

GIFTED EDUCATION HANDBOOK

School District of Palm Beach County

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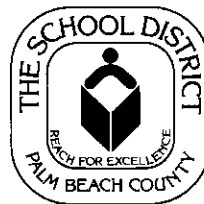


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SECTION I

INTRODUCTION

INTRODUCTION

The School District of Palm Beach County's Gifted Education Program provides specialized differentiated instruction for eligible students by delivering effective and innovative strategies beyond the basic curriculum. The program challenges and empowers students to produce quality work and to become productive citizens while protecting and nurturing their unique characteristics.

While many of the suggested strategies and outcomes are desirable for all students, gifted students have the ability to demonstrate mastery / understanding, and the ability to use the process skills at a much younger age and in greater depth and breadth than other students, regardless of age or educational experiences.

If gifted students are to be challenged to reach their full potential, there must be a well-defined set of outcomes for each gifted classroom and all learning experiences must be designed to help the gifted student achieve those outcomes. Well-defined outcomes are roadmaps for planning. No longer are we just doing critical thinking activities as stand alone, activities; there is a purpose for these activities. The door to opportunity is opened and students discover new strengths, interest, and abilities. They build the capability to effectively use all their knowledge and experiences in any situation.

The national report on the status of education for gifted students, *National Excellence; A Case for Developing America's Talent*, calls the education of America's top students "the quiet crisis." The report continues, "They often learn rapidly and are bored with repetition. They are often tenacious in pursuits that interest them. The way in which they learn sets them apart from most other children and challenges educators and parents. The document also reports that gifted students are underchallenged, and therefore, underachieve. Educational experiences offered to the students are often presented at a level lower than their abilities, and therefore, they are forced to underachieve.

Providing educational programs that challenge gifted learners is the key to success for gifted students. This handbook presents information to enhance the capacity of teachers who serve gifted students.

What is Gifted Education?

Gifted Education defines the services and programs schools provide to meet the special needs of gifted learners. Defensible programs for gifted students must provide both acceleration and enrichment to meet the individual student needs.

What are the benefits of Gifted Education?

- Education Plans (EPs) are developed to meet the student's individual's academic and social needs.
- Education Plans are implemented by a professional staff trained to understand the nature and needs of gifted students.
- Opportunities are provided for gifted students to interact with other gifted students.

SECTION II

**GIFTED
PROGRAM
GOALS AND
OBJECTIVES**

Following are the program goals and objectives for gifted students:

Cognitive Processes

Cognitive processes include higher-level, critical and creative thinking skills used to solve real-life problems.

Goal: Student will demonstrate effective cognitive strategies.

Objectives: The student will be able to:

- Apply higher-level critical thinking skills
- Analyze and evaluate data
- Generate, classify and evaluate ideas
- Illustrate solutions to real-life problems or concerns
- Predict trends
- Analyze various creative processes
- Demonstrate creativity

Study Skills

Study skills include sound organizational habits that result in academic learning.

Goal: Student will demonstrate effective study skills.

Objectives: The student will be able to:

- Organize time/materials wisely
- Set short term goals
- Follow directions
- Complete assignments on time
- Develop note-taking skills
- Develop test-taking strategies
- Develop homework study habits
- Develop standards for high quality work

Research Skills

Research Skills include the ability locate, interpret, and present information on a topic.

Goal: Student will demonstrate knowledge of advanced research skills.

Objectives: The student will be able to:

- Identify and propose viable solutions to real-life problems
- Gather information from primary and secondary sources using media and advanced technology
- Distinguish between fact and opinion
- Analyze/interpret/synthesize relevant facts
- Use effective and appropriate note-taking skills
- Organize data
- Write drafts
- Write reports
- Make visuals for presentation
- Present projects to appropriate audiences

Problem-Solving

Problem Solving includes problem definition, possible solutions, evaluation and selection of the best solution.

Goal: Student will demonstrate the ability to solve problems.

Objectives: The student will be able to:

- Demonstrate proficiency and be able to apply numeric procedures
- Organize and process symbols, pictures, objects and other information
- Demonstrate proficiency in using calculating tools
- Demonstrate use of statistical procedures
- Make qualitative judgments, predict outcomes, form arguments, and make mathematical decisions based on quantitative information
- Show comprehension and application of the vocabulary of mathematics

Communication Skills

Communication skills include the ability to comprehend and convey information effectively through a variety of presentation formats.

Goal: Student will demonstrate effective communication skills.

Objectives: The student will be able to:

- Develop effective listening skills
- Develop awareness of effective nonverbal communication
- Demonstrate effective writing skills in order to convey information
- Develop creative writing skills
- Select, use, and evaluate a variety of presentation formats
- Identify appropriate audience for presentation of information
- Expand and develop vocabulary

Scientific Method

The scientific method includes a systematic procedure for solving problems.

Goal: Student will demonstrate the scientific method.

Objectives: The student will be able to:

- State problem/purpose
- Form hypothesis
- Write procedure
- Experiment/investigate
- Record observations
- Organize data
- Write abstract
- Present findings

Independent Learning

Independent learning includes the demonstration of self-directed study and high quality goal setting.

Goal: Student will demonstrate self-directed learning and high-quality goal setting.

Objectives: The student will be able to:

- Initiate and pursue knowledge
- Explore new ideas and concepts
- Develop realistic and systematic plans for achievement
- Make significant progress toward achieving goals
- Demonstrate the ability to work independently

Technology

Technology includes the application of knowledge gained through the use of electronic and mechanical equipment.

Goal: Student will demonstrate knowledge of technology.

Objectives: The student will be able to:

- Demonstrate ability to solve problems using technology resources
- Use information systems to analyze trends and events
- Demonstrate the ability to propose new uses for technology as a tool for productivity

Social Processes

Social processes include affective activities by which students develop and integrate their social, emotion and intellectual behaviors.

Goal: Student will demonstrate social and emotional growth.

Objectives: The student will be able to:

- Recognize own strengths and weaknesses
- Take intelligent risks
- Develop coping skills

- Set realistic timelines
- Show consideration for others
- Work well with others
- Demonstrate self-control
- Respect ideas and work of others

Leadership Skills

Leadership skills include the ability to organize, guide and interact successfully with self and others.

Goal: **Student will demonstrate leadership skills.**

Objectives: The student will be able to:

- Develop and use effective decision-making strategies
- Participate in cooperative group projects
- Recognize diversity of group members
- Fulfill designated role in group projects
- Demonstrate knowledge of group dynamics
- Develop task analysis skills
- Analyze the qualities of outstanding leaders in order to improve personal leadership skills

SECTION III

**GIFTED
ELIGIBILITY**

How is a child eligible for Gifted Education?

The School District of Palm Beach County has defined procedures which guide each school's Child Study Team through the eligibility process for students who are potentially gifted. The process begins when the student's teacher, parent or other qualified personnel observe outstanding academic abilities when compared with others of the same age group. The reporting of these observations initiates the process of collecting necessary data to determine eligibility.

The eligibility requirements are defined in State Rule 6A-6.03019. This rule states that a student is eligible for gifted Education if the student demonstrates all of the following:

- A need for a special program,
- Superior intellectual development indicated by an Intelligence Quotient (IQ) of two or more standard deviations above the mean on an individually administered standardized test of intelligence, and
- A majority of characteristics of gifted children according to a standard scale or checklist

The School District of Palm Beach County has a state approved district wide Plan B to identify potentially gifted students from underrepresented populations. In the State of Florida, underrepresented populations are defined as English Language Learner (ELL) and students whose families are Low Socio-economic status and receiving free or reduced lunch. (Low SES).

See Appendix: Florida Statutes and State Board of Education Rule 6A-6.03019

PLAN A ELIGIBILITY

A student is eligible for the Gifted Program through Plan A with criteria listed on PBSD 1762 Gifted Program Eligibility Criteria Checklist.

These criteria include:

1. A score of 130 or more on a individually administered Intelligence Test;
2. A score of 90 percentile or higher on either the math or reading portion of an individually administered achievement test; and
3. The majority of characteristics of gifted students on a district checklist.

See Appendix for PBSD 1

PLAN B ELIGIBILITY

Florida Statute 6A-6.03019 defines two categories of underrepresented students:

- English Language Learner (ELL)
- Low Socio-Economic Status (Free or Reduced Lunch)

Each district, with Florida Department of Education approval, writes its own eligibility matrix. Palm Beach School District's Gifted Plan B Underrepresented Matrix (PBSD 1906) cites five (5) criteria for Gifted Plan B eligibility:

1. Intellectual Assessment- Current Edition
Differential Ability Scale -II (DAS); Wechsler Intelligence Scale for Children-IV (WISC-IV); Stanford-Binet Intelligence Test-5th Edition; Reynolds Intellectual Assessment Scales (RIAS)
2. Individual Achievement Test (Current Edition)
Kaufman Test of Educational Achievement II; Wechsler Individual Achievement Test II; Woodcock-Johnson Test of Achievement II
3. Classroom Performance
 - Record of Classroom Progress Report Card in Reading, Mathematics, and Written LanguageOR
 - Kindergarten skills Checklist (PBSD 1761) % of Skills mastered in Letter Recognition, Word Recognition, and Number Skills
4. Gifted Characteristics Checklist for Underrepresented Populations (PBSD 1451)
5. Portfolio of student
Evaluated by Child Study Steam, to include classroom teacher and, if applicable, ELL representative
Recommended Content of Portfolio (minimum of three)
 - Performance-based products
 - Running Reading Record (if available)
 - Past school performance report cards
 - Language proficiency result (ELL) IQ test scores (if available)
 - FCAT results (if available)
 - Writing samples (FCAT Writes and PB Writes)
 - Other

See Appendix for PBSD 1906

SECTION IV

EDUCATION

PLAN

EDUCATION PLAN

The Education Plan (EP) for gifted students defines the gifted education for that individual student.

The EP is a legal document which is written at a Child Study Team Meeting, the meeting when eligibility is recommended to a student who has been evaluated for the gifted program.

As outlined in the school district's *Special Programs and Procedures for Exceptional Students*, the following are the procedures for proving an Educational Plan for students who are gifted.

The district is responsible for developing Educational Plans for students who are indemnified solely as gifted. The procedures for the development of EPs for students identified as gifted are as follows:

1) Educational plans for students identified as gifted

Educational plans for students identified as gifted are consistent with the following:

(a) The EP includes:

1. a statement of the student's present levels of educational performance which 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;
2. a statement of goals, including benchmarks or short term objectives;
3. a statement of the specially designed instruction to be provided to the student;
4. a statement of how the student's progress toward the goals will be measured and reported to the parents; and.
5. 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:

1. the strengths of the student and the needs resulting from the student's giftedness;
2. the results of recent evaluations, including class work and state or district assessments;

3. 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:

1. 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;
2. an EP is developed within thirty (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;
3. meetings are held to develop and revise the EP at least once every three (3) years for students in grades K-8 and at least every four (4) years for students in grades 9-12; and
4. 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.
- 5.

