

FOCUS: Acknowledgement of TAG Identified Students		
Action	Documentation	Expected Completion Date or Check Point
<p>Method used to ensure all teachers know TAG students enrolled in their class(es):</p> <ul style="list-style-type: none"> - Teachers will check Synergy alerts to determine/verify TAG identified students - TAG Coordinator will distribute list of TAG-identified students enrolled in school - Teachers will highlight TAG students on 2 copies of each roster of each class - TAG Coordinator will keep one copy of each teacher's class roster in TAG binder in office - Teachers will keep a copy of the highlighted roster in their files 	<ul style="list-style-type: none"> - Returned & Highlighted rosters w/ signed form that teacher is aware of enrolled TAG students <p><i>* Q? Tchrs turn in both copies & Coordinator verifies and returns to each teacher?</i></p>	<p>September January</p>

FOCUS: Identification of Students who Perform in the 97th Percentile or Demonstrate the Potential to Perform		
Action	Documentation	Expected Completion Date or Check Point
<p>1. School has a discussion about school data and the identification of under-represented and underserved students and develops a plan to identify students, recognize leadership ability and develop talents.</p> <ul style="list-style-type: none"> - SBAC and MAP data are available as Google documents for all teachers (<i>Rdng/Ma Coaches</i>) - Teachers asked to review potential under-represented students and consider nominations - Teachers provided information/reminders/updates on Characteristics and Attributes of Gifted Students (<i>TAG Coordinator</i>) Teachers will keep a copy of the highlighted roster in their files - Staff Mtng or Aug. PD time to review data & take note of IEP, 504, ELL, AVID, etc. students 	<ul style="list-style-type: none"> - Emails sent to staff - Flyers/Newsletters presented to teachers - Agendas for staff meetings 	<p>August September October</p>
<p>2. The principal will ensure teachers are nominating students from underrepresented populations in the following manner:</p> <ul style="list-style-type: none"> - Reviewing test data (SBAC, MAP) from previous year; reviewing growth targets. - Encourage/remind staff (including ESL and SPED tchrs) to help identify and nominate students from underrepresented populations - Principal meets with and coordinates emails, flyers, agenda items with TAG Coordinator - Staff meeting reminders and checklists for teachers 	<ul style="list-style-type: none"> - Emails sent to staff - Flyers/Newsletters presented to teachers - Agendas for staff meetings 	<p>August September October</p>

FOCUS: Identification of Students who Perform in the 97th Percentile or Demonstrate the Potential to Perform (CONTINUED)		
Action	Documentation	Expected Completion Date or Check Point
<p>3. RHMS will use the following observation tools and/or data in the TAG identification process:</p> <ul style="list-style-type: none"> - SBAC and MAP, Dreambox and Power Up data (<i>Rdng/Ma Coaches</i>) - Teacher observation using Attributes of Giftedness Checklist - And/or checklist of characteristics of Underachieving Giftedness Students - Student Work Samples 	<ul style="list-style-type: none"> - Test Score Data - Copies of Checklists - Copies of Student Work 	On-going
<p>4. RHMS will use the following procedures throughout the ID process:</p> <ul style="list-style-type: none"> - Sept Review of test data (SBAC, MAP) from previous year; reviewing growth targets. - Sept. TAG night to provide information to parents about nominations, process/steps, services - Note PPS TAG office mailings to families of potential TAG students - TAG coordinator will ask for work samples, test scores, teacher gifted checklists - Parent-Teacher Conferences - District TAG office completes the process by informing parents in Spring of assessment results 	<ul style="list-style-type: none"> - Agendas for staff meetings - Copies of nominations - records of PPS mailings - Copies of teacher-generated observations 	September through June

FOCUS: TAG SERVICES				
Action	Documentation	Expected Completion Date or Check Point		
<p>1. DIFFERENTIATION STRATEGIES: (continued next page)</p> <p>A. LISTING OF DIFFERENTIATION STRATEGIES USED WITHIN VARIETY OF CLASSES</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <p>ACCELERATION Adjusted Rate and Pacing</p> </td> <td style="vertical-align: top;"> <p>strategic Jigsaw Pairing modifications differentiated book choice & levels or reading on same theme / topic Single subject acceleration (MATH / SCIENCE) Projects or study w/ greater depth and complexity within the same learning targets</p> </td> </tr> </table>	<p>ACCELERATION Adjusted Rate and Pacing</p>	<p>strategic Jigsaw Pairing modifications differentiated book choice & levels or reading on same theme / topic Single subject acceleration (MATH / SCIENCE) Projects or study w/ greater depth and complexity within the same learning targets</p>	<ul style="list-style-type: none"> - Teacher Lesson Plans - Admin Observations - PLC notes/unit plans - PPS GVC strands 	<ul style="list-style-type: none"> - ONGOING Throughout the year - Admin team reviews progress during summer pre-planning for staff
<p>ACCELERATION Adjusted Rate and Pacing</p>	<p>strategic Jigsaw Pairing modifications differentiated book choice & levels or reading on same theme / topic Single subject acceleration (MATH / SCIENCE) Projects or study w/ greater depth and complexity within the same learning targets</p>			

