

Yoncalla School District Plan for Talented and Gifted Education



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Section 1: Introduction



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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).

Screen/Screening: The use of District policies and procedures for the purpose of determining which students are eligible to receive talented and gifted services, supports, or programs. A recommendation for TAG identification initiates the District's screening process.

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

Policy: [IGBBA - Identification - Talented and Gifted**](#)

Policy [IGBBC - Programs and Services - Talented and Gifted**](#)

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

B. Implementation of Talented & Gifted Education Programs and Services

The Yoncalla School District has set priorities that are the Districts driving force to success for all students.

1. Each student will enjoy positive, engaging learning environments.
2. Each child will possess the knowledge and skills necessary to be successful in post-secondary education and careers, and the self-reliance to be a productive citizen.

3. A strong sense of community is recognized and nurtured among all stakeholders.
4. Facilities and finances are managed effectively and efficiently for the benefit of each child.

The district strives to identify, encourage, and respond to the diverse needs of all students including our most academically talented and intellectually gifted students at all levels. At the heart of our TAG programming is the need to meet TAG students' rates and levels of learning. Description of strategies used to address TAG students' assessed rates and levels of learning (required by OAR 581-022-2500(3)) At all levels, it is the teachers' responsibility to make the modifications necessary to address their TAG students' rates and levels of learning.

Our priorities foster educational opportunities in a broader context promoting high expectations and achievement; intellectual stimulation and collaboration; academic enrichment; and social and emotional growth. It is our goal to ensure that all learners are provided stimulating, challenging, and meaningful educational experiences with lessons and materials appropriate for each student's assessed level and rate of learning. We acknowledge and support the vital role of the classroom teacher in creating differentiated instruction for the unique needs of exceptional learners within the classroom setting.

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)	A student may be recommended for TAG screening by any person who knows the student, including but not limited to a parent/guardian, educator, school employee, community member, caregiver, or the student. Recommendations for TAG screening are accepted at any time throughout the school year. Upon receipt of a recommendation, the District will initiate its formal TAG screening process and create a TAG screening file to document the recommendation and subsequent screening activities. The TAG Coordinator will notify the parent/guardian that a recommendation has been received and provide information regarding the screening and identification process. The TAG Coordinator will gather and review relevant qualitative and quantitative evidence consistent with District identification procedures. The TAG eligibility team will review the evidence and determine whether the student meets District criteria for identification. Parents/guardians will be notified of the results of the screening process.
TAG Identification/Screening Process Overview	Recommendations for TAG screening are accepted throughout the school year. Upon receipt of a recommendation, the TAG Coordinator will acknowledge the recommendation, notify the parent/guardian, open a TAG screening file, and initiate the formal screening process. The District will make reasonable efforts to complete screening and communicate the results within 45 school days. If additional assessment is required or a recommendation is received near the end of the school year, additional time may be necessary. The family will be notified of any anticipated delay.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Multiple modes and methods of data collection used in the identification process. Aligned to OAR 581-022-2325 (2)(b)(c)	We use four or more qualitative and quantitative data measures. At the K-5 level, we use data gathered from STAR, Dibels, and STEMScopes as well as diagnostics connected to our State adopted ELA and Math curricula. We also consider performance relative to grade standards on common assessments (especially in ELA- using the State scoring guide). Other scores that are considered is statewide assessment performance. Students scoring at the 90th percentile or higher may be considered for TAG services. Scores in the 97th percentile may be the only quantitative measure necessary to declare student eligibility for services. Qualitative measures can include parent referral, teacher referral, building TAG coordinator referral, referral of someone knowledgeable of a student's potential to perform, and/or the student themselves.
Culturally responsive practices specific to identification. Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)	Quantitative data points are noted by their level, not by student name. However, if a student is referred whose test scores/academics might not measure up, the MTSS team will provide information about a student. One possible tool is a teacher input form about students' attributes, attitude, and academic performance. The building TAG coordinator will work closely with those tasked with supporting Titles III, X, VI and Special Education students to solicit potential TAG students
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	The use of the ELPA, alt-ELPA and extended assessments can allow students, who may need more processing time, to do their best work. We will use locally created assessments for students who are learning in our district. We have an interpreter who can specifically support our Spanish-language first learners. Our 1:1 technology can also support students in accessing tools they need to be successful. We do have access to school psych services to administer certain cognitive tests that may provide information previously unknown about students.
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	We look at several data points and information from multiple assessments, including nationally normed assessments, to gain a picture of a student's abilities.
Universal Screening/Inclusive considerations	Any student who presents attributes of one of Betts's seven styles of gifted learners is considered for identification. State test scores, as well as grade level assessments, which are utilized as inclusive/universal screening tools. The building TAG coordinator consults with building administrators as well as the Special Programs director, counselors, and classroom teacher in a "watch" situation to develop a broader picture of the student as a learner. The TAG coordinator also contacts parents of students in "watch" status to learn about behaviors consistent with giftedness that manifest outside the school setting.
Assessment data, specifically addressing the use of national norms, local norms,	State-wide assessment data is used as a potential data point in the evaluation process for math and ELA (grades 3-8 and 10) as well as science (grades 5, 8, and 10). We also use STAR, STEMScopes, HMH Growth Assessment, and Dibels data in our elementary/middle school classrooms as diagnostic

