



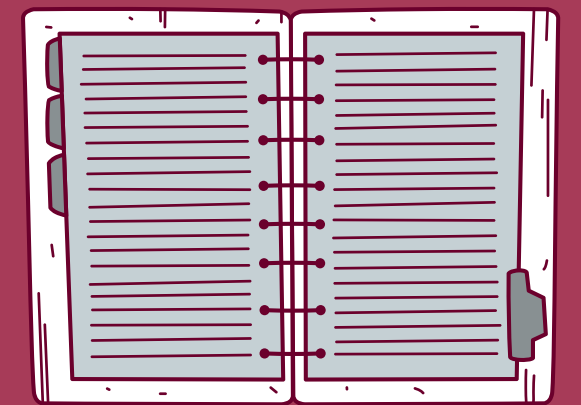
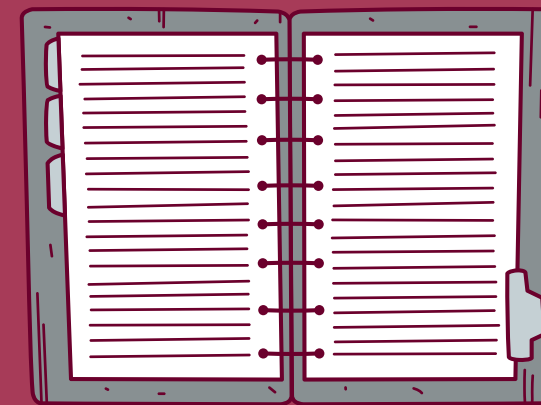
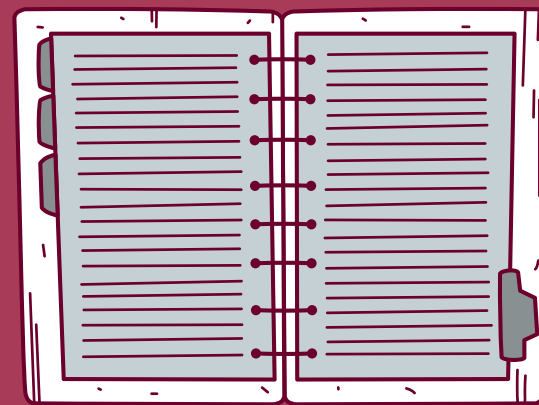
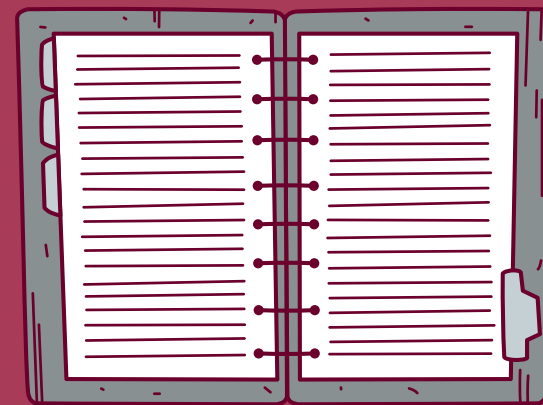
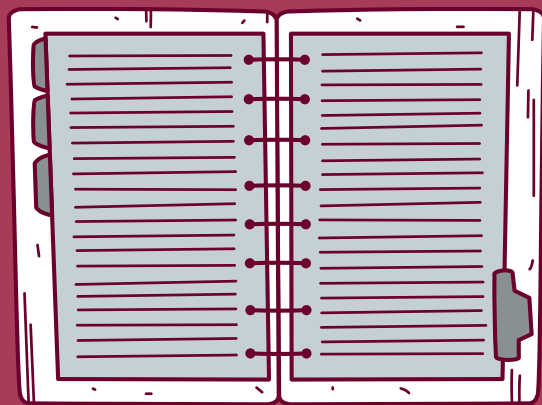
GIEP 101

