



**MIAMI-DADE COUNTY PUBLIC SCHOOLS
DIVISION OF ADVANCED ACADEMIC PROGRAMS**



ITEM ANALYSIS FOR EDUCATIONAL PLAN (EP)

Revised October 2006

I. DEMOGRAPHIC INFORMATION				Date of Conference Item 1 (MM/DD/YY)	
Print Student's Name (Last)	(First) Item 2	(M.I.)	Date of Birth Item 3	Student I.D. # Item 4	
Address Item 5			Phone Item 6		
Home School Name/Region Center Item 7				Grade Level Item 8	

Item 1	Enter the EP Conference Date . EP Conference Date refers to the date of the EP conference at which time the EP is written. This date should also be entered into the <i>Integrated Student Information System (ISIS PF 17)</i> .
Item 2	Enter student's full LEGAL NAME (Last, First, Middle Initial)
Item 3	Enter student's date of birth
Item 4	Enter student's identification number
Item 5	Enter student's home address with zip code
Item 6	Enter student's current home phone number with area code
Item 7	Enter student's home school, name, and Regional Center location
Item 8	Enter student's current grade level at the time the Educational Plan (EP) is written

II. CONFERENCE INFORMATION

Conference Type	<input type="checkbox"/> Initial EP (<i>Copy of evaluation report was issued to parent</i>)	<input type="checkbox"/> Modification of Placement Status	
Item 9	<input type="checkbox"/> EP Review	<input type="checkbox"/> Revision (Interim)	
Parent Notification Item 10	Type	Date (MM/DD/YY)	Response
	Written (Attach to EP)		
	* (1)		
	* (2)		
	(3)		

*Required.

