

Gifted Policies and Procedures

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Definition of Gifted in Florida

Gifted students are defined by State Board Education rule 6A-6.03019 as one who has superior intellectual development and is capable of high performance.

Gifted Program

- Gifted education programs provide qualitatively different programs designed to meet the needs of gifted students.
- In Florida, gifted education is recognized as an Exceptional Student Education Program.
- Funding for gifted program services are provided through the ESE Guarantee Allocation.
- Gifted services are available K-12.

State Board Rules for Gifted

- 6A-6.03019 Special Instructional Programs for Students Who Are Gifted
- 6A-6.030191 Development of Educational Plans for Exceptional Students who are Gifted
- 6A-4.01791 Specialization Requirements for the Gifted Endorsement
- 6A-6.0311 Eligible Special Programs for Exceptional Students
- 6A-6.03313 Procedural Safeguards for Exceptional Students who are Gifted

http://www.fldoe.org/bii/Gifted_Ed/

School Board Rule

- School Board Policy #2460, *Policies and Procedures for the Provision of Specifically Designed Instruction and Related Services for Exceptional Students*, (SP&P) provides information on:
 - Screening Procedures
 - Referral Procedures and SST
 - Timelines for Evaluations- 90 school days
 - Private Evaluations
 - IQ Instruments
 - Eligibility Staffing Procedures
 - Plan B Procedures
 - Educational Plan Requirements
 - Procedural Safeguards
 - Gifted Curriculum Requirements
 - Delivery Models

Gifted Endorsement Requirements

- All K-12 teachers providing service to students who are gifted must meet the highly qualified certification requirements for the grade/course content and have the gifted endorsement. Gifted endorsement courses include:
 1. Nature and Needs of Gifted Students
 2. Curriculum and Instructional Strategies for Teaching Gifted
 3. Education of Special Populations of Gifted Children
 4. Guidance and Counseling for the Gifted
 5. Theory and Development of Creativity for the Gifted
- There is a waiver process (FM 5784) that allows for teachers who are not highly qualified to take the five (5) state required courses in a three year period. The Florida Department of Education recommends that teachers take two courses per year.

Delivery Models for Gifted

- **Elementary Content (K-5/6)** students attend the gifted program for a block of time for specific subject area instruction in Language Arts, Reading, Mathematics, Science, and/or Social Studies.
- **Full-time (K-5/6)** students are served in a self-contained classroom in which gifted strategies are utilized throughout the school day and across all subject areas.

Delivery Models (continued)

- **Middle School Gifted Programs (6-8)** offer gifted content area courses and/or gifted elective course.
- **Senior High Gifted Programs (9-12)** offer gifted content area courses (honors and/or Advanced Placement) and/or an elective course in philosophy or research.

Senior High Gifted Consultation (9-12) general education teachers and teachers of the gifted meet regularly to plan, implement and monitor instructional alternatives designed to ensure that the gifted students achieve successful accomplishment of gifted goals in the Advanced Placement, Honors, International Baccalaureate or other academically rigorous programs.

Gifted Courses

- State Board Rule 6A-6.0311 informs that a class may not be considered a gifted class unless every student in the class has met gifted eligibility and the teacher has the gifted endorsement. If students are mixed – gifted and non-gifted – that class is considered a general education course.
- State Statute 1003.57 states: “A student may not be given special instruction or services as an exceptional student until after he or she has been properly evaluated, classified, and placed in the manner prescribed by rules of the State Board of Education.” Thus a student may not be provided gifted services unless eligible.

