

## *Annotated Gifted Individualized Education Program (GIEP)*

Each section of this Annotated GIEP is accompanied by a Chapter 16 citation. The citation is followed by an explanation of what the section and citation mean to districts and an example. The examples are just that. The GIEP must be based on the individual needs of each identified gifted student.

Under Chapter 16: Special Education for Gifted Students, a current teacher of each identified gifted student must contribute to the writing of the GIEP. GIEPs written in the spring describe what will be done in the next school year. GIEPs need to be written so that the student's next teacher can read, understand, and implement what is written.

The GIEP:

- The GIEP team identifies a student as a gifted student, recommends the educational assignment, and develops the GIEP.
- The initial GIEP is based on the Gifted Multidisciplinary Evaluation (GMDE) and the recommendations of the Gifted Multidisciplinary Team (GMDT).
- The GIEP is a written plan describing what the district will be doing to address the needs of each specific gifted student.
- The GIEP is a legal document that, once agreed upon by the parent, becomes the district's responsibility to implement.
- Do not write into a GIEP anything that the school district cannot deliver.

The following people are part of the GIEP team:

- parents
- student (if parents choose)
- representative of the school district who is the chairperson
- one or more of the student's current teachers
- others at the discretion of the district or parents.

Other information to consider:

- An invitation to the GIEP meeting must be provided to the parents at least 10 calendar days in advance.
- The GIEP must be completed within 30 calendar days after the GMDT issues the Gifted Written Report (GWR).
- Parents receive a copy of the GIEP along with a copy of the Notice of Parental Rights.
- The GIEP of each student must be implemented no more than 10 school days after it is signed or at the start of the following school year if it is completed less than 30 days before the end of the current school year.
- A GIEP must be reviewed annually.

**GIFTED INDIVIDUALIZED EDUCATION PROGRAM (GIEP)**

\*\*\*\*\* Gifted Student  
Format

School Year: \_\_\_\_\_ GIEP Team Meeting Date \_\_\_\_\_

Student ID #: \_\_\_\_\_

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Age: \_\_\_\_\_

Student E-mail: \_\_\_\_\_

Parent Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: (H) \_\_\_\_\_

\_\_\_\_\_ (W) \_\_\_\_\_

\_\_\_\_\_ E-mail: (H) \_\_\_\_\_

\_\_\_\_\_ (W) \_\_\_\_\_

School District: \_\_\_\_\_

County of Residence: \_\_\_\_\_ Other Information: May include other

demographic information. \_\_\_\_\_

**GIEP TEAM PARTICIPANTS**

**§ 16.32 GIEP**

*(c) Each GIEP team shall include persons who meet the following qualifications:*

- (1) One or both of the student's parents.*
- (2) The student if the parents choose to have the student participate.*
- (3) A representative of the district, who will serve as the chairperson of the GIEP team, who is knowledgeable about the availability of resources of the district, and who is authorized by the district to commit those resources.*
- (4) One or more of the student's current teachers.*
- (5) Other individuals at the discretion of either the parents or the district.*
- (6) The names and positions of GIEP team participants and the date of the meeting.*

The Gifted Individualized Education Program (GIEP) Team makes the decisions about the student's program and placement.

NAME (typed or printed)	POSITION (typed or printed)
_____	Parent
_____	Parent
_____	Student*
_____	Teacher of _____
_____	Teacher of _____
_____	Teacher of _____
_____	Teacher of _____
_____	School District Representative (Chairperson)

\*The student may participate if the parents choose to have the student participate.

## I. PRESENT LEVELS OF EDUCATIONAL PERFORMANCE

### § 16.32. GIEP

*(e) The GIEP of each gifted student shall be based on the GMDT's recommendations and shall contain the following:*

*(1) A statement of the student's present levels of educational performance.*

On initial evaluation/identification or re-evaluation PLEP should include a summary of the information contained in sections I, II, and III of the GWR (Assessment of Academic Functioning, Learning Strengths, Educational Needs). Annual IEP development could be based on present education level data (gathered from formal and/or informal assessments/evaluations) such as:

1. Summary of performance in current educational program;
2. Instructional levels;
3. Specific aptitudes and abilities;
4. Rates of acquisition and retention;
5. Interests/Strengths/Needs;
6. Creativity assessment;
7. Problem solving and higher level thinking skills;
8. Social/emotional needs;
9. Learning styles;
10. Other

### **A few examples:**

- The student has exceptional ability to acquire and retain knowledge and demonstrates exceptional memory in \_\_\_\_
- The student is a creative producer of knowledge and is a non-conformist in ways of thinking about \_\_\_\_
- The student works independently and/or is self-directed in \_\_\_\_
- The student needs curriculum compacted in \_\_\_\_
- The student needs acceleration in \_\_\_\_
- The student needs to develop and apply advanced research experiences in \_\_\_\_

**II. GOALS AND OUTCOMES:** (Use as many copies of these pages or sections of these pages as needed to plan appropriately for the student).

