Butte Falls School District #91
Plan for Talented and Gifted Education

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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	https://policy.osba.org/buttefalls/I/IGBB%20G1.PDF
IGBBA	Identification, Talented and Gifted	https://policy.osba.org/buttefalls/I/IGBBA%20G1.PDF
IGGBA-AR	Appeals Procedures	https://policy.osba.org/buttefalls/I/IGBBA%20R%20G1.PDF
IGBBB	Identification, Non Typical Populations	https://policy.osba.org/buttefalls/I/IGBBA%20R%20G1.PDF
IGBBC	Programs and Services	https://policy.osba.org/buttefalls/I/IGBBC%20G1.PDF

| IKE | Promotion and Retention | https://policy.osba.org/buttefalls/I/IKE%20G1.PDF |
| IKFA | Early Graduation | https://policy.osba.org/buttefalls/I/IKFA%20G1.PDF |

B. Implementation of Talented & Gifted Education Programs and Services

BFCS TAG Vision & Mission Statement:

The mission and vision of the Butte Falls School District #91 is to provide talented and gifted students with educational opportunities which match their rate and level of learning by offering challenging, engaging, and academically appropriate experiences inside and outside of the classroom setting.

Philosophy for Gifted Education:

The philosophy of the Butte Falls School District #91 TAG Program is to allow for students to receive the opportunities which match each student's talents, interests and abilities to propel them to reach their full potential of learning and personal growth. Ultimately, students should leave the school system with the skills, motivation and confidence to be successful in all their future endeavors throughout their lives.

Levels of Learning and Educational Opportunities:

Butte Falls School District #91 works to serve students who are identified as TAG in a number of ways. Teachers work within the framework of the students' **Personalized Education Plan (PEP)** to give each student individualized educational opportunities inside the classroom which match with their identified abilities. Instructional strategies and practices are used to differentiate and challenge students at their level of learning, or provide additional opportunities outside of the classroom if appropriate. Additionally, teachers, counselors and administrators work together to make sure learning is aligned to the students PEP and the plan is being carried out with fidelity. Input from the student, parents, and school staff ensure the student's needs and interests are being met.

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 can be referred for a TAG evaluation in 3 ways. 1. Student self referral 2. Parent referral 3. Staff referral Once a student is referred, the TAG Coordinator will set up the necessary testing and gathering of additional data and/or artifacts to allow for appropriate identification to occur. BFCS TAG referral and identification flow chart
Multiple modes and methods of data collection used in the identification process. *Aligned to OAR 581-022-2325 (2)(b)(c)*	Multiple measures and data points are gathered to determine eligibility of a TAG student including local district assessments, national assessments, student work, intelligence testing and characteristics of talented students testing. BFCS TAG referral and identification flow chart
Culturally responsive practices specific to identification. *Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)*	BFSD #91 employs a number of testing and data collection strategies to ensure equitable practices are being conducted to ensure all students, including underrepresented and culturally marginalized students, are being identified for TAG services. This includes ELPA-21, CLED Scales and SIG-2 testing as well as the use of local norms to identify students who are outperforming their local area and district level peers.
Research-based tools, instruments, or considerations utilized to equitably identify	The use of local measures and multiple data points ensure equitably identification practices. These include:

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	● CLED Scales ● SIG- 2 Scales ● Local norms which identify students who are outperforming their district level peers
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	● Use of non-verbal screener testing ● Use of local norms as additional evidence ● Parent/Teacher checklist
Universal Screening/Inclusive considerations	Multiple modes of testing occur to ensure all types of learners are being considered. This includes: ● Non verbal screener ● CLED scales for Culturally, Linguistically & Economically Diverse Learners ● SIG-2 Scales for identifying characteristics of gifted students ● Use of local norms as additional evidence
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	BFSD #91 will use district assessments and nationally standardized testing along with local norms. ● Aimsweb ● SBAC ● ELPA-21 ● HMH ELA curriculum assessments ● SAVVAS Math curriculum assessments
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	● SIG-2 Home and School Ratings Scales given to parents and teachers ● Talented & Gifted Identification Determination Preponderance of Evidence Sheet ● Classroom artifacts such as work samples, projects, writing samples and other local assessment data

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
A tool or method for determining a threshold of when preponderance of evidence is met.	- SBAC assessments for ELA, Math or Science: testing in the 90% percentile OR use of local norms by which student is testing at least 20% above peers - SIGS-2: Probability of Giftedness: 120-129: Likely; >130: Very Likely - Aimsweb: testing above current grade level - Intelligence Screener for Gifted Students: testing at 90% percentile
TAG Eligibility Team	The TAG eligibility team is appointed by the district TAG coordinator. The TAG team may consist of the following; district TAG coordinator, building principal, classroom teacher, testing coordinator and/or RtI intervention coordinator.
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	All TAG assessment identification is filed under the testing section of the cumulative folder: Those documents consist of the following items: - Parent consent form - TAG Identification Eligibility Determination Form - Student assessment data and artifact evidence for eligibility consideration

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	BFSD #91 does not use a universal screener at a specific age or grade level. A screener is given to all students each year. This is one way to identify a student and start the process of gathering additional evidence before starting the referral process.

