan, and evidence, will be held to the same standards as new plans in our district.
Does your district accept TAG identification from other states?	Amity School District will evaluate the TAG plans for students from other states. The existing TAG plan, and evidence, will be held to the same standards as new plans in our district.
Do local norms influence the decision to honor identification from other districts and states?	Our local norms will apply to all new students with existing TAG plans.

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
AMITY ELEMENTARY SCHOOL	
W.I.N. Time	What I Need Time - 50 minutes a day in reading and math, students are grouped by their skill and pace.
Walk to Math / Reading	Kindergarten through 5th grade students exhibiting advanced skills in math and reading are scheduled and “walk” to a math or reading class at their instructional level.
Differentiation	All elementary classes and subjects
Subject Acceleration	All grade levels in reading and math
AMITY MIDDLE SCHOOL	
High School Algebra	High School Algebra I offered for students exhibiting advanced math skills and those accelerating in math content
High School Geometry	High School Algebra I offered for students exhibiting advanced math skills and those accelerating in math content
Differentiation	All middle school classes and subjects

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Subject Acceleration	6th - 8th ELA and math
AMITY HIGH SCHOOL	
Honors English	9th grade
College Writing	10th- 12th grade
Pre-Calculus	10th-12th grade
Calculus	11th-12th grade
Honors Physical Science	9th grade
Honors Biology	10th grade
Anatomy and Physiology	10th- 12th grade
Chemistry	9th-12th grade
Physics	9th-12th grade
Advanced Computer Science	10th-12th grade
Creative Writing	10th-12th grade
College Classes (Western, Linfield, Corban, George Fox)	High school students have the option of attending college courses when they have exhausted the offered accelerated courses within the district.

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
AP Literature	Amity High School - 11th, 12th
AP Chemistry	Amity High School - 10th-12th
AP Calculus	Amity High School - 11th, 12th
AP US History	Amity High School - 11th, 12th
AP Physics	Amity High School - 10th-12th

C. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered
None offered	

D. Teacher’s Knowledge of TAG Students in Class

Key Questions	District Procedure
<p>What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?</p>	<p>At the beginning of each year, teachers will receive a copy of the TAG Personal Educational Plans for any students they have.</p>
<p>What procedures are in place to ensure classroom teachers K – 12 know where they can get support if needed specific to the TAG services the district offers?</p>	<p>For students on an existing TAG Personal Educational Plan, teachers will receive a copy of the plan at the beginning of the year, along with contact information for the building and district TAG support personnel. Teachers can get specific support from the TAG Team.</p>
<p>How do teachers determine rate and level needs for students in their classrooms?</p>	<p>At Amity Elementary School, level and rate will be determined using a number of data points: state and classroom assessments, observations, DIBELS and i-ready data. Middle School: At Amity Middle School, level and rate will be determined using a number of data points: state and classroom assessments, observations, IXL data High School: At Amity High School, level and rate will be determined for incoming 9th graders using IXL</p>

Key Questions	District Procedure
	<p>data, teacher observations, and 9th grade entrance exam At Amity High School, level and rate will be determined for 10-12 graders using:</p> <ul style="list-style-type: none"> * Ongoing formative assessments. * Independent reading level assessments. * Curriculum based pre-assessments. * Consistent and ongoing pattern of need (student more quickly and/or comprehensively completes work, compared to other classmates)

E. Instructional Plans for TAG Students

Key Questions	District Procedure
<p>Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?</p>	<p>Amity School District will have a Personal Education Plan for each identified student. This plan will be shared with teachers and parents, along with a copy in the student’s cumulative file.</p>
<p>Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?</p>	<p>Identified elementary and middle school students will have a Personal Educational Plan that will transition them from elementary to middle school to high school.</p> <p>All courses identified as meeting the needs of TAG students at the High School will have an Instruction plan that communicates instructional strategies and services of how the course meets the needs of TAG identified students in a particular course.</p>
<p>How are families notified regarding the opportunity to discuss the PEP or IP designed for their student’s learning?</p>	<p>When a student is initially identified, the PEP or IP will be discussed at the meeting with parents/guardians. Students with existing plans will have the plan available to look over and discuss at the fall conferences.</p>

F. Option/Alternative Schools Designed for TAG Identified Students

Program Elements	School Information
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
AMITY ELEMENTARY SCHOOL	
Robotics - Amity Elementary School	LEGO Robotics combines engineering, computer science, research, and "cooperation" into an engaging, real-world problem-solving experience.
STEAM Club - Amity Elementary School	STEAM Club is a theme-based experience where students learn about the world around them through science, engineering, art, and math activities.
Theater Club - Amity Elementary School	Through exposure to literature, music, and other cultures; connecting kids to their bodies through movement, feelings, and sound are some of the benefits of theater in a child's life.
Leadership - Amity Elementary School	Leadership involves assuming responsibility, demonstrating a willingness to help others, listening empathetically, and to make sound decisions. Leadership students are involved in APATT events, a spring fundraiser of their choice, conflict managers at lunch recess, they run the student store and are role models for all students at our school.
Battle of the Books	Battle of the Books provides an incentive to 3rd, 4th, and 5th grade students to read. Students read books and come together, usually in groups, to demonstrate their abilities and

