



**Council Bluffs
Community**
SCHOOL DISTRICT

Talented and Gifted Program Manual 2022-2023



TALENTED AND GIFTED PROGRAMS

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:

1. General intellectual ability
2. Specific academic aptitude
3. Creative or productive thinking
4. Leadership ability
5. Visual and performing arts
6. Psychomotor ability

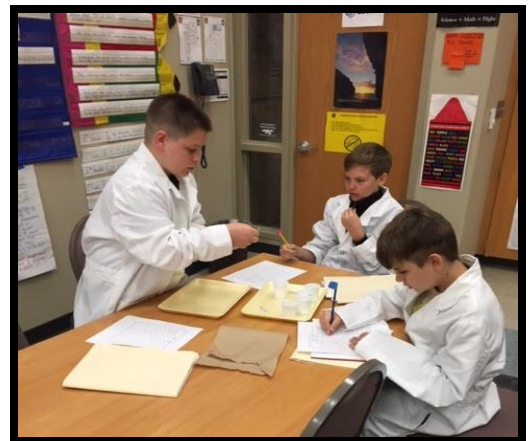
Who needs gifted services?

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

1. Home
 - Over empowerment at home
 - Contradictory message by parents
 - Parents' lack of support for schools and teachers
2. 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

1. Dependent or dominant patterns or combination.
2. 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
3. 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.

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 ENRICHMENT PROGRAM

Elementary Program Objectives

Curriculum: Gifted students need, in all core areas, 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.

Programming

The elementary program consists of three components:

1. Math curriculum: Students in grades 3-5 who have advanced abilities in Math will have a curriculum both accelerated and enriched. This curriculum may be delivered by the TAG strategist or the general education teacher or a combination of both teachers.
2. Enrichment: Students who qualify for services will work with the enrichment teacher during the semesters in which the strands are offered. These strands 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. TAG strategists, along with their building committees, will make determinations regarding which enrichment clusters are the most appropriate for identified students and scheduling of them. *(Note: This component of programming is based upon the work of Joseph Renzulli, Sally Reis, and Marcia Gentry.)*
3. Consultative Services: TAG strategists will make every attempt to work with general education classrooms. The purpose of this consultative work is to help teachers differentiate curriculum and serve as a resource for general education teachers. Building 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 math acceleration and enrichment programming.

Elementary Committee

Each elementary building will establish a gifted advisory committee. This committee may include general education teachers, TAG strategists, counselor and principal. Parents also may be included when appropriate. The functions of this committee are 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*). Elementary committees will meet a minimum of once a semester.

Elementary Staff (2022-23)

Chris Boldt – Longfellow, Roosevelt
Lyndsay Daley – Edison, Rue
Heather Feierstein – Hoover, Bloomer
Jill Kocina – Franklin, Carter Lake
Holly Sharp – College View
Kari Thomas-Lewis and Clark, Crescent



Identification Procedures – Elementary Enrichment Program (3-5)

All placement decisions should be made by the Gifted Advisory Committee in each building.

Identification procedures for TAG programs at the elementary buildings

Students selected for programs are selected because they are discrepant from their school community peers. A student may be considered for enrichment 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 enrichment 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 85th percentile* in one of the core areas (Math or Reading) are placed in this initial review group. Teacher and parent recommendations could also result in a student being considered for placement in the program, as well as student products which demonstrate advanced learning or a particular talent.

Placement: 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: 3rd grade students scoring at or above the 90th percentile in one of the two core areas on NWEA MAP testing and 90th percentile on the Cognitive Abilities (CogAt) screener. 4th and 5th grade students scoring at or above the 90th percentile in one of the two core areas on NWEA MAP testing.
- Students scoring at or above the 90th percentile on an aptitude test (aptitude tests to be used include: Peabody, Slosson, Cognitive Abilities Test)
- Students whose teachers recommend them, using the SRBCSS (Scales for Rating the Behavioral Characteristics of Superior Students). For the purposes of our programs, Learning, Creativity, and Motivation Characteristics scales should be used. In the absence of standardized test scores, district assessments and work samples can be considered.

Once screening is complete, building TAG teams should make the final decision regarding placement of students for services (*see section on building committees*).

Identification for Services in Math

In the event that a student demonstrates advanced math abilities, the following programs will be considered:

- Enrichment teacher may work with the general education teacher to tier assignments, compact materials, and/or provide for acceleration
- Students will receive math instruction delivered by the TAG strategist. This can be in a pull-out or push-in model. These services will emphasize core curriculum, but also include acceleration as well as enrichment.

