Banks School District

Plan for Talented and Gifted Education

[District directions: Detailed instructions for completing the plan can be found in the TAG Template Companion Guide. Please review the instructions in advance and consult them as each section is completed. Be sure to remove these directions before publishing the plan.]

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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

1. Adopted talented and Gifted Program Board Policy: http://www.bankssd.org/uploads/4/3/1/5/43150659/igbb.pdf
2. Adopted Talented and Gifted Programs and Services: http://www.bankssd.org/uploads/4/3/1/5/43150659/igbbc_g1_0919.pdf
3. Adopted (2019) Talented and Gifted Identification. Note- this will be updated to meet new ODE TAG requirements as noted in this plan. http://www.bankssd.org/uploads/4/3/1/5/43150659/igbba_g1_0919.pdf
4. Adopted Appeals Procedure for Talented and Gifted: http://www.bankssd.org/uploads/4/3/1/5/43150659/igbba_r_g1_0919.pdf
5. Adopted procedure for Talented and Gifted identification in "Non-Typical" populations: http://www.bankssd.org/uploads/4/3/1/5/43150659/igbbb.pdf

B. Implementation of Talented & Gifted Education Programs and Services

Instructional Services	Elementary School	Middle School	High School
Ability Grouping in Math	X	X	X
Ability Grouping in Reading	X	X	X
Acceleration above grade level in Math	X	X	X
Acceleration above grade level in Reading		X	X
Acceleration through grade skipping	X	X	X
Advanced Placement			X
International Baccalaureate	NA	NA	NA
Dual Credit			X
Choice Assignments	X	X	
Cluster Grouping	X		
Credit by Examination	X		X
Curriculum Compacting		X	

Differentiated Instruction in Math	X	X	X
Differentiated Instruction in Reading	X	X	X
Distance Learning		X	X
Flexible Grouping	X	X	X
Homogeneous Grouping	X	X	X
Honors Classes			X
Independent Study Projects	X	X	X
Interdisciplinary Units	X	X	
Learning Contracts	X		
Mentorships	X		
Portfolio Assessment for Placement	X	X	X
Pre-Test for placement	X	X	
Pull-Out Programs	NA	NA	NA
Scaffolding or Tiered Instruction	X	X	X

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	Students may be referred for TAG identification by a teacher or parent. They may also enter the identification process based on a standardized test score that falls within the top

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
Aligned to OAR 581-022-2325 (1)	<u>10% of our district population for that assessment</u>. Banks School District uses multiple data points for Talented and Gifted identification, including standardized assessment scores, checklists/inventories, work samples, and teacher/parent/ student input.
Multiple modes and methods of data collection used in the identification process. *Aligned to OAR 581-022-2325 (2)(b)(c)*	- Standardized assessments - OSAS - NNAT3 - WISC IV - Wood-Cock Johnson - Kingore (starting 2023-24) - Raven (phasing out) - Non-Standardized assessments - Classroom assessments/CBMS - Work samples - Portfolio - Standardized checklists - SIGS - Kingore - Student Study Team
Culturally responsive practices specific to identification. *Aligned to OAR 581-022-2325 (1)(a), (2)(d)(A-E)*	- Standardized checklists - SIGS - Kingore - Nonverbal universal screener - Kingore Inventory - Native language checklists/ input forms

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
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	• District referral checklist • SIGS (Scales for Identifying Gifted Students) inventory • OSAS (Oregon State Assessment) scores • NNAT3 assessment • Individual intelligence testing • Academic achievement • Academic work samples/portfolios • WISC-IV (Wechsler Intelligence Scale for Children) • Woodcock-Johnson Academic Achievement Test • iReady • Kingore (2023) • Parent/teacher referral
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices	● Universal screener at grade 2 ● Working with teachers to identify characteristics of gifted students for referral to TAG identification process ● SST model to get many perspectives on each potentially gifted student ● Ruling out behavioral concerns as a non-eligibility hurdle ● Ruling our cultural or linguistic difference as a non-eligibility hurdle

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices
	- Noticing and attending to individual student strengths, weakness and characteristics that may indicate giftedness
Universal Screening/Inclusive considerations	- All students (gen ed and special ed) have access to the assessment - Students may access the assessment in a separate setting if needed to reduce noise, distractions, etc. - Individual student needs around the assessment will be considered and addressed prior to assessment day
Assessment data, specifically addressing the use of national norms, local norms, or both in identification data collection	- Local norms will be used when considering standardized test scores. The BSD criteria for advancement in the TAG identification process will be the top 10% of scores on any given assessment. There will be no cut score.

