

Black Butte 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

<https://policy.osba.org/bbutte/index.asp>

B. Implementation of Talented & Gifted Education Programs and Services

Black Butte School District Mission

Black Butte School is a rural, 3-room school house with 25 students. We know our students well. At Black Butte School District (BBSD), we believe that all students are gifted in a myriad of ways. **Our mission:** *With our small school and multi-age classrooms. We engage in meaningful learning experiences that help students develop a deep connection to self, others, and the world around them.* **Our vision:** ***Nurture Curiosity & Resilience** so they may become lifelong learners, able to thrive in an ever - changing world. **Inspire Compassion, Kindness, & Respect** towards self and others, positively impacting the communities in which they live. **Develop Confident Learners** who understand and use their unique gifts to make a difference in the lives of others. **Foster Environmental Stewardship** to build a more sustainable world for future generations.*

The staff at BBSD are dedicated to providing educational experiences that allow all students to reach their full potential. In our multi-age classrooms, we provide educational experiences that are inclusive and individualized. We provide enrichment opportunities to those who demonstrate abilities that go well beyond their age-level peers. We recognize that some students are performing several grades above their current grade level peers. As required by the Oregon Department of Education, we use a TAG (talented and gifted) referral process that a teacher or parent/guardian may use to identify a child's giftedness. TAG identification is based on academic assessment scores, classroom/outdoor work and observation, and other data gathered by the school staff.

Guiding Beliefs:

It is our goal to provide services that will meet the diverse needs of our gifted and talented students to maximize each student's individual potential. In order to provide an appropriate education to all students, the district recognizes that instruction and curriculum differentiation are essential for academically and intellectually gifted students. At BBSD, classroom teachers are responsible for meeting the learning needs of gifted and talented students within their classrooms. Guiding beliefs about TAG education include:

- Each student possesses unique abilities and interests that need to be nurtured. These strengths may be academic, creative, artistic and/or leadership-related.
- For a student who qualifies for the TAG program, teachers may differentiate instruction, provide curriculum modifications, offer counseling and guidance support, provide opportunities for acceleration and may consult with a TAG specialist at the local ESD.
- Support services for regular classroom teachers may be needed for a quality TAG program.
- Parents have the right and responsibility to participate in their child's TAG program, both within the school and beyond the school setting. It's essential we continue as partners in nurturing a child's strengths and exceptional gifts.

Teachers, parents, and the school counselor work closely together to ensure a student identified as talented and gifted has opportunities to learn and grow in the areas identified.

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

[Link to the BBSD #41 TAG Identification Process](#)

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>	We have a process for identification of students that is laid out in a flow chart and The TAG Identification Process document.
Multiple modes and methods of data collection used in the identification process. <i>Aligned to OAR 581-022-2325 (2)(b)(c)</i>	We use assessment data, classroom performance, and observation from in and outside the classroom.
Culturally responsive practices specific to identification. <i>Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)</i>	We do our very best to ensure identification processes are not biased towards the dominant culture.
Research-based tools, instruments, or considerations utilized to equitably identify students from underrepresented populations	Our process for identification uses a variety of tools that allows us to get a full picture of our students. As a small team, we work together to review evidence of a student's giftedness. We will ensure that our tools allow students to show their strengths & areas of giftedness in a way that is equitable.

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
including, but not limited to: students experiencing disabilities, students who are culturally and linguistically diverse	
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	<p>First, we acknowledge our biases. We have a culture where we can also check our biases with colleagues. We use tools, such as the Universal Design for Learning that helps us develop learning experiences that provide choice and challenge for all learners.</p>
Universal Screening/Inclusive considerations	<p>We have a few different screening tools we use for academic learning.</p>
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	<p>We use iReady data and our school level assessment data to help us in addressing students' learning needs.</p>
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	<p>We have checklists and portfolio work to help us create a picture of a student's strengths.</p>
A tool or method for determining a threshold of when preponderance of evidence is met.	<p>When we see students consistently demonstrating skills and talents that are 3 or more years above their age-level peers we would talk with the teaching team and parent/guardian about the possibility that their child may have a "gift or talent" that we'd like to understand and nurture to a greater degree.</p>
TAG Eligibility Team	<p>As a small team, our teaching staff and counselor serve in this capacity.</p>
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	<p>We will maintain all referral & decision documents in the student's cum folder.</p>

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	Yes
What is the broad screening instrument and at what grade level is it administered?	We use iReady assessments to help with Math and Reading screenings at all grade levels.
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 don't have a specific threshold. Any student testing above the 97% of grade level becomes eligible for consideration. We take a holistic approach to screening since we only have between 20-25 students. We are very aware of the academic performance of all our students. For non-academic gifts and talents, we offer a variety of experiences that allow the staff to identify areas of giftedness.

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	Yes
Does your district accept TAG identification from other states?	Yes

Key Questions	District Policy and Practices
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
Multi-age classrooms	As a small school, our students are in multi-age classrooms; K-2, 3-4, 5-8. We individualize instruction for all students to ensure each student gets what they need. Our programming is based less on “grade level” and more on academic readiness and growth.
Formative assessments	Done on a daily basis
Differentiation of assignments and activities	We offer a choice of assignments that vary in depth and complexity.
Flexible Groupings	Students are grouped according to skill level, interest levels, scaffolding and tiered instruction. We also have flexible reading groups.

