

District Mission Statement	2
Gifted Education	2
Federal and State Definition of Gifted Students	2
Talented and Gifted Services	2
Characteristics of Gifted Students	2
Underachievement	3
ELEMENTARY TAG PROGRAM	6
Elementary Program Objectives	6
Elementary Gifted Advisory Committee	6
Roles and Responsibilities of Elementary TAG Strategists	6
Elementary Staff	6
Elementary Programming Options	7
Grades K-2	7
Grades 3-5	7
Elementary TAG Curriculum	8
Elementary Identification Procedures	9
Grades K-2	9
Grades 3-5	9
Teacher Recommendation	10
Consideration of Special Populations	10
MIDDLE SCHOOL TAG PROGRAM	10
Middle School Program Objectives	10
Middle School Gifted Advisory Committee	11
Roles and Responsibilities of Middle School TAG Strategists	11
Middle School Staff	11
Middle School Programming Options	11
Grades 6-8	11
Middle School TAG Seminar Curriculum	12
Middle School Identification Procedures	13
Accelerated Math and Science	13
TAG Seminar	13
New Students	13
Transition Planning	14
HIGH SCHOOL TAG PROGRAM	14
High School Program Objectives	14
High School Gifted Advisory Committee	15
Roles and Responsibilities of High School TAG Strategists	15
High School Staff	15
High School Programming Options	15
High School TAG Seminar Curriculum	16
High School Identification Procedures	16
APPENDIX	17

District Mission Statement

The mission of the Council Bluffs Community School District is to guarantee every student graduates with the knowledge, skills and character to become a responsible citizen and succeed in a changing world by creating a leading edge, inclusive educational system which provides challenging expectations, diverse experiences, engaging curriculum, and innovative teaching within a collaborative, caring community.

Gifted Education

The Council Bluffs Community School District recognizes that some students have the need for an educational program which requires them to work at a faster pace, have experiences beyond the core curriculum, and have opportunities to study topics in greater depth.

Federal and State Definition of Gifted Students

Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance. Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination:

- General intellectual ability
- Specific academic aptitude
- Creative or productive thinking
- Leadership ability
- Visual and performing arts
- Psychomotor ability

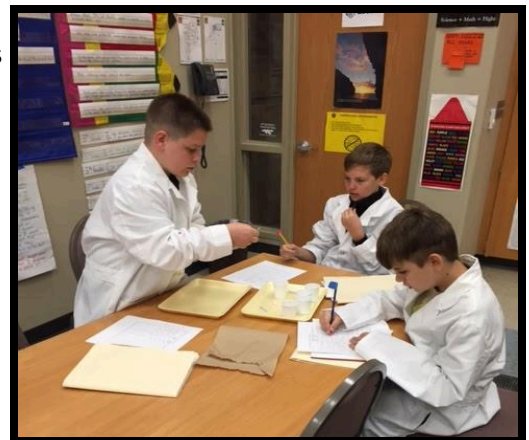
Talented and Gifted Services

There is no one definition of giftedness, and children who need gifted services have a myriad of qualities and characteristics. Many are positive, but some can be problematic. Students are not excluded from opportunities or advanced classes because they may have or demonstrate some problematic behaviors. The gifted program builds on students' strengths, and improves their weaknesses.

Characteristics of Gifted Students

Strengths

- acquires/retains information quickly
- inquisitive: searches for significance
- intrinsic motivation
- enjoys problem-solving; able to conceptualize, abstract, synthesize
- seeks cause-effect relations
- emphasizes truth, equity, and fair play



- seeks to organize things and people
- large facile vocabulary; advanced, broad information
- high expectations of self and others
- creative/inventive; likes new ways of doing things
- intense concentration; long attention span and persistence in areas of interest
- sensitivity, empathy; desire to be accepted by others
- high energy alertness, eagerness
- independent; prefers individualized work; reliant on self
- diverse interests and abilities; versatility
- strong sense of humor
(Clark, 1992; Seagoe, 1974)

Challenging Behaviors

- impatient with others; dislikes basic routine
- asks embarrassing questions; excessive in interests
- strong-willed; resists direction
- dislikes unclear/illogical areas (e.g. traditions or feelings)
- worries about humanitarian concerns
- constructs complicated rules; often seen as bossy
- may use words to manipulate; bored with school and age-peers
- intolerant, perfectionist; may become depressed
- may be seen as disruptive and out of step
- neglects others during periods of focus; resists interruption; stubbornness
- sensitivity to criticism or peer rejection
- frustration in inactivity; may be seen as hyperactive
- may reject parent or peer input; nonconformity
- may appear disorganized or scattered; frustrated over lack of time
- peers may misunderstand humor, may become “class clown” for attention
(Clarke, 1992; Seagoe, 1974)

Underachievement

Definition

Underachievement is a discrepancy between a child’s school performance and some index of the child’s ability. If children are not working to their ability, they are underachieving.

