

Pleasant Grove Independent
School District



Gifted & Talented Handbook

Revised 2024-2025

Pleasant Grove Gifted and Talented Education

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Pleasant Grove Gifted and Talented Education

Pleasant Grove ISD is committed to high levels of learning for all students. We believe that every student is unique, and we are committed to an educational program that recognizes the special value and needs of the individual student. Gifted students need a continuum of learning experiences that leads to the development of advanced level products and/or performances. Accommodations in instructional strategies, content, and the development of skills and/or products are part of the services provided. The Pleasant Grove G/T program helps develop self-actualized learners by guiding learners to be focused and self-directed, nurturing intrapersonal and interpersonal skills, encouraging effective communication skills, and 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 their potential and challenge them in order to fully develop their abilities.

Pleasant Grove ISD uses the Texas Education Agency's definition of a gifted and talented student: 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.

Gifted Education in Texas

In 1977, the Texas Legislature passed its first legislation concerning the education of gifted/talented (G/T) students. In 1979, state funds for providing services to G/T children were made available, but providing such services was optional for school districts. In 1987, the Texas Legislature mandated that all school districts must identify and serve G/T students at all grade levels. In 2019, the Texas State Plan for the Education of Gifted/Talented Students (State Plan) was revised by the Texas State Board of Education (SBOE) that included a commitment to high-level learning opportunities for G/T learners.

State Goal for Gifted and 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 or gifted/talented students will have produced products and performances of professional quality as part of their program services.

Services

The Pleasant Grove ISD Gifted/Talented program provides a flexible system of viable service options that provide a research-based continuum across the district to meet the needs and reinforce the strengths

and interests of gifted/talented students. G/T students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas as well as opportunities to accelerate in areas of strength. Students are ensured opportunities to work together as a group, work with other students, and work independently.

Kindergarten-5th Grade Students

Kindergarten, 1st, 2nd, 3rd, 4th, and 5th grade students who are identified as gifted/talented will receive services which are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas. This class will provide learning experiences that align with student strengths, gifts, and talents. They will grow and develop their ability to be self-directed learners, thinkers, and problem solvers. In addition to attending the Gifted/Talented Class, students will have opportunities throughout their day to employ innovative thinking, creativity, and individuality, all of which will be reflected in products, performances, and performance-based assessments.

6th-12th Grade Students

In grades 6th-12th, students identified as gifted and talented participate in G/T services through any one or more of the Advanced courses, AP courses, Dual Credit courses, UIL contests, leadership opportunities, as well as grade level courses with differentiated instruction for all learners. Teachers of students in these courses are trained in the nature and needs of G/T students and instruction is differentiated to allow for depth, complexity, and pacing appropriate for gifted and talented learners.

Identification and Assessment

The Pleasant Grove ISD identification process includes a variety of both objective and subjective assessment measures collected from multiple sources according to each area defined in the Texas State Plan for the Education of Gifted/Talented Students. Identification practices rely on multiple criteria to look for students with gifts and talents to ensure the fair assessment of students.

Students may be referred for the gifted and talented program at any time by teachers, counselors, parents, or other interested persons. Assessment opportunities for the identification process for referred students are made available at least once per school year.

All kindergarten students are automatically considered for gifted/talented in the fall semester unless a parent requests otherwise.

Secondary students are assessed upon request.

Students are referred and assessed at least once a year for services provided as a part of the program for gifted students. Students in grades K-12 shall be assessed and, if identified, The Pleasant Grove Independent School District has designed programs to address the unique needs of students identified as gifted and/or talented through multiple qualitative and quantitative data. No single criterion will

prevent a student’s identification as gifted/talented. The selection committee’s decision will be based upon a thorough review of the student’s individual profile.

The PGISD G/T Referral and Assessment Timeline

October 1, 2024	Kindergarten referral letters distributed
October 22, 2024	Kindergarten referral letters deadline
October 28-November 15, 2024	Kindergarten G/T assessment window
December 20, 2024	Kindergarten recommendation letters distributed
January 27, 2025	1st-5th referral letters distributed
February 10, 2025	1st-5th referral letters deadline
March 3-March 31, 2025	1st-5th G/T assessment window
May 5, 2025	1st-5th G/T recommendation letters distributed for placement in G/T program for following year

A committee of at least three district educators who have received training in the nature and needs of gifted students will make a recommendation based on assessment data.

