



COQUILLE SCHOOL DISTRICT # 8

Plan for Talented and Gifted Education

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Section 1: Introduction



**Section 2:
School District Policy on the
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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

[IGBB](#) Talented and Gifted Program

[IGBBA](#) Identification – Talented and Gifted**

[IGBBA-AR](#) Appeals Procedure for Talented and Gifted Identification and Placement**

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

B. Implementation of Talented & Gifted Education Programs and Services

We previously had a hard copy of the TAG booklet: [Tag Handbook](#)

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 <i>Aligned to OAR 581-022-2325 (1)</i>	Students are referred/noted by an adult in their lives (educator, administrator, counselor, parent) to the TAG coordinator. The TAG Coordinator contacts student’s adults to see if they are interested in pursuing identification. If yes, the TAG coordinator convenes a meeting of a site-specific team to review data and determine eligibility. If eligible, PEP is created on behalf of student (students are invited to be included in this process as well.)

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
<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>Generally, we use four or more qualitative and quantitative data measures. At the K-6 level, we use data gathered from IXL as well as diagnostics connected to our State adopted ELA and Math curricula. We well as performance relative to grade standards on common assessments (especially in ELA- using the State scoring guide.) Other scores that are considered are SBAC. Students scoring at the 90th percentile or higher may be considered for TAG services. Scores in the 99th percentile may be the only quantitative measure necessary to declare student eligibility for services. Qualitative measures can include parent referral, teacher referral, TAG coordinator referral, referral of someone knowledgeable of a student’s potential to perform (such as a dance instructor), and/or the student themselves.</p>
<p>Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i></p>	<p>TAG coordinator is not a classroom teacher; therefore, they often know little of students’ cultural backgrounds. 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, there will be several voices in the conversation to give nuanced information about a student. One possible tool is a teacher checklist about students’ attributes, attitude, and academic performance. The TAG coordinator will work closely with those tasked with supporting Titles III, X, VI and SPED students to solicit potential TAG students.</p>
<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>	<p>Use of the ELPA, alt-ELPA and extended assessments can allow students who have need of more processing time to do their best work. We again 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 (for example, in translation service of material that we have no translation supports to offer.) We do have access to school psych services to administer certain cognitive tests that may provide information previously unknown about students. We have created a teacher checklist using George Betts’s seven styles of gifted learners as the basis for the checklist items.</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	<p>We use first two and last two initials of names to keep privacy of students. We look at several data points and information from multiple assessments to gain a picture of a student’s abilities. We do not use SIS designations as a screener or exclusionary measure in considering eligibility. We create a dashboard of students identified and those in “watch”/case study status. The pronoun “we” is chosen intentionally because the determination process is not an individual exercise. There are multiple sources of information that are presented and reviewed throughout the identification process.</p>
Universal Screening/Inclusive considerations	<p>Any student who presents attributes of one of Betts’s seven styles of gifted learners is considered for identification. State test scores are one inclusive/universal screening tools we use. Performance on grade level assessments is another. The 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.</p>
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	<p>We use SBAC data 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 IXL data in our elementary classrooms as diagnostics. Students’ performance at trimester grade points can trigger a deeper dive into their academic talents. Performance on Essential Skills measures (which can be met through preACT or preSAT testing) can be considered. Grade level diagnostic screeners (example Brigance for Kindergarten) may also be used as identification data. We may also administer the WISC-V in certain instances.</p>
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	<p>We have a referral form that can be completed by parent/teacher. The TAG coordinator conducts interviews of those referring a student for identification, which could include teachers, educational assistants, caregivers, and more. Also, we have created a survey for teachers (and in some cases, educational assistants, coaches) to dig into a student’s behavioral and social habits. We ask for supporting data from an adult referring a student for identification. Sources for areas of exceptionality not corroborated by normed testing can be provided from an educator knowledgeable about the student (for example—a</p>

