Advanced Academics

COLDSPRING OAKHURST CISD
Gifted & Talented Program

2022-2023

COCISD ~ Creating Opportunities

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COLDSPRING OAKHURST CONSOLIDATED INDEPENDENT SCHOOL DISTRICT MISSION STATEMENT

The mission of Coldspring Oakhurst Consolidated Independent School District is to educate and equip all learners with knowledge, skills, critical thinking and experiences to be successful in life.

If you have questions regarding the Gifted and Talented Program at COCISD, please contact the District Coordinator of Advanced Academics at meichman@cocisd.org or 936-653-1188.

PROGRAM MISSION STATEMENT

The Advanced Academic Services' Gifted and Talented Program is designed to encourage gifted and talented students to initiate, explore, implement, and evaluate through the mediums of independent study and research projects on topics of personal and academic interest. The curriculum will enable students to use higher level thinking skills such as analysis, synthesis, and evaluation. The program will also assist gifted and talented students to understand and respect their special abilities and better cope with others in society. COCISD students in the Advanced Academics Services will be encouraged to develop critical thinking, leadership skills and effective communication.

COLDSPRING OAKHURST INDEPENDENT SCHOOL DISTRICT DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, NATIONAL ORIGIN, AGE, SEX, OR HANDICAP.

STATE OF TEXAS DEFINITION:
Adopted by the Texas Legislature, June, 1995

§29.121. Definition. In this subchapter, "gifted and talented students" means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

(1) exhibits high performance capability in an intellectual, creative, or artistic area;
2) possesses an unusual capacity for leadership; or
(3) excels in a specific academic field.

COLDSPRING OAKHURST INDEPENDENT SCHOOL DISTRICT DEFINITION

The Coldspring Oakhurst Independent School District Advanced Academic Services Gifted and Talented Program provides a differentiated curriculum designed to benefit identified students who exhibit exceptional intellectual strengths and abilities as well as students who show an aptitude for specific academic disciplines.

These students have unique potential that requires educational challenges to enhance their contributions to self and society. All students enrolled in Coldspring Oakhurst Consolidated I.S.D will have equal access to be identified under this definition.

COLDSPRING OAKHURST INDEPENDENT SCHOOL DISTRICT PROGRAM GOALS

Goal One	The program will promote self-directed learning through activities that encourage the student to produce and communicate using critical thinking, creativity, and problem solving.
Goal Two	The program will provide appropriate opportunities to challenge the student and develop their area(s) of giftedness.
Goal Three	The program will provide experiences that will meet the psychological, social, educational, and career needs of the students.
Goal Four	The program will provide opportunities for the student to develop an awareness of their giftedness, a positive self-concept, and an appreciation of their value to themselves and others.

COLDSPRING OAKHURST INDEPENDENT SCHOOL DISTRICT STUDENT GOALS

1. Critical/Creative Thinking	The G/T student will analyze situations, synthesize data, propose solutions, and evaluate the feasibility of those solutions by applying the information in a creative and productive way.
2. Affective	The G/T student will better understand and respect their special abilities by recognizing and coping with likenesses and differences between themselves and others.
3. Independent Study	The G/T student will initiate, explore, implement, and evaluate independent study and research projects on topics of personal and academic interest and which result in advanced level creative products.
4. Leadership	The G/T student will demonstrate their special abilities by visualizing, planning, executing, and evaluating goals for the betterment of society.

Common Characteristics of Gifted Students

While it is unusual for a child to manifest all of the following characteristics, gifted students may exhibit many of these, even at an early age (Blum, 1985; Webb, Gore, Amend, & DeVries, 2007): • Possesses a large storehouse of information about a variety of topics
• Prefers complex and challenging tasks
• Sees connections between apparently unconnected ideas and activities • Prefers to work independently • Prefers older companions
• Is a perfectionist
• Has a sophisticated sense of humor
• Loves puzzles, mazes and numbers
• Is able to elaborate on ideas
• Enjoys solving problems, especially with numbers and puzzles
• Is persistent
• Reads with comprehension at an early age
• Shows quick mastery and recall of factual information
• Has insight into cause-effect relationships
• Has a ready grasp of underlying principles
• Is a keen and alert observer
• Exhibits advanced vocabulary for age or grade level
• Displays curiosity about many topics
• Has a passionate interest area
• Is intense; gets totally absorbed in activities and thoughts
• Displays asynchronous development…physical skills may lag behind cognitive abilities, etc.
• Unusual alertness, even in infancy
• Rapid learner; puts thoughts together quickly
• Excellent memory • Unusually large vocabulary and complex sentence structure for age
• Often self-taught reading and writing skills as preschooler
• Deep, intense feelings and reactions, highly sensitive
• Thinking is abstract, complex, logical, and insightful
• Idealism and sense of justice at early age
• Concern with social and political issues and injustices
• Longer attention span and intense concentration
• Wide range of interests (or extreme focus in one area)
• Puts idea or things together that are not typical
• Desire to organize people/things through games or complex schemas
• Vivid imaginations (and imaginary playmates when in preschool)

Twice Exceptional Students

The term “twice-exceptional” is used to signify the presence of gifted potential and a disability. Collaboration between classroom teachers, special educators, gifted educators and parents needs to implement strategies to meet the diverse needs of twice-exceptional students. The

following characteristics may be among those observed in twice-exceptional students, particularly those with learning disabilities (Higgins, Baldwin & Pereles, 2000; Nielsen, Higgins, Wilkinson, & Webb, 1994; Weinfeld, Barnes-Robinson, Jeweler, & Shevitz, 2006):

Characteristics of Twice Exceptional Gifted Students

• Struggle with basic skills due to cognitive processing difficulties; need to learn compensatory strategies in order to master basic skills
• Show high verbal ability but extreme difficulty in written language area; may use language in inappropriate ways and at inappropriate times
• Demonstrate strong observation skills but have difficulty with memory skills
• Excel in solving "real-world" problems; have outstanding critical thinking and decision making skills; often independently develop compensatory skills
• Show attention deficit problems but may concentrate for long periods in areas of interest
• Have strong questioning attitudes; may appear disrespectful when questioning information, facts, etc. presented by teacher
• Display unusual imagination; frequently generate original and at times rather "bizarre" ideas; extremely divergent in thought; may appear to daydream when generating ideas
• May be unwilling to take risks with regard to academics; take risks in non-school areas without consideration of consequences
• Can use humor to divert attention from school failure; may use humor to make fun of peers or to avoid trouble
• Appears immature since they may use anger, crying, withdrawal, etc. to express feelings and to deal with difficulties
• Require frequent teacher support and feedback in deficit areas; highly independent in other areas; can appear stubborn and inflexible
• May not be accepted by other children and may feel isolated. May be perceived as loners since they do not fit typical model for either a gifted or a learning disabled student
• Poor memory for isolated facts, but excellent comprehension
• Preference for complex and challenging materials; easily distracted
• Lacking self-regulation and goal-setting strategies
• Boredom with rote or memorization tasks, but often disorganized
• Skill in manipulating people and situations, but poor interpersonal skills
• Poor performance on simple facts such as addition and subtraction, but capable of complex, conceptual manipulations such as algebraic concepts

PROGRAM DESCRIPTION

The Advanced Academic Services Gifted and Talented Program is designed to meet the special needs of gifted and talented students by using a differentiated curriculum. The Advanced Academic Services Gifted and Talented Program includes two models of instruction that accommodates a variety of achievement levels, learning styles, and student interests.

