

GOOSE CREEK CISD

2024-2025

ADVANCED ACADEMICS HANDBOOK



Our Mission:
DEVELOPING THE WHOLE CHILD



Goose Creek Consolidated Independent School District

P.O. Box 30

Baytown, Texas, 77522

(281) 420-4800

Randal O'Brien, Ed.D.

Superintendent

Susan Jackson

Deputy Superintendent of Curriculum and Instruction

Ellen Akers, Ed.D.

Director of Secondary Curriculum and Instruction

Livia Callahan

Director of Elementary Curriculum and Instruction

Advanced Academics

4544 East Freeway

281-420-2800

Shannon Ramirez, Ed.D.

Coordinator of Advanced Academics



Table of Contents

DEFINITION OF GIFTED AND TALENTED STUDENTS	1
ADVANCED ACADEMICS MISSION STATEMENT	1
ADVANCED ACADEMICS VISION STATEMENT	1
STATE GOAL FOR SERVICES FOR GIFTED/TALENTED STUDENTS	1
ADVANCED ACADEMICS CORE BELIEFS	1
PROGRAM COMMITMENTS	2
PROGRAM OBJECTIVES	2
PROGRAM SERVICE DESIGN	2
ELEMENTARY (GRADES K-5)	2
SECONDARY (GRADES 6-12)	3
REFERRAL AND TIMELINE	3
ASSESSMENT	4
IDENTIFICATION	5
NOTIFICATION	5
REASSESSMENTS	5
APPEALS	5
GT STUDENT TRANSFERS	6
IN-DISTRICT	6
OUT-OF-DISTRICT	6
PRIVATE AND HOME-SCHOOLED STUDENTS	6
FURLOUGHS AND EXIT PROVISIONS	7
FURLOUGHS	7
INTERVENTION & EXIT PROCEDURES	7
WITHDRAWAL	8
ADDITIONAL EXIT GUIDELINES	8
APPENDIX	8



DEFINITION OF GIFTED AND TALENTED STUDENTS

“Gifted and talented (G/T) student” 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 exhibits high performance (TEC Subchapter D §29.121).

ADVANCED ACADEMICS MISSION STATEMENT

Goose Creek CISD Advanced Academics respects and values each student's uniqueness and is committed to enabling its highly motivated students to achieve their academic and personal potential through an engaging program serving our advanced academic student population.

ADVANCED ACADEMICS VISION STATEMENT

Goose Creek CISD Advanced Academics aspires to challenge, engage, and empower advanced learners to become transformative thinkers in a rapidly 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.

ADVANCED ACADEMICS CORE BELIEFS

The Goose Creek Consolidated Independent School District Advanced Academics department is deeply committed to the philosophy that all children, without exception, have value and worth. We recognize that children learn in different ways, at various rates, and 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 that ensure mastery of basic grade-level skills and are appropriately differentiated to allow them to reach their full potential for academic excellence. Instructional strategies should be multi-sensory and appropriate for both age and ability. The program includes higher-level thinking skills, creative and productive thinking, and opportunities for leadership.



PROGRAM COMMITMENTS

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 by studying advanced content and using 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 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 to become self-directed, lifelong learners.
- E. Gifted students will develop healthy self-concepts and interaction skills, including leadership skills, with gifted peers, age mates, and society.

PROGRAM SERVICE DESIGN

ELEMENTARY (GRADES K-5)

The G/T program in kindergarten through fifth grade is designed to provide differentiated instruction for identified G/T students. Differentiated instruction offers a variety of learning options designed to tap into students' interests and abilities by providing academic enrichment and extensions to the grade-level curriculum.

At each grade level, identified students will be clustered within a class taught by a teacher who has completed the G/T foundational professional learning as required by the state of Texas. If team teaching, both teachers will complete the professional learning. If more than 22 G/T students are identified in one grade level, the students will be clustered in two classes with teachers who have completed the state-mandated professional learning to teach G/T students.

All kindergarten students are automatically considered for G/T and other advanced-level services. Kindergarten gifted student services begin during the second semester at a date published once testing is completed yearly. G/T kindergarten services will follow a model determined by the campus.