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
or both in identification data collection	tools. Students' performance at the end of a grading period may trigger a more meaningful look into their academic talents. Performance on Essential Skills measures (which can be met through PreACT or PSAT testing) may also be considered. Cognitive assessments (WISC-V or Woodcock-Johnson IV Tests of Cognitive Abilities) may be administered in certain instances.
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	When seeking teacher or parent/guardian input, a characteristics form is used as well as interviews, which may include teachers, educational assistants, caregivers, and more. A recommender may provide supporting information or evidence regarding the student's abilities; however, supporting documentation is not required for a recommendation to initiate the District's screening process. The District is responsible for gathering the evidence necessary to conduct screen. Sources for areas of exceptionality not corroborated by normed testing can be provided by an educator knowledgeable about the student. Teachers and other adults knowledgeable about the student may complete a checklist including behavioral as well as performance items.
A tool or method for determining a threshold of when preponderance of evidence is met.	The MTSS team will convene (building TAG coordinator, educator knowledgeable about content area of giftedness, and a building administrator). Four or more data points corroborating eligibility will typically be the threshold; however, there may be students who are in the 97th percentile in an academic performance measure (like state-wide assessment), who will automatically be considered eligible for identification.
TAG Eligibility Team	The TAG team includes the building TAG Coordinator, building administrator, students primary classroom teacher (or teacher in the academic area identified for middle and high school levels) and any others who are familiar with the student. The school psychologist, or person able to interpret assessment results, will also be included. Parents/guardians will be included after the team meets to determine the data.
Notification of Screening Results	Following completion of the screening process, the District will notify the student's parent/guardian of the results. If the student meets District identification criteria, the District will proceed with TAG identification and development of the student's Personalized Education Plan (PEP). If the student does not meet identification criteria, the District will communicate that determination to the parent/guardian and maintain documentation of the screening process and evidence considered.
Documentation/Student Record	Upon receipt of any recommendation for TAG screening, the District will open a TAG screening file for the student. The file will document the date the recommendation was received, the person receiving the recommendation, screening activities and evidence reviewed, eligibility team determination, parent/guardian communications, and final screening results. If found eligible for TAG, a TAG icon will appear on the student's profile.

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	Before 3rd grade, classroom assessments, work samples and observations may be used as a universal screening tool. At 3rd grade, use of state-wide assessment scores and Dibels may be used.

