

**ST. JOHN THE BAPTIST
PARISH SCHOOLS
IEP GUIDE
GIFTED/TALENTED**

Revised August 30, 2014

General Information Page

Type of IEP:

Initial IEP

The INITIAL IEP is developed for an exceptional student who has met criteria for one or more exceptionalities outlined in the Pupil Appraisal Handbook, and who has never received special educational services, except through an interim IEP, from an approved Louisiana school/ program.

Review IEP

The REVIEW IEP is reviewed and revised at least annually or more frequently to consider the appropriateness of the program, placement, and any related services needed by the student.

Interim IEP

The INTERIM IEP shall be developed for students who have severe or low incidence impairments documented by a qualified professional concurrent with the conduct of an evaluation according to the Pupil Appraisal Handbook. The interim IEP may also be developed for students who have been receiving special educational services in another state. An interim IEP may also be developed for students out of school, including students ages three through five, who are suspected of having a disability and for former special education students, through the age of twenty-two, who have left a public school without completing their public education by obtaining a State diploma.

Gifted/Talented students must have a current out of state evaluation and IEP in order to receive an Interim IEP.

Team Meeting Date:

Date of the IEP meeting to develop or review the IEP.

Current Grade:

The grade the student is currently enrolled in at the time of the IEP Team meeting.

Home Based School:

School in which the student is currently enrolled as identified in JPAMs/SER.

Other School:

Any other school the student currently attends. (This is always left blank.)

Primary:

This is the exceptionality as determined by the multidisciplinary evaluation conducted by pupil appraisal.

Other:

This identifies any other exceptionality identified by the multidisciplinary evaluation.

Reevaluation IEP:

If the reevaluation is being held at the time of the IEP, check this box. If the student qualifies for an additional exceptionality (i.e. talented music, talented art, gifted) and the exceptionality needs to be added at the time of the IEP, checking this box will allow you to add the additional exceptionality. **The detail codes in SER and on the IEP must match in order to submit to SER. Therefore the IEP MUST be given to the IEP Coordinator before the IEP can be submitted to SER.**

Evaluation

Reevaluation IEP - Checking this box will allow you to change the evaluation information. Before the IEP can be submitted to SER the evaluation must match the information in SER.

Individual Evaluation / Waiver Date: 8/8/2014

Exceptionality	Detail(s)
Primary: Gifted	
Other: Talented	<input type="checkbox"/> Music <input checked="" type="checkbox"/> Theater <input checked="" type="checkbox"/> Visual Arts <input type="checkbox"/> Unavailable prior to 8/1/2005 - Expired Code
Other: -- SELECT ONE --	
Other: -- SELECT ONE --	
Other: -- SELECT ONE --	

Exceptionality:

This is the exceptionality as identified in SER but may change during a reeval/IEP.

Detail Code(s):

These are the exceptionality detail codes as identified in SER. The detail codes are the identifiers of the impairment. The detail codes in SER and on the IEP must match in order to submit to SER.

IEP Participants:

IEP team members who attend the conference should sign and state their title such as parent, principal, educational diagnostician, regular education teacher, special education teacher, or other agency personnel. Their signatures do not imply agreement with the IEP. An officially designated representative (ODR) of the local education agency **must be** in attendance at the meeting.

Age of Majority:

Check this section if the parents and students have been notified that, beginning at least one year before the student reaches eighteen years of age. The student must be informed that his or her rights under Part B of the Act will transfer to his or her unless

the student has been determined incompetent.

Education Rights of Gifted/Talented Children:

Check this section if the parent and/or student has received a copy of the Louisiana's Educational Rights of Gifted/Talented Children in Public Schools Handbook *revised October 2010* and opportunity for an oral explanation of the evaluation results.

SEGMENTED GSI OUTLINE

1. GSI

A. Name, Age, Grade, School

B. Reason for the IEP meeting

Example: "John is a 13 year old student enrolled in the 8th grade at LaPlace Elementary School. He transferred from T.H. Harris Middle School in Jefferson Parish on August 8, 2014. This is an initial IEP being held to address John's Talented Art program.

C. **Do not put your personal characterizations of the student! (ie. Sweet girl, hair color, eye color, likes to ride bikes, etc.)**

2. Strengths

A. Strengths from the evaluation!!

3. Parent Concerns

A. Ask for parent concerns at or before the IEP meeting

B. **The person of IEP Authority** will type or write the parent concerns in this section

C. Any health concerns should be noted in this section.

1. The Health Plan Must be attached to the IEP. In the case of a student who has health problems, the needs to be met during the school day. These needs would include such medical conditions as asthma, diabetes, seizures, or other diseases/disorders that may require lifting, special diets etc.

4. Evaluation/Reevaluation Results

A. Last date of evaluation

1. This date will be the date of the initial evaluation or if this is a *reeval/IEP* ***the date in this block will be the same as the date of the IEP meeting date.***

Example: A reeval/IEP conducted on August 8, 2014 indicates that John continues to be classified as a Talented Arts student

due to exceptional Art abilities. It is recommended that he continues to participate in the Talented Art program.

