

Talented and Gifted Education Plan

Neah-Kah-Nie School District

Aligned to House Bill 2180, 2011

ELEMENT ONE: ORS 343.397 (1) and OAR 581-022-1330 (1) - (3) (a)

STATEMENT OF THE SCHOOL DISTRICT POLICY ON THE EDUCATION OF TALENTED AND GIFTED STUDENTS

1 A: POLICIES: Local School Board Policies:

The local school board policies which govern talented and gifted education in the Neah-Kah-Nie School District are as follows:

- IGBB Talented and Gifted Programs
- IGABA Identification-Talented and Gifted
- IGABA-AR Appeals Procedure for Talented and Gifted Identification and Placement
- IGBC Programs and Services-Talented and Gifted
- IGBC-AR Complaints Regarding Talented and Gifted Program
- IGBD Parent Notification and Participation

See Attachment Element 1A: Local School Board TAG Policies

1B: POLICIES: District's Mission Statement:

Neah-Kah-School District #56 is committed to identifying and providing for the unique intellectual, social, emotional, and career needs of Talented and Gifted (TAG) students.

See Attachment 1B: District Philosophy and Mission Statement

1C: POLICIES: Talented and Gifted Education Philosophy:

Neah-Kah-School District #56 is committed to identifying and providing for the unique intellectual, social, emotional, and career needs of Talented and Gifted (TAG) students.

It is the District's goal to provide appropriate educational programs and services through instructional, curricular, and administrative modifications to create educational opportunities for TAG students in order to help them maximize their individual potential. The District believes appropriate educational programming for TAG students involves opportunities for work where the content, processes, or products are significantly more sophisticated, mature, and complex than would be appropriate for non-TAG students. Curricular modifications should be in lieu of regular work, not in addition to these modifications.

We believe Talented and Gifted students are found in all ethnic and socioeconomic groups across gender. We are committed to identifying and providing appropriate services to students from typical populations as well as to those from non-typical populations (e.g. second language learners and students with disabilities) who demonstrate the potential to perform at exceptional levels.

ELEMENT 2: ORS 343.397 (2) and OAR 581-022-1330 (1) - (3) (b)

**AN ASSESSMENT OF CURRENT SPECIAL PROGRAMS AND SERVICES
PROVIDED BY THE DISTRICT FOR TALENTED AND GIFTED CHILDREN**

Talented and Gifted education is a needs-based program emanating from the student's identified need for TAG services. Once identification is established, the student should receive instruction aligned to her/his area of identified need(s) or strength(s). After school enrichment programs should not be considered part of the daily instruction for TAG students.

2A: TAG SERVICE - IDENTIFICATION: Identification, Instruments, Body of Evidence, Cumulative Record File, Transfer Students

2 A 1: TAG SERVICE IDENTIFICATION: Instruments Used for TAG Identification

[OAR 581-022-1310, 2(b)]

The Neah-Kah-Nie School District conducts broad level screenings in the spring for all 2nd and 5th graders using the CogAT 7. The results of the statewide Smarter Balanced Assessment Consortium (SBAC) assessment are used for grades 3 through 8 and grade 11. CogAT 7 testing is available on an individualized basis when a student is referred during a grade level not participating in the broad level screening. The District has access to the Kingore for K through 6th grade identification as well. The District also use teacher recommendations, parent recommendations, cumulative file reviews, results of district assessment data (i.e. SMCIAP, Fountas and Pinnell, DIBELS), and the Culturally, Linguistically, and Economically Diverse Students Scales (CLEDS) as a means of gathering a body of supporting evidence. Students who are new to the district are screened upon enrollment for prior TAG identification through parent information and cumulative file reviews.

2 A 2: TAG SERVICE IDENTIFICATION: Broad Screening Instrument

The CogAT 7 is administered as a broad level screening each spring for all 2nd and 5th graders.

