

Bethel School District

Plan for Talented and Gifted Education

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Section 1: Introduction



**Section 2:
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Section 1: Introduction

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

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

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

Key Terminology

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

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

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

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

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

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

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

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



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

A. Local School Board Policies

Policies will be updated in fall of 2023

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

[IGBBA rule Appeal Procedure for Talented and gifted Student Identification and Placement](#)

[IGBB Talented and Gifted Program and/or Services](#)

B. Implementation of Talented & Gifted Education Programs and Services

District Mission Statement: To create relevant, responsive, and joyful learning communities where all students thrive.

District Core Values:

1. We believe that every Bethel student can find joy, connection, and purpose at school when given the opportunity to learn, grow, and engage.
2. We believe each student arrives in our school with a unique and diverse range of strengths, skills, and perspectives that we must honor and uplift
3. We believe that we are accountable for implementing equitable systems that are relevant, responsive, and adaptable to the needs of our students.
4. We believe our schools will be places where students, families, and staff are welcomes and valued as members of our Bethel team.

[Bethel Strategic Plan](#)

The Bethel School District Talented and Gifted (TAG) program was well designed to meet the educational needs of academically talented and intellectually gifted students in grades K-12 who are capable of performing at advanced levels and accelerated rates of learning prior to March 2020 when we closed down due to COVID. On returning from COVID we have been in process of hiring/training new staff to support TAG and we will need to revise our policies and processes for the new regulations from January, 2022. The program does support the active partnership of teachers, parents and students working together to increase student achievement. Bethel School District has a process for identification and instruction in place and will be including updates.

Each school in the district has a TAG team of selected teachers who are knowledgeable about TAG. Each team is led by a building administrator who is familiar with Bethel TAG policy and procedures. Parents who are interested or have questions about the program are encouraged to call the school and ask to talk with someone on the building TAG team.

The Director of Teaching and Learning oversees all aspects of the Bethel TAG program and works with principals, teacher teams and parents to ensure a high-quality program of services.

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>	A body of evidence is collected for students who are referred for potential TAG identification. Both quantitative and qualitative data is collected in order to demonstrate a preponderance of evidence for a TAG determination.
Multiple modes and methods of data collection used in the identification process. <i>Aligned to OAR 581-022-2325 (2)(b)(c)</i>	Multiple pathways may lead to TAG identification. Bethel considers both qualitative and quantitative data in the collected body of evidence. The collection could include but not limited to: Teacher referrals Guardian referrals Classroom assessments Work samples Oregon statewide assessment scores Nationally normed tests of ability or academics
Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i>	Practices include: Translated communication/data with families Multiple modes and methods of data Training for staff TAG teams providing multiple perspectives
Research-based tools, instruments, or considerations utilized to equitably identify	Gifted profiles Local cohort norms Rate of language acquisition

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
students from underrepresented populations including, but not limited to: students experiencing disabilities, students who are culturally and linguistically diverse	Guardian data/observation Teacher data/observation IEP and 504 data ELPA data
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	Using multiple criteria to nominate or identify students Provide training and information about what diverse intellectual and academic giftedness may look like Authentic partnership with families and encourage families to nominate students Regular training for staff
Universal Screening/Inclusive considerations	Bethel is not currently using a universal screener. We currently use district wide assessments three times a year for reading, writing, and math in grades K-8.
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	Dibels assessment K-8 Writing work samples 3-8 i-ready math diagnostic
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	Multiple measures and modes that demonstrate a preponderance of TAG ability that include qualitative and quantitative data.
A tool or method for determining a threshold of when preponderance of evidence is met.	School TAG committee evaluates the body of evidence gathered on the <i>eligibility determination form</i> , to determine if a student has a pattern of need or a preponderance of evidence to receive instructional services that foster academic growth and appropriate challenge or if additional evidence is needed.
TAG Eligibility Team	The TAG eligibility team may include, but not limited to: Building TAG facilitator Guardian

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	Counselor Classroom teacher Administrator Learning Specialist Special Education teacher ELD Specialist Interpreter
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	Eligibility determination form Parent permission Teacher observation/parent observation Documents from multiple measures and modes Copy of guardian notification letter

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	Not at this time
What is the broad screening instrument and at what grade level is it administered?	NA
How is the screener used in the identification process (i.e. what percentile threshold, if any, is used to initiate the eligibility process; and	NA

Key Questions	District Procedure
how are percentiles used to promote, rather than extinguish, eligibility)?	

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	A student arriving in Bethel with documentation of TAG eligibility from another Oregon school district is accepted into Bethel School District as a TAG identified student.
Does your district accept TAG identification from other states?	A student arriving in Bethel with documentation of TAG eligibility from another State is accepted if the identification tools are from accepted nationally normed tests.
Do local norms influence the decision to honor identification from other districts and states?	Bethel School Districts accepts all Oregon district TAG identifications but does not accept local norms from other states.

