

PROCEDURAL GUIDE FOR GIFTED EDUCATION

Department of Advanced Academic Programs Broward County Public Schools

Section 1: PROGRAM MODELS FOR GIFTED EDUCATION

Schools must adopt a district-approved model or models for gifted education. If the school does not have the capacity to offer any of the district recommended models, the school will follow the waiver process as set forth in Policy 1403. (See *Waivers from District-Approved Models* below.) A school's gifted program will reflect parent and teacher input. The Department of Advanced Academic Programs will monitor school compliance with district-approved gifted programming models through an annual audit/review process.

Gifted services are not limited to curriculum and learning environment. Services must be differentiated based on the individual needs of the students. Gifted students at each grade level should be concentrated within the same classroom(s) to insure they have substantial time in academic content with their intellectual peers.

Every elementary school will have at least one teacher who is gifted endorsed (or a teacher working towards gifted endorsement and on an approved out-of-field waiver). Every middle and high school will have at least one teacher who is gifted endorsed (or a teacher working towards gifted endorsement and on an approved out-of-field waiver) for every content area for which gifted classes are offered. Gifted content instruction that is prescribed by the individual gifted student's Educational Plan (EP) must be designed and should be delivered by a gifted endorsed teacher (or a teacher working towards gifted endorsement and on an approved out-of-field waiver).

Elementary School Program Models for Gifted Education

Policy 6000.5 states "schools will adopt a district-approved model or models that meet the needs of their gifted students." The following outlines the "district-approved" models for elementary schools.

Each school's gifted class sizes should be equivalent to or less than the school's Class Size Reduction target numbers or state limits for classroom size, whichever is higher. Gifted class sizes should comply with the numbers found in the Gifted Program Budget Tool (tool provided by the Budget Department) which the school is required to complete as part of the annual budget projection conferences held with the Area Superintendent's office.

Gifted students at each grade level should be concentrated within the same classroom(s) to insure they have substantial time in academic content with their intellectual peers.

The number of gifted students per grade level will determine the choice of models. In other words, schools must choose the most intense model that can be financially supported by the size of the gifted population. Models are listed below in order of intensity and preference.

Full-time, Self-contained (for grades K-5 classes with > 20 gifted students per grade level or combination grade level): All students in the class are gifted. Gifted students are grouped together all

day with the possible exception of specialty classes, lunch, and recess. The classroom teacher is gifted endorsed (or is working towards gifted endorsement and on an approved out-of-field waiver), students are ability grouped within the gifted classroom and the curriculum is even further differentiated based on individual student needs. Each of the elementary models may be used in multi-age classrooms. It is recommended that multi-age classrooms not span more than two grade levels.

Model strengths:

- Research on gifted programs suggests this model may provide the structure that best supports the ability of quality instruction to impact the achievement of gifted students.
- Flexible pacing and acceleration enable students to cover content in more depth and complexity.
- Students are with their gifted peers most of the day.

Gifted/High Achieving Full-time, Self-contained (for grades K-5 classes with < 20 gifted students per grade level or combination grade level): At least 51% of the students in the class must be identified as gifted. The remaining students in the class are high achievers. If there are not enough gifted students to comprise 51% of a classroom's student population, then all gifted students in the grade must be grouped together in one class for their academic subjects (in order to insure that gifted students have time with their intellectual peers) and taught by a gifted endorsed teacher (or a teacher working towards gifted endorsement and on an approved out-of-field waiver). High achieving students are defined as those students with standardized, norm-referenced achievement test scores in Mathematics or Reading at or above the 97th percentile. If there are not sufficient students to fill the classroom using these criteria, schools may consider additional students, placing those students first who have the highest FCAT NRT reading or mathematics scores. The classroom teacher is gifted endorsed (or working towards gifted endorsement and on an approved out-of-field waiver), students are ability grouped within the gifted classroom and the curriculum is even further differentiated based on individual student needs. Each of the elementary models may be used in multi-age classrooms. It is recommended that multi-age classrooms not span more than two grade levels.

Model strengths:

- An accelerated pace enables students to cover content in more depth.
- Students are with their intellectual peers.
- High achieving students benefit from instruction targeted to gifted students.