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
NA	

C. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered
NA	

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?	All 4 teachers work directly with all 25 students throughout each day. As a team, we meet weekly to discuss students’ progress. We know our students well.
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?	We meet weekly as a staff. As a tiny district, we talk together about what they need in order to meet the needs of every student. We have PD funds to send staff to trainings as necessary.
How do teachers determine rate and level needs for students in their classrooms?	On an individual basis. Because of our small size we are able to individualize instruction for all 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?	Not required.
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	Not required

Key Questions	District Procedure
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	We meet with each family who may be eligible. We work closely with them to develop a PEP and then monitor their growth.

F. Option/Alternative Schools Designed for TAG Identified Students (NA)

Program Elements	School Information
[Name of school 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
Leadership	Older students are able to mentor and be leaders for our younger students. They sometimes read to them or help them with assignments.
The Arts	We have an arts-rich program. All students put on 2 performances a year, we have dedicated arts time at least twice a week for all students. We also incorporate art into all our classes with our focus on arts integration.
Nature-based	Our focus is on place-based, outdoor education. We have a nature rich program with lots of outdoor field expeditions. Students have ample opportunities to learn in an outdoor setting.
Robotics	We do not currently have a robotics program due in large part to our small staff and limited space. However, one of our students attends a local after school robotics program that we provide funds for.

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?
We will use universal screenings to identify students who may qualify for TAG services.	Differentiation	Fall 2023	Student engagement, screening tools	Student engagement, spring screening

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?
Use formative assessments to differentiate instruction	Provide monthly training on FA	Sept 2023	Trainings completed.	Evidence that FA are being used to vary instructional activities

B. Professional Development Plan: Identification

Who	What	Provided by	When
Delaney Sharp	Required statewide training	Oregon Department of Education	[list date and location of training and type of training (in-person, Zoom, etc.)]
All district licensed educators who are responsible for identification	Training on Identification	District administration	Sept 20223

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	It can happen any time during the year but mostly commonly will happen at fall or spring conferences.
Universal Screening/Testing grade levels	We administer our iReady diagnostic in the fall, winter, and spring for all grade levels.
Individual and/or group testing dates	We administer our iReady diagnostic in the fall, winter, and spring for all grade levels.

Comprehensive TAG Programs and Services	Date and/or method of Communication
Explanation of TAG programs and services available to identified students	At conferences in the fall and spring.
Opportunities for families to provide input and discuss programs and services their student receives	This can happen at any time during the year. We are in regular communication with all our families.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	We explain the plan when we have the initial meeting and begin the plan.
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	We do not do a TAG event.
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.	We do not do a TAG event.
TAG informational events (high school) - where parents learn about	We do not do a TAG event.

Comprehensive TAG Programs and Services	Date and/or method of Communication
TAG profiles, explanations of services and programs offered to TAG identified students, transition expectations from middle to high school, etc.	
Notification to parents of their option to request withdrawal of a student from TAG services	This happens on an individual basis.
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	This is laid out in our TAG program plan and in policy. Available on our district website.
Designated district or building contact to provide district-level TAG plans to families upon request	Delaney Sharp

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	Delaney Sharp	dsharp@blackbutte.k12.or.us	541-595-6203
Person responsible for updating contact information annually on your district website	Delaney Sharp	dsharp@blackbutte.k12.or.us	541-595-6203
Person responsible for updating contact information annually on the Department	Delaney Sharp	dsharp@blackbutte.k12.or.us	541-595-6203
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Our school district only has one small school.	dsharp@blackbutte.k12.or.us	541-595-6203

*[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.

Term	Definition
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 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

Term	Definition
	standards, projects, assignments, and exams.
Differentiated Instruction (involving tiers of depth and complexity)	Instruction and learning options designed to reflect the needs of students specific to current learning evidence/data that fosters academic growth. Educators may differentiate content, process, product, and environment to accommodate needs of learning.
Flexible Readiness Grouping	A strategic strategy designed to group students according to best fit instructional needs and student discourse opportunities.
Formative Assessment as a Process	Intentional teaching and learning practices in the classroom used by both teachers and students. Moment-by-moment evidence of student learning and thinking is used to inform and adjust teaching and learning. Descriptive feedback, established success criteria, and clear learning goals are essential.
Independent Learning Contracts	An agreement between student and teacher that outlines individual learning opportunities and outcomes for the student. This strategy is commonly used when a student has demonstrated mastery of a unit that is currently being taught (i.e. student has already read the novel that is being taught in a particular grade level)
Instructional Plans (IPs)	Communicates instructional strategies and services of how the teacher meets the needs of <i>all</i> TAG identified students in a particular course. Typically utilized at the secondary level.
International Baccalaureate (IB)	College level coursework with common internationally-normed assessments. IB coursework alone does not meet the needs of all TAG identified students. Differentiated instruction is often implemented to ensure growth and appropriate cognitive demand.
Kaplan's Icons of Depth and Complexity	Icons/tools used to provide a visual prompt that promotes thinking from various perspectives, designed to achieve in-depth learning opportunities. Often used as a schoolwide program where all teachers, classroom support staff, and students are

Term	Definition
	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.
Pull-Out Programs	Students attend specialized instruction designed for TAG students, during school hours, at the school where the student is enrolled. Pull-out programs vary by district. Not all districts offer pull-out programs.
Rate of Learning	In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning .

Term	Definition
	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.