Symptoms

- Work handed in is usually sloppy or incomplete
- Forget or lose work
- Battle their teachers and openly refuse to do work
- Blame others for their problems

Underachievers tend to:

- Be disorganized, often forget homework, lose assignments, and misplace books
- Daydream
- Have poor, or no study skills
- Be slow and perfectionistic or aggressive and ill-tempered
- Be manipulative (overtly or covertly), find excuses to avoid “boring,” other’s fault, etc.

- Not believe they can succeed/achieve
- Set unrealistic goals guaranteeing failure
- Have no real experience with effort
- Lack self-confidence
- See no relationship between effort and achievement
- Lack skill and experience in competition
- Avoid competition unless guaranteed success
- Be manipulative in fear of failure
- Be unable to function productively in a group
- Not be motivated by the usual devices: teacher enthusiasm, group interests, praise, rewards for good behavior, etc.
- Have poor self-esteem, unhealthy self-concept
- Have a sincere belief that no one likes him/her
- Have a very autonomous spirit, focused on self and resistant to influence

Underlying Problems

Underachievers tend to lack an internal locus of control, or don't see the connection between effort and outcome. They tend not to function well in competitions and to avoid any risk of losing. Instead, they choose activities or interests at which they are unique or the best.

Causes

- Home
 - Over empowerment at home
 - Contradictory message by parents
 - Parents' lack of support for schools and teachers
- School
 - Lack of challenge or too much challenge in the classroom
 - Over competitive or under competitive classroom
 - Pressures that are internalized (extreme praise)

Outcome

When children don't have the confidence to achieve in their school environments, they protect themselves by using defense mechanisms that work for them temporarily.

Patterns of Underachievement

- Dependent
 - "Take care of me"
 - "This is too hard"
 - "Feel sorry for me"
 - "I need help"
 - As a result, children get so much help that they lose self-confidence. They do less, and parents and teachers expect less. They become overanxious, oversensitive, and even depressed.
- Dominant
 - They select only those activities in which they feel confident they'll be winners.
 - They argue or debate about almost everything.
 - They manipulate by trapping adults and teachers into their arguments. If children lose, they consider the adults to be unfair, mean, or controlling.



- Dependent or Dominant patterns or Combinations

Strategies to Help Underachievement

- Assign a mentor or sponsor (TAG strategist or other teacher) to touch base with a student, to listen, to provide reinforcement
- Establish regular meetings with (both) parents
- Use whole-to-part “big picture” teaching strategies more than skill-by-skill instruction
- Repeatedly model and instruct appropriate competition and appropriate behavior while winning and losing, the connection between effort and accomplishment, that hard work, surviving a struggle, and overcoming mistakes result in a sense of satisfaction and pride, and perseverance
- Use negotiations to resolve difficult problems
- Use praise sparingly and carefully, always focusing on the value of work done
- Set very short-term goals, work on one problem at a time, use contracts, point systems, parent signatures, established study times, and frequent, consistent reinforcement
- Establish opportunities for extension and rapid advancement
- Provide positive feedback based on effort and process rather than outcome
- Communicate positive expectations; avoid confrontations



*“The surest way to make it hard for children is to make it easy.”
Eleanor Roosevelt*

ELEMENTARY TAG PROGRAM

Elementary Program Objectives

- *Curriculum:* Gifted students need a challenging curriculum which is rigorous and meaningful. This should include acceleration and enrichment and should provide students with opportunities to explore many fields of study in depth.
- *Social/Emotional Development:* Gifted students need guidance for social/emotional development from adults who are empathetic and responsive to individual needs, interests, and abilities. Gifted students should have opportunities to interact with peers who have similar traits.
- *Instruction:* Gifted students need the opportunity to use and develop creative and critical thinking skills. They need experiences which will help them develop the skills to be lifelong, autonomous learners.
- *Diversity:* The provision of enrichment/accelerated gifted services should be contingent on the needs of the individual student. Programming should be tailored to the strengths and needs of students.
- Underrepresented and twice-exceptional students should be provided with appropriate programming to meet their unique needs. It should be recognized that nurturing and developing every student's talent is the responsibility of all teachers.

