

I am the parent of a TAG-identified PPS student. It has been quite frustrating to get proper instruction for him. My son is a 1st grader, and this year it was completely at the teacher's discretion to provide him with appropriately differentiated lessons. My six-year-old son is working at a 3rd - 4th grade level in math and it would be brutally painful for him to sit through 1st-grade instruction. His classmates are still learning what a triangle is, meanwhile I can overhear him accurately explain what two to the fifth power is.

Several months ago I attempted to contact our principal to advocate to start planning *now* for 2nd grade. (I don't want to wait until the beginning of the next school year as teachers and administrators always seem so hectic and frazzled and want things to settle down before they make changes.) The principal ignored me. I reminded. He ignored some more. I bumped the email back up in his inbox a third time. He got back to me six weeks after my first email saying he was all for looking into what his options were, and he threw out the option of scheduling a meeting. I said yes to the meeting and suggested some times. Which was ignored. I reminded, again. And was again ignored. My last reminder to try and schedule a meeting to plan for next year was sent a month ago. It has been an uphill battle that has gone nowhere as I can't even get the team to get together and discuss what my options even are. It would seem I will be at the mercy of each year's classroom teacher - if they want to provide more leveled lessons or not. I am lucky and grateful that my son's 1st-grade teacher is at least using 2nd-grade materials for him. But that still is not actually at his level.

While this is obviously in part a serious communications issue between a neighborhood school administration team and its parents, the bigger picture issue is how is it that my son is the first time this staff is dealing with a parent advocating for appropriately leveled education for a gifted student? I am guessing it is because (1) there is no actual TAG program within our school/district. A building TAG plan that is never implemented does not count. And (2) because there is zero communication about TAG resources from the school/district to parents.