

### **Part III. Policies and Procedures for Students who are Gifted**

#### **Section A: Exceptional Student Education Eligibility for Students who are Gifted**

#### **Statutory and Regulatory Citations**

Sections 1003.01 and 1003.57, Florida Statutes (F.S.)  
Rules 6A-6.03019 and 6A-6.030191, Florida Administrative Code (F.A.C.)

#### **Definition**

A student who is gifted is one who has superior intellectual development and is capable of high performance.

#### **Eligibility Criteria**

A student is eligible for special instructional programs for the gifted from kindergarten through grade 12, if the student meets the criteria under 1. or 2. below:

1. The student demonstrates:
  - a) The need for a special program
  - b) A majority of characteristics of gifted students according to a standard scale or checklist
  - c) Superior intellectual development as measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence
2. The student is a member of an underrepresented group and meets the criteria specified in an approved school district plan for increasing the participation of underrepresented groups in programs for gifted students. Underrepresented groups are defined in Rule 6A-6.03019, F.A.C. as students with limited English proficiency or students from low socio-economic status families.

#### **Additional Information Required**

\_\_\_\_\_ The school district **has** a plan for increasing the participation of underrepresented groups in programs for gifted students. The plan is provided in **Appendix C** of this document.

\_\_\_\_\_ The school district **does not have** a plan for increasing the participation of underrepresented groups in programs for gifted students.

#### **Student Evaluation**

1. The minimum evaluations for determining eligibility address the following:
  - a) Need for a special instructional program
  - b) Characteristics of the gifted
  - c) Intellectual development
  - d) May include those evaluation procedures specified in an approved district plan to increase the participation of students from underrepresented groups in programs for the gifted

2. Evaluations and qualified evaluators for students who are gifted are listed in Part I of this document.

### **Temporary Break in Service**

The team developing the educational plan (EP) may determine that a student's needs may currently be appropriately met through other academic options. The parent or student may indicate that they do not desire service for a period of time. Should the decision be made to waive the services offered on the current educational plan, the student may resume service at any time.

### **Unique Philosophical, Curricular, or Instructional Considerations**

1. Philosophy
  - a) Each student identified as being eligible for gifted services is entitled to receive a free appropriate public education which will enable the student to progress in the general curriculum to the maximum extent appropriate.
  - b) Specially designed instruction, appropriate related services, and programs for students who are gifted shall provide significant adaptations in one or more of the following: curriculum, methodology, materials, equipment, or environment designed to meet the individual and unique needs and goals of each gifted student.
  - c) A range of service delivery options is available to meet the student's special needs. Teachers are trained to provide the unique services identified for each student and are provided with administrative support to assure reasonable class size, adequate funds for materials and inservice training.
2. Curriculum
  - a) Curriculum options include an effective and differentiated curriculum designed for the abilities of the gifted student to ensure that each individual student progresses in the curriculum.
  - b) The curriculum may include, but is not limited to, opportunities for problem solving, problem-based learning, application of knowledge and skills, and other effective instructional strategies.
  - c) The teachers of the gifted are trained to provide a curriculum based on the educational characteristics and needs of the gifted learner.
  - d) Curriculum for each student will be determined by the educational plan (EP) and will focus on the performance levels for the student and needs for developing further skills and abilities, recognizing opportunities to extend the present program through appropriate scaffolding for gifted students.
  - e) The curriculum for the gifted student will assume access to the general curriculum (State standards) with emphasis on what the EP team determines will offer opportunities for growth for the gifted learner based on the student's strengths and present level of performance.
3. Instructional support
  - a) Students identified as eligible for gifted services receive instructional support through the specially designed instruction and related services as determined through the development of the EP.
  - b) Teachers of the gifted provide instruction and support to further develop the student's demonstrated ability.
  - c) Teachers are provided with administrative support to develop an individualized program to meet the goals for each student as determined by the EP.
  - d) Gifted students may indicate a need for special counseling and guidance in understanding their special characteristics.

- e) Support services are provided in coordination with local school district student services and community agencies, the Florida Diagnostic and Learning Resources System Associate Centers, special projects funded by the Bureau of Exceptional Education and Student Services, and other agencies of state and local government.
- f) No student may be given special instruction for gifted until after he or she has been properly evaluated, classified, and placed in the manner prescribed.

