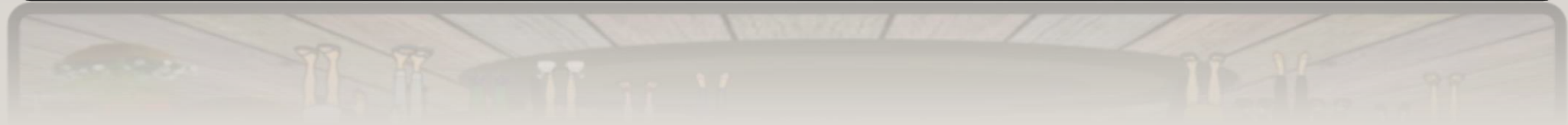


GIFTED SERVICES

5th grade and 8th grade Progression
Meetings
2020-2021

Meet our Team!



CONSULTATIVE TEACHERS

**Bartram Trail
High School:**
Jennifer Clary

Creekside High School:
Heidy Weaver

Nease High School:
Diana Shelton

**Pedro Menendez
High School:**
Jaci Racano

**Ponte Vedra
High School:**
Vicky Alvarez

**St. Augustine/ St. Johns
Technical High Schools:**
Erin Arnold

K- 8 Teachers
Amy Brim

Laura Hinds

Allison Romano

Brandie Seaman

Meg Stone

Jennifer Earnshaw

WHAT SHOULD I EXPECT NOW THAT MY CHILD IS PROGRESSING TO MIDDLE OR HIGH SCHOOL?

- You will be contacted by your child's school to inform you that a new gifted EP will need to be written for your child as they progress to middle or high school, if their current EP duration date is coming to an end.
- Paperwork will be sent home. Please refer to the following slides for an explanation of this paperwork.
- Opportunities on how meetings will be held for you and your child will be shared by your child's school.

PROCEDURAL SAFEGUARDS

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;
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.

These detail your rights as a parent of a gifted child and the district's legal responsibilities to you and your gifted child. This document outlines your rights to prior notice, informed consent, review of records, and state complaint procedures.

EDUCATIONAL PLAN (EP) DRAFT

First Page

Please ensure that all the information on the top of this page is correct.

Present Levels Of Performance:

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.

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

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.

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.

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:

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.

EP DRAFT PAGE 2

Goals & Objectives

The purpose of the Gifted EP goals and objectives 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.

Goals are assessed in a variety of ways.

Progress will be reported annually in the form of a progress report or more often, as needed.

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):

Progress will be reported annually in the form of a progress report or more often, as needed.

How Progress Reported:

Short-term Objectives or Benchmarks:

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:

Short-term Objectives or Benchmarks:

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.

The EP is accessible to each of the student's teachers who are responsible for implementation and each teacher of the student has been informed of the specific responsibilities related to implementing the EP. Rule 6A-6.030191, FAC

V. Notes

Conference notes will be added here at the end of the meeting to summarize who participated, what was discussed, included in plan and any other relevant information that may be needed to include.

Please note: Gifted EP's are living documents. If at any time you or your child feels or think this plan needs

EP DRAFT PAGE 2

Specially Designed Instruction

This section explains how gifted services will be delivered.

In the K-8 Model gifted services are provided by a gifted endorsed classroom teacher who facilitates differentiation to include, but not limited to, adaptations to curriculum, compaction and/or enrichment for the gifted learner.

The location will be in the general education classroom when class meets.

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:

Goals are assessed in a variety of ways.

Interviewer: (if applicable):

Other (if applicable):

Progress will be reported annually in the form of a progress report or more often, as needed.

How Progress Reported:

Short-term Objectives or Benchmarks:

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:

Short-term Objectives or Benchmarks:

IV. Exceptional Education Services

Specially 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 service, which needs to be noted, such as a 504 plan.

The EP is accessible to each of the student's teachers who are responsible for implementation and each teacher of the student has been informed of the specific responsibilities related to implementing the EP. Rule 6A-6.030191, FAC

V. Notes

Conference notes will be added here at the end of the meeting to summarize who participated, what was discussed, included in plan and any other relevant information that may be needed to include.

Please note: Gifted EP's are living documents. If at any time you or your child feels or think this plan needs

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.

This will be signed and dated by all members of the EP Team that have participated in your child's progression EP meeting.