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
Flexible Readiness Grouping	School wide cluster grouping grades 1-5 across all seven elementary school
Scaffolding and tiered instruction	Varies by student/teacher – students are provided differentiated texts and tasks based on student need
Differentiated instruction involving tiers and depth and complexity	Grades 1-5 literacy and math, 6-8 language arts and math, 9-12 language arts, math, and science,
Choice assignments with depth and complexity	Middle and high school language arts, science, social studies
Subject acceleration	Above grade-level standards and coursework
Pretest for placement	High school courses, AP courses, IB courses
Advanced placement with differentiation of instruction based on learning evidence	See table below for list of AP courses
International Baccalaureate with differentiation based on learning evidence	See table below for list of IB courses
Dual Credit	Community college course offerings

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
AP Human Geography	Grade 10
AP Calculus	Grade 11 and 12
AP Statistics	Grade 11 and 12

C. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered
IB Sports, Exercise, and Health Science 1	Grade 11
IB Chemistry 1	Grade 11
IB Math	Grade 11 and 12
IB English 1	Grade 11
IB History 1	Grade 11
IB Psychology 1	Grade 11
IB Spanish	Grade 11
IB German	Grade 11
IB Theatre	Grade 11 and 12
IB Music 1	Grade 11

Name of IB Course	Schools and Grade Levels Offered
IB Sports, Exercise, and Health Science 2	Grade 12
IB Chemistry 2	Grade 12
IB English 2	Grade 12
IB History 2	Grade 12
IB Psychology 2	Grade 12
IB Spanish 2	Grade 12
IB German 2	Grade 12
IB Theory of Knowledge	Grade 11 and 12
IB Music 2	Grade 12

D. Teacher’s Knowledge of TAG Students in Class

Key Questions	District Procedure
<p>What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms?</p>	<p>At the beginning of the school year, a list of identified students are sent to each building administrator. Building administrators share with teachers. Classroom teachers see documentation/icon in our electronic student record system. Teachers can click on the icon to see areas of qualification.</p> <p>At middle school and high school, the lists of identified students are shared each semester.</p> <p>Building TAG facilitators consult with each teacher to support development of new TAG plans if needed.</p>

Key Questions	District Procedure
<p>What procedures are in place to ensure classroom teachers K – 12 know where they can get support if needed specific to the TAG services the district offers?</p>	<p>Building TAG facilitators are available to teachers. Information is sent out to all teachers in each building to identify supports and resources.</p> <p>The district TAG coordinator is identified in communications.</p>
<p>How do teachers determine rate and level needs for students in their classrooms?</p>	<p>Teacher may use, but are not limited to:</p> <ul style="list-style-type: none"> Ongoing formative assessments Independent reading level assessments Curriculum based pre assessments Teacher observation Student work samples Guardian reports

E. Instructional Plans for TAG Students

Key Questions	District Procedure
<p>Are Personal Education Plans (PEPs) required or optional? At which grade levels are PEPs required?</p>	<p>Personal Education Plans are required for all students who are identified for TAG in grades K-8. Personal Education Plans are developed for high school students based on need or requested by student or family.</p>
<p>Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?</p>	<p>Instructional plans are required for middle and high school identified subjects for TAG supports.</p>
<p>How are families notified regarding the opportunity to discuss the PEP or IP designed for their student’s learning?</p>	<p>Classroom teachers and TAG facilitator engage with families throughout the identification process. Families have access and can help create personal education plans and/or instructional plans. Families are notified that they may request to discuss their child’s plan</p>

Key Questions	District Procedure
	at any time.

F. Option/Alternative Schools Designed for TAG Identified Students

Program Elements	School Information
[Name of school A]	NA
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
Bethel School District does not have after school enrichment opportunities provided by the district.	NA

Section 5: Plan for Continuous Improvement



A. District Goals

Goal Statement #1	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 practice by providing training of gifted characteristics to teachers, education specialists, classroom support staff and incorporate the use of local norms at building levels by the end of the 2023-2024 year.	Training in identification and best practices, including use of local norms as a means to services.	2023-2024	Number of trainings held and staff in each building.	Increase number of diverse students considered and identified for TAG services.

Goal Statement #2	What special programs or services will be provided to accomplish the goals?	Implementation Timeline	How will progress be measured?	How will success be measured?
Development of a universal screener for ability and academic achievement, and implementation process.	Creation of a district TAG team to review universal screener options and development of an implementation process.	2023-2024 with universal screener implemented in fall of 2024	All schools have completed the universal screener.	Increase number of diverse students considered and identified for TAG services

Goal Statement #3	What special programs or services will be provided to accomplish the goals?	Implementation Timeline	How will progress be measured?	How will success be measured?
Develop and revise local norms for TAG identification in 2023-2024	Research of local norms used in other Oregon districts, and outreach to ODE	2023-2024	Local norms will be identified, documented, and communicated to all administrators and building TAG facilitators.	Local norms are utilized for consideration and identification across all buildings.