SECONDARY (GRADES 6-12)

In grades 9-12, teachers who have completed the G/T foundational professional learning required by the state of Texas provide services to identified students through acceleration, Honors courses, and Advanced Placement (AP) courses. G/T students will be clustered in the Honors and AP courses to the greatest extent possible. The AP Program allows students to take college-level classes in their high school curriculum. These courses offer challenging learning experiences and potential college credit for students. See the College Board Website for information on advanced placement credit.

GCCISD offers AP courses in core areas and several elective areas. Honors courses may include courses designed for preparation for Advanced Placement and courses open to all students seeking challenging coursework.

Due to the global perspective provided, the embedded aspects of collegiate research skills, and the ability to satisfy degree plans in multiple disciplines, G/T students are expected to enroll in a selection of Honors courses and AP courses in areas of their strengths and interests.

Each campus may have additional program options, which may vary depending on the campus your student attends. Please check with your child's campus about which programs are offered there.

Students must enroll in a G/T program option to remain a G/T-identified student in GCCISD.

REFERRAL AND TIMELINE

Referral forms for initial G/T assessment are available through Project G/T beginning October 21st. They must be completed by December 13th for students to be assessed for G/T services that school year.

Kindergarten screening begins September 9, 2024.

Students must be enrolled and attending school in Goose Creek CISD to be assessed for G/T services.

- Parents needing assistance completing the referral form may contact the Advanced Academics office for assistance within the established timeline.
- Members of Goose Creek CISD's professional staff may refer them, including principals, teachers, counselors, special program teachers, or others who know the student.
- Parents/Guardians, other family members, and/or community members may refer students.



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

*****TIMELINE IS SUBJECT TO CHANGE, AND ADJUSTMENTS MAY BE MADE DURING THE SCHOOL YEAR AS NEEDED****

ASSESSMENT

- Students must be enrolled and attending school in Goose Creek CISD to be eligible for G/T assessment or services. Please check the district assessment timeline.
- GCCISD will provide assessment opportunities for G/T identification once per school year. This assessment process allows for student exceptionalities and language differences to the extent possible. Access to assessment and, if needed, G/T services is available to all district populations. All assessments will be consistent with documented accommodations in 504 and Special Education plans.
- At the kindergarten level, at least three criteria are used to assess students with potential for accomplishment relative to their peers. In grades 1 - 11, qualitative and quantitative data are collected through 3 or more measures to determine whether a student needs G/T services.
- Assessment instruments may include but are not limited to
 - Ability assessments, including verbal and/or nonverbal
 - Achievement assessments
 - District screener
 - Observation inventory
 - Planned experiences
 - Student portfolio
 - Review of STAAR data from previous years
 - Review of student school performance data
- Parent/guardian permission must be secured for testing not given to the entire grade level.
- Students who miss G/T assessments due to excused absences may attend a make-up assessment scheduled by the Advanced Academics team.
- **Test scores from private sources will not be accepted.** They will be allowed only for the appeals process.

The data review and assessment process for referred students begins in January and continues through March. Written parent/guardian permission must be secured before administering an assessment instrument not administered to the entire grade level.



IDENTIFICATION

The committee will identify students for G/T services based on a review of information gathered during the assessment process. The committee will identify students whose data reflect that the district's G/T service options best meet their educational needs.

- Final determination of students' need for G/T services will be made by a committee of at least three local district or campus educators who have received training in the nature and needs of G/T students and who have met and reviewed the individual student data (19 TAC §89.1(4)).
- Once identified, students will be provided services and opportunities to produce advanced-level products.
- Students who do not qualify or are not enrolled in G/T services can participate in open enrollment in advanced courses in grades 6-12.

NOTIFICATION

Upon a student's identification for the gifted program, parents and students shall be notified in writing electronically or through regular mail. Participation in any program or services provided for gifted students is voluntary.

Before a student is placed in a gifted program, GCCISD shall obtain the parent's or guardian's written permission.

REASSESSMENTS

By Board policy, once a student is identified for the program, they shall remain in the program unless he or she exits.

APPEALS

Parents or students may appeal any final decision of the identification committee regarding selection for or removal from the gifted program. The request for appeal must follow the guidelines outlined below.

There are no appeals in the screening process.