Elementary Gifted Advisory Committee

Each elementary building will establish a Gifted Advisory Committee (GAC). This committee may include general education teachers, TAG strategists, counselors and the building principal. Parents may also be included when appropriate. Elementary committees will meet a minimum of once a semester. The function of this committee is to:

- Make placement decisions.
- Monitor how the curriculum is being delivered, and determine building needs to support gifted services.

This committee may also be used as a problem-solving committee in cases where a student may need a personalized education plan developed (*see appendix*).

Roles and Responsibilities of Elementary TAG Strategists

- Teach TAG programming for identified students
- Consult with and support teachers to meet student needs
- Monitor and write Personal Education Plans (PEP) when appropriate
- Assist with identification and provide leadership to GAC

Elementary Staff

Trevor Best – Rue, Wilson Middle School

Lyndsay Daley – Edison, Longfellow

Jill Kocina – Carter Lake, Franklin

Doug Johnson – Bloomer, Kirn Middle School

Elementary Programming Options

Upon review of the data, building TAG/BMT committees should be responsible for determining the services that are most appropriate for a student or a group of students. Programming for elementary students may take several forms.

Grades K-2

Potential options may include:

- Consultative Services: In some cases, the TAG strategist may consult with the general education teacher on differentiation, supplemental materials, compacting of curriculum, etc.
- Subject Acceleration: When a student is placed in subject or grade-level acceleration, a Personalized Education Plan (PEP) must be created to outline goals, supports, and monitoring procedures. The PEP should be reviewed annually, with written communication shared with parents or guardians each year. During the initial 30-day transition period, or sooner if concerns arise, the designated staff member monitoring the student's progress should connect with the parent or guardian to discuss the student's adjustment. If a reversal of the acceleration is being considered, the school's Gifted Advisory Committee should review relevant data and meet to discuss the placement. Parents or guardians must be informed of this review as early as possible and before any decision is made. If the team and the family agree to discontinue the acceleration, the school may collaborate with the Curriculum Specialist to assess for potential skill gaps and develop a plan to support the student's transition. [Acceleration Policy](#) / [Grade Acceleration Procedures](#) (See Board Policy)
- Pull-Out Services: Inclusion of the student, or small group of students with older peers in scheduled or regularly scheduled enrichment classes. If building teams determine that direct services should be provided for an individual student or group of students, a written plan will be developed (in the case of an individual student this would involve writing a Personal Education Plan). This plan should outline specific plans for how core instruction will be modified or extended for the identified student(s).



Grades 3-5

Potential options may include:

- TAG Enrichment (Pull-Out Service): Students who qualify for services will work with the TAG strategist during a scheduled time.
 - Enrichment: This enrichment time will provide opportunities for students to study a topic in greater depth and will result in the production of a product, performance, or service for an authentic audience.
 - Math: This enrichment time will provide opportunities to take a deeper dive into math standards that are tailored to their needs. Students will develop advanced reasoning skills and learn to think critically.

- **Subject Acceleration:** When a student is placed in subject or grade-level acceleration, a Personalized Education Plan (PEP) must be created to outline goals, supports, and monitoring procedures. The PEP should be reviewed annually, with written communication shared with parents or guardians each year. During the initial 30-day transition period, or sooner if concerns arise, the designated staff member monitoring the student's progress should connect with the parent or guardian to discuss the student's adjustment. If a reversal of the acceleration is being considered, the school's Gifted Advisory Committee should review relevant data and meet to discuss the placement. Parents or guardians must be informed of this review as early as possible and before any decision is made. If the team and the family agree to discontinue the acceleration, the school may collaborate with the Curriculum Specialist to assess for potential skill gaps and develop a plan to support the student's transition. [Acceleration Policy](#) / [Grade Acceleration Procedures](#) (See Board Policy)
- **Replacement Math:** Subject level acceleration in the area of math. If there is a large group of qualified students in one grade level, and the schedule allows, the TAG strategist may provide the replacement math in a pull-out setting. Students will receive math instruction from the TAG strategist. If a student is being subject accelerated or grade level accelerated, a PEP needs to be written. PEPs should be reviewed annually and parent communication needs to be sent annually.
- **Consultative Services:** In addition to direct TAG services, consultative services are designed to help teachers differentiate curriculum and serve as a resource for general education teachers for students who may/may not be identified for TAG services, and need additional enrichment. GAC/BMTs committees will provide input regarding scheduling of this work, with an emphasis being on second grade students during the fourth quarter for the purpose of identification for acceleration and enrichment programming.

Elementary TAG Curriculum

Enrichment: The elementary general enrichment curriculum is a research-based model taken from the work of Joseph Renzulli, Marcia Gentry, and Sally Reis. The purpose of the enrichment curriculum is to provide students exposure to advanced content, use processes that practicing professionals in this area use, develop an authentic product, and share with a real audience.