Model 1	The K-5 Gifted and Talented service delivery model includes the development of critical thinking skills in enriched lessons covering the TEKS and is delivered using small group differentiated instruction within the regular classroom by G/T Certified teachers. This model utilizes Texas Performance Standard Projects (TPSP) for all K-5 students. TPSP projects will be facilitated by a trained and certified G/T Advisor who will help guide and cultivate research, product development, and presentation skills. In this model, the G/T advisor will be providing pull out support a minimum of twice per week for grades 2-5 where students will focus on their TPSP and be provided enriching TEKS related activities. For grades K-1 the students' home room teacher will provide time and support for students to work on their TPSP within the classroom. The G/T Advisor will offer push in support for the K-1 students weekly.
Model 2	Model two provides specific curriculum and materials designed to meet the needs of Gifted and Talented Students at the secondary levels. Junior High and High School Gifted and Talented students have the opportunity to enroll in Honors, Advanced Placement, or Dual Credit/Concurrent Credit courses for all core content as well as some elective areas. The district teachers of these courses must receive foundational G/T training and AP teachers receive annual Advanced Placement training. These classes provide students an opportunity for self-directed studies, high level learning, and real life experiences which will better their transition to college or their selected career. They will also be serviced by a trained and certified campus advisor for Advanced Academics.

In both Models the General Education teachers of COCISD will enhance instruction of G/T students by employing flexible pacing, allowing students to learn at the pace and level appropriate to their abilities and skills. All educators will adapt and/or modify the curriculum to meet the needs of Gifted/Talented students and those with special needs such as twice-exceptional, highly gifted, and English learners. By providing an Advisor to each G/T student to help mentor and monitor their progress throughout the year, COCISD will provide more social emotional support and guidance to each student as they nurture their gifts and talents and reach their full academic potential.

Accelerated High School Plan

Grades 6 - 8	High School credit may be accumulated in junior high school for students taking Advanced courses such as Algebra I, Spanish I, CTE courses, during their 8th grade year. This provides students the opportunity to begin gathering high school course credits toward

graduation. Students may also qualify for Advanced Academic honors credit for classes in the four core areas: Math, Science, English, and Social Studies. Advanced Academics students are required to complete a TSI test prep course in 7th or 8th Grade, prior to entering high school.

Grades 9 - 12

Advanced Academic and Advanced Placement (AP) courses allow students to earn high school honors credit as well as to receive credit or appropriate placement from participating colleges, providing they make an acceptable score on the College Board Advanced Placement Test administered at the conclusion of the course. Advanced Academic and AP courses, as well as all four-core areas, are differentiated to allow for the special learning needs of the Gifted and Talented student. In addition, students have the opportunity to receive concurrent high school graduation credit and college course credit for courses offered as Dual Credit.

Credit By Examination And Early High School Graduation

CREDIT BY EXAMINATION

In accordance with local policy, any student in grades 6 -12 may be given a credit for an academic course. Students with prior instruction must score 70 percent or higher on a criterion-referenced test for the applicable course; a student without prior instruction must score 80 percent or better on a criterion referenced test for the applicable course. If such credit is given, the district shall enter the examination score on the student's transcript. Please refer to the Coldspring Oakhurst Consolidated Independent School Board Policy, the student handbook, or call the Coordinator of Advanced Academics at 936-653-1188 for further information.

EARLY GRADUATION

Students wishing to graduate early must gain pre-approval from the campus principal and Assistant Superintendent of Curriculum and Instruction and complete an accelerated graduation plan. Students entering high school must graduate with an endorsement. Accelerated courses must be taken through an accredited high school program, such as but not limited to Texas Tech High School On-Line Program, and may not be taken on APEX through the credit recovery classroom. All expenses for accelerated courses will be the responsibility of the student. Please refer to the COCISD School Board Policy, the student handbook, or call the Coordinator of Advanced Academics at 936-653-1181 for further information.

Enrichment and Special Experiences

Extended Curriculum

COCISD, when possible, shall provide out-of-school options relevant to the student's area of strength. Participation in the Texas Performance Standards Project (TPSP), or other experiences that result in the development of sophisticated products and/or

performances that are targeted to an audience outside the classroom, is available through gifted/talented curricula.

Program Evaluation

Evaluation

Evaluation of the Advanced Academic Services Program will be completed annually. This process will include student evaluation and program evaluation. Evaluation activities will include: parent and student program surveys, staff surveys, student self-evaluation, and a needs assessment for future staff development. Evaluation and survey results will be reported publicly. Recommendations for improving the program will be based on evaluation results and will be included in School District and Campus improvement plans.