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Item 9	<p>Check (X) the appropriate Conference Type (check all that apply).</p> <p><input type="checkbox"/> Initial EP To review evaluations and determine special educational needs. Inform parent(s)/guardian(s) of meeting using the Notification of IEP/EP Meeting form (FM-4851) and include the Summary of Procedural Safeguards for Students Identified as Gifted (FM-6333).</p> <p><input type="checkbox"/> EP Review To review current exceptional educational needs within one or two years of the previous EP conference date. Inform parent(s)/guardian(s) of meeting using the <i>Notification of IEP/EP Meeting</i> form (FM-4851) and include the <i>Summary of Procedural Safeguards for Students Identified as Gifted</i> (FM-6333). The same procedures apply if parent(s)/ guardian(s) requested the meeting.</p> <p><input type="checkbox"/> Modification of Placement Status To review or change educational services such as program model, type of program, number of gifted contact hours, location of services, exiting a student from the gifted program, or any other change that requires a change in the ISIS screen. Inform parent(s)/ guardian(s) of meeting using the <i>Notification of IEP/EP Meeting</i> form (FM-4851) and include the <i>Summary of Procedural Safeguards for Students Identified as Gifted</i> (FM-6333). The same procedures apply if parent(s)/ guardian(s) requested the meeting. Photocopy the front page of a <u>blank</u> EP and complete in full. This may also be done by completing and printing page one online through the WISE system. The purpose is to provide written documentation of the modification of placement status EP meeting. Review the entire EP and include any revisions to current EP directly onto the current EP. Refrain from deleting previous information. Instead, strike through with a single line. Changes and additions must be dated and initialed by a parent/guardian and a member of EP Committee whose signature appears on the new cover page. Signatures, dates, and initials must be made in blue ink. Changes in the services being provided to the child must be entered into the appropriate ISIS screens. DO NOT change the conference date in ISIS for modification of placement status meetings. Additional notes may be made in <i>Section IX, Conference Notes/Other Pertinent Information</i> section of current EP and must be initialed and dated by a parent/guardian and the member of the EP Committee whose signature appears on the new first page of the EP. Attach the <i>Notification of IEP/EP Meeting</i> form (FM-4851) and new first page of the EP to the current EP, and place in the student's CUM. Provide parent(s)/ guardian(s) with a copy of revised EP document, including the new first page.</p>
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	<p><input type="checkbox"/> Revision (Interim) This may be used to make minor changes to the EP which DO NOT require any changes to the ISIS screens. For example, changing individual or program goals, changing objectives, or changing the curriculum modifications and services being provided to the student. DO NOT change the conference date in ISIS for EP revision meetings.</p> <p>Inform parent(s)/guardian(s) of meeting using the <i>Notification of IEP/EP Meeting</i> form (FM-4851) and include the <i>Summary of Procedural Safeguards for Students Identified as Gifted</i> (FM-6333). The same procedures apply if parent(s)/ guardian(s) requested the meeting.</p> <p>Photocopy front page of a <u>blank</u> EP and complete in full. This may also be done by completing and printing page one online through the WISE system. The purpose is to provide written documentation of the EP revision meeting.</p> <p>Review the entire EP and include any revisions to current EP directly onto the current EP. Refrain from deleting previous information. Instead, strikethrough with a single line. Changes and additions must be dated and initialed by a parent/guardian and a member of EP Committee whose signature appears on the new cover page. Signatures, dates, and initials must be made in blue ink.</p> <p>Additional notes may be made in <i>Section IX, Conference Notes/Other Pertinent Information</i> section of current EP and must be initialed and dated by a parent/guardian and the member of the EP Committee whose signature appears on the new first page of the EP.</p> <p>Attach the <i>Notification of IEP/EP Meeting</i> form (FM-4851) and new first page of the EP to the current EP, and place in the student's CUM.</p> <p>Provide parent(s)/ guardian(s) with a copy of revised EP document, including the new first page.</p>
<p>Item 10</p>	<p>Record types, dates, and responses of parent contacts for the EP meeting. Parent(s)/guardian(s) must be provided reasonable notice to ensure that one or both are present at each EP meeting or are afforded the opportunity to participate, including: Notifying parent(s)/guardian(s) in writing at least ten (10) days prior to the meeting in order to ensure attendance; Scheduling meeting at a mutually agreed upon time and place.</p> <p>Even if a parent/guardian returns the signed <i>Notification of IEP/EP Meeting</i> form (FM-4851) indicating their attendance, a second notification must be recorded. A phone call confirming the EP meeting is recommended.</p> <p>Two parent notifications are required. The first must be in writing as documented by the <i>Notification of IEP/EP Meeting</i> form (FM-4851). The second contact may be in writing or by telephone. Telephone contacts are considered valid only if direct contact with the parent(s)/guardian(s) has been made. Space is provided to include information for other contacts that are made or contacts for rescheduled meetings.</p> <p>After two (2) documented attempts to schedule an EP meeting have failed to result in a response from the parent/guardian, a third notification must be attempted via certified mail or visiting teacher to obtain proof of attempted contact. If this fails, the EP team meeting may be held without the parent(s)/guardian(s) present. A telephone conference may be offered if the parent(s)/guardian(s) is unable to attend. In either case, a copy of the EP must be sent to the parent(s)/guardian(s).</p>

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Summary of Procedural Safeguards

Item 11

A copy of the *Procedural Safeguards for Exceptional Students who are Gifted* has been provided to Parent/Guardian

Parent Initial or Date Sent

Item 12

Primary Language (includes Sign Language or other mode of communication) of parent(s)/guardian(s)

Language

Item 13

Interpreter provided : Yes No If no, explain:

Item 11	Indicate date or have parent(s)/ guardian(s) initial that the <i>Procedural Safeguards For Exceptional Students who are Gifted</i> (FM-6333) was sent home. This document is available in English, Haitian-Creole, and Spanish. It is recommended that the procedural safeguards be sent home with the <i>Notification of IEP/EP Meeting</i> form (FM-4851).
Item 12	Specify language or mode of communication of the parent(s)/guardian(s); e.g. English, Haitian-Creole, Spanish, sign language.
Item 13	If the primary language of the parent is not English, indicate whether or not an interpreter was provided. If an interpreter was not provided, briefly explain. For example, the parent was accompanied by someone to interpret for him/her or if the teacher of the gifted is bilingual.

