



# Gifted Quarterly Call

September 5, 2018

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FLORIDA DEPARTMENT OF  
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## Webinar

- Everyone is muted
- Webinar is being recorded
- Questions: type in the question box. Please include the name of the person that you are addressing with your question if applicable.
- Questions will be addressed at the end of the webinar.
- If you are having trouble hearing the audio, please call (562-247-8422) and enter
  - access code: 969-890-195

## Objectives

- Survey results
- Updates
- Determine difference between Bureau of Standards and Instruction (BSIS) Gifted and Bureau of Exceptional Education Student Services (BEESS) Gifted
- Compliance presentation with special guests Leanne Grillot and Jan Oberschlake from BEESS

# Survey Results

- 42 responses
  - Quarterly Webinars
    - Compliance
    - Plan B
    - CPALMS courses
    - Networking
  - Other topics
    - networking opportunities including
    - curriculum models for gifted standards
    - sharing instruments for eligibility
    - programs

## Quick Updates Across the Board

- SAT-10 Norms were re-centered. Beginning 2018-19 updated SAT-10s will be used when making decisions regarding 3<sup>rd</sup> grade promotion if using this alternative assessment.
- Grade 7 ELA writing component will move online.
- Sample practice examples will be posted on FDOE website this Fall
- No audio on grades 3-6 ELA
- New computer science courses on Course Code Directory
  - 3 Middle (two semester and 1 year long)
  - 2 High School (year long)

# DOE Update BSIS Gifted Support

- FDLRS Gifted Courses
  - 5 courses worth 60 in-service points each
  - 3-4 virtual sessions which may contain a face-to-face component depending on the center
  - BEESS will be reviewing
  - Several FDLRS Centers are still offering the 5 Gifted courses
  - Hoping for launch July 1



# 15 Tips for Identifying Gifted EL Students



from the National Center for Research on Gifted Education

- 1. Adopt Universal Screening Procedures
- 2. Create alternative Pathways to Identification
- 3. Establish a Web of Communication
- 4. View Professional Development as a Lever for Change
- <http://ncrge.uconn.edu>

## NSTA Film on Gifted Education Program

- The film is available to the public and can be located at <https://youtu.be/cLMrbHsRkC4>
- The film is also available on the NSTA Film website at <http://www.nsta.org/conferences/national.aspx> (click on NSTA TV 2018, then click on entry 20) and on the website of the Jodie Mahony Center at [ualr.edu/gifted/](http://ualr.edu/gifted/) where resources and effectiveness studies are located for free download.



## Different Bureaus for Gifted Resources and Support

- BEESS-Bureau of Exceptional Education and Student Services
- BSIS-Bureau of Standards and Instructional Support

## Bureau of Exceptional Education and Student Services

- The Bureau of Exceptional Education and Student Services administers programs for students with disabilities. Additionally, the bureau coordinates student services throughout the state and participates in multiple inter-agency efforts designed to strengthen the quality and variety of services available to students with special needs.
  - Legal (IDEA)
  - Parental Forms/Prior Written Notice
  - ESE
- <http://www.fldoe.org/academics/exceptional-student-edu/index.shtml>

## Bureau of Standards and Instructional Support

- The mission of the Bureau of Standards and Instructional Support is to provide quality services, resources, guidance and professional development to our educational partners.
- Student success is our standard.
- <http://www.fldoe.org/academics/standards/gifted.shtml>



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# Compliance



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# SP&P: What Educators of Students Identified as Gifted Need to Know

Presented by:

Leanne Grillot, Senior Educational Program Director and

Jan Oberschlake, Program Specialist

Dispute Resolution and Monitoring

Bureau of Exceptional Education and Student Services

Florida Department of Education

850-245-0475  
[www.FLDOE.org](http://www.FLDOE.org)

## Three Year Cycle

- Section 1003.57(1)(b)4., Florida Statutes (F.S.), requires that district school boards submit to the Department of Education proposed procedures for the provision of special instruction and services for exceptional students **once every three years.**

## Approval of the SP&P for Funding

- Approval of this document by DOE is required by Rule 6A-6.03411, Florida Administrative Code (F.A.C.), as a prerequisite for district's use of weighted cost factors under the Florida Education Finance Program (FEFP).
- This document also serves as the basis for the identification, evaluation, eligibility determination, and placement of students to receive exceptional education services, and is a component of the district's application for funds available under the Individuals with Disabilities Education Act (IDEA).