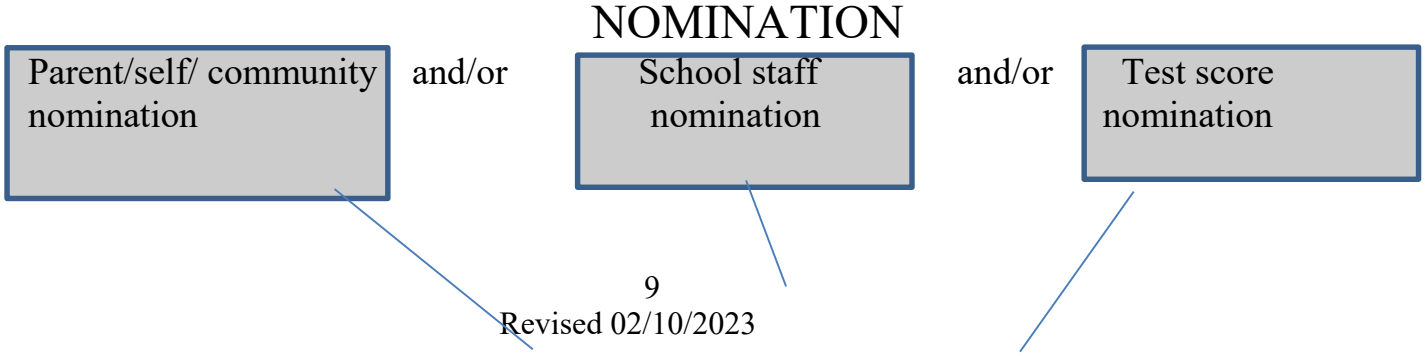
PROGRAM PLANNING

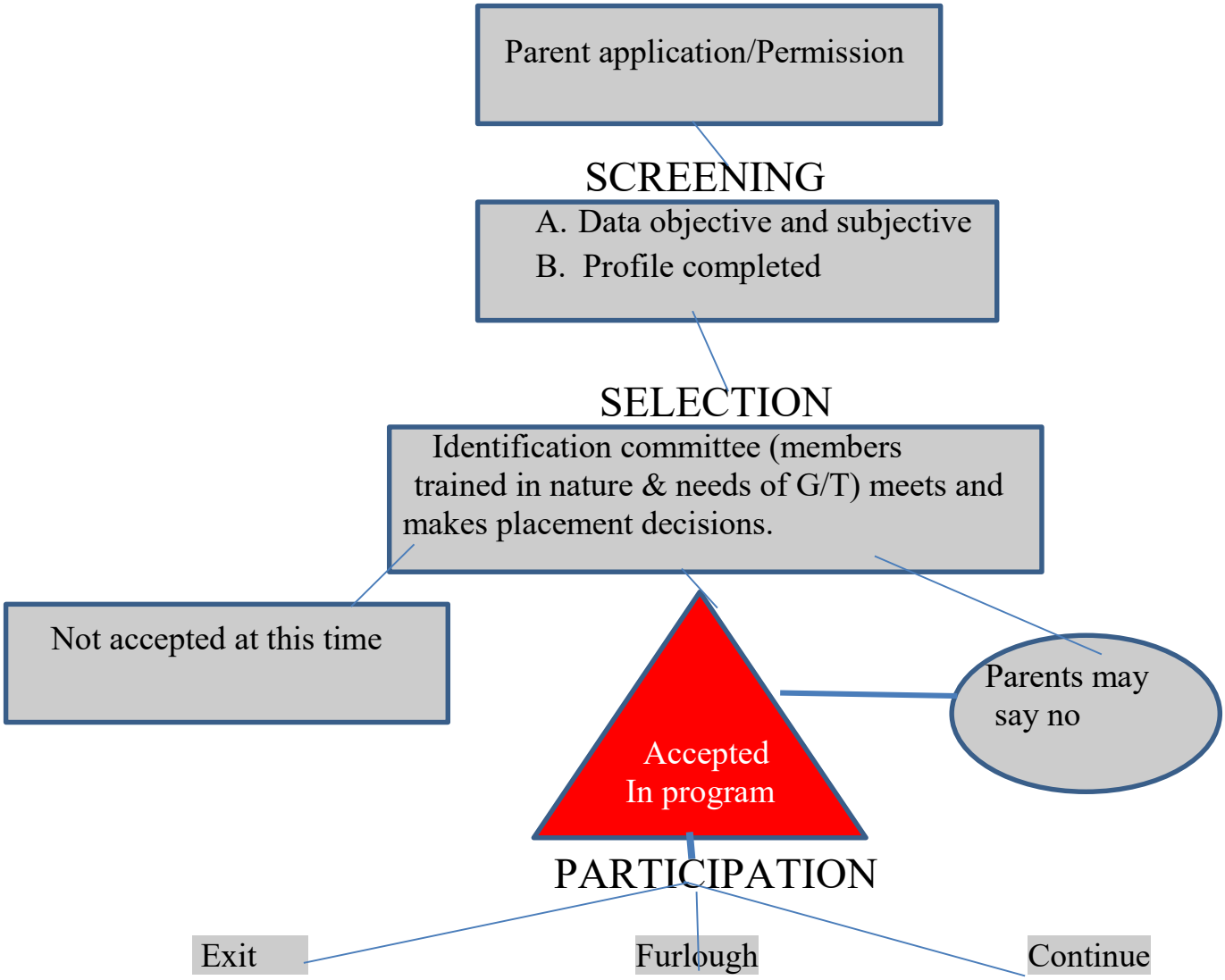
Implementation

Prior to implementing the identification process, the district-wide Advanced Academic Services Gifted and Talented Committee will meet annually to review and update the Advanced Academic Services Gifted and Talented Program. The committee will consist of administrators, teachers, counselors, and parents. Responsibilities of the committee will include making decisions and planning:

1. Program goals
2. Areas of giftedness to be addressed by the Advanced Academic Services program.
3. Focus of services and methods of compiling data.
4. A minimum of three assessment measures, including qualitative and quantitative indicators.
5. Provisions for handling transfer students, appeals policy and exiting procedures.
6. Involvement of parents and the community in the program.

COCISD Identification Procedures
For the Gifted/Talented Education





STUDENT IDENTIFICATION PROCEDURES

Assessment instruments and gifted/talented identification procedures provide students an opportunity to demonstrate their diverse talents and abilities (Texas Plan, TEA, 2009). The purpose of identification is to determine which students will benefit from the services provided by the Advanced Academic Services Gifted and Talented Program.

The identification process will consist of five distinct steps:

1. Hosting of campus **awareness** sessions providing an overview of the referral and assessment procedures as well as the services for gifted/talented students prior to the referral period.

2. **Referral and nomination** of students for Advanced Academic Services Gifted and Talented Program
3. Screening of nominees
4. **Assessmen**t of students nominated during which all pertinent information is gathered and prepared for committee review
5. **Selection** of students to be served by the Advanced Academic Services Gifted and Talented Program.

Nomination

Teachers, administrative staff, parents, students, and community members may nominate students for the Gifted and Talented program. Students may also be automatically nominated for the program by commended/superior performance on standardized measures. In addition to the above, a student may nominate himself/herself. **Referral forms for assessment of gifted/talented students are provided to families in the language and form that the families understand, or a translator or interpreter is provided.**

Screening

Assessment in the areas of intellectual and specific academic fields. Grades K-12 will use a minimum of three (3) appropriate criteria that include both qualitative and quantitative measures in a two phase process.

Screening instruments that may be utilized at COCISD include:

1. Naglieri Nonverbal Ability Test (NNAT3)
2. TX-KEA, or CIRCLE from CLI Engage, Benchmark, mClass
3. STAAR, TSI, ACT, SAT Exam Scores
4. Oral Response Sample Video
5. Creative Writing Sample

Kindergarten/1st

All kindergarten students are automatically considered for G/T and other advanced level services. No parent action is needed to begin the Phase I screening for Kindergarten. However, first grade students must be nominated to begin Phase I screening. In January-March of each year, kindergarten students who have been identified as exhibiting characteristics of a G/T student and nominated 1st Grade students will be screened using the phase I of the screening process. Students must meet the desired standard in at least two data areas to continue to the NNAT screener. Students in K and 1st must score an NAI (Naglieri Ability Index) score of 110 or higher on the assessment to move to Phase 2 of the process for placement in the Advanced Academic Services Gifted and Talented Program. Students will be screened using three or more of these markers:

- Report Card

- Samples of student products showing advanced performance related to peers
- Teacher Survey
- iStation ISIP Scores and CLI Literacy and Math Scores, Benchmark/screener Scores
- Oral Response Video
- Creative Writing Sample
- NAI

Students must meet at least two or more indicators in achievement and one or more indicators in ability to qualify for the Advanced Academic Services Gifted and Talented Program and Identified Kindergarten students will receive services beginning on or before March 1.

Grades 2

All second grade students, except students previously placed in G/T Services will be tested using the NNAT3 online screening assessment. Students who meet phase 1 criteria on the matrix and score 90 or higher on the Naglieri Ability Index will continue to Phase 2 of the process for placement in the Advanced Academic Services Gifted and Talented Program.
The Phase 2 screening process may include:

- Report Card
- Samples of student products showing advanced performance related to peers
- Teacher Survey
- mClass, Benchmark/screener scores
- Oral Response Video
- Creative Writing Sample
- NAI

Students must meet at least two indicators from the Phase One section and at least one from the Phase Two Achievement section as well as one or more from the Ability section in order to qualify for the Advanced Academic Services Gifted and Talented Program in General Academics.

Grades 3-8

In January-March of each year, students in grades 3-8 who are nominated for the Gifted and Talented program, will be screened in Phase I using the screening matrix will be given a screener, students who score 90 or higher on the Naglieri Ability Index will continue to Phase 2 of the process for placement in the Advanced Academic Services Gifted and Talented Program. The screening Phase 2 process will include:

- Report Card
- STAAR Reading and math scores
- Samples of student products showing advanced performance related to peers

- Teacher Survey
- Benchmark/ Universal Screener Scores
- Oral Response Video
- Creative Writing Sample
- NAI

Students must meet three indicators in achievement and one or more indicators from ability in order to qualify for the Advanced Academic Services Gifted and Talented Program in General Academics.

Grades 9-12

In January-March, students in grades 9-12 who are nominated for the Gifted and Talented program, will be administered the screening assessment. Students who score 90 or higher on the Naglieri Ability Index will continue to Phase II of the process for placement in the Advanced Academic Services Gifted and Talented Program. In Phase II, students will be screened using at least three of these markers:

- Report Card
- STAAR/EOC ELA I and/or ELA II, Alg I
- TSI, ACT, SAT, STAR (universal screener) scores
- Samples of student products showing advanced performance related to peers
- Teacher Survey
- Oral Response Video
- Creative Writing Sample
- NAI

Students must meet at least three indicators from achievement and at least one indicator from ability sections in order to qualify for the Advanced Academic Services Gifted and Talented Program in General Academics.