Key Questions	District Procedure
What is the broad screening instrument and at what grade level is it administered?	Before 3rd grade, classroom assessments, work samples and observations may be used as a universal screening tool. At 3rd grade, use of state-wide assessment scores and Dibels may be used.
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)?	As part of the District's universal screening practices, assessment results may be used to identify students who have not otherwise been recommended for TAG screening. Assessment thresholds used for universal screening do not limit a student's ability to be recommended for TAG screening. Every student for whom a recommendation is received will enter the District's formal screening process regardless of existing assessment scores or achievement levels. Statewide assessment scores at or above the 97 th %ile will automatically be eligible for identification.

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	We will accept TAG identification from other Oregon districts after reviewing supporting documentation of the student's qualifying data.
Does your district accept TAG identification from other states?	TAG identification from another state will be used as an initial identifier at the YSD. We will use that data, along with BHSD data, to potentially identify the student as TAG.
Do local norms influence the decision to honor identification from other districts and states?	No

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
Courses for College Credit	We offer dual credit or online courses at the high school level or supported by Yoncalla Teachers (Fire Science, Natural Resources, Math 105, 110, 111, or 112, Statistics 243, College English – WR 115, 121) in conjunction with Umpqua Community College. Students may also participate in Career Academy courses or the Expanded Options program with UCC.

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Acceleration of coursework	8th grade students may take core classes at the high school.
Edmentum	Advanced online classes can be taken at grades 6-12. Students can challenge a class by taking the post test and passing.
Differentiated instruction involving tiers of depth and complexity (increased rigor)	6-12 th grade Language Arts, Math, and Science Courses
Honors Diploma	Students must meet all regular graduation requirements in addition to: • Maintaining a GPA of 3.5 or better each semester • Pass required State Assessments

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
N/A	We do not offer AP courses at this time. However, we have online programs for students who want classes that are not offered in the building.

C. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered
N/A	Yoncalla does not offer IB courses.

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?	When a student is identified as TAG, an icon is created in our student information system (synergy) so teachers are aware that they have a student in their class that is TAG. The PEP will also be available for the teacher in Synergy. Each school has a TAG Liaison. The Liaison will connect with the teacher in the fall to review the PEP's for each TAG student and will be a resource for the teacher and the team at each grade level that will be addressing the PEP and supporting the student.
What procedures are in place to ensure classroom teachers K – 12 know where they can get support if needed specific	Teachers can contact the building TAG coordinator for the TAG plan. If additional support is needed, they are able to contact the building principal.

Key Questions	District Procedure
to the TAG services the district offers?	
How do teachers determine rate and level needs for students in their classrooms?	Teachers start at grade level instruction, then differentiate from that point. Students' performance on formal and informal assessments, performance on class work, behavior as a learner and peer all contribute to a teacher's determination of pace and level of instruction for their students.

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?	YSD uses a Personalized Education Plan for any student, at any grade level, identified as TAG.
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	Teachers, especially in core areas, will use the PEP to help meet the needs of students.
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	The building TAG coordinator contacts families, especially during transition years, to update or amend the PEP and discuss family and teacher considerations.

F. Option/Alternative Schools Designed for TAG Identified Students

*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
Grades K-12	Battle of the Books, field trips, assemblies

TAG Enrichment Opportunities (Note: After school opportunities do not replace daily TAG instruction and services)	Explanation of Opportunity
ORLA	ORLA – Oregon Restaurant and Lodging Association. ORLA is a student leadership organization for student involved in the culinary and pastry arts at the high school. Students will gain soft skills in leadership and team work as well as work-based skills in different competitions such as the Oregon Coast Culinary Arts Competition, ProStart State, and others.
FNRL	FNRL – Future Natural Resource Leaders. FNRL is a student leadership organization for students involved in the forestry and logging CTE program at the high school. It offers a way for students to gain soft skills in leadership and team work as well as work-based skills in the different competitions it offers.
School clubs based on interest and/or achievement, MS/HS	National Honor Society, multiple interest-based clubs at the high school and middle school level such as Dungeons and Dragons, Chess Club, Robotics, and more.
School-embedded enrichment activities, K-12	These vary by school but can include outdoor experiential learning activities; drama, art, and music productions; partnership activities with Umpqua Community College, Oregon State University; career-related learning experiences; etc.
Publications/Yearbook	Open to students in middle and high school