(d) EP participants include:

1. the parents, whose role includes providing strengths of the student, expressing concerns for enhancing the education of their child, participating in discussion 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;
2. at least one teacher of the gifted program;
3. 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 need for review and revision of subsequent EPs;
4. 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 recourses 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;

5. an individual who can interpret the instruction implication of the evaluation results. This individual may be a member of the committee as described in 2 through 4 above;
6. at the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student, including related services person; (Note: The determination of the knowledge or special expertise shall be made by the party who incited the individual to participate in the EP meeting; and
7. whenever appropriate, the student.

2) Parent participation in EP meetings

The 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 meeting:

- a) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
- b) Scheduling the meeting at a mutually agreed on time and place

A written notice to the parent indicating 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:

- (a) Detailed records of telephone calls may or attempted and the result of those calls;
- (b) Copies of correspondence sent to the parents and any responses received; or
- (c) Detailed records of visits made to the parent's home or place of employment and the results of those visits.

The distinct takes whatever actions necessary to ensure that the parent understand the proceedings at a meeting, including arranging for an interpreter for parents who are deaf or who native language is other than then English. A copy of the EP shall be provided to the parent at no cost.

3. Implementation of the EP

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. 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

SECTION V

**PROGRAM
MODELS**

How is Gifted Education implemented?

The School District of Palm Beach County has three approved models of instruction for elementary gifted students to support each student's level of educational need as determined by the Education Plan.

Center Model

The Gifted Center Model groups gifted students together in classes for the entire school day. This model is appropriate for students who need the challenge of a comprehensive curriculum that is above the level of need of their age and grade peers. This model:

- Provides the opportunity for up-leveling instruction for a larger group with concentration on acceleration, advanced instruction, and enrichment.
- Provides students with a longer amount of time for in-depth learning, including independent student critical thinking, skills, and problem solving than cannot easily be accomplished in a resource or combination model.
- Provides students more time for interaction with academic peers and allow the teacher to focus on the strengths of students rather than their weaknesses for longer periods of time.

Resource Room (Send Out) Model

The Resource Room Model works as a send-out program from the regular classroom for a portion of the day for students who are excelling at a level the classroom teachers cannot easily challenge. The Resource Room Model:

- Provides an opportunity for students to work part-time with their academic peers and may include multi-age grouping.
- Provides enrichment to supplement who is taught in the regular classroom; acceleration to challenge students at an advanced level; and independent study based on student interest and advanced level.
- Offers the opportunity for interaction and cooperation between the regular classroom teacher and the Gifted Education teacher.
- Provides the teacher the opportunity to act as a coach and facilitator to support and promote student performance at the highest level.

Combination Model

The Combination Model is implemented in the regular classroom with the teacher providing a number of curricular options including curriculum compacting, alternative assignments, independent study and grouping for instruction. This model is appropriate for students who are identified as gifted in one or two major areas of strength. In the Combination Model:

- The teacher provides qualitatively different instruction including both enrichment and acceleration in the regular classroom;
- Instructional strategies such as thinking skills, problem solving and creative thinking are infused in the content for gifted students;
- The teacher must have Florida Endorsement in Gifted Education;
- Students who are gifted must have an Education Plan that is implemented;
- The teacher must have separate lesson plans and separate outcomes for the students in the class who are gifted;
- Parents of both gifted and non-gifted students must be informed about the combined class (in some cases parents of non-gifted students have assumed their students are gifted because they are in a class combined with gifted students; and
- Parents of gifted students have the option of a non-combined program at a different school.

SECTION VI

**INSTRUCTIONAL
STRATEGIES**

INSTRUCTIONAL STRATEGIES FOR THE GIFTED PROGRAM

The three components of classroom instruction are content, product, and process.

The **content** is determined by the Sunshine State Standards. These standards, developed by the Florida Department of Education for each grade level, give direction for content at grade levels. This content is modified for gifted education through the third component, process.

The **product** is the way students show mastery and can be demonstrated in a variety of methods. In the gifted classroom, individualized products are implemented, depending on student interest and ability. Students should have the opportunity to research varying aspects of the content and present their research to an authentic audience. For example, when students are studying oceans in their science class, they would be encouraged to investigate reefs, pollution, or other problems that occur in their own community. The teacher would be responsible for making suggestions for possible problems or research subjects and would assist the students in the steps necessary for completing the research. The results could be presented to local authorities.

Process is at the core of gifted programming, and the process strategies make a gifted program defensible. Students need to have learning processes adjusted to further develop their skills in investigating content. Specifically, gifted students need opportunities to increase their analytical, organizational, creative, and critical thinking skills. The teacher of the gifted can facilitate these differences through direct instruction of these thinking skills or through embedding these skills in the content. The modifications that are described below will give direction for the teacher to provide enrichment and acceleration for each individual gifted student in gifted programs.

Following is a framework explaining suggestions for programming based upon student needs:

1) **Maximum achievement in basic skills**

- a) Learning activities at an appropriate level and pace
- b) Advanced pace/ placement of content or skills; extension of depth or complexity of content
- c) Based on student need and readiness, not grade-level appropriateness
- d) Oral communication skills; sharing ideas verbally and in depth
- e) Study skills

- 2) **Content beyond the prescribed curriculum**
 - a) Extends the regular curriculum, but not just “more work”
 - b) Content related to broad-based issues themes or problems
 - c) Resources beyond the designated grade level (materials, equipment, information other than from books)
 - d) Learning that is interrelated with other areas, not separate content learning

- 3) **Exposure to a variety of fields of study**
 - a) Opportunity for in-depth study of major ideas, problems and themes from multiple disciplines
 - b) New disciplines; interrelatedness of disciplines; connections of major ideas and concepts within and between disciplines
 - c) Various occupations---the arts, professions
 - d) Access to and stimulation of reading

- 4) **Student selected content**
 - a) Based on student interests and needs
 - b) In-depth learning of a self-selected topic within an area of study
 - c) Freedom to select from a wide range of materials and resources
 - d) Opportunity to pursue area of inquiry as far as person interest dictates

- 5) **High content complexity**
 - a) Working with abstract ideas and theories that require reflective, evaluative, critical, and creative thinking
 - b) Working with concepts and generalizations, not just names, dates, facts, and figures
 - c) Applying learning, not just parroting it
 - d) Developing products that challenge existing ideas and produce “new” ideas
 - e) Developing products that use new techniques, materials, and forms
 - f) Exposure to varied ideas, topics, issues, and skills at rate appropriate to individual capabilities

- 6) **Experience in creative thinking and problem solving**
 - a) Opportunities for creative expression and creative products
 - b) Creative writing that stresses free flow of ideas and developing values
 - c) Involvement in art and drama; literature enrichment
 - d) Learning creative attitudes and aware nesses
 - e) Responding to open-ended problems and tasks
 - f) Understanding creative people, process, techniques

- g) Strengthening fluency, flexibility, originality, visualization, analogical thinking, and other creative abilities
- h) Discovery and inquiry skills
- i) Learning to seek problems (problem finding)
- j) Learning to define problems
- k) Freedom to solve problems in diverse ways
- l) Reconceptualizing existing knowledge; generating new knowledge
- m) Futuristic thinking
- n) Learning things as they should or could be, not only as they are

7) Development of thinking skills

- a) Independent, self-directed study skills
- b) Library skills
- c) Research/scientific skills and methods
- d) Bloom's higher level skills; application, analysis, synthesis, evaluation
- e) Critical thinking, in the sense of evaluating bias, credibility, logic, consistency; critical reading and listening skills
- f) Decision making, planning and organizing
- g) Developing expert processing strategies---skills and techniques of a professional in a given field

8) Affective development

- a) Demonstrating self-awareness and self-understanding; accepting one's capabilities, interest, and needs
- b) Recognizing and using one's abilities
- c) Appreciating likenesses and differences between oneself and others
- d) Relating intellectually, artistically, and effectively with other gifted students
- e) Moral, ethical thinking; humanitarian attitudes

9) Development of motivation

- a) Independent thinking and work
- b) Becoming self-directed, disciplined in learning
- c) Achievement motivation' internal locus of control; high-level educational and career aspirations

SECTION VII

**CURRICULAR
STRATEGIES**

Curricular Strategies for Gifted Instruction

The following pages include the three strategies, **curriculum compacting**, **acceleration**, and **differentiation**, for implementing instruction for gifted students. These strategies provide appropriate and qualitatively different instruction for gifted and advanced learners in academic areas. These curricular strategies are part of the teacher training program offered in the district for completing Florida Endorsement for Gifted Education.

CURRICULUM COMPACTING

Curriculum Compacting is a strategy that is appropriate for advanced learners and gifted students who need more challenging work in school. The goals of compacting are to:

- Create a challenging learning environment;
- Guarantee proficiency in basic curriculum, and
- Buy time for enrichment and acceleration.

Indicators Which May Suggest that Compacting is Necessary

- Consistently finishes tasks quickly
- Finishes reading assignments first
- Appears bored during instruction time
- Consistently daydreams
- Creates own puzzles, games, or diversion in class
- Brings in outside reading material
- Has consistently high performance in one or more academic areas
- Test scores consistently excellent despite average or below-average class work
- Asks questions which indicate advanced familiarity with material
- Is sought after by other students for assistance
- Uses vocabulary and verbal expression in advance of grade level
- Expresses interest in pursuing alternate or advanced topics

The Compactor (Example)

Curricular Areas to be Considered for Compacting	Procedures for Guaranteeing Mastery of the Basic Curriculum	Acceleration and/or Enrichment Activities

ACCELERATION

Acceleration in education is appropriate for students who are advanced learners and who could benefit from a curriculum that is presented earlier and at a faster pace than curriculum presented to age peers. It is an educational intervention matching the level, complexity, and pace of the curriculum with the readiness of the student and respects individual differences acknowledging that some educational differences merit flexibility. The goals of acceleration are to adjust the pace of instruction to the student's performance capability, to provide an appropriate challenge, and to reduce the amount of time in classes/subjects in which the student has achieved mastery.

Acceleration may be implemented a number of ways:

- in one or more subject areas;
- by subject skipping or grade skipping;
- by completing middle school in less than three years;
- by taking college courses during high school;
- through early college entry; and/or
- through early graduation from high school.

Grade skipping should be considered in those rare circumstances when the student has achieved mastery and needs an advanced curriculum in the academic areas one grade level or higher than the grade determined by the student's chronological age. Physical features of the student should not be a deciding factor for or against grade skipping. In addition to documentation by the classroom teacher, district staff should make a minimum of two observations prior to the student being advanced. The principal has the final say in determining grade placement.

Acceleration Options	When Appropriate
In-Class Grouping	The student has achieved mastery in skills and content above current instructional level.
Grade Level Grouping (Cluster)	The student has achieved mastery in skills or content and is grouped together with other like students for advanced level instruction.
Subject Skipping	The student has achieved mastery in one subject and is moved to the appropriate grade level for the subject.
Grade Skipping	The student has achieved mastery in all academic areas beyond current grade level.

DIFFERENTIATION

A differentiated curriculum is one that is tailored to the needs of groups of gifted learners and/or individual gifted students, provides experiences sufficiently different from the norm to justify specialized intervention, and is delivered by a trained educator of the gifted, using appropriate instructional processes to optimize learning.

