

GOOSE CREEK CISD

GIFTED & TALENTED HANDBOOK



Our Mission:

DEVELOPING THE WHOLE CHILD

PROGRAM OVERVIEW

MISSION STATEMENT

In the pursuit of academic excellence and civic responsibility for every student, the GCCISD is committed to an outstanding education for every child by being a nurturing, innovative, and participatory organization that produces citizens who will successfully meet the cultural, intellectual, and social challenges of a changing world.

STATE GOAL FOR SERVICES FOR GIFTED/TALENTED STUDENTS

Students who participate in services designed for gifted/talented 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 have participated in services for gifted/talented students will have produced products and performances of professional quality as part of their program.

PHILOSOPHY

The Goose Creek Consolidated Independent School District is committed to the philosophy that all children have value and worth and that all children can learn. It also recognizes that children learn in different ways, at various rates, and at different levels of mastery. A program for academically advanced students is a necessary and integral part of this commitment.

We believe students with gifted potential must have multiple strategies, which ensure mastery of basic grade level skills, appropriately differentiated to allow students to reach their full potential for academic excellence. Instructional strategies should be multi-sensory and be appropriate for both age and ability. The program includes higher level thinking skills, creative and productive thinking, and opportunities for leadership.

GOALS

The gifted and talented students in Goose Creek CISD will be self-directed learners who relate effectively to all members of society.

The gifted and talented students in Goose Creek CISD will produce innovative products through the study of advanced content and the use of critical and creative thinking skills.

The gifted and talented students in Goose Creek CISD will develop creative products that address current and future needs.

PROGRAM OBJECTIVES

- A. Gifted students will conduct advanced levels of research, communicating the results in appropriate modes of expression.
- B. Gifted students will develop a variety of problem-solving skills resulting in creative, appropriate solutions.
- C. Gifted students will develop their potential through enrichment and acceleration.
- D. Gifted students will acquire learning skills needed to become self-directed, lifelong learners.
- E. Gifted students will develop healthy self-concepts and skills of interaction, including skills of leadership, with gifted peers, age mates, and society.

PROGRAM

ELEMENTARY SCHOOL (GRADES K-5)

Kindergarten GT students are identified per an established timeline during the school year and served in small groups no later than February 28 by a teacher who has the state required 30 GT hours.

GT students in first through fifth grade are served on each elementary campus where they are in classes with other GT students for the core subjects. They are with their age peers for art, music, physical education, and lunch.

The GT classes are enriched as appropriate. The GT classes differ from regular classes in depth and pace. Modifications in depth may include independent research, self-selected topics, and real products for real audiences. Modifications in pace may include covering required material at an accelerated pace.

JUNIOR SCHOOL (GRADES 6-8)

Identified GT students are served in Honors classes by teachers who have the state required 30 GT hours. Teachers differentiate for these students appropriately in the four core areas of mathematics, science, social studies and language arts.

HIGH SCHOOL (GRADES 9-12)

Identified GT students are served in Honors, AP, Dual Credit, and/or OnRamps courses. Teachers differentiate for these students as appropriate.

REFERRAL

Members of GCCISD staff, parents/guardians, or others, who have knowledge of a student, may refer the student to be considered for the gifted/talented program.

For grades K-11, the testing and identification process is completed according to a published district assessment/identification schedule.

ASSESSMENT

At least three appropriate criteria are used that include both qualitative and quantitative measures. Assessment tools may include but not be limited to the following:

- Ability Tests
- Achievement Tests
- Teacher Checklists
- Parent Checklists

Written parent/guardian permission must be secured prior to the administration of an assessment instrument that is not administered to the entire grade level.

IDENTIFICATION

An identification committee composed of at least three professional educators, who have received training in the nature and needs of gifted students, shall be established for the District. Committee members may include an administrator, a counselor, a classroom teacher, and a person having specialized training and/or experience in the education of gifted/talented students.

The identification committee shall evaluate each referred student according to the established criteria and shall select those students for whom gifted program placement is the most appropriate educational setting.

Identification scores will be honored for up to two semesters. After that period, students must qualify for the GT program again if they chose not to enter the program at the time of selection.

NOTIFICATION

Parents and students shall be notified in writing upon identification of the student for the gifted program. Participation in any program or services provided for gifted students is voluntary. Before a student is placed in a gifted program, the District shall obtain the parent's or guardian's written permission.

REASSESSMENTS

In accordance with Board policy, once a student is identified for the program, the student shall remain in the program unless he or she is exited.

