

Advocating for Gifted Education:  
State Organizations and Legislative Update

**Division of Advanced  
Academic Programs**

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# Gifted Program

- Gifted Education Programs provide qualitatively different programs designed to meet the needs of gifted students.
- Gifted Education is defined by State Board Education rule 6A-6.03019 as one who has superior intellectual development and is capable of high performance.

# State Board Rules for Gifted

- **6A-6.03019 Special Instructional Programs for Students Who Are Gifted**
- **6A-6.030191 Development of Educational Plans for Exceptional Students who are Gifted**
- **6A-4.01791 Specialization Requirements for the Gifted Endorsement**
- **6A-6.0334 Temporary Assignment of Transferring Exceptional Students**
- **6A-6.03313 Procedural Safeguards for Exceptional Students who are Gifted**

<http://www.firn.edu/doe/commhome/gifthome.htm>

# School Board Rule

- School Board Rule 6Gx13- 6A-1.331, *Policies and Procedures for the Provision of Specifically Designed Instruction and Related Services for Exceptional Students*, (SP&P) provides information on:

- Screening Procedures
- Referral Procedures and SST
- Timelines for Evaluations
- Private Evaluations
- IQ Instruments
- Eligibility Staffing Procedures
- Educational Plan Requirements
- Procedural Safeguards
- Gifted Curriculum Requirements
- Delivery Models
- Plan B Procedures

# Special Needs of Gifted Learners

- To be challenged in areas of strength and interest which accelerate the pace and the depth of content
- To develop skills in critical thinking, research, creative thinking, problem-solving, coping with exceptionality, and leadership

# Delivery Models for Gifted Education

- **Elementary Resources (K-5/6)** students attend the gifted program two days a week and the basic instructional program for basic instruction three days a week. During the two days in the gifted program, students complete in-depth studies in their particular areas of interest and giftedness with an open access to curriculum content.
- **Elementary Content (K-5/6)** students attend the gifted program for a block of time from 2 to 2.5 hours each day. They receive a total of 10 to 12 hours of gifted services per week and interdisciplinary instruction around selected basic subjects.
- **Full-time (K-5/6)** students are served in a self-contained classroom in which gifted strategies are utilized throughout the school day and across all subject areas. Students receive a total of 25 hours of gifted services per week.

# Delivery Models

(continued)

- **Middle School Gifted Programs (6-8)** offer gifted content area courses and/or an elective resource class.
- **Senior High Gifted Programs (9-12)** offer gifted content area courses (honors and/or Advanced Placement) and/or an elective course in philosophy or research.
- **Senior High Gifted Consultation (9-12)** general education teachers and teachers of the gifted meet regularly to plan, implement and monitor instructional alternatives designed to ensure that the gifted students achieve successful accomplishment of gifted goals in the Advanced Placement, Honors, International Baccalaureate or other academically rigorous programs.

# Gifted Budget

- Funding for gifted students is provided by the State to Districts through the ESE Guarantee Allocation based on the number of students receiving gifted program services.
- Additional funds are provided by the District through the *Revamping Education for Gifted and All Learners (REGAL)* Plan.

<http://advancedacademicprograms.dadeschools.net/regalPlan/GiftedTaskForceReport.pdf>

# Gifted Budget

- Gifted: Program 6790
  - Allocations of teachers and supplements
  - Hourly funds
  - Supply funds
  - Substitute funds
  - Supplemental materials
  - Professional development
  - Endorsement Courses

# Proposed Changes to State Statutes and Board Rules

During this legislative session, two bills, House Bill 297 and Senate Bill 0990, have been proposed that would drastically impact gifted education in Florida.

HB 297 and SB 0990 are available at:

<http://www.flsenate.gov/data/session/2008/House/bills/billtext/pdf/h029700.pdf>

<http://www.flsenate.gov/data/session/2008/Senate/bills/billtext/pdf/s0990.pdf>

# Summary of Proposed Legislation

- Requires screening of all students K-12 for gifted.
- Redefines eligibility criteria for “gifted” limited only to students that score in the superior range of IQ (130 or higher).
- Creates new classification of “academically talented” for students that have high achievement in one or more areas.

# Summary of Proposed Legislation

- Requires research-based models and programs for both gifted and academically talented.
- Requires district annual evaluation of the gifted and academically talented programs.
- Requires district policy for whole grade acceleration.

# Summary of Proposed Legislation

- Requires re-evaluation of gifted and academically talented students every 3 years in order to continue participating in the program.
- Requires annual report to DOE on the number of students screened, identified, and served including performance data and student acceleration.

# Summary of Proposed Legislation

- Requires that all teachers graduating in a state-approved teacher preparation program complete a course on gifted education.
- Provides funding for “gifted” programs separate from the ESE guarantee allocation.
- No funding source is described for “academically talented”.