According to research, a well-constructed curriculum for the gifted must identify appropriate goals and outcomes, addressing such questions as, “What is important for these students to know and be able to do at what stages of development?” and “How do planned learning experiences provide depth and complexity at a pace that honors the gifted learner’s rate of advancement through material?” The curriculum should be standards based and designed to honor high-ability students’ needs for advanced challenge, in-depth thinking and doing, and abstract conceptualization.

Curriculum differentiation should encompass the need for careful selection of materials for use in classrooms serving gifted learners. These materials should include a variety of texts as resources, provide advanced reading, present interesting and challenging ideas, and treat knowledge as tentative and open-ended.

A teacher of the gifted should be able to answer the question, “What is happening that is different in my gifted classroom than is happening in the regular classroom next door to me?”

What is appropriately differentiated curriculum for gifted learners?

To provide appropriate and challenging educational experiences for gifted students, differentiation may include:

- Acceleration of instruction;
- In-depth study;
- A high degree of complexity;
- Advanced content; and/or
- Variety in content, process, and products.

A qualitatively different curriculum for gifted students consists of carefully planned, coordinated learning experiences that extend beyond the basic

curriculum to meet the learning needs of the student. Curricular strategies of enrichment and acceleration are combined to provide rigor, relevance, flexibility and diversity. Appropriate differentiation allows for increasing levels of advanced, abstract and complex curriculum that are substantive and that respond to the learner's needs.

SECTION VIII

**FLORIDA'S
FRAMEWORKS
FOR K-12 GIFTED
LEARNERS**

In 2007, the Florida Department of Education, Bureau of Exceptional Education and Student Services, and Working on Gifted Issues (WOGI) published *Florida's Frameworks for k-12 Gifted Learners*. It was designed to assist school districts by providing a framework for developing and designing differentiated learning experiences for gifted students that complements the standards and benchmarks outlined in the *Florida Sunshine State Standards*.

The complete document can be accessed at www.unfwogi.com/frameworks.html

Included in the document are the following Student Outcomes---Framework Goals and Objectives:

- 1) By graduation, the student identified as gifted will be able to critically examine the complexity of knowledge; the location, definition, and organization of a variety of fields of knowledge.
 - a) Locate, define, and organize a field of study as it relates to the broad spectrum of knowledge.
 - b) Identify and illustrate basic principles and the foundational concepts that are central to understanding the essence of a field of study.
 - c) Identify and apply investigative methodologies that are followed in a selected field of knowledge.
- 2) By graduation, the student identified as gifted will be able to create, adapt, and assess multifaceted questions in a variety of fields/disciplines.
 - a) Identify significant questions within and across disciplines.
 - b) Generate significant questions within and across disciplines.
 - c) Evaluate and refine significant questions within and across disciplines.
- 3) By graduation, the student identified as gifted will be able to conduct thoughtful research/exploration in multiple fields.
 - a) Use a variety of research tools and methodologies.
 - b) Use and manipulate information sources.
 - c) Detect bias and reliability in the process of research.
 - d) Apply ethical standards to research and analyses.
- 4) By graduation, the student identified as gifted will be able to think creatively and critically to identify and solve real-world problems.
 - a) Identify and investigate a problem and generate supportive arguments from multiple perspectives of a complex issue.
 - b) Analyze the relevance, reliability, and usefulness of data to draw conclusion and forecast effective problem solutions.
 - c) Use and evaluate various problem-solving methods to determine effectiveness in solving real-world problems.

- 5) By graduation, the student identified as gifted will be able to assume leadership and participatory roles in both gifted and heterogeneous group learning situations.
 - a) Accept divergent views to positively effect change.
 - b) Identify leadership traits and qualities as they appear in different individuals and situations.
 - c) Manifest significant leadership skills and organize group(s) to achieve project goals.
- 6) By graduation, the student identified as gifted will be able to set and achieve personal, academic, and career goals.
 - a) Identify personal strengths and weaknesses and accept challenges in both areas to maximize learning.
 - b) Assume primary responsibility for learning, including identifying needs and setting reasonable goals.
 - c) Design plans of action to address benefits and obstacles in achieving goals of person interest.
- 7) By graduation, the student identified as gifted will be able to develop and deliver a variety of authentic products/performances that demonstrate understanding in multiple fields/discipline.
 - a) Develop products that communicate expertise in multiple fields and disciplines to a variety of authentic audiences.
 - b) Create products that synthesize information from diverse sources illustration divergent solutions or perspectives.

SECTION IX

APPENDICES

6A-6.03019 Special Instructional Programs for Students Who Are Gifted.

(1) Gifted. One who has superior intellectual development and is capable of high performance.

(2) Criteria for eligibility. A student is eligible for special instructional programs for the gifted if the student meets the criteria under paragraph (2)(a) or (b) of this rule.

(a) The student demonstrates:

1. Need for a special program.

2. A majority of characteristics of gifted students according to a standard scale or checklist, and

3. 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.

(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.

1. 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.

2. The Department of Education is authorized to approve school district plans for increasing the participation of students from under-represented groups in special instructional programs for the gifted, provided these plans include the following:

a. A district goal to increase the percent of students from under-represented groups in programs for the gifted and the current status of the district in regard to that goal;

b. Screening and referral procedures which will be used to increase the number of these students referred for evaluation;

c. Criteria for determining eligibility based on the student's demonstrated ability or potential in specific areas of leadership, motivation, academic performance, and creativity;

d. Student evaluation procedures, including the identification of the measurement instruments to be used;

e. Instructional program modifications or adaptations to ensure successful and continued participation of students from under-represented groups in the existing instructional program for gifted students;

f. An evaluation design which addresses evaluation of progress toward the district's goal for increasing participation by students from under-represented groups.

(3) Procedures for student evaluation. The minimum evaluations for determining eligibility are the following:

(a) Need for a special instructional program,

(b) Characteristics of the gifted,

(c) Intellectual development, and

(d) May include those evaluation procedures specified in an approved district plan to increase the participation of students from under-represented groups in programs for the gifted.

Specific Authority 229.053(1), 230.23(4)(m) FS. Law Implemented 228.041(18) (19), 229.565(2)(b)(c), 230.23(4)(m) FS. History - New 7-1-77, Formerly 6A-6.3019, Amended 10-10-91, 5-19-98, 7-14-02.

6A-6.030191 Development of Educational Plans for Exceptional Students who are Gifted.

Educational Plans (EPs) 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 EPs for exceptional students who are gifted, including procedures for parental involvement, shall be set forth in each district's Policies and Procedures for the Provision of Specially Designed Instruction and Related Services to Exceptional Students document and shall be consistent with the following requirements.

(1) Role of parents. The role of parents in developing EPs includes:

- (a) Providing critical information regarding the strengths of their child;
- (b) Expressing their concerns for enhancing the education of their child so that they receive a free appropriate public education;
- (c) Participating in discussions about the child's need for specially designed instruction;
- (d) Participating in deciding how the child will be involved and progress in the general curriculum; and
- (e) Participating in the determination of what services the school district will provide to the child and in what setting.

(2) Parent participation. Each school board shall establish procedures which shall provide for parents to participate in decisions concerning the EP. Such procedures shall include the following:

(a) Each district shall take the following steps to ensure that one (1) or both of the parents of a student who is gifted is present or is afforded the opportunity to participate at each EP meeting:

- 1. Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
- 2. Scheduling the meeting at a mutually agreed on time and place.

(b) A written notice to the parents must indicate the purpose, time, location of the meeting, and who, by title and or position, will be attending. The notice must also include a statement informing the parents that they have the right to invite an individual with special knowledge or expertise about their child.

(c) If neither parent can attend, the school district shall use other methods to ensure parent participation, including individual or conference telephone calls.

(d) A meeting may be conducted without a parent in attendance if the school district is unable to obtain the attendance of the parents. In this case, the district must have a record of its attempts to arrange a mutually agreed on time and place such as:

- 1. Detailed records of telephone calls made or attempted and the results of those calls;
- 2. Copies of correspondence sent to the parents and any responses received; or
- 3. Detailed records of visits made to the parents' home or place of employment and the results of those visits.

(e) The district shall take whatever action is necessary to ensure that the parents understand the proceedings at an EP meeting, which may include arranging for an interpreter for parents and students who are deaf or whose native language is a language other than English.

(f) The district shall give the parents a copy of the EP at no cost to the parents.

(3) Educational plan (EP) team participants. The EP team shall include the following participants:

(a) The parents of the student in accordance with subsection (2) of this rule;

(b) One regular education teacher of the student who, to the extent appropriate, is involved in the development and review of a student's EP. Involvement may be the provision of written documentation of a student's strengths and needs.

(c) At least one teacher of the gifted program

(d) A representative of the school district who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students who are gifted, is knowledgeable about the general curriculum, and is knowledgeable about the availability of resources of the school district. At the discretion of the school district, one of the student's teachers may be designated to also serve as the representative of the school district;

(e) An individual who can interpret the instructional implications of evaluation results who may be a member of the team as described in paragraphs (3) (b)-(d) of this rule;

(f) At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student. The determination of knowledge or special expertise of any individual shall be made by the party who invites the individual to be a member of the EP team; and

(g) The student, as appropriate

(4) Contents of Educational Plans (EPs). EPs for students who are gifted must include:

(a) A statement of the student's present levels of performance which 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;

(b) A statement of goals, including benchmarks or short term objectives;

(c) A statement of the specially designed instruction to be provided to the student;

(d) A statement of how the student's progress toward the goals will be measured and reported to parents; and

(e) The projected date for the beginning of services, and the anticipated frequency, location, and duration of those services;

(5) Considerations in EP development, review and revision. The EP team shall consider the following:

(a) The strengths of the student and needs resulting from the student's giftedness.

(b) The results of recent evaluations, including class work and state or district assessments.

(c) In the case of a student with limited English proficiency, the language needs of the student as they relate to the EP.

(6) Timelines. Timelines for EP meetings for students who are gifted shall include the following:

(a) An EP must be in effect at the beginning of each school year.

(b) An EP shall be developed within thirty (30) calendar days following the determination of eligibility for specially designed instruction and shall be in effect before the provision of these services.

(c) Meetings shall be held to develop and revise the EP at least every three (3) years for students in grades K-8 and at least every four (4) years for students in grades 9-12. EPs may be reviewed more frequently as needed, such as when the student transitions from elementary to middle school and middle to high school or if the student's parent or teacher requests a review.

(7) EP Implementation. An EP must be in effect before specially designed instruction is provided to an eligible student and is implemented as soon as possible following the EP meeting.

(a) The EP shall be accessible to each of the student's teachers who are responsible for the implementation.

(b) Each teacher of the student shall be informed of specific responsibilities related to implementing the student's EP.

Specific Authority 1001.02(1)(2)(n), 1003.01(3)(a)(b), 1003.57(5) FS. Law Implemented 1003.01(3)(a)(b), 1001.42(4)(f), 1011.62(1)(c), 1001.03(8), FS. History - New 9-20-04.

***6A-6.03313 Procedural Safeguards for Exceptional Students who are Gifted.**

Providing parents with information regarding their rights under this rule is critical to ensuring that they have the opportunity to be partners in the decisions regarding their children. It is also critical that local school boards provide information about these rights to appropriate district and school personnel so that the needs of the student can be identified and appropriately met. The school board's policy and procedures for procedural safeguards shall be set forth in accordance with Rule 6A-6.03411, FAC., and shall include adequate provisions for the following:

(1) Prior notice. The school district shall provide parents with prior written notice a reasonable time before any proposal or refusal to initiate or change the identification, evaluation, educational placement of the student or the provision of a free appropriate public education to the student.