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
	to test their knowledge of the books they have read.
Band	5th-12th grade students have the opportunity to participate in band and learn both how to play an instrument and read music.
AMITY MIDDLE SCHOOL	
Battle of the Books	Battle of the Books provides an incentive to 6th - 8th grade students to read. Students read books and come together, usually in groups, to demonstrate their abilities and to test their knowledge of the books they have read.
Leadership	Leader involves assuming responsibility, demonstrating a willingness to help others, listening empathetically, and making sound decisions. Leadership students are involved in afterschool as well as during school events, they improve school culture by planning assemblies and student events both during and outside of school hours and are role models for all students at our school.
Strategy Game Nights	Students gather to participate in competitive and collaborative strategy games; available once a week
Warrior Serve	Students can apply to be a part of this community service club. The group plans and implements service projects, cultivates relationships with community organizations, and conducts fundraisers to earn resources for their projects. This group also runs the student store and serves daily in the library, office, and kitchen.
Zensday Crafternoons	Students can attend this weekly event and explore different art mediums, collaborate on group projects, and work independently on self chosen projects.
AMITY HIGH SCHOOL	

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
Leadership	Leadership involves assuming responsibility, demonstrating a willingness to help others, listening empathetically, and making sound decisions. Leadership students are involved in afterschool as well as during school events, they improve school culture by planning assemblies and student events both during and outside of school hours and are role models for all students at our school.
Theater Club	AHS offers an after school Theater Club for all students. Typically the club carries forward 2-3 performances per school year.
Band & Choir	9th-12th grade students have the opportunity to participate in band and/or choir and learn both how to play an instrument, read music and sing.
National Honors Society	As a club at AHS, students focus on service towards others, the school and greater Amity community. The opportunities for students to lead, coordinate, serve differ a bit each school year.
FFA	Future Farmers of America: For students who are interested in Agricultural Leadership or leadership in sciences.
Yearbook	This AHS class allows students to interact with visual technologies, problem-solving skills and opportunities to attend various AHS events throughout the whole year.
OHSET	Oregon High School Equestrian Teams. Promotes and organizes equestrian competitions in our high school athletic program.

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 the end of the 2023-2024 school year.	Training staff in best identification practices, and differing TAG student profiles.	August 2023-June 2024 Trainings provided at inservice meetings.	Completion of 3 trainings Revise District TAG Plan	Examine identification data and how it is compared to prior years.

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?
Amity School District will improve our engagement with	Information tables at open house,	September 2023-Provide information on	Parent survey on school-wide practices,	75% of parents attend

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>families regarding TAG identification and services through ongoing communication and outreach, by seeking input, and establishing partnerships with families by the end of the 2023-2024 school year.</p>	<p>conferences. Discussions of PEP/IPs at conferences Information posted on the district website</p>	<p>TAG services during Back to School Night October 2023-Reviewing existing TAG plans with families and seek input. Ongoing-provide communication to parents about TAG services in school-wide newsletter.</p>	<p>including TAG Sign-in sheet at open house and conferences.</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?
Amity School District will improve the use of TAG instructional strategies in classrooms, and small group settings, to meet the needs of identified students by the end of 2023-2024 school year.	Training in specific strategies that promote and foster academic growth in TAG identified students.	October/November/January inservice: trainings provided during staff meetings	Teachers will complete attendance sign-in.	TAG coordinators will meet with teachers who have identified students to check-in on student progress, and will walk through classrooms.

B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district Amie McShane Diana Sohn	Required statewide training	Oregon Department of Education	As required and scheduled by Oregon Department of Education
All district licensed educators who are responsible for identification	Training on Identification	Amie McShane Diana Sohn	October 2023

Who	What	Provided by	When
Staff who have already been trained in previous years	OPTIONAL: Refresher Identification training	Amie McShane Diana Sohn	October 2023

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	Throughout the entire process
Universal Screening/Testing grade levels	Communication will be sent home in the Spring of 2nd grade, a month prior to test administration (letter, parent communication app)
Individual and/or group testing dates	Communication will be sent home to families as students go through the identification process.
Explanation of TAG programs and services available to identified students	All information will be placed on the district website. ongoing
Opportunities for families to provide input and discuss programs and services their student receives	Conferences, PEP plans, phone calls, written communication, app
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	Conferences (Fall and Spring)

Comprehensive TAG Programs and Services	Date and/or method of Communication
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	Back to School Night Conferences (fall and spring)
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.	Conferences (fall and spring)
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.	Conferences (Fall and Spring)
Notification to parents of their option to request withdrawal of a student from TAG services	Permission to place form - when identified District website - ongoing
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	District website- ongoing
Designated district or building contact to provide district-level TAG plans to families upon request	District website-ongoing



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	Diana Sohn Amie McShane	diana.sohn@amity.k12.or.us amie.mcshane@amity.k12.or.us	503-835-3751 ext 338 503-835-3751 ext 338
Person responsible for updating contact information annually on your district website	Diana Sohn Amie McShane	diana.sohn@amity.k12.or.us amie.mcshane@amity.k12.or.us	503-835-3751 ext 338 503-835-3751 ext 338
Person responsible for updating contact information annually on the Department	Diana Sohn Amie McShane	diana.sohn@amity.k12.or.us amie.mcshane@amity.k12.or.us	503-835-3751 ext 338 503-835-3751 ext 338
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Diana Sohn Amie McShane	diana.sohn@amity.k12.or.us amie.mcshane@amity.k12.or.us	503-835-3751 ext 338 503-835-3751 ext 338
TAG contact for Amity Elementary School	Diana Sohn Amie McShane	diana.sohn@amity.k12.or.us amie.mcshane@amity.k12.or.us	503-835-3751 ext 338 503-835-3751 ext 338
TAG contact for Amity Middle School	Mary Matocha	mary.matocha@amity.k12.or.us	503-835-0518

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
TAG contact for Amity High School	Ryan Sticka	ryan.sticka@Amity.k12.or.us	503-835-2181

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.