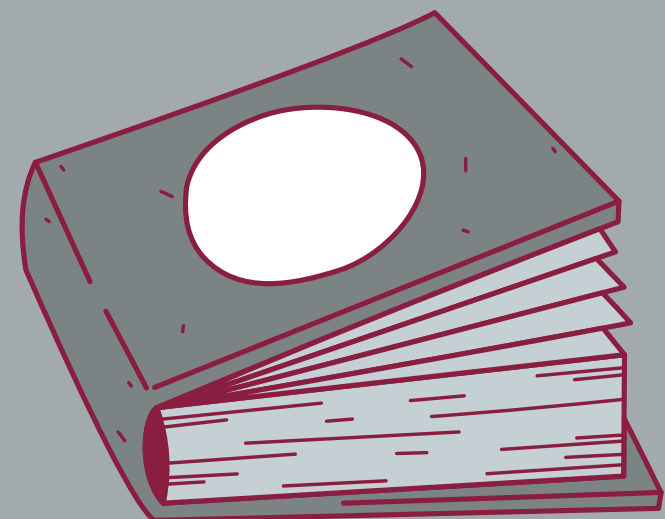
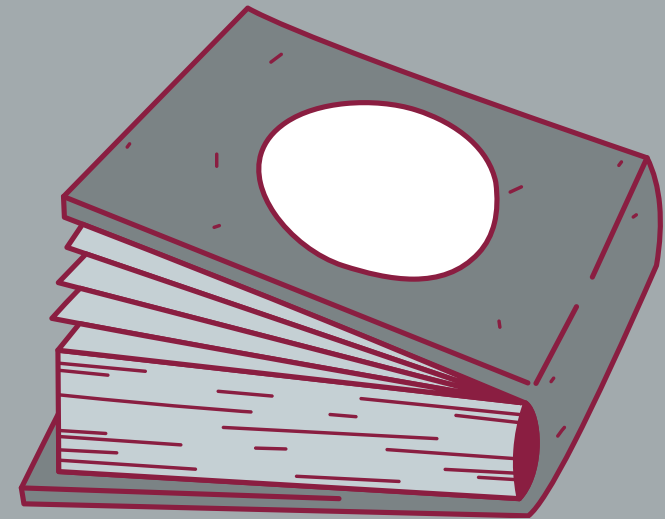
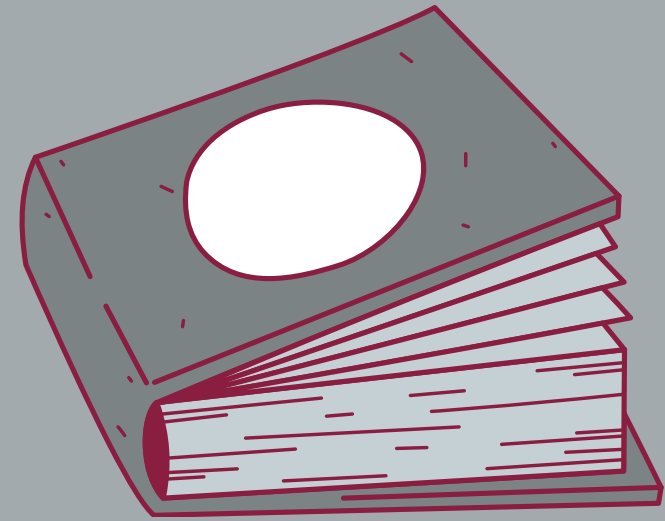
Introductions

Erin Cummings
Gifted Liaison for Chester County

Dr. Lauren Walker
Supervisor Student Services and Gifted
Lower Merion School District

Christine Fleming
Coordinator of Gifted Support
Lower Merion School District





Agenda

- Characteristics of the Gifted Child
- Evaluation Process and Outcomes
- Gifted Individualized Education Plan (GIEP)
- Sections of the GIEP
- Gifted Support

Characteristics of the Gifted Child

- Extensive and detailed memory particularly in a specific area of interest
- Advanced vocabulary/communication skills for his or her age uses precocious language
- Asks intelligent and complex questions
- Learns information quickly
- Uses logic in arriving at common sense answers
- Understands abstract ideas and complex concepts