B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district: Tina Gutierrez-Schmich	Required statewide training	Oregon Department of Education	April 20, 2023 Lane Education Service District

Who	What	Provided by	When
All district licensed educators who are responsible for identification Administrators and building TAG facilitators	Training on Identification process	District TAG coordinator	September/October of each school year.
Staff who have already been trained in previous years Teachers in each building	Refresher Identification training	District TAG coordinator	October/November of each year.

C. Family Engagement

The district provides communication with families in their home language. The district routinely uses translation Services to communicate in Spanish, Vietnamese, and Chinese. We do have a translation service that can provide Translation in any language.

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	September – School communication District TAG website resources
Universal Screening/Testing grade levels	September/October – school communication District TAG website resources
Individual and/or group testing dates	April/May -statewide assessments – school communications October – universal screener – school communication Individual guardian communication in home language for individual testing Ongoing upon request
Explanation of TAG programs and services available to identified students	At the time of student nomination and identification, programs and services are shared with families in their home language. Shared documents in home language. Posted on the District TAG website resources
Opportunities for families to provide input and discuss programs and services their student receives	Ongoing with classroom teachers and administrators Guardian/family conferences
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	At the time of development of the learning plan for personal education plans. Ongoing with TAG facilitator/classroom teacher

Comprehensive TAG Programs and Services	Date and/or method of Communication
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	Scheduled at each school in the fall – October/November
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.	Scheduled at each school in the fall – October/November Transition meeting with each student/family in their transition from elementary to middle school
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.	Scheduled at each school in the fall – October/November Transition meeting with each student/family before their transition from middle school to high school
Notification to parents of their option to request withdrawal of a student from TAG services	Parents are notified at the time of TAG identification of Parent Rights Ongoing with teachers and TAG facilitator Parent conferences

Comprehensive TAG Programs and Services	Date and/or method of Communication
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	Notified at the time of TAG identification, notification of Parent Rights Ongoing with teacher, administrator, TAG facilitator District website
Designated district or building contact to provide district-level TAG plans to families upon request	District TAG coordinator Building TAG coordinator

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	Tina Gutierrez-Schmich	Tina.schmich@bethel.k12.or.us	541-689-3280 ext. 2011
Person responsible for updating contact information annually on your district website	Tina Gutierrez-Schmich	Tina.schmich@bethel.k12.or.us	541-689-3280 ext. 2011

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
Person responsible for updating contact information annually on the Department	Tina Gutierrez-Schmich	Tina.schmich@bethel.k12.or.us	541-689-3280 ext. 2011
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Tina Gutierrez-Schmich	Tina.schmich@bethel.k12.or.us	541-689-3280 ext. 2011
TAG contact for Clear Lake Elementary School	Jennifer DuBlois	Jennifer.dublois@bethel.k12.or.us	541-689-0511 ext.2136
TAG contact for Fairfield Elementary School	Jenny Sink	Jenny.sink@bethel.k12.or.us	541-689-3751 ext.2306
TAG contact for Irving Elementary School	Carmen Adler	Carmen.adler@bethel.k12.or.us	541-688-2620 ext.2419
TAG contact for Malabon Elementary School	Nathan Bridgens	Nathan.bridgens@bethel.k12.or.us	541-461-6421 ext.2521
TAG contact for Danebo Elementary School	Mari Ford	Mari.ford@bethel.k12.or.us	541-688-8735 ext.2247
TAG contact for Meadow View School	Alyssa Dodds Denee Newton Vasquez	Alyssa.dodds@bethel.k12.or.us Denee.newton@bethel.k12.or.us	541-607-9700 ext.2601 541-607-9700 ext.2620

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
TAG contact for Prairie Mountain School	Jaime Noack Neil Pecorilla	Jaime.noack@bethel.k12.or.us Neil.pecorilla@bethel.k12.or.us	541-607-9849 ext.2801 541-607-9849 ext.2807
TAG contact for Shasta Middle School	Brady Cottle Evan Rindy	Brady.cottle@bethel.k12.or.us Evan.rindy@bethel.k12.or.us	541-688-9611 ext.3237 541-688-9611 ext.3235
TAG contact for Cascade Middle School	Ry Robinson Kodjo Wilder	Ry.robinson@bethel.k12.or.us Kodjo.wilder@bethel.k12.or.us	541-689-0641 ext.3017 541-689-0641 ext.3006
TAG contact for Willamette High School	Dan Hedberg	Dan.hedberg@bethel.k12.or.us	541-689-0731 ext.4001
TAG contact for Kalapuya High School	Stefan Aumack	Stefan.aumack@bethel.k12.or.us	541-607-9853 ext.3817

