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Pleasant Hill School District
Commitment, Excellence, Community

Pleasant Hill 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



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

A. Local School Board Policies

PHSD Board Policy:	Code:	Date of Adoption or Last Revision:	Link:
Talented and Gifted Program	IGBB	1/10/2000	https://policy.osba.org/phill/I/IGBB%20G1.PDF
Talented and Gifted Program	IGBB-AR	2/07/2011	https://policy.osba.org/phill/I/IGBB%20R%20G1.PDF
Talented and Gifted Students - Identification**	IGBBA	9/23/2019	https://policy.osba.org/phill/I/IGBBA%20D1.PDF

Appeal Procedure for Talented and Gifted Student Identification and Placement**	IGBBA-AR	9/09/2019	https://policy.osba.org/phill/I/IGBBA%20R%20D1.PDF
Identification - Talented and Gifted Students among Nontypical Populations**	IGBBB	2/07/2011	https://policy.osba.org/phill/I/IGBBB%20D1.PDF
Talented and Gifted – Programs and Services**	IGBBC	9/23/2019	https://policy.osba.org/phill/I/IGBBC%20G1.PDF
Complaints Regarding the Talented and Gifted Program	IGBBC-AR	9/23/2019	https://policy.osba.org/phill/I/IGBBC%20R%20G1.PDF

B. Implementation of Talented & Gifted Education Programs and Services

Pleasant Hill School District Mission Statement:

To graduate all students

- With high levels of academic and personal achievement,
- Ready for post-secondary excellence
- Prepared for productive, compassionate citizenship, through research-based instruction and a collaborative system of support

Talented and Gifted Education Philosophy

The Pleasant Hill School District community is deeply committed to high student achievement in academics, co-curricular activities, and life skills. We believe in fostering competence, confidence, and self-esteem since it is in their interrelationship that learning takes place. In a safe environment, students are challenged to meet or exceed state standards and to work individually and collectively to become productive, compassionate citizens of their community, country and ever-changing world.

Talented and Gifted Programs and Services in Pleasant Hill School District

While many TAG students exhibit similar characteristics and share a common need for instructional adaptations to meet their potential, Pleasant Hill School District recognizes that even within this group, there is a great deal of diversity. Our district provides a variety of programs to enrich the educational experience of our TAG students; however, some of the most important services are provided at the individual level in the educational settings in which students spend the majority of their time. At our elementary and middle level, students, teachers, and parents collaborate to create a written individualized TAG plan each year, including both adaptations in the classroom environment, along with potential extracurricular offerings in which the student can continue to grow as a learner . At the secondary level, these lines of communication remain open between teachers, parents, and students, as we seek to provide students with course offerings and programs suited to their needs and goals.

Section 3: Identification of TAG-Eligible Students



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

A. District TAG Identification Practices

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
TAG Identification Process Overview *Aligned to OAR 581-022-2325 (1)*	At the elementary and middle level, staff, parents, or community members may request that a student be evaluated for identification as talented and/or gifted. This request is often initiated as a result of observations at school or at home, as well as data gathered through academic universal screening tools, other classroom assessments, and student work samples. This data is combined with that of questionnaires for the child's parents and current classroom teacher, which are submitted to the school principal and TAG coordinator. Parents are then asked to provide consent for additional testing, conducted by our district TAG Coordinator, which may provide additional evidence about the students' intellectual and academic strengths related to national norms. All of the collected evidence is evaluated by a TAG team consisting of, but not limited to, the school principal, TAG coordinator, classroom teacher, parent, and student. Parents are notified of