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III. SIGNATURES AND POSITIONS OF PERSONS ATTENDING CONFERENCE

Signature and Title	Item 14	Signature and Title	Item 14
	Parent/ Guardian		Student
	Parent/ Guardian		Interpreter
	LEA Representative		
	Teacher of the Gifted		
	Evaluation Specialist		
	General Education Teacher		
	Administrator		

- Signatures required for Initial Educational Plan: Parent, LEA Representative, Teacher of the Gifted, Evaluation Specialist, General Education Teacher.
- Signatures required for EP Review or Revision: Parent (in attendance or on Notification of Meeting, FM-4851), LEA Representative, Teacher of the Gifted, General Ed. Teacher (in attendance or on General Education Teacher Statement, FM-6865).

Item 14	<p>Each person attending the EP conference should sign in the appropriate blanks or sign on one of the blank lines and note position or title. All teachers and service providers of the student must be informed of the EP meeting to allow the opportunity for input. Required participants for an EP conference/review include the following;</p> <ul style="list-style-type: none"> • teacher of the gifted, • Local Education Agency (LEA) representative, • General Education teacher, and • parent(s)/ guardian(s); <p>unless otherwise stated on the <i>Notification of IEP/EP Meeting</i> form (FM-4851). An evaluation specialist does not attend review/revision meeting.</p> <p>Parent(s)/guardian(s) are key members of the EP team. They know their child well and can discuss their child's strengths and needs as well as their ideas for enhancing their child's education. They can offer insight into how their child learns and what his or her interests are as well as other aspects of the child that only a parent can know. They can also report on whether or not the skills their child is learning at school are being used at home. If parent(s)/guardian(s) is unable to attend in person, a telephone conference may be offered and they must contribute a parent/guardian statement either in writing or over the telephone.</p> <p>Telephone Conferences: For persons participating by telephone, print full name(s), title(s), and by telephone in parentheses on the blank lines. For example: <i>John Doe, father (by telephone)</i>.</p> <p>If a telephone conference is held with the parent(s)/guardian(s), attach the <i>Notification of IEP/EP Meeting</i> form (FM-4851) signed by the parent(s)/guardian(s). The <i>Notification of IEP/EP Meeting</i> form (FM-4851) should indicate parent(s)/guardian(s) is unable to attend the meeting and requests a telephone conference.</p>
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The signature of the LEA representative ensures that the terms and conditions of the EP will be implemented. On October 12, 2001, principals were given the option of designating a staff member other than the Assistant Principal to serve as the LEA, with the understanding that the professional selected would be aware of the responsibilities of the position. This option continues to be provided. Please note the following:

- If the teacher of the gifted is also the designated LEA representative, he or she should sign the EP cover sheet as both the teacher of the gifted and the LEA representative.
- The LEA representative must be familiar with the provision of special education and related services that may be considered for a student.
- The LEA representative must be familiar with locations where the special education and related services can be provided, if they are not able to be provided at the home school site.
- By signing the EP, the LEA representative is ensuring that the special education and related services indicated on the EP will be provided within the time frames delineated.

Because the LEA representative serves a unique role in the EP process, designees should be persons who take the role seriously, understand the consequences of their decisions, and can facilitate agreements among persons with diverse opinions.

The **teacher of the gifted** contributes important information about how to educate gifted children. Because of his/her training in gifted education, this teacher can discuss such issues as:

- Differentiating the curriculum to help the student learn;
- Determining present levels of educational performance; and
- Indicating other aspects of individualizing instruction to meet the student's unique needs.

An **evaluation specialist**, who should be present at the initial placement, is an individual who can interpret the instructional implications of evaluation results. He/she may be a member of the EP team. The ESE teacher, general education teacher, or school psychologist may serve.

The **school psychologist** is one type of evaluation specialist. A psychologist is required to review evaluation results and participate in making eligibility determinations for initial placements when an individually administered test of intelligence has been used to determine gifted eligibility.

