



GIEP'S

# Developing an Educational Plan for Your Child

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# We need to understand the Regulations

- ▣ Each School district will provide the following:
  - Services and programs planned, developed and operated for the identification and evaluation of each gifted student.
  - Gifted Education for each gifted student which is based on the unique needs of the student, not solely on the student's identification
  - Gifted education for gifted students which enables them to participate in acceleration or enrichment programs, or both, as appropriate, and to receive services according to their intellectual and academic abilities and needs.

# Definition of Mentally Gifted

- ▣ Outstanding intellectual and creative ability which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program.
- ▣ An IQ of 130 or higher
  - (may not be based on IQ alone)

# Definition of Mentally Gifted (cont.)

- ▣ Multiple criteria include:
  - Achievement test scores
  - Acquisition and retention rates
  - Demonstrated achievement, performance or expertise in one or more academic areas
  - Higher level thinking skills, academic creativity, leadership skills, academic interest areas, communication skills, foreign language aptitude or technology expertise



# GMDE *Update*

- ▣ Parental requests for evaluation must be in writing and are limited to one per school term.
- ▣ *If a request is made orally, the district must provide a permission to evaluate form within 10 calendar days*

# Gifted Education

- ▣ Specially Designed Instruction (SDI) to meet the needs of a gifted student that is:
  - Conducted in an instructional setting
  - Provided in an instructional or skill area
  - Provided at no cost to the parent
  - Provided under the authority of a school district
  - Provided by an agency
  - Individualized
  - Reasonably calculated to yield meaningful educational benefit and progress
  - Provided in conformity with a GIEP

# A Gifted Program...

- ▣ Should result from a desire to provide an appropriate education for ALL students
- ▣ Be a continuous commitment to the gifted student. (ALL OF THE TIME)
- ▣ Is the responsibility of ALL, (Educators, parents and the student themselves)

# Focus On Student Needs

not the

# School's Gifted Program

# The GIEP

- ▣ It is a *plan* and not a program for student progress
- ▣ It modifies *regular* education curriculum (for example: acceleration, enrichment) and allows for pull out options
- ▣ Addresses student instructional needs, strengths, and interests in *all* classes as indicated by PLEPs
- ▣ Should be a true team effort: regular education, specialists, support staff and parents



# GIEP Team *Update*

- ▣ 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.
- ▣ A teacher of the gifted

# Educational Placement

- ▣ The GIEP team shall base educational placement...
- ▣ Districts may include the categorical grouping of students. The placement shall:
  - Enable the provision of specially designed instruction
  - Ensure the student is able to benefit meaningfully from the rate, level, and manner of instruction
  - Provide opportunities to participate in acceleration or enrichment... These opportunities shall go beyond the program the student would receive as a part of general education.

# GIEP Must Include

- ▣ Present levels of educational performance (PLEP)
- ▣ Annual goals and Short-term learning outcomes (responsive to needs)
- ▣ Specially designed instruction and support services
- ▣ Dates for initiation and duration
- ▣ Criteria, procedures and timelines in determining whether goals and objectives are achieved
- ▣ Names and positions of the team and the date of the meeting

# GIEP (cont.)

## *Update*

- ▣ Short-term learning outcomes are measurable and should lead to annual goal
- ▣ Include the anticipated frequency, and location of educational services in the GIEP
- ▣ Require the school to notify teachers of their responsibilities to each of their students who are identified as gifted
- ▣ Signatures are not required

# GIEP - Implementation

- ▣ Within 10 school days or at start of school year *if it was developed less than 30 calendar days before the last day of scheduled classes*
- ▣ If parents give consent by signing the Notice Of Recommended Assignment [NORA] in person at the GIEP meeting, the GIEP cannot be implemented for at least 5 calendar days. This allows the parents the opportunity to revoke consent if they change their minds.



# The GIEP *is* a legal agreement

- ▣ District resources cannot limit services.
- ▣ Based on the recommendations of the Gifted Multidisciplinary Team (GMDT), the GIEP team is accountable for what is recorded in the document.
- ▣ Scheduling and time cannot limit services

**Based on Chapter 16:**

**<http://www.pacode.com/secure/data/022/chapter16/chap16toc.html>**

# Dual Exceptionalities *Update*

- ▣ A single IEP will be developed for students with dual exceptionalities
  - (i.e., a student with a disability who also meets the criteria for gifted services).
- ▣ Follow Chapter 14 requirements to develop an IEP that addresses both exceptionalities.

