

Gifted Educational Plan (EP) Progression Meeting Information



Saint Johns County School District
2023-2024

Gifted Resource and Curriculum Enrichment Team





What should I expect if my gifted student is progressing to middle or high school?

- If your student's current gifted EP duration date is coming to an end, you will be contacted by your student's school to inform you that a new gifted EP will need to be drafted as they progress to middle or high school.
- Meeting options will be available to choose from.
- Gifted Procedural Safeguards will be attached. These are your rights as a parent of a gifted child in the state of Florida.



Procedural Safeguards for Exceptional Students Who Are Gifted

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, Florida Administrative Code (F.A.C.), 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;

The picture is an example.

Gifted Procedural Safeguards

- Included in your communication, we attached a copy of the Gifted Procedural Safeguards for your records.
- These detail your rights as a parent of a gifted student in the state of Florida and the district's legal responsibilities to gifted students and their parents.
- This document outlines your rights to prior notice, informed consent, review of records, and state complaint procedures.
- If you have any questions regarding Procedural Safeguards please reach out.



Gifted Educational Plan (EP) Draft

Part I: Student Information

Please ensure that all the information in this section is correct.

St. Johns County School District Educational Plan (EP)	
I. Student Information	
Date of Meeting:	Duration Date:
Student Name:	Previously Amended: N/A
DOB:	Student Number:
Parent(s):	School:
	Address:

Please check to ensure information in Section 1 is:

- Spelled correctly
- DOB of your students is correct
- Address is current

The picture is an example.



Gifted Educational Plan (EP) Draft

Part II: Present Levels of Performance

II. Present Levels of Performance

Special Considerations (e.g. limited English proficiency):

Box 1 will describe any relevant factors or special considerations that relate to the EP. These include, but are not limited to, such factors as the student's English proficiency, medical or other needs that might affect how services are provided, or social/emotional needs that result from the student's giftedness.

Concerns of the parent for enhancing the education of the student:

Box 2 will provide information that reflects your concerns that are shared on the Parent Input forms or in conferencing.

Based on the strengths and interests of the student and the results of recent evaluations, including class work and state or district assessments, the student is able to:

Box 3 will focus on the strengths of the student. This information is gathered from Home Access Center, as well as, teacher, guidance and student input.

The student's giftedness results in the need for a special program and/or needs beyond the general curriculum in the following way:

Box 4 will describe the need for a special program and/or need(s) beyond the general curriculum that result(s) from the student's giftedness. This box is a culmination of the above three boxes, which summarizes why your child needs gifted services.

The picture is an example.

- **Special Considerations:** Describes any relevant factors or special considerations that relate to the EP. These include, but are not limited to, such factors as the student's English proficiency, medical or other needs that might affect how services are provided, and/or social/emotional concerns that result from the student's giftedness.
- **Parent Concerns:** Provides information that reflects your concerns as the parent for enhancing your gifted child's education.
- **Strengths/ Interests:** Focuses on what your student can do, how well they preform in class and on assessments, as well as, what they are interested in. This information is gathered in a variety of ways.
- **Need for Program:** Describes the need for a special program and/or need(s) beyond the general curriculum that result(s) from the student's giftedness. This box is a culmination of the above three boxes, which summarizes why your student needs gifted services.



Gifted Educational Plan (EP) Draft

Part III: Measurable Annual Goals and Short-Term Objectives or Benchmarks

III. Measurable Annual Goals and Short-Term Objectives or Benchmarks	
Goal:	The purpose of the Gifted EP goal is to focus on your child's strengths and address any challenges they may want to work on for the duration of the EP. Goals are usually written to be broad, as they will apply over a 3-4 year period with a variety of teachers.
Assessment Procedures:	
Interviewer: (if applicable):	Goals are assessed in a variety of ways.
Other (if applicable):	
How Progress Reported:	Progress will be reported annually in the form of a progress report or more often, as needed.
<u>Short-Term Objectives or Benchmarks:</u>	
Objectives and Benchmarks are designed to help your child achieve their goals through a variety of strategies, which will allow goals to be assessed for progress.	
Goal:	
Assessment Procedures:	
Interviewer: (if applicable):	
Other (if applicable):	
How Progress Reported:	
<u>Short-Term Objectives or Benchmarks:</u>	

- The purpose of the Gifted EP goals and objectives is to focus on your student's strengths and address any challenges they may want to work on for the duration of the Gifted EP.
- Goals for gifted students are intentionally written to be broad, as they will apply over a 3–4-year period with a variety of teachers and are assessed in a multiple of ways.
- Progress will be reported annually. Gifted Progress Reports will be accessible in Home Access Center (HAC) under **Student Attachments**.

The picture is an example.



Gifted Educational Plan (EP) Draft

Part IV: Exceptional Education Services

IV. Exceptional Education Services				
Specialty Designed Instruction	Initiation	Duration	Frequency	Location
How services will be delivered.	Start date	End date	How much	Where
Related Services				
Initiation				
Duration				
Frequency				
Location				
This is only filled out if student receives some other services which needs to be noted, such as a 504 plan.				