At least one **general education teacher must be in attendance** during all EP meetings. The general education teacher must, to the extent appropriate, participate in the development of the student's EP including the determination of appropriate placement for the student. The general education teacher's input is required for both the development of EPs during initial staffing and during reviews; annual (once a year) or biennial (every two years).

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Although attendance at the EP conference is preferred, written input from the general education teacher stating the student's strengths is acceptable, using the *Gifted Student Educational Plan (EP) General Education Teacher Statement*, (FM-6865).

- Elementary: for students in a full-time gifted program, the teacher of the gifted may sign as the general education teacher.
- Secondary: for students receiving instruction in all four core content areas, one of the teachers of the gifted may also sign as the general education teacher.

The **general education teacher** may be excused with the consent of the EP team during the initial staffing and/or EP review meetings, once the case is reviewed and his/her input is provided. There may be instances when the EP team may continue the meeting without the presence of the general education teacher.

NOTE: If an EP team member is excused (e.g. general education teacher) before the EP is completed, write the following in *Section IX, Conference Notes* section of the EP: (Name) was excused, with the consent of the EP team, at (time).

The EP cannot be signed at a later date by persons not in attendance.

If the parent(s)/ guardian(s) REFUSES TO SIGN the EP or asks to proceed without him/her, **print that person's full name, title, and write the words "refused to sign" or "proceed without me"** in parentheses. *Example: John Doe, father (refused to sign)*

At least two (2) different professionals must sign the EP and no person can sign more that two (2) times.

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V. PRESENT LEVELS OF EDUCATIONAL PERFORMANCE (PLEP) and GIFTED PRIORITY EDUCATIONAL NEED (GPEN)

The overall Present Level of Educational Performance and Gifted Priority Educational Need describes the student's current performance documented by:

Formal Assessments

No scores are available at this time.

Item 19

Date	Instrument	Area Assessed	Level/Ability

Informal Assessments

Item 20

Parent Observation
 Portfolio
 Teacher Observation
 Student-led Conference
 Student Input
 Previous EP
 Report Card
 Other: _____

Parent/Guardian Statement

Item 21

What is the child's academic strength and need beyond the general curriculum?

Teacher Statement

Item 22

What is the child's academic strength and need beyond the general curriculum?

Gifted Priority Educational Need: Student's Strength

Item 23

Mathematics
 Science
 Language Arts/English
 Social Studies

Curriculum Modifications and Services:

Item 24

Acceleration through:

- Curriculum Compacting
- Flexible Grouping
- Research and Independent Study
- Content Acceleration
- Other, Specify: _____

Enrichment through:

- Curriculum Differentiation
- Problem-based Learning
- Open-ended Tasks
- Service Learning
- Other, Specify: _____

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The **PLEP** and **GPEN** narrative establishes the student's current strengths and abilities. This narrative details the current level of performance and is the basis for identifying individual program goals and objectives.

Item 19	The most recent evaluation/ assessment results (less than a year old), such as FCAT NRT or FCAT SSS, MAT-7, SAT-9, or <i>Aprenda</i> must be recorded as well as Date, Name of the Instrument, Area Assessed such as reading comprehension or mathematics problem solving, and Level of Performance such as percentile score or FCAT level. This information must be complete. Check "No scores are available at this time" if the student has not participated in any state/ district wide assessments. Use this information to make instructional recommendations.
Item 20	Check the appropriate boxes for all sources of information that were discussed in order to generate the PLEP and GPEN .
Item 21	Write a brief statement indicating parent(s)/guardian(s) concerns regarding their child's education and what they perceive as their child's academic strength. A parent/guardian statement must always be included.
Item 22	Write a brief statement indicating the teacher of the gifted or the general education teacher's input as to the academic strength and the need for specially designed instruction for his/her strengths. This must be substituted for <i>Gifted Educational Plan (EP) General Education Teacher Statement</i> , (FM-6865).
Item 23	Check the appropriate box to indicate student's academic strength based on parent(s)/ guardian(s) and teacher input, and formal and informal assessments.
Item 24	<p>Check all boxes that will be utilized throughout the duration of the EP to accelerate and enrich the curriculum of the student.</p> <ul style="list-style-type: none"> • Acceleration implies absorbing academic content at a pace which typically includes offering sixth grade curriculum to a fifth grader. • Enrichment refers to expanding the curriculum through greater depth, breadth, complexity, or abstractness. <p>Acceleration and enrichment strategies accommodates the high abilities and individual needs of gifted students, leading to greater knowledge and skills and to the development of creativity and higher order thinking skills.</p> <p>At least one method of acceleration and one method of enrichment must be checked.</p>