Documentation of evaluation will include the tallying and recording of individual results on a matrix. The committee will not re-screen students who are currently enrolled in the Advanced Academic Services Gifted and Talented Program. **The committee will re-evaluate G/T students to provide guidance for high school course selection in Advanced Placement and Dual Credit possibilities.** Students, who have been previously nominated for Advanced Academic Services Gifted and Talented Program but did not qualify, may be re-evaluated annually if they are nominated again. Screening assessments may be re-administered at that time. Additionally, Coldspring Oakhurst I.S.D. reserves the right to request supplementary information such as student product portfolios where accumulated data is inconclusive.

Allowable Accommodations

Allowable Accommodations The following accommodations are allowed on the Cognitive Abilities test for students who have any of these supports documented in their IEP.

Accommodation	Reason	Levels A-D	Levels E-G
Repeated Directions		★	★
Test Administered by ELL teacher	ELL	★	★
Separate Location	IEP/504	★	★
Large-Print Edition* *Prior notification needed for ordering*	Visual Impairment, 504/IEP	★	★
Assistance with Answer Document	Physical Impairment, 504/IEP	★	★
Small Group/Individual	ELL, IEP/504	★	★
Directions Administered in a Language Other Than English	ELL	★	★
Word to Word Dictionary	ELL		★

Selection

The Advanced Academics Selection Committee (AASC) will be composed of members who have received training in the nature and needs of gifted students, in the overall philosophy and process for holistic identification, and in specific responsibilities of committee members. The campus AASC will make all placement, exit, transfer, and appeals decisions.

Gifted and Talented identification procedures provide students an opportunity to demonstrate their diverse talents and abilities. The process includes:

1. Student data is plotted on the appropriate Coldspring Oakhurst Advanced Academic Services G/T Identification Matrix.
2. The Advanced Academics Selection Committee reviews each student profile. The committee is composed of members who have completed thirty (30) hours of training and are current with the six-hour training update as required; and an administrator and counselor who have completed their six hours of G/T Nature and Needs and Program Options training.
3. Once reviewed, each student profile is submitted to the Advanced Academics -G/T Coordinator for Administrative Review to check for accuracy pertaining to policy. If the Coordinator identifies a problem or question, the profile is not processed.
4. Counselors attend a one-on-one meeting with Advanced Academics- G/T Coordinator to review each student profile, with additional time spent on profiles with identified questions. Based on the discussion, corrections are suggested. After the meeting, counselors make the corrections and student profiles go through the Administrative Review process again.
Note: Only profiles that have been reviewed by the selection committee and passed the Administrative Review process can be printed and sent to parents.
5. Students may be identified to receive services in the core academic areas in the following combinations:

- Math and Science
- Reading Language Arts, English and Social Studies
- All four core areas

6. Parents are notified in writing of the Campus Selection Committee's determination.

Advanced Learning Plan

Advanced Learning Plan (ALP) is a written record of the plan for servicing the Gifted and Talented student within the Advanced Academic Services that is utilized with each Gifted and Talented child. It is considered in educational planning and decision-making for each Gifted and Talented student. ALPs are dynamic, working documents that are developed and reviewed through collaborative efforts of the teacher(s), parents, and student. ALPs are signed annually by parents, the child's teacher(s), the student (as appropriate), and other personnel involved in their development. The Advanced Learning Plans (ALP) will contain:

- Evidence for identification (data used during the identification process)
- Areas of identified giftedness (indicate the area(s) of Gifted and Talented services provided)
- Current student performance data (achievement data, classroom data)
- Goals (in areas of achievement, short and long term) **
- Progress reporting (revisiting progress made toward annual goals)
- Programming Options (specific strategies, programs, activities, etc.)

**The areas selected as priorities for goals are monitored through ongoing assessments and parent-teacher conferences. Campus teams will implement individual Advanced Learning Plans (ALP) for Gifted and Talented students, K-12. Each campus team will maintain all Gifted and Talented student's ALP and monitor the development of information contained within the plan. Campus teams shall have a process for management of ALPs within the cumulative file system including a procedure for transferring ALPs between grade levels and school campuses. Example (Folder Color - GREEN)

Appeals Parents, teachers, or students may appeal any final decision of the selection committee regarding selection for or removal from the G/T program <u>within 30 days of the parent notification letter</u>. The appeal must be in writing/email form and sent to the District Coordinator of Advanced Academics-G/T or

the Campus Principal from parents or the student. Appeals will be made first to the appropriate campus committee. Any subsequent appeals will be made in accordance with COCISD (Local) ***Student Rights and Responsibilities: Student and Parent Complaints/Grievances*** beginning with Level 2.

IDENTIFICATION APPEALS:

Level I – Campus

A parent may appeal an identification decision made by the Advanced Academics Selection Committee by submitting an appeal through email/written letter within ten (10) school days from the date of the identification notification.

Reasons a Parent Might Submit an Appeal

- Illness during testing with documentation of the illness
- Emotional duress during testing due to family crisis
- Testing irregularity – an inequitable or inappropriate application during the testing process is alleged or documented accommodations were not provided
- Substantial evidence – representative has substantial evidence to introduce that when added to existing information creates a compelling preponderance of the evidence regarding the students' need for program services

Once the appeal window closes,

- The Advanced Academics Selection Committee holds appeals meetings to review student data against any new evidence submitted.
- The selection committee responds with their appeal decision within ten (10) school days of the appeals meeting.

Level II – District

A parent may appeal an identification decision made by the Level 1 Appeal Committee by contacting the District Advanced Academics Coordinator within ten (10) school days from the date of the appeal decision notification. • A District appeals committee will review the appeal, all original data, and provide notification of the results to the parents and the campus.

Reassessment

If there is any concern regarding the performance or placement of the student, the District Coordinator of Advanced Academics will contact the parent and confer about available options which may include counseling, taking a furlough, or exiting the program. There will be a consultation with secondary students to identify their strengths in the four core areas and determine appropriate course selections. [NOTE: This re-evaluation is NOT an assessment of eligibility for the G/T program, simply a review of

previous and/or new data or information in order to reach an informed decision regarding secondary course selections.] The committee will review the documentation of data gathered on each student. This process will evaluate those students currently receiving Advanced Academic-G/T Services. The committee will consider at least two of the areas below in determining areas of strength in math, language arts, science or social studies:

- recommendation from an instructor;
- end of year average; AND/OR
- recent standardized assessments.

Students and parents will be notified of the committee's recommendations, but students will not be limited to participating in only those classes in their strength area.

Transfer Students

Students who transfer into Coldspring Oakhurst CISD who have formerly been identified as Academically Advanced- G/T will be placed in the Advanced Academics Services Gifted and Talented Program based on a Conditional Acceptance Agreement until supporting documentation showing previous Advanced Academic Program placement has been received. However, COCISD reserves the right to screen and evaluate each student upon enrollment. Screening assessment will be completed within 30 days of enrollment. Parents will be notified in writing of the committee's decision.

Furlough Status Students who wish to be withdrawn from the Advanced Academics Services Gifted and Talented Program on a temporary basis of no more than one year may request Furlough Status. The parent will present to the Advanced Academics Services Gifted and Talented Program committee reasons for requesting Furlough Status and educational plans for the intervening period. The committee will make arrangements through the school counselor to monitor that student's progress in the regular education program and make him/her aware of activities appropriate to his/her needs. The committee will document the furlough and include such documentation in the cumulative folder for the student.