OR

Example: An initial evaluation conducted on May 20, 2014 indicates that Susan is classified as a Talented Arts student due to exceptional Art abilities. It is recommended that she participates in the Talented Arts program.

5. Input from the Regular Teacher

- A. Regular education teacher/s should be asked to comment on classroom performance, participation, and social/emotional behaviors.
- B. Here you can indicate performance in regular education (grades, attendance, district informal academic testing results, etc.)

6. Statewide Assessment Results

- A. Current state-wide results
- B. ***Sample Statement: Student participated in statewide testing (iLEAP) in the Spring 2014 and scored: ELA-Approaching Basic, Math-Unsatisfactory, and Basic in Science and Social Studies.***
- C. ***Sample Statement if student is in grades PK-1: Student has not participated in statewide testing due to his/her current grade placement.***

7. Pertinent social emotional information, including behavior concerns

- A. Behavior (excellent, satisfactory, or problematic)
- B. Parents and teachers should be asked to contribute information of peer interaction, self-concept, behavior problems, and problems associated with perfectionism and underachievement.

Educational Needs:

Using the information written in the *General Student Information* section, determine the educational needs areas in which special educational services are needed. For all students, for every educational need area checked not less than one goal must be written. The following two areas may be included:

- Academic and/or Enrichment
- Behavior
- Communication (speech)
- Motor
- Self-Help
- Social

Instructional Plan Page

1. Educational Need Area

- A. Generated from your selection on the GSI Page
- B. Identify the educational need area(s) in which special education services are needed

2. Content Area

Further identifies the content area (Talented-Theater, Talented Music, Talented Art, Gifted-ELA, Math, Research)

3. Present Level of Academic Achievement and Functional Performance

- A. These descriptions are both concise and meaningful, identifying a student's needs and written in simple language free from jargon.
- B. A description of the student's strengths, weakness
- C. List how the student learns (what he needs to achieve the goal).
- D. Avoid statements of where, when, or how special education services will be provided.
- E. No personal statements. Only facts.
 1. **All IEPs should state enough information in the Present Level of Academic Achievement and Functional Performance where it is clear that the goal is appropriate.**

***Sample Statement:** During the evaluation process, Susan obtained 12 points out of a possible 15 points for the total portion of the Art Recognition Test which measures a student's ability to observe, compare, and associate forms. At that time, she was also administered the Narrative Drawing Test which measures the student's ability to spontaneously draw a set of pictures that tell a story. Emphasis is placed on the use of line, form, and creativity. Susan obtained a score of 26 out of 30 possible points. She needs to improve on stereotypical imagery and understanding of depth and size relationships.*

4. Measurable Academic/Functional Goal

Write an annual **measurable** academic and functional goal based on statements about the student's present levels of academic achievement and functional performance. Careful consideration must be given to address the student's specific needs. A goal statement must describe the specific behavior expected of the student when the educational program for the year

is completed, and the goal **must be stated in measurable terms** so that each team member understands what is expected.

- Every goal should have **ONLY one Behavior, Criterion and TimeFrame** to be measurable.
- The purpose of the annual goal is to describe what a child can reasonably be expected to **accomplish within 12 months** with specially designed instruction.

a. Address 5 parts in your goal:

- i. **Condition:** under what conditions/what materials are needed (strategies)
- ii. **Who:** the student...
- iii. **Behavior:** what behavior or skill the student should have learned...
- iv. **Criterion:** to what level/degree should the student be able to perform the behavior (% , # of times, etc.)
- v. **TimeFrame:** in what length of time (in an IEP year).

5. Method of Measurement:

A. Choose from drop down menu and write in additional methods of measurements if needed

B. A goal may be measured by more than one method of measurement but must be measured by at least one concrete measurement (i.e. documentation log, rubric, charting, work samples).

Sample goals:

Talented Art

Using studio practice guidelines, Susan will complete at least 10 artworks using the elements and principles of design with at least 85% proficiency by the end of the IEP year.

Talented Theater

Susan will use characterization and improvisation to create a minimum of 5 original skits and monologues with at least 85% accuracy during the IEP year.

Gifted

Using rubric guidelines, Bob will write at least one independent research project on a topic of his own choosing with at least 90% accuracy of a rubric each semester during the IEP year.

Talented Music

Bob will perform 5 songs (pop, Broadway, Disney) with emphasis on pitch, expression, projection, beat support, and articulation with at least 80% accuracy on rubric requirements during the IEP year.

6. **Date Goal Achieved:**

- A. Fill in the actual date on which the annual goal was achieved by the student.
- B. If the goal is the only goal for the Educational Need area, a new goal **must** be developed through a new IEP or an IEP amendment.