(a) The prior notice to the parents shall be written in language understandable to the general public and shall be provided in the native language or other mode of communication commonly used by the parent unless such communication is clearly not feasible to do so.

(b) If the parents' mode of communication is not a written language, the school district shall ensure:

1. That the notice is translated to the parents orally or by other means in their native language or mode of communication;

2. That the parents understand the content of the notice; and

3. That there is written documentation that the requirements of subparagraphs (1)(b)1. and 2. of this rule have been met.

(c) The notice to the parents shall include

1. A description of the action proposed or refused by the district, an explanation of why the district proposes or refuses to take the action, and a description of any other options the district considered and the reasons why those options were rejected;

2. A description of each evaluation procedure, test, record, or report the district used as a basis for the proposed or refused action;

3. A description of any other factors that are relevant to the district's proposal or refusal; and

4. Information on how the parent can obtain a copy of the procedural safeguards specified in this rule.

(2) Content and Provision of the Procedural Safeguards to Parents.

(a) Parents must be provided a copy of their procedural safeguards which provides a full explanation of the provisions included in this rule.

(b) A copy of the procedural safeguards must be available to the parents of a child who is gifted, and must be given to the parents, at a minimum:

1. Upon initial referral for evaluation;

2. Upon refusal of a parent's request to conduct an initial evaluation;

3. Upon notification of each EP meeting; and

4. Upon receipt of a request for a due process hearing by either the school district or the parent in accordance with subsection (7) of this rule.

(3) Informed parental consent.

(a) Parents shall be fully informed of all information relevant to the action for which consent is sought in their native language or other mode of communication unless such communication is clearly not feasible.

(b) Written parental consent shall be obtained prior to conducting an initial evaluation to determine eligibility and prior to initial provision of services to students who are gifted.

(c) School districts shall document the attempts to secure consent from the parent as required by paragraph (3)(b) of this rule.

(d) Parental consent is voluntary and may be revoked at any time before the action occurs.

(e) Except for formal, individual evaluation and the initial provision of services to the student, consent may not be required as a condition of any other benefit to the parent or child. Any proposal or refusal to initiate or change the identification, evaluation, or educational placement or the provision of a free appropriate public education to the student after the initial placement is not subject to parental consent but is subject to prior notice as defined by subsection (1) of this rule.

(f) Parental consent is not required before:

1. Reviewing existing data as part of an evaluation; or,

2. Administering a test or other evaluation that is administered to all students unless, before administration of that test or evaluation, consent is required of parents of all children.

(4) Parents' opportunity to examine records and participate in meetings.

(a) The parents of students who are gifted shall be afforded, in accordance with Rule 6A-1.0955, FAC., Section 1002.22, Florida Statutes, and this rule, an opportunity to inspect and review their child's educational records.

(b) The right to inspect and review education records under this rule includes the right to have a representative of the parent inspect and review the records including all records related to the identification, evaluation, and educational placement of the child and the provision of a free appropriate public education to the child.

(c) The parents of a student who is gifted must be afforded an opportunity to participate in meetings with respect to the development of their child's educational plan.

(5) Evaluations obtained at private expense. If the parent obtains an independent evaluation at private expense which meets the requirements of subsection (4) of Rule 6A-6.0331, FAC., the results of the evaluation must be considered by the school district in any decision made with the respect to the determination of eligibility for exceptional student education services.

(a) The results of such evaluation may be presented as evidence at any hearing authorized under subsection (7) of this rule.

(b) If an administrative law judge requests an independent educational evaluation as part of a hearing, the cost of the evaluation must be at public expense, as defined in paragraph (7)(c) of Rule 6A-6.03411, FAC.

(6) State Complaint Procedures. The Department of Education shall provide parents and other interested persons the opportunity to resolve allegations that a school district has violated state requirements regarding the education of students who are gifted through the establishment of state complaint procedures.

(a) Within ninety (90) calendar days after a complaint is filed, under the provisions of this rule, the Department of Education shall:

1. Carry out an independent on-site investigation, if the Department of Education determines that to be necessary;

2. Give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint;

3. Review all relevant information and make an independent determination as to whether the school district is violating a state requirement regarding the education of students who are gifted;

4. Issue a written decision on the complaint that addresses each issue presented in the complaint and contains findings of fact, conclusions, and the reason(s) for the Department of Education's final decision; and

5. Extend the time limit established in paragraph (6)(a) of this rule if exceptional circumstances exist with respect to a particular complaint.

(b) Procedures for the effective implementation of the Department of Education's final decision include the following:

1. Technical assistance activities;
2. Negotiations; and,
3. Corrective actions to achieve compliance.

(c) Relationship to due process hearings.

1. If a written complaint is received that is also the subject of a due process hearing requested pursuant to subsection (7) of this rule, or the complaint contains multiple issues, of which one or more are part of that hearing, the Department of Education shall set aside any part of the complaint that is being addressed in the due process hearing until the conclusion of the hearing. However, any issue in the complaint that is not a part of the due process action must be resolved in compliance with the procedures described in subsection (6) of this rule.

2. If an issue is raised in a complaint filed under this subsection that has previously been decided in a due process hearing involving the same parties, the administrative law judge's decision is binding and the Department of Education shall inform the complainant to that effect.

3. The Department of Education shall resolve any complaint that alleges that a school district has failed to implement a due process hearing decision.

(7) Due process hearings. Due process hearings shall be available to parents of students who are gifted and to school districts to resolve matters related to the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education.

(a) Such hearings may be initiated by a parent or a school district on the proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education to the student.

(b) A hearing shall be conducted by an administrative law judge from the Division of Administrative Hearings, Department of Management Services, on behalf of the Department of Education.

(c) An administrative law judge (ALJ) shall use subsection (7) of this rule for any such hearings and shall conduct such hearings in accordance with the Uniform Rules for Administrative Proceedings, Chapter 28-106, FAC., as deemed appropriate by the ALJ including, but not limited to: the authority of a party to request a pre-hearing conference, the authority of the ALJ to issue subpoenas to compel the attendance of witnesses and the production of records, and the authority of the ALJ to issue summary rulings in absence of a disputed issue of material fact.

(d) Status of student during proceedings.

1. During the time that an administrative or subsequent judicial proceeding regarding a due process hearing is pending, unless the district and the parent of the student agree otherwise, the student involved in the proceeding must remain in the present educational assignment. If the proceeding involves an application for an initial admission to public school, the student, with the consent of the parent, must be placed in a public school program until the completion of all proceedings.

2. If the administrative law judge agrees with the parent and finds that a change of placement is appropriate, that placement becomes the agreed-upon placement during the pendency of the appeal.

(e) Hearing rights for all parties.

1. Any party to a hearing conducted pursuant to subsection (7) of this rule has the right:

a. To be represented by counsel or to be represented by a qualified representative under the qualifications and standards set forth in Rules 28-106.106 and 28-106.107, FAC., or to be accompanied and advised by individuals with special knowledge or training with respect to the problems of students who are gifted, or any combination of the above;

b. To present evidence, and to confront, cross-examine, and compel the attendance of witnesses;

c. To prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least five (5) business days before the hearing;

d. To obtain written, or at the option of the parents, electronic, verbatim record of the hearing at no cost to the parents; and

e. To obtain written, or at the option of the parents, electronic findings of fact and decisions at no cost to the parents.

2. Additional disclosure of information.

a. At least five (5) business days prior to a hearing conducted pursuant to subsection (7) of this rule, each party shall disclose to all other parties all evaluations completed by that date and recommendations based on the offering party's evaluations that the party intends to use at the hearing.

b. An administrative law judge may bar any party that fails to comply with subparagraph (7)(e)2. of this rule from introducing the relevant evaluation or recommendation at the hearing without the consent of the other party.

(f) Parental rights at hearings. Parents involved in hearings must be given, in addition to the rights described in paragraph (7)(e) of this rule, the right to:

1. Have their child who is the subject of the hearing present; and

2. Open the hearing to the public.

(g) Duties and responsibilities of the superintendent or designee shall include:

1. Implementing procedures that require the parent of a child who is gifted, or the attorney representing the child, to provide notice to the school district. The notice required, which must remain confidential, must include: the name of the child; the address of the residence of the child; the name of the school the child is attending; a description of the nature of the problem relating to the proposed or refused initiation or change, including facts relating to the problem; and, a proposed resolution of the problem to the extent known and available to the parents at the time. However, the school district may not deny or delay a parent's right to a due process hearing for failure to provide this notice.

2. Immediately forwarding the Division of Administrative Hearings by facsimile transmission of the parent's request for a hearing upon its receipt;

3. Notifying all parties regarding their rights and responsibilities before, during, and after the hearing. This notice should include information to the parent of any free or low cost legal and other relevant services, which are available, if the parent requests this information or if the parent or school district initiates a hearing.

4. Determining whether an interpreter is needed and arranging for the interpreter as required;

5. Complying with the administrative law judge's rulings regarding requests for and exchanges of evidence; discovery; the filing of motions and, scheduling, so as to meet the requirements of this rule, and the deadlines established herein.

6. Arranging for the provision and payment of clerical assistance, the hearing, use of facilities, and a verbatim

transcript of the hearing;

7. Completing other responsibilities specified by the school board.

(h) Duties and responsibilities of the Department of Education shall include:

1. Maintaining a list of persons who serve as administrative law judges including a statement of the qualifications of each of these persons; and,

2. Maintaining an index of the final orders of such hearings and providing this information to the public upon request.

(i) Duties and responsibilities of an administrative law judge shall be:

1. To establish the date, time, and location of the hearing and any pre-hearing conference calls and motion hearings. Each hearing involving oral arguments must be conducted at a time and place that is reasonably convenient to the parents and their child;

2. To conduct the hearing in a fair and impartial manner;

3. To ensure that all discovery, motion practice, and pre-hearing procedures are conducted in an expedited manner, consistent with the deadlines established by this rule concerning the exchange of evidence and the issuance of the final decision.

4. To determine if the parent wants an electronic or written copy of the final decision and the administrative record of the hearing;

5. To determine whether the parent wants the hearing open to the public and whether the parent wants their child to attend the hearing;

6. To determine whether the parent's advisor or representative is sufficiently knowledgeable about or trained regarding students who are gifted;

7. To determine how evidence may be exchanged prior to and during the hearing;

8. To determine how witnesses may be compelled to attend, be cross-examined, and confronted during discovery and at the hearing;

9. To determine how evaluations and recommendations may be disclosed prior to and during a hearing;

10. To summarize the facts and findings of the case and to arrive at an impartial decision based solely on information presented during the hearing;

11. To reach a final decision and mail to all parties copies of the facts, findings and decision regarding the hearing within forty-five (45) days of the district's receipt of the parent's request or the filing of the district's request for a hearing, whichever is sooner;

12. To be accountable for compliance with all deadlines and procedures established by the statutes and rules for such hearings;

13. To maintain the confidentiality of all information; and

14. To rule on requests for specific extensions of time beyond the periods set forth in subsection (7) of this rule, at the request of either party.