Students who request furlough status for more than one year must resubmit for another temporary furlough period each year for no more than three years. If the student, parent, or guardian does not resubmit for another furlough status, the student will be administratively exited from the program and must be formally nominated and identified again for the program to be readmitted.

Exit Policy

Student performance in Advanced Academic Services will be monitored. Students who have participated in the Advanced Academic Services Gifted and Talented Program will automatically continue in the program in accordance with past performance.

1. Upon the first indication of a student having difficulty in Advanced Academic courses or specialized G/T classes, the teacher will initiate a conference with the parent/guardian. During the conference the teacher will explain the problem, the plan of action for improvement, and a recommended time-line of completion.
2. If, at the end of the time period, the plan of action is working and the student's performance is improving, the student will remain in Advanced Academic Services. However, if the student's performance has not improved, a second conference will be conducted. Included in the second conference will be the student, parents/guardians, the Advanced Academic Teachers, the Coordinator of Advanced Academic Services, and the Campus Principal. A second plan of action and time schedule will be set.
3. If the student's performance improves during the second time frame, the student will remain in the program. If not, the student will be administratively exited from the program.
4. Parents or guardians will sign a form noting that they are aware of the administrative removal of their student from the program. The form will be filed in the student's cumulative record.
5. If the student or parent requests removal from Advanced Academic Services, COCISD will honor that request after a conference with the Advanced Academics Services Gifted and Talented Program committee. The student will then exit the program at the end of the current grading period. Parent or student requests for removal will be filed in the student's cumulative folder.

Note:

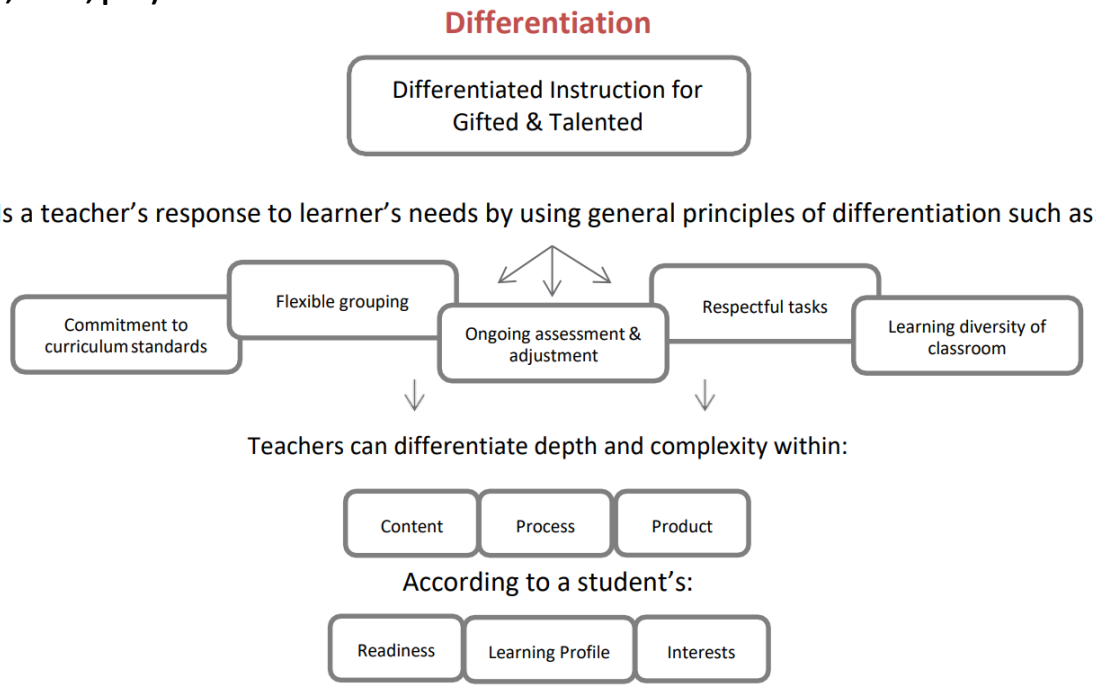
A student whose performance meets the expectations of Advanced Academic Services but who chooses to exit due to parent or student request must be re-screened and qualify for the program using the most recent Advanced Academic qualification standards. A student who is administratively removed from the program may re-enter the program the following year only if he/she qualifies using the most recent qualification standards.

CURRICULUM And INSTRUCTION

Curriculum

The curriculum for the Advanced Academic Services Gifted and Talented Program will provide differentiated learning alternatives that promote cognitive and affective growth. Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research. The teachers trained in the special needs of the gifted and talented students will provide a combination of acceleration and enrichment for identified students in the student's area(s) of strength.

"Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities' ' (Texas Plan, TEA, 2009, 2.1C). This begins with high quality, focused instruction provided to all students. The following flowchart depicts the means of differentiation as published by the U.S. Department of Education (Tomlinson & Allen, 2010, p. 3):



The Texas Performance Standard Project (TPSP) is designed to provide learning experiences and research opportunities for G/T students and will be mandatory at the elementary and intermediate campuses.

- **Projects are based on the Texas Essential Knowledge and Skills (TEKS) and focus on the core areas with interdisciplinary connections.**
- **Students have the opportunity to present their projects at Campus Level Academic Fair/ Showcases and possibly at the District Academic School Board Showcase.**

• At the secondary level, an Academic Fair will provide students similar opportunities to conduct research, develop sophisticated learning products and present to authentic audiences. Secondary G/T students will be encouraged to participate but it will not be mandatory.

STAFF DEVELOPMENT
Minimum Requirements

Initial or Foundation Teacher Training	30 hours
Prior to teaching Gifted and Talented students, teachers must complete a 30-hour Gifted and Talented Foundation Training program.	
Core Knowledge Area/Teacher Competency	**Minimum Number of Hours**
Creativity & Instructional Strategies for Gifted Learners	6
Differentiated Curriculum for Gifted Learners	6
Identification & Assessment for Gifted Learners	6
Nature & Needs of Gifted Learners	6
Social & Emotional Needs of Gifted Learners	6
Annual Update	6 hours
Each additional year, teachers must receive 6 hours of Gifted and Talented training in any of the core knowledge areas.	

Administrator and Counselor Training	6 hours
Administrators and counselors who have authority for service decisions complete a minimum of 6 hours of professional development in the following areas.	
Core Knowledge Area/Competency	**Minimum Number of Hours**
Nature & Needs of Gifted Learners	3
Service Options for Gifted Learners	3

Honors/AP Teachers

• The thirty (30) hour foundation training may be obtained through a combination of :
Nature and Needs of Gifted Students (6 Hours)
Identification and Assessment of Gifted Students (6Hours)
Social and Emotional Needs of Gifted Students (6Hours) **and** a minimum of 12 Hours from College Board Approved Content Specific Courses including Laying the Foundation; or AP Summer Institutes. AP/Honors teachers are required to do a minimum of six hours additional training in an advanced academics course annually. https://apcentral.collegeboard.org/professional-learning

Teachers, counselors and administrators are encouraged to participate in professional learning beyond the minimum required. The state offers a TeXes Gifted and Talented Supplement exam that teachers and administrators may choose to take, which is in addition to training requirements. Securing a Gifted and Talented Supplement through the TEA certification exam does not waive training requirements.

PARENT AND COMMUNITY INVOLVEMENT

Communication

Ongoing communication with the parents and community members will be an integral part of the Advanced Academic Services Program. Regularly scheduled meetings, Advanced Academics Fair, seminars, conferences, open houses, news releases, newsletters, displays, webpage, social media announcements and exhibits of student products will include some effective means of focusing on the goals, objectives, and accomplishments of the program.