Half-day Resource (for grades K-5 classes with < 20 gifted students per grade level or combination grade level): Gifted students receive instruction in specific content area(s) for 2 1/2 hours per day. A minimum of 2 hours per day will be spent on content instruction. Resource teachers are gifted endorsed (or working towards gifted endorsement and on an approved out-of-field waiver), students are ability grouped within the gifted classroom and the curriculum is even further differentiated based on individual student needs. Additionally, the gifted endorsed teacher (or a teacher working towards gifted endorsement and on an approved out-of-field waiver) must consult with the general education teacher on a weekly basis regarding gifted instruction and the individual needs of each gifted student.

Resource teachers may teach two groups of students, one in the morning and one in the afternoon. The gifted endorsed resource teacher is the teacher of record and responsible for grades in the targeted content areas. Students are not responsible for work assigned by the general education teacher while they are in the gifted class. Gifted and general education teachers will coordinate student schedules so that gifted and general education content areas are taught at the same time (i.e., gifted children are not pulled out of the regular classroom for gifted language arts during math instruction in the regular classroom) Each of the elementary models may be used in multi-age classrooms. It is recommended that multi-age classrooms not span more than two grade levels.

Model strengths:

- Cohesive instruction is provided in targeted content areas.
- Grades are assessed by the gifted teacher.
- Students are with their gifted peers in an environment that nurtures their special needs.

Primary Elementary Alternative 1 (for grades K-3 ONLY with < 11 gifted students per grade level or combination grade level): Students in primary grades may be served in the general education classroom where the teacher is gifted endorsed (or working towards gifted endorsement and on an approved out-of-field waiver). Students are ability grouped within the classroom and the curriculum is even further differentiated based on individual student needs. This primary alternative model applies only to schools where populations of gifted students are less than 11 students per grade level or combination grade level and the school opts not to provide one of the more intense models listed above. Schools with enough gifted students to fund the full-time, self-contained or half-day resource content models at primary levels must use those models. Each of the elementary models may be used in multi-age classrooms. It is recommended that multi-age classrooms not span more than two grade levels.

Primary Elementary Alternative 2 (for grades K-3 ONLY with < 11 gifted students per grade level or combination grade level): This model only applies to schools without a full-time gifted endorsed teacher (or a teacher working towards gifted endorsement and on an approved out-of-field waiver) for each grade level or combination of grade levels in grades K-3. This model is designed to allow for sharing of the primary level gifted endorsed teacher(s). The model may be utilized on a temporary basis only and must be replaced with one of the other models listed above within two years. This model is not a pull-out enrichment model, rather it is a model where a gifted endorsed teacher designs content instruction and consults with the regular education teacher who delivers the instruction. (Note: In compliance with policy 6000.5, schools may not serve gifted students with a pull-out enrichment program.)

In this model, students in primary grades are offered a resource content-based thematic program on an ongoing basis that is designed by a gifted endorsed teacher (or a teacher working towards gifted endorsement and on an approved out-of-field waiver) and delivered by the general education teacher. Additionally, the teacher must consult with the general education teacher on a weekly basis regarding gifted instruction and the individual needs of each gifted student. Students are ability grouped within the classroom and the curriculum is even further differentiated based on individual student needs. This primary alternative model applies only to schools where populations of gifted students are less than 11 students per grade level or combination grade level and when there are not enough gifted endorsed teachers at a school to provide Primary Elementary Alternative 1 (above). Schools with enough gifted students to fund the full-time, self-contained or half-day resource content models at primary levels must use those models. Each of the elementary models may be used in multi-age classrooms. It is recommended that multi-age classrooms not span more than two grade levels.

Middle School Program Models for Gifted Education:

Policy 6000.5 states "schools will adopt a district-approved model or models that meet the needs of their gifted students." The following outlines the "district-approved" models for middle schools.

Each school's gifted class sizes should be equivalent to or less than the school's Class Size Reduction target numbers or state limits for classroom size, whichever is higher. Gifted class sizes should comply with the numbers found in the Gifted Program Budget Tool (tool provided by the Budget Department) which the school is required to complete as part of the annual budget projection conferences held with the Area Superintendent's office.

Schedules should be designed to concentrate gifted students at each grade level within the same classroom(s) to insure they have substantial time in academic content with their intellectual peers.

Self-contained, Gifted Content Area Classes: Content-based classes in Language Arts, Math, Science, and Social Studies (or combination blocks of these content areas), numbers permitting. (Content of Developmental Reading is appropriately differentiated for gifted students.) Teachers are gifted endorsed (or working towards gifted endorsement and on an approved out-of-field waiver) and differentiate curriculum based on individual student needs.

