

Special Education Toolkit



FFLIC



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01

Introduction

What is this toolkit and how do you use it?
Why you need this toolkit

03

What is special education?

What special education means
Special education laws

05

Who needs special education?

How can you tell if your child needs special education?
Signs your child might need to be evaluated
How to figure out if your child qualifies

09

How to get special education for your child

Step 1: Request a referral
Step 2: School evaluation and review
Step 3: Team decision making

13

What is a 504 plan?

What are 504 accommodations and who qualifies?
How is 504 different from IEP?

17

What is an Individual Education Plan (IEP)?

The IEP basics
Your IEP rights
Tips to prepare for the IEP Meeting
Tips for the IEP meeting
Parts of an IEP
Understanding accommodations and services
What to check for on your child's IEP

26

Your rights as a parent

Rights to notifications and records
Right to parental consent

29

Discipline

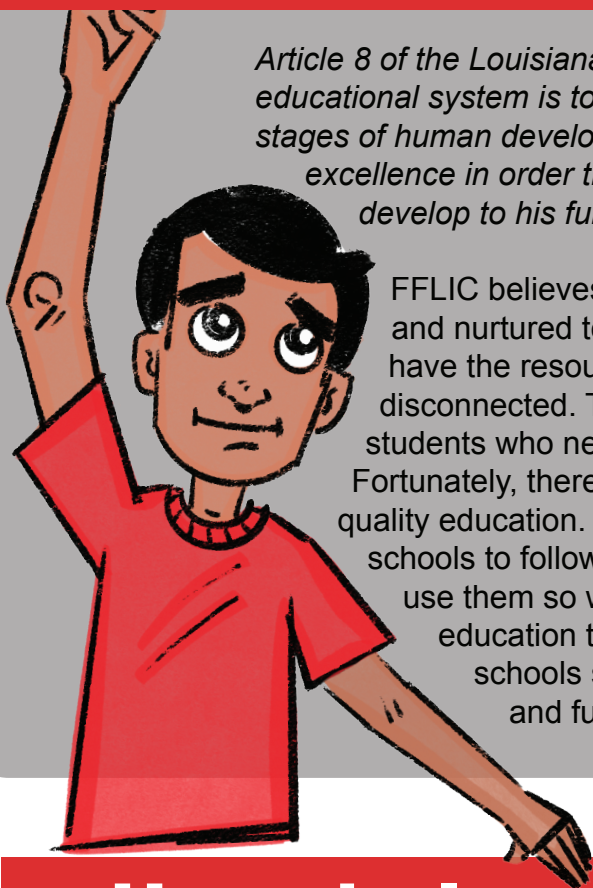
Special education discipline rights
Steps for disciplinary action
Challenging the school's discipline decisions

32

Complaint and Dispute Resolution Paths

What to do if there is an issue at school
Complaint and resolution path options

What is this toolkit?



Article 8 of the Louisiana State Constitution states: “The goal of the public educational system is to provide learning environments and experiences, at all stages of human development, that are humane, just, and designed to promote excellence in order that every individual may be afforded an equal opportunity to develop to his full potential.”

FFLIC believes all children— including your child— deserve to be supported and nurtured to their full potential! Unfortunately, schools don’t always have the resources to provide kids the support they need, and kids get disconnected. They can get lost in the system. This is especially true for students who need different or extra services and resources to learn. Fortunately, there are laws that can help your child stay in school and get a quality education. But sadly, it is often up to advocates and families to push schools to follow those laws. We want you to know these laws and how to use them so we can hold schools accountable and get your child the education they deserve. This toolkit will guide your advocacy in schools so that not only your child, but all children can learn, grow, and fulfill their dreams of being the people they were meant to be.

How do I use it?

Special education can be confusing and overwhelming, but it’s important to remember that the laws related to our rights are designed to make it difficult for people to understand. You have so much wisdom and intelligence, so if something doesn’t make sense right away, trust that it’s not you, it’s the laws. You can take a break, ask for help, and take in this information in parts, as it serves you.

You may be at different points of this process, whether figuring out if your child needs extra support at school, or advocating against unfair discipline. This toolkit is broken down into parts so you don’t have to read the whole thing. You can access the information important to you at this time. If you don’t know what parts are important, just ask! FFLIC is with you every step of the way as we build a world where all children are loved generously and without exception.