Parents will receive information on the characteristics of gifted students, on other facets of the Advanced Academic Services Program, and on ways they can assist the district in planning and implementing the program. Parents will have opportunities through group meetings and individual conferences to discuss their children's abilities, needs, and progress as well as ways they can assist the school in strengthening those abilities both at home and at school. Parents will be encouraged to organize or join a group that shares information and supports gifted and talented education.(TAGT-Texas Association For The Gifted and Talented)

Timeline

Fall Semester		
Committee will meet to evaluate previous year program implementation using evaluation instruments and surveys and make recommendations for program changes		
Using committee recommendations, make any necessary program modifications		
Spring Semester	**Kinder**	**1st-11th**
Referral notice published		Sept. 26
Nominations and referrals due	Jan. 13	Jan. 13
NNAT3 Assessments started for Kinder and then all other grades	Feb	Feb-Mar
Kindergarten screening will be completed and notices started	Feb. 16	
Kindergarten students receive services.	March 1	
Final selection of students to be nominated for services designed for gifted students is made by a committee -**pending STAAR**		June 24
Notification to parents regarding qualifying and non-qualifying students will be mailed		June 30

Who To Contact:

If you have any questions, please first contact your child's teacher and/or campus counselor:
Angela Ballew, aballew@cocisd.org , James Street Elementary Counselor at 936-653-6105.
Janet Sanve, jsanve@cocisd.org, Coldspring Intermediate School Counselor at 936-653-7105.
Aimie Patrick, apatrick@cocisd.org, LJH Counselor at 936-653-8105.
Barbara Bailey, bbailey@cocisd.org, COHS Counselor at 936-653-9105.

Or

You may contact the District Coordinator for Advanced Academics with questions, suggestions, or concerns.
Missy Eichman,
District Coordinator of Special Programs (Advanced Academics and Emergent Bilingual) and Instructional Technology
COCISD
936-653-1188 or email at meichman@cocisd.org

COCISD
Advanced Academics Program

Forms and Letters

Coldspring Oakhurst Advanced Academic Services
G/T Identification Matrix

Date: _____ _____ Grade:_____

Student ID# _____ Teacher:_____

PHASE I				
Data Source	**Standard Required**	**Score**	**Meets G/T Criteria**	**ACCOMMODATIONS ALLOWED**
Teacher Survey	**90 or higher**			
Parent Survey	**Responses indicate student giftedness**			
Creativity Samples	**K- Only Advanced if used**			
Report Card**(most recent 6 wks –selected comp. K-1st)**	**95 or above in a core subject.(K –1st 3's and 4's)**			
PHASE 2				
Achievement				
Report Card(**recent 6wks-** Selected competencies for K-1st)	**90+ Semester 1 Avg. in all core (K-1 – 3's and 4's)**			
iStation Reading Level 4 (80%)or 5(90%)	**Level 4 or 5**			
iStation Math Level 4 (80%)or 5(90%)	**Level 4 or 5**			
STAAR	**Meets (all) or Masters (area of strength)**			
mClass	**Composite- above benchmark**			
Wave 1 TX-KEA	**Lit: 35 and above Math:14 and above**			
Ability				
Non - verbal Ability test NNAT3:	**110 NAI (K-1) or 90 (2-12)**			
Oral Response Video	**Advanced**			
Creative Writing Response	**Advanced**			

PHASE I

_____*Student has passed the PHASE I section and will now be part of the PHASE 2 Screening Process.*

Campus Counselor/Test Administrator and Coordinator Signatures:

_____ _____

PHASE 2 Advanced Academics Selection Committee Meeting Date: _____

This PHASE of the G/T identification process requires that the student meet at least two criteria from the Achievement section of PHASE 2 and a minimum of one criteria from the Ability section of PHASE 2 to qualify for G/T services at COCISD. Other screening materials - must have prior approval by the Advanced Academics Selection Committee.

_____Student met at least two criteria from the Achievement Section
_____Student met a minimum of one criteria from the Ability section

____ Student approval questionable due to the following:
_____
_____
_____
_____
Reviewed and Discussed Date: _____

Campus Counselor/Test Administrator and Coordinator Signatures:

_____ _____

This student has met approval from the Advanced Academics Selection Committee to be put in the Advanced Academics Program and receive Gifted and Talented Services.
____Student approved without question to receive Gifted and Talented Services in this area:
_____Math/Science
_____ELA/Social Studies
_____All four areas

____ Student not approved for Gifted and Talented Services at this time.

Advanced Academics Selection Committee Signatures:

_____ _____

_____ _____

_____ _____

COCISD Advanced Academics
Gifted and Talented Program
Student Nomination Form

Dear Parent/Guardian,

The Advanced Academics- G/T program at our school seeks to find students Grades K - 12 who are highly academically advanced. Nominated students will be screened in Phase I. If Phase 2 of the testing process. Students who score an ability index of 90 or higher will continue to Phase II of the process. **As part of COCISD's Advanced Academic Services, all second grade students will be screened for placement in the Gifted and Talented Program**. If you would like to nominate your child, please complete this letter and return it to your child's school by January 27, 2023. ***(Please note that nominations <u>will not</u> be accepted after January 27th.)***

In Phase II, a variety of criteria will be used to determine eligibility in the program, see the Advanced Academics Handbook for details.
Please contact your school counselor if you have any questions.

Thank you.

Child's Name _____

Child's Date of Birth _____/_____/_____ Current Grade Level _____

School _____ Teacher_____

Parent's Name _____

Mailing Address _____

City, State, Zip _____

Phone Numbers: Home ( ) _____ Work ( ) _____

E-mail _____

I would like my child, named above, to be considered for the COCISD Gifted and Talented Program. I give my permission for my child to be screened in Phase 1 and Phase 2 to complete the process.

Parent Signature _____ Date _____

OFFICE USE ONLY
Date distributed _____ Date received _____

Coldspring Oakhurst CISD does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities.

COCISD Gifted & Talented Parent Questionnaire

Student Name: _____ Grade _____

Home Room Teacher: _____ Date: _____

Parents/guardians are encouraged to submit a completed questionnaire as part of the nomination process. Please help us by sharing evidence of your child's giftedness. (reference page 5 of the Advanced Academics Handbook for G/T Characteristics)

1. What special interests and skills does your child have? Give specific examples of behavior that illustrates gifts or talents in these areas. (30)

_____
_____
_____
_____
_____

2. What else would you like us to know to assist us in assessing your child for the Advanced Academics Gifted and Talented Program? (30)

_____
_____
_____
_____
_____

3. Is there additional testing information to share that the school district has no knowledge of? (30)

_____
_____
_____

Parent's Name (print): _____ email_____

Signature: _____

COCISD Gifted & Talented Teacher Questionnaire

STUDENT: _____ CAMPUS: _____

GRADE: _____TEACHER: _____DATE: _____

Subject(s) for which you teach this child:
___ELA ___Math ___SS ___ Sci. ___ Art ____ Music____Other(_____)

PROMPT: In comparison to other students you teach in this subject, would you rate the nominated student: Lower or Higher Explain:

_____

Feel free to provide a folder with examples of student's exceptional work (# work samples and provide the # below in the Ex: area).
Provide a rating for each of the items below on a scale of 1-5 with one being low and 5 being high.