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	<p>dance teacher, a private music tutor). Teachers and other adults knowledgeable about the student may complete a check list including behavioral as well as performance items. TAG Checklist.pdf; or CSD TAG checklist.</p>
A tool or method for determining a threshold of when preponderance of evidence is met.	<p>Our teams will convene including 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 99th percentile in an academic performance measure (like the SBAC), who will automatically be considered eligible for identification.</p>
TAG Eligibility Team	<p>The team consists of the coordinator, educator(s) in the area of student talent, and, if relevant, a person outside the educational setting knowledgeable of the student's talent (ex- coach, dance instructor, debate coach). If twice exceptional, the Special Programs director and/or the school psychologist may be included. Building administrators will also be involved in the conversation. The student's adult will be consulted after the team convenes with its determination.</p>
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	<p>Students will be identified in the SIS of the school with icon and explanation of designation (content areas, gifted, or performance). There will be a Personalized Education Plan (PEP) added to student cumulative file that will be updated annually. The eligibility team will follow the District approved process to determine identification and will review/contact other educational entities as needed if the student transferred in from another Oregon school district with a designation. Student academic performance artifacts such as report cards, diagnostics such as State test or nationally normed tests, will also be part of the student's file.</p>

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	We use the Brigance kindergarten screener. Also, we use Oregon State Testing as a universal screener (3-8; 10 for math and ELA; 5, 8, and 10 for Science)
What is the broad screening instrument and at what grade level is it administered?	See above.
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)?	We will consider those scoring at 90% -98% as potentially eligible; those who score in the 99 th percentile 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 student’s status.
Does your district accept TAG identification from other states?	We will not accept TAG identification from other states; however, we will investigate and potentially identify a student as eligible for Oregon TAG services.
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
	We offer expanded options courses wherein a student may take coursework under partnership with a community college or university in order to earn high school and college credit concurrently. Generally, most relevant to students in grades 7-12
	Students may pursue course offerings via our choice school curriculum to supplement or supplant instruction given in educational setting.

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
N/A	** We are considering adding such courses in the future. Winter Lakes High School is a designated testing center for a student who studied independently this year.

Name of AP Course	Schools and Grade Levels Offered

C. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered
N/A	

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>Students are identified as TAG (and other eligible categories) in our SIS. Additionally, just as there is an IEP for students receiving SPED, there is a Personalized Education Plan created for students that identified their area(s) of eligibility in TAG. We intend to review the PEP annually, just as an IEP is reviewed.</p>
<p>What procedures are in place to ensure classroom teachers K – 12 know where they</p>	<p>There is a link to the Curriculum Director’s page on the District website. Also, there is PD offered several times per year including TAG services. Our District is relatively small; all of our Administrative team knows who the TAG coordinator is and how to contact them.</p>

Key Questions	District Procedure
can get support if needed specific to the TAG services the district offers?	Furthermore, there is a GoogleForm designed to communicate to TAG coordinator about students who merit deeper consideration.
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?	PEP's for students are newly implemented this year with those identified in the 2022-2023 school year. Previously identified students may elect to have a PEP in the 2023-2024 school year. At the 9 th -12 th grade level, students are often more aware of the options they have to accelerate and find fewer barriers to this. It is at K-6 that a more formalized plan is helpful in directing instruction and learning.
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	Instructional plans are required for classes that are based in ELA (social studies, English) or Math (all levels and science, potentially). For elective content or in potential to perform, a PEP is optional.
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	The TAG coordinator personally contacts each student who is potentially eligible for TAG services. From this conversation, the determination to move forward is made by the student's adults. If we move forward, the adult is invited to the conversation in the creation of the PEP (very similar to the IEP process). A document is signed and placed in the student's accumulative file.

F. Option/Alternative Schools Designed for TAG Identified Students

Program Elements	School Information
[Name of school A]	N/A
TAG qualifying criteria for attendance	
Number of students currently served	
Level of the population, served, such as elementary, middle, or high school students	
[Name of school B]	
TAG qualifying criteria for attendance	
Number of students currently served	
Level of the population, served, such as elementary, middle, or high school students	

G. TAG Enrichment Opportunities

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
Non-Chronological groupings	Students may attend instruction in another room (third grader in fifth grade room)

TAG Enrichment Opportunities <i>(Note: After school opportunities do not replace daily TAG instruction and services)</i>	Explanation of Opportunity
Expanded Options	Students take college-level coursework and earn both high school and college credit concurrently.
Asynchronous instruction	Students may pursue coursework through our digital curriculum offered through our choice schools
Instruction at academic level	Student may be reading/writing/ solving problems at a different level than their peers because they already have mastered that content.