2 A 3: TAG SERVICE IDENTIFICATION: Number of Students Identified: OAR 582-022-1310 (A) and (B) (e)

For the 2016-17 School Year, the NKN School District had 34 TAG students:

2A3a: General Intellectual (3) **2A3b:** Academic Mathematics (15)

2A3c: Academic Reading (18) **2A3d:** Potential to Perform (5)

Note: 7 students qualified in both Academic Reading and Academic Math.

2 A 4: TAG SERVICE IDENTIFICATION: Body of Evidence: [OAR 581-022-1310 (2) (c)]

TAG teams review such evidence as teacher recommendations, parent recommendations, cumulative file reviews, results of district assessment data (i.e. SMCIAP, Fountas and Pinnell, DIBELS), and the Culturally, Linguistically, and Economically Diverse Students Scales (CLEDS), as a means of gathering a body of supporting evidence. The CLEDS is a tool used to support the identification of high potential students that are traditionally underrepresented in Talented and Gifted programs (i.e. English Language Learners, students who qualify for free or reduced lunch, and students from diverse cultural backgrounds). The District has a TAG Identification Process Tracking Sheet to track the documents reviewed.

See attachment 2A4: TAG Identification Process Tracking Sheet

2 A 5: TAG SERVICE IDENTIFICATION: TAG Eligibility Team: [OAR 581-022-1310 (2) (b)] Elementary schools have a TAG team made up of the school counselor, principal, and 1-2 teachers.

The Middle school TAG team is made up of the student support coordinator, principal, and 1-2 teachers.

The high school typically receives students already eligible for TAG, more so than establishing newly eligible TAG students. For this reason, the current process is less formal. During the 2017-18 school year, a formal TAG team will be created and trained on TAG processes by the District TAG Coordinator to increase Child Find and have a formal process in place for when students are identified.

2 A 6: TAG SERVICE IDENTIFICATION: TAG Cumulative Record File: 581-022-1330
All items listed in the District TAG identification process tracking sheet are included in the cumulative file. Refer to Attachment 2A4: TAG Identification Process Tracking Sheet.

2 A 7: TAG SERVICE IDENTIFICATION: TAG Transfer Students:

2 A 7(A): The NKN School District accepts all previously identified TAG students from other Oregon school districts as TAG students in our district. We find out they are TAG by reviewing the cumulative file and through enrollment documents the parent fills out.

2 A 7(B): The NKN School District accepts all previously identified TAG students from other states as TAG students in our district. We find out they are TAG by reviewing the cumulative file and through enrollment documents the parent fills out.

See attachment element 2A7: TAG Identification by History

2B: SPECIAL PROGRAMS: INSTRUCTION FOR TAG STUDENTS: What instructional services are provided to identified Talented and Gifted Students at the elementary, middle, and high school levels? [OAR 581-022-1330 (4)]

Please check those that apply by level area:

Instructional Services	Elementary School	Middle School	High School
Ability Grouping in Math	X	X	X
Ability Grouping –Walk to Math	X		
Ability Grouping in Reading	X	X	X
Ability Grouping – Walk to Reading	X		
Acceleration above grade level in Math	X	X	X
Acceleration above grade level in Reading	X	X	X
Acceleration through grade skipping	X	X	
Advanced Placement			X
International Baccalaureate			
Dual Credit			X
Choice Assignments	X	X	X
Cluster Grouping	X		
Credit by Examination			X
Curriculum Compacting			X
Differentiated Instruction in Math	X	X	X
Differentiated Instruction in Reading	X	X	X
Distance Learning			X
Flexible Grouping	X	X	
Homogeneous Grouping	X	X	X
Honors Classes			
Independent Study Projects	X	X	X
Interdisciplinary Units			
Learning Contracts	X		
Mentorships			X
Portfolio Assessment for Placement			
Pre-Test for placement	X	X	X
Pull-Out Programs	X		
Scaffolding or Tiered Instruction	X	X	X
Telescoping			

*Instructional services may not be in every classroom, at every level, or in every school.