When making an assessment of whether a student should receive services in math it is important to look at achievement, aptitude, and attitude. In order to do this, the following criteria should be met:

- Score at or above the 90th percentile on NWEA MAP testing
- Score at the 9th stanine (quantitative/nonverbal composite) on the Cognitive Abilities Test
- Be recommended by classroom teacher(s) and placement is supported by the building gifted advisory committee. Students may receive short-term services in order for the enrichment teacher to have ample time to determine student strengths and needs.

Consideration of Special Populations

Every effort should be made to ensure that district programs reflect the diversity of our community. Building teams 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 building team is to gather ample data in order to develop a full learning profile of a student's talents or potential in order to provide an appropriate education.

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.
- Students are *discrepant* from their school community peers.
- 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.
- Identification doesn't necessarily mean that students will work with an enrichment teacher. Services are delivered through a variety of modes, both within and outside the general education classroom.
- If a student does not currently show a need for services, they should be eligible for reconsideration when the need arises.
- When it is necessary to administer tests which fall outside of the district assessments, parent and principal permission should be obtained. (see appendix)

Identification Procedures for K-2

Students in kindergarten through second grade will be identified as eligible for services when the building committee determines that a child's academic performance in a core area is 1-2 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.

Programming for K-2

Programming for primary students may take several forms. Upon review of the data, building committees should be responsible for determining the services that are most appropriate for a student or a group of students. Potential options may include:

1. Subject acceleration: [acceleration policy](#) [grade acceleration procedures](#) (See Board Policy)
2. Consultative services. In some cases, the TAG strategist may consult with the general education teacher on differentiation, supplemental materials, compacting of curriculum, etc.
3. Support within the general education classroom. TAG strategists may work within the general education classroom with individual students or with small groups of students.
4. Inclusion of the student, or small group of students with older peers in regularly scheduled enrichment classes.
5. Pull-out services. If building committees 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).

Elementary Enrichment Curriculum

The elementary 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. Every effort will be made to place students in the enrichment classes that are most closely tailored to their strengths and interests. In addition to advanced content in the following areas: weather/natural disasters, problem solving, entrepreneurship, and exploration, the following process skills will be integrated within these units:

- 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)

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 Elementary Building Committee will follow the identification procedures to determine if the student is in need of services.

MIDDLE SCHOOL 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.

6th Grade Middle School Identification for Math and Science

As students enter middle school, all achievement data will be reviewed and teacher recommendations will be considered to determine whether a student qualifies for accelerated math and science classes. TAG strategists at the middle school will review the performance of 7th and 8th graders in the spring to determine whether students continue to meet the criteria for accelerated classes. The following criteria will be used:

Accelerated Math and Accelerated Science: 6th and 7th grade math and science courses in middle school are designed so that students may complete all of the middle school math 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. The courses are bundled differently from the regular courses so as to build concepts logically through the grades and meet students' math and 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 and science courses. Students who are identified for TAG services are included in this acceleration model.

Student Selection Process

1. The Director of Assessment and Data Management will compile a file of students meeting testing criteria (below). Names of students who meet the math criteria, but not the reading criteria, will be sent to elementary principals. Elementary principals decide which students on the list receive a waiver for the reading scores. Students who do not receive a waiver will be eliminated from the qualifying list. (May)
2. 5th grade teachers will be given a list of qualifying students in their classroom, and distribute the Student Survey to those students. They will also complete the teacher recommendation on those students. (before school is out in June)
3. The Director of Assessment and Data Management will create an index based on student test scores, survey and teacher recommendation.
4. Campus teams at Wilson & Kirn will use the index to fill a number of slots for full classrooms. If the number of students exceeds the number of available class slots, students will be reduced based on the index rank. Student contracts are distributed on the first school day by Accelerated Math & Science classroom teachers. (June)
5. Middle School staff will send letters to parents of students placed in accelerated courses. (June/July)
6. Students and parents will sign the Student Commitment Contract at the beginning of the new school year.