1. Level of intellectual ability 1 2 3 4 5 Ex: ___
2. Speaks or writes with a high level vocabulary 1 2 3 4 5 Ex: ___
3. Shows quick mastery and recall of factual information 1 2 3 4 5
4. Curiosity 1 2 3 4 5 Ex: ___
5. Focus on tasks and attention 1 2 3 4 5
6. Reads with comprehension at an early age NA 1 2 3 4 5
7. Wide range of interests (or extreme focus in one area) 1 2 3 4 5 Ex:__
8. Self-expression 1 2 3 4 5 Ex: ___
9. Concerned with social and political issues 1 2 3 4 5 Ex: ___
9. Leadership ability NA 1 2 3 4 5 Ex: ___
10. Deep, intense feelings and reactions, highly sensitive NA 1 2 3 4 5
11. Shows attention deficit problems but may concentrate for long periods in areas of interest NA 1 2 3 4 5
12. Requires frequent teacher support and feedback in deficit areas; highly independent in other areas; can appear stubborn and inflexible NA 1 2 3 4 5
13. Displays unusual imagination; frequently generate original and at times rather "bizarre" ideas; may appear to daydream when generating ideas NA 1 2 3 4 5 Ex: ___

Total points x 2 = _____

Comments: (add another page if necessary)

TEACHER Signature: _____

Coldspring Oakhurst CISD

Gifted and Talented Program

Request for Furlough

Date: _____

I, _____, request that my child, _____, be furloughed from the Gifted and Talented Program for reason(s) stated below. For one academic year after that year my child will return to the G/T program. If there are concerns with my child returning to the program, I will be contacted by the school counselor. I understand that I can reapply for a furlough for an additional two years; however, if I do not reapply, my child will be exited from the program the following academic year.

Reason for furlough from program:

_____ _____

Parent/Guardian Signature Date

_____ _____

Counselor's Signature Date

_____ _____

Principal's Signature Date

Missy Eichman,
District Coordinator of Special Programs (Advanced Academics and Emergent Bilingual) and Instructional Technology
COCISD

936-653-1188 or email at meichman@cocisd.org

Coldspring Oakhurst CISD
Gifted and Talented Program
Exit Documentation

Date: _____

_____, grade _____, is hereby exited from COCISD's Gifted and Talented Program. I understand that to re-enter the program, the student must be re-screened and qualify for the program using the most recent Advanced Academic qualification standards

Reason for exit from program:

_____ _____
Parent/Guardian Signature Date

_____ _____
Counselor's Signature Date

_____ _____
Principal's Signature Date

Missy Eichman,
District Coordinator of Special Programs (Advanced Academics and Emergent Bilingual) and Instructional Technology
COCISD
936-653-1188 or email at meichman@cocisd.org

Coldspring Oakhurst CISD
Advanced Academic Services
Parental Consent Form
Gifted and Talented Program

Student Name:_____ Grade _____

Home Room Teacher:_____ Date: _____

The Advanced Academic Services Gifted and Talented Program committee has recommended that your child participate as a Gifted and Talented student. Upon receipt of this consent form, your Kindergarten child will begin participation as a Gifted and Talented student immediately on their campus. For students in 1st - 11th the participation will begin the following school year. Subsequently, your child's progress will be reviewed at the end of the year to determine if participation as a Gifted and Talented student in the program is appropriate for the upcoming school year.

Gifted and Talented identification and services are designed to heighten the awareness of your child's intellectual and academic potential among his or her teachers and allow the student to continue academic growth by offering opportunities for the student to participate in enrichment activities where he or she may excel. For Secondary students this will include enrollment in Honors, Advanced Placement or Dual Credit Courses.

Students who meet the Gifted and Talented criteria are invited to join service opportunities with other Advanced Academic participants as appropriate. The appropriateness of the activity in correlation to the abilities of the Gifted and Talented students will be determined by the campus Advanced Academic Service provider. Gifted and Talented students may be invited to attend off-site instructional field trips and other enrichment activities such as but not limited to UIL Academic competition, Interest Area Field Trips, College Campus Previews, Summer Enrichment Camps and other such activities.

If you would like your child to be served through this program, we must have your written consent. Before signing, consider that the Gifted and Talented program is a team effort between the student's regular general education teacher, administrators, counselors and parents.

In serving your child we seek your support in return, by communicating regularly with your child's teacher(s) and the counselors at your campus. Your attendance at requested meetings and events will be greatly appreciated. Please do not hesitate to contact the campus counselors or the District Advanced Academics Coordinator at meichman@cocisd.org if you have any questions or concerns regarding your child's Advanced Academics placement in the Gifted and Talented program.

_____ Yes, my child may participate as a Gifted and Talented student

_____ No, I do not wish for my child to participate as a Gifted and Talented student

_____ _____
Parent or Guardian's Signature Date

Please return this form whether you answer yes or no, to your child's Campus Counselor no later than _____.

Coldspring Oakhurst CISD
Advanced Academic Services
Parent Notification and Right To Appeal Decision

Date:_____

Dear Parent or Guardian,

It has been determined that _____, grade ____, did not meet the criteria for COCISD's Advanced Academics, Gifted and Talented Program. We encourage you to monitor your child's progress and feel free to pursue future nominations for Advanced Academic services as appropriate.

If you have any other questions, please contact your campus counselor:
Angela Ballew, aballew@cocisd.org , James Street Elementary Counselor at 936-653-6105.
Janet Sanve, jsanve@cocisd.org, Coldspring Intermediate School Counselor at 936-653-7105.
Aimie Patrick, apatrick@cocisd.org, LJH Counselor at 936-653-8105.
Barbara Bailey, bbailey@cocisd.org, COHS Counselor at 936-653-9105.

You do have the right to appeal this decision by contacting us prior to _____.

Sincerely,

Missy Eichman,
District Coordinator of Special Programs (Advanced Academics and Emergent Bilingual) and Instructional Technology
COCISD
936-653-1188 or email at meichman@cocisd.org

Coldspring Oakhurst CISD
Advanced Academic Services
Second Screening Notification

Date _____

Dear Parents,

In response to your request for further consideration and possible identification of your child as Gifted and Talented, the campus G/T coordinators in partnership with my office conducted a second screening utilizing multiple data sources to make a determination of giftedness in adherence to the Texas State Plan for the Education of Gifted/Talented Students.

It has been determined that _____, grade ____, has/has not met the criteria of giftedness and upon receipt of the attached parent permission form will be provided G/T services. These services will be integrated with the appropriate Texas Essential Knowledge & Skills (TEKS) in each grade level for the subject of their gift/talent; students exhibiting giftedness in all areas will be served in all strands.

To learn more about the differentiated curriculum and instruction provided at each campus, please contact your child's campus counselor.

Sincerely,

Missy Eichman,
District Coordinator of Special Programs (Advanced Academics and Emergent Bilingual) and Instructional Technology
COCISD
936-653-1188 or email at meichman@cocisd.org

Coldspring Oakhurst CISD
Advanced Academic Services
Conditional Acceptance
Agreement for Transfer Students

Date _____

Dear Parents,

Welcome to our district! Due to your child's identification as Gifted and Talented at their previous district, we would like to extend a conditional acceptance into our G/T program. Once the supporting documents showing previous Advanced Academic Program placement has been received we will be evaluating your assessment data and may request a second screening utilizing multiple data sources to make a determination of giftedness in adherence to the Texas State Plan for the Education of Gifted/Talented Students. Please fill out the Parent Survey and return it with this signed notification.

To learn more about the differentiated curriculum and instruction provided at each campus, please visit our district website at cocisd.org, family tab and select Gifted and Talented from the menu.

I understand that my student is accepted into the COCISD G/T program on a conditional basis and will be evaluated upon the receipt of assessment/determination documentation.