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VI. INDIVIDUAL AND PROGRAM GOALS/OBJECTIVES

Individual Goal and Objectives					
The student's goal is based on the student's GPEN and need for differentiation beyond the general curriculum. Refer to the <i>Sunshine State Standards</i> and/or <i>Competency-Based Curriculum</i> .					
Student's Individual Goal: Item 25					
Objective #1: Item 26					
Objective #2: Item 27 Item 31					
Evaluation Procedures: Item 28 <input type="checkbox"/> Graded Work Samples <input type="checkbox"/> Informal Assessment <input type="checkbox"/> Teacher-made Tests <input type="checkbox"/> Teacher Observation <input type="checkbox"/> Student Self-Assessment <input type="checkbox"/> Rubric <input type="checkbox"/> Performance Demonstration <input type="checkbox"/> Portfolio Evaluation <input type="checkbox"/> Standardized Test <input type="checkbox"/> Other: _____ _____ _____	Evaluation Criteria: Item 29 <input type="checkbox"/> 90% - 100% Mastery <input type="checkbox"/> 80% - 89% Mastery <input type="checkbox"/> 3 out of 5 Occurrences <input type="checkbox"/> Other: _____ _____ Item 30 Evaluation Schedule: <i>(must be done at least once a year)</i> <input type="checkbox"/> Annually (once a year) <input type="checkbox"/> Bi-Annually (every six months) <input type="checkbox"/> Other: _____ _____ _____	Results*: Place initial in the appropriate box			
		Date	Mastered (develop or revise EP)	Sufficient Progress (EP may continue)	Insufficient Progress (Develop new EP)
		Item 32	Item 33	Item 34	Item 35

Program Goal and Objectives					
These goals/objectives apply to all students within the student's program or class. Refer to the <i>Gifted Program Goals and Objectives</i> .					
Program Goal: Item 36					
Objective #1: Item 37					
Objective #2: Item 38 Item 42					
Evaluation Procedures: Item 39 <input type="checkbox"/> Graded Work Samples <input type="checkbox"/> Informal Assessment <input type="checkbox"/> Teacher-made Tests <input type="checkbox"/> Teacher Observation <input type="checkbox"/> Student Self-Assessment <input type="checkbox"/> Rubric <input type="checkbox"/> Performance Demonstration <input type="checkbox"/> Portfolio Evaluation <input type="checkbox"/> Standardized Test <input type="checkbox"/> Other: _____ _____ _____	Evaluation Criteria: Item 40 <input type="checkbox"/> 90% - 100% Mastery <input type="checkbox"/> 80% - 89% Mastery <input type="checkbox"/> 3 out of 5 Occurrences <input type="checkbox"/> Other: _____ _____ Item 41 Evaluation Schedule: <i>(must be done at least once a year)</i> <input type="checkbox"/> Annually (once a year) <input type="checkbox"/> Bi-Annually (every six months) <input type="checkbox"/> Other: _____ _____ _____	Results*: Place initial in the appropriate box			
		Date	Mastered (develop or revise EP)	Sufficient Progress (EP may continue)	Insufficient Progress (Develop new EP)
		Item 43	Item 44	Item 45	Item 46

*Send copy to parent/guardian when results are recorded.