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	the decision, and if the student qualifies, an individual TAG plan is created around the student's needs. At the secondary level, students may refer themselves to be evaluated, or they may be referred by staff, parents or community members. Similarly, questionnaires are completed by parents and school staff members to support other evidence gathered from student assessments and work. Additional assessments may be completed, for which parent consent is acquired. All of the collected evidence is evaluated by a TAG team consisting of, but not limited to, the school principal, TAG coordinator, classroom teacher, parent, and student. Parents are notified of the decision, and if the student qualifies, an individual TAG plan is created around the student's needs.
Multiple modes and methods of data collection used in the identification process. *Aligned to OAR 581-022-2325 (2)(b)(c)*	At the elementary level, data used in the identification process may include STAR reading and math scores over time; Acadience Math assessments; student performance on online learning platforms (for example LexiaCore5, Reflex, etc.); unit assessments from our reading and math curricula; parent, student, and teacher questionnaires; formative classroom observations; and testing in cognitive and academic ability by our district TAG Coordinator. At the middle and high school level, data used may include STAR reading and math scores over time; parent, student, and teacher questionnaires; formative classroom observations; and testing in cognitive and academic ability by our district TAG Coordinator.
Culturally responsive practices specific to identification. *Aligned to OAR 581-022-2325 (2)(a), (3)(g-h) (3)(i)(A-E)*	Multiple methods of data are collected and considered during the identification process. Home language is considered in the use of forms and communication provided to students' families. Teachers work to follow up with families and offer support throughout the process.
Research-based tools, instruments, or considerations utilized to equitably identify students from underrepresented populations	Cognitive Abilities Test (CogAT), Iowa Test of Basic Skills (ITBS), Iowa Acceleration Scale (IAS), OSAS, STAR, Gifted Rating Scales, or Comprehensive Test of Nonverbal Intelligence are optional instruments used to measure cognitive ability of students by the district TAG

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
including, but not limited to: students experiencing disabilities, students who are culturally and linguistically diverse. Students who are experiencing economic hardships	Coordinator or school psychologist. Teacher and parent observation surveys are another tool used to identify students.
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	We gather data through multiple assessments, questionnaires, observations, and other methods in order to form a more complete picture, with a preponderance of evidence, of students being considered for identification . No one piece of evidence is used to disqualify any student from being identified. Furthermore, in the evaluation of data, extenuating circumstances affecting a student's ability to demonstrate their giftedness are also considered. The TAG identification team, consisting of the TAG coordinator, teacher, parents, student, and administrator confer to determine to what extent the available data supports an identification.
Universal Screening/Inclusive considerations	For academic ability, students in grades K-10 are assessed at least three times per year using the STAR reading and math assessment. The STAR test includes all of the modification and/or accommodations that would be provided to the students in the classroom or on other tests. We also use the OSAS & ELPA assessments each year as a screening tool to identify students who may have been overlooked. At the elementary level, Acadience Math is also used for mathematics. We currently do not have a universal screener for cognitive (intellectual) ability.
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	At grades K-10, all students are assessed using STAR math and reading assessments. We look at the students in the 90th percentile of their cohort to determine whether classroom data and observations support referring the student for further evaluation. Students are assessed by the district TAG coordinator. Students who score in the 95th percentile or above on a nationally-normed academic or cognitive test are identified for TAG, provided that other evidence supports the identification, as well. Based on local norms, students whose scores place them in approximately the 90th percentile may also be identified, as long as there is sufficient evidence showing a pattern of performance or

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	potential to score in the 95th percentile of their grade-level cohort on other school or district assessments.
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	We use a teacher rating scale, a parent rating scale, open-ended parent questionnaire, and student questionnaire to collect qualitative data related to traits of giftedness. In addition to general teacher observations, teachers gather work samples, creating a portfolio of student work to demonstrate their ability to perform at the top 5%ile of the grade level.
A tool or method for determining a threshold of when preponderance of evidence is met.	Currently, test reports, questionnaires, portfolios, rating scales, and observations are reviewed by the eligibility team to make a determination of whether a preponderance of evidence, including both qualitative and quantitative, is met.
TAG Eligibility Team	Elementary school - Principal, TAG Coordinator, Classroom Teacher, Family Middle school - Principal, TAG Coordinator, General Education Teacher(s), Family, Student High school - Principal, TAG Coordinator, General Education Teacher(s), Family, Student
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	Elementary & Middle School - TAG folder cover page, teacher questionnaire, parent questionnaire, TAG coordinators assessment results, other applicable assessment results/scores, students observations, portfolio work, parent notification letter, individual student TAG plan updated yearly at Fall conferences. High school- TAG folder cover page, teacher questionnaire, parent questionnaire, consent to test form, TAG Coordinator's assessment results, other applicable assessment results/scores, students observations, portfolio work, parent notification letter