Curriculum for Gifted Programs

- Enrichment- refers to the presentation of curriculum content with more depth, breadth, complexity, or abstractness than the general curriculum
- Acceleration-refers to the practice of presenting curriculum content earlier or a faster pace.
- Next Generation Sunshine State Standards/Common Core Standards
- Gifted Program Goals and Objectives

Elementary Gifted Schedules

- The following are gifted K-5 schedules that schools can select from:

Program 16-Gifted Students Standard Subjects

Program 40-Gifted Students, Standard with Spanish SL

Program 41-Gifted Students, Standard with ESOL and Spanish S

Program 42-Gifted Students, Standard with ESOL

Program 43-Gifted Students, Standard with Spanish S

Secondary Gifted Schedules

- For secondary students, gifted elective courses and gifted content courses in Language Arts/English, Mathematics, Science, and Social Studies are available in the Secondary Course Code Directory.
- Once the student's schedule is complete, the contact hours for the gifted courses will appear on PF 4 and will generate the needed FTE. Failure to appropriately schedule gifted students in gifted courses will result in a loss of FTE and gifted allocations.

Local funding for Gifted

- Teacher Allocations
- Secondary Supplements
- Professional Development for Teachers
- Psychologist and Staffing Specialists
- Substitute Days for Teachers
- Materials for Gifted Program
- William's Scales
- Supplemental Material

Educational Plans

- Educational Plans are developed for students identified solely as gifted.
- Parents are partners with schools and school district personnel in developing, reviewing, and revising the Educational Plan (EP) for their child.
- Procedures for the development of the EP must follow State Board Rule 6A-6.030191 and SP&P.

Conference Types

- **Initial EP-** to review evaluation and determine special educational needs.
- **EP Review-** to review current exceptional educational needs within two years of the previous EP conference date.
- **Expulsion-** to review change of educational services due to alternative education placement.

Use Notification of IEP/EP Meeting

Role of Parents

The role of parents in developing EPs include:

- Providing critical information regarding the strength of the child;
- Discuss specially designed instruction and free appropriate education;
- Participate in deciding how the child will be involved and progress in general curriculum;
- Participate in determination of what services will be provided for gifted and it what setting.

Parent Notifications/Contacts

Record types, dates, and responses of parent contacts for the EP meeting. Parent(s)/guardian(s) must be provided reasonable notice to ensure that one or both are present at each EP meeting or are afforded the opportunity to participate, including:

- Notifying parent(s)/ guardian(s) in writing using the *Notification of IEP/EP Meeting* form. Recommended at least ten days prior to the meeting in order to ensure attendance. Available in English, Spanish, and Haitian-Creole.
- Scheduling meeting at a mutually agreed upon time and place.
- **Two (2)** parent notifications are required!

Procedural Safeguards for Gifted

- ❑ Rule 6A-6.03313 Procedural Safeguards for Exceptional Students Who Are Gifted, is in place.
- ❑ A copy must be provided to the parent on or before the EP meeting
- ❑ Available in English, Spanish, and Haitian-Creole.

Persons Attending EP Meeting

Signatures indicate those in attendance.

Signatures required for Initial Educational Plan:

Parent(s), LEA Representative (staffing specialist), Teacher of the Gifted, Evaluation Specialist (school psychologist), General Education Teacher*, Interpreter as needed, Students (age 14 or older).

Signatures required for EP Review:

Parent (in attendance or on conference call, unless they have waived the right to participate as documented in Notification of Meeting form), LEA Representative, Teacher of the Gifted, General Ed. Teacher* (in attendance or on General Education Teacher Statement, FM-6865), Interpreter as needed, Students (age 14 or older).

*For a student who receives gifted services in a full-time self contained setting , the teacher of the gifted could serve as the general education teacher.

LEA Representative

- Ensures that the terms and conditions of the EP will be implemented. The LEA representative must be present at ALL EP meetings.
- If the teacher of the gifted is also the designated LEA representative, he or she should sign the EP cover sheet as both the teacher of the gifted and the LEA representative.
- The LEA representative must be familiar with the provision of special education and related services that may be considered for a student.
- The LEA representative must be familiar with locations where the special education and related services can be provided, if they are not able to be provided at the home school site.

Limited English Proficient (LEP) Students

- ❑ For students who are limited English proficient, the language needs of the student as they relate to the EP must be considered.
- ❑ For ELL students, the EP will document the ESOL Level, results of current assessments, and curriculum modifications needed to address the student's learning needs.
- ❑ The ELL curriculum modifications are reviewed and updated each time an EP is written.