FOCUS: TAG SERVICES (continued)

Action	Documentation	Expected Completion Date or Check Point
<p>DIFFERENTIATION STRATEGIES USED IN CLASSROOM (continued from previous page):</p>		
<p>CLUSTER GROUPING</p> <p>Flexible grouping arrangements / strategically created groups Student choice group choice TAG-higher performing aligned groups Ability, Affinity or temperament-arranged groups adjusted rate and pacing of some assignments or projects</p>	<p>- Teacher Lesson Plans</p>	<p>- ONGOING Throughout the year</p>
<p>COMPACTING</p> <p>Social Studies, science, math, vocabulary, literature Complexity and depth of assignments modified Pace of instruction and practice time modified Content already known eliminated for TAG student(s) ENRICHMENT or alternative study options Modified or flexible pacing</p>	<p>- Admin Observations</p> <p>- PLC notes/unit plans</p>	<p>- Admin team reviews progress during summer pre-planning for staff</p>
<p>TIERED ASSIGNMENTS</p> <p>Options/Choices for assignments w/ modified depth and complexity Modified and flexible levels of vocabulary Tiered, multi-leveled texts on same themes or topics Adjusted rate and pacing of some assignments or projects</p>	<p>- PPS GVC lesson plans and materials</p>	
<p>HIGHER LEVEL / CRITICAL THINKING QUESTIONS & DISCUSSIONS</p> <p>Costa's differentiated Levels of Questioning Specifically open-ended questions with no single correct answer Socratic Seminar-style discussions Students create the questions or problems to be solved/discussed DBQ Assignments (<i>Data Based Questions w/ images AND text</i>)</p>		
<p>AVID / WICOR STRATEGIES</p> <p>W - Variety of Writing Organization strategies I - Strategic Inquiry activities - ways to question and discuss topics C - Flexible and Varied Collaboration activities and strategies O - Flexible and varied Organizational Graphic Organization strategies R - Strategic Close Reading Lessons of varying length and complexity</p>		
<p>MISC</p> <p>Use of Anchor Activities (tasks for students when assigned work is done) Learning Centers or stations; Independent Study Projects Writers Workshops, Choice/Leveled Reading Groups</p>		

FOCUS: TAG SERVICES (continued)

Action	Documentation	Expected Completion Date or Check Point
<p>DIFFERENTIATION STRATEGIES USED IN CLASSROOM (continued from previous page):</p> <p>2. How are the following strategies used in all classrooms to meet the rate and level of students?</p> <p>i. FLEXIBLE GROUPING: Teacher pre-assessments and observations of reading speed, level and interest; observations of temperament, aptitude and ability interests. Teachers group students based on needs of lessons and needs of student collaboration criteria, giving attention to rate, pace, and level of learning that task will offer students. Activities can include leveled reading groups, independent group work, focused subject study groups, poster creation that involves research and design, scientific inquiry, entry to compacted math classes. Can also include interest or learning centers and opportunity for self-directed learning or decision-making tasks.</p> <p>ii. PRE-ASSESSMENTS: Anticipation guides, testing data (SBAC, MAP), pre-tests, interest surveys, pre-tests, KWL charts, and teacher observation -- all to assess current knowledge, experience, and/or mastery.</p> <p>iii. SYSTEM OF ONGOING OR FORMATIVE ASSESSMENTS THAT INFORM INSTRUCTION: Teachers administer MAP and SBAC assessments in reading and Math. Science teachers administer Science OAKS assessment. Teachers also use their own pre-assessments used to inform instruction and, when needed, adjust pace and rate of instruction for some students. Ongoing or formative assessments may allow for modifications to individual instruction and performance tasks, help form better flexible groups. May also help teachers create/offer interventions or extended learning opportunities and to help students create personal learning goals. Entry/Exit tickets also used.</p> <p>iv. APPLICATION OF AVID AND MYP FRAMEWORKS THAT SUPPORT RIGOR, RELEVANCE, PERSISTENCE AND ENGAGEMENT ACROSS ALL LEVELS OF STUDENT LEARNING:</p>	<ul style="list-style-type: none"> - data from SBAC, MAP, OAKS (science) - Teacher Lesson Plans - Admin Observations - PLC notes/meeting outcomes - PPS GVC lesson plans and materials <p><<<. Most schools didn't <<<. do this or left it off; I <<<<< don't know what it even really means. haven't we already answered this?</p>	<ul style="list-style-type: none"> - ONGOING Throughout the year - Admin team reviews progress during summer pre-planning for staff