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	All grades K-10 use the STAR reading and math screeners for all students.
What is the broad screening instrument and at what grade level is it administered?	For academic ability, students in grades K-10 are assessed at least three times per year using the STAR reading and math assessment. The STAR test includes all of the modification and/or accommodations that would be provided to the students in the classroom or on other tests. We also use the OSAS & ELPA assessments each year as a screening tool to identify students who may have been overlooked. At the elementary level, Acadience Math is also used for mathematics. We currently do not have a universal screener for cognitive (intellectual) ability.
How is the screener used in the identification process (i.e. what percentile threshold, if any, is used to initiate the eligibility process; and how are percentiles used to promote, rather than extinguish, eligibility)?	Students who score in the 95th percentile, according to local norms, on the STAR reading and/or math are considered for a referral for TAG. Additionally, students who demonstrate the ability to score above 90th percentile multiple times are considered. For students who do not meet these qualifications, they may still be referred for TAG identification based on classroom work samples, unit tests, and everyday accelerated performance in the classroom.

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	Yes, with a careful review of data, we accept identifications in the areas of English Language Arts, Mathematics and Intellectual Giftedness. We currently do not identify in creative ability, leadership ability, visual and performing arts but will work within what we have to offer to continue serving these students' needs.

Key Questions	District Policy and Practices
Does your district accept TAG identification from other states?	Yes, with a careful review of data, we accept identifications in the areas of English Language Arts, Mathematics and Intellectual Giftedness. We currently do not identify in creative ability, leadership ability, visual and performing arts but will work within what we have to offer to continue serving these students' needs.
Do local norms influence the decision to honor identification from other districts and states?	Students who transfer from other districts and states with a TAG identification in one of the areas serviced by the district will maintain their identification or be adopted into one of these areas. Our local norms will not influence the decision to honor outside identification, and students will receive services according to their individual needs and the districts ability to provide services in those areas.

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
K-5 Walk to Read	Our elementary school implements a “walk-to-read” model outside of their core reading block to differentiate reading instruction for students of all levels, including those identified as Talented and Gifted in the area of reading. Through regularly-scheduled data team meetings, students are placed in groups of other readers with similar skill levels and needs. Talented and Gifted students are given small-group reading instruction which adapts to their specific reading goals and an appropriate level and rate of learning.
Differentiated Online Learning Platforms	The elementary and middle school provide access to differentiated online platforms including but not limited to STAR Freckle, Nearpod, Lexia, and Acadience. Students complete a placement test when starting the program. Additionally, teachers can create

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
	self-paced assignments within certain topics to allow students to work on related skills beyond their current grade level.
Subject Acceleration in Math	Need will be determined by teacher, counselor, principal, family, student or TAG coordinator recommendation or scoring 95% on a proficiency test. The student referred is then evaluated using the Iowa Acceleration Scale. If the data shows he/she is a strong candidate for acceleration, the student is able to move up a math class level in math in order to be enriched by their curriculum.
Whole Grade Acceleration	Need will be determined by administration and the district TAG coordinator based on testing results that show mastery of grade level standards in all subject areas. The Iowa Acceleration Scale will be used to evaluate the whole child - both academically and socially - to determine if they are a strong candidate for successful acceleration. Parent approval is required and students must view the move as favorable. Students are then able to move up a grade level in order to be enriched by their curriculum.
Advanced Placement (AP)	Includes differentiation of instruction based on learning evidence
Honors English 9th Grade, World History	Students will receive an enriched curriculum that covers the same topics as the non honors classes just at a deeper Depth of Knowledge(DOK) level. Students will be determined by student interest, teacher or counselor recommendations.

