

# Gifted LEA Training

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# Agenda for the Training

- *State Requirements for Gifted Eligibility*
- *Identification Process*
- *Educational Plans*
- *Services*
- *Matriculation*
- *Trouble Shooting*

# *State Requirements for Gifted Eligibility- Plan A*

A student is eligible for special programs for the gifted if the student meets the following criteria:

(a) The student demonstrates:

- Need for a special Program.
- A majority of characteristics of gifted students according to a standard scale of checklist.
- 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.

# *State & District Requirements for Gifted Eligibility- Plan B*

The student is a member of an under-represented group and meets the criteria specified in an approved school district plan for increasing the participation of under-represented groups in programs for gifted students.

For the purpose of this rule, under-represented groups are defined as groups:

a. Who are limited English proficient, or

b. Who are from a low socio-economic status family.

(b) The student demonstrates:

- Need for a special Program.
- A majority of characteristics of gifted students according to a standard scale of checklist.
- Superior intellectual development as measured by an intelligence quotient of one (1) standard deviation or more above the mean on an individually administered standardized test of intelligence.

# Identification Process

- Screening
- Evaluation
- Eligibility Meeting
- Transfer Students
- Dismissal/Suspension

# Screening

- Student is nominated for screening.
- Create Gifted Consent for Screening and Notice of Proposal. Send home both documents, along with the Gifted Procedural Safeguards. Collect parent signatures on Consent & Gifted Procedural Safeguards.
- Screening should be conducted in a reasonable period of time (ex. 2-4 weeks).
- Screening of student through administration of K-BIT 2 or other screener (Plan A must score 125 or higher, Plan B must score 113 or higher) or gifted eligibility in another state.

# Post-Screening

Students who do not pass the screener, send home results via:

- Notice of Refusal-Gifted
- Post-Screening letter on school letterhead

Students who pass the screener, send home results via:

- Consent for Evaluation- Gifted
- Parent Information Form
- Post Screening letter on school letterhead

Give the classroom teacher the Gifted Indicators Checklist to complete

# Universal Screening

Broward County Public Schools, universally screens all 2<sup>nd</sup> grade students through the administration of the CogAT. To be referred for evaluation, students would score the following:

- Plan A- 97 percentile or higher
- Plan B- 81 percentile or higher

# Referral for Evaluation

To refer the student to Psychological Services for evaluation, collect the following:

- Consent for Evaluation- Gifted
- Parent Information Form
- Gifted Procedural Safeguards
- Referral for Psychological Services cover-sheet with principal signature
- Gifted Indicators Checklist from the classroom teacher

**Please note:** From the time the signed consent for evaluation is received by the school- you have 90 days to complete the evaluation process.

# Eligibility Meeting

## Before the meeting:

- Send home a Parent Participation Form for Gifted (PPF) notifying the parents of the date/day/time of the EP meeting. The PPF needs to have the names of all the participants listed. For initial meetings, the eligibility determination meeting will also be referenced on the PPF.

## Who should be at the Eligibility Meeting:

- The parent/guardians of student
- Teacher of the gifted
- General education teacher
- School district representative (LEA contact) qualified to address provision of specially designed instruction and is knowledgeable about the available district resources
- An individual who can interpret the instructional implications of evaluation results (School psychologist at initial EP meeting)
- Other individuals who may have knowledge of the student at the discretion of the parent /guardian or school district

# Eligibility Meeting

- The Committee reviews:
  - Psychological report
  - Gifted indicator's checklist results
  - Need for program
- Committee determines eligibility. If eligible,
  - Change status on gifted eligibility tab and enter the date of the meeting in *EASYIEP*
  - Create eligibility/gifted document
  - Create notice of proposal refusal gifted document and obtain parent signature for initial placement
  - Proceed with the EP Meeting
- If not eligible, create an eligibility gifted document and indicate that the student did not meet criteria

# In-State Transfer Students

There is a system of reciprocity within the state of Florida. When a student transfers from within Florida with a current or expired EP, the following steps should be taken:

- Enter the student's original eligibility date on the Gifted Eligibility tab.
- Contact the previous school to obtain any evaluation information, previous EP's/ progress reports, and any other information that can be helpful when working with the student. Document conversation as a non-parent contact in the Contacts Tab.
- Begin providing comparable services to what is stated on the student's existing EP.
- Schedule and convene an EP meeting to create a new EP.
- Create a new Matrix of Services.

**Please note:** For students transferring from Miami-Dade County, you must request a data transfer through Easy IEP. The form is called a Data Transfer Request and may be accessed through the main page of Easy IEP under Documents- General Files.

# Out-of-State Transfers

- For out-of-state transfers, establish if the student has already met the criteria for gifted eligibility in the State of Florida. Request a copy of the current EP and/or a report of any psychological testing.
- If the student transfers in with an existing EP, the district must provide FAPE to the student which includes services comparable to those in the EP from the previous school district until: 1). An initial evaluation is conducted, or it is determined that the student meets the eligibility criteria and evaluation is not necessary. 2). Develop and implements a new EP, if appropriate.