Math: The elementary math enrichment curriculum consists of a blended model that includes direct instruction from a TAG Strategist, collaboration with peers, and continued practice through the BeastAcademy platform. Beast Academy is an engaging and rigorous math curriculum designed for elementary students. Through its interactive online platform and captivating comic-based storylines, students are challenged to tackle difficult problems, guiding them toward math mastery.

Every effort will be made to provide enrichment that is most closely tailored to the student's strengths and interests. Advanced content and process skills will be integrated in the following areas:

- Entrepreneurship
- Goal setting, time management, study skills
- Creative and critical thinking skills
- Problem-finding and problem-solving, involving real-world problems
- Advanced research skills
- Science, Math, Technology integration (STEM)

Elementary Identification Procedures

All placement decisions should be made by the Gifted Advisory Committee (GAC) in each building, in collaboration with the Building MTSS Team (BMT).

Grades K-2

Students in kindergarten through second grade will be identified as eligible for TAG services when the building teams determine that a child's academic performance in a core area is at least 2 years beyond his/her peers. Data that can be used to make this determination include: NWEA MAP test, Cognitive Abilities test, and/or a review of work samples. In addition, the elementary TAG strategist may collect observational data.

Grades 3-5

Students will be identified as eligible for TAG services based on student data and characteristics. A student may be considered for TAG services for general intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, visual and performing arts, and/or psychomotor ability. The goal of our identification process is to apply comprehensive and unbiased procedures to find and develop talent.

Initial Screening: All students should be eligible for consideration in the TAG program.

Review: Formation of an initial group is done by using achievement test scores (NWEA MAP) and recommendations by teachers or parents. Students who score at or above the 90th percentile in one of the core areas (Math or Reading) over three sequential testing windows (ie. Fall, Winter, Spring) are placed in this initial review group. Teacher and parent recommendations could also result in a student being considered for placement in the program, in combination with student products and/or student data (see below) which demonstrate advanced learning or a particular talent.

Placement: The following criteria determine eligibility for TAG services.

- Achievement data:
 - Students scoring at or above the 90th percentile in one of the two core areas on NWEA MAP over three sequential testing windows (ie. Fall, Winter, Spring).
 - Students scoring at or above the 90th percentile on the Cognitive Abilities (CogAt) screener.
 - 2nd-grade students scoring at or above the 75th percentile on the Winter MAP qualify for the screener.
 - Students that score in the 9th stanine qualify to take the full battery of the Cognitive Abilities Test. These students are determined on the CogAT screener results. Students that score at the 9th stanine (96th percentile) on the Quantitative/Nonverbal composite on the full battery are considered for replacement math. Additional information is then gathered, including MAP and teacher consideration. The data is presented to the building TAG committee for final identification and placement.
 - Students can also be given the full battery of the Cognitive Abilities Test in any grade level if a need arises. TAG teachers monitor the building data after every testing window and note scores at or above the 95th percentile on MAP math for math replacement.

- Teacher recommendations must use the SRBCSS (Scales for Rating the Behavioral Characteristics of Superior Students). With an emphasis on the Learning, Creativity, and Motivation Characteristics scales.

Once screening is complete, the GAC/BMT should make the final decision regarding placement of students for services.

Teacher Recommendation

A teacher may recommend an elementary student for TAG services based on qualifying criteria as outlined in this manual. The [Elementary TAG Referral Form](#) is completed by the classroom teacher and forwarded to the TAG Strategist. The GAC/BMT will follow the identification procedures to determine if the student is in need of services.

Consideration of Special Populations

Every effort should be made to ensure that district programs reflect the diversity of our community. GAC/BMTs should involve other staff members in the event that they feel further testing needs to be conducted for students who show potential but may not qualify for the program in traditional ways. This may be true for twice-exceptional students, English language learners, or students who show a particular talent or ability. The function of the GAC/BMT is to gather ample data in order to develop a full learning profile of a student's talents or potential.

Things to Keep in Mind when Identifying Students in Need of Services:

- Identification of students is based on assessing the need for educational services, not labeling the student.
- The focus of identification should be on determining the extent to which a student *shows a need* for services that are *different* from the core curriculum.
- If a student does not meet the criteria, they should be eligible for reconsideration when the need arises, and a strategist may provide consultative services to the student's classroom teacher.
- When it is necessary to administer tests which fall outside of the district assessments, parent and principal permission should be obtained (see appendix).