B. Advanced Placement (AP) Course Offerings

Name of AP and/or Duel Credit Course	Schools and Grade Levels Offered
Spanish 3 and 4	Pleasant Hill High School, Grades 11-12
College Writing - Writing 121	Pleasant Hill High School, Grades 11-12

Name of AP and/or Duel Credit Course	Schools and Grade Levels Offered
Statistics and Probability - Math 243	Pleasant Hill High School, Grades 10-12
Pre-Calculus - Math 111/112	Pleasant Hill High School, Grades 10-12
AP Calculus - Math 151/152	Pleasant Hill High School, Grades 10-12
Applied Geometry - Math 85	Pleasant Hill High School, Grades 9-12
Horticulture - Horticulture 120	Pleasant Hill High School, Grades 11-12
AP Literature -	Pleasant Hill High School, Grades 11-12
AP US History	Pleasant Hill High School, Grades 11-12
AP Government - PS201	Pleasant Hill High School, Grades 11-12
AP Biology - Biology 101/102	Pleasant Hill High School, Grades 11-12
Human Body Systems - HP150-152	Pleasant Hill High School, Grades 11-12
Honors English 1	Pleasant Hill HIgh School, Grade 9

C. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered
Not Applicable	None 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?	Teachers are notified by the district TAG coordinator at the beginning of each school year about the TAG students in their classrooms and their areas of identification. The TAG coordinator will also meet with teachers to see if they need support in meeting the needs of the currently identified students in their classroom. Additionally, when students are first identified, the TAG Coordinator or school secretaries flag the student's record in the online record system, indicating their identification as a TAG student.
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?	Teachers are notified about who the TAG coordinator in their building is and encouraged to direct questions to either them or an administrator. The TAG coordinator will also send out monthly newsletter to staff and parents sharing research and upcoming events for TAG students/families in the district.
How do teachers determine rate and level needs for students in their classrooms?	Pre-assessments, formative assessments, summative assessments, work samples, longitudinal testing data

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?	Individual TAG plans are required in grades K-8. They are developed either during goal conferences in the fall, or upon the completion of the identification process. The PEP's are kept in students' TAG folders and updated yearly. The plans are optional in grades 9-12, but may be requested by parents, students and/or the teacher.

Key Questions	District Procedure
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	Instructional Plans are optional; however, parents are welcome to reach out to individual teachers for more information about how their child's needs will be met in the course.
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	Families are notified during fall goal conferences or upon completion of the identification process.

F. Option/Alternative Schools Designed for TAG Identified Students

Program Elements	School Information
Not Applicable	**None in district**

G. TAG Enrichment Opportunities

TAG Enrichment Opportunities *(Note: After school opportunities do not replace daily TAG instruction and services)*	Explanation of Opportunity
Oregon Battle of the Books (OBOB)	Both elementary and middle-school TAG students, particularly those identified in the area of reading and intellectual giftedness, have the opportunity to form teams with other readers to read a special selection of books and compete against other teams to answer questions about them. Students can compete in grade-level, school and even regional "battles." If they win the regional battle, they get to move forward onto the state competition.
Elementary After-School Enrichment Program	TAG students, as well as other high-achieving elementary students are invited to participate in an after-school enrichment class, which meets weekly during one quarter of the