It is the goal of PGISD to ensure all students are provided with a variety of educational experiences which support their individual potential for excellence. Students from all populations in the district have access to assessment and, if identified, services for the gifted/ talented program.

The Board-approved program for the gifted and talented will establish criteria to identify gifted and talented students. The criteria shall be specific to the state definition of gifted and talented and will ensure the fair assessment of students with special needs (accommodations), the culturally diverse, students who are economically disadvantaged, and students with disabilities.

Parental Consent

The District will obtain written parental consent before any special testing or individual assessment is conducted as part of the assessment and identification process. All student information collected during the assessment and identification process will be an educational record, subject to the protections set out in policies at FL.

Notification

The District will provide written notification to parents of students who qualify for services through the district’s gifted and talented program. Participation in any program or services provided for gifted

students will be voluntary, and the district will obtain written permission from the parents before placing a student in a gifted program.

Reassessments

The District will not perform routine reassessments. Reassessment of gifted/ talented students is based on performance in response to gifted/talented services and if reassessment occurs at all, it is no more than once in elementary grades, once in middle school grades, and once in high school.

Transfers

Students who transfer into Pleasant Grove ISD from another public school district and who meet or exceed Pleasant Grove ISD criteria for gifted services will receive gifted services upon receipt of student test data and permanent records. The parents of those students identified as gifted in another public school district whose identification criteria does not meet the Pleasant Grove ISD gifted/talented identification criteria will be notified that a re-evaluation is needed. Parents can choose to allow for evaluation or choose to evaluate the student during the normal testing cycle. If transfer evaluation is chosen, the student will be evaluated within thirty (30) instructional days of entering the district.

Furloughs

The District may place a furlough on any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student. In accordance with administrative regulations, a furlough shall be granted for specified reasons and for a specified period of time without being exited. At the end of a furlough, the student may reenter the gifted program, be placed on another furlough, or be exited from the program.

Exit Provisions

The District will monitor student performance in the program. If at any time, based on multiple criteria, the selection committee determines it is in the best interest of the student and his or her educational needs, the committee may exit a student from the program. If a student or parent requests removal from the program, the selection committee will meet with the parent and student before honoring the request. Exiting of a student is finalized by committee decision after consultation with parents and student regarding the student's educational needs.

Appeals

A parent or student may appeal any final decision of the selection committee regarding selection for or exit from the gifted program within ten instructional days. Appeals will be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.

Program Evaluation

Pleasant Grove ISD will annually evaluate the effectiveness of the District's gifted program, and the results of the evaluation will be used to modify and update the District and Campus improvement plans. The District will include parents in the evaluation process and will share the information with Board members, administrators, teachers, counselors, students in the gifted and talented program, and the community. Specialists and advocates for gifted/talented students will be consulted regarding program refinement and improvement.

Community Awareness

Pleasant Grove ISD ensures information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.

Professional Development

Pleasant Grove ISD will ensure:

- Before assignment to the program for gifted students, teachers who provide instruction and services that are part of the program have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessment of student needs, and curriculum and instruction for gifted students.
- Teachers without the required training who provide instruction and services that are part of the gifted/talented program complete the 30-hour training requirement within one semester.
- Teachers who provide instruction and services that are part of a program for gifted students receive a minimum of six hours annually of professional development in gifted education. The annual professional development for G/T teachers will ensure services are comprehensive, structured, sequenced, and appropriately challenging.
- Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.
- All teacher professional learning will embed instructional practices for learning effective communication skills, fostering collaborative learning environments, creating performance assessments, fostering experiential learning, promoting critical thinking through application, analyzing, synthesizing, and evaluation, and systemic planning for providing personalized learning experiences to meet the needs of all students and to ensure students are challenged in all classes.
- Evaluation of professional learning activities for gifted/talented education is ongoing and related to state teacher gifted/talented education standards, and the results of the evaluation

are used

in making decisions regarding future staff development plans. Gifted/Talented services staff are involved in the planning, reviewing, and/or conducting the district's gifted/talented professional learning.

- Gifted/Talented professional development will be documented in Eduphoria Workshop.