MIDDLE SCHOOL TAG PROGRAM

Middle School Program Objectives

- *Curriculum:* Gifted students need, in all core areas, a challenging curriculum which is rigorous and meaningful. This includes acceleration and enrichment, as well as providing students with opportunities to investigate authentic, real-world issues that will be addressed in a product for an authentic audience.
- *Social/Emotional Development:* Gifted students need guidance for social/emotional development from adults who are empathetic and responsive to individual needs, interests, and abilities. Gifted students need opportunities to interact with peers who have similar traits.
- *Instruction:* Gifted students require an accelerated pace, differentiated content, and a process/product model. Instruction should be tailored to accommodate the needs, strengths, and interests of students.
- *Diversity:* The provision of enrichment/accelerated gifted services must be contingent on the needs of the individual student. Programming must be tailored to address the unique strengths and needs of

gifted students (this includes the underrepresented and twice exceptional students). Nurturing and developing every student's talent is the responsibility of all teachers.

Middle School Gifted Advisory Committee

Each middle school will establish a Gifted Advisory Committee (GAC). This committee will consist of a TAG strategist, teacher representatives of each core area, a guidance counselor and principal or designee. Parents may also be included when appropriate. Middle school committees will meet a minimum of one time per semester. The function of this committee is to:

- Make placement decisions. This would include moving students to advanced classes and making decisions regarding students who are struggling in their current placement. *Changes to a student's placement must be approved through this committee and shall also involve the parents.*
- Determine whether a student needs a personal education plan developed.
- Make placement decisions regarding students' eligibility for TAG Seminar.
- Serve as a teacher assistance team in order to develop and implement interventions for students who are not working up to their potential.
- Monitor how the curriculum is being delivered in advanced classes.
- Determine other building needs to support gifted services for students.

Roles and Responsibilities of Middle School TAG Strategists

- Teach TAG Seminar
- Consult with and support teachers to maximize student access to advanced content in core classes (cluster groups)
- Monitor and write Personal Education Plans (PEP) when appropriate
- Assist with identification and provide leadership to GAC

Middle School Staff

Kirn – Doug Johnson

Wilson – Trevor Best

Middle School Programming Options

Upon review of the data, building TAG/BMT committees should be responsible for determining the services that are most appropriate for a student or a group of students. Programming for middle school students may take several forms.

Grades 6-8

Potential options may include:

- TAG Seminar: This is an option for all students who participated in enrichment at the elementary level. Students who are participating in language arts clusters and/or advanced math have TAG Seminar as a program option.
- Subject Acceleration (Accelerated Math and Science): 6th and 7th grade accelerated math/science courses are designed so that students may complete all of the middle school math/science standards in two years (Grades 6-7) rather than the typical three (Grades 6-7-8). As 8th graders, these students will be enrolled in Algebra 1/Earth and Space Science. The courses are bundled differently from the

regular courses so as to build concepts logically through the grades and meet students' math/science skills. The intent of offering accelerated courses in middle school is to provide the opportunity for students to enter high school with more opportunities to take advanced level math/science courses. Students who take high school courses in middle school will receive high school credit for the course(s) taken. Students who are identified for TAG services are included in this acceleration model. When a student is placed in subject or grade-level acceleration, a Personalized Education Plan (PEP) must be created to outline goals, supports, and monitoring procedures. The PEP should be reviewed annually, with written communication shared with parents or guardians each year. During the initial 30-day transition period, or sooner if concerns arise, the designated staff member monitoring the student's progress should connect with the parent or guardian to discuss the student's adjustment. If a reversal of the acceleration is being considered, the school's Gifted Advisory Committee should review relevant data and meet to discuss the placement. Parents or guardians must be informed of this review as early as possible and before any decision is made. If the team and the family agree to discontinue the acceleration, the school may collaborate with the Curriculum Specialist to assess for potential skill gaps and develop a plan to support the student's transition. [Acceleration Policy](#) / [Grade Acceleration Procedures](#) (See Board Policy)

- Direct Instruction from TAG Strategist: Students who qualify for services will be provided direct instruction using the core curriculum within the general education classroom or in a small group setting.
- Consultative Services: In addition to direct TAG services, consultative services are designed to help teachers differentiate curriculum and serve as a resource for general education teachers for students who may/may not be identified for TAG services, and need additional enrichment. GAC/BMTs will provide input regarding scheduling of this work.

Middle School TAG Seminar Curriculum

TAG services at the Middle Schools are provided through TAG Seminar. All students who participate in enrichment classes in elementary, or are recommended for accelerated classes are eligible to take TAG Seminar. TAG Seminar is structured using a Process/Product model. Students learn various process skills that are necessary in their intended area of study. Examples of these are: using data, research skills, interviewing techniques, analyzing & interpreting data, advanced writing skills in various genres, developing scientific experiments, etc. Seminar projects should result in some type of product – (a performance, service project, participation in a competition, or an appropriate means of sharing their work with an authentic audience.)