**The school district has the option to include additional information regarding evaluations, qualified evaluators, or unique philosophical, curricular, or instructional considerations for students who are gifted.**

<p>_____ The school district has provided additional information for this section in <b>Appendix B</b> of this document.</p> <p>_____ There is no additional information for this section.</p>
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### **Part III. Policies and Procedures for Students who are Gifted**

#### **Section B: Educational Plans for Students who are Gifted**

#### **Statutory and Regulatory Citation**

Sections 1001.02, 1003.01, and 1003.57, Florida Statutes (F.S.)  
Rule 6A-6.030191, Florida Administrative Code (F.A.C.)

#### **Procedures**

1. The district is responsible for developing educational plans (EP) for students who are identified solely as gifted.
  - a) The EP includes:
    - A statement of the student's present levels of educational performance that may include, but is not limited to, the student's strengths and interests, the student's needs beyond the general curriculum, results of the student's performance on state and district assessments, and evaluation results
    - A statement of goals, including benchmarks or short-term objectives
    - A statement of the specially designed instruction to be provided to the student
    - A statement of how the student's progress toward the goals will be measured and reported to the parents
    - The projected dates for the beginning of services and the anticipated frequency, location, and duration of these services
  - b) The EP team considers the following during development, review, and revision of the EP:
    - The strengths of the student and the needs resulting from the student's giftedness
    - The results of recent evaluations, including class work and state or district assessments
    - In the case of a student with limited English proficiency, the language needs of the student as they relate to the EP
  - c) Timelines for development of the EP include the following:
    - An EP is in effect at the beginning of each school year for each student identified as gifted who is continuing in a special program.
    - An EP is developed within 30 calendar days following the determination of eligibility for specially designed instruction in the gifted program and is in effect prior to the provision of these services.
    - Meetings are held to develop and revise the EP at least once every three years for students in grades K–8 and at least every four years for students in grades 9–12.
    - EPs may be reviewed more frequently, as needed, such as when a student transitions from elementary to middle school or from middle to high school.
  - d) EP participants include:
    - The parents, whose role includes providing strengths of the student, expressing concerns for enhancing the education of their child, participating in discussions about the child's need for specially designed instruction, participating in deciding how the child will be involved and participate in the general curriculum, and participating in the determination of what services the district will provide to the child and in what setting

- At least one teacher of the gifted program
- One regular education teacher of the student who, to the extent appropriate, is involved in the development of the student's EP. Involvement may include the provision of written documentation of a student's strengths and needs for review and revision of the subsequent EPs.
- A representative of the school district who is qualified to provide or supervise the provision of specially designed instruction for students who are gifted and is knowledgeable about the general curriculum and the availability of resources of the school district. At the discretion of the district, one of the student's teachers may be designated to serve as the representative of the district.
- An individual who can interpret the instructional implications of the evaluation results. This individual may be a teacher of the gifted, a regular education teacher, or a representative of the school district as described above.
- At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student, including related services personnel (Note: The determination of the knowledge or special expertise shall be made by the party who invited the individual to participate in the EP meeting.)
- Whenever appropriate, the student

## 2. Parent participation in EP meetings

This district takes the following steps to ensure that one or both of the parents of a student identified as gifted is present or provided the opportunity to participate at EP meetings:

- a) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend
- b) Scheduling the meeting at a mutually agreed on time and place
  - A written notice to the parent indicates the purpose, time, location of the meeting, and who, by title or position, will be in attendance. It also includes a statement informing the parents that they have the right to invite an individual with special knowledge or expertise about their child. If neither parent can attend, the district uses other methods to ensure parent participation, including individual or conference telephone calls.
  - A meeting may be conducted without a parent in attendance if the district is unable to obtain the attendance of the parents. In this case, the district maintains a record of its attempts to arrange a mutually agreed on time and place. These records include such items as:
    - i. Detailed records of telephone calls made or attempted and the results of those calls
    - ii. Copies of correspondence sent to the parents and any responses received
    - iii. Detailed records of visits made to the parent's home or place of employment and the results of those visits
  - The district takes whatever action is necessary to ensure that the parent understands the proceedings at the meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English. A copy of the EP shall be provided to the parent at no cost.

## 3. Implementation of the EP

- a) An EP is in effect before specially designed instruction is provided to an eligible student and is implemented as soon as possible following the EP meeting.
- b) The EP is accessible to each of the student's teachers who are responsible for the implementation, and each teacher of the student is informed of specific responsibilities related to the implementation of the EP.