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Bend-La Pine Schools

BEND LA PINE SCHOOLS

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

Talented and Gifted Students - Identification

Talented and Gifted Program and/or Services

B. Implementation of Talented & Gifted Education Programs and Services

The promise of Bend La Pine Schools is that every student is known by name, strengths, and needs, and graduates prepared for college, career, community engagement, and life. In order for the district to achieve this promise, the BLS Board of Directors has established four goals, with accompanying measures: 1) Students are engaged and develop a strong academic foundation; 2) Students have a passion, purpose, and plan for their future; 3) Students, families, and staff experience wellness, inclusion, and belonging in our schools; and 4) Operational systems align and support an academically effective and sustainable organization.

In order to achieve the district's promise and goals, each and every student must be appropriately engaged and challenged in the learning journey. The district seeks to identify, encourage, and respond to the diverse needs of our most academically talented and intellectually gifted students at all levels. At the heart of our TAG programming is the need to meet TAG students' rates and levels of learning.

Description of strategies used to address TAG students' assessed rates and levels of learning (required by OAR 581-022-2500(3))

At all levels, it is the teachers' responsibility to make the modifications necessary to address their TAG students' rates and levels of learning. At the elementary level, the district requires that teachers develop Personalized Education Plans (PEP's) for TAG-identified students. These are developed in collaboration with the students and their families, using formal and informal assessments of strengths and needs. At the middle school level, the district's goal is that core academic departments create department plans that identify strategies teachers will use to address TAG students' needs. These plans have existed historically, but they have not been revised since 2019 (see Section 5: Plan for Continuous Improvement). At the high school level, robust opportunities for advanced programming, acceleration, and enrichment have typically met the needs of TAG students; however, individual plans can be created if necessary to support individual students.

Description of strategies used to assist TAG students in realizing their potential (aligned to ORS 343.395)

Bend-La Pine Schools has long been committed to ensuring each and every student develops their passions, recognizes their strengths and areas for growth, has a long-term plan, and sees themselves as a contributing part of a larger world. The district has invested significant time and resources to developing life and career readiness skills trajectories K-12, including the adoption of SEL curricula.

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)*	TAG Identification is a K-12 statute and Bend-La Pine Schools has policy and practices that aligns with that statute. The identification process can begin with a qualitative or quantitative piece of evidence such as a recommendation, checklist, test score, or classroom need. The recommendation from any person familiar with the student (parent, teacher, counselor, administrator, etc.) or the student themselves. The site TAG coordinator then begins to gather additional evidence: this may be additional assessment information, teacher or family checklists, student work samples, etc. The site TAG coordinator then convenes the site team that looks for a pattern or preponderance of evidence. All TAG identification decisions are based on the entire portfolio of evidence and are team decisions. Teams will use the BLP Case Study Form.
Multiple modes and methods of data collection used in the identification process. *Aligned to OAR 581-022-2325 (2)(b)(c)*	• Quantitative data: NNAT3, OSA, I-Ready, individual testing, classroom assessment data • Qualitative data: student work samples, a checklist such as the SIGS-2

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Culturally responsive practices specific to identification. *Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)*	• NNAT3 (nonverbal) universal screening at second grade or earlier based on teacher/family recommendation • MTSS team referral for individualized assessments • Translated communication with families
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	• Nonverbal screener-NNAT3 • Universal screening at 2nd grade using district norms • Teacher and family checklists • Data analysis that is part of site MTSS processes
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	• Universal screening at 2nd grade using a nonverbal assessment (NNAT3) • Data analysis that is part of site MTSS processes • BLS Equity Policy
Universal Screening/Inclusive considerations	• Universal screening at 2nd grade using a nonverbal assessment (NNAT3) • MTSS team referral for individualized assessments • Utilization of accommodations in students' IEP or 504 Plans
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	• NNAT3: nationally normed, automatic screening for students scoring at 97th percentile or above for intellectual giftedness. • OSAS: using local (district) norms, automatic screening for students scoring at 97th percentile or above for academic talent
Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	• Classroom evidence/Teacher checklists • Family checklists • Student work samples

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.	The site team establishes consensus regarding a preponderance of evidence.
TAG Eligibility Team	(Can vary) Site TAG coordinator, who is an administrator; classroom teacher; counselor, if applicable; other site or district staff with TAG expertise
Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	• Cover sheet that includes area(s) of identification, list of supporting documents, and names of eligibility team members • Supporting information: assessment scores, checklists, etc.

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?	NNAT is used as a districtwide universal screening tool at 2nd grade (also administered to students new to the district without an NNAT3 score) OSA in language arts and mathematics are administered to students annually in grades 3-8
How is the screener used in the identification process (i.e. what percentile threshold, if any, is used to initiate the eligibility process; and	Automatic screening is initiated at the 97th percentile, using either national or local norms.

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?	Yes
Does your district accept TAG identification from other states?	Yes
Do local norms influence the decision to honor identification from other districts and states?	Local norms do not influence the decision to honor identification from other districts or 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
Use of classroom strategies to address students' varying rates and levels of learning: compacting curriculum, cluster grouping, student voice and choice regarding units of study or assignments, differentiated assignments and/or expectations for mastery, etc.	All levels, all content areas Evidence: classroom observations, student and staff surveys
Self-contained 4th and 5th grade TAG classrooms at one district elementary school	Location-Juniper Elementary School Transportation provided for all students in the district.
TAG humanities programming at one district middle school	Location-Cascade Middle School Transportation provided for all students in the district.
Advanced coursework opportunities at all district high schools	(see chart linked below)

B. Advanced Placement (AP) Course Offerings

Name of AP Course	Schools and Grade Levels Offered
BLS AP, IB, and dual credit offerings	

Name of AP Course	Schools and Grade Levels Offered

C. International Baccalaureate (IB) Course Offerings

Name of IB Course	Schools and Grade Levels Offered
BLS AP, IB, and dual credit classes	

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?	BLS highlights students who are identified as TAG in our student information system, Synergy. Additionally, elementary site TAG coordinators and middle school TAG coordinators distribute updated lists of TAG-identified students annually to teachers.