FOCUS: TAG SERVICES (continued)		
Action	Documentation	Expected Completion Date or Check Point
<p>DIFFERENTIATION STRATEGIES (continued from previous page):</p> <p>3. What are the school-wide structures that provide for rigorous and relevant coursework at the appropriate rate and level?</p> <ul style="list-style-type: none"> - Instructional Specialists who work with admin and staff (Reading/Math coaches) - MAP testing 3x per year; SBAC 1x per year - Reading and Math Data Team meetings with admin, reviewing achievements and needs - Subject Area Team meetings to review curriculum, needs, pace, levels, rate, etc. - Ongoing presentation/reminders of student rate and level adaptations - AVID WICOR strategies and lessons presented to all staff - Student Goal-Setting Opportunities (in school-wide trackers/planners) - built into ADVISORY - Ongoing PLC Collaboration and Teamwork - Spanish for High School Credit - LA and SS PPS GVC units with extension components and assessments - Compacted Math for 7th and 8th grade students who qualify per test results or teacher assessment 	<ul style="list-style-type: none"> - Specialist Meeting Notes - Roseway Heights Teacher Resources Page - Admin Observations - Staff Meeting Subject Area Agenda Notes - PLC notes/meeting outcomes (embedded on ways to provide differentiation support to all students) - PPS GVC lesson plans and materials 	<ul style="list-style-type: none"> - ONGOING Throughout the year - Admin team reviews test data during summer pre-planning for staff
<p>4. We DETERMINE whether a student needs ACCELERATION in the following way:</p> <p>i. PLC'S FOCUS ON FOUR ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> - What do students need to know and be able to do? - How will we know when they have learned it? - What will we do when they haven't learned it? - What will we do when they already know it or have mastered it? <p>ii. Teacher Observation and Assessments (including of student behavior, not just work) Student consistently demonstrates high level proficiency on pre-assessments and work; student expresses an interest in more advanced work; student already working at or above grade level in one or more levels</p> <p>iii. Parent Requests with Parent-Teacher Consultation</p> <p>iv. Use of acceleration criteria and checklists</p> <p>v. Review of SBAC, MAP, work samples, in class tests and work performance</p> <p>vi. Review of LEXIA POWER UP and Dreambox DATA</p>	<ul style="list-style-type: none"> - PLC notes/meeting outcomes - PPS GVC lesson plans and materials - copies of acceleration criteria and checklists 	<ul style="list-style-type: none"> - ONGOING Throughout the year

FOCUS: TAG SERVICES (continued)		
Action	Documentation	Expected Completion Date or Check Point
<p>5. Our PROCESS FOR USING DATA to measure the growth of our TAG students is:</p> <ul style="list-style-type: none"> - Data Team Meetings analyze SBAC, MAP, Lexia Power Up and Dreambox - Staff Meeting time to analyze SBAC, MAP, Lexia Power Up and Dreambox - Teachers check and review individual test scores of their students - Time provided to review data at grade Level or content specific PLC's during staff meetings - Classroom specific progress monitoring and work sample evidence 	<ul style="list-style-type: none"> - Meeting Agendas - SBAC, MAP scores - Lexia Power Up reports - Math Dreambox reports - Teacher grades/notes - GVC work samples and assessments 	<ul style="list-style-type: none"> - August PD days - End of Qtr Grading Periods - Fall (Sept.-Oct) - Winter (Feb-Mar) - Spring (May-June)
<p>6. The following OPTIONS FOR ACCELERATION at RHMS:</p> <ul style="list-style-type: none"> i. LEVELED reading groups within class WITH greater complexity/higher level thinking ii. 7-8 COMPACTED math iii. FLEXIBLE GROUPINGS on work tasks iv. Opportunities to work with TAG PEERS at FASTER PACE, with more depth v. Opportunities to work on TOPICS or WORK with GREATER DEPTH and COMPLEXITY vi. Opportunities for SELF SELECTED ASSIGNMENTS vii. PPS provided LA & SS GVC ACCELERATED/ENRICHMENT OPTIONS <p>6a. Students ACCESS these options IN THE FOLLOWING WAYS:</p> <ul style="list-style-type: none"> - Teacher assignments - Parent input/request (through teacher, administrator, or TAG coordinator) - Student self-advocacy - Administrative advocacy 	<ul style="list-style-type: none"> - Teacher lessons - Synergy grade reports - Work Samples or other student work - Class Schedules 	<ul style="list-style-type: none"> - ONGOING Throughout the year AS NEEDED