Appendix: Glossary



Term	Definition
Acceleration (subject)	Above grade-level standards and coursework. For example, a student who takes an advanced high school art class during middle school.
Acceleration (whole-grade)	Grade skipping. For example, a student who moves from 1st grade to 3rd grade (skips the 2nd grade).
Acceleration (standards)	Working ahead on grade-level standards (considerations include: pacing needs and demonstrated levels of mastery on certain grade-level standards). This often occurs within the grade-level course.
Advanced Placement (AP)	College-level coursework with common nationally normed assessments. AP coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Choice Assignments	A selection of standards-based learning options/projects based on student interest and/or development that includes depth and complexity to address both motivation to learn and cognitive demand.
Cluster Grouping	TAG identified students are intentionally placed together into mixed ability classrooms. The structure of this educational practice allows students to have peer-alike time together to address both academic and social-emotional needs.
Credit by Examination	Students receive high school or college credit based on mastery of prior learning as measured through end of course examinations. District policies, assessment formats, and requirements may vary. Please check your local district policy.

Term	Definition
Curriculum Compacting (sometimes referred to as Compacted Curriculum)	Honoring prior learning, typically measured through pre-assessments, by allowing students to skip lessons/standards where mastery has been met and providing opportunities to focus on standards in the current unit/curriculum that have not been mastered yet.
Depth and Complexity	A general framework to assess level of rigor specific to cognitive demand. Common frameworks include Webb's Depth Of Knowledge (DOK) and Bloom's Taxonomy.
Depth of Knowledge (DOK)	A framework developed by Dr. Norman Webb to assess the level of rigor for standards, projects, assignments, and exams.
Differentiated Instruction (involving tiers of depth and complexity)	Instruction and learning options designed to reflect the needs of students specific to current learning evidence/data that fosters academic growth. Educators may differentiate content, process, product, and environment to accommodate needs of learning.
Flexible Readiness Grouping	A strategic strategy designed to group students according to best fit instructional needs and student discourse opportunities.
Formative Assessment as a Process	Intentional teaching and learning practices in the classroom used by both teachers and students. Moment-by-moment evidence of student learning and thinking is used to inform and adjust teaching and learning. Descriptive feedback, established success criteria, and clear learning goals are essential.
Independent Learning Contracts	An agreement between student and teacher that outlines individual learning opportunities and outcomes for the student. This strategy is commonly used when a student has demonstrated mastery of a unit that is currently being taught (i.e. student has already read the novel that is being taught in a particular grade level)
Instructional Plans (IPs)	Communicates instructional strategies and services of how the teacher meets the needs of <i>all</i> TAG identified students in a particular course. Typically utilized at the secondary level.

Term	Definition
International Baccalaureate (IB)	College level coursework with common internationally-normed assessments. IB coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Kaplan’s Icons of Depth and Complexity	Icons/tools used to provide a visual prompt that promotes thinking from various perspectives, designed to achieve in-depth learning opportunities. Often used as a schoolwide program where all teachers, classroom support staff, and students are taught how to interact with and use the icons.
Level of Learning	<p>In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning</p> <p>The student’s instructional level in the curriculum and the place where the student will encounter knowledge and skills not yet learned or mastered. It is more than an advanced grade level. It involves depth and complexity in thinking.</p>
Option Schools	Students choose to attend schools in their district with learning options that best fits their academic and affective needs. Some districts have alternative school options, magnet schools, and option programs (school within a school model) specifically designed for TAG students. Not all districts provide option schools or programs in Oregon.
Oregon Administrative Rule (OAR)	Rules adopted by the State Board of Education to support statutes (ORS).
Oregon Revised Statute (ORS)	Oregon laws passed by the State Legislature.
Personal Education Plans (PEPs)	A plan developed by the teacher, TAG student, and family that outlines and communicates the programs and services received throughout the school year. Personal Education Plans are for an individual student and are more common at the elementary level.

Term	Definition
Pull-Out Programs	Students attend specialized instruction designed for TAG students, during school hours, at the school where the student is enrolled. Pull-out programs vary by district. Not all districts offer pull-out programs.
Rate of Learning	<p>In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning.</p> <p>Addresses the measure of the pace at which the student is successfully progressing through the curriculum after being placed at the appropriate level. A student's rate will vary depending on subject, interest, level of difficulty and point in the learning process.</p>
Scaffolding or Tiered Instruction	An instructional method that varies the level of learning (depth and complexity) of the assignment to provide all students an opportunity to engage in productive struggle and find success in academic growth.