Model strengths:

- Research on gifted programs suggests this model may provide the structure that best supports the ability of quality instruction to impact the achievement of gifted students.
- An accelerated pace enables students to cover content in more depth and complexity.
- Students are with their gifted peers in multiple content areas.

Self-contained Gifted/High Achieving Content Area Classes: Content-based classes in Language Arts, Math, Science, and Social Studies (or combination blocks of these content areas) contain gifted and high achieving students. (Content of Developmental Reading is appropriately differentiated for gifted students.) High achieving students are defined as those students with standardized, norm-referenced achievement test scores in Mathematics or Reading at or above the 97th percentile. If there are not sufficient students to fill the classroom using these criteria, schools may consider additional students, placing those students first who have the highest FCAT NRT reading or mathematics scores. Teacher(s) are gifted endorsed (or working towards gifted endorsement and on an approved out-of-field waiver) and differentiate curriculum according to individual student needs.

Model strengths:

- An accelerated pace enables students to cover content in more depth.
- Students are with their intellectual peers in multiple content areas.
- High achieving students benefit from instruction targeted to gifted students.

High School Program Models for Gifted Education

Policy 6000.5 states "schools will adopt a district-approved model or models that meet the needs of their gifted students." The following outlines the "district-approved" models for high schools.

Each school's gifted class sizes should be equivalent to or less than the school's Class Size Reduction target numbers or state limits for classroom size, whichever is higher. Gifted class sizes should comply with the numbers found in the Gifted Program Budget Tool (tool provided by the Budget Department) which the school is required to complete as part of the annual budget projection conferences held with the Area Superintendent's office.

Schedules should be designed to concentrate gifted students at each grade level within the same classroom(s) to insure they have substantial time in academic content with their intellectual peers

Self-contained, Gifted Content Area Classes: Content-based classes in Language Arts, Math, Science, and Social Studies (or combination blocks of these content areas), numbers permitting in grades 9 and 10. Teachers are gifted endorsed (or working towards gifted endorsement and on an approved out-of-field waiver) and differentiate curriculum based on individual student needs.

Model strengths:

- Research on gifted programs suggests this model may provide the structure that best supports the ability of quality instruction to impact the achievement of gifted students.
- An accelerated pace enables students to cover content in more depth and complexity.
- Students are with their gifted peers in multiple content areas.

Self-contained Gifted/High Achieving Content Area Classes: Content-based classes in Language Arts, Math, Science, and Social Studies (or combination blocks of these content areas), in grades 9 and 10. High achieving students are defined as those students with standardized, norm-referenced achievement test scores in Mathematics or Reading at or above the 97th percentile. If there are not sufficient students to fill the classroom using these criteria, schools may consider additional students, placing those students first who have the highest FCAT NRT reading or mathematics scores. Teacher(s) are gifted endorsed (or working towards gifted endorsement and on an approved out-of-field waiver) and differentiate curriculum according to individual student needs.

Model strengths:

- An accelerated pace enables students to cover content in more depth.
- Students are with their intellectual peers in multiple content areas.
- High achieving students benefit from instruction targeted to gifted students.

Note: Honors, Advanced Placement, Dual Enrollment, International Baccalaureate, and magnet programs often serve the needs of gifted students. However, gifted services must be available to high school students whether or not gifted content area classes are offered. Services may take the form of gifted electives, gifted seminars, and consultation with a gifted endorsed teacher (or a teacher working towards gifted endorsement and on an approved out-of-field waiver). Gifted students are entitled to remain under the gifted umbrella as long as the Educational Plan is current, and a Matrix of Services is completed annually.

Waivers from District-Approved Models

Schools not offering district-approved models for gifted programming must apply for a waiver from District Policy 6000.5 following the waiver process stipulated in District Policy 1403. Questions regarding the waiver process should be directed to Strategic Planning at (754) 321-1891. Questions regarding whether a school's gifted programming model(s) complies with this procedural guide and with District Policy 6000.5 should be directed to the Coordinator of Gifted Services or the Director of Advanced Academic Programs at (754) 321-1830.

Section 2: CURRICULUM

The curriculum for students who are gifted will integrate Florida's Sunshine State Standards into instruction that is designed for the individual needs of the gifted students in the classroom. Gifted students will be assessed at the beginning of each school year to determine each student's highest ability levels. Curriculum will be vertically and horizontally enriching, providing those students who have mastered the grade-level Sunshine State Standards opportunities for acceleration. Curriculum for gifted students should include a wealth of opportunities for extended learning beyond the classroom in activities such as science and social studies fairs, music and art exhibits, academic competitions, mentoring, business partnerships, strategic games, etc. Application of curriculum to the gifted classroom will include differentiation, ability grouping, and acceleration as described below.