2 B 2: SPECIAL PROGRAM INSTRUCTION: Optional Instructional Formats: Please list any other instructional formats that are available at elementary, middle or high school levels.

No other instructional formats are available.

2 B 3: SPECIAL PROGRAMS INSTRUCTION: Advanced Placement Course Offerings:

Although this is a general education offering, Advanced Placement classes serve the needs of many TAG students. The district’s Advanced Placement Class offerings available during the 2017-2018 school year are as follows:

- AP English language, AP History, and AP Psychology are courses taught at the high school by high school teachers.
- Additional AP and other courses are available at the high school through ORVED.
- The Neah-Kah-Nie District is a part of NW Promise, Willamette Promise, and works jointly to support students accessing classes through the Tillamook Bay Community College once they reach the age of 16.

2 B 4: SPECIAL PROGRAMS: International Baccalaureate Offerings:

Currently the district does not offer International Baccalaureate instruction.

2 C: SPECIAL PROGRAMS INSTRUCTION: Teacher’s Knowledge of Students in Class:

2 C 1: Lists of current TAG students are given to building principals and building TAG Coordinators each fall and updated as students move in or are found eligible by building TAG Coordinators. Teachers are informed of TAG students at the beginning of the school year, or at the beginning of each trimester for middle and high school. TAG plan completion is overseen by the building TAG Coordinator.

2 D: SPECIAL PROGRAMS: TAG Students Instructional Plans:

2 D 1: Personal TAG Instructional Learning Plans are required at all grade levels for TAG eligible students. The district TAG team will discuss having the middle and high school plans as course specific instructional learning plans for the 2018-19 school year through consultation with Angela Allen, ODE.

See Attachment Element 2D1: Blank TAG Personal Educational Plan at All Levels

2 E: OPTIONAL INSTRUCTIONAL FORMATS: MAGNET / CHOICE SCHOOLS and TAG ENRICHMENT

2 E 1: MAGNET SCHOOLS / CHOICE SCHOOLS: The Neah-Kah-Nie School District does not provide any magnet and/or choice schools for TAG students.

2 E 2: OPTIONAL TAG INSTRUCTIONAL FORMATS - ENRICHMENT:

Elementary – Socratic seminar, Battle of the Books (available to all), and PSU Writing Festival, county spelling bee.

Middle School – Lego Robotics Club, county spelling bee, PSU writing festival, Perennial math competition, and Portland-based Saturday Academy.

High School - The high school offers Speech and Debate, National Oceanic Science Bowl Club, and Future Business Leaders of America to all students, although students must qualify for advanced competitions in each. Honor Society is available for those who qualify. The high school is in its second year of implementation of the ASPIRE Mentor program which offers all students opportunities for individualized guidance and opportunities for mentorship.

2 F: PROFESSIONAL DEVELOPMENT- INSTRUCTIONAL

2 F 1:

TAG district committee members meet at least two times annually to discuss TAG programming and review TAG requirements. During the 2016-17 school year, the district TAG committee reviewed and updated the group assessment used at the 2nd grade level due to the Naglieri Nonverbal Ability Test no longer being available. The district TAG coordinator shares any new TAG information with the district TAG committee and administrators as changes arise.

2017-2018: Teacher Professional Development:

There is a history of teachers receiving individualized supports with TAG instructional plans and programming, but this is an area of need for the district. See goal area for professional development plan to discuss TAG identification, planning, and rate/level strategies, along with including parent input.

2017-2018: Administrator Professional Development:

The district TAG coordinator is a part of the weekly administrative Leadership Team meetings and shares updated information as needed. A review of the TAG process, updated TAG plan, and updated numbers and categories of identified TAG students will be presented at 2017-18 leadership meetings. The school board receives annual updates on the district TAG plan and number of eligible students in each category. See goal area for administration team plan to discuss characteristics of TAG students and identification.