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?
By June 2024, TAG identification will increase to 3%.	Newly created local norms, teacher/parent input	Professional development in Spring 2024	monitor TAG referrals and eligibility throughout the year using current data as a baseline.	Eligibility of 3% of our student population by June 2024

B. Professional Development Plan: Identification

Who	What	Provided by	When
Chelsea Ross, TAG Coordinator	Required statewide training	Oregon Department of	OATAG Conference March

Who	What	Provided by	When
for Yoncalla Schools		Education	2023 ZOOM training
All district licensed educators who are responsible for identification	Training on Identification	Chelsea Ross	By the end of October of each school year
Staff who have already been trained in previous years (include if offered)	N/A		

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	Registration packets, District website, and Open House/Back-to-School activities. Families may recommend a student for TAG screening at any time during the school year. Recommendations received late in the school year will be initiated upon receipt and completed within the District's established processing timeline, which may extend into the following school year when necessary.
Universal Screening/Testing grade levels	Spring of each year: Statewide Assessments, PSAT, PreACT, Dibels or Star AR, Curriculum based assessments
Annual Parent/Guardian Notice of TAG Recommendation & Screening	At least annually, the District will directly provide all parents/guardians with information explaining that any person who knows a student may recommend the student for TAG screening; recommendations are accepted throughout the school year; how to submit a recommendation; an overview of the screening process; and contact information for assistance. Notice may be provided through direct email, ParentVUE, mailed communication, registration materials distributed directly to families, or another documented direct communication method. Information will be provided in accessible language and translated/interpreted as appropriate. The District will maintain documentation of the communication.
Individual and/or group testing dates	See above
Explanation of TAG programs and services available to identified students	Provide TAG information to student/family including Personal Education Plan (PEP) Information on District Web Site
Opportunities for families to provide input and discuss programs and services their student receives	Parent participation in identifying potential TAG students, explanation of process, at eligibility meeting. Coordinators are available to answer parent questions.

Comprehensive TAG Programs and Services	Date and/or method of Communication
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	Explanation of PEP and how it impacts the student's education
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	Open House/Back to School Night in September, Parent Teacher Conferences, At parent request, District Website
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.	Open House/Back to School Night in September, Parent Teacher Conferences, At parent request, District Website
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.	Open House/Back to School Night in September, Parent Teacher Conferences, At parent request, District Website
Notification to parents of their option to request withdrawal of a student from TAG services	During TAG eligibility/PEP Meeting District Website School board policies
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	During TAG eligibility/PEP Meeting District Website School board policies
Designated district or building contact to provide district-level TAG plans to families upon request	Chelsea Ross

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	Chelsea Ross	chelsea.ross@yoncalla.k12.or.us	541-849-2175 ex.3115
Person responsible for updating contact information annually on your district website	Cody Reed	cody.reed@yoncalla.k12.or.us	541-849-2175 ex.3117
Person responsible for updating contact information annually on the Department	Laurie Simlerness	laurie.simlerness@yoncalla.k12.or.us	541 849 2782
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Chelsea Ross	chelsea.ross@yoncalla.k12.or.us	541-849-2175 ex.3115
TAG contact for Yoncalla Elementary School (Gr K-6)	Hanna Drennen	hanna.drennen@yoncalla.k12.or.us	541-849-2158 ex. 3032
TAG contact for Yoncalla High School (Gr 7-12)	Chelsea Ross	chelsea.ross@yoncalla.k12.or.us	541-849-2175 ex.3115

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



Term	Definition
	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.
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.
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.



Term	Definition
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, 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.