7. **Personnel Responsible for Implementing Goal**

- A. Check the position(s) of the individual(s) who will implement the instructional program that addresses the annual goal.
- B. There may be one or more persons responsible for a particular goal and/or objective.
- C. These persons may include the special education teacher, regular education teacher, parent, student, etc.

PROGRAM SERVICES PAGE

1. **Services**

- A. If the student's schedule does not change from one semester to another, do not name the Time Frames and complete only the first section of the Time Frame service grids.
- B. List the minutes in the student's total instructional day. (360 Minutes)
- C. The default in this box is 5 days a week
- D. Indicate the type of services the student will be receiving. Services are listed in the drop down menu. (ie. Special Education Services)
- E. Indicate the actual date the student will begin to receive special education service(s).
- F. Indicate how long (e.g., one year, two months) these services will be provided (duration).
- G. Indicate by selecting I, G, Both, or NA to indicate whether services will be delivered on an individual basis, in a group or both. **If the student is receiving special education instruction NA MUST be selected.**
- H. Indicate the actual minutes per day/sessions per week of direct and/or related special educational services the student will receive in each actual location regular class.
 - a. If the special education teacher goes to the student's regular education class to provide services indicate the minutes in the **regular class section**.
 - b. If the student is "**pulled out of the regular class**" to receive services indicate the minutes in the **special class** section.

2. **Special Transportation**

- A. Indicate any kind of special transportation required.

- B. Special transportation should always be defined on the IEP to the extent that this service is provided in a manner that is unique and exceeds transportation requirements for students.
- C. A description should be provided in the Comments block. Examples include lift equipment for students using a wheelchair, special attendant, and safety vest.

3. Comments

- A. This block (Comments) should be used to add any additional information that the IEP team feels is needed to clarify a student's instructional program.
- B. If a student will be receiving consultative services less than once a month, a statement must be added to the comment block.
- C. If the student is receiving special education services due to a disability and is also receiving gifted or talented services, all gifted and talented services should be noted in the comment section instead of in the Time Frame service grid. A statement is also needed if the student is receiving more than one Gifted/Talented service.

PLACEMENT/LEAST RESTRICTIVE ENVIRONMENT PAGE

1. Placement/Service Determination Checklist

- Placement decisions for students whose ages are 6-21 only.:
 - The Least Restrictive Environment is automatically calculated from the amount of services that are entered on the Program Services Page in the Time Frame section.
 - If information was only entered in the first time frame, then the LRE would be determined in Time Frame A.
 - ~~For any other placement, provide justification and document the reasons/ educational benefit for the placement chosen. This statement does not apply to Gifted/Talented IEPs.~~
- Preschool Setting: If the student's age is between 3 and 5 the Preschool Setting is automatically selected. The Least Restrictive Environment is automatically calculated from the amount of services that are entered if the student is attending a regular childhood program. If the LRE is anything besides "inside the regular childhood program X% of the day" then the appropriate LRE can be checked.

2. Site Determination

- The school site is indicated here.
- If this section is not completed at the conclusion of the IEP team meeting, then the officially designated representative of the local education agency must complete a Site Determination Form, which must be forwarded to the parents within ten (10) calendar days.

3. Progress Reports

- Frequency of IEP progress reports been sent to parents is indicated here.
- Every 9 weeks for all except high school- Indicate 4.5 for high school students.

4. Parent/Student Consent for Services

- If this is an **INITIAL** IEP, written parental consent (parent signature) is required prior to special education and related services are provided. The IEP cannot be made OFFICIAL without the parent's signature.
- If the parent disagrees with any part of the IEP, they can pursue a solution to their complaint through the state's dispute resolution options but the **consent for provision of services** box must be checked if the LEA continues to provide services to a student.
- **Parent did not attend the Review IEP Team meeting.** Check the box – *Parent/student did not attend the review IEP Team meeting.* If the parent did not respond to the notice letter or other attempts to schedule the IEP Team meeting or did not attend the Review IEP Team meeting. In the parent signature box, write Parent did not attend the IEP meeting.
- **Refusal of Services.** A parent can refuse Gifted/Talented services for their child if the child has not reached the age of majority. He/She must sign a withdraw of approval form. The special education office must be contacted before the 3 year evaluation due date in order to resume Gifted/Talented Services.
- **Telephone conference.** If the IEP Team meeting is held through a telephone conference in the parent signature box, write Phone conference. **Send the IEP home to get the parent's signature.**
- **Parent chooses not to sign the IEP at the Team Meeting.** In the parent signature box, on the write Parent chose not to sign at this time. The Team Meeting Date is the date of the meeting not the date the of the parent's signature.

5. ODR Approval

The official designated representative of the LEA must provide a dated signature indicating the LEA will provide the services as described on the IEP. Indicate the ODR's title (ie. Principal, Assistant Principal, etc.)

Note: Gifted/Talented students who are 15 years old, in 8th grade or high school MUST have an Individual Graduation Plan.

Note: Print IEPs with Partial State ID Number (social security numbers) for confidentiality purposes.