TAG Enrichment Opportunities *(Note: After school opportunities do not replace daily TAG instruction and services)*	**Explanation of Opportunity**
	school year. Enrichment teachers choose topics and activities according to the needs and interests of students in their group, which may include, for example: social-emotional skills, strategy, historical topics, reading enrichment, logic and challenge puzzles, etc.
Shakespeare Club	At the middle school level students get to apply to be part of the Shakespeare Club by turning in an application to their language arts teacher. Students get to engage with Shakespeare curriculum 1-2 hours a week, practice the play, and then travel to see a Shakespeare play in person.
Billie Ambassadors	Upper-level elementary students (4-5) who consistently meet "Billie Spirit" expectations for being Kind, Respectful, Responsible, and Safe can apply to be a "Billie Ambassador." This designation allows the student additional autonomy and leadership opportunities throughout the school. For TAG-identified students, this opportunity challenges them to meet high academic and behavioral standards and provides them with appropriate opportunities to shape their learning environment.
Family Learn Together Evenings	For the 2026-2027 school year, we are going to implement 3-5 Family Learn Together Evenings. These evenings will be for TAG students and their families to come together and explore different topics from experts in the field. The program will run in the evening, after standard working hours, to allow as many families to attend as possible. Our district plans to build on this program each year.

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 of TAG students by training/educating district staff about characteristics of giftedness, including how they may appear in underidentified populations.	Presentations in staff meetings, emails, newsletters, and direct conversations with teachers	Monthly 2026/2027- Reach out to teachers and present in staff meetings Ongoing - Analyze	Analyzing demographics of identified TAG students versus district populations	Numbers of identified TAG students will increase and more closely mirror district demographics.
Increase direct engagement with families of TAG students through opportunities for in-person events (i.e. Back to School night) and through a TAG email, newsletter or Seesaw list.	Information table during HS Back to School night, generation of TAG email list to communicate opportunities, start a Family Learn Together evening	9/2026 - Back to School night 9/2026 - Begin collecting emails and communicating with families on a consistent basis	Revising TAG documents to contain parent contact information and record of three email communication per year	Successfully providing the opportunity for family contact at the beginning of year, having an email list, and sending at least 3 updates during the year

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?
Continue to maintain cluster grouping already in place for TAG students while also providing more opportunities for cluster grouping of TAG students throughout the district.	Walk to read, in addition to other similar programs for math; counselors taking TAG identification into consideration for class placement	9/2026 - 100% meetings for initial group formation, counselors + district TAG Coordinator place students at MS/HS Ongoing - analyze assessment data to adjust groupings, as needed	Observation of instructional strategies being Implemented and measurable student growth	Increase in the number of programs and opportunities District-wide using cluster grouping
Build upon resources for families and teachers	Writing grants for new TAG resources and creating a TAG family and TAG staff library. Integrating and cataloguing the resources we already have.	9/26 - 6/27 Gather the materials and create a catalog and check out system throughout the year.	A catalogue will be distributed to staff and families, along with an online version on the website.	Families and teachers will begin checking out resources from the TAG library

B. Professional Development Plan: Identification

Who	What	Provided by	When
Stephanie Lovdokken, District TAG Coordinator	Required statewide training	Oregon Department of Education	TBD Sept or Oct. 2026
All district licensed educators who are responsible for identification	Training on Identification	Stephanie Lovdokken District TAG Coordinator	September/October 2026 In Person & Virtual
Staff who have already been trained in previous years (include if offered)	OPTIONAL: Refresher Identification training	Stephanie Lovdokken District TAG Coordinator	September/October 2026 Virtual with Office Hours

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	Sept - May: Staff, parent, & students may refer and begin a comprehensive collection of evidence including but not

Comprehensive TAG Programs and Services	Date and/or method of Communication
	limited to: test scores, work samples, questionnaires, and rating scales Parent-teacher conference in October CogAT testing windows Outside testing as needed
Universal Screening/Testing grade levels	Grades K-10: September, January, and May District and school newsletters & emails
Individual and/or group testing dates	CogAT: Oct. 26-30 & February 15 - 19 Parent consent to test sent home with referral process Email and phone communication
Explanation of TAG programs and services available to identified students	Parent Notification of Identification Decision letter following evaluation Via teachers at parent conferences in October Quarterly Family TAG Newsletters (Sept, Nov, Feb, April)
Opportunities for families to provide input and discuss programs and services their student receives	Parent conferences in October Ongoing throughout the school year via: phone or email request
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	September: Questionnaires and input form sent home and given to staff/teachers SIP plan written in October at parent teacher conferences Within 3 week of initial identification
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	Back to School Night TAG Newsletter in September Parent Conference in October Throughout the year before specific programs start dates