Qualitative data (teacher, parent, and student checklists, observational data, portfolios, and classroom performance, etc.)	- Qualitative data that will be considered are
	   ○ Parent input (verbal or in writing or via checklist/inventory)
	   ○ Teacher Input (verbal or in writing or via checklist/inventory)
	   ○ Student observation by an neutral observer (Admin, counselor, school psychologist, non-classroom teacher)
	   ○ Student work samples as applicable
	   ○ Student work portfolio as applicable

A tool or method for determining a threshold of when preponderance of evidence is met.	- The district will use the attached tool to track evidence regarding student TAG eligibility. The eligibility team will meet to review data collected and determine eligibility. Preponderance of evidence will include multiple indicators (as specified above) that demonstrate the student possesses characteristics of a gifted learner.

TAG Eligibility Team	- TAG eligibility team will include:
	   ○ One administrator or team leader (such as the building TAG coordinator)
	   ○ One-two teachers
	   ○ Once school counselor, school social worker, school psychologist, or other specialist

Identification Practices (OAR 581-022-2500)	Evidence and Explanation of Identification Practices

Documents that are included in the students' cumulative record file regarding TAG identification and the eligibility teams' process to determine identification	- Eligibility form
	- Documentation tool
	    ○ Any work samples used to determine eligibility
	    ○ Test scores used to determine eligibility
	    ○ Meeting minutes
	    ○ An other information used in eligibility consideration

B. Universal Screening/Inclusive Considerations

Key Questions	District Procedure
Is a universal screening instrument used at a specific grade level?	- Universal screening takes place at 2nd grade using the NNAT3 - Universal screening through statewide assessment takes place annuals grades 3-8 for reading and math ○ iReady scores may also be used as supplemental academic data point grades K-8
What is the broad screening instrument and at what grade level is it administered?	- Universal screening takes place at 2nd grade using the NNAT3 - Universal screening through statewide assessment takes place annually grades 3-8 for reading and math
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)?	- Students scoring in the top 10% of their grade level will move to the TAG identification process. This practice eliminates "cut" scores and broadens the reach of potential TAG identification tools to more students in our school population.

C. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon?	● Banks School District has historically and will continue to accept out of district TAG eligibilities.
Does your district accept TAG identification from other states?	● Banks School District has historically and will continue to accept out of state TAG eligibilities.
Do local norms influence the decision to honor identification from other districts and states?	● Banks School District has historically and will continue to accept out of district and out of state TAG eligibilities.

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
Honors Courses	Banks High School
Accelerated/Advanced Math	Banks Elementary School Banks Middle School
Math and ELA differentiated grouping	Banks Elementary School

Instructional Programs and Services (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area

B. Advanced Placement (AP) Course Offerings

    a. These offerings may change annually based on teacher and scheduling availability

Name of AP Course	Schools and Grade Levels Offered
AP Biology/ AP Environmental Science (rotating)	Banks High School
AP Psychology	Banks High School
AP Literature/ AP Language (rotating)	Banks High School
AP Human Geography	Banks High School
AP Calculus	Banks High School

C. International Baccalaureate (IB) Course Offerings

    a. **Banks School District does not offer IB course work**

Name of IB Course	Schools and Grade Levels Offered

Name of IB Course	Schools and Grade Levels Offered

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?	- Teachers are provided with a list of students who are identified as TAG and the area of identification at the start of each year - Each student's annual TAG plan is uploaded and accessible by their teacher(s) in Synergy SIS - BES teachers receive a hard copy of the PEP each year and review/update this with parents at fall conferences
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?	- Each building has a TAG coordinator that serves as the first point of contact for teachers with question regarding TAG students and/ or TAG programming - The Banks School District Student Services Department oversees TAG programming at the district level and can support TAG coordinators and individual teachers with TAG related questions, concerns or programming issues.
How do teachers determine rate and level needs for students in their classrooms?	Teachers use formal and informal assessments to track student achievement in the classroom and monitor on a regular basis for growth. This individual and classroom level data informs the teachers rate and level of instruction for the learners in their class.