### **A. ANNUAL GOAL:**

### § 16.32. GIEP

*(e) The GIEP of each gifted student shall be based on the GMDT's recommendations and shall contain the following:*

*(2) A statement of annual goals and short-term learning outcomes which are responsive to the learning needs identified in the evaluation report.*

Annual goals are to be developed from the present levels of educational performance and be reasonably calculated to yield meaningful educational benefit and student progress within one year's time.

**Example:** Jean will develop her independent research skills and creative thinking skills in economics

## B SHORT-TERM LEARNING OUTCOMES:

### § 16.32. GIEP

(e) *The GIEP of each gifted student shall be based on the GMDT's recommendations and shall contain the following:*

(2) *A statement of annual goals and short-term learning outcomes which are responsive to the learning needs identified in the evaluation report.*

(5) *Appropriate objective criteria, assessment procedures and timelines for determining, on at least an annual basis, whether the goals and learning outcomes are being achieved.*

Short-term learning outcomes are steps that lead to completion of the annual goal. Objective Criteria would set the level, standard, grade, performance, the percent of mastery or completion expected. Assessment procedures are the tests or procedures that will be used to measure the achievement. The timelines are when or how often the assessment will be made.

.Each short term learning outcome must relate to only one Annual Goal. The number and nature of the annual goals and the number of short term learning outcomes per goal will vary based on the student's needs.

#### 1) **Short Term Learning Outcome:**

Jean will learn about the stock market through a simulation . She will use a \$100,00.00 account to buy and sell stocks during a ten week period of time.

- **Objective Criteria –**  
She will produce a written analysis and chart the activity of her stock portfolio
- **Assessment Procedures –**  
Ongoing evaluation of portfolio analysis through student/teacher conferencing.
- **Timelines –**  
Weekly monitoring.

#### 2) **Short Term Learning Outcome:**

Jean will design, organize and complete a research project related to an area of economics.

- **Objective Criteria –**  
Include at least two media, demonstrate thorough investigation of the subject using at least five sources.
- **Assessment Procedures –**  
Teacher/student developed rubric.
- **Timelines –**  
End of semester

**C. SPECIALLY DESIGNED INSTRUCTION TO BE PROVIDED TO THE STUDENT.** (This may be listed with each short-term learning objective or listed in this section.)

***§ 16.1. Definitions.***

***Specially designed instruction--Adaptations or modifications to the general curriculum, instruction, instructional environments, methods, materials, or a specialized curriculum for students who are gifted.***

Specially designed instruction consists of planning and implementing varied approaches to content, process and product modification in response to the student's interests, ability levels, readiness and learning needs. SDI may be delivered in a variety of settings as determined by the IEP team.

Specially designed instruction could include, but is not limited to, the following:

- Individualized pacing
- Shadow studies
- Mentorships
- Independent Study
- Distance Learning
- Course compacting
- Individualized enrichment/acceleration
- Development of higher order thinking and problem-solving skills
- Special activities
- Projects

**NOTE:** peer tutoring, extra assignments, helping others, grading papers, etc. are NOT GIFTED SUPPORT. Please do not write them into a GIEP.

**D. SUPPORT SERVICES NEEDED TO ENSURE THE STUDENT BENEFITS FROM OR GAINS ACCESS TO A GIFTED EDUCATION PROGRAM.**

***§ 16.33. Support services***

***(a) The GIEP team, during the development, review or revision of a GIEP, shall determine whether the gifted student needs one or more support services.***

***(b) The GIEP team shall conclude that transportation to and from school psychological services, parent counseling and education, or another service is a support service if the GIEP team determines that one of the following criteria has been met:***

***(1) The service is an integral part of an educational objective of the student's GIEP, without which the GIEP cannot be implemented.***

***(2) The service is needed to ensure the student benefits from or gains access to a gifted education program.***

Support services could include, but are not limited to, the following:

- Career Guidance
- Counseling
- Affective Education
- Transportation
- Technology Education
- Flexible grouping

**II. DATES**

**§ 16.32. GIEP**

*(e) The GIEP of each gifted student shall be based on the GMDT's recommendations and shall contain the following:*

*(4) Projected dates for initiation and anticipated duration of gifted education.*

**A. Projected date when services and programs will begin:** \_\_\_\_/\_\_\_\_/\_\_\_\_  
Mo Day Yr

**B. Anticipated duration of services and programs:** \_\_\_\_/\_\_\_\_/\_\_\_\_  
Mo Day Yr