FOCUS: TAG SERVICES (continued)		
Action	Documentation	Expected Completion Date or Check Point
<p>7. If a student requires a course beyond what is typically available or subject area, that student can access this course or experience in the following ways:</p> <ul style="list-style-type: none"> - Teachers will work closely with and communicate with parents to help student access appropriate courses or curriculum - Teachers will differentiate as needed to match the needs of the individual student - Independent study projects - Tiered and/or accelerated assignments - Access to high school for classes or guided online work to address help with courses such as Geometry 	<ul style="list-style-type: none"> - Assessment data - Student Work Samples - Individual TAG plan 	<ul style="list-style-type: none"> - As needed or written into Individual TAG plan
<p>8. ADDITIONAL SERVICES available for TAG students include:</p> <ul style="list-style-type: none"> i. ENRICHMENT opportunities at 7th and 8th grade, including a second language class ii. further ENRICHMENT opportunities in AFTER SCHOOL SUN CLASSES such as Chess iii. Opportunities to participate in the Oregon Battle of the Books iv. Opportunities to participate in SPELLING BEE COMPETITION v. Opportunities to participate in field trips to the Oregon Shakespeare Festival (7th grade) or on an 8th grade East Coast trip to historical sites in Washington D.C., Pennsylvania, and Virginia vi. PPS-arranged nights such as OMSI Nights vii. In School ELECTIVES such as Theater, Hip Hop, Robotics, Choir, and Marimba <p>8a. Students can ACCESS these additional services in the follow ways:</p> <ul style="list-style-type: none"> - Teacher recommendation - Parent request or recommendation - Student self-advocacy or sign up on own - Administrative advocacy 	<ul style="list-style-type: none"> - Master Schedule - SUN School Schedule - Emails, flyers and other announcements for activities and trips 	<ul style="list-style-type: none"> - ONGOING Throughout the year AS NEEDED OR BECOME AVAILABLE

RESPONSIBILITY OF ADMINISTRATOR (TAG services)		
Action	Documentation	Expected Completion Date or Check Point
<p>1. The administrator(s) ensures the use of differentiated strategies, rigorous and relevant coursework, and instruction provided at the appropriate rate and level in the following ways:</p> <ul style="list-style-type: none"> - Review Lesson Plans and provide lesson plan organization guidelines/reminders - Informal conversations with teachers, teams, students, and parents - Observations of students and classrooms (walk throughs) - Dedicated Staff Meeting time for reminders and professional development opportunities - Providing grade level or content-specific PLC time to discuss, plan, create, review strategies - Providing staff meeting time for PD or reviews of differentiation strategies - Continued support of Literacy and Math Coach efforts - Continued support of AVID teacher strategies and lesson plans for school wide use - Frequent/Consistent Check Ins with TAG facilitator to help coordinate school TAG program 	<ul style="list-style-type: none"> - Staff Meeting Agendas - Teacher Evaluations - PLC meeting notes - Informal observation notes 	<p>Throughout the Duration of the School Year</p>

FOCUS: RESPONSIBILITIES OF THE TAG COORDINATOR		
Action	Documentation	Expected Completion Date or Check Point
<p>1. The administrator(s) ensures the TAG Facilitator is trained and familiar with the requirements of the TAG Facilitator Job Description, which includes mandatory attendance at TAG-sponsored PD and coordinating the ID process in the school.</p> <ul style="list-style-type: none"> - TAG Facilitator will attend mandatory PPS TAG PD meetings - Review and ensure TAG Coordinator Checklist is followed and implemented - Provide Teacher TAG Checklists to teachers - Regularly review TAG compliance calendar and implementation of building TAG PD - Maintain and update school TAG Bulletin Board and school website TAG page - Ensures updates to staff on all testing and results - Provide consistent, timely communication with administration and faculty regarding pertinent TAG information or activities 	<ul style="list-style-type: none"> - Attendance at required meetings verified - Email communications - Informal talks and meetings (check ins) - TAG Facilitator Check List 	<ul style="list-style-type: none"> - ONGOING Throughout the year - Admin team reviews progress during summer pre-planning for staff