A parent/guardian may appeal the decision of the Identification Committee regarding identification for the G/T program. To file an appeal, please complete the Goose Creek CISD Gifted and Talented Program Appeal link, available in the denial of placement communication received by the parent or guardian. The appeal must be submitted to the Advanced Academics Coordinator within ten business days of the date of the denial of placement notification.

The Appeal Committee will include the initial identification committee and may also include campus administrators and/or campus counselors. All assessment data, including new information from the parent/guardian as to why the original decision should be overturned, will be considered during the appeal process.



Within five business days after the Appeal Committee decision, the decision will be communicated to the parent/guardian.

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

GT STUDENT TRANSFERS

IN-DISTRICT

When a student 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.

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 Coordinator. The Advanced Academics Coordinator shall review the student's test records 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, a determination shall be made as soon as possible after the student's enrollment in the District.

PRIVATE AND HOME-SCHOOLED STUDENTS

Students must be enrolled in Goose Creek CISD to be eligible for G/T data review by Advanced Academics.

Within six weeks of receiving G/T data, the Identification Committee will evaluate the previous school's data and any new information to determine whether the student is eligible for G/T services in GCCISD.

If the student is not identified as eligible for G/T services based on the data received, they may contact Advanced Academics about referring them for G/T assessment and services. See the district's assessment timeline for more G/T assessment information.

If identified as G/T, students will then receive G/T services at their attendance-zoned campus.

GCCISD does not offer an assessment program at public expense for non-enrolled students.



NOTE:

With the exception of kindergarten, which occurs each fall, grades 1-11 testing will occur once a year, beginning in January and culminating with identification for the program in May/June. Pending parental permission, students 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 established criteria during the screening process will proceed to the second phase of the assessment process pending written parental permission. After the second phase of the assessment process, kindergarten students who have been identified as GT will be served in small groups by February 28.

FURLOUGHS AND EXIT PROVISIONS

FURLOUGHS

Students may be exited from the GT Program when the campus committee determines that discontinuing their participation would be in the student's best interest. The campus committee for the gifted/talented program shall comprise a campus administrator, the coordinator of the GT Program, and teacher representatives. All phases of the exit procedure must be followed.

- parent/guardian or student (with parent/guardian signature) completes the Furlough Request Form and submits it to the Advanced Academics department.
- A G/T Student Support Committee led by a member of the Advanced Academics team, a campus administrator, and a parent/guardian (and student, when appropriate) review the request and student data to grant or deny the furlough.
- After the time specified in the furlough, a G/T Student Support Committee will determine if the student will resume services in the G/T program, exit the program, or be placed on another furlough.
- Copies of the completed furlough form will be provided to Advanced Academics, the parent/guardian, and the student's permanent folder.

INTERVENTION & EXIT PROCEDURES

A request for G/T Intervention should be made when there is an indication that a G/T student is not achieving academically at the expected level of performance. Interventions are required before making a committee decision regarding exit from G/T services.

A request for G/T Intervention, initiated by a student, parent, teacher, counselor, or administrator, must be submitted to Advanced Academics identifying areas of concern for the student. Advanced Academics will then convene a G/T Student Support



Committee meeting including (but not limited to) a campus administrator, a member of the Advanced Academics team, and a parent/guardian, with the student to identify intervention strategies and timeline (6-9 weeks) for implementation and monitoring.

The student continues participating in G/T services during the implementation and monitoring period. At the end of this period, the G/T Student Support Committee will review the student's performance record and recommend either exit or continued intervention and monitoring. Exiting of students from G/T services must be based on multiple criteria, including, but not limited to, student performance in response to services and interventions, educational needs, social/emotional needs, and any limiting factors at home or school that interfere with learning.

A committee decision to exit a student is finalized after the intervention is completed and the parents and student are consulted regarding the student's educational needs.

WITHDRAWAL

Parents wishing to withdraw their child from G/T services should contact the Advanced Academics office. Reinstatement for G/T services after withdrawal requires a complete reassessment process. For this reason, we recommend intervention or furlough before withdrawal.

ADDITIONAL EXIT GUIDELINES

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

APPENDIX

GCCISD Board Policy can be accessed by going to <https://pol.tasb.org/PolicyOnline/PolicyDetails?key=591&code=EHBB#legalTabContent>

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