

COMO-PICKTON
CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
GIFTED AND TALENTED HANDBOOK



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The Como-Pickton Consolidated Independent School District does not discriminate on the basis of race, color, national origin, age, religion, sex, marital or veteran status, the presence of a medical condition, disability, or any other legally protected status.

Como-Pickton Consolidated Independent School District

PHILOSOPHY AND GOALS

MISSION STATEMENT

The mission of Como-Pickton Consolidated Independent School District, in partnership with the home and community, is to provide excellence in education through relevant learning opportunities that will prepare students to achieve personal fulfillment and to become responsible, productive members

VISION STATEMENT

The vision of Como-Pickton CISD is to develop every child to be a life-long learner, enabling them to be effective communicators, complex thinkers, and productive citizens qualified to meet the uncertainties of the future.

DISTRICT MOTTO

Learning Today...Leading Tomorrow

DISTRICT BELIEFS

- Through challenging and engaging instruction, all students can become successful learners.
- As models for students, CPCISD personnel should engage in lifelong learning opportunities, measured by the achievement of personal and professional goals.
- Students should have access to a quality education provided by CPCISD in a community that supports a diverse population.
- The collaboration and inclusion of students, parents, staff, and community in the decision making process is vital to the success of CPCISD and should be actively fostered.
- Students are accountable for their own learning and actions; parents are accountable for their children; the district is accountable to the community.

DISTRICT PHILOSOPHY OF GIFTED EDUCATION

We believe that every human being is of value, with the right to optimal development. Each person is unique; therefore we are committed to an educational program that recognizes the special value and needs of the individual student. Providing programs and materials for gifted students who perform at or show the potential for performing at a remarkable high level of accomplishment when compared to others of the same age, experience, or environment (§29.121) is an integral part of this commitment.

We believe that gifted students need a continuum of learning experiences that leads to the development of advanced level products and/or performances (§89.3 TAC). Modifications in instructional strategies, content, and the development of skills and/or products are part of the services provided. The program helps develop self-actualized learners by encouraging effective communication, guiding learners to be focused and self-directed, nurturing intrapersonal and interpersonal skills, and focusing on independent research study skills, as well as developing critical and creative thinking and problem solving skills.

The purpose of the program is to seek, identify, and provide gifted learners with experiences that develop the potential of each individual. Identified gifted students should be challenged in order to fully develop their abilities.

STATE GOAL FOR SERVICES FOR GIFTED STUDENTS

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who participated in services for gifted students will have produced products and performances of professional quality as part of their program services. (From the Texas State Plan for the Education of Gifted/Talented Students, Revised May 2000, Texas Education Agency).

DISTRICT GOALS FOR GIFTED STUDENTS

It is the goal of Como-Pickton CISD to use the Texas State Plan for the Education of Gifted/Talented Students as the guide for continuous improvement of district GT services. Improvement and modifications of services include:

- Differentiated instruction and curriculum options in intellectual, creative or artistic areas, leadership and specific academic fields
- Opportunities for acceleration in areas of exceptional academic strength
- Depth and complexity as an integral part of the state/district curriculum with students creating sophisticated products and/or performance assessed by experts in the field that is the focus of the product.

DEFINITION

"Gifted and talented" 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 area; or
2. excels in a specific academic field.



NOMINATION PROCEDURES

A student enrolled in a Como-Pickton CISD elementary or secondary school may be nominated for the Gifted and Talented/Advanced Academics program by:

1. a teacher, counselor or campus administrator,
2. his or her parent/guardian, or by another adult who has knowledge of his/her abilities,
3. himself or herself.

Referrals for assessment of students in grades K-12 will be accepted at any time during the regular school year.

Consideration for the GT program and/or additional assessment will be on-going based on the student's' demonstrated need. Parents will be notified of results after testing is completed. All placement decisions will be made by a committee of GT educators as required by the Texas State Plan (§89.2(1) TAC). Services for identified students will begin as soon as practicable, following identification.

Parents are required to complete a referral form, which includes written consent for screening. Forms can be found on the Como-Pickton CISD website or through requesting them from the campus principals or GT Facilitator.

IDENTIFICATION PROCEDURES

Students may be considered for the CPCISD Gifted and Talented program only once within a 12-month period. Assessment in the areas of intellectual and academic fields with a minimum of five criteria, including both qualitative and quantitative measures, is used. A combination of the following assessments may be used during the assessment process.

