

October 9, 2019 meeting notes

Attendees (members' names bolded):

Linda Smith [PPS Director of TAG/IB], **Jessica Colby, Eric Houghton, Megan Robertson, Marnie Faust, Deborah F, Tanya Awabdy, Nicole Iroz-Elardo**, Kevin Clark, Yvonne King, Margaret DeLacy [OATAG]

I. Call to Order

A. Introductions

B. Call for additional agenda items

1. If there is time, an update from Marnie re: Vestal pilot TAG pull-out (the one she shared last month).
2. If time, update on coordination with SpEd, Response to Intervention checklist (RTI), etc.
3. Idea from Jessica: Rose City Park schedule has aligned Language Arts period within each grade, allowing for LA-focused pull-outs for SpEd, SLP supports, differentiation, etc. Also teachers are doing Professional Learning Communities (PLCs) within each grade. Reports are that it is going well. The thought is to collaborate with dyslexia committee, SPEAC and TAGAC to encourage this approach. Where is this happening (most title 1)?

Comment: PLCs are now required for every school (re: placement, support, etc.) part of Multi Tiered Systems of Support (MTSS). It is best practice to use this grade-level block approach. [Linda]

Q: Does GVC and PLC then promote block scheduling?

A: To meet standards, teachers will be more on the same page during the same time of the year, but block scheduling is not inherent to that. [Linda]

Comment: This can be restrictive if teachers get the message they must be doing the same thing, same topic, same objective at the same time. This has happened in the past. [Margaret]

Comment: PLCs are not a new thing. They must be monitored and administered. [Linda]

Comment: As a coalition-building effort, absolutely makes sense and would be positive. [Nicole]

Comment: A lot of 2E families get stuck between the Federal and the state systems. [Margaret]

C. Announcements

1. OATAG conference is coming up on October 26, 2019. The theme is twice-exceptional students "Celebrating Neurodiversity". <https://www.oatag.org/conference.html> There is still space for volunteers (help with registration, traffic, resources) who will receive complimentary registration.

II. Old Business

A. Outreach @ TAG parent night (topic: Multipotentiality with RubyDawn Lyman on 10/15/19)

1. Marnie and Tanya are staffing this. Plan for 100 attendees. The materials are here:

<https://drive.google.com/drive/folders/14FHeNqJYMPxkcNonayDOaRRStqelnAeh?usp=sharing>

Comment: Make sure TAG parents know about the ODE meeting on the 16th (which is not a listening session, but rather an informational session). [Deborah]

B. End of year board report (Nicole & Tanya)

1. This has been started. Having a deadline would help.

Linda has asked for a spot on a board meeting agenda but has not received a clear response. It sounds like the protocol is that the presentation materials must be provided to the board and then the board will pick a date. Linda suggests coordinating with Rosanne Powell (Senior Manager, Board Office) or connecting with the Chief of School Support.

Q: Clarify whether the presentation needs to be delivered to sr. leadership prior to it going to the board.

A: That is the departmental process, but TAGAC is not a department. [Linda]

Comment: TAGAC is happy to follow the process but we expect to be able to present publicly to the Board as per bylaws. [Nicole]

III. New Business

A. Update from TAG department

1. Since we last met, the TAG department has been working with schools to deliver rate and level trainings, doing some testing, working with teachers in the Math dept to collaborate in writing individual TAG plans. There has been focus on training district-wide regarding use of the new curriculum mapping system (<https://www.onatlas.com/>).
Q: Is that GVC-specific? Or is it a Common Core product?
A: Atlas has loaded our Scope and Sequence into the site.
Q: Can parents see the content? To gauge if the following year curriculum is suitable, for example?
A: Well, it's all still really new. Lots of teacher materials are housed there and it is password-protected. I don't know what is available for parents to access. [Linda]
Comment: Parent visibility would be a good transparency decision. [Nicole]
2. Preparing NNAT/Naglieri <https://tinyurl.com/NNAT3productDescription> for testing PPS' ~4000 2nd graders, which will be complete by November. The first set of MAP scores came back today, now that we have that and SBAC %ile rankings, so we will begin sending nomination information to students at the 85th %ile threshold. Also working on HU identification in schools.
Comment: It would be smart to track response rates of nominations coming out of this effort. Then make contact with Title 1 schools to follow up, and then track what the further outcome is. [Nicole]
A: That is part of our strategy of TOSAs meeting with all the school leaders.
Comment: It would be smart to provide public summary data to TAGAC and the public about school nomination demographics, compared to score results.
Q: How can we communicate the benefits of nomination? Sending a letter explaining the child met the threshold is a good first step, but many families don't see why it matters. [Marnie]
Comment: Also, it would be smart to take a sampling of kids at 85th, 92nd and 98th and explore why families are or are not nominating.
Q: How do we encourage teachers to provide rate and level to students who need it, regardless of ID? There may be teachers who understand rate and level as being only for TAG students.
A: If kids are ID'd, rate and level is required by law. Otherwise it can become a workload issue.
Comment: What about doing a TAG teacher of the year, by school? Along with SpEd, ESL, etc.?
Q: Sidebar, what is my child supposed to be receiving?
A: Individual plans are not required. If a parent requests, the teacher has 30 days to provide one (and will be compensated). Schools have building TAG plans. We recommend that parents ask specifically what differentiation is happening on a daily basis and how the child's level is being (re-)assessed.