We know that children are loved by many different people. While we use “parent” in the toolkit to describe the person likely advocating for the child, it’s important to note that the law recognizes a parent as any of the following:

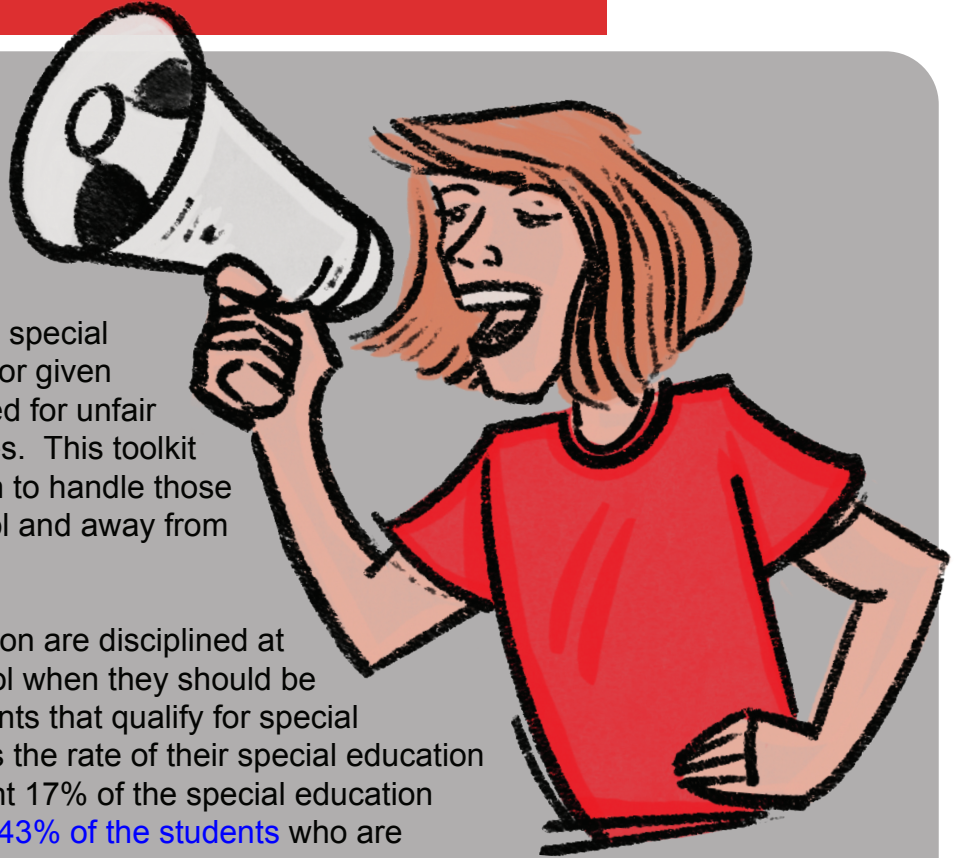
- a biological or adoptive parent
- a person acting in place of the child’s biological parent, such as step-parent, grandparent, or other relative who lives with the child
- a foster parent, unless state law prohibits them from acting as such
- a guardian authorized to act as the child’s parent or make educational decisions for the child (but not the state if the child is ward of the state)
- a person legally responsible for the child
- a surrogate parent who has been appointed

Why you need this toolkit

We want your child to reach their full potential! When children with disabilities are given the instruction, services, and accommodations they need, [research shows that 85-90% can achieve at grade level](#) with confidence. But when kids who need special education are not properly identified or given the right support, they can be targeted for unfair and discriminatory discipline practices. This toolkit will equip you with critical information to handle those situations to keep your child in school and away from the incarceration system.

Sadly, kids who need special education are disciplined at higher rates and pushed out of school when they should be given services and care. Black students that qualify for special education are disciplined at 2.5 times the rate of their special education peers. While Black students represent 17% of the special education population nationally, they represent [43% of the students](#) who are suspended or expelled for more than 10 days. Unsurprisingly, students with special needs are overrepresented in the youth incarceration system. [One report estimates that as many as 77%](#) of youth in Louisiana's youth prisons qualify for special education, even though special education students represent only 9% of the total student population.

But there is hope! Your voice plays a vital role in advocating, so that every child can thrive regardless of their learning or behavioral needs. You can help keep your child in school while putting more supportive and integrated systems in place for all children by using this toolkit to get:



- an overview of the special education laws and protections
- guidance on communicating with schools for advocacy and accountability
- action steps for ensuring the school provides your child with special education
- tips for school meetings
- clarity on the differences between 504 plans and Independent Education Plans
- tools for developing an Independent Education Plans
- options for disputing school decisions and paths to resolving those disputes
- resources for extra support

What is special education?