2 G: COMMUNICATION WITH PARENTS: What are the district procedures for communicating with parents during the following timeframes? [OAR 581-022-1320]

2 G 1: Prior to testing for TAG Placement

Parents are notified prior to broad level CogAT 7 testing periods by written correspondence (parent letter and/or school newsletter).

Signed parent consent is obtained prior to individualized assessments for students.

2 G 2: Notification of results of testing for TAG Placement

Parents have historically received written correspondence with the results of testing when being looked at more closely for TAG identification. Beginning in 2018, parents of all students who take the CogAT 7 broad grade level screening will receive written notification of qualification with scores or non-qualification following TAG team decisions.

2 G 3: Explanations of the TAG services available to identified students

Elementary: Upon identification, counselors/building TAG Coordinators call parents and send written correspondence which offers a parent conference at that time. An overview of TAG services is discussed during this parent conference and/or at schoolwide parent-teacher conferences.

Middle and High School: Upon identification, counselors/building TAG Coordinators call parents and send written correspondence which offers a parent conference at that time. TAG services are discussed during this offered parent conference. Beginning in the fall of 2018, an overview of TAG services will also be embedded into student-led conferences to increase parent communication.

2 G 4: Explanations of the TAG learning plan

Elementary: Upon identification, counselors/building TAG Coordinators call parents and send written correspondence which offers a parent conference at that time. An informational overview of TAG learning plans (or course instructional plans) will be discussed at the offered parent conference and/or at schoolwide parent-teacher conferences.

Middle and High School: Upon identification, counselors/building TAG Coordinators call parents and send written correspondence which offers a parent conference at that time. An overview of TAG learning plans is discussed during this offered parent conference. Beginning in the fall of 2018, an overview of TAG learning plans will also be embedded into student-led conferences to increase parent communication.

2 G 5: Opportunities for parent input into the TAG Learning Plans

Elementary: Parents have opportunities to give input into their student's TAG learning plan by completing the Student Profile sent with the letter stating they were found to meet qualification and at the fall parent- teacher conferences.

Middle and High School: Beginning in the fall of 2018, parents will have the opportunity to give input into their student's TAG learning plan at the fall student-led conference.

2 G 6: Explanations of “what TAG identification means” to parents of newly identified students.

Upon identification, counselors/TAG Coordinators call parents and send written correspondence which offers a conference. A “TAG overview” is explained to parents at this time.

2 G 7: Transition of TAG students from elementary to middle

Each August, the principals and/or building TAG Coordinators of the two elementary schools insure that the middle school TAG Coordinator has the list of currently eligible incoming 6th grade TAG students and their eligibility categories. Copies of their previous TAG plans are available in the cumulative education files. Beginning in the spring of 2018, TAG transition information will be discussed at the incoming 6th grade parent information night. October student-led conferences allow additional parent participation soon after the transition to middle school has taken place.

2 G 8: Transition of TAG students from middle to high

Each August, the middle school TAG Coordinator ensures that the high school TAG Coordinator has the list of currently eligible incoming 9th grade TAG students and their eligibility categories. Copies of their previous TAG plans are available in the cumulative education files. Beginning in 2018, TAG transition information will also be discussed at the 8th grade parent night and/or fall freshman orientation night. October student-led conferences allow additional parent participation soon after the transition to high school has taken place.

2 G 9: Notification to parents of option to request withdrawal a student from TAG services

Parents are notified of their right to withdraw their student from TAG via the list of parent rights on the bottom of the TAG Program form that parents sign to allow or not allow their qualified child into TAG.

2 G 10: Notification of right to file a complaint concerning TAG programs or services beginning with the district’s own complaint process.

Parents are notified of their rights to file a complaint concerning TAG programs or services on the TAG Program Form. The school district’s board policies regarding Talented and Gifted education are updated and available on the district website and will be accessible on the district’s TAG webpage currently being developed.