Questions for TAG dept:

Q: Problems with individuals receiving only some TAG emails.

A: The list is pulled from Synergy (using whatever email is there - unclear if it is more than 1 parent email)

**There is a ticket filed with IT because the list is not distributing reliably. There are 10,000 recipients.

Q: Self-subscribe/unsubscribe email list for TAG info?

A: District wants district emails to go out using district tools. [Linda]

Q: TAG events not listed on TAG web page: <https://www.pps.net/domain/196>

Q: Post recent email content on TAG web page? Most schools do this.

Q: How do events get put on school calendars? Could information be sent by principals or TAG facilitators?

B. Strategies to secure funding from Student Success Act funds (Tanya) <https://www.pps.net/studentsuccessact>

1. Looking for ideas about lobbying for funds from the Student Success Act allocation. Do we meet with the school board members?

Comment: In August 13th board meeting, leadership indicated that TAG will be discussed in the next budget and those SSA funds will be part of that budget. The Superintendent's office prepares the budget

and the board approves and reviews. At which point, there is very little wiggle room. [Margaret]

Comment: I would love to know what kinds of things the Superintendent's office support in the TAG arena? Maybe Title 1 TAG TOSAs (spend a day a week at each Title 1 school) focus on ID and working with teachers to provide services? [Nicole]

Comment: The ID of HU/ESL/etc. has to be the focus but will this happen without consistent rate and level instruction? [Jessica]

Comment: Look at cost of cluster grouping and middle school academies. OATAG recommends a minimum of \$500/student. Cost of staff time for planning and placement. But this would assume a different model, beyond differentiation. [Margaret]

Comment: Can we learn from yesterday's OPB piece about Salem's with students of color? Cultural outreach is necessary. [Marnie]

<https://www.opb.org/news/article/oregon-salem-keizer-schools-graduation-rates-students-color/>

Comment: Maybe pilot a handful of Title 1 schools.

Comment: Consider pilot of cluster grouping using local norms. If there is a group, then the focus can be on starting with a specific teacher cohort acquiring rate and level skills.

Comment: We have to find the sweet spot that Linda can support and staff may support. Also, will the board support it? Any effort has to move the needle for HU students. [Nicole]

Q: Linda, what do you think should be pursued?

A: We are working on a couple of Title 1 campuses looking at local norm IDs, now that MAP and SBAC scores are in, providing mentoring etc. 1 per TOSA. We have 12 elementary Title 1 schools.

Comment: community meetings - 10/17 at Lent, 10/19 at Faubion, 10/22 at Roosevelt, 10/24 at Benson.

C. New middle school transfer process and ACCESS (Scholle)

1. An ACCESS open house should occur during the new middle school lottery timeline. 11/4 - 12/4

Comment: Just learned of this. Linda and Judy Brennan will meet with Principal Ginger tomorrow.

D. Update about ODE appeal of April's parent complaint re: TAG services (Tanya)

1. Encouraged by Angela Allen's discussion of the appeal and the investigation. Angela is the state TAG specialist (the only state employee dedicated to TAG). Consultant Cliff Brush will be working with her to conduct the investigation.. At the meeting, ODE staff went through the timeline for the investigation. A 90-day extension has already been requested (not yet approved) (bringing the investigation deadline to April 23, 2020). OAR says that compliance must be in place by the beginning of the following school year. A 1-year extension can be requested by PPS. ODE can only investigate what is mandated in the OARs.

Specifically, looking at OARs 581-022-2325(2)(a), 581-022-2330(2), 581-022-2500(1), (3) and (4).

ODE is holding an informational session re: the investigation on 10/16/19 at BESC at 6pm.

Q: What can supporters do to assist at this point?

A: ODE will be soliciting feedback from as many TAG parents as possible - there will be surveys and Angela is accepting direct emails.

Comment: TAGAC can amplify this and share information. Given that PPS' mail systems are not working reliably, we need to find other ways. After next week's meeting, we will have a better idea of ODE's process and can disseminate that information.

MEGAN will work on a template to guide parents in their testimony.

Comment: Include TAGAC reports in evidence to ODE and share with PPS families. [Deborah]

IV. Questions from guests

Comment: Advisory committees should have a formal budget, childcare, etc.

Comment: The TAG dept should have FTE for a full-time psychologist.

V. Meeting adjourned 8:20pm