- Seminar Projects should be focused on one of the following four areas:
 - Curriculum Connections (STEM, Robotics, Math Counts)
 - Competitions (Future City, History Day, Mock Trial, Woodmen Speech Contest, Writing competitions, Lego League, Science Fair etc.)
 - Issue Based Exploration (Future Problem Solving)
 - Interest area exploration through independent studies
 - Social Emotional development
- The purpose of the seminar is:
 - To provide an opportunity for students with a like interest to work together pursuing this interest.
 - To allow students a chance to study a topic in greater depth.
 - To expose students to learning which may be outside the extent of the core curriculum.

Middle School Identification Procedures

All placement decisions should be made by the Gifted Advisory Committee (GAC) in each building, in collaboration with the Building MTSS Team (BMT).

Accelerated Math and Science

All achievement data will be reviewed and teacher recommendations will be considered to determine whether a student qualifies for accelerated classes. Students must show a pattern of qualifying scores in math and science based on current and prior year MAP and ISASP assessments in these areas. Students with multiple standard scores at or above 75th district percentile rank on ISASP/NWEA MAP testing *will be considered* for placement in accelerated classes. TAG strategists will continue to review the performance to determine whether students continue to meet the criteria for accelerated classes.

1. After Winter MAP testing, the Director of Assessment and Data Management will compile a file of students meeting testing criteria.
2. Prior to the start of the new school year, middle school staff will send letters to parents of students placed in accelerated courses. When a student is placed in subject or grade-level acceleration, a Personalized Education Plan (PEP) must be created to outline goals, supports, and monitoring procedures. The PEP should be reviewed annually, with written communication shared with parents or guardians each year. During the initial 30-day transition period, or sooner if concerns arise, the designated staff member monitoring the student's progress should connect with the parent or guardian to discuss the student's adjustment. If a reversal of the acceleration is being considered, the school's Gifted Advisory Committee should review relevant data and meet to discuss the placement. Parents or guardians must be informed of this review as early as possible and before any decision is made. If the team and the family agree to discontinue the acceleration, the school may collaborate with the Curriculum Specialist to assess for potential skill gaps and develop a plan to support the student's transition. [Acceleration Policy](#) / [Grade Acceleration Procedures](#) (See Board Policy)
3. Student contracts are distributed on the first school day by accelerated math and science classroom teachers.
4. Students and parents will sign and return the Student Commitment Contract during the first week of the school year.

TAG Seminar

In addition to being enrolled in an accelerated class, students who meet any of the following criteria may be recommended for a seminar class.

- Students who score at or above the 90th percentile in reading over three sequential testing windows (ie. Fall, Winter, Spring).
- Students who demonstrate exceptional talent in a subject area.
- Students who have been identified as having ability but are not working up to their potential.
- Students who demonstrate high levels of creativity.

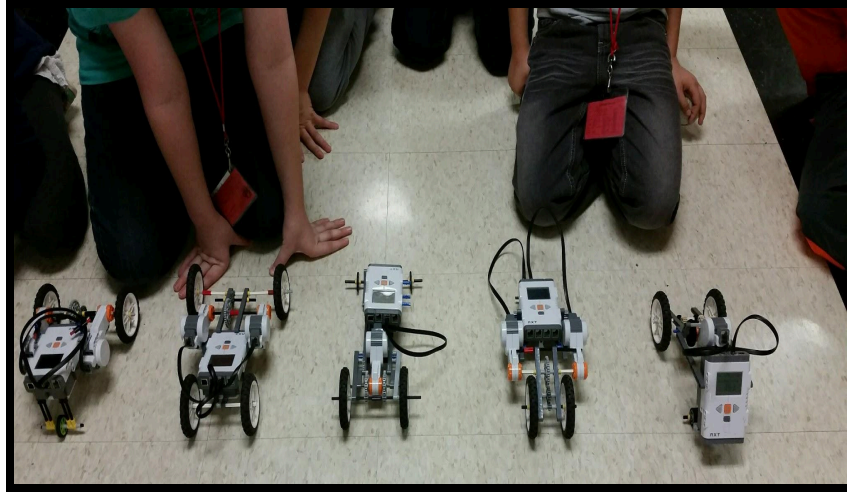
The following will be used when recommending students for seminar: achievement tests, parent and/or teacher recommendation, student products and/or interest assessments.