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Item 25	The student's individual goal must reference the student's GPEN, checked in Section V. PLEP and GPEN, Item 23, and must be based on the Sunshine State Standards/Competency-Based Curriculum (SSS/CBC) for that subject area. Two objectives must be written for the Individual Goal. An objective is defined as what a student is expected to accomplish. If more than one GPEN was identified on Section V, then this section must be completed for each of the GPEN selected.
Item 26	Enter objective #1
Item 27	Enter objective #2
Item 28	Check the box(es) that appropriately describes the method(s) that will be utilized to assess the student's success with the individual goal and objectives.
Item 29	Check the box(es) that appropriately describes the criteria that will be utilized to assess the child's success with the individual goal and objectives.
Item 30	Check the box that appropriately describes how often a child's progress in meeting the individual goal and objectives will be assessed. At a minimum, progress must be assessed annually.
Item 31	Note the child's progress or Result on the EP as prescribed on the Evaluation Schedule. Results are entered at the intervals identified in the Evaluation Schedule during the EP conference. Results are what the student has accomplished to date. Mastered Sufficient progress Insufficient progress The date and initials of person entering the data are recorded each time this section is updated. Only ONE of these three choices may be initialed. A copy of the EP must be sent to the parent(s)/guardian(s) when results are recorded. Documentation must be available for review by parent(s)/guardian(s) for the assessed areas on the EP. Most objectives are designed to be met within a two-year period. Once the student has mastered an objective, a new EP with new goals and objectives must be written. If insufficient progress has been made, a new EP must be developed.
Item 32	Place the date that results are recorded in the box.
Item 33	Initial in this box if the student has mastered the individual goal and objectives. If this box is initialed, an EP meeting must be held to develop a new goal and objectives.
Item 34	Initial in this box if the student has made sufficient progress towards meeting the individual goal and objectives. If this box is initialed, the EP may continue.
Item 35	Initial this box if the student has made insufficient progress towards meeting the individual goal and objectives. If this box is initialed, an EP meeting must be held to review the child's educational strengths and needs and a new EP must be written.
Item 36	Program Goals apply to all students in the program or class. State a goal to be accomplished in the program for the duration of the EP. Refer to the <i>Gifted Program Goals and Objectives</i> provided by the Division of Advanced Academic Programs (FM-6507). Two objectives must be written for the Program Goal. An objective is defined as what a student is expected to accomplish.
Item 37	Enter objective #1

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Item 38	Enter objective #2
Item 39	Check the box(es) that appropriately describes the method(s) that will be utilized to assess the student's success with the program goal and objectives.
Item 40	Check the box(es) that appropriately describes the criteria that will be utilized to assess the child's success with the program goal and objectives.
Item 41	Check the box that appropriately describes how often a child's progress in meeting the program goal and objectives will be assessed. At a minimum, progress must be assessed annually.
Item 42	<p>Note the student's progress or Result on the EP as prescribed on the Evaluation Schedule. Results are entered at the intervals identified in the Evaluation Schedule during the EP conference. Results are what the student has accomplished to date.</p> <p>Mastered Sufficient progress Insufficient progress</p> <p>The date and initials of person entering the data are recorded each time this section is updated. Only ONE of these three choices may be initialed. A copy of the EP must be sent to the parent(s)/ guardian(s) when results are recorded. Documentation must be available for parent(s)/ guardian(s) review for areas assessed on the EP.</p> <p>Most objectives are designed to be met within a two-year period. Once the student has mastered an objective, a new EP with new goals and objectives must be written. If insufficient progress has been made, a new EP must be developed.</p>
Item 43	Place the date that results are recorded in the box.
Item 44	Initial in this box if the student has mastered the program goal and objectives. If this box is initialed, an EP meeting must be held to develop a new goal and objectives.
Item 45	Initial in this box if the student has made sufficient progress towards meeting the program goal and objectives. If this box is initialed, the EP may continue.
Item 46	Initial this box if the student has made insufficient progress towards meeting the program goal and objectives. If this box is initialed, an EP meeting must be held to review the child's educational strengths and needs and a new EP must be written.