# How To Have An Effective GIEP Meeting

## *Know the Student*

- ▣ **Achievement Test Scores**
- ▣ **Report Card Grades**
- ▣ **Academic Strengths and Weaknesses**
- ▣ **Interests**
- ▣ **Personality Traits**
- ▣ **Social, Emotional, Physical History**

# How To Have An Effective GIEP Meeting

## *Speak With Your Child*

- **What Do They Want In Terms Of Programming**

**Acceleration**

**Modifications**

**Enrichment**

# How To Have An Effective GIEP Meeting

## *Identify*

### ▣ Needs

- ▣ How and where
  - ▣ At home
  - ▣ Outside of the school community
  - ▣ In regular education program
  - ▣ Through acceleration
  - ▣ Through the appropriate in house program
  - ▣ Enrichment
  - ▣ Other



# At The Conference

- ▣ Listen
- ▣ Question
- ▣ Suggest
- ▣ Take Small Steps

**The GIEP is a uniform document  
that flows**

**The PLEP**



**Annual Goals**



**Short-Term Learning Outcomes**



**Specially Designed Instruction**

# A GIEP Is:

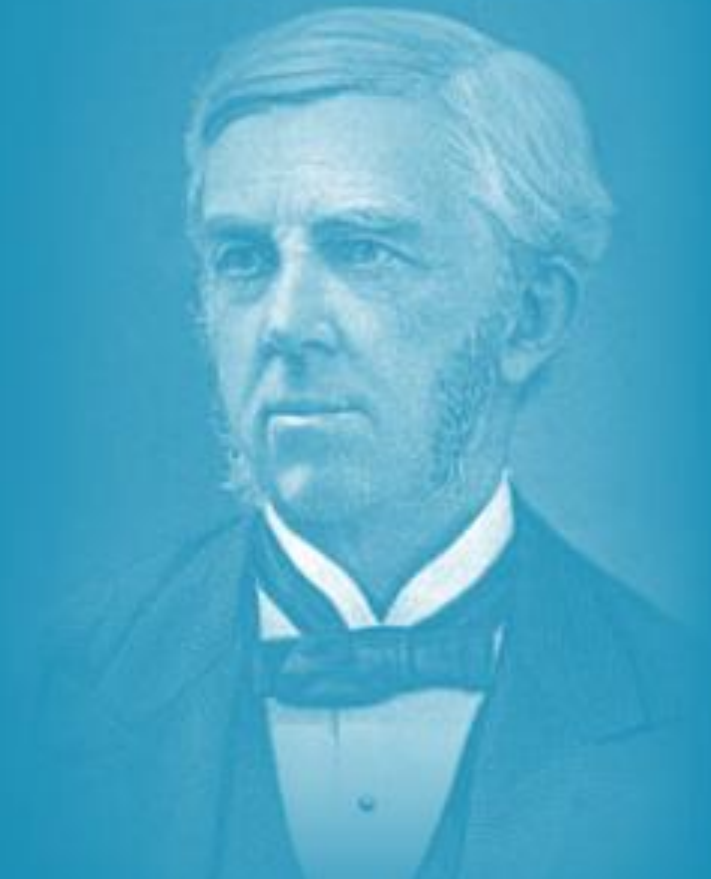
- ▣ Communication vehicle
- ▣ Opportunity to resolve differences
- ▣ A commitment of resources
- ▣ A management tool
- ▣ A compliance/monitoring document
- ▣ An evaluation device

# Remember

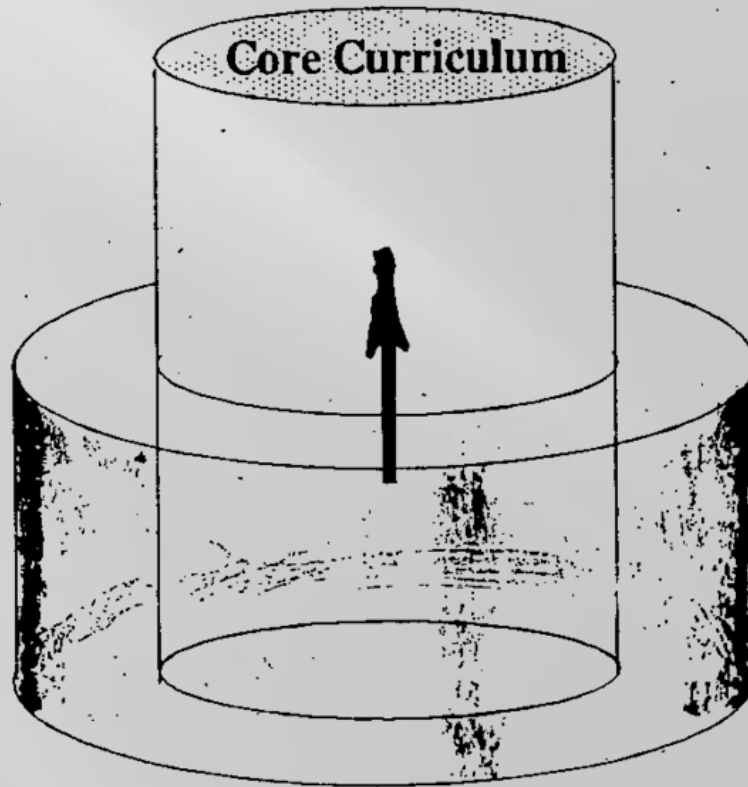
“The great thing in the world is not so much where we stand, as in what direction we are moving.”