# Amendments to Proposed Legislation

- As of Friday, March 14, 2008, HB 297 was amended through the Education Innovation and Career Preparation Committee including inclusion of screening, reporting, acceleration policy, teacher preparation, financial reporting, and forming of a State Gifted Task Force.

# State Organizations for Gifted

- **Florida Association for the Gifted (FLAG)** <http://www.flagifted.org>
- **Florida Gifted Network (FGN)** <http://www.floridagiftednet.org>
- **Affiliates of the National Association for Gifted Children (NAGC)**

# Florida Association for the Gifted

- The mission of FLAG is to support educationally appropriate programs for gifted students through exchanging information, promoting research, supporting constructive changes in all areas of gifted education, and cooperating with local and state organizations in reaching mutual goals and objectives in support of students who are gifted.

# Florida Association for the Gifted

- Provides newsletters that are always filled with interesting and up-to-date articles.
- Acts as a clearinghouse for information dealing with the educational issues facing gifted students and creates a greater awareness of statewide issues affecting the gifted.
- Supports year-round advocacy efforts to protect the interests of gifted students, provides support for regional activities and events, formulates and/or supports policy related to issues of funding, endorsement, and regulations concerning gifted education, and promotes the development of innovative programs at the school level.
- Coordinates an exciting and informative annual conference featuring nationally recognized consultants in the field. In addition, field practitioners (teachers of the gifted) are provided with a forum to share promising programs and practices that they have developed.

# Florida Gifted Network

- **The mission of the Florida Gifted Network is to educate the public on the needs of gifted learners and to advocate effectively for issues that affect the rights of these exceptional students and the services they receive.**

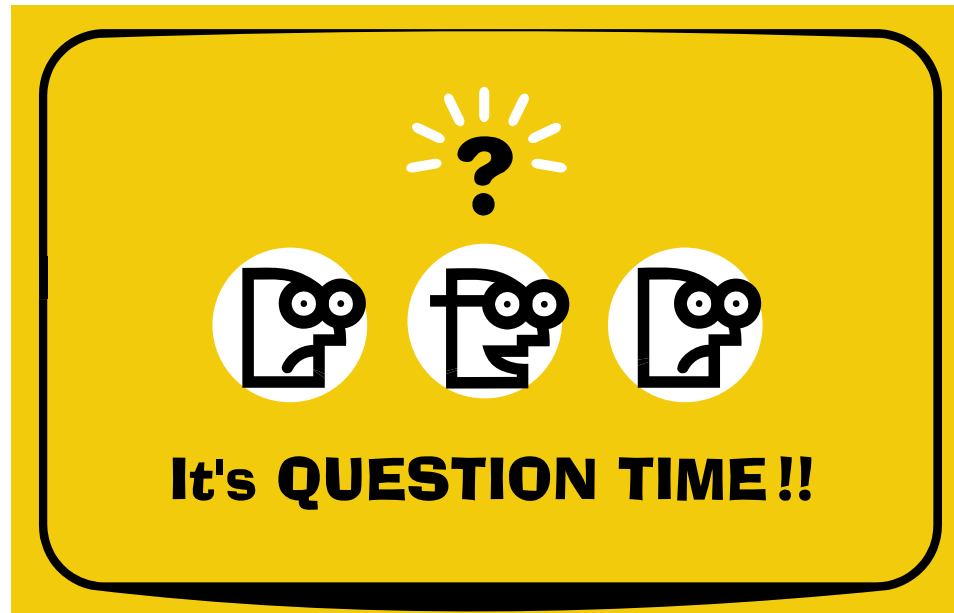
# Florida Gifted Network

- Serves as a resource for parents and others in locating information to assist in educating and nurturing gifted learners.
- Engages in advocacy and networking activities to ensure funding for gifted programs and appropriate educational services for gifted learners.
- FGN Board Members represent diverse regions in Florida

# Advocating for Gifted Education

- Effective group advocacy requires individuals to be knowledgeable, organize, define goals and objectives, understand the organization and structure of the local school system, use existing local and state systems, be committed, and be persistent and patient.

# Questions & Answers



# Division of Advanced Academic Programs

Beatriz Zarraluqui, Administrative Director  
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## Elementary Programs

**Maria Hernandez, Supervisor**  
305 995-1934

- Regional Center I
  - Sharon Wallen
- Regional Center II
  - Marysel Urbanik
- Regional Center III
  - Ralph Blose
- Regional Center IV
  - Doris Prats
- Regional Center V
  - Dolores de la Guardia
- Regional Center VI
  - Maria Sellek

## Secondary Programs

**Montserrat Paradelo, Supervisor**  
305 995-1993

- Language Arts
  - Yvette Irizarry and Stephanie Martin
- Mathematics
  - Renee Gardner
- Science
  - Darsy Backs
- Social Studies
  - Eva Mira
- World Languages
  - Caridad Iglesias
- *Rise to Rigor*: Edith Green