- Intellectual Ability and Academic Achievement – Quantitative Measures
 - Norm-referenced Assessment of Aptitude
 - Norm-referenced Assessment of Achievement
 - Norm-referenced Assessment of Creative Thinking
- Student Characteristics – Qualitative Measures
 - Inventory of behaviors compiled by the parent/guardian
 - Observation inventory completed by teacher

Assessment data (identified only by student ID number) is reviewed and analyzed. The District GT committee recommends appropriate educational placements. Parents/guardians will be notified of the committee's decision. Parents/guardians of all qualifying students must give written consent to their child's participation in the GT program.

Parents of non-qualifying students may request a conference with the GT Coordinator to review the testing results. If the parents or guardians question the decision of the District GT committee, they may initiate the appeals process. All appeals will go to the district GT Coordinator.

Students in the CPCISD Gifted and Talented program are identified as General Academic ability students.

GIFTED and TALENTED PROGRAM POLICIES

Appeal Process

A parent/guardian or student may appeal the final placement decision. The appeal must be made in writing within 30 days of the notification of placement or non-placement in the GT program. The appeal should be directed to the Director of Advanced Academics. The district's GT Committee will re-evaluate all testing information/processes, examine additional information provided by the student and/or parents, make a decision concerning the student's qualification for gifted services, and inform the parent/guardian of this decision in writing.

Any subsequent appeals shall be made in accordance with Board Policy FNG (LOCAL) beginning at Level One.

Transfer Students

Parents are responsible for providing the GT facilitator with documentation of prior GT program placement. Based on a review of such documentation, transfer students who have been identified for a GT program in another district will be placed into the CPCISD GT program in accordance with Board Policy EHBB (LOCAL).

Furlough

Furloughs from GT services are intended to help students who need a temporary break from the GT program, not to remove non-performing students. The district may grant a furlough for a specific period of time when it is deemed to be in the best interest of the student. At the end of the furlough period, the student may reenter the gifted program or be placed on another furlough or be exited from the program. See Board Policy EHBB (LOCAL).

Refusal of Services/Exit

Identified GT students and/or their parents may refuse services and/or request to be exited from the GT program. See Board Policy EHBB (LEGAL/LOCAL).

Review

The district does not perform routine reassessments.

Professional Development

All teachers of gifted and talented students have completed an initial thirty hours of prescribed professional development including nature and needs of the gifted student, assessment training, and curriculum and instruction for gifted students which includes differentiation and creativity strategies. Teachers also receive six hours of yearly update training.

Administrators and counselors are also required to have at least six hours of administrative training in nature and needs; identification and assessment; curriculum and instruction; and program options for gifted and talented students.

All CPCISD classroom teachers are provided opportunities to participate in trainings throughout the year in a variety of settings such as district workshops, online programs, state level conferences, or workshops offered by the Education Service Centers, the Texas Association for the Gifted and Talented, and/or the College Board. Teachers are responsible for implementing their training in the classroom to meet gifted students' needs.

Family – Community Involvement

As per the Texas State Plan, the district will provide a district orientation meeting for all parent/guardians of identified gifted students. This orientation meeting will be held in the fall.

The district recognizes the vital importance of parent/guardian support and community involvement to the success and growth of the Gifted and Talented Program.

Community volunteers are encouraged to share their expertise by presenting lectures/demonstrations on various topics related to the themes studied in each grade or as mentors to students who are involved in independent study in an area of special interest.

RESOURCES

American Association for Gifted Children at Duke University

<https://aagc.ssri.duke.edu/>

The American Association of Gifted Children at Duke University (AAGC) is the nation's oldest advocacy organization for gifted children. Their mission is "to foster a better understanding of the needs and capabilities of gifted children, to encourage research in the field of education and nurturing of gifted children, and to accomplish and encourage other initiatives relating to the development of gifted children."

National Association for Gifted Children (NAGC)

www.nagc.org

NAGC supports and develops policies and practices that encourage and respond to the diverse expressions of gifts and talents in children and youth from all cultures, racial and ethnic backgrounds, and socioeconomic groups

National Society for the Gifted and Talented (NSGT)

www.nsGT.org

NSGT's mission is to advance the development of gifted, talented, and high potential youth, in the United States and abroad, through opportunities, advocacy, and exemplary programs and practices.

Texas Association of Gifted and Talented (TAGT)

www.txgifted.org

TAGT offers a parent affiliate membership that provides various resources to support parents.

World Council for the Gifted and Talented Children, Inc.

www.SENGIfted.org

SENG's mission is about empowering families and communities in reaching goals. SENG focuses on the social and emotional needs of gifted individuals.