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VII. EDUCATIONAL SERVICES

Program Model(s): <input type="checkbox"/> Content <input type="checkbox"/> Resource <input type="checkbox"/> Full-time <input type="checkbox"/> Consultation (Senior High School Only)	Type of Program: <input type="checkbox"/> Home-based <input type="checkbox"/> Center	Number of Gifted Contact Hours (per week): Item 49 Maximum of 25 hours
<i>Location of Services (Assigned School/Regional Center)</i> Item 50	<i>Does the student require the related service of transportation?</i> Item 51 <input type="checkbox"/> Yes <input type="checkbox"/> No	

Educational Services

The curriculum for gifted students reflects the State of Florida Sunshine State Standards through the implementation of the district's *Competency-based Curriculum (CBC)* and the *Gifted Goals and Objectives* as identified for students on their EP. These include: critical thinking, creative thinking, developing independence in learning, personal growth, leadership skills, research skills, problem solving, and communication.

The following delivery models are available to meet the needs of gifted students:

- **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.
- **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.
- **Consultation Model (9-12)** ensures that senior high school gifted students achieve their gifted goals and objectives through Advanced Placement (AP), International Baccalaureate (IB), Honors, and/or other academically rigorous programs.

Item 47	Check the type of program: Content, Resource, Full-time, or Consultation Model.
Item 48	Check Home-based if gifted services are provided at the home school. Check Center if gifted services are provided at a site servicing multiple schools.

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Item 49	<p>Enter the number of gifted contact hours students participate in the gifted program. This number reflects the actual contact hours the student participates in the gifted program. The gifted contact hours on students' EPs, in the computer, and on the master schedule must all equal the same number of hours.</p> <p>The maximum number of contact hours written in an EP is 25 hours; however, the maximum number of contact hours entered in the ISIS screen cannot exceed 12 hours.</p> <p>For secondary schools, the number of contact hours should equal the number of minutes per period times the number of periods that a student is in a gifted course. For schools with block schedules, the average daily minutes per period should be utilized in calculating the number of gifted contact hours.</p>
Item 50	<p>Enter the name of the school and the number of the corresponding Regional Center where the services will actually be provided to the student. Enter the home school if services will be provided at the home school. Enter the center name if services will be provided at an alternate location.</p>
Item 51	<p>Check the appropriate box as to whether the student will require transportation services provided by the school district.</p>

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VIII. INITIATION/ DURATION DATES

Services delineated on this EP, unless otherwise indicated, will initiate _____ and have an anticipated duration through _____. <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> Item 52 (MM/DD/YY) </div> <div style="text-align: center;"> Item 53 (MM/DD/YY) </div> </div>	Item 54 Duration of EP: <input type="checkbox"/> 1 year <input type="checkbox"/> 2 years
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IX. PARENT/GUARDIAN DOCUMENTATION

A copy of this EP was given to the parent(s)/guardian(s):	Item 55 <input type="checkbox"/> Yes <input type="checkbox"/> No
If no, parent(s)/guardian(s) will receive a copy via: _____	

Item 52	Enter the date that gifted services will commence. This date should reflect the first day of gifted classroom instruction for the student, NOT the day of the EP conference.
Item 53	Enter the date of the EP meeting plus one or two years, minus one day. Example: If the EP is written for one year and the meeting date is 08/30/06, then the EP is anticipated to have a duration through 08/29/08. The next EP meeting MUST be held on or before the day on which the EP will expire.
Item 54	Check the appropriate box. Most EPs will have a duration of two years.
Item 55	Check the appropriate box. If the parents are not present at the EP meeting, the “No” box must be checked.
Item 56	If “No” is checked in Item 55, you must stipulate how a copy of the EP is being forwarded to the parent(s)/guardian(s). Some acceptable methods of delivery are: US mail, fax, or sent home with student. Other delivery methods may also be used.

IX. CONFERENCE NOTES/OTHER PERTINENT INFORMATION

Item 58

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Item 58	Use this section to document information concerning the development of the EP. For example: <i>Student is eligible for the gifted program, but not placed as per parent’s request.</i> Comments should be followed by the date and the initials of parent(s)/guardian(s) and a member of the EP committee.
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