(j) Civil action. A decision made in a hearing conducted under subsection (7) of this rule shall be final, unless, within thirty (30) days, a party aggrieved by the

decision brings a civil action in state circuit court without regard to the amount in controversy, as provided in Section 1003.57(5), Florida Statutes. The state circuit court shall: receive the records of the administrative proceedings; hear, as appropriate, additional evidence at the request of a party; and, basing its decision on the preponderance of the evidence, shall grant the relief it determines appropriate. In the alternative, any party aggrieved by the administrative law judge's decision shall have the right to request an impartial review by the appropriate district court of appeal as provided by Sections 120.68 and 1003.57(5), Florida Statutes.

Specific Authority 1001.02(1)(2)(n), 1003.01(3)(a)(b), 1003.57(5) FS. Law Implemented 1001.42(4)(l) 1003.01(3)(a)(b), 1003.57(5), 1001.03(8) FS. History - New 9-20-2004.

* Please contact the Bureau of Exceptional Education and Student Services/ Clearinghouse Information Center for the most recent version of the procedural safeguards for students identified as gifted.



Student Number

Gifted Program Eligibility Criteria Checklist

Student Name <i>(last, first, middle initial)</i>	Date of Birth	Sex
School	Grade	Current Date

CRITERIA 1 Intellectual Assessment *(By Psychologist)* Criteria Met Yes No

Name of Test Administered _____

Date Test Administered _____

Name of Psychologist _____

SEM (Standard Error Measure) score if applicable _____

SCORE

CRITERIA 2 Gifted Characteristics Checklist Criteria Met Yes No

CRITERIA 3 Need for a Special Program *(By Psychologist)* Criteria Met Yes No

A. Individual Achievement Test SCORES

Name of Test Administered _____	Reading Composite/Broad Score	
	Mathematics Composite/Broad Score	

B. Performance Record *(Do not complete for students entering kindergarten.)* GRADES

1. Record of Classroom Progress Reports/Report Cards

Reading	
Mathematics	
Written Language/Composition	

2. Additional Performance Documentation *(optional/check items and then comment)*
- Portfolio Review Interviews Interest Survey
- Observations Questionnaire Products

Child Study Team/Eligibility Staffing Team Recommendation: Eligible for ESE services for gifted
 Not eligible for ESE services for gifted

GENERAL DIRECTIONS FOR COMPLETING GIFTED PROGRAM ELIGIBILITY CRITERIA CHECKLIST

I. Intellectual Assessment

- Check YES if the student's score on an individually administered approved standardized test of intelligence meets state and district requirements for Plan A. For the Wechsler Scales, this would be 130 or higher. For the Stanford Binet, this would usually be 132 or higher.
- Check YES if the student does not meet the IQ requirement, but the score falls within the Standard Error of Measure (SEM) for the test AND the use of SEM is justified by the evaluator.
- Check NO if the score does not meet requirements and SEM is not justified or appropriate.

II. Gifted Characteristics

- Check YES if the student meets the criteria on the Gifted Characteristics Checklist.
- Check NO if the student does not meet the criteria on the Gifted Characteristics Checklist.

III. Need for a Special Program - Achievement and Performance

- Check YES if the student demonstrates an academic strength equivalent to the 90th percentile or above on an individually administered standardized test of achievement in one or more academic areas **AND** the student demonstrates a performance strength in one or more areas based on progress reports/report card grades and work samples.
- In the area for additional performance documentation check the TYPES of documentation and record comments to describe the student's performance on the measures.
- Check NO if the student is not achieving at the 90th percentile and performing satisfactorily in at least one academic area, as documented by achievement (*reading and math scores*) and performance measures which may include classroom progress in reading, mathematics, language, portfolio review, interviews, interest survey, observations, and/or products.

Students, other than those entering kindergarten, must meet all three criteria measures (I, II, III listed above) to be determined eligible for ESE services in the area of gifted education.



STUDENT NUMBER

Gifted Plan B Underrepresented Matrix

STUDENT NAME <i>(last, first, middle initial)</i>	DATE OF BIRTH / /	SEX
SCHOOL	GRADE	CURRENT DATE / /

Underrepresented Identification(s): English Language Learner (ELL) Low Socioeconomic Status (Free or Reduced Lunch)

DIRECTIONS: Record a score in only one column per criteria subject. Scores are as follows: record 3 points for each criteria subject in column 1, 4 points for each criteria subject in column 2, and 5 points for each criteria subject in column 3. Subtotal each column and total all points in the appropriate box.

	COLUMN 1 3 POINT EA.	COLUMN 2 4 POINT EA.	COLUMN 3 5 POINT EA.
CRITERIA 1 Intellectual Assessment - Nonverbal Instrument (Current edition) Differential Ability Scale (<i>nonverbal section</i>) ; Leiter International Performance Scale; Naglieri Nonverbal Ability Test; Universal Nonverbal Intelligence Test WISC - IV (PRI); Stanford -Binet (<i>nonverbal</i>)	80-86 %ile	87-93 %ile	94-99 %ile
CRITERIA 2 Individual Achievement Test (Current edition) Kaufman Test of Educational Achievement II, Wechsler Individual Achievement Test II; Woodcock-Johnson Test of Achievement II	80-86 %ile	87-93 %ile	94-99 %ile
CRITERIA 3 Classroom Performance Record of Classroom Progress Report Card (<i>average of previous year's grades</i>)	C/S	B/V/S	A/E
OR			
Kindergarten Skills Checklist (<i>PBSD 1761</i>) % of Skills Mastered	51-64 %	65-84 %	85-100 %
Letter Recognition (#1-#3)			
Word Recognition (#4-#10)			
Number Skills (#1-#10)			
CRITERIA 4 Gifted Characteristics Checklist for Underrepresented Populations 4.0 highest possible score	3.0 - 3.2	3.3 - 3.6	3.7 - 4.0
CRITERIA 5 Portfolio of Student Evaluated by Child Study Team, to include classroom teacher and, if applicable, ELL representative. Recommended Contents of Portfolio <i>Check each item included - minimum of three</i>	ADEQUATE <i>Meets grade level expectations</i>	COMMENDABLE <i>Surpasses grade level expectations 1 yr.</i>	EXEMPLARY <i>Exceeds grade level expectations 2 years</i>
<input type="checkbox"/> Performance-based products			
<input type="checkbox"/> Running Reading Record (<i>if available</i>)			
<input type="checkbox"/> Past school performance report cards			
<input type="checkbox"/> Language proficiency results (<i>ESOL</i>)			
<input type="checkbox"/> IQ test scores (<i>if available</i>)			
<input type="checkbox"/> FCAT results (<i>if available</i>)			
<input type="checkbox"/> Writing samples (<i>FCAT Writes and PB Writes</i>)			
<input type="checkbox"/> Other _____			
	POINTS SUBTOTAL		
	TOTAL SCORE FOR ELIGIBILITY		<input style="width: 50px; height: 20px;" type="text"/>
	Student must score a minimum of 30 points to be eligible for Gifted Program.		

Student meets criteria for ESE Gifted Services. Yes No

Recommendation reviewed and approved by:

SIGNATURE OF PERSON COMPLETING FORM

DATE

PRINT NAME

INSTRUCTIONS FOR COMPLETING THE GIFTED PLAN B UNDERREPRESENTED MATRIX (PBSD 1906)

Demographic Information

- Write the student's eight-digit identification number.
- Write the student's full legal name (last, first, middle initial).
- Write the student's date of birth (MM/DD/YY).
- Write the gender of the student [Male (M), Female (F)]
- Write the name of the school.
- Write the current grade level of the student.
- Write the current date. This is the date the form is completed.
- Check the box or boxes which identify and determine the student is underrepresented.

Criteria 1: Intellectual Assessment

Using a point value of 3, 4, or 5, write the appropriate numeral in Column 1, 2, or 3, according to the percentile score for the student on the Differential Ability Scale (nonverbal section), the Leiter International Performance Scale, the Naglieri Nonverbal Ability Test, or the Universal Nonverbal Intelligence Test.

Criteria 2: Individual Achievement Test

Using a point value of 3, 4, or 5, write the appropriate numeral in Column 1, 2, or 3, according to the percentile score for both Reading and Mathematics for the student on the Kaufman Test of Educational Achievement, the Wechsler Individual Achievement Test, or the Woodcock-Johnson Test of Achievement.

Criteria 3: Classroom Performance

For all students other than Kindergarten: Using a point value of 3, 4, or 5, write the appropriate numeral in Column 1, 2, or 3, according to the average of the student's previous year's grades in Reading, Mathematics, and Written Language. Column 1 represents the grade C or a Satisfactory (S); Column 2 represents the grade B or a Very Satisfactory (VS); and Column 3 represents the grade A or an Excellent (E). If not using the standard report card, translate the grades to A, B, C, or E, VS, S.

In cases where the student has achieved two (2) A's and two (2) B's, etc., use the mathematical principal of rounding to the next highest number. For example, two A's and two B's equals 3.5 or an A.

For Kindergarten students: Use the *Kindergarten Skills Checklist (PBSD 1761)* with specific Plan B percentages as noted in these directions.

Using a point value of 3, 4, or 5, write the appropriate numeral in Column 1, 2, or 3, according to the percent score for the student on the *Kindergarten Skills Checklist (PBSD 1761)* in Letter Recognition (#1-#3), Word Recognition (#4-#10), and Number Skills (#1-#10).

Letter Recognition (#1-#3) represents 53 cues. Calculate the percent by dividing total number of correct cues by 53 (total number of cues).

Word Recognition (#4-#10) represents 55 cues. Calculate the percent by dividing total number of correct cues by 55 (total number of cues).

Number Skills (#1-#10) represents 39 cues. Calculate the percent by dividing total number of correct cues by 39 (total number of cues).

Criteria 4: Gifted Characteristics Checklist for Underrepresented Populations

Using a point value of 3, 4, or 5, write the appropriate numeral in Column 1, 2, or 3, according to the decimal point average the student scores on the *Gifted Characteristic Checklist for Underrepresented Populations (PBSD 1451)*.

Criteria 5: Portfolio of Student

Using a point value of 3, 4, or 5, write the appropriate numeral in Column 1, 2, or 3, according to the evaluation of the student's portfolio by the Child Study Team, which includes the classroom teacher and if applicable, the ELL representative. Column 1 represents an adequate portfolio which meets grade level expectations. Column 2 represents a commendable portfolio which surpasses grade level expectations by at least one year. Column 3 represents an exemplary portfolio which exceeds grade level expectations by at least two years. A minimum of three (3) portfolio items is necessary.

The nominating, referring, or classroom teacher is responsible for gathering the most recent data in at least three of the following categories: Reading Running Record (if available); past school performance; Language Proficiency Results (ESOL); IQ test scores (if available); FCAT results (if available); performance-based products (products that demonstrate the academic strengths of the student); writing samples (samples that demonstrate the strength of the student in writing); and other which could include lexile level and grade level equivalent, results from computer assisted instruction, such as the STAR program, and/or ILS/CCC percentages and/or grade level equivalents.