New Students

Students new to the district or who did not show a need for advanced curriculum in elementary school and who are meeting one of the following criteria *will be considered* for placement in TAG seminar:

- 2 of 3 qualifying scores on the most recent ISASP/NWEA MAP (math, reading, science at or above 90th percentile).

Students new to the district who have previously received TAG services may receive short-term services in order for the TAG strategist to have ample time to determine student strengths and needs.



Transition Planning

During a student's 8th grade year, middle school TAG strategists will make recommendations for coursework the student should take in their 9th grade year. TAG strategists will review these plans regularly with students to make recommendations and help with scheduling so that students' coursework is aligned with their post graduation plans.

HIGH SCHOOL TAG PROGRAM

High School Program Objectives

- *Curriculum:* Various programming options are employed at the high school level in order to meet the needs of the TAG student. This model falls under the overriding umbrella of various local, state, and national standards.
- *Social/Emotional Development:* Gifted students need guidance for social/emotional development from adults who are empathetic and responsive to individual needs, interests, and abilities. Surrounding the student are various key levels of support inherent in this approach. A secondary strategist is the primary provider followed closely by other teachers, counselors, and career planners within the system.
- *Instruction:* The emphasis of the secondary program is to provide appropriate educational instruction based on higher thinking skills and processes which foster individual growth, and prepares students for their roles in society.
- *Diversity:* The high school TAG model offers an approach to the concept of meeting the diverse needs of students. This model puts the TAG student at the center as the focus for our various programming and counseling options.

High School Gifted Advisory Committee

Each high school will establish a Gifted Advisory Committee (GAC). This committee will consist of a TAG strategist, interested teacher representatives, a guidance counselor and principal or designee. Parents may also be included when appropriate. The function of this committee is to:

- Review state and district-wide identification processes, develop procedures for handling discrepant data, and ensure the alignment of procedures with programming options.
- Make placement decisions. This would include moving students to advanced classes and making decisions regarding students who are struggling in their current placement. *Changes to a student's placement must be approved through this committee and shall also involve the parents.*
- Determine whether a student needs a personal education plan developed.
- Make placement decisions regarding students' eligibility for TAG Seminar.
- Serve as a teacher assistance team in order to develop and implement interventions for students who are not working up to their potential
- Monitor how the curriculum is being delivered in advanced classes.
- Determine other building needs to support gifted services for students.

Roles and Responsibilities of High School TAG Strategists

- Teach TAG Seminar
- Consult with and support teachers to maximize student access to advanced content in core classes
- Monitor and write Personal Education Plans when appropriate
- Assist with identification and provide leadership to GAC

High School Staff

Carrie Booms-Ryan – Abraham Lincoln High School

Elizabeth Busch – Thomas Jefferson High School

High School Programming Options

The following options are provided for students with exceptional talents and/or abilities:

- TAG Seminar
- Advanced Classes
- College Classes
- Advanced Placement Classes
- Independent Studies
- Co-Curricular Offerings
- Career and Technical Offerings

For a complete description of these offerings, see the Council Bluffs Community School District High School Program of Studies 2025-26.



High School TAG Seminar Curriculum

Identified students have an opportunity to enroll in a seminar class. Seminar activities include: independent study, course/career advisement and/or in-depth studies in a student's interest area which results in some type of product, performance, or service. Seminar for 12th graders will include a college preparation component.

High School Identification Procedures

All placement decisions should be made by the Gifted Advisory Committee (GAC) in each building, in collaboration with the Building MTSS Team (BMT). Students who have been receiving services at the middle school level will be encouraged to enroll in advanced classes and opportunities in high school. A student's abilities, interests and learning styles will be the determining factors as to what aspects of the program that will best meet the student's educational needs. The identification process will include an academic profile including objective measures of student ability (85th percentile and above on ability and achievement tests, grades) as well as subjective data designed to show evidence of talents and productivity (student/teacher/parent nominations, products, case studies, well-developed interests).

Alternate measures will be used for twice exceptional students (students with disabilities or learning needs) culturally diverse students and students of poverty. In some cases, more subjective data may be used in identifying students for gifted services.

While we recognize that all students at the high school level have opportunities to participate in advanced classes, being formally identified as needing gifted services at the high school level can result in services beyond the core curriculum. This may include eligibility for: TAG Seminar, access to accelerated course options including early entry, use of the Challenge option, assistance from the TAG strategist, and specialized gifted programming, differentiation and enrichment opportunities.