Selection Criteria

Measure	Score	Weighting
ISASP Reading	75%tile and above, principal waiver	2 points, 1 point
ISASP Math	75 - 85, 86-95, 96+	1 point, 2 points, 3 points
MAP Math	61-75, 76-85, 86-95, 96+	1 point, 2 points, 3 points, 4 points
Student Survey	0-8, 9-16, 17-24	1 point, 2 points, 3 points
Staff Survey	0-8, 9-16, 17-24	1 point, 2 points, 3 points

Total Points = 15

Math

Services

6th	Students meeting the above listed criteria <i>will be considered</i> for an accelerated placement in math.	Accelerated 6th grade class
7th	Students meeting this criteria <i>will be considered</i> for an accelerated placement in math. Standard score at or above 90th NPR on ISASP/NWEA MAP testing (6th grade)	Accelerated 7th grade class



8th	Students meeting this criteria <i>will be considered</i> for an accelerated placement in math. Standard score at or above 90th NPR on ISASP/NWEA MAP (7th grade)	Algebra 1
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*If a student is being considered for acceleration from a general education math class to an accelerated class, an additional assessment of the student’s math skills should be done, using the district curriculum. From this, the TAG strategist should be involved in helping to support the student, and provide instruction in concepts the student needs in order to be successful in the advanced class.

SCIENCE: Opportunities for differentiation and extension of science concepts will be provided within the core science curriculum. Students who show aptitude and interest in science may also pursue advanced study in this area through TAG Seminar.

Identification of Students for Language Arts

Core Services: 6th-8th Language Arts NWEA MAP Percentile rank to standard score: 90th NPR

	Level 1	Level 2	Level 3 – Cluster Grouping
WHO?	MANY	SOME	FEW
	Any student previously identified as eligible for Talented and Gifted services – either at the elementary or middle school level.	Students who meet at least one of two criteria: *Standard score at or above 90 th percentile on the NWEA MAP *Performance at the advanced level (85 th percentile) on Cognitive Abilities screener or full battery	Students whose academic performance is highly discrepant from peers as indicated by: *95 th – 99 th percentile on NWEA MAP * 2 standard deviations (97 th percentile) above the norm on an abilities test * 75 th percentile on an out-of-level achievement test (IEXCEL, ISASP)
CLASSROOM TEACHER	Plan and deliver instruction	Co-teach, co-plan	Co-teach, co-plan
TAG STRATEGIST	Consult with general education teachers	Co-teach, co-plan and/or provide direct instruction to identified students within the core-curriculum, or in a pull-out model, utilizing small group instruction	Provide Level 2 services; assist in the development and monitoring of Personal Education plans.

Seminar Eligibility

Middle School TAG Seminar is an option for all students who participated in enrichment at the elementary level. This is the lowest tier of service at the middle school. Students who are participating in language arts clusters and/or advanced math should also have TAG Seminar as a program option.

Qualifying New Students

Students new to the district or who did not show a need for advanced curriculum in elementary school should be identified using the following criteria:

Students meeting one of the following criteria may participate in seminar as a programming option:

- 2 of 3 qualifying scores on the most recent ISASP/NWEA MAP(math, reading, science at or above 90%tile)
- Cognitive Abilities Test Screener (or full battery) composite score at/above 85%tile
- 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.

Middle School TAG Services

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 (IB - community Project, Future Problem Solving)
- Interest area exploration through independent studies
- Social Emotional development

The purpose of the seminar is:

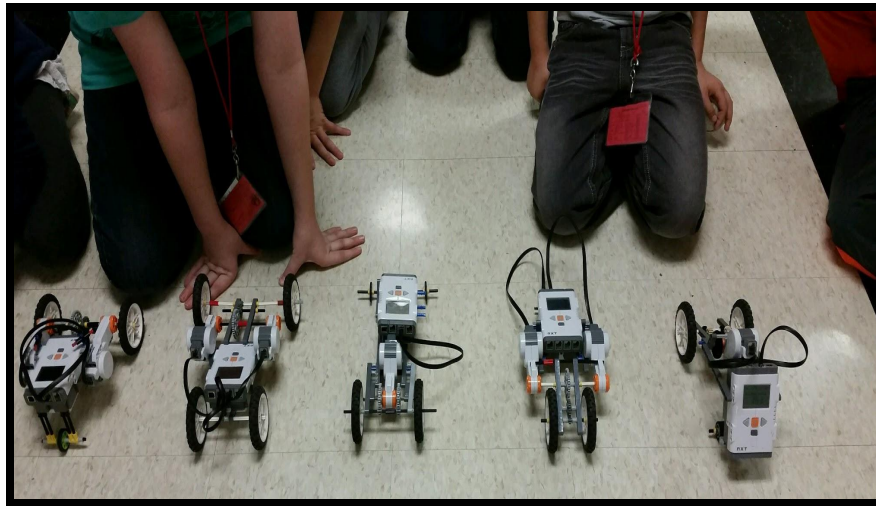
- To provide an opportunity for students with a like interest to work together pursuing this interest
- To allow students a chance to study a topic in greater depth
- To expose students to learning which may be outside the extent of the core curriculum

Identification for 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 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.