FOCUS: PROFESSIONAL DEVELOPMENT		
Action	Documentation	Expected Completion Date or Check Point
<p>1. A quarterly PD schedule is provided that demonstrates when each of the following is included in the school's professional development plan:</p> <p> <input type="checkbox"/> TAG Identification Process <input type="checkbox"/> Oregon TAG Statutes <input type="checkbox"/> Giftedness Checklist <input type="checkbox"/> Rate, Pace, and Level <input type="checkbox"/> Accelerated Learning <input type="checkbox"/> Rigor and Relevance <input type="checkbox"/> Costa's Levels of Questioning. <input type="checkbox"/> Compacted Learning <input type="checkbox"/> Tiered Assignments </p> <p><input type="checkbox"/> AVID and WICOR individual definitions and strategies</p> <p>1a. These strategies and PD topics will be implemented into our school PD plan or school improvement plan in the following ways:</p> <ul style="list-style-type: none"> - Ongoing Professional Development in staff meetings and PLCs - GVC implementation 	<ul style="list-style-type: none"> - Professional Development Calendar - Staff Meeting PD Agendas 	<ul style="list-style-type: none"> - Throughout the year - Starting w/ August PD days
<p>2. Administrator(s) and/or Teachers will use their staff meetings, collaborative planning times, or team planning times to integrate these strategies into their instruction in some or all of the following ways:</p> <p>ONGOING PROFESSIONAL DEVELOPMENT IN GRADE-LEVEL AND SUBJECT-SPECIFIC PLCs or STAFF MEETINGS THAT MAY INCLUDE BUT ARE NOT LIMITED TO:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meetings with established discussion and behavior NORMS <input type="checkbox"/> MINDFUL PLANNING (including awareness of regularly underserved potential TAG students) <input type="checkbox"/> Establishing strategies that are mindful of equity, cultural relevance and culturally sensitive <input type="checkbox"/> Teachers meet in small groups, share, use restorative practices, circles <input type="checkbox"/> Forward Planning, Using Data to Identify Potential TAG students; Sharing Assessment results <input type="checkbox"/> Sharing of formative/summative assessment information; sharing differentiation strategies <input type="checkbox"/> Read or share articles on depth, complexity, cultural sensitivity, pace, rate, etc. <input type="checkbox"/> GVC implementation <input type="checkbox"/> SBAC, MAP and other school assessment data are regularly reviewed 	<ul style="list-style-type: none"> - PLC Notes - Staff Meeting Agendas - Various Assessment Data 	<ul style="list-style-type: none"> - ONGOING Throughout the year - Weekly - Monthly

FOCUS: COMMUNICATION

Action	Documentation	Expected Completion Date or Check Point
<p>1. Teachers communicate the differentiation strategies they are implementing in their classrooms in the some or all of the following ways:</p> <ul style="list-style-type: none"> ___ Fall Newsletters, Syllabi, or Welcome Letters To Parents ___ Back To School Night Information Sheets ___ Directions printed on assignments ___ Directions projected on the overhead or whiteboards ___ Posted Learning Targets ___ Content Anchor Posters/Anchor Charts ___ Classroom newsletters ___ Classroom emails ___ Information presented at parent-meetings and conferences ___ Comments and Assignment Descriptions in SYNERGY (online gradebook) ___ To Admin and Peers through PLC notes, emails, shared lesson plan discussions ___ PTA presentations ___ Goal Setting or informal talks with admin 	<ul style="list-style-type: none"> - Admin walk throughs/ observations of posters and overhead or board-posted targets - Emails, Conferences, Back To School Night Flyers and attendance sheets; PTA agendas - Lesson Plans or Gradebooks 	<ul style="list-style-type: none"> - Various appropriate times throughout the year (<i>Quarterly Grades, for instance</i>) - Starting in FALL w/ Welcome Letters to Parents or Back To School Night Information
<p>2. The administrator uses the school newsletter to communicate with families about TAG in some or all of the following ways:</p> <ul style="list-style-type: none"> ___ Announce TAG Night and TAG program information ___ Inform of availability of TAG information board in the main office ___ Announce nomination timelines and nomination processes ___ Cite specific TAG student achievements, contests, or activities ___ Utilize time in PTA meetings to present TAG information when needed ___ Coordinate with TAG Facilitator to ensure TAG information is also online (School Web Page) 	<ul style="list-style-type: none"> - School emails and newsletters - PTA minutes 	<ul style="list-style-type: none"> - ONGOING Throughout the year - Weekly and Monthly AS NEEDED