Differentiation: Students who are gifted need an appropriately differentiated curriculum designed to address their individual characteristics, needs, abilities and interests. An effective curriculum is essentially a basic curriculum that has been modified in respect to content (ideas, concepts, descriptive information and facts), process (how the content is delivered), and product (what the student is being asked to submit to demonstrate understanding). A differentiated curriculum also supports an environment that is receptive, nonjudgmental, and student centered. Differentiated curriculum can refer to acceleration, compacting, variety, reorganization, grouping configurations, flexible pacing, and enrichment with more advanced or complex concepts.

Ability Grouping: Research supports the idea that high ability students should spend the majority of their school day with others of similar abilities and interests with the provision the curriculum has been adjusted to meet their needs. This is particularly beneficial when the curriculum has been accelerated. Assigning students to separate groups by ability and providing them with the same curriculum has no effect on achievement, positive or negative, and the neutral effect holds for high, middle, and low achievers. When the curriculum is altered, ability grouping appears to be beneficial. In classes that are ability grouped, further ability grouping should occur within the class.

Acceleration: Acceleration refers to the "flexible pacing" of educational programs that is responsive to the competencies and knowledge of individual children. It may be an appropriate alternative for many gifted students if it is implemented in an effective manner. Acceleration does not mean requiring students to progress at a faster rate, but rather at speeds commensurate with their natural learning rates.

Acceleration can be justified on social and emotional grounds as well. Gifted students are frequently socially mature, seek older friends and exhibit social understanding and interests well beyond their age.

Acceleration can take the form of:

1. Early entry
2. Grade skipping
3. Telescoping (setting the amount of work to be covered in a shorter period of time)
4. Subject acceleration
5. In-class acceleration or content acceleration
6. Whole class acceleration
7. Curriculum compacting (an instructional technique providing replacement strategies for material already mastered)

Textbooks and Supplemental Materials

Gifted classrooms will be provided with district-adopted texts for the appropriate instructional level of the gifted student. Teachers may supplement district-adopted texts with appropriate supplemental instructional material geared to the ability level of the student. The Department of Advanced Academic Programs will provide guidance regarding the choice of supplemental materials. Schools are encouraged to utilize curriculum recommendations from the Department of Advanced Academic Programs in gifted classrooms. It is the responsibility of the principal and teachers to ensure that all supplemental materials are appropriate and address the appropriate learning objectives for each student. Regardless of instructional materials used, the teacher is responsible for ensuring that all gifted students achieve the appropriate grade-level Sunshine State Standards.

252 **Curriculum Assessments**

253 The Department of Advanced Academic Programs can conduct Curriculum Assessments for gifted
254 programs. Priority will be given to schools whose principals are new to the school or when curriculum
255 assessments are requested. Curriculum assessments will be coordinated through the Department of
256 Core Curriculum. Curriculum assessments will be conducted by a panel of qualified administrators and/or
257 instructors in gifted education from the district offices and/or other schools. Curriculum assessments will
258 be based upon evidence of the following indicators.

259 **EFFECTIVE GIFTED PROGRAM INDICATORS:**

260 **CLASSROOM/SCHOOL PROGRAM CHARACTERISTICS**

- 261 • Teacher is endorsed, or working on endorsement, in Gifted Education
- 262 • Program paperwork completed correctly (gifted Educational Plan (EP) goals are measurable, observable, and
263 individualized)
- 264 • Appropriate modifications are made for students from Special Populations (twice exceptional, culturally diverse,
265 highly gifted, ESOL, underachievers, etc.)
- 266 • Parent/guardian meetings and/or workshops are offered
- 267 • Students challenged to perform to maximum potential; genuine differentiated programming, not "more of the
268 same" or simply acceleration of content
- 269 • Selection of teachers for program based on knowledge, attitude, skills and certification in teaching high achieving
270 students
- 271 • Career exploration and goal setting integrated into the curriculum
- 272 • Teachers encourage the development of social skills through instruction to recognize and use one's ability to
273 become self-directed, appreciate likenesses and differences between one's self and others.
- 274 • Teachers recognize and channel creative talents through individualized projects and activities
- 275 • Program goals are aligned to EPs
- 276 • Instruction provides opportunity for improvement of attitude, self-confidence, and motivation toward school