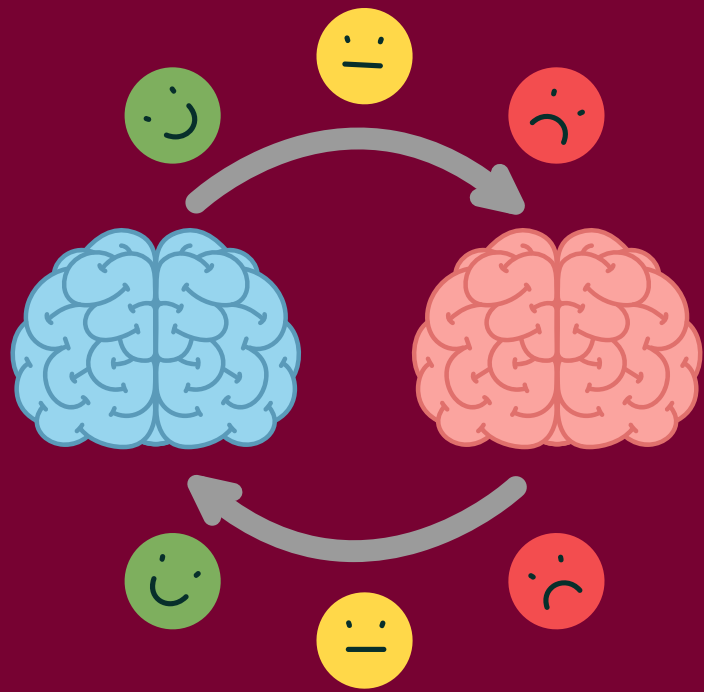
Characteristics of the Gifted Child

- Uses analogical thinking problem solving or reasoning
- Observes relationships and sees connections
- Works conscientiously and has a high degree of concentration in areas of interest
- Understands and uses various symbol systems
- Demonstrates reading comprehension or writing skills advanced for his or her age
- Strong artistic or musical abilities



Emotional and Behavioral Characteristics of Gifted Children

OVEREXCITABILITIES/INTENSITIES



- More aware of, stimulated by, and affected by their surroundings.
- Emotional or physical reactions to events can last longer than expected
- Extreme feelings/complex emotion
- Physical reaction to emotion: stomachaches and headaches
- Strong affective memory

Gifted Timeline and Evaluation Process

Evaluation Process



Evaluation requests can be initiated by:

- parents/guardians
- school based achievement teams

Permission to Evaluate

PTE is sent to parent within 10 calendar days

10 days

60 days

Multidisciplinary Evaluation

The evaluation must be completed within 60 calendar days from the date the PTE was received

Invitation To Participate

Must be sent home 10 days before the meeting

10 days

30 days

GIEP

A GIEP will be developed within 30 calendar days after the GWR is sent home

GIEP Implementation

GIEP must start no more than 10 days after the NORA is signed

10 days

5 days

NORA

A NORA must be presented to the parents at the GIEP meeting or within 5 days of the meeting

Parents

Parents have 10 calendar days to respond by mail or 5 days if at GIEP Meeting

5/10 days

Evaluation Process

- The Gifted Multidisciplinary Team conducts the Gifted Multidisciplinary Evaluation
- Testing occurs during the school day and is conducted by a certified school psychologist
- Data and feedback is collected from parents/guardians and teachers
- The Gifted Multidisciplinary Team compiles a written report based on the outcome of the Gifted Multidisciplinary Evaluation



Evaluation Process



- If the Gifted Multidisciplinary Team identifies the student as a gifted student, the Team uses the Gifted Written Report to develop a Gifted Individualized Education Plan
- If a student does not qualify, instruction in the classroom may be differentiated to meet their academic needs