FOCUS: COMMUNICATION (continued)		
Action	Documentation	Expected Completion Date or Check Point
<p>3. A TAG Bulletin Board will be available for parents to read on the first day of school and will remain posted throughout the year. This board will be maintained by the TAG Coordinator and will include:</p> <ul style="list-style-type: none"> ___ A copy of the current Building TAG Plan ___ Posted Name and contact Information school TAG Facilitator ___ Posted Name(s) and contact information for PPS TAG TOSAS ___ Posted URL/Link information for PPS TAG Web Site ___ Nomination Forms in multiple languages (through PPS web site) ___ Announcements and information on upcoming Events or TAG-related activities ___ Dates/Calendar of Nomination process and timeline 	<ul style="list-style-type: none"> - All listed items posted on bulletin board <p style="text-align: center;"><i>* RHMS TAG Bulletin Board is located in the front office on the wall to the right of the check-in counter</i></p>	<ul style="list-style-type: none"> - Set up and updated in August - Updated throughout the year as needed
<p>4. A Fall TAG parent meeting will be held before 10/31. Details will include:</p> <ul style="list-style-type: none"> ___ Overview of 6-8 TAG program at RHMS, including structure and philosophy ___ Review of Oregon TAG Laws and parent rights ___ Available copies of RHMS TAG plan and link to school or district web site version ___ Mention of Individualized TAG Plan upon request process ___ Overview of TAG nomination and Screening Process ___ Overview of TAG services at RHMS ___ Overview of differentiation strategies and other approaches in RHMS classrooms ___ Mention of other enrichment opportunities TAG students can access at or through RHMS ___ Overview of PPS web site, department, TOSAS, and resources ___ Time for questions and answers, concerns and clarifications 	<ul style="list-style-type: none"> - Email, Newsletter and Social Media Announcements - TAG Parent Meeting Flyer 	<ul style="list-style-type: none"> - FALL (Sept/Oct)

FOCUS: COMMUNICATION (continued)

Action	Documentation	Expected Completion Date or Check Point
<p>5. Parent/teacher will sign a form at Parent-Teacher Conferences that indicates parents have had the opportunity to offer input into and review the school’s plan for meeting the student’s rate and level. If an individual plan is written, a copy of the individual plan will be placed in the students CUM folder.</p> <p>___ TAG Coordinator will facilitate forms for all TAG students and get them to teachers ___ TAG Coordinator or administrator will include announcements and information to parents via email or school newsletters, flyers or school emails</p>	<p>- Signed Parent-Teacher Forms</p>	<p>- Parent-Teacher Conferences or as needed</p>
<p>6. Our families will have the following opportunity or opportunities to evaluate TAG services:</p> <ul style="list-style-type: none"> - Comments/Concerns expressed at Fall TAG Parent Information Night - Individual family contact with TAG Coordinator or Administration (offering evaluatory comments) - Start of year TAG parent surveys/questionnaire - Comments and observations made during Parent-Teacher Conferences 	<p>- Surveys, Comments submitted</p>	<ul style="list-style-type: none"> - Fall Meeting - Ongoing as provided
<p>7. If parents have concerns about their child’s TAG services they will have the following opportunities (process) to inform the school:</p> <ul style="list-style-type: none"> ___ Comments/Questions/Requests at Fall TAG Parent Information night ___ Informal conversations and contact with individual teacher (via phone or email or in person) ___ Contact with or meetings with TAG Coordinator and/or school administrator ___ Communication directly with PPS TAG Office TOSAS 	<ul style="list-style-type: none"> - Surveys, Comments submitted - parent emails, letters 	<ul style="list-style-type: none"> - Fall Meeting - Ongoing as submitted by parents

ROSEWAY HEIGHTS MIDDLE SCHOOL

2019-2022 BUILDING TAG **PLAN SUBMITTED:** _____

RECEIVED: _____