277 **CONTENT MODIFICATIONS**

- 278 • Instructional strategies are incorporated that include the following; cooperative learning, graphic organizers,
279 manipulatives, content compacting, brainstorming, field experience, differentiated curriculum instruction, problem
280 solving, prediction, observation, integration of content areas, hands-on models, reflective thinking, open-ended
281 tasks, and research skills and methods
- 282 • Content includes a wide variety of topics not addressed in the general education classroom
- 283 • Content presented to the student is organized around themes with broad applicability
- 284 • Content presented to the student is complex with concepts that interrelate and cross disciplines
- 285 • Evidence of provisions to enhance affective development: self-esteem building, conflict resolution,
286 encouragement of risk taking
- 287 • Content includes opportunities to promote multicultural awareness and understanding
- 288 • Curriculum reflects significant differences in strategies and activities when contrasted with content and instruction
289 in the general education classroom
- 290 • Content reflects Sunshine State Standards and Critical Content as well as gifted EP goals and objectives
- 291 • Student is cognitively stimulated to use analysis, synthesis, and evaluation as regular thinking processes
- 292 • Cognitive goals, objectives, and activities are clearly defined
- 293 • Content addresses a variety of learning styles
- 294 • Content addresses multiple intelligences

295 **PROCESS MODIFICATIONS**

- 296 • Instruction includes selected objectives in higher order thinking, (i.e., Bloom's Taxonomy)
- 297 • Varied and creative teaching strategies and materials are being utilized; use of lecture/direct instruction does not
298 dominate
- 299 • Instruction includes teaching students to use a systematic approach to problem solving and decision making
- 300 • Students work to improve oral, written, and non-verbal communication
- 301 • Students have opportunities to pursue special interests and topics through independent study and/or research

- Students have opportunities to work in groups of varying size and assume leadership roles
- Students who have the attributes and interpersonal skills necessary to be effective leaders are afforded opportunities to demonstrate leadership skills, i.e., listening, communicating, decision-making, conflict resolution, and negotiation
- Students are encouraged to present and discuss their positions on specific issues
- Students are actively engaged during each class meeting (discussions, presentations, group work, conferences, simulations, learning centers, etc.)
- Students display the ability to use research skills, i.e., hypothesize, collect and organize data, classify, observe, predict outcomes, evaluate, interpret, and self-evaluate
- Instruction fosters discourse by posing questions and tasks that elicit, engage, and challenge student thinking

312 **ENVIRONMENTAL MODIFICATIONS**

- Curriculum reflects the use of mentors/experts working with students to extend learning
- Classroom is arranged in a flexible manner to provide a variety of groupings and freedom of movement
- The room has various learning centers
- The room contains stimulating visuals
- Students use a variety of learning materials and resources (computers, manipulative, reference materials, etc.)
- Students have ready access to portfolios and work folders

319 **PRODUCT MODIFICATIONS**

- Students are involved in developing both independent and group projects
- Students are encouraged to use community resources in the development of products
- Students are encouraged to develop products that apply to real life situations
- Students are engaged in original product development (rubrics included)

324 **TECHNOLOGY MODIFICATIONS**

- Ready access to computers and peripherals (digital cameras, graphic calculators, calculators, etc.)
- Age appropriate, challenging software
- Technology is being utilized and integrated into the curriculum daily to support student inquiry
- The use of district available technology is required of all gifted students and is embedded in their assignments

329 **ASSESSMENT**

- Alternative assessment measures are evident, i.e., rubrics, portfolios, open-ended investigation, journals, student-led conferences, performance demonstrations, projects, teacher observations, self-assessment, and peer-assessment
- Lesson plans reflect selected Sunshine State Standards and Critical Content
- EPs reflect individualized goals and objects
- EPs are individualized, measurable, and observable

336 **OTHER**

- Teachers are provided opportunities for staff development in teaching high achieving students

338 **Section 3: SOCIAL AND EMOTIONAL NEEDS OF THE GIFTED**

339 Many gifted learners have unique social and emotional needs. Social-emotional development may be
 340 asynchronous with intellectual development. No set of social-emotional characteristics can describe
 341 gifted children in general, but some gifted children may have intensities, overexcitabilities, and social
 342 challenges that require special training and skill on the part of the educators that serve them. A school's
 343 gifted program will tailor itself to the social-emotional needs of the students it serves, providing
 344 counseling, family support, and individualization of the learning environment according to the needs of the
 345 gifted student.