Key Questions	District Procedure
What is the broad screening instrument and at what grade level is it administered?	The district's K-12 assessment tool Aimsweb is used as a broad screener to identify any students K-12 who are making achievements above their peer groups.
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)?	There is not a set threshold that would make a student eligible or deny a student based on their scoring of this specific testing. This testing, along with local norms and other types of artifacts show they have an aptitude in a specific area or subject a referral may be submitted for TAG eligibility testing. (see TAG identification process document) Percentiles are used as one of many identifiers of student aptitude and achievement. Students do not necessarily have to hit a specific percentile target to qualify for TAG services. If a student hits a specific percentile, they will be referred to the TAG coordinator automatically for TAG eligibility testing.

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	As long as the student's information and data meets the criteria of the district's eligibility identification process flow chart, their TAG identification from another Oregon district will be honored.
Does your district accept TAG identification from other states?	The TAG coordinator will review all materials and determine if the information and data meet the criteria for the district's eligibility identification process. If it does, the TAG identification will be honored.
Do local norms influence the decision to honor identification from other districts and states?	Yes, local norms will be considered but will not have full weight on determining whether the eligibility in another state is accepted or denied. Students must meet multiple criteria to become eligible for TAG services. If the student's information and data shows it meets the criteria of the district's eligibility identification process, their TAG identification will be honored.

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
Grade acceleration	In accordance with district policy and given on a case by case basis.
Advanced Placement (AP) courses	Higher level or additional types of courses to make additional opportunities available.
College level courses	Ability to allow students to move at their own pace and meet their individualized graduation goals beyond high school or take courses of interest not available within the district.
Math acceleration (starting in middle school)	Opportunities for students to move and growth at their own pace in specific content areas.

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
Environmental Science	Butte Falls Charter School, Grades 9 and above

C. International Baccalaureate (IB) Course Offerings

N/A Not Applicable

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?	The district TAG coordinator reaches out to staff at the beginning of each school year to give information about any TAG student they may have in their classroom. Staff then have access to the district's SIS system to see the TAG plan (PEP). Meetings are held as needed during inservice to discuss these plans and address any needs of both student and teacher.
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?	During August inservice, staff is given information about the district's TAG plan, where to find it, and who the point of contact is. Staff can then directly contact the TAG coordinator at any time during the school year for questions or additional support as needed. The TAG coordinator will also meet with staff periodically throughout the year to make sure the student is receiving proper services and give any supports to the teacher, as needed.
How do teachers determine rate and level needs for students in their classrooms?	Teachers determine rate and level needs for students in their classroom through the use of district assessment and benchmarks examples, formal and informal classroom assessments and collection of student work, etc.

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 plans are required for all identified students K-12 within the district.
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	Instructional plans are optional and done on a case by case or needs basis.

Key Questions	District Procedure
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	Parents are invited to attend an annual meeting with the distinct TAG coordinator and the grade level teacher to go over the PEP plan and determine if the plan remains as is, or if changes/updates need to be made.

F. Option/Alternative Schools Designed for TAG Identified Students

N/A Not Applicable

G. TAG Enrichment Opportunities

TAG Enrichment Opportunities	Explanation of Opportunity
SOU Brain Bowl & Scavenger Hunt (as available year to year)	Students may join these teams and go to competitions with a school advisor throughout the year.
Individually selected electives and projects	Students have the opportunities of grades 8-12 to choose electives which allow them to showcase their individual talents and needs. They can also choose to create or work on individualized projects at our NRC (Natural Resource Center) which include additional opportunities for learning at growth at their pace and skill level.

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?
To provide meaningful and individualized or small group enrichment opportunities to identified TAG students and to work to identify academically talented and gifted students from underrepresented populations.	Provide annual PD opportunities through SOESD, COSA and other agencies specific to special populations, enrichment, TAG, extension, hands on and project based learning for general education staff and TAG coordinator	2023-2024 create a PD template with all opportunities available during the school year- choosing at least 1 to attend for the school year. 2024-2025 TAG coordinator will look for specific PD opportunities for grade level teachers and create a PD plan for the year with all PD that is applicable to our student body needs and staff training needs	Progress will be measured on implementation of the training that staff receives around extension and enrichment learning in the classroom. Additionally, students will continue to be referred to TAG services using the identification process.	Success will be measured by looking at the percentage and growth of students referred to TAG services and tracking the types of opportunities inside and outside the classroom that they are receiving.