*Gifted Individualized
Education Plan*

Acronyms in Gifted

PTE - Permission to Evaluate

GMDT - Gifted MultiDisciplinary Team

MDE - MultiDisciplinary Evaluation

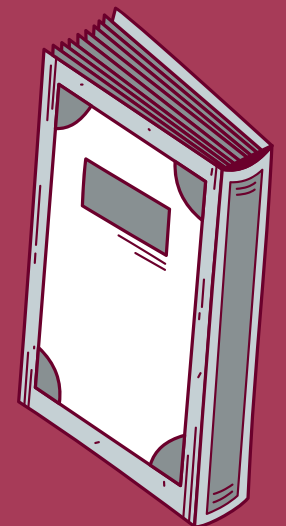
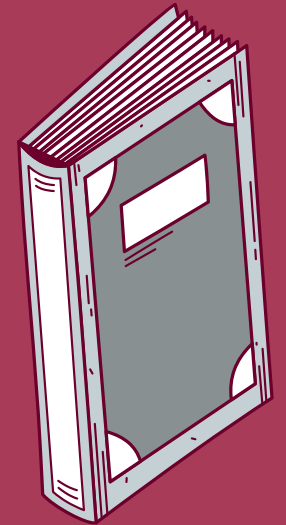
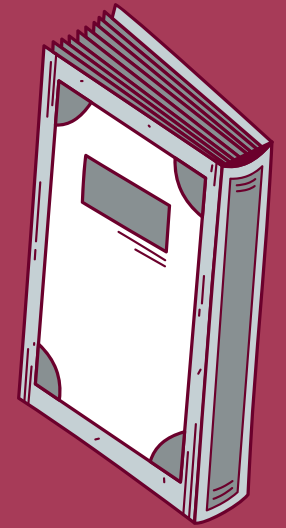
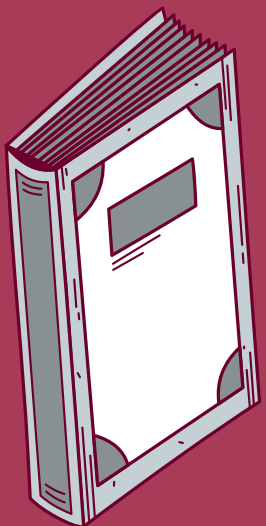
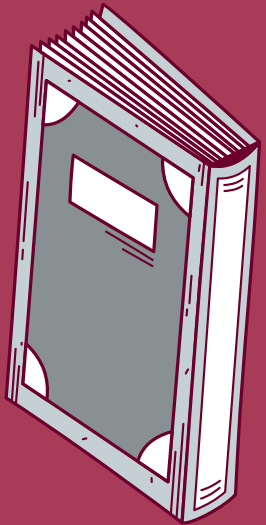
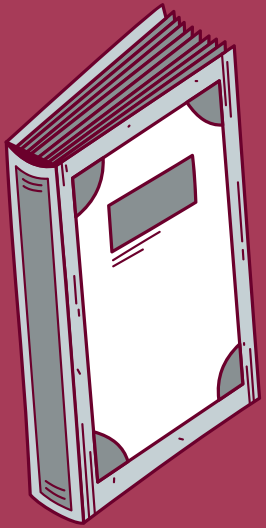
GWR - Gifted Written Report

GIEP - Gifted Individualized Education Plan

NORA - Notice of Recommended Assignment

STLO - Short Term Learning Outcomes

SDI - Specially Designed Instruction





What is a GIEP?

The Gifted Individualized Education Plan (GIEP) is a strengths based document that is the framework of a student's program and consists of information that is useful in providing appropriate programming and support services for an individual student.