# Where is the current 2017-18 SP&P Housed on the Bureau Website?



- Public Access
  - Date Dependent
  - Approved - superintendent signature and BEESS approval letter sent



# <http://www.fldoe.org/academics/exceptional-student-edu/monitoring/>

## ESE POLICIES & PROCEDURES (SP&P)/MONITORING

ESE Compliance Manual

## ESE Policies & Procedures (SP&P)/Monitoring

### ESE Policies & Procedures (SP&P)

Section 1003.57(1)(b)4., Florida Statutes (F.S.), requires that district school boards submit to the Florida Department of Education (FDOE) proposed procedures for the provision of special instruction and services for exceptional students once every three years. Approval of this document by FDOE is required by Rule 6A-6.03411, Florida Administrative Code (F.A.C.), as a prerequisite for district's use of weighted cost factors under the Florida Education Finance Program (FEFP). This document also serves as the basis for the identification, evaluation, eligibility determination, and placement of students to receive exceptional education services, and is a component of the district's application for funds available under the Individuals with Disabilities Education Act (IDEA).

To view a district's approved SP&P visit <http://www.beessgsw.org/spp/institution/public>.

To view a district's past approved SP&P visit <http://beess.fcim.org/sppDistrictDocSearch.aspx>.

### Monitoring

To ensure that the use of local district resources, allocation, targeted assistance, monitoring, and evaluation, the Division of

<http://www.beessgsw.org/spp/institution/public>



**GENERAL SUPERVISION**  
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**SP&P - Districts**

|                    |                 |
|--------------------|-----------------|
| <b>Date Window</b> | <b>District</b> |
| 2017 - 2018 ▼      |                 |

| District | Availability |
|----------|--------------|
| Alachua  | Yes          |
| Baker    | Yes          |
| Bay      | Yes          |
| Bradford | Yes          |
| Brevard  | Yes          |



## Questions for District Personnel to Ponder...

1. Where are copies of the district's SP&P housed?
2. Who completes the revisions of the SP&P each year?  
How does the district obtain input from others?
3. How does the district share new information and new revisions to our SP&P each year with district personnel? With parents? With advocates and other stakeholders?
4. Do district personnel who need to know current policies and procedures in order to implement them know how to access the district's SP&P?

<http://www.beessgsw.org/spp/institution/public>



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## 2017-2018 SP&P: Alachua

◀ District Search

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Part I. General Policies and Procedures



Part II. Policies and Procedures for Students with Disabilities



Part III. Policies and Procedures for Students Who are Gifted



Part IV. Policies and Procedures for Parentally-Placed Private School Students with Disabilities



Part V. Appendices





## 2017-2018 SP&P: Alachua

◀ District Search

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Part I. General Policies and Procedures ↗

Part II. Policies and Procedures for Students with Disabilities ↗

**Part III. Policies and Procedures for Students Who are Gifted** ↗

| Section                                                                          | Progress | Needs Review | Files |
|----------------------------------------------------------------------------------|----------|--------------|-------|
| Section A: Exceptional Student Education Eligibility for Students who are Gifted | Accepted | 0            | 0     |
| Section B: Educational Plans for Students who are Gifted                         | Accepted | 0            | 0     |

Part IV. Policies and Procedures for Parentally-Placed Private School Students with Disabilities ↗

Part V. Appendices ↗

## SP&P Sections

- Part I, Section C.1: Procedural Safeguards
  - Indicates if district uses the State documents or has created their own documents
  - If District has their own documents they are located in Appendix A.2
- Part I, Section H.1: Initiating an Evaluation for ESE
  - Describes the district's procedures for requesting an initial evaluation for student who may be gifted and:
    - Are enrolled in the school district
    - Are enrolled in nonpublic schools or agency programs
    - Are not enrolled in any school

- Part I, Section H.2: Conducting Student Evaluations and Reevaluations
  - Describes the district's timeframe to ensure completion of gifted evaluations within 90 school days
- Part II, Section C: Individual Educational Plan
  - Since an EP is defined in Rule 6A-6.030191, F.A.C., as being developed for students identified solely as gifted, an IEP rather than an EP is developed for students who are gifted and have also been identified as having a disability.

- Part III, Section A: Policies and procedures for Students Who are Gifted
  - Eligibility Criteria
  - Evaluation Requirements
  - Unique Philosophical, Curricular or Instructional Considerations
  - Indication that that district has additional information in Appendix B
  - Indication the district has a plan for increasing underrepresented groups in Appendix C



- Part III, Section B: Educational Plans (EP) for Students Who are Gifted
  - EP content requirements
  - Timeline requirements for development and revision
  - Meeting participant requirements
  - Parent meeting participation requirements
  - Implementation of the EP

- Appendix A: location of District-created Procedural Safeguards (if applicable)
- Appendix B: Unique Philosophical, Curricular, or Instructional Considerations identified by the district (if applicable)
- Appendix C: District Plan to Increase the Participation of Underrepresented Students in the Program for Students who are Gifted (if applicable)
  - Current Status
  - District Goal
  - District's Plan to Address Underrepresented Students