B. Professional Development Plan: Identification

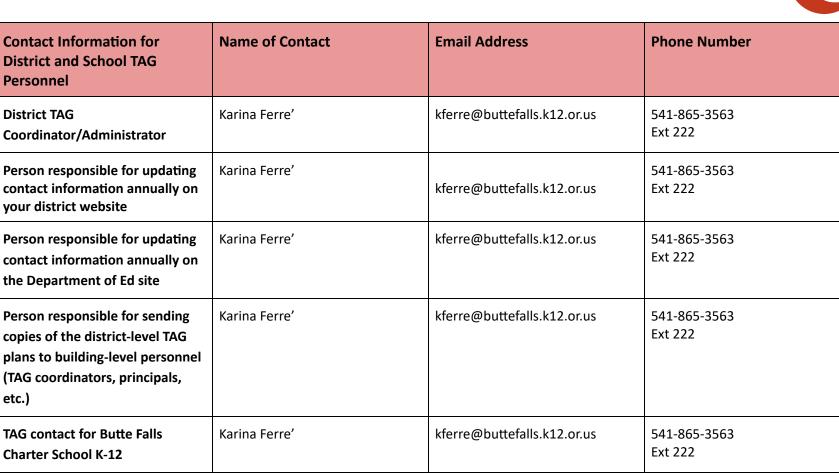| Who	What	Provided by	When
Building principal and/or TAG coordinator	Required statewide training and any other opportunities given through SOESD and COSA	Oregon Department of Education, SOESD and/or COSA	TAG unpacking the rules @ SOESD with ODE TAG Different vs. Differentiation @ SOESD with ODE Additional trainings throughout the school year as designated and posted by agencies
All district licensed educators who are responsible for identification	Training on district identification processes	Karina Ferre' TAG coordinator	The first inservice day of the year in September and/or during August inservice
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)	Found on district's website buttefalls.k12.or.us
Universal Screening/Testing grade levels	All students take part in district level assessments. Parents are informed of these assessments and student scores upon request and at conferences held 2x a year.
Individual and/or group testing dates	Testing dates are coordinated through the year with the TAG coordinator and the classroom teacher.
Explanation of TAG programs and services available to identified students	Upon referral and/or identification of a student for TAG, the TAG coordinator with collaboration of the classroom teacher discusses the procedures, processes and student PEP.
Opportunities for families to provide input and discuss programs and services their student receives	Families are contacted after testing is completed and the student is identified as TAG. Families are offered and encouraged to coordinate with the TAG coordinator to create a PEP for their child. A meeting is held to agree to the completed PEP and go over services. Families can additionally reach out to the classroom teacher and/or the TAG coordinator to discuss the plan at any time during the school year.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	N/A
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	TAG information and events are communicated through our district website, email and/or our district facebook page when applicable.

Comprehensive TAG Programs and Services	Date and/or method of Communication
TAG informational events (middle school) - where parents learn about TAG profiles, explanations of services and programs offered to TAG identified students, transition expectations from elementary to middle school, etc.	TAG information and events are communicated through our district website, email and/or our district facebook page when applicable.
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.	TAG information and events are communicated through our district website, email and/or our district facebook page when applicable.
Notification to parents of their option to request withdrawal of a student from TAG services	Information about withdrawing from TAG services will be relayed to the classroom teacher or the TAG coordinator by the family. A meeting via phone, virtual or in-person will then be held to go over proper processes and procedures.
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	Information about rights and complaints can be found on the district website under the TAG plan page and/or the district's school board policy page and on the ODE website Rights of Parents of TAG Students
Designated district or building contact to provide district-level TAG plans to families upon request	It is the responsibility of the building principal and/or the district TAG coordinator to provide plans upon request.

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	Karina Ferre'	kferre@buttefalls.k12.or.us	541-865-3563 Ext 222
Person responsible for updating contact information annually on your district website	Karina Ferre'	kferre@buttefalls.k12.or.us	541-865-3563 Ext 222
Person responsible for updating contact information annually on the Department of Ed site	Karina Ferre'	kferre@buttefalls.k12.or.us	541-865-3563 Ext 222
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Karina Ferre'	kferre@buttefalls.k12.or.us	541-865-3563 Ext 222
TAG contact for Butte Falls Charter School K-12	Karina Ferre'	kferre@buttefalls.k12.or.us	541-865-3563 Ext 222

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.
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

Term	Definition
	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 *all* TAG identified students in a particular course. Typically utilized at the secondary level.
International Baccalaureate(IB)	College level coursework with common internationally-normed assessments. IB coursework alone does not meet the needs of all TAG identified students.

Term	Definition
	Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Kaplan's Icons of Depth and Complexity	Icons/tools used to provide a visual prompt that promotes thinking from various perspectives, designed to achieve in-depth learning opportunities. Often used as a schoolwide program where all teachers, classroom support staff, and students are taught how to interact with and use the icons.
Level of Learning	In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed **levels of learning** and accelerated rates of learning The student's instructional level in the curriculum and the place where the student will encounter knowledge and skills not yet learned or mastered. It is more than an advanced grade level. It involves depth and complexity in thinking.
Option Schools	Students choose to attend schools in their district with learning options that best fits their academic and affective needs. Some districts have alternative school options, 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

Term	Definition
	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.