Key Questions	District Procedure
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?	At both the elementary and middle school levels, each site has an administrator designated as the TAG coordinator as well as a lead TAG instructional leader. At the high school level, the assistant principal in charge of curriculum and instruction serves as the TAG resource coordinator for staff, if necessary. District professional learning opportunities are publicized through the site TAG coordinator.
How do teachers determine rate and level needs for students in their classrooms?	• District curricular assessments • Classroom assessments • Progress monitoring data • Observation of students • Student interviews

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 are required for students in grades K-5. These must be updated at least annually, ideally twice or more each school year.
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	The district has required instructional plans at the middle school level in mathematics, language arts, science, and social studies.
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	The elementary teachers of identified students use fall conference time to discuss needs and ideas for the students' PEP's. For students who are identified during the year, teachers meet virtually, talk over the phone, or communicate by email regarding the development of

Key Questions	District Procedure
	the PEP.

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	
[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 ***(Note: After school opportunities do not replace daily TAG instruction and services)***	**Explanation of Opportunity**
Spanish Dual Immersion Program, K-12	Students who are selected by lottery have the opportunity to become bilingual and biliterate before exiting high school.
School clubs based on interest and/or achievement, MS/HS	National Honor Society, Junior National Honor Society, multiple interest-based clubs at the high school and middle school levels
Internships, HS	High school students can be placed in internships in career areas of interest to learn more about the career, gain experience, earn credit, and (in some internships) be compensated.
School-embedded enrichment activities, K-12	These vary by school but can include outdoor experiential learning activities; drama, art, and music productions; partnership activities with the Bend Science Station; career-related learning experiences; ect.

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?
The district will increase identification of academically talented and intellectually gifted students from under-represented populations.	Data analysis of disaggregated identification data, by district and school Training for site TAG coordinators and TAG instructional leaders on bias in identification process Increased use of local norms in the identification process	Fall of 2025 - begin new identification process Annual review of disaggregated data, by district and school	Annual review of disaggregated data Number of TAG coordinators who have received training Family surveys	The district will have achieved success when the demographics of our TAG-identified students mirror the demographics of our overall student population.

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?
Teachers will improve their knowledge and skills in using classroom strategies that challenge a range of learners and effectively address TAG students' rates and levels of learning.	Selected teachers from all elementary and middle schools will receive training in the use of effective practices	Instructional Strategies for gifted learners professional development series in 2025-2026	Classroom observations of effective practices Student and family interviews, surveys	Universal use of effective practices to challenge all learners and address all learners' rates and levels of learning Students and their families experience high levels of satisfaction regarding their students' education

B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person	Required statewide	Oregon Department of	Online training, March 3,

Who	What	Provided by	When
who is responsible for TAG identification in your district: Stephen DuVal	training	Education	2023
All district licensed educators who are responsible for identification	Training on Identification	District Leadership	24-25 school year

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	The procedures will be included in the district website and school newsletters will share this information annually.
Universal Screening/Testing grade levels	NNAT3 screening notice is provided in school newsletters prior to the assessment.
Individual and/or group testing dates	Families will be provided information and must give permission for individual testing. Group testing dates vary by school.

Comprehensive TAG Programs and Services	Date and/or method of Communication
Explanation of TAG programs and services available to identified students	Schools send families a letter notifying them of the students' identification and services provided. Families are also provided an opportunity to opt out of services.
Opportunities for families to provide input and discuss programs and services their student receives	Elementary and middle school families can provide input and discuss programs and services at fall conferences or with individual communication/meetings with teachers.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	This is either part of fall conferences or with individual communication/meetings with teachers.
TAG informational events (elementary) - where parents learn about TAG profiles, explanations of district and schools programs and services, etc.	During fall conferences, the site TAG coordinators will provide information sessions for families of TAG students.
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.	Informational night each winter about TAG options in middle school including the program offered at Cascade Middle School
TAG informational events (high school) - where parents learn about	TBD

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 information is provided when a student is identified and will also be included on the district website (in process).
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	This information will be included on the district website.
Designated district or building contact to provide district-level TAG plans to families upon request	This information will be included on the district website .

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	Stephen DuVal	stephen.duval@bend.k12.or.us	(541) 355-1089
Person responsible for updating contact information annually on your district website	Stephen DuVal	stephen.duval@bend.k12.or.us	(541) 355-1089
Person responsible for updating contact information annually on the Department	Stephen DuVal	stephen.duval@bend.k12.or.us	(541) 355-1089
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Stephen DuVal	stephen.duval@bend.k12.or.us	(541) 355-1089
TAG contacts for all BLS schools	https://docs.google.com/document/d/1Tok8m_G3XuH9VJqrxsunJmG85Wj-kH2J/edit?usp=sharing&ouid=104714113891114219556&rtpof=true&sd=true		

*[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 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.