GIEP Sections

Present Levels

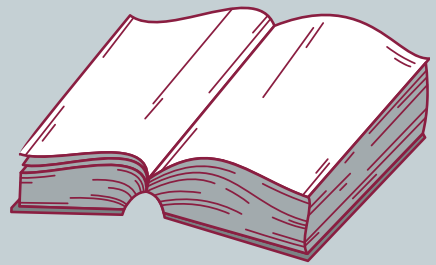
Goals

Short Term Learning Outcomes

Specially Designed Instruction

Support Services

Present Levels

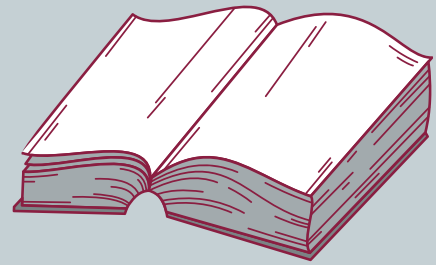


Summary of services and performance

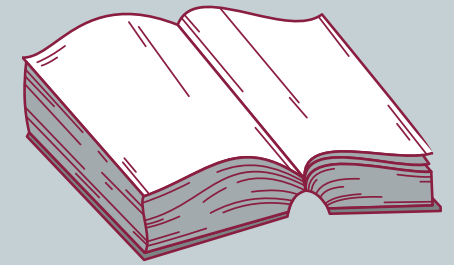
Often referred to as the PLEP

- How your student is performing
- Current Data (1-2 years at most)
- Input from teachers, student and parent/guardian
- Current Grades
- Ability & Assessment test scores
- Annual: Progress towards goals

Present Levels

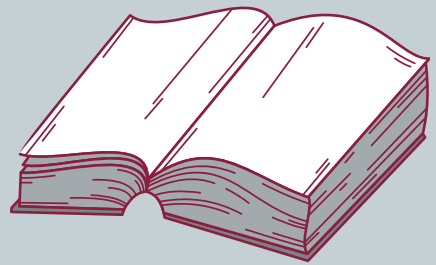


What is not in the PLEP?



Areas of need

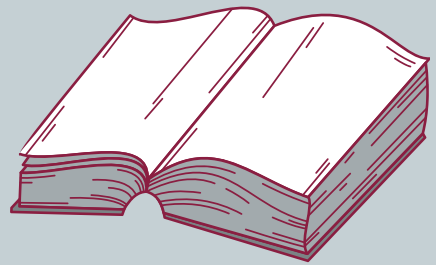
Goals



Strengths based goals

- Based on student's strengths and area(s) of giftedness
- Aligned to academic standards
- Progress is monitored annually

Short Term Learning Outcomes

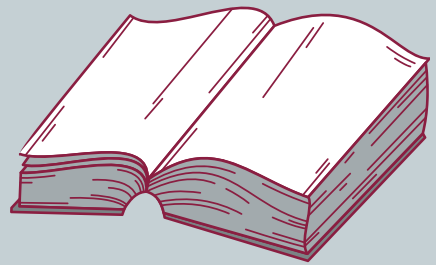


Goals broken down

Often referred to as STLO's

- At least 2 per goal
- Focuses on the components of the goal
- Can span short or long periods of time

Specially Designed Instruction

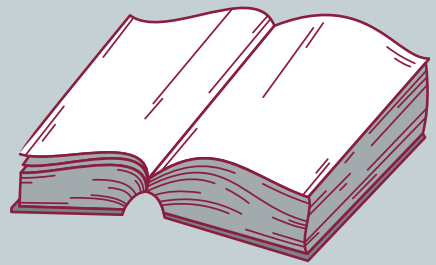


Adaptations or modifications

Often referred to as SDI's

- Describes what will be done differently for this student
- Describes Acceleration or Enrichment details
- Clarifies who is responsible for STLOs
- Identifies where STLOs will happen
- Supports the student needs in order to achieve their goals.

Specially Designed Instruction

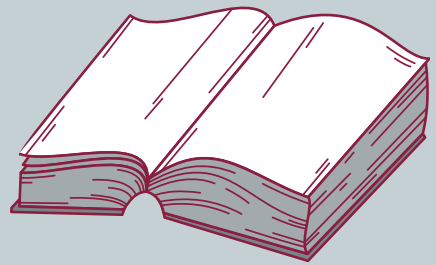


Adaptations or modifications

Often referred to as SDI's

- Specially Designed Instruction is NOT
 - Peer Tutoring
 - Extra Assignments
 - Helping Others
 - Grading Papers