# Districts with Plans in Appendix C

|                        |                       |                            |                          |
|------------------------|-----------------------|----------------------------|--------------------------|
| <b>Alachua</b>         | <b>FSU Lab School</b> | <b>Lake Whales Charter</b> | <b>Pinellas</b>          |
| <b>Baker</b>           | <b>Gadsden</b>        | <b>Lee</b>                 | <b>Polk</b>              |
| <b>Bay</b>             | <b>Gilchrist</b>      | <b>Leon</b>                | <b>Putnam</b>            |
| <b>Bradford</b>        | <b>Hamilton</b>       | <b>Levy</b>                | <b>Sarasota</b>          |
| <b>Brevard</b>         | <b>Hardee</b>         | <b>Madison</b>             | <b>Seminole</b>          |
| <b>Broward</b>         | <b>Hendry</b>         | <b>Manatee</b>             | <b>St. Johns</b>         |
| <b>Charlotte</b>       | <b>Hernando</b>       | <b>Marion</b>              | <b>St. Lucie</b>         |
| <b>Clay</b>            | <b>Highlands</b>      | <b>Martin</b>              | <b>Sumter</b>            |
| <b>Collier</b>         | <b>Hillsborough</b>   | <b>Miami-Dade</b>          | <b>Suwannee</b>          |
| <b>Columbia</b>        | <b>Holmes</b>         | <b>Monroe</b>              | <b>UCP of Central FL</b> |
| <b>Duval</b>           | <b>Indian River</b>   | <b>Orange</b>              | <b>UF Lab School</b>     |
| <b>Escambia</b>        | <b>Jefferson</b>      | <b>Osceola</b>             | <b>Volusia</b>           |
| <b>FAMU Lab School</b> | <b>Lafayette</b>      | <b>Palm Beach</b>          | <b>Walton</b>            |
| <b>Flagler</b>         | <b>Lake</b>           | <b>Pasco</b>               |                          |



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## Continued Eligibility for Gifted Students Transferring From Out-of-State

## Continued Eligibility for Gifted Students Transferring From Out-of-State

- Revised State Board of Education Rule 6A-6.0334, Florida Administrative Code (F.A.C.)
- Approved by the State Board of Education on January 17, 2017
- Students who transfer to a Florida public school from another state are eligible to continue receiving services

<https://info.fldoe.org/docushare/dsweb/Get/Document-7864/dps-2017-22.pdf>



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# Examples of Gifted Questions Received By BEESS

## **“If my child is placed in a regular math class, how will my child reach the EP goal of completing advanced coursework in math?”**

- There should be regular updates on how the student is progressing toward measurable goals to meet the EP reporting goals (rule 6A-6.030191(4)(d), F.A.C.). Those who develop the EP should ensure that it is a meaningful document for the student, geared to what the student needs
- When frequency, location or duration of service needs to change, a new EP must be developed (rule 6A-6.030191(4)(e), F.A.C.)

# “Is a student identified as gifted allowed to receive occupational therapy services?”

- Part 2, Section B.16, Provision of Occupational Therapy to Exceptional Students as a Related Services
- To determine need for occupational therapy as a related service the individual educational plan (IEP), the educational plan (EP), or the individualized family support plan (IFSP) team shall do the following:
  - Review assessments conducted by the related service provider and all other relevant data.
  - Determine if occupational therapy services are needed to assist a student to benefit from specially designed instruction.
  - Include input from the occupational therapist to assist the IEP, EP, or IFSP team when the educational need for occupational therapy as a related service is being determined.



## “How do I get my child tested?”

- Parent requests the school conduct an evaluation
  - Obtain consent for the evaluation or
  - Provide the parent with written notice in accordance with Rule 6A-6.03311, F.A.C., explaining its refusal to conduct the evaluation
- Part I, Section H.2, Conducting Student Evaluations and Reevaluations

**“The school took away the third grade gifted class this year. Is there anything I can do because they spread the gifted students out in all the other classes?”**

- Part III, Section A: Exceptional Student Education Eligibility for Students who are Gifted
- When frequency, location or duration of service needs to change, a new EP must be developed (rule 6A-6.030191(4)(e), F.A.C.)
- Part III, Section B: Educational Plans for Students who are Gifted
- Parents are able to request an EP meeting at any time to review implementation and ensure progress is being made towards meeting the goals

# “What is the required score to be considered gifted for African Americans and other races?”

- Part II, Section A, Exceptional Student Education Eligibility for Students who are Gifted
- Part V, Appendix C: District Plan to Increase Participation of Underrepresented Students in the Program for Students who are Gifted
- Rule 6A-6.03019, F.A.C.
  - 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.

# “If a student is gifted in one area (example math), is that the only area where the student may receive gifted services?”

- Part III, Section B: Educational Plans for Students who are Gifted
- 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

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