# Military Transfers

- The ***Interstate Compact for Military*** assures that the receiving state school shall initially honor gifted placement of the student.
- The receiving school may perform subsequent evaluations to ensure appropriate placement and continued enrollment of the student.

# Dismissal of Gifted Services

Although in the State of Florida gifted students are “gifted for life,” there may be occasion for an eligible student not to receive gifted services.

Dismissing a student means that the student will no longer receive gifted services unless an ESE team reconvenes and re-establishes gifted eligibility. The student does not require any additional services in the social/emotional or independent functioning domains.

The *Eligibility-Gifted* and *Notice of Proposal Refusal-Gifted* documents would need to be created. The eligibility would change from “yes” to “no” on the Easy IEP Gifted Eligibility tab.

# Procedures to Restore Gifted Eligibility

- Sometimes, after a student has been dismissed, a parent or a teacher might suggest that the student needs gifted services once again.
- No further testing is required.
- The ESE team is reconvened, and a decision is made as to whether or not the student needs gifted services.
- If yes, the eligibility is switched from “no” to “yes” and the same forms are created as they would be for an initial eligibility determination.

# Suspension Procedures

Suspending a student's gifted services will maintain an active EP without services. The team would determine whether the student has further needs, such as goals to address characteristics of the gifted, including perfectionism, underachievement, or social-emotional concerns that warrant unique service. In such cases, the EP would indicate the student's academic needs are currently being met through general education programs, and the goals would specify the related service to be provided. Typically, such service is monitored through consultation.

When academic services are being suspended, the EP must be reviewed by its annual anniversary. During the review, the team will determine if the student needs academic gifted services again.

If so, two or more curriculum goals must be written.

# Education Plans for Gifted Students

# Educational Plans

- An EP is a process, not just a form
- As a process, it builds relationships, provides a forum for discussion, facilitates instruction change, and determines services.
- As a form, it documents and communicates decisions and provides a blueprint of student's needs.

# Development of the EP

- The EP is developed by a team comprised of parent(s) or guardians, LEA Representative, gifted and general education teachers.
- There are three types of EP meetings: Initial EP, Annual/ Biannual Review, and EP Review within the validity dates of the EP. Parents can request an EP review at anytime.
- An EP may be drafted prior to a meeting, however can not be finalized. Please note: Do not send the draft home prior to the meeting.

# EP: Services

Selecting the service is done during the EP meeting and entered by the LEA Representative

There are three service delivery options:

- Curriculum Compacting
- Enrichment
- Acceleration
  - At the high school, this includes honors, AP, AICE, IB, and dual enrollment
  - Virtual instruction is an acceleration option available at all grade levels

# PLP Domains

- There are three domains: Curriculum, Independent Functioning, and Social/Emotional Behavior.
- Curriculum is a mandatory domain for all gifted students.
- If a student does not need services in the areas of independent functioning and/or social/emotional behavior, the PLPs are left blank.
- If a need is determined in the social/emotional domain, the duration of the EP must be no more than one year.

# EP: PLP and Need

PLP: Present level of performance is a narrative that describes the student's current performance in the domain(s) selected based the data.

- The Curriculum PLP provides a snapshot of the student's strengths, interests and needs beyond the general curriculum.
- The curricular need is derived from the student's academic strengths outlined in the Curriculum Domain.
- Identifying educational needs drives the development of annual goals and objectives.
- Write a brief statement regarding the prioritized educational need for the specific domain.

# Goals

- Goals should be developed based on the student's PLP and must be individualized.
- Goals must address a priority educational need related to the student's needs.
- All goals must be observable and measurable with a **minimum of two goals related to the curriculum domain.**

# Required Components of Goals

- When, who, what, how, and where.

Example: By October 2015, Ben will write a paper to compare and contrast the authors' style of at least two novels of the same genre. Mastery will be evidenced by a score of at least 90% on a teacher-generated rubric.

- Reminder: Curricular goals speak to the student's strength and social/emotional goals and independent functioning goals speak to the student's weaknesses.

# Objectives

- Objectives are steps to move the student to their goal
- Objectives do not need to be measurable nor sequential
- Every goal must have two objectives

# Services

# Program Models for Gifted Education

- Gifted Only
- Gifted/High Achieving
- Half-Day Resource (K-5)
- Primary Elementary 1 or 2 (K-3)
- Gifted Electives or Gifted Seminars (9-12)
- Consultation with a Gifted Endorsed Teacher (9-12)

For detailed descriptions on each program model, refer to the Gifted Procedural Guide found on the main page of Easy IEP under Gifted.

**Please Note:** Services should be documented via the Planbook Insert or Consultation Log.

# Matriculation

# Background Information

- Students matriculate when they move from elementary to middle and middle to high (5<sup>th</sup> graders and 8<sup>th</sup> graders).
- The sending school should invite the receiving school to the matriculation meeting to ensure the services are documented properly.
- Maintain a log of Matriculation meetings, as the log needs to be turned into the District at the end of the school year.
- All EPs must be reviewed by the receiving school when students matriculate to ensure that service delivery models are correct.

# Trouble-Shooting

If you need further explanation or assistance on any of the topics discussed in this presentation, please email:

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