Points Subtotal Subtotal the points from Columns 1, 2, and 3.

Total Score for Eligibility

Add the subtotals for the total score for eligibility. A student must score a minimum of 30 points to be eligible for the Gifted Program.

Student Meets Criteria Check Yes or No

Recommendation Reviewed and Approved by: Signature, name, title, date



Educational Plan for Gifted (EP)

STUDENT NAME <i>(last, first, middle initial)</i>		DATE OF BIRTH	SEX
ASSIGNED SCHOOL	HOME SCHOOL	GRADE	CURRENT DATE

1. PROCEDURAL SAFEGUARDS

- Summary of *Procedural Safeguards for Students Who are Gifted (PBSD 1776)* has been received by and an explanation was given to the parent(s) or guardian(s) of the student. Parent/Guardian initials _____
- Parent/guardian received Safeguards and waived rights for explanation. Parent/Guardian initials _____
- Parent/guardian was not in attendance. Copy of Procedural Safeguards (PBSD 1776) was sent home on ____/____/____
Primary language or mode of communication of parent/guardian if other than English _____
Interpreter provided: N/A Yes No If no, explain _____

2. ENGLISH LANGUAGE LEARNER (ELL)

- Student has Limited English Proficiency. Yes No
If yes, student's needs are met through: EP ESOL/ELL Plan Other (*explain*) _____

3. EP CONFERENCE(S)

- Conference Type(s) (*check all that apply*):
 Initial Placement Temporary Assignment Three Year Review Other _____
- EP Duration Period New Educational plans are **required** for transition to middle school and transition to high school.
 One Year Two Year Three Year Four year (grades 9-12)
 Temporary Other _____
- EP Initiation Date ____/____/____ EP Review/Expiration Date ____/____/____

4. SIGNATURES

The following individuals were in attendance at the EP meeting and participation in the development of the EP.

_____ SIGNATURE OF PARENT/GUARDIAN	_____ SIGNATURE OF GENERAL EDUCATION TEACHER (<i>or teacher has provided written input to share at the meeting</i>)	_____ SIGNATURE OF STUDENT
_____ SIGNATURE OF PARENT/GUARDIAN		_____ SIGNATURE OF EVALUATOR
_____ SIGNATURE OF ESE DESIGNEE/LEA REPRESENTATIVE	_____ SIGNATURE OF TEACHER OF GIFTED	_____ SIGNATURE OF (NAME / TITLE)

5. GIFTED/REGULAR EDUCATION PARTICIPATION

List subjects/courses; check Gifted or Regular Education for place of delivery; list how often.

SUBJECT / COURSE PARTICIPATION	Gifted	Reg.	FREQUENCY / TIME Daily / Weekly / Other (<i>explain</i>)
	Ed.	Ed.	

6. EP IMPLEMENTATION

A. Person(s) responsible for the implementation of this EP include: (check all that apply) Teacher(s) of the gifted

General education teacher(s) Student Parent(s) Others: _____

B. Services / Modifications / Strategies required (check all that apply)

Adapt curriculum Compact curriculum Differentiate curriculum

Modification of content, process, products (rate / level / depth / complexity)

Alternate curriculum / textbooks / assessment (above grade level / depth / complexity)

Specialized instruction strategies to develop creativity, critical thinking, and problem solving skills

Above grade level test(s) Subjects: _____

Grade advancement

Counseling/Guidance/Behavior contracts -understanding exceptionality, address behavior, gifted/emotional issues
What kind? _____ How often? _____

Organizational strategies (time management / study skills / assignments completion) Group Individual

C. Services delivery (consideration for student placement includes level of need for special education / gifted)

Services will be delivered in:

General classroom (in class direct)

Content class(es) at a regular school (secondary)

Resource classroom (part-time)

Studies for students who are gifted (grades 9-12)

Special class at a cluster site (full-time)

Research Methodology (grades 6-12)

7. PRESENT LEVEL OF STUDENT PERFORMANCE Narrative description of student's giftedness and abilities (completion required). The overall Present Level Educational Performance narrative describes the student's current performance based on the following:

Parent Input Portfolio Teacher Observations Student Led Conference Formal Assessments

Informal Assessments Student Input Previous EP Report Card Other _____

Present level of student's performance including strengths and the strategies to address the weaknesses (Narrative)

Student Assessment Results _____

Date ____ / ____ / ____

8. INDIVIDUAL GOALS/OBJECTIVES (minimum of two required)

Based on student needs and differentiation beyond the regular curriculum

EVALUATION KEY:

EVALUATION PROCEDURE(S)	EVALUATION CRITERIA	EVALUATION SCHEDULE(S)	RESULTS
(1) Teacher developed checklist	(1) 90% - 100% Mastery	(1) Daily	M1 = 90% - 100% Mastery
(2) Teacher observation	(2) 80% - 89% Mastery	(2) Weekly	M2 = 80% - 89% Mastery
(3) Standardized tests	(3) Other (specify)	(3) Monthly	IP = Insufficient Progress
(4) Student work samples		(4) Continually	(needs to be revised and continued)
(5) Teacher made tests		(5) End of first and/or second semester	OR = Other (specify)
(6) Other (specify)		(6) Other (specify)	

STUDENT'S INDIVIDUAL INSTRUCTIONAL OBJECTIVES	EVALUATION PROCEDURE(S)	EVALUATION CRITERIA	EVALUATION SCHEDULE	RESULT(S)
1.				
2.				

STUDENT NAME <i>(last, first, middle initial)</i>	STUDENT NUMBER	PAGE NUMBER 3 of 3
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Additional Goals/Objectives EVALUATION KEY:

EVALUATION PROCEDURE(S)	EVALUATION CRITERIA	EVALUATION SCHEDULE(S)	RESULTS
(1) Teacher developed checklist	(1) 90% - 100% Mastery	(1) Daily	M1 = 90% - 100% Mastery
(2) Teacher observation	(2) 80% - 89% Mastery	(2) Weekly	M2 = 80% - 89% Mastery
(3) Standardized tests	(3) Other <i>(specify)</i>	(3) Monthly	IP = Insufficient Progress (needs to be revised and continued)
(4) Student work samples		(4) Continually	OR = Other <i>(specify)</i>
(5) Teacher made tests		(5) End of first and/or second semester	
(6) Other <i>(specify)</i>		(6) Other <i>(specify)</i>	

GOAL *(based on student needs and differentiation beyond the regular curriculum)*

STUDENT'S INDIVIDUAL INSTRUCTIONAL OBJECTIVES	EVALUATION PROCEDURE(S)	EVALUATION CRITERIA	EVALUATION SCHEDULE	RESULT(S)
1.				
2.				

GOAL *(based on student needs and differentiation beyond the regular curriculum)*

STUDENT'S INDIVIDUAL INSTRUCTIONAL OBJECTIVES	EVALUATION PROCEDURE(S)	EVALUATION CRITERIA	EVALUATION SCHEDULE	RESULT(S)
1.				
2.				

GOAL *(based on student needs and differentiation beyond the regular curriculum)*

STUDENT'S INDIVIDUAL INSTRUCTIONAL OBJECTIVES	EVALUATION PROCEDURE(S)	EVALUATION CRITERIA	EVALUATION SCHEDULE	RESULT(S)
1.				
2.				

How will the Educational Plan be made available to the persons implementing the plan?

Were copies of the EP provided to all committee members? Yes No If no, explain how the plan was provided.



STUDENT NUMBER

Gifted Characteristics Checklist - Kindergarten

STUDENT NAME <i>(last, first, middle initial)</i>	DATE TO TEACHER	DATE COMPLETED
SCHOOL	CERTIFICATE/LICENSE NO. IF PRIVATE SCHOOL <i>(attach copy)</i>	

This inventory has been devised to measure the characteristics which best describe the student's functioning level. Indicate the degree to which the student exhibits the following characteristics. Mark all items.

- 4 - Consistently exhibits this characteristic 2 - Sometimes exhibits this characteristic 0 - Not able to observe
3 - Often exhibits this characteristic 1 - Rarely/Never exhibits this characteristic

VERBAL ABILITIES	RATINGS
1. Has an enriched vocabulary	1. <input type="text"/>
2. Has the ability to elaborate by using longer sentences and complete thoughts	2. <input type="text"/>
3. Uses unique and clever responses	3. <input type="text"/>
4. Is uninhibited in expressions of opinion	4. <input type="text"/>
5. Asks many questions	5. <input type="text"/>
6. Expresses ideas which are unusual	6. <input type="text"/>
7. Uses a large number of words easily and accurately	7. <input type="text"/>

LEARNING CHARACTERISTICS	RATINGS
8. Has a questioning attitude	8. <input type="text"/>
9. Wants to know what makes people and things "tick"	9. <input type="text"/>
10. Reads	10. <input type="text"/>
11. Retains and uses information	11. <input type="text"/>
12. Learns skills rapidly, easily and efficiently	12. <input type="text"/>
13. Understands the concept of time	13. <input type="text"/>
14. Has a long attention span in specific areas	14. <input type="text"/>
15. Has the power to conceptualize and or synthesize	15. <input type="text"/>
16. Has a wide range of interests	16. <input type="text"/>
17. Has acquired numeric concepts	17. <input type="text"/>

MOTIVATIONAL CHARACTERISTICS	RATINGS
18. Solves problems in a unique and creative manner	18. <input type="text"/>
19. Requires little direction.	19. <input type="text"/>
20. Has a high energy level	20. <input type="text"/>
21. Is persistent	21. <input type="text"/>
22. Likes structure, order, and consistency	22. <input type="text"/>
23. Is creative in thoughts and ideas	23. <input type="text"/>
24. Displays great curiosity	24. <input type="text"/>
25. Engages in self-directed activities	25. <input type="text"/>

SOCIAL ABILITIES - Check YES or NO as appropriate for each of the following:

26. Possesses leadership ability	<input type="checkbox"/> Yes	<input type="checkbox"/> No
27. Is easily upset when corrected	<input type="checkbox"/> Yes	<input type="checkbox"/> No
28. Is independent	<input type="checkbox"/> Yes	<input type="checkbox"/> No
29. Has a highly developed sense of humor	<input type="checkbox"/> Yes	<input type="checkbox"/> No
30. Is sensitive to the feelings of others or to situations	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Student demonstrates the majority of characteristics of a gifted student defined as 13 or more items at a 3 or 4. Yes No

PRINT TEACHER'S NAME	SIGNATURE OF TEACHER	DATE
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THE SCHOOL DISTRICT OF PALM BEACH COUNTY
DEPARTMENT OF EXCEPTIONAL STUDENT EDUCATION
Gifted Characteristics Checklist - Grade 1

STUDENT NUMBER

STUDENT NAME <i>(last, first, middle initial)</i>	DATE TO TEACHER	DATE COMPLETED
SCHOOL	CERTIFICATE/LICENSE NO. IF PRIVATE SCHOOL <i>(attach copy)</i>	

This inventory has been devised to measure the characteristics which best describe the student's functioning level. Indicate the degree to which the student exhibits the following characteristics. Mark all items.