Specialty Designed Instruction: This section explains how your gifted child will receive services in SJCSD.

- In the K-8 Model, gifted services are provided by a gifted endorsed classroom teacher who monitors, and provides differentiation to include, but is not limited to, adaptations to curriculum, compaction, and/or enrichment for the gifted learner.
- The location will be in the general education classroom, when the class meets, on the school campus, and/or variable for any online learning opportunities.
- In the High School Model, gifted services are provided by consultation with the gifted teacher assigned to your child's school. Students will meet with the gifted teacher, outside of their general education classroom for 20 minutes a month or more, if needed.

Related Services

- This section typically does not apply to most students, it will be filled out if your student receives any related services for programs such as ELL, OT, PT, etc.



Gifted Educational Plan (EP) Draft Meeting Participants Page

Student Name: _____

Meeting Participants

Student Name: _____ Student ID: _____ Date of Meeting: 4/29/2020

The signatures below represent individuals who were in attendance at the meeting and participated in the development of the EP. Printed names alone represent individuals who participated in the meeting via conference phone call, video conferencing, or other off-site participation. Printed names with the statement "written input" added represent individuals who participated by providing written input regarding the student to the team.

Parent/Guardian	Signature _____	Date _____
Parent/Guardian	Signature _____	Date _____
Student	Signature _____	Date _____
Local Educational Agency Representative	Signature _____	Date _____
General Education Teacher	Signature _____	Date _____
Diana Shelton Gifted Teacher	Signature _____	Date _____
Interpreter of Instructional Implications of Evaluation	Signature _____	Date _____

A copy of the EP was provided to the parent in the following manner:
A copy of the EP was sent home with the parents at the duration of the meeting.

- Meeting Participant Page of the Gifted EP indicates those that are listed on the form e participated in the meeting.
- Options include in person, by phone, a virtual conference, or by providing written input.

The picture is an example.



Gifted Educational Plan (EP) Draft

OPTIONS for Parents in Finalizing your child's Draft EP

To ensure privacy and confidentiality, a DRAFT copy of your child's new Education Plan can be provided upon request. If requested, the DRAFT can be accessed and previewed under Student Attachments in the Home Access Center (HAC) and your input will be added prior to finalizing the plan.

- I request that a DRAFT copy of my child's new Education Plan be provided in HAC prior to my input being added and prior to finalizing the new EP. Once my input has been added to the DRAFT, I give my permission to finalize the EP. A finalized copy will be accessible under Student Attachments in Home Access Center (HAC).
- I have read through all the linked documents, have added my input to the Gifted Education Plan Parent Input Form, and I approve my child's EP to be finalized once my input has been added. I understand that this is a fluid document, which can be amended at any time. A finalized copy will be accessible under Student Attachments in Home Access Center (HAC).
- If available at my child's school, I would like to attend a 15-minute in-person meeting. Otherwise, I would like to attend a 15-minute phone or virtual conference. I understand that a Meeting Notice will be provided with a specific date and time for this conference.

• **Remember: This is a fluid document and can be amended at any time.**



SJCSD Gifted Middle School Services

- At each of our middle schools, gifted students benefit from a differentiated classroom learning experience and are served by gifted endorsed teachers in their subject area classes. The specific makeup of these blended classrooms varies from school to school based on the number of identified students and the individual school's needs and resources.
- Additionally, itinerant gifted teachers work with students and teachers in a variety of ways at all our district middle schools to help meet the needs of each gifted learner.
- Middle school students will experience a variety of different services from differentiation in core classes, to one-on-one consultations, parent/teacher conference support, quarterly meetings, pull-out services during elective courses, lunch bunches and more.
- Itinerant teachers work with gifted endorsed teachers to consult on curriculum needs, Educational Plans (EP), and social-emotional concerns. The program continues to grow and evolve as the needs of students are evaluated at each school.



SJCSD Gifted High School Services

- Services for gifted high school students are designed to support them in setting and pursuing personal, academic, and career goals.
- High school students' needs are met through the consultation service delivery model. This allows teachers of the gifted and general education teachers to collaborate to ensure that the gifted student succeeds in accomplishing their gifted goals as outlined in their Educational Plan (EP).
- Gifted itinerant teachers work with students individually as well as in small groups on social/emotional lessons. They provide one-on-one consultation and focus on listening, problem-solving, and celebrating success. They monitor the progress of student achievement and work to develop strategies to help students advocate for themselves.
- Additionally, they work with school counselors to address issues with stress management and anxiety when needed. Students are provided opportunities to participate in small group activities that lead to discussions, self-awareness, and thinking about their future. Students work on goal setting and action plans, time management, and building resumes in preparation for college and careers. Most importantly, the door is always open for students and parents!