

ANNOTATED GIFTED INDIVIDUALIZED EDUCATION PLAN

Child's Name: _____

Annotated Gifted Individualized Education Plan (GIEP)

School Year: _____ GIEP Team Meeting Date: _____

Student ID #: _____ Implementation Date: _____

Student Name: _____ DOB: _____ Age: _____

Student E-mail: _____ Grade: _____

Parent Name: _____

Address: _____ Phone: (H) _____

_____ (W) _____

_____ E-mail: (H) _____

_____ (W) _____

School District: _____

County of Residence: _____ Other Information: _____

ANNOTATION:

GIEP Team Meeting Date: Write the date that the GIEP team meeting is held. A GIEP team meeting is to occur no less than once per calendar year and is conducted within 30 calendar days of a determination that the student is gifted (30 calendar days following the issuance of the gifted multidisciplinary team's report).

GIEP Implementation Date (Projected Date when Services and Programs Will Begin): Write the first day the student will begin to receive the supports and services described in this GIEP. GIEPs must be implemented no more than 10 SCHOOL days after it is signed or at the start of the following school year if completed less than 30 days before the last day of scheduled classes in the school year. When a NORA/PWN must be issued to the parent, the LEA must wait until the 11th calendar day after presenting the NORA/PWN to the parent. The LEA must have a GIEP in effect for each student with a disability at the beginning of each school year. If the GIEP annual review is due sometime in the summer, the school may not wait until the new school year to write the GIEP. The GIEP must be in effect at the beginning of each school year.

NOTE: This GIEP form is not to be used for students who are gifted and also have a disability as identified in the Individuals with Disabilities Act and Chapter 14 regulations. If a student is determined to be both gifted and eligible for special education, the procedures in Chapter 14 are followed and an IEP is developed to address all the needs of the student. A single IEP is developed, implemented, revised and modified in accordance with Chapters 14 and 16.

GIEP TEAM PARTICIPANTS

The Gifted Individualized Education Plan (GIEP) Team makes the decisions about the student's program and placement. Required members of the GIEP team are: the student's parent(s), the student (if appropriate), one or more of the student's current teachers, a school district representative, other individuals at the discretion of either the parents or district, and a teacher of the gifted.

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

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

** The district representative is one who is knowledgeable about the availability of resources of the district and who is authorized by the district to commit those resources.

ANNOTATION:

GIEP Team Participants are identified in §16.32. Each GIEP team must include persons who meet the following qualifications: One or both of the student's parents; the student if the parents choose to have the student participate; 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; one or more of the student's current teachers; other individuals at the discretion of either the parents or the district; and, a teacher of the gifted.

I. PRESENT LEVELS OF EDUCATIONAL PERFORMANCE

- A. Ability and assessment test scores:
- B. Group and individual achievement measures:
- C. Grades:
- D. Progress on goals:
- E. Instructional levels:
- F. Aptitudes, interests, specialized skills, products and evidence of effectiveness in other academic areas:

ANNOTATION:

Present levels may include ability and assessment test scores, group and individual achievement measures, grades, progress on goals, instructional levels, aptitudes, interests, specialized skills, products, and evidence of excellence in other than academic areas. Present levels should be updated annually. Information could be derived from informal and formal assessments such as report cards, classroom performance, intelligence testing, curricular based assessment, parent/student input, and behavioral and learning characteristics. Information could be formulated by teacher observations, parental input and student self-assessment. Information could also be obtained by using a variety of assessment tools such as: Fisher Comprehensive Assessment of Giftedness Scale, Renzulli / Hartman Scale, GATES – Gifted and Talented Evaluation Scale and Learning Styles Inventory.

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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:

B SHORT-TERM LEARNING OUTCOMES:

Short Term Objectives	Objective criteria	Assessment Procedures	Timelines
1.			
2.			
3.			

ANNOTATION:

The GIEP must include a statement of the goals and short-term learning outcomes that are responsive to the learning needs identified in the gifted written report. 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.

C. SPECIALLY DESIGNED INSTRUCTION (SDI) TO BE PROVIDED TO THE STUDENT. (Include this information for each annual goal)

SDI	Projected date for initiation	Anticipated frequency	Location	Anticipated Duration

ANNOTATION:

Specially designed instruction (SDI) refers to adaptations or modifications that are made to the general curriculum, instruction, instructional environments, methods, materials, or a specialized curriculum for students who are gifted. SDI 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. Specially designed instruction may be delivered in a variety of settings as determined by the IEP team and could include, but is not limited to: 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, and projects.

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D. SUPPORT SERVICES NEEDED TO ASSIST THE GIFTED STUDENT TO BENEFIT FROM GIFTED EDUCATION.

Support Service	Projected date for initiation	Anticipated frequency	Location	Anticipated Duration

ANNOTATION:

The GIEP team, during the development, review or revision of a GIEP, shall determine whether the gifted student needs one or more support services. The GIEP team shall conclude that collaboration between the gifted education teacher/facilitator and the student's regular classroom teacher(s), transportation to and from school psychological services, parent counseling and education, or other services is a support service if the GIEP team determines that one of the following criteria has been met:

- The service is an integral part of an educational objective of the student's GIEP, without which the GIEP cannot be implemented.
- The service is needed to ensure the student benefits from or gains access to a gifted education program.