- 4** - Consistently exhibits this characteristic **2** - Sometimes exhibits this characteristic **0** - Not able to observe
3 - Often exhibits this characteristic **1** - Rarely/Never exhibits this characteristic

VERBAL ABILITIES	RATINGS
1. Has an enriched vocabulary	1. <input type="text"/>
2. Has the ability to elaborate by using longer sentences and complete thoughts	2. <input type="text"/>
3. Uses unique and clever responses	3. <input type="text"/>
4. Is uninhibited in expressions of opinion	4. <input type="text"/>
5. Asks many questions	5. <input type="text"/>
6. Expresses ideas which are unusual	6. <input type="text"/>
7. Uses a large number of words easily and accurately	7. <input type="text"/>

8. Has a questioning attitude	8. <input type="text"/>
9. Wants to know what makes people and things "tick"	9. <input type="text"/>
10. Has the ability to read	10. <input type="text"/>
11. Retains and uses information	11. <input type="text"/>
12. Learns skills rapidly, easily and efficiently	12. <input type="text"/>
13. Understands the concept of time	13. <input type="text"/>
14. Has a long attention span in specific areas	14. <input type="text"/>
15. Has the power to conceptualize and or synthesize	15. <input type="text"/>
16. Has a wide range of interests	16. <input type="text"/>
17. Has acquired numeric concepts	17. <input type="text"/>

18. Solves problems in a unique and creative manner	18. <input type="text"/>
19. Requires little direction.	19. <input type="text"/>
20. Has a high energy level	20. <input type="text"/>
21. Is persistent	21. <input type="text"/>
22. Likes structure, order, and consistency	22. <input type="text"/>
23. Is creative in thoughts and ideas	23. <input type="text"/>
24. Displays great curiosity	24. <input type="text"/>
25. Engages in self-directed activities	25. <input type="text"/>

26. Possesses leadership ability	26. <input type="text"/>
27. Is easily upset when corrected	27. <input type="text"/>
28. Is independent	28. <input type="text"/>
29. Has a highly developed sense of humor	29. <input type="text"/>
30. Is sensitive to the feelings of others or to situations	30. <input type="text"/>

Student demonstrates the majority of characteristics of a gifted student defined as 16 or more items at a 3 or 4. Yes No

PRINT TEACHER'S NAME _____	SIGNATURE OF TEACHER _____	DATE _____
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STUDENT NUMBER

Gifted Characteristics Checklist - Grades 2 and 3

STUDENT NAME <i>(last, first, middle initial)</i>	DATE TO TEACHER / /	DATE COMPLETED / /
SCHOOL	CERTIFICATE/LICENSE NO. IF PRIVATE SCHOOL <i>(attach copy)</i>	

This inventory has been devised to measure the characteristics which best describe the student's functioning level. Indicate the degree to which the student exhibits the following characteristics. **Mark all items.**

- 4** - Consistently exhibits this characteristic **2** - Sometimes exhibits this characteristic **0** - Not able to observe
3 - Often exhibits this characteristic **1** - Rarely/Never exhibits this characteristic

VERBAL ABILITIES	RATINGS
1. Has an enriched vocabulary	1. <input type="text"/>
2. Asks unusual questions to find out more information	2. <input type="text"/>
3. Expresses ideas well	3. <input type="text"/>
4. Elaborates on questions or information	4. <input type="text"/>

LEARNING CHARACTERISTICS	RATINGS
5. Exhibits quick mastery of skills	5. <input type="text"/>
6. Has long-term recall of information	6. <input type="text"/>
7. Has interest in how things work	7. <input type="text"/>
8. Has the ability to see relationships and make connections	8. <input type="text"/>
9. Is able to retain more information with less repetitions	9. <input type="text"/>
10. Displays creativeness, originality, putting things and ideas together in novel ways	10. <input type="text"/>
11. Has a lot of information about one topic	11. <input type="text"/>
12. Has a questioning attitude	12. <input type="text"/>
13. Signals perfectionist tendencies	13. <input type="text"/>
14. Likes to solve puzzles and trick questions	14. <input type="text"/>
15. Has a wide range of interests	15. <input type="text"/>
16. Performs well mathematically	16. <input type="text"/>
17. Stays with a project until it is completed	17. <input type="text"/>

MOTIVATIONAL CHARACTERISTICS	RATINGS
18. Sets high standards for self	18. <input type="text"/>
19. Is inquisitive	19. <input type="text"/>
20. Has a tendency to lose awareness of time/intense concentration	20. <input type="text"/>
21. Becomes easily impatient with drill and routine procedures	21. <input type="text"/>
22. Is persistent	22. <input type="text"/>
23. Has keen powers of observation	23. <input type="text"/>
24. Requires little direction	24. <input type="text"/>

SOCIAL ABILITIES	RATINGS
25. Tends to dominate peers or situations	25. <input type="text"/>
26. Has unusual, often highly developed sense of humor	26. <input type="text"/>
27. Is independent	27. <input type="text"/>
28. Often finds and corrects own or other's mistakes	28. <input type="text"/>
29. Is anxious to complete tasks	29. <input type="text"/>
30. Is often overly sensitive	30. <input type="text"/>

Student demonstrates the majority of characteristics of a gifted student defined as 16 or more items at a 3 or 4. Yes No

PRINT TEACHER'S NAME

SIGNATURE OF TEACHER

DATE



STUDENT NUMBER

Gifted Characteristics Checklist - Grades 4 and 5

STUDENT NAME <i>(last, first, middle initial)</i>	DATE TO TEACHER / /	DATE COMPLETED / /
SCHOOL	CERTIFICATE/LICENSE NO. IF PRIVATE SCHOOL <i>(attach copy)</i>	

This inventory has been devised to measure the characteristics which best describe the student's functioning level. Indicate the degree to which the student exhibits the following characteristics. **Mark all items.**

- 4** - Consistently exhibits this characteristic **2** - Sometimes exhibits this characteristic **0** - Not able to observe
3 - Often exhibits this characteristic **1** - Rarely/Never exhibits this characteristic

VERBAL ABILITIES/LEARNING CHARACTERISTICS

1. Enjoys reading	1.	<input type="checkbox"/>
2. Possesses a large vocabulary which is used easily and accurately	2.	<input type="checkbox"/>
3. Enjoys planning and organizing activities	3.	<input type="checkbox"/>
4. Becomes impatient with drill and routine procedures	4.	<input type="checkbox"/>
5. Likes to solve puzzles and trick questions	5.	<input type="checkbox"/>
6. Is aware of problems others often do not see	6.	<input type="checkbox"/>
7. Spends much time on special projects of his/her own interests	7.	<input type="checkbox"/>
8. Has a wide range of interests	8.	<input type="checkbox"/>
9. Is able to do more than one thing at a time	9.	<input type="checkbox"/>
10. Adapts easily to different situations	10.	<input type="checkbox"/>
11. Has an avid interest/ability in at least one nonacademic area	11.	<input type="checkbox"/>
12. Is resourceful, can solve problems by ingenious methods	12.	<input type="checkbox"/>
13. Is creative in thought - has new ideas, sees associations, is innovative (not artistically)	13.	<input type="checkbox"/>
14. Is inquisitive	14.	<input type="checkbox"/>
15. Has a tendency to lose awareness of time	15.	<input type="checkbox"/>

MOTIVATIONAL CHARACTERISTICS/SOCIAL ABILITIES

16. Sets high standards for self	16.	<input type="checkbox"/>
17. Often finds and corrects own and/or other's mistakes	17.	<input type="checkbox"/>
18. Is willing to take risks	18.	<input type="checkbox"/>
19. Tends to dominate peers or situations	19.	<input type="checkbox"/>
20. Is sensitive to the feelings of others or to situations	20.	<input type="checkbox"/>
21. Wants little outside control	21.	<input type="checkbox"/>
22. Interrupts others frequently when they are talking	22.	<input type="checkbox"/>
23. Is frank in appraisal of adults	23.	<input type="checkbox"/>
24. Has a mature sense of humor (puns, associations, etc.)	24.	<input type="checkbox"/>
25. Is very secure emotionally	25.	<input type="checkbox"/>

Student demonstrates the majority of characteristics of a gifted student defined as 13 or more items at a 3 or 4. Yes No

PRINT TEACHER'S NAME

SIGNATURE OF TEACHER

DATE



STUDENT NUMBER

Gifted Characteristics Checklist - Grades 6 - 12

STUDENT NAME (last first, middle initial)	DATE TO TEACHER / /	DATE COMPLETED / /
SCHOOL	CERTIFICATE/LICENSE NO. IF PRIVATE SCHOOL (attach copy)	

This inventory has been devised to measure the characteristics which best describe the student's functioning level. Indicate the degree to which the student exhibits the following characteristics. **Mark all items.**

- 4 - Consistently exhibits this characteristic 2 - Sometimes exhibits this characteristic 0 - Not able to observe
3 - Often exhibits this characteristic 1 - Rarely/Never exhibits this characteristic

VERBAL ABILITIES/LEARNING CHARACTERISTICS

1. Can do mental tasks accurately within a reasonable time	1.	<input type="checkbox"/>
2. Uses unique methods to solve problems	2.	<input type="checkbox"/>
3. Wants to know reasons, causes, and effects	3.	<input type="checkbox"/>
4. Has long-term recall of information	4.	<input type="checkbox"/>
5. Has an interest in how things work	5.	<input type="checkbox"/>
6. Performs or tests above grade level	6.	<input type="checkbox"/>
7. Uses equipment and/or materials in a variety of ways	7.	<input type="checkbox"/>
8. Completes difficult problems	8.	<input type="checkbox"/>
9. Completes assigned tasks	9.	<input type="checkbox"/>
10. Retains what is learned with little repetition	10.	<input type="checkbox"/>
11. Works independently on tasks	11.	<input type="checkbox"/>
12. Follows directions well	12.	<input type="checkbox"/>
13. Has a long attention span	13.	<input type="checkbox"/>
14. Asks analytical questions	14.	<input type="checkbox"/>
15. Has keen observation skills	15.	<input type="checkbox"/>
16. Uses inferences to draw conclusions	16.	<input type="checkbox"/>
17. Grasps global concepts	17.	<input type="checkbox"/>
18. Reads into questions for exceptions and different interpretations	18.	<input type="checkbox"/>
19. Requests divergent information	19.	<input type="checkbox"/>
20. Asks contingency questions	20.	<input type="checkbox"/>
21. Adapts easily to different situations	21.	<input type="checkbox"/>

MOTIVATIONAL CHARACTERISTICS/SOCIAL ABILITIES

22. Sets high standards for self	22.	<input type="checkbox"/>
23. Is willing to take risks	23.	<input type="checkbox"/>
24. Has a mature sense of humor (puns, associations, etc.)	24.	<input type="checkbox"/>

Student demonstrates the majority of characteristics of a gifted student defined as 13 or more items at a 3 or 4. Yes No

PRINT TEACHER'S NAME

SIGNATURE OF TEACHER

DATE

**DIRECTIONS FOR COMPLETING
THE GIFTED CHARACTERISTICS CHECKLIST FOR UNDERREPRESENTED POPULATIONS**

1. Read each statement carefully.
2. Consider the degree to which the student being evaluated demonstrates the characteristic listed.
3. Consider the following:
 - a. If the student always shows the characteristic when presented with the opportunity, rate the student a **4** for Consistently (90% to 100% of the time).
 - b. If the student often, but not always, shows the characteristic when presented with the opportunity, rate the statement a **3** for Often (75% to 89% of the time).
 - c. If the student sometimes, but not often, shows the characteristic when presented with the opportunity, rate the student a **2** for Sometimes (25% to 74% of the time).
 - d. If the student rarely or never shows the characteristic when presented the opportunity, rate the statement a **1** for Rarely (0% to 24% of the time).
 - e. If the student has not had the opportunity or the situation does not allow the student to demonstrate the characteristic, rate the statement **0** for Not able to observe.