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?	- A PEP is developed and updated for each TAG student annually from the time of identification through grade 8. - TAG students in grade 9 develop a 4 year plan that is reviewed annually
Are Instructional Plans required or optional? Which courses are required to have Instructional Plans?	Instructional plans are optional. However, most courses 9-12 have a syllabus that overviews the course. Most classes 6-8 have a differentiation plan for TAG students.
How are families notified regarding the opportunity to discuss the PEP or IP designed for their student's learning?	- TAG families receive a letter from the Student Services annually reviewing the TAG program in the district. - PEP is discussed at fall conferences K-8 4 year plan is developed in 9th grade and is available for review at any time for students in grades 9-12

F. Option/Alternative Schools Designed for TAG Identified Students

    a. Banks School District does not offer an Alternative or Option School for TAG students

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	

Program Elements	School Information
[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
OBOB	BES BMS
Lego Robotics	BMS
Robotics	BHS
OMSI/Science Extension Activities	BES BMS
Choir Club	BES
Chess Club	BES

TAG Enrichment Opportunities (Note: After school opportunities do not replace daily TAG instruction and services)	Explanation of Opportunity
Robotic Club	BES
FFA Club	BHS
FAD Club	BHS
Drama Club	BMS
Summer Programming	BHS

Section 5: Plan for Continuous Improvement

A. District Goal

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?
Banks School District will increase equity and inclusion in the identification of gifted	- Purchase and implementation the Kingore Inventory	2023-24 School year	Tracking gifted education demographic such as:	We expect to see an increase, but cannot predict what that might

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?
learners through incorporation of the Kingore inventory and staff training on cross cultural characteristics of gifted learners	- Training staff at indervice week on new TAG identification procedures and characteristics of gifted learners		- Students navigating poverty - BIPOC students - Student with disabilities	be given the small size of our districts historically under-served and/or marginalized populations

B. Professional Development Plan: Identification

Who	What	Provided by	When
Staff person who is responsible for TAG identification in your district -*2022-23:* *Leann Gallien*	Required statewide training	Oregon Department of Education	Zoom: 10/21/22 1/30/23
All district licensed educators who are	Training on Identification	2022-23 Leann Gallien, Asst. Student Services Director	August/ September (depending on contract)

Who	What	Provided by	When
responsible for identification ***School/District Leads:*** ***- Lara McCabe (BES)*** ***- Cory Del Villar (BMS)*** ***- Leann Gallien (BSD)*** ***- Lisa Dutz (BSD)*** ***- Darla Waite-Larkin (BSD)***			
Staff who have already been trained in previous years ***- Marjorie Salter*** ***- Darla Waite-Larkin*** ***- Lisa Dutz*** ***- Leann Gallien***	OPTIONAL: Refresher Identification training	2022-23 Leann Gallien, Asst. Student Services Director	August/ September (depending on contract)

C. Family Engagement

Comprehensive TAG Programs and Services	Date and/or method of Communication
Identification procedures (including referral process)	- Overview of full process available on District Website - Upon request for individual parents - Sent with consent forms when identification process is started for a student
Universal Screening/Testing grade levels	- School Newsletter - School Calendar/Website
Individual and/or group testing dates	- School Newsletter - School Calendar/Website
Explanation of TAG programs and services available to identified students	- Upon identification via meeting and letter - Annually at start of each school year via letter
Opportunities for families to provide input and discuss programs and services their student receives	- Annually at Parent/teacher conferences - Upon request any time
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if available	- Annually at Parent/teacher conferences - Upon request any time
TAG informational events (elementary) - where parents learn	Not a current practice in our district

Comprehensive TAG Programs and Services	Date and/or method of Communication
about TAG profiles, explanations of district and schools programs and services, etc.	
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.	• Overview included in transition nights (elementary to middle, middle to high 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.	• Overview included in transition nights (elementary to middle, middle to high school)
Notification to parents of their option to request withdrawal of a student from TAG services	• Upon identification via meeting and letter • Annually at start of each school year via letter • Annually at PEP review
Notification of the right to file a complaint concerning TAG programs	• Upon identification via meeting and letter • Annually at start of each school year via letter • Annually at PEP review

Comprehensive TAG Programs and Services	Date and/or method of Communication
or services, beginning with district-level complaint process	
Designated district or building contact to provide district-level TAG plans to families upon request	● School TAG Coordinator ● Annually at start of each school year via letter

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	Leann Gallien (2022-23)	leanng@banks.k12.or.us	503-324-3111
Person responsible for updating contact information annually on your district website	Student Services Department Secretary	rachaelb@banks.k12.or.us	503-324-5151
Person responsible for updating contact information annually on the Department	Rachael Beckwith	rachaelb@banks.k12.or.us	503-324-5151

Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Leann Gallien	leanng@banks.k12.or.us	503-324-3111
TAG contact for Banks Elementary School	Lara McCabe	laram@banks.k12.or.us	503-324-2772
TAG contact for Banks Middle School	Leann Gallien	leanng@banks.k12.or.us	503-324-3111
TAG contact for Banks High School	Jacob Pence	jacobp@banks.k12.or.us	503-324-2281

*[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

Term	Definition
	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 standards, projects, assignments, and exams.

Term	Definition
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. 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.

Term	Definition
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 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

Term	Definition
	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.