Comprehensive TAG Programs and Services	Date and/or method of Communication
TAG informational events (middle school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition expectations from elementary to middle school, etc.	Back to School Night TAG Newsletter in September Parent Conference in October Throughout the year before specific programs start dates
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.	Back to School Night TAG Newsletter in September Parent Conference in October Throughout the year before specific programs start dates
Notification to parents of their option to request withdrawal of a student from TAG services	Parent Notification of Identification Decision letter following evaluation September TAG Newsletter District Website
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	Parent Notification of Identification Decision letter following evaluation September TAG Newsletter District Website
Designated district or building contact to provide district-level TAG plans to families upon request	Parent Notification of Identification Decision letter following evaluation September TAG Newsletter - Link Provided District Website

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	Stephanie Lovdokken	slovdokken@pleasanthill.k12.or.us	541-736-0414 (office) 541-520-4012 (cell)
Person responsible for updating contact information annually on your district website	Kimberly Sibernagel (Board Secretary/Assistant to the Superintendent) Sheri Longobardo (Business Manager)	ksilbernagel@pleasanthill.k12.or.us slongobardo@pleasanthill.k12.or.us	(541) 736-0788 (541) 736-0797
Person responsible for updating contact information annually on the Department	Stephanie Lovdokken	slovdokken@pleasanthill.k12.or.us	541-736-0414
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Stephanie Lovdokken	slovdokken@pleasanthill.k12.or.us	541-736-0414 541-520-4012
Pleasant Hill Elementary School	Stephanie Lovdokken Brenna Fairchild	slovdokken@pleasanthill.k12.or.us bfairchild@pleasanthill.k12.or.us	541-736-0414 541-736-0498

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
Pleasant Hill Middle School	Stephanie Lovdokken Caleb Salomon	slovdokken@pleasanthill.k12.or.us csalomon@pleaseanthill.k12.or.us	541-736-0414 541-736-0709
Pleasant Hill High School	Stephanie Lovdokken Alan Stearns	slovdokken@pleasanthill.k12.or.us asterns@pleasanthill.k12.or.us	541-736-0414 541-736-0706

*[District directions: Add lines as needed to include a building-level contact for each school in the district.]

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.

Term	Definition
Advanced Placement (AP)	College-level coursework with common nationally-normed assessments. AP coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Choice Assignments	A selection of standards-based learning options/projects based on student interest and/or development that includes depth and complexity to address both motivation to learn and cognitive demand.
Cluster Grouping	TAG identified students are intentionally placed together into mixed ability classrooms. The structure of this educational practice allows students to have peer-alike time together to address both academic and social-emotional needs.
Credit by Examination	Students receive high school or college credit based on mastery of prior learning as measured through end of course examinations. District policies, assessment formats, and requirements may vary. Please check your local district policy.
Curriculum Compacting (sometimes referred to as Compacted Curriculum)	Honoring prior learning, typically measured through pre-assessments, by allowing students to skip lessons/standards where mastery has been met and providing opportunities to focus on standards in the current unit/curriculum that have not been mastered yet.
Depth and Complexity	A general framework to assess level of rigor specific to cognitive demand. Common frameworks include Webb's Depth Of Knowledge (DOK) and Bloom's Taxonomy.
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.

Term	Definition
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 *all* TAG identified students in a particular course. Typically utilized at the secondary level.
International Baccalaureate(IB)	College level coursework with common internationally-normed assessments. IB coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Kaplan's Icons of Depth and Complexity	Icons/tools used to provide a visual prompt that promotes thinking from various perspectives, designed to achieve in-depth learning opportunities. Often used as a schoolwide program where all teachers, classroom support staff, and students are taught how to interact with and use the icons.
Level of Learning	In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed **levels of learning** and accelerated rates of learning 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.
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,

Term	Definition
	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.
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	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.** 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.
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.