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 the end of the 2023-2024 school year, those identified for TAG	We will cast a broader net in search of TAG	PD in fall over identification process;	Baseline data from 2023 will be gathered in June;	Our SIS will reflect a 5% increase in TAG

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?
services will increase by 5%	students: 90% or higher on 2023 SBAC; Teacher survey implemented	introduction of the survey; training on PEP fall of 2023	we will monitor at mid-year and June of 2024	identified students by June of 2024 when compared to our June 2023 baseline

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?
We will offer students the opportunity to pursue AP credit courses.	We intend to purchase replacement digital curriculum through STRIDES that will open this avenue to students.	We plan to purchase and implement by August of 2023.	Purchase will be made by August; PD will be delivered in late August and throughout the first trimester; opportunity will be advertised at the registration in mid-August.	We will increase from 0 students taking AP courses to 10 students taking AP courses by June of 2024. We will offer AP testing in May of 2024 to those who wish to pursue it.

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?

B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district Tanya Sinko	Required statewide training	Oregon Department of Education	OATAG Conference in October 2022; ZOOM training with Angela Allen on March 1, 2023
All district licensed educators who are responsible for identification	Training on Identification	Tanya Sinko	August and October of each year

Who	What	Provided by	When
Staff who have already been trained in previous years (include if offered)	Everyone receives training every year	Tanya Sinko	August and October of each year.

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	Registration packets, District website (Fall of 2023), Open House/Back-to-School activities
Universal Screening/Testing grade levels	Campus-based offering of State testing, spring of 2024, via District and school website, Curriculum page of District website. PreACT April of 2023. Kindergarten screener in fall of 2023
Individual and/or group testing dates	See above
Explanation of TAG programs and services available to identified students	Provided at PEP/identification meeting (copy of signed given to student and their adult.)Available on District Website

Comprehensive TAG Programs and Services	Date and/or method of Communication
Opportunities for families to provide input and discuss programs and services their student receives	Upon referral, TAG coordinator contacts and explains programs and services. Again discussed in PEP meeting and list of provided services given.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	PEP
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	Back to school night in September of 2023. Parent-teacher conferences
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 in September of 2023; incoming jr/sr high night September of 2023. Parent-teacher conferences.
TAG informational events (high school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition	Spring of 2023- District Website, Newsletters, registration packets

Comprehensive TAG Programs and Services	Date and/or method of Communication
expectations from middle to high school, etc.	
Notification to parents of their option to request withdrawal of a student from TAG services	District website- Curriculum
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	District website- Curriculum/District Policy KL
Designated district or building contact to provide district-level TAG plans to families upon request	Tanya Sinko

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	Tanya Sinko	tsinko@coquille.k12.or.us	541-396-2181 ext. 1210
Person responsible for updating contact information annually on your district website	Julie Simpson	jsimpson@coquille.k12.or.us	541-396-2181 ext. 1201
Person responsible for updating contact information annually on the Department	Tanya Sinko	tsinko@coquille.k12.or.us	541-396-2181 ext. 1210
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Tanya Sinko	tsinko@coquille.k12.or.us	541-396-2181 ext. 1210
TAG contact for Lincoln School of Early Learning	Tanya Sinko	tsinko@coquille.k12.or.us	541-396-2181 ext. 1210
TAG contact for Winter Lakes Elementary	Tanya Sinko	tsinko@coquille.k12.or.us	541-396-2181 ext. 1210
TAG contact for Coquille Valley Elementary	Tanya Sinko	tsinko@coquille.k12.or.us	541-396-2181 ext. 1210
Coquille Jr/Sr High School	Tanya Sinko	tsinko@coquille.k12.or.us	541-396-2181 ext. 1210

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
Winter Lakes High School	Tanya Sinko	tsinko@coquille.k12.or.us	541-396-2181 ext. 1210

*[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.
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

Term	Definition
	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.
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

Term	Definition
	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.
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

Term	Definition
	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	<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.