The TAG strategist for each building will coordinate the identification of students. After a student has been identified, an assessment of the student's future goals will be used to assist the student in choosing options from the TAG model. This will assist a student to best map his/her curriculum plan for their senior high school years. PowerSchool, the student management system, will be used to maintain a database of students who are eligible for TAG programs at the High School level. This will help TAG strategists help a student to develop a curriculum plan for their junior and senior high school years which will put them in the best position to pursue their post-secondary goals.

Personal Education Plans may be developed for individual students on a needs basis. These plans may be used for planning or problem solving purposes as they relate to TAG students who are struggling or demonstrating needs requiring a more in-depth, individualized education plan. The TAG strategist in each secondary building will oversee this process.

APPENDIX

[Elementary TAG Referral Form](#)

[District Acceleration Request Form](#)

[Personalized Education Plan](#)

[CogAT Screener Parent Letter, 2nd Grade](#)

[CogAT Screener Parent Letter, Other Grade](#)

[Official TAG Parent Letter - Math/ELA Enrichment After CogAT](#)

[Official No Longer Qualifies Enrichment Parent Letter](#)

[Acceleration Policy](#)

[Acceleration Procedures](#)

Personalized Education Plan

Date Developed: _____ School: _____

Student Name: _____

Grade: _____ DOB: _____

Present Level of Performance: (include current grades, assessment information, and behavioral performance):

Student's Strengths:

Student's Educational Needs:

Educational Modifications which would benefit the student: (this may include pacing of curriculum compacting, assignment modification, choice in product) List specifically the modification(s) appropriate for this student:

Goals or Plan of Action (include persons responsible):

Date _____ Review Date _____

Signatures of Participants

Elementary TAG Program Teacher Nomination

Date: _____ School: _____

Student Name: _____ Grade: _____

Teacher: _____

Gifted Education Mission Statement

The Council Bluffs Community School District recognizes that some students have the need for an educational program which requires them to work at a faster pace, have experiences beyond the core curriculum, and have opportunities to study topics in greater depth.

Criteria for Identification: Students who meet one of the following criteria may be eligible for services in enrichment and/or math problem solving. These services may be provided by the classroom teacher, TAG Strategist, or a combination of both.

- Achievement data:
 - Students scoring at or above the 90th percentile in one of the two core areas on NWEA MAP over three sequential testing windows (ie. Fall, Winter, Spring).
 - Students scoring at or above the 90th percentile on the Cognitive Abilities (CogAt) screener.
 - 2nd-grade students scoring at or above the 75th percentile on the Winter MAP qualify for the screener.
- Teacher recommendations must use the SRBCSS (Scales for Rating the Behavioral Characteristics of Superior Students). With an emphasis on the Learning, Creativity, and Motivation Characteristics scales.

	Most Recent Math MAP	Most Recent Reading MAP
RIT Score		
Achievement Percentile		

	Previous Math MAP	Previous Reading MAP
RIT Score		
Achievement Percentile		

Please check the characteristics which apply to the student being referred. Return this information to your school's TAG strategist. Thank you for your help in identifying students who may be in need of gifted services.

Characteristics of Gifted Students

Thinking:

- Is imaginative, has unique ideas and clever responses
- Thinks of more than one idea or solution to a problem or question
- Is alert to stimuli in the environment and/or may appear to be daydreaming or distracted
- Thinks logically or critically
- Interprets others point of view with insight
- Transfers learning from one situation to another, uses previous learning in new situations

Learning:

- Reads at an advanced level (high lexile level for grade) and reads with a high level of comprehension/interpretation
- Masters grade level benchmarks easily and quickly understands with little or no effort.
- Knows a great many facts about many subjects or one particular subject
- Requires minimum repetitions for successful learning
- Remembers information for a long period of time

Motivation:

- Sticks with tasks to completion; stays intensely focused for a long period of time
- Has a passionate interest that absorbs time and commitment
- Asks many questions about many topics
- Persists to find information on topics of interest, does not become easily frustrated, even when setbacks occur; likes to do things that are difficult, may be stubborn in this
- Appears bored, yet capable when pressed

Select the differentiation strategies you are using or tried to use in the regular classroom:

- Using more complex texts
- Text Analysis
- Wonders extensions
- Tiered Assignments
- Flexible Grouping
- Cluster grouping with like ability peers
- Independent study
- Compacting the curriculum

Additional Comments:



DISTRICT ACCELERATION REQUEST FORM

Use this form when requesting that a student be accelerated (grade-skipped).

Date: _____ School: _____

Student Name: _____ DOB: _____

Current Grade Level: _____ Grade Level to Be Skipped: _____

Reason for Request (attach any documentation to support request):

Submit this form to the TAG teacher/strategist at the student's building.