Contents of the EP

- ❑ Student's present level of performance (PLEP) is documented on the EP and includes the student's strength, interests, need beyond the general curriculum, results of performance on State and/or District assessments and evaluation results.
- ❑ The PLEP is documented on the EP as (1) formal assessments, (2) informal assessments, (3) parent statement, and (4) teacher statement. All sections must be completed.
- ❑ The student's strength and needs resulting from their giftedness is documented as the Gifted Priority Educational Need (GPEN). The GPEN will determine the student's goals and benchmarks for the EP.

EP Goals/Benchmarks

- ❑ The EP includes documentation of the student's needs for specially designed instruction and curriculum modifications based on what the student is expected to learn. This is documented as curriculum modifications through acceleration and enrichment strategies.
- ❑ EPs must include goals and corresponding benchmarks. The individual goal focuses on the individual student's GPEN and the Program goal focuses on the gifted program goals.
- ❑ Each goal includes documentation of how the student's progress toward the goal will be measured and reported to parents. This includes the evaluation procedures, evaluation criteria, and evaluation schedule.

Evaluation Schedule

- EPs must have results documented based on the evaluation schedule:
 - Annually-once during the school year
 - Bi-annually-twice during the school year
- Must be done at least once a year.
- Teacher of the gifted documents if the student has mastered the goal, is making sufficient progress, or insufficient progress towards the goal
- Mastered and Insufficient progress require an EP Review meeting.
- Copies of the EP Progress Report must be provided to the parent.

Educational Services

- ❑ The EP rule requires that the projected date for the beginning of services, and the anticipated frequency, location, and duration of those services be included. This is documented by logging the initiation and duration date of the EP, the delivery model, the location of services (school where student receives gifted services), and contact hours per week of gifted services.
- ❑ An EP must be in effect before specially designed instruction (gifted services) are provided to an eligible student.
- ❑ The teacher of the gifted is responsible to implement the EP.
- ❑ The EP shall be accessible to each of the student's teachers who are responsible for the implementation.

Initiation/ Duration Dates

- Enter the EP Conference date (as per the Notification of Meeting)
- Enter the date that gifted services will commence. This date should reflect the first day of gifted classroom instruction for the student, (can be on or after the day of the EP conference).
- Duration date will be the EP meeting date plus two years, minus one day.
- An EP Review may be conducted ANY time within the 2 year period, prior to the duration date

Parent/Guardian Documentation

- ❑ The school must provide a copy of the EP to the parent at no cost.
- ❑ After the EP is developed, the parent may elect to not place the student in the gifted program and waive services at any time. In order for the student to enroll in gifted services again, an EP Review is needed.
- ❑ Parents can request a review of their child's EP at any time.

Related Services

- ❑ Gifted students may also be determined eligible for related services such as occupational therapy and physical therapy.
- ❑ Related services are documented through a 504 Plan for medical conditions not designated as an ESE disability.
- ❑ Students identified solely as gifted are not eligible for testing accommodations.

ESE Students

- Do NOT complete an EP for students whose primary exceptionality is something other than Gifted.
- Instead, complete an IEP in coordination with the ESE teacher to include gifted goals, benchmarks, gifted services and placement.
- This MUST be done annually, as part of the student's IEP meeting.

List of Forms for Gifted

- Gifted EP-part of SPED EMS
- Notification of EP Meeting-part of SPED EMS
- Procedural Safeguards for Students Identified as Gifted-part of SPED EMS
- General Education Teacher Statement-FM 6865
- LEP/ELL Modifications-part of SPED EMS
- Gifted Program Goals & Objectives-part of SPED EMS
- IEP Insert for Gifted Students-part of SPED EMS
- EP Progress Report-part of SPED EMS



Gifted Audit

Required FTE Gifted Audit Documentation

- All supporting documentation for the initial gifted placement must be available for review in the cumulative folder.
- A copy of the Educational Plan (EP) for the appropriate FTE Survey period with corresponding documentation must also be available.
- This documentation must be in agreement with data entered in ISIS, PF4 and PF17 Screens, and SPED EMS as appropriate.

