

# Talented and Gifted Education Plan

Neah-Kah-Nie School District

Submitted 11/9/20

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  
<https://policy.osba.org/nehkahnie/I/IGBB%20D1.PDF>
- IGBBA Identification-Talented and Gifted  
<https://policy.osba.org/nehkahnie/I/IGBBA%20D1.PDF>
- IGBBA-AR Appeals Procedure for Talented and Gifted Identification and Placement  
<https://policy.osba.org/nehkahnie/I/IGBBA%20R%20D1.PDF>
- IGBBC Programs and Services-Talented and Gifted  
<https://policy.osba.org/nehkahnie/I/IGBBC%20D1.PDF>
- IGBBC-AR Complaints Regarding Talented and Gifted Program  
<https://policy.osba.org/nehkahnie/I/IGBBC%20R%20D1.PDF>
- IGBBD Parent Notification and Participation  
<https://policy.osba.org/nehkahnie/I/IGBBD%20D1.PDF>

*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's 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**

**2A1: 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 2<sup>nd</sup> and 5<sup>th</sup> graders using the CogAT. The results of the statewide Smarter Balanced Assessment Consortium (SBAC) assessment are used for grades 3 through 8 and grade 11. CogAT 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 6<sup>th</sup> grade identification as well. The District also use teacher recommendations, parent recommendations, cumulative file reviews, results of district assessment data, 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.

**2A2: TAG SERVICE IDENTIFICATION: Broad Screening Instrument**

The CogAT is administered as a broad level screening each year for all 2<sup>nd</sup> and 5<sup>th</sup> graders.

**2A3: TAG SERVICE IDENTIFICATION: Number of Students Identified: OAR**

582-022-1310 (A) and (B) (e)

For the 2019-20 School Year, the NKN School District had **63** TAG students:

**2A3a:** General Intellectual (2)      **2A3b:** Academic Mathematics (8)

**2A3c:** Academic Reading (22)      **2A3d:** Potential to Perform (13)

**Qualified in 2 areas:** 20 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) Each year, individual schools establish a building TAG team made up of the school counselor, principal, and 1-2 teachers.

**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 2020-2021 school year are as follows:

- AP English language is taught in 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 has a strong dual credit program through TBCC. The district is a part of NW Promise and Willamette Promise.

**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 for all elementary TAG eligible students. Course specific instructional TAG plans are required for core courses in the middle and high schools.

*See Attachment Element 2D1: Blank TAG Educational Plans*

**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), Portland State University Writing Festival, Weekend Academy science classes through Portland State University, and county spelling bee.

**Middle School** – Lego Robotics Club, county spelling bee, Portland State University 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. The district TAG coordinator shares any new TAG information with the district TAG committee and administrators as changes arise.

### **2018-2020: Teacher Professional Development:**

The district collaborated with Angela Allen, ODE specialist, in 2017/18 to review the district TAG plan, district TAG processes, assessment schedules, and parent notification letters to be sure everything was updated. All materials were updated accordingly. Since this time, the district hosted Angela Allen to provide elementary and secondary teachers with professional development on common characteristics, identification, and needs of students identified as TAG.

There is a history of teachers receiving individualized or drop in TAG plan support opportunities to develop TAG individual and course instructional plans and programming, but this is a continued area of need for the district over this next district TAG plan.

### **2018-2020: Administrator Professional Development:**

The district TAG coordinator is a part of the weekly administrative Leadership Team meetings and shares updated information as needed. The district TAG coordinator will do additional professional development in order to support teams to develop best practice individual and course instructional TAG plans.

## **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 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. Following this closer look, parents of all students who take the CogAT broad grade level screening will receive written notification of qualification 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 service 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. An overview of TAG services is discussed during this parent conference and/or at schoolwide student-led conferences.

### **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 services/individual TAG planning will be discussed at the offered parent conference and/or at schoolwide parent-teacher conferences. TAG information is also embedded into student-led conferences to increase parent communication.

**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 services/TAG course instructional learning plans is discussed during this offered parent conference. TAG information is 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 parent-teacher conference.

**Middle and High School:** Parents have opportunities to give input into their student’s TAG services aligned to the course instructional plans. If initially being found eligible, parents can complete the Student Profile sent with the letter stating they were found to meet qualification. If already eligible, parents have opportunity to give feedback at student-led conferences.

### **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 6<sup>th</sup> grade TAG students and their eligibility categories. Copies of their previous TAG plans are available in the cumulative education files. TAG transition information is discussed at the incoming 6<sup>th</sup> 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 9<sup>th</sup> grade TAG students and their eligibility categories. Copies of their previous TAG plans are available in the cumulative education files. TAG transition information is discussed at the 8<sup>th</sup> 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 1<sup>st</sup> goal is:** To continue to increase parent communication regarding the Neah-Kah-Nie School District's TAG program procedures, services, and TAG learning plan through the expansion of resources on the district TAG webpage, corresponding print materials, and increased sharing of information during conferences and transition parent nights.

**The implementation timeline is:**

**By Dec 1, 2020:** Revise current print materials (TAG identification process) with updated information due to changes in building TAG coordinators and versions of assessments being conducted.

**By March 1, 2021:** Expand website and print materials to include understanding individual and course instructional TAG plans and TAG resources for families

**May 1, 2021:** Ensure that TAG overview is included in the agenda for end of year and fall transition meetings to 6<sup>th</sup> and 9<sup>th</sup> grade.

**2021-22 School Year:** Team will update all print materials and website information if needed. By May 1, 2022, Team will ensure that TAG overview information is included in the agenda for end of year and fall transition meetings to 6<sup>th</sup> and 9<sup>th</sup> grade.

**The goal will be met by a measurement which defines the following:** Completion of updated website resources and completed informational materials that all meet ODE compliance standards by above deadlines. Completion of information added to parent transition night and conference agendas.

**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.

**The 2<sup>nd</sup> goal is:** To increase professional development support for teachers through the creation of an electronic district TAG resource folder to include supports for creating individual and course instructional TAG plan

**The implementation timeline is:**

**By Jan 1, 2021:** Create an electronic district elementary and secondary TAG resource folder

**Initiate by March 1, 2021:** Locate/create and put resources into electronic TAG resource folder to support teachers with developing individual and course instructional TAG plans (example: sample best practice plans, TAG plan writing guidance, etc...)

**2020-2022 School Years:** District TAG Coordinator will continue to build resources in the electronic TAG resource folder and have increased coordinator's professional development in Talented and Gifted education by completing a minimum of 4 PDUs. TAG Coordinator will have shared professional development information with building TAG coordinators.

**The goal will be met by a measurement which defines the following:** Completion of TAG resource folder, individual TAG plan resources, and course instructional TAG plan resources, and a minimum of 4 PDUs of professional development by above deadlines.

**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 goals will be achieved during the 2020-2022 school years according to the deadlines outlined above. 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.

**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?

- Further training and ODE networking for the Special Ed/Special Student Services Director to locate best practice resources and professional development, as well as to review program and materials.
- Special Ed/Special Student Service Director collaboration with the district technology staff for website additions and improvements

**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

**Attachments:**

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

Element 1B: Attachment 1B: District's 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 Educational Plans