SCORING THE GIFTED CHARACTERISTICS CHECKLIST FOR UNDERREPRESENTED POPULATIONS

Follow the steps listed below to score the student's Gifted Characteristics Checklist:

1. Answer ALL questions using the rating code provided on the checklist.
2. Add all the ratings. This is the **SUM**.
3. Total the number of responses with a 1 or greater rating. This is the **COUNT**.
*Example 1: If you responded with a "0" to six of the questions on this form your count would be 35.
(41 questions - 6 Not able to observe = 35 Count)*

Example 2: If 35 of your responses were "4"s and 6 were "0"s, your final score would be 4.00 as in this example

$$\text{SUM (total sum of ratings)} \quad \boxed{140} \quad + \text{ by COUNT (total number of responses with a 1 or greater rating)} \quad \boxed{35} \quad = \text{TOTAL SCORE} \quad \boxed{4.00}$$

4. Divide the **SUM** with the **COUNT** to obtain the **TOTAL SCORE**.
This is the student's **SCORE**. If the student's score is 3 or higher (Often to Consistently exhibits characteristics), the student is demonstrating a majority of characteristics of a gifted learner.

NOTE: The School District of Palm Beach County Special Programs and Procedures (SP&P) require that the Gifted Characteristic Checklist be completed by a licensed/certified teacher.

HOW TO FILL THIS FORM OUT IN OMNIFORM

Methods for moving from field to field.

- Use the TAB key to advance through fields.
- Use SHIFT-TAB to go back to a previous field.
- You may also use your mouse to move between fields.

OmniForm will calculate the total score for you after you have entered the COUNT (number of responses with a 1 or greater rating). Make sure after you have completed the form that you recalculate. To recalculate:

- Click on **RECORDS** in the menu bar at the top of your screen.
- Click on **RECALCULATE** and choose current record only.
- Click on **OK**.

Make sure you have answered all questions.

You can not access or make changes in the **SUM** and the **TOTAL SCORE** boxes.



STUDENT NUMBER

Kindergarten Skills Checklist Documentation of Gifted Learner Performance





STUDENT NAME (last, first, middle initial)	DATE TO TEACHER / /	DATE COMPLETED / /
SCHOOL	CERTIFICATE/LICENSE NO. IF PRIVATE SCHOOL: (Please attach copy)	

DIRECTIONS: Check each skill listed for which the student has demonstrated mastery with at least 90% accuracy. For skills with sub-components, circle those items the student has not yet mastered.

LETTER/WORD SKILLS

- 1. Identifies first name
- 2. Recognizes uppercase letters introduced (cannot recognize circled letters)
D M P S F B T L A C Z R U J I X O N G H E V W Y Q K
- 3. Recognizes lowercase letters introduced (cannot recognize circled letters)
d m p s f b t l a c z r u j i x o n g h e v w y q k
- 4. Identifies colors (cannot identify circled colors)
red blue yellow orange green purple black brown
- 5. Identifies color words (cannot identify circled words)
red blue yellow orange green purple black brown
- 6. Identifies number words zero to ten (cannot identify circled words)
zero one two three four five six seven eight nine ten
- 7. Identifies rhyming words
cat - _____ red - _____ sit - _____ hot - _____ hum - _____
- 8. Recites the days of the week in order.
- 9. Recites the months of the year in order.
- 10. Identifies 21 sight words (cannot identify circled words)
**I see a do you and in come the did go
will yes no have is not it what can run ten**

NUMBER SKILLS

- 1. Identifies basic shapes (cannot identify circled shapes)    
- 2. Identifies objects that are the same or different
- 3. Identifies sets with more or less
- 4. Matches sets and numbers **0 to 10**
- 5. Identifies numbers **0 to 20** (cannot identify circled numbers)
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
- 6. Identifies ordinal positions (cannot identify circled ordinal positions)
first second third fourth fifth
- 7. Identifies coins (can not identify circled coins)
penny - 1 cent nickel - 5 cents dime - 10 cents
- 8. Orders lengths (shortest to longest)
- 9. Solves simple addition problems using manipulatives (sums to 10)
- 10. Solves simple subtraction problems using manipulatives (differences to 10)

General comments on student's basic foundation skills:



THE SCHOOL DISTRICT OF PALM BEACH COUNTY
DEPARTMENT OF EXCEPTIONAL STUDENT EDUCATION
Review of Progress for Gifted Students

STUDENT NUMBER

STUDENT NAME (last, first, middle initial)		DATE OF BIRTH	CURRENT DATE
		/ /	/ /
SCHOOL	GRADE	TEACHER	

Current Gifted Education Program: Full-time Part-time for _____

GIFTED PLACEMENT INFORMATION

Intellectual Assessment Test _____ Date ____/____/____ IQ Score _____

Gifted Characteristics (Highest Possible 4.0) Date ____/____/____ Score _____

Achievement Assessment: Test _____ Date ____/____/____

Total Math _____ Total Reading _____

PRESENT EVALUATION INFORMATION

Teacher Observation (check all appropriate statements)

- Student demonstrates outstanding performance in at least one content area.
- Student demonstrates interests far advanced for regular class work.
- Student demonstrates a need for the stimulation of an advanced program.
- Student is not demonstrating characteristics of a gifted learner.

Portfolio Assessment

Rate work samples in the following areas when available using the scale: (3) Exemplary (2) Commendable (1) Adequate

- ____ Reading/Language Arts ____ Composition ____ Research
- ____ Math Computation ____ Math Application ____ Creative Projects
- ____ Social Studies ____ Science

Daily/Weekly Assignments/Tests (as reflected on student report card)

Using the grading scale - A/E/H B/V/S/P C/S D/N F - list grades when applicable

- ____ Reading ____ Language Arts ____ Physical Education ____ Art
- ____ Composition ____ Mathematics ____ Science/Health ____ Music
- ____ Social Studies ____ Foreign Language ____ Spelling ____ Citizenship

Other: Standardized Tests (Group or Individual)

- Achievement Test _____ Date ____/____/____ Subject _____ Percentile score _____
- Achievement Test _____ Date ____/____/____ Subject _____ Percentile score _____
- Achievement Test _____ Date ____/____/____ Subject _____ Percentile score _____

CHILD STUDY TEAM/EP TEAM RECOMMENDATIONS

- Continue in Gifted Program Maintain current level of service _____
- Increase Program Services Dismissal from gifted program-student no longer demonstrates need
- Decrease Program Services

Comments: _____

SIGNATURES OF PARTICIPANTS IN ATTENDANCE

PARENT/GUARDIAN DATE TEACHER OF GIFTED DATE PSYCHOLOGIST DATE

LEA DESIGNEE DATE REGULAR EDUCATION TEACHER DATE OTHER DATE



THE SCHOOL DISTRICT OF PALM BEACH COUNTY
DEPARTMENT OF EXCEPTIONAL STUDENT EDUCATION (ESE)

Gifted Nomination Log

School _____

School Number _____ Month _____

Submit this form at the end of EACH month to FHESC, ESE, Gifted Staff, A- 203. Check if applicable: **NO** gifted nomination took place this month

NO.	STUDENT NUMBER	STUDENT NAME	INITIAL CHILD STUDY TEAM NOMINATION DATE	SCREENING DATE	REFERRAL (Yes or No)	PLAN B	
						PLAN A	LOW ELL SES
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							



THE SCHOOL DISTRICT OF PALM BEACH COUNTY
DEPARTMENT OF EXCEPTIONAL STUDENT EDUCATION (ESE)
Parental Consent For Initial Placement

CURRENT DATE	STUDENT NUMBER	
DATE OF BIRTH	SEX	GRADE

STUDENT NAME <i>(last, first, middle initial)</i>	SCHOOL
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I. **Based upon your child's evaluation data**, a review of all available information and goals/objectives, the following recommendation(s) have been made in an effort to meet his/her educational needs:
ESE services in the area(s) of: _____

II. **All of the following placement options were considered. The recommended option(s) have been checked:**

- | | |
|--|--|
| <input type="checkbox"/> Regular class | <input type="checkbox"/> Resource room |
| <input type="checkbox"/> Regular class with supplementary aids and services | <input type="checkbox"/> Special class in a regular school |
| <input type="checkbox"/> Regular class with ESE consultative services | <input type="checkbox"/> Special day school |
| <input type="checkbox"/> Regular class with itinerant/resource services at <i>(name of school)</i> | <input type="checkbox"/> Parentally Placed Private School Services |
| | <input type="checkbox"/> Other: _____ |

III. **Other placements did not:**

- Provide the Least Restrictive Environment* needs Provide an appropriate program to meet his/her needs
 Other *(specify)* _____

* *Least Restrictive Environment (LRE) is defined as an educational placement selected from a continuum of alternatives so that an individually appropriate education can be delivered in the setting that is least removed from the regular education environment and offers interaction with non-disabled students.*

IV. **Other educational options which were considered for your child included:**

_____ These options were determined insufficient to meet all the educational needs of your child and have been rejected as the primary method(s) of assisting your child.

V. **If other factors relevant to the District's proposal were considered, they included:**

As a parent of a child with a disability, you have rights under federal and state laws. These rights are described in detail for you in the *Summary of Procedural Safeguards* provided with this document. Read it carefully. You have the right to have it fully explained to you in your native language or primary mode of communication. If you have any questions regarding these recommendations or the *Procedural Safeguards Notice*, contact the school center or Area ESE designee indicated below.

SCHOOL CENTER ESE DESIGNEE	TELEPHONE NUMBER () -	AREA ESE DESIGNEE	TELEPHONE NUMBER () -
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VI. **Parent Section: COMPLETE AND RETURN THE ENTIRE FORM TO THE SCHOOL**

A. Your consent is required before your child can receive Exceptional Student Education services for an initial placement (first time for any ESE services). Any change in programming requires that you be notified in writing, but does not require your consent. *(check one only)*

- Yes**, I give my consent for ESE services **No**, I do not give my consent for ESE services
 Other *(specify)* _____

B. I authorize the School District of Palm Beach County, Florida to release and exchange my child's confidential student information to agencies of the State of Florida which would allow Palm Beach County Public Schools to receive Medicaid funding for exceptional student services it provides to my child while at school. (Excluding gifted and parentally placed private school students) (check one only)

- Yes**, I give my consent **No**, I do not give my consent

C. Summary of Procedural Safeguards *(check one only)*

- I have received a copy and an explanation of **Summary of Procedural Safeguards**, and was given the opportunity to ask questions. I understand my rights.
 I have received a copy of **Summary of Procedural Safeguards**, but I waive the need for explanation. I understand my rights.