APPEALS

Parents or students may appeal any final decision of the identification committee regarding selection for or removal from the gifted program. There are no appeals in the screening process.

Appeals regarding gifted/talented identification must be submitted in writing to the GCCISD Director of Advanced Academics within 10 working days of the date that is on the letter of parental notification which includes the results of the identification process. If the written letter of appeal is mailed, the postmark must reflect the 10-working day timeline.

When reviewing student appeals, the GT Appeals Committee may consider new information to make a final decision.

TRANSFER STUDENTS

OUT-OF-DISTRICT

When a student identified as gifted by a former school district transfers into the District, the GCCISD enrolling campus is responsible for contacting and forwarding the student's gifted/talented test records (profile/matrix) to the Advanced Academics Director. The student's test records shall be reviewed by the Advanced Academics Director to determine if placement in the District's program for gifted/talented students is appropriate. Transfer students must meet the District's selection criteria before being identified for placement in the District's program. Testing data from other districts shall be honored when compatible with the District's selection instruments. Pending receipt of the student's educational gifted/talented testing records, determination shall be made as soon as possible after the student's enrollment in the District.

IN-DISTRICT

When a student, who is enrolled in a Goose Creek CISD GT program, moves from one school to another in the district, the student will be served in the GT classroom at the receiving campus.

NOTE:

With the exception of kindergarten, testing will occur once a year, beginning in October/November and culminating with identification for the program in May/June. Pending parental permission, students who have been identified/selected for the program will be serviced beginning the following fall semester.

All kindergarten students will be referred by the district and screened during the fall semester. The kindergarten students meeting an established criteria during the screening process will proceed to the second phase of the assessment process pending written parental permission. At the conclusion of the second phase of the assessment process, kindergarten students who have been identified as GT will be served in small groups by February 28.

Test scores will not be accepted from private sources. Such scores will be allowed for the appeals process only.

EXIT PROVISIONS

Students may be exited from the GT Program when it is determined by the campus committee that it would be in the best interest of the student to discontinue the student's participation in the GT Program. The campus committee for the gifted/talented program shall be composed of a campus administrator, the director of the GT Program, and teacher representatives. All phases of the exit procedure shall have been followed.

EXIT PROCEDURE

- A.** Reasons for possible exit from the program
 - 1. Performance in the GT Program
 - 2. Personal or social stresses

- B.** Initiators
 - 1. Teacher
 - 2. Counselor
 - 3. Administrator
 - 4. Parent
 - 5. Student

C. Place Student on Monitored Status

(Length of monitored status must be a minimum of nine weeks.)

1. Conference between teacher and student.
2. Student intervention plan is developed by teacher and campus administrator.
3. Conference between teacher and parent. Intervention plan discussed and shared.
4. A follow-up conference date is scheduled to review student's progress.
5. A copy of the monitor form and intervention plan along with anecdotal records should be filed in the student's GT folder (contained within permanent record folder) for committee review if necessary.
6. A GT Monitored Status Form is completed, signed, and sent to the Advanced Academics Department.

D. Exit Conference, if needed

1. An exit conference must include the following:
 - a. Campus Administrator
 - b. Gifted/Talented Program Teacher(s)
 - c. Advanced Academics Director/Coordinator
 - d. Parent

E. Review of the monitored status progress must be reviewed during the exit meeting

F. Exit form to include all indicated signatures

G. Copy of exit form sent to Advanced Academics Department

Additional Exit Guidelines

Exit procedures may be initiated at any time. Once a child is exited from the GATE Program, he/she will be eligible for reconsideration no earlier than one calendar year from his/her exit date. Re-entry must be through retesting - requalification.

FURLOUGHS

Students who are unable to maintain satisfactory performance within the structure of the gifted and talented program may be placed on furlough by the campus GT committee (campus principal, counselor, student's G/T teacher). The purpose of such a furlough is to provide the student an opportunity to attain performance goals established by the campus committee. A parent may request consideration of a furlough by the campus committee.

A student may be furloughed for a period of time deemed appropriate by the campus committee. At the end of the furlough, the student's progress shall be reassessed, and the student may reenter the gifted program, be removed from the program, or be placed on another furlough.

This option is utilized in cases of extreme need (student serious illness, emotional reasons, etc.).

APPENDIX

GCCISD Board Policy

Texas State Plan for the Education of Gifted/Talented Students can be accessed by going to gted@tea.state.tx.us.