**-Oliver Wendell Holmes**

(August 29, 1809 – October 7, 1894)  
American physician, poet, professor,  
lecturer, and author.



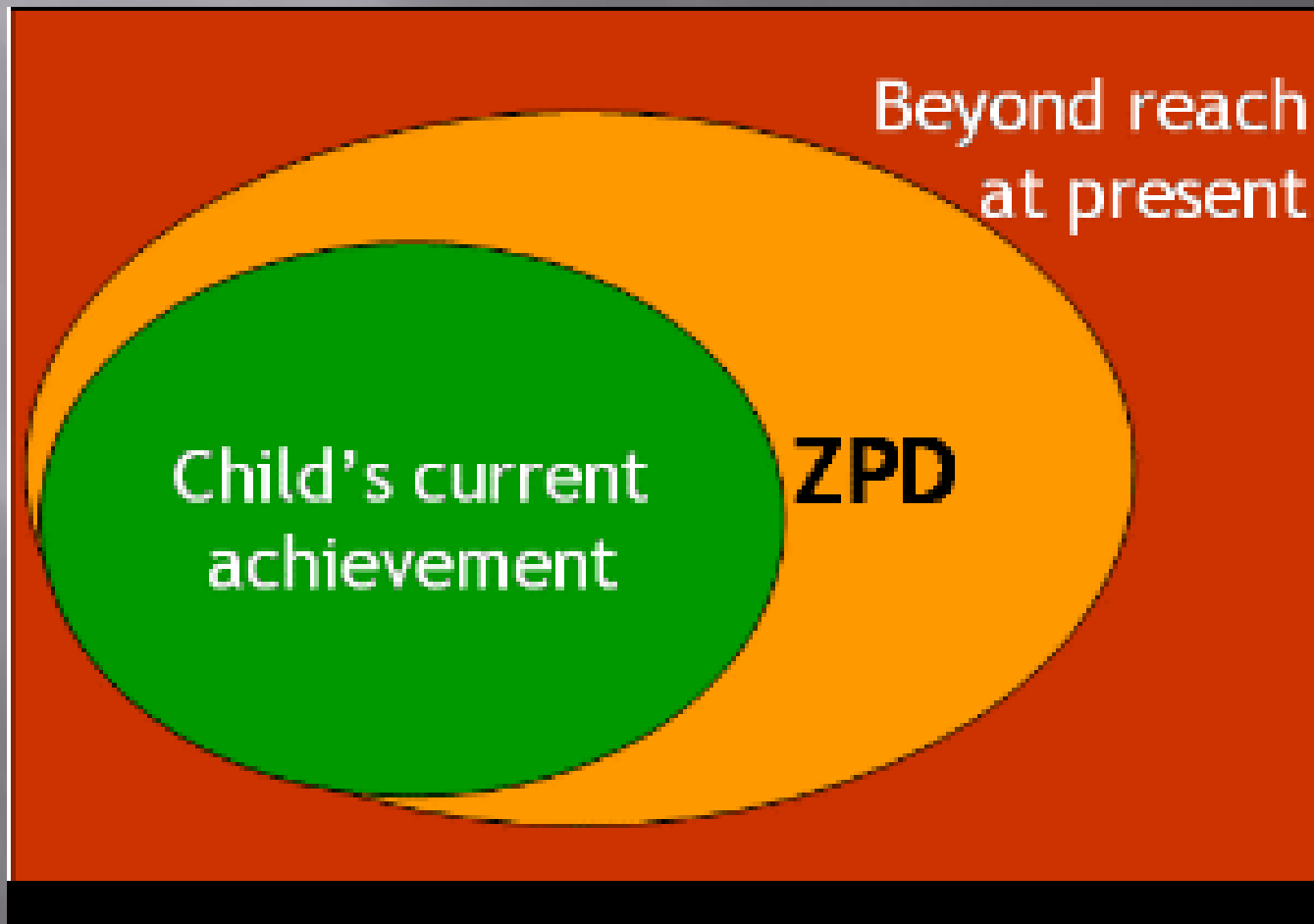
# Acceleration , Enrichment, or Both

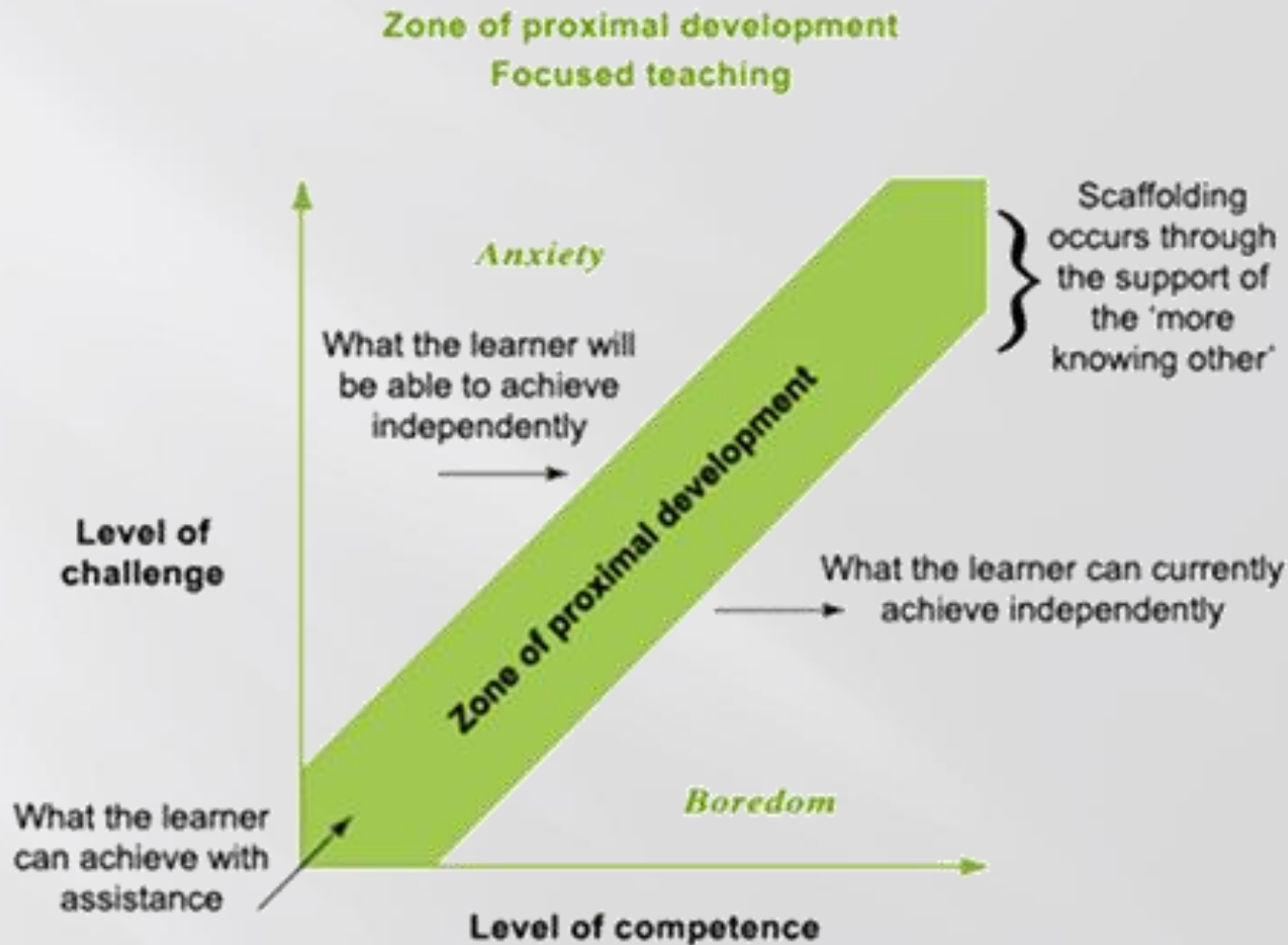




# Zone of Proximal Development

Lev Vygotsky





In other words to be presented with instruction and materials that align with the student's instructional level (PLEP).

Susan, please  
put away **Moby Dick**.  
It's time for your  
silent "e" review  
sheet.



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