

Definition

The District's services for gifted and talented is provided for those students who perform or show the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who exhibit high performance capability in an intellectual, creative, or artistic area, who possess an unusual capacity for leadership, or excel in a specific academic field.

Nomination/Referral

Clear Creek ISD accepts nominations/referrals in writing at any time. Verbal nominations will not be accepted. Students may be placed in the assessment cycle appropriate to their grade level.

Kindergarten:

Nomination/Referral Deadline: December 1st annually. Assessment Cycle: Month of January annually.

Grades 1-12:

Nomination/Referral Deadline: October 1st annually. Assessment Cycle: Begins in October.

Screening and Identification Process

Screening and identification in the Clear Creek ISD is initiated through two primary assessment cycles. The identification process is ongoing, and assessments may occur at any time. Clear Creek ISD identifies students based on general intellectual ability.

Kindergarten: All kindergarten students are provided with initial screening for general intellectual ability in the fall semester. The initial screening results are reviewed and evaluated by a GT Selection Committee and students who perform at high levels on the initial screening are referred for the assessment cycle in January. (See Nomination/Referral above.)

Second Grade: All second grade students are provided with initial screening for general intellectual ability in the fall semester. The initial screening results are reviewed and evaluated by a GT Selection Committee to see if further testing is needed for the identification process.

Grades 1-12: Students referred in Clear Creek in grades 1-12 will begin the initial screening process in the fall semester. The district utilizes a variety of data such as classroom performance, authentic assessments, portfolio review, teacher observations, cumulative records, and/or other quantitative and qualitative screening instruments.

Parental Consent and Identification

The assessment cycle phase requires written permission and will consist of a cognitive abilities test to measure the general intellectual ability of the child. [See EHBB(EXHIBIT A).] This assessment

will be selected from an approved list of qualified assessments such as: the Cognitive Abilities Test (CogAT ®*), Naglieri Nonverbal Ability Tests® (NNAT, NNAT 3®), the test of Cognitive Skills, The Otis-Lennon School Ability Test®, (OLSAT®), WISC-IV or WISC-V or other qualified assessment.

**Selection
Procedures**

Upon completion of the assessment cycle, all pertinent data is collected for review by a selection committee consisting of at least three district/local campus educators who have completed thirty (30) hours of GT training and are current with the six hour GT update. Analysis of the results and examination of the qualifications for each candidate are completed for the recommendation of appropriate placement. All data and collected information are compiled on an individual profile sheet.

Criteria for selection includes both quantitative (cognitive abilities tests, etc.) and qualitative (professional recommendation, observations, grades, portfolio samples, etc.) measures.

Notification

Parents and students are notified of the selection results in writing and provided with a copy of the profile sheet and criteria. Upon qualification, signed, written permission to participate is required for placement in GT services. [See EHBB(EXHIBIT B).]

Probation

Any student identified for GT services failing to demonstrate mastery of skills necessary for success at the next level in any core content course or grade level. (English/Language Arts, Science, Mathematics, and/or Social Studies), will be placed on Probation status. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit, nine week, or semester exams. Mastery of at least 70 percent of the objectives shall be required for those courses with a numerical grading system. Mastery of the majority of the objectives is required for those grade levels utilizing standards based grading. [See EHBB(EXHIBIT C).]

The probation procedure may also be initiated by a classroom teacher, advanced academic specialist, campus GT liaison, counselor, principal, parent(s), or the Director of Advanced Academics and Gifted and Talented Services, based on academic struggles. A committee comprised of at least three district/local campus educators who have completed thirty (30) hours of training and are current with the six hour update will determine the specific improvement actions the student must make within the probation period. A GT Committee may be called at any time the student is at risk of academic failure.

Initiation of Interventions for Probation

When circumstances indicate the need for probation, parents will be notified so that immediate collaboration and/or interventions may be initiated, and the appropriate monitoring of the child's progress can be established.

If a student fails to meet the terms of his/her probation by failing to demonstrate mastery of skills necessary for success at the next level in any core content course or grade level, (English/Language Arts, Science, Math, and/or Social Studies) for the semester or the school year, he/she may be considered for furlough from GT services.

Furlough

At the completion of the probationary period as determined by the GT Committee, the student's progress will be re-evaluated. If the student has completed all specified improvement actions and is passing all core courses, the student will be removed from probationary status. If these requirements have not been met, the committee will re-evaluate to determine extension of probation or a recommendation for furlough.

A student receiving GT services in Grades K-12 may be placed on furlough (leave of absence) from GT services for up to one year for any of the following reasons:

- Recommendation of the GT Committee, based on continual academic struggles;
- The student elects not to participate in the levels of GT service offered to the student (GT pullout program and/or Honors/AP/GT courses). [See EHBB(EXHIBIT D).]

Elementary students who are furloughed from the GT services will not attend the GT pullout classes. A Webster Academy Visions in Education (WAVE) Magnet student who is placed on furlough from GT services will return to his/her home intermediate campus.

At the end of the furlough period, a student will be re-evaluated by a GT committee. A decision will be made regarding the reinstatement of the student in GT services or to initiate exit procedures.

Exit

After a furlough from GT services, an extension of the furlough period, by up to a year, may occur, or the student may be exited from services. A GT committee will evaluate all relevant data and make a recommendation for student placement. For re-entry after exit from GT services, the student must be re-assessed through the screening and identification procedures and process. [See EHBB(EXHIBIT E).]