Section 4: TEACHERS OF THE GIFTED

Teacher Selection

Teachers charged with providing services for gifted students will display:

1. compliance with the Gifted Endorsement section as described below
2. successful teaching experience
3. a genuine interest in and desire to work with gifted students
4. evidence of advanced content competence in core academic subjects
5. willingness to pursue training for needed professional understanding and competencies
6. the skills and ability to successfully individualize instruction according to individual student needs
7. the skills and ability to successfully differentiate curriculum, ability group, and accelerate curriculum
8. a genuine desire and ability to collaborate with colleagues and to contribute to the professional growth of all educators

Professional Development

As reflected in their professional growth plans, teachers of the gifted are encouraged to participate in professional development specifically targeted to the instruction of students who are gifted. Professional development may take the form of district meetings for teachers of the gifted, national and state conferences for teachers of the gifted, and/or district staff development offerings targeted to teachers of the gifted.

Gifted Endorsement

Teachers providing gifted services must be certified in the subject and content area of the course(s) they are teaching and hold the Florida Department of Education Gifted Endorsement. The Florida Department of Education Gifted Endorsement requires completion of five state-approved courses related to the education of gifted students. Teachers who do not have the endorsement, but complete at least two classes per year and complete the endorsement coursework in years one, two or three may be granted an out-of-field waiver to permit them to teach gifted courses provided they are certified in the subject and content area of the course(s) they teach. Teachers, who are on an out-of-field waiver, and the schools employing them, must comply with all state requirements pertaining to out-of-field teachers.

Each year the Department of Advanced Academic Programs will offer the necessary courses required to earn the Florida Department of Education gifted endorsement. Teachers have the option of taking the courses through the Department of Advanced Academic Programs, online through the Department of Program Development and Alignment, or at other sites (such as universities) authorized by the Florida Department of Education to provide the courses. Courses taken through the Department of Advanced Academic Programs or online through the Department of Program Development and Alignment, earn inservice points along with endorsement, while courses taken through colleges and universities earn graduate or undergraduate college credit along with endorsement. Some universities may include endorsement courses in a master's degree program.

Section 5: EDUCATIONAL PLAN (EP)

An EP will have a thorough assessment of the student's areas of strength and options for advancing and enriching that student's educational program within their areas of strength. An EP may also address a student's areas of weakness. The goal is to ensure a student is learning in areas of greater strengths as well as lesser strengths. EPs can be developed for either a one year or a two year period. EPs must be rewritten when a student transitions from elementary to middle school and middle school to high school.

EP Goals

EP goals will:

1. be individualized to reflect each student's strengths, interests, needs, and weaknesses
2. be measurable so that growth can be assessed in clear and certain terms
3. be observable to the classroom teacher, the parent, and the student
4. include at least one goal that addresses curriculum

EP Meetings

Teachers and parents of the gifted should prepare for EP meetings. Teachers will assess the student's strengths, interests, and needs and develop expectations for student growth prior to the EP meeting. Teachers will supply, at the meeting, data regarding the student's mastery of goals related to the student's (1) curriculum and learning environment, (2) social/emotional behavior, (3) independent functioning. Data may take the form of literacy folders, benchmark testing results, achievement scores, etc. Parents should be encouraged to prepare for the EP meeting by reviewing the *Educational Plans for Gifted Students: Parent Information Guide*. This guide is available on the Department of Advanced Academic Programs website under Gifted/Parent Resources and will be mailed upon request. Translated versions will be made available upon request. Parents should communicate at the EP meeting their perspective regarding the student's strengths, interests, and needs as well as expectations for student growth.

EP Progress Interim Meetings

Parents and/or teachers may request interim EP progress meetings to review a student's EP goals. Parents may request two parent-teacher conferences annually to review student progress at which time EP goals may be reviewed upon parent request.

Matriculation of Gifted Students

EPs will be reviewed prior to a student's matriculation to middle and high school, regardless of whether the two-year time period for the EP has expired. Both the student's current school and the student's future next-level school must be involved in the EP review, including (1) the student, (2) the parent(s), (3) ESE Coordinator of the sending school, (4) ESE Coordinator of the receiving school, (5) Gifted Teacher of the sending school, and (6) other parties as needed.

EP Resources

The Department of Advanced Academic Programs will:

- 420 – provide staff development for teachers, counselors, and ESE Specialists regarding the writing and
- 421 monitoring of EPs
- 422 – provide annual parent EP workshops for parents
- 423 – include EP Resources for parents in the department's publication entitled *A Handbook for Parents of*
- 424 *Gifted Learners*