

# Special Programs Instruction

## 2-C-1: Teacher's Knowledge of Students in Class

Following the decision made by the Student Services Team each student's teacher will be notified of the identification decision.

## Special Programs

### 2-D: TAG Students Instructional Plans:

Are TAG Instructional Personal Learning Plans required: Yes  No

Once a student is identified as talented or gifted and the parents have been notified, a Pupil Education Plan (PEP) must be developed. At the elementary level an Individual TAG Instructional Plan will be written within 30 days of identification. At the secondary level a Secondary TAG Instructional Plan will be written and reviewed annually. The PEP addresses the following areas:

1. Increasing basic and advanced knowledge, skills, and abilities appropriate to the TAG student's assessed levels of learning and rates of learning in the academic instructional programs;
2. Increasing the TAG student's behaviors and skills for conducting self-directed learning;
3. Providing instruction and resources necessary to TAG students to develop products or performances related to special interests or talents;
4. Developing TAG students' self-esteem, understanding, and social skills as determined necessary to accomplish 1, 2, and 3 above.

The PEP form may be used to complete PEP. The student's parent(s)/guardian must be given opportunity to provide input. All plans will be reviewed and rewritten annually.

2-D Attachment: TAG Instruction Plans: Below are PEP plans for Elementary and Secondary Education Providers in the Phoenix-Talent School District.

## Personal Education Plan (PEP)

### ELEMENTARY

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_

Subject/Course: \_\_\_\_\_ Teacher(s): \_\_\_\_\_ Date: \_\_\_\_\_

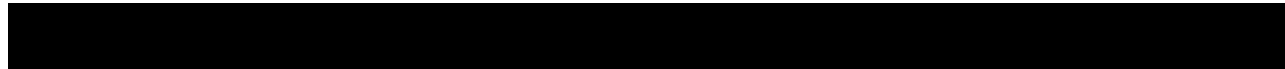
**Class Model:**             Regular Class             Regular class with TAG cluster

**Student TAG Identification:** Area(s) of giftedness

Intellectually Gifted             Academically Talented – Reading             Academically Talented – Math

Potential to perform at 97<sup>th</sup> percentile

Details/Comments



Depending on student needs and area(s) of giftedness, curriculum requirements, and all available student information, the following will be used to determine level and rate of learning:

1.
2.
3.



Depending on the needs, interests, motivation, and learning styles of the student; required state and district curriculum; and specific areas of study, the following modifications, options, and opportunities will be regularly available for this student in this class:

1.
2.
3.

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The following will be routinely used to monitor student progress:

1.
2.
3.
<b>Summary/Comments:</b>

Recognizing that student and parent involvement are critical for student success, communication may occur in the following ways:

1.
2.
3.
<b>Summary/Comments:</b>

<b>Student/Parent</b>	<b>Teacher</b>

# Personal Education Plan (PEP)

## SECONDARY

Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_

Subject/Course: \_\_\_\_\_ Teacher(s): \_\_\_\_\_ Date: \_\_\_\_\_

**Class Model:**             Regular Class             Regular class with TAG cluster  
                                  Advanced/Honors Class             Credit by Proficiency    Elective

**Student TAG Identification:** Area(s) of giftedness

- Intellectually Gifted             Academically Talented – Reading             Academically Talented – Math  
 Potential to perform at 97<sup>th</sup> percentile

Details/Comments



Depending on student needs and area(s) of giftedness, curriculum requirements, and all available student information, the following will be used to determine level and rate of learning:

1.
2.
3.



Depending on the needs, interests, motivation, and learning styles of the student; required state and district curriculum; and specific areas of study, the following modifications, options, and opportunities will be regularly available for this student in this class:

1.
2.
3.

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The following will be routinely used to monitor student progress:

1.
2.
3.
<b>Summary/Comments:</b>

Recognizing that student and parent involvement are critical for student success, communication may occur in the following ways:

1.
2.
3.
<b>Summary/Comments:</b>

<b>Student/Parent</b>	<b>Teacher</b>