Required Initial Documentation Forms:

- **Notice of Intent and Parental/Guardian Consent to Conduct an Evaluation**
 - Required when conducting a psychological evaluation or administering an achievement test to determine eligibility for gifted
 - Form is signed by parent/guardian

Required Initial Documentation Forms:

- **Informed Notice of Eligibility or Ineligibility**
 - Form is signed by the parent/guardian and the Eligibility Committee
 - Program should be clearly identified
- **Informed Notice of IEP/EP Team Recommendation and Parental Consent for Educational Placement in Exceptional Student Education**
 - Form is signed and dated by the parent/guardian

Required Initial Documentation Forms:

- **Gifted Characteristics Checklist or
Teacher Nomination Form for Gifted
Programs-Rating Scale,
FM-5032 (Previous) FM-7051 (New)**
 - Evidence that the student has the majority of gifted characteristics

Required Initial and Current Documentation Forms:

■ **Notification of Meeting**

- Parent notification is confirmed by checking appropriate box and signing and dating form
- Date, time, and location of the meeting are stated

Required Initial and Current Documentation Forms:

■ **Gifted Student Educational Plan**

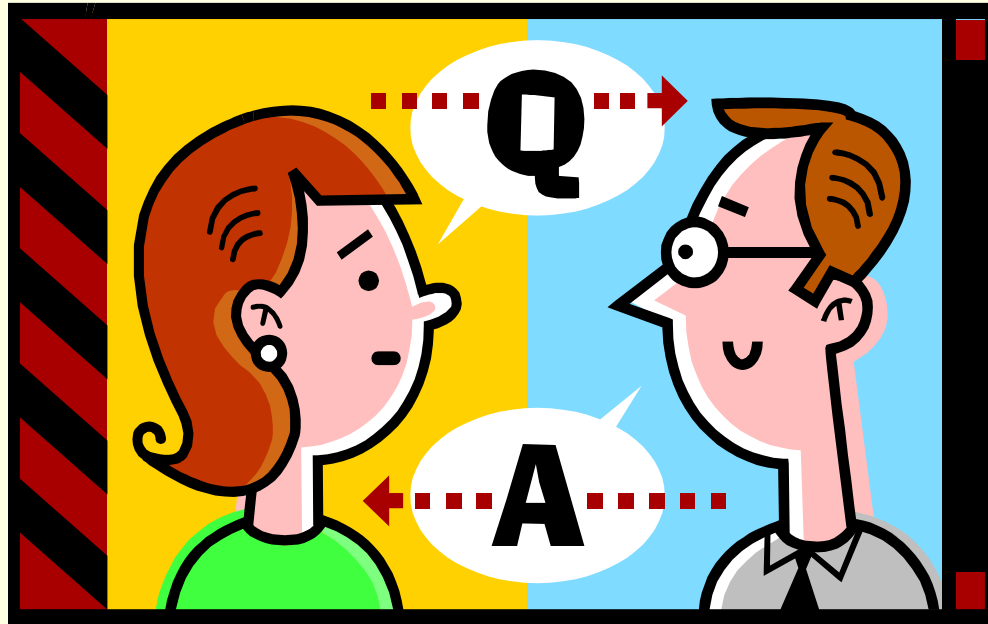
-This form is required for each gifted student prior to the provision of Special Education and Related Services.

-Every section of the EP must be completed.

FTE Audit Exceptions for Gifted

- Missing Educational Plans
- EP not updated
- Missing LEA signature on EP
- Missing General Education teacher signature on EP
- Missing Notification of EP meeting

Questions & Answers



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dadeschools.net](http://advancedacademicprogrgrams.dadeschools.net)
305-995-1934