Support Services



Assist a gifted student to benefit from gifted education

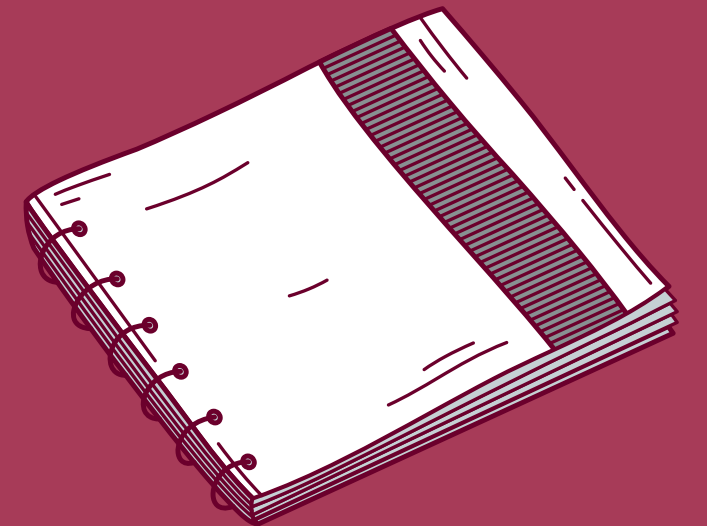
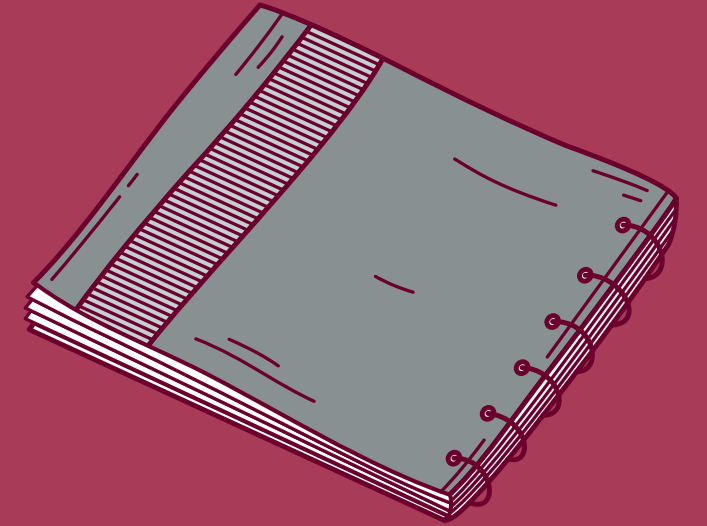
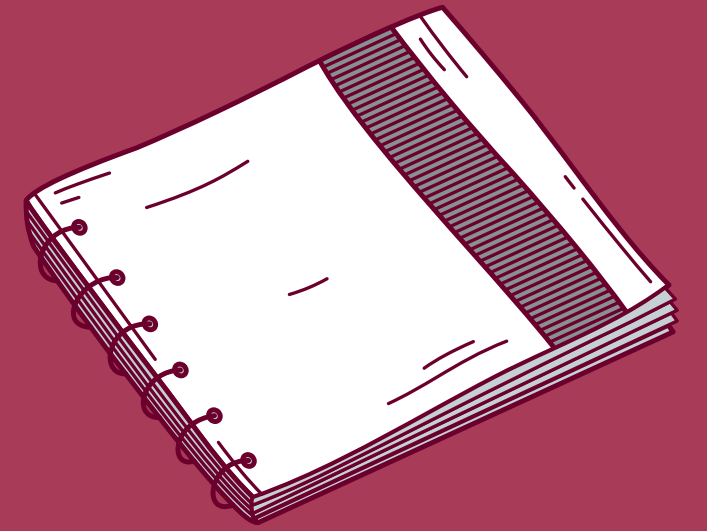
- Responsibility of the LEA
- Collaboration between Gifted Support and Regular Education
- Settings could be the general education classroom, gifted support classroom, another school or location
- Example: Transportation for academic classes, flexible grouping

Gifted Support in Lower Merion Schools



Elementary Support

- Pull-out: Two one-hour class periods per week with the Gifted Support (Challenge) teacher
- Gifted Support teacher (Challenge) partners with grade level teams to share ideas for differentiation and enrichment