ELEMENT 3: ORS 343.397(3) and OAR 581-02201330 (1) – (3) (c)

A STATEMENT OF DISTRICT GOALS FOR PROVIDING COMPREHENSIVE SPECIAL PROGRAMS AND SERVICES AND OVER WHAT SPAN OF TIME THE GOALS WILL BE ACHIEVED

3 A: The Neah-Kah-Nie School District Talented and Gifted Education program improvement goal is as follows:

The goal is: To increase parent communication regarding the Neah-Kah-Nie School District's TAG program procedures, services, and TAG learning plans through the development of a separate district TAG webpage and corresponding print materials, and increased sharing of information during conferences and transition parent nights.

The implementation timeline is:

February 1, 2018, for meeting with Angela Allen from ODE to review current TAG forms, district TAG plan, and district procedures for approval and/or recommended revisions

April 1, 2018, for website development

By June 15, 2018, for information sharing at transition parent nights

By June 30, 2018, for district administration team and counselor training by Angela Allen, ODE, to include training on TAG identification to include "potential to perform" identification for ELL students, students with disabilities, and economically disadvantaged students

September 1, 2018, for completion of print informational materials

Fall 2018 for information sharing at parent and student-led conferences, as well as building staff meetings for teacher training.

2018-19 school year – Teacher training presented and/or developed by Angela Allen, ODE on TAG identification, TAG planning, rate/level strategies, and including parent input.

The goal will be met by a measurement which defines the following: Completion of website, form review/revisions, and print informational materials that all meet ODE compliance standards by above deadlines. Completion of information added to parent transition night and conference agendas. Completion of consultation with Angela Allen and two planned trainings.

The goal will be determined as successful/unsuccessful by: Material approval by ODE and TAG team review of plan implementation at district TAG team meetings.

3 B: Over what span of time will the goals as defined above, be implemented and met?

This goal will be implemented through the 2017-18 and 2018-19 school years. Once individual goal components are met, the district TAG team will continually revisit them in an effort to work toward improved parent communication and programming.

The NKN School District has a history of having the District TAG Coordinator responsibility under the role of a principal. A new Special Education/Special Student Services Director

position was added to the district administrative team last year. This position will allow greater attention to the district TAG program.

ELEMENT 4: ORS 343.397 (4) and OAR 581-022-1330 (1) - (3) (d)

A DESCRIPTION OF THE NATURE OF THE SPECIAL PROGRAMS AND SERVICES WHICH WILL BE PROVIDED TO ACCOMPLISH THE GOALS

4 A. What district programs and services are linked to which goals? How will the goals be accomplished? What special programs or services will be provided to accomplish the goals?

- Recent addition of a new Special Ed/Special Student Services Director position to increase oversight of the TAG program
- Further training and ODE networking for the Special Ed/Special Student Services Director to review program and materials.
- Special Ed/Special Student Service Director collaboration with the district technology staff for web development

ELEMENT 5: ORS 343.397 (5) and OAR 581-022-1330 (1) - (3) (e)

A PLAN FOR EVALUATING PROGRESS ON THE DISTRICT PLAN INCLUDING EACH COMPONENT PROGRAM AND SERVICE

5 A. Based on the goals noted in Element 4, how will the district evaluate its progress on the TAG district goals? Each component program and service should have an evaluation component.

District TAG Coordinator will meet with the district TAG team to collaborate on the process to be sure it is seamless from building to building. District team will review goal components and progress to determine needs, evaluate progress, and approve materials and website. A plan for sharing with building staff at a fall staff meeting will be developed within the district TAG team.

Attachments:

Element 1: Attachment 1 A: Local School Board TAG Policies

Element 1B: Attachment 1B: District Philosophy and Mission Statement

Element 2A4: Attachment 2A4: TAG Identification Process Tracking Sheet

Element 2A7: Attachment 2A7: TAG Identification by History

Element 2 D: Attachment 2D1: Blank TAG Personal Educational Plan at All Levels