Parent Signature:_____Date:_____

Sincerely,

Missy Eichman,
District Coordinator of Special Programs (Advanced Academics and Emergent Bilingual) and Instructional Technology
COCISD
936-653-1188 or email at meichman@cocisd.org

Advanced Academics Requirements and Expectations Agreement

Honors courses are academically advanced courses designed to challenge motivated students to understand rigorous content. The curricula for the courses are built on the core academic curriculum following the Texas Knowledge and Skills (TEKS) expectations for each course. Honors Math, Science, Language Arts, and Social Studies are offered from the sixth grade through the twelfth grade.

Entrance Guidelines

Honors courses are open to any student wishing to enroll. In order to assist with placement decisions, entrance guidelines have been developed to provide a profile of students who typically experience success in Honors courses.

Academic Profile:

- Successful completion of prerequisite coursework
  - Grade of 90 or more in academic classes
  - Grade of 80 or more in Honors classes
- Successful performance in related content area courses

  (Example: math and science, Reading Language Arts, English and social studies)

- Scores at the master grade level on the most recent STAAR tests in the content area related to the Advanced Academics courses being considered.

Students enrolled who are not performing at these standards after the first six weeks will be put on probation. Probation will last for six weeks and the student will have to perform at a level of 80% or better in each Advanced Academics class to be re-evaluated. If students cannot demonstrate proficiency in Advanced Academics courses they will be placed in a regular academics course to meet the student's needs. G/T students may be asked to Furlough or Exit the G/T program as a result of standards not being met.

Student Signature:_____Date:_____
Parent Signature:_____Date:_____
Advisor Signature:_____Date:_____

COCISD Student Product Proposal Form

Student's Name: _____ Campus: _____
Teacher's Name: _____ Area of Study: _____
Scope of Proposed Work: _____

General areas of study that closely related to your topic (check all that apply):
____Language arts ____Science ____Computer science ____Social studies ____ Art
____ Business/accounting _____Mathematics ____Personal/social development
____ Music ____Other

Reasons for selecting this topic:
1.
2.
3.

Resources: The following facilities (libraries, etc.), literature (periodicals, journals, etc.), technology (computers, Internet, software), and/or people (teacher, others) will be the principal resources for my investigation at this time:
1.
2.
3.
4.

Knowledge and/or skills I must improve in order to fully investigate my topic (for example, a new computer language, how to use a particular library tool, develop a specialized vocabulary, learn CAD, etc.):
1.
2.

Which of the following may limit this study? Check any that may apply.
____ Available resources ____ Age restrictions ____ Cost ____ Complexity
____ Interest/commitment ____ Parental approval ____ Time limits ____
Transportation

Student Signature: _____ Date: _____
Teacher Signature: _____ Date: _____
Parent Signature: _____ Date: _____

Recommendation: ____ Broaden/narrow topic ____Change the emphasis
____ Switch to a related topic ____Select a different topic

Coldspring-Oakhurst CISD
Advanced Academic Services
Advanced Learning Plan

ALP Date _____

I. Purpose of the ALP Committee Meeting

_____Admission _____ Exit _____Transfer _____Review _____Furlough (YR 1,2,3)

II. Student Data /Background Information

Student Name _____ Student ID _____

Date of Birth _____ Age _____ Race _____

Parents Information: _____
Email/ Address and Phone: _____
_____

Twice Exceptional: Is the student served in any other special programs?

_____ Special education _____ Bilingual education _____ English as a second language

Primary Language: Home _____ Student _____

NOTES:_____

If the student is served by special programs, what accommodations or modifications does the student require?

_____
_____
_____

G/T Services Data:

Currently Receiving Gifted/Talented Services_____ ReferralDate_____
Test Given _____ Hours per Week_____

How many years has the student received G/T services? _____

What is the delivery mode for G/T services?

_____ Regular classroom : List Teacher(s) _____

_____ Pull-out program : List Advisor: _____

_____ Dual Credit : List Courses: _____

_____ Honors Courses : List Courses _____

_____ Advanced Placement : List Courses _____

_____ Accelerated course : List Courses _____

Eligibility as established by the Gifted/Talented Committee

Specific Subject Area _____English/Reading Language Arts _____Mathematics _____Science _____Social Studies _____Creative Thinking _____General Intellectual Ability

III. Data Reviewed by ALP Committee **Next Review Date** _____

Observation Date: _____ Observed by: _____

Functioning (High or Low): Classroom _____ Assessments _____

Standardized Test Subjects and Dates: _____
_____

Present Level of Performance/Observations in each class/subject/Individual Projects :

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

IV. Modifications

A) Areas of Struggle: _____

B) Identified Priorities for Growth:

_____

_____

C) Acceleration Plan:

_____

_____

D) Disciplinary Sanctions: _____

Determination of Least Restrictive Environment

_____Regular Education _____Regular Education with G/T services

V. Students Academic Goals

Career/College/Military Goals: Short Term :

_____

_____

Long Term:

_____

_____

VI. High School Plans (Fill out for 8th Grade and Higher Only)

_____Projected date of High School completion _____Diploma (Must pass STAAR)

_____Completed TSI (or equivalent) Test Prep Class _____ Date of Completion

Rough Draft Schedule:

_____

_____

_____

_____

_____

_____

_____

_____

_____

VII. **Committee Recommendations**

Individual Projects (TPSP)/ courses/programs/activities/events/organizations :

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

VIII. Signatures of ALP Committee

Signatures	**Position**	**Agree**	**Disagree**

COCISD Advanced Academics
Gifted and Talented Program
Student Nominations Letter

To Whom It May Concern:

The COCISD Advanced Academics Gifted and Talented Program Committee is currently accepting nominations for the 2023-2024 school year. Nominations will be open through January 27, 2023.

Nominations are accepted from all K-12 students. Only students who are not already in Gifted and Talented need to be nominated. Anyone may nominate a student, including parents, teachers, community members, or the student themselves. All Kindergarten showing Gifted and Talented characteristics will be considered for screening. Furthermore, all Second Grade students will be screened.

Nominations can be done via paper by requesting a nomination form from your student's campus or printing it from the website. Digital forms are also now online at https://www.cocisd.org/Page/262 (scroll down toward the bottom of the website page to find the forms).

Digital Forms available starting September 2022

Digital G/T Teacher Questionnaire
Digital G/T Student Nomination Form

Any Kindergartener who is screened and placed in the program will begin receiving G/T services Spring 2023 and all other students will start their services beginning with the new school year.

Please see the website for further information on the nomination and screening process. For any questions or concerns please contact Missy Eichman (meichman@cocisd.org or call 936-653-1188).

ALL NOMINATIONS ARE DUE TO THE CAMPUS COUNSELOR BY JANUARY 27, 2023.

Coldspring Oakhurst CISD
Advanced Academic Services
Parent Notification of Appeal Decision

Date:_____

Dear _____,

During the Level 1 Campus Appeal meeting, your child's data was reviewed by a committee consisting of three GT trained members who had not previously reviewed the materials. After taking into account all original and new information received, it has been determined that_____, did not meet the criteria observed for _____GT students this year.

Provide me an opportunity comment on some of the concerns you shared in your appeal letter.

Please read the COCISD Advanced Academics handbook located on the cocisd.org website to find information on the Level 2 District appeal process. You have 10 days from the date of this letter to appeal this decision in writing.

If you have any other questions, please feel free to contact me.

Sincerely,

Missy Eichman,
District Coordinator of Special Programs (Advanced Academics and Emergent Bilingual) and Instructional Technology
COCISD
936-653-1188 or email at meichman@cocisd.org