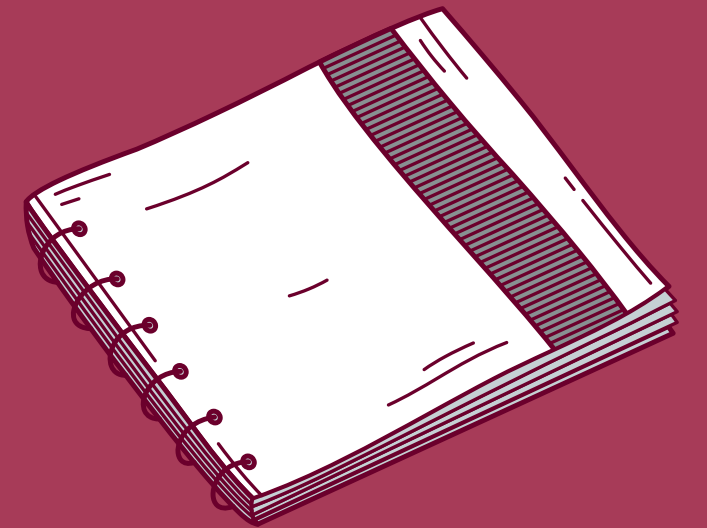
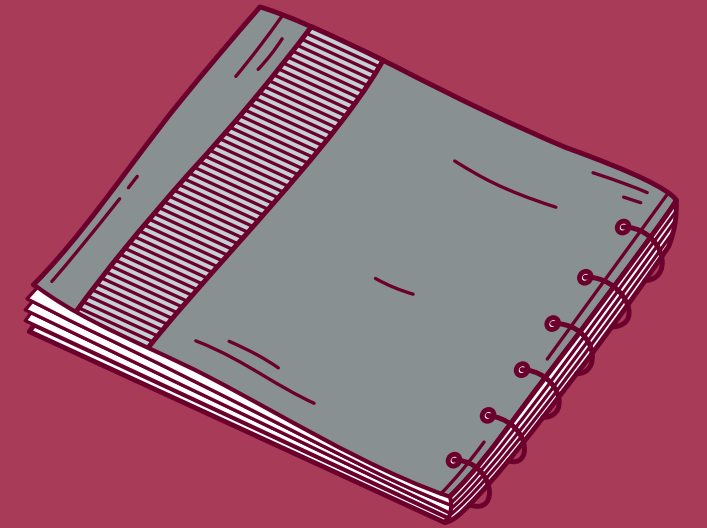
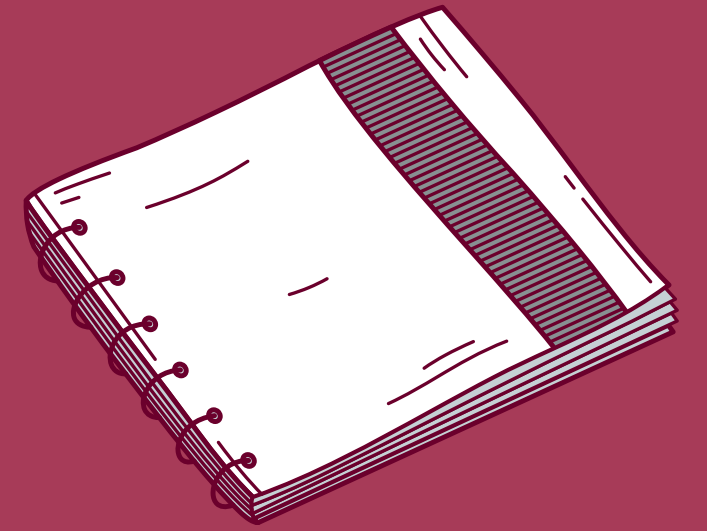
Middle School Support

- One class period per 4-day cycle for Challenge (built into student's schedule)
- Gifted Support teacher partners with grade level teams to share ideas for differentiated instruction and enrichment
- Access to enrichment opportunities during end of day Intervention and Enrichment period



High School Support

- Individualized for each student
- Academic Seminar with the Gifted Support (Challenge) teacher as a scheduled class once per cycle



Thank you!