Middle School Committee

Each Middle School will establish a TAG advisory committee. This committee will meet a minimum of one time per semester. This committee will consist of a TAG strategist, teacher representatives of each core area, a guidance counselor and principal or designee. Parents will attend these meetings if a student's progress or placement will be discussed. 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 TAG Strategists

- Teach TAG Seminar
- Consult/Support with teachers to maximize student access to advanced content in core classes (cluster groups)
- Monitor and write Personal Education Plans where appropriate
- Assist with identification and provide leadership to building TAG committee

Middle School Staff

Kirn: Doug Johnson

Wilson: Molly McCarthy

HIGH SCHOOL PROGRAMS

Philosophy

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.

Secondary Model

The Council Bluffs Community Schools secondary 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. 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. Various programming options are employed at the secondary 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.

The arrows on the model are intended to show the variety of ways that a student identified as needing gifted services can receive direction, coaching, mentoring, and other assistance to help them with their educational needs. Students can work directly with the TAG strategist for these services or can go directly to counselors, classroom teachers, and coaches for assistance. In many instances, these teachers and coaches will directly identify and encourage students who show a particular talent in drama, speech, athletics, music and/or academics.

Secondary Program Goals

- Provide high quality individualized programs to meet the needs of all students
- Provide experiences in the affective, as well as cognitive domain
- Provide differentiated opportunities for in-depth enrichment and/or acceleration of general curriculum to maximize achievement of basic skills and concepts.
- Develop students who can communicate what they have learned through various products with appropriate outlets and audiences
- Provide in-depth study of self-selected topics
- Emphasize the use of various research methods and skills
- Provide learning experiences which focus on higher-level complex and creative thinking skills and processes
- Provide an interdisciplinary approach through broad-based issues, themes, and problems.
- Provide opportunities to work with students/adults of comparable ability/intellectual peers
- Provide learning environments appropriate to the characteristics and learning styles of able learners
- Promote the use of community resources

Secondary Services

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

1. Advanced classes
2. College classes provided through IWCC or Internet
3. Online Advanced Placement classes
4. Advanced Placement classes
5. Independent studies
6. Seminar
7. Co-Curricular offerings



8. Career and Technical offerings

For a complete description of these offerings, see the [Council Bluffs Community School District High School Program of Studies 2022-23](#).

Identification of Students

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.

Transition Planning

During a student's 8th grade year, middle school TAG strategists will make recommendations for coursework the student should take 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 Committee

A high school gifted committee will be formed to include interested teachers across high school grade levels as well as parents, school counselor(s), and a school administrator. This committee will review state and district-wide identification processes, procedures for dealing with discrepant data, and the alignment of procedures with programming options.

Seminar

Identified students have an opportunity to enroll in a seminar class. Seminar activities include: on-line classes, 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 TAG Strategists

Carrie Booms-Ryan

Abraham Lincoln High School

Elizabeth Busch

Thomas Jefferson High School

APPENDIX

[Elementary TAG Referral Form](#)

[District Acceleration Request Form](#)

[Personalized Education Plan](#)

[Official TAG Parent letter - Enrichment After CogAT](#)

[Official Tag CogAT Permission letter 3rd](#)

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

[Official Parent letter receive services-uncoded kids](#)

[Official TAG Parent letter - Math & Enrichment After CogAT](#)

[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

Council Bluffs Community School District

Elementary TAG Program – Teacher Nomination

Student _____ Teacher _____ Grade _____

School _____ Date _____

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:

Placement Considerations: 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: 3rd grade students scoring at or above the 90th percentile in one of the two core areas on NWEA MAP testing and 90th percentile on the Cognitive Abilities (CogAt) screener. 4th and 5th grade students scoring at or above the 90th percentile in one of the two core areas on NWEA MAP testing.
- Students scoring at or above the 90th percentile on the Cognitive Abilities Test or another similar aptitude test.
- Students whose teachers recommend them, using the SRBCSS (Scales for Rating the Behavioral Characteristics of Superior Students). For the purposes of our programs, Learning, Creativity, and Motivation Characteristics scales should be used. In the absence of standardized test scores, district assessments and work samples can be considered.

	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)

Student's Name _____

School _____

Date of Birth _____

Current grade level _____ Grade level to be skipped _____

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

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