District/Campus Gifted and Talented Contacts

Melissa Thomas	Margaret Fischer Davis Elementary Counselor
Ashlee Francis	Pleasant Grove Intermediate School Counselor
Heidi Cashatt	Pleasant Grove Middle School Counselor
Karen Carpenter	High School Counselor
Jennifer Ford	High School Counselor
Aimee Mullins	High School Counselor
Ashley Barker	Assistant Superintendent of Learning Services

Referral

Students may be referred for the gifted and talented program at any time by teachers, counselors, parents, or other interested persons.

Screening and Identification Process

The District shall provide assessment opportunities to complete the screening and identification process for referred students at least once per school year.

Parental Consent

The District shall schedule a gifted and talented program awareness session for parents that provides an overview of the assessment procedures and services for the program prior to beginning the screening and identification process.

Identification Criteria

The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.

Assessments

The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.

Selection

Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.

Notification

A selection committee shall evaluate each referred student according to the

established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law.

The District shall provide written notification to parents of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted and talented program.

Reassessment

If the District reassesses students in the gifted and talented program, the reassessment shall be based on a student's performance in response to services and shall occur no more than once in elementary grades, once in middle school grades, and once in high school grades.

Transfer Students

When a student identified as gifted by a previous school district enrolls in the District, the selection committee shall review the student's records and conduct assessment procedures when necessary to determine if placement in the District's program for gifted and talented students is appropriate.

Furloughs

[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]

The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student.

Exit Provisions

In accordance with the Board-approved program, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program.

Appeals

The District shall monitor student performance in response to gifted and talented program services. If at any time the selection committee or a parent determines it is in the best interest of the student to exit the program, the committee shall meet with the parent and student before finalizing an exit decision.

Program Evaluation

A parent, student, or educator may appeal any final decision of the selection

committee regarding selection for or exit from the gifted and talented program. Appeals shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.

The District shall annually evaluate the effectiveness of the District's gifted and talented program, and the results of the evaluation shall be used to modify and update the District and campus improvement plans. The District shall include parents in the evaluation process and shall share the information with Board members, administrators, teachers, counselors, students in the gifted and talented program, and the community.

The District's gifted and talented program shall address effective use of funds for programs and services consistent with the standards in the state plan for gifted and talented students.

The District shall annually report to the Texas Education Agency (TEA) regarding funding used to implement the District's gifted and talented program. The District shall annually certify to TEA:

Community Awareness

1. The establishment of a gifted and talented program by the District; and
2. That the District's program is consistent with the state plan for gifted and talented students.

The District shall ensure that information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.

Definition

A district shall establish a process for identifying and serving gifted and talented students and shall establish a program for those students in each grade level. Under this provision, a district may establish a shared services arrangement with other districts.

A district shall adopt a policy regarding the use of funds to support the district's program for gifted and talented students.

Education Code 29.122

"Gifted and talented 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:

Identification

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.

Education Code 29.121

Students shall be identified as gifted/talented in accordance with a written policy that includes:

1. Provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in Education Code 29.121.
2. Assessment measures collected from multiple sources according to each area defined in the Texas State Plan

for the Education of
Gifted/Talented Students.

3. Data and procedures designed to ensure that students from all populations in a district have access to assessment and, if identified, to services provided for the gifted/talented program.
4. Provisions for final selection of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students.
5. Provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, and appeals of district decisions regarding program placement.

19 TAC 89.1

Learning Opportunities

A district shall provide an array of learning opportunities for gifted/talented students in kindergarten through grade 12 and shall inform parents of the opportunities. Options shall include:

1. Instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently.
2. A continuum of learning experiences that leads to the development of advanced-level products and performances.
3. In-school, and when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year.
4. Opportunities to accelerate in areas of strength.

Certification and Reporting

19 TAC 89.3

A district shall annually certify to the commissioner of education that the district has established a program for gifted and talented students as required by Education Code Chapter 29, Subchapter D and that the program is consistent with the state plan.

If the commissioner determines that a district has failed to comply for a school year, the commissioner shall reduce the total amount of funding as described by Education Code 29.124(b). The commissioner may restore to a district all or part of the funding withheld if during the school year the district complies with the program requirements.

At the same time that a district makes the certification described above, the district shall report to the commissioner regarding the use of funds on the district's program for

gifted and talented students as provided by State Board of Education rule.

Nothing in these provisions may be construed as limiting the number of students that a school district may identify as gifted and talented or serve

under the district's program for gifted and talented students.

Education Code 29.124

Note: See DMA(LEGAL) for training requirements for teachers of gifted and talented education.