Every child is unique, and special education and accommodations can help children who learn in different ways get the support they need to meet their academic, emotional, and social goals. Not everyone identifies with the term “disability” or “child with disabilities.” Another way to think of this is “learning differences” or “exceptionalities.” Special education and accommodations refers to the tools, resources, interventions, and services that support children with disabilities or learning differences to receive an education.

Who qualifies?

In Louisiana, all children who have been determined to have an “exceptionality” are entitled to special education. Under state and federal law, a “student with an exceptionality” has been evaluated and found to have a disability that falls under one or more of the following categories: mental/intellectual disability; hearing impairment (including deafness); visual impairment (including blindness); deafness-blindness; speech or language impairment; other health impairment (includes Attention Deficit Disorder, Attention-Deficit/Hyperactivity Disorder); specific learning disability (includes dyslexia); emotional disturbance (includes Post-Traumatic Stress Disorder); orthopedic impairment; traumatic brain injury; autism; gifted and talented; and developmental delays (age 3-8).

All children with a qualifying disability are entitled to receive a Free Appropriate Public Education (FAPE) under the law. Not all children with a disability will receive special education, or specialized instruction, but all children with a disability are protected under the law to access an education that is free for their families, meets the standards that are appropriate for their age and capabilities, and provides the support they need for learning. ([20. U.S.C 1412 \(a\) \(1\) \(A\)](#))



What laws protect special education?

It's important to remember that federal law overrules state and local laws and policies (including policies related to schools) or school policy, so if one conflicts with federal law, the federal law is the one used to determine legal rights. There are two main federal laws that protect students with disabilities: The Individual with Disabilities Education Act, and Section 504 of The Rehabilitation Act of 1973, as amended by The Americans with Disabilities Act.



The Individuals with Disabilities Education Act (IDEA)

All students with an Individual Education Program (IEP) are protected under the Individuals with Disabilities Education Act (IDEA). The Individual with Disabilities Education Act is a federal law that protects the right of all children with a disability from ages 5-21 to receive a Free Appropriate Public Education (FAPE). When passed, the law allowed states to determine if they wanted to broaden the right, and Louisiana chose to include children from ages 3-21. IDEA requires states who receive any federal funding to find and evaluate any child who is suspected of having a disability or needing special education, also called Child Find. In addition, they must develop a plan to educate that child, regardless of the severity of their disability. This law is directly tied to funding and the Louisiana Department of Education receives federal grants to ensure all schools follow these laws. (20 U.S.C § 1400)

The Rehabilitation Act of 1973 Section 504/ADA

All students with an Individual Education Program (IEP) or who receive 504 Accommodations are protected under Section 504 of the Rehabilitation Act of 1973. The Rehabilitation Act of 1973 is a federal civil rights law that prohibits discrimination based on disability in any federally funded programs. Section 504 of the act includes a disabled person's rights to participate in and have access to services and benefits of any federally funded program, including education. The Americans with Disabilities Act (ADA) expanded the rights of people with disabilities to prohibit discrimination in public life, including employment, transportation, and spaces open to the public. In 2008 the Americans with Disabilities Act Amendments Act broadened the definition of disabilities that are protected under section 504, and these are the guidelines we use today. Although there is no direct funding tied to these laws, schools are still required to comply with them if they receive any federal funding. (29 U.S.C. § 794)

Who needs special education?

It can be overwhelming or upsetting to think that your child needs special education, but it's about getting students the tools they need to be the most successful and happy version of themselves. The first step is identifying their needs. It's not always easy to determine if a child has a need for special education, and it's important to remember that it can take time to figure out what their needs are. A critical step for advocacy is talking regularly with the people in your child's life, including teachers, doctors, caretakers, family members, and the child about their behavior, talents, challenges, skills, and academic performance.



How can you tell if your child has special education needs?

You, your child, and the people in your child's life are great resources to get a fuller picture of where and how your child might need the extra support that special education can provide. Not any one person will have all the answers, but together you can begin to gather information that will help your child's team determine the best support.

Below is a list of some possible questions that you can ask yourself, your child, or a person in their life. These questions are not a complete list, but can serve as a starting point to begin a conversation

Does the child have habits that can interfere with their learning or others' learning (fidgeting, inability to concentrate, talking during instruction periods)?

If the child isn't doing well, what explanations does the child give? What explanation does the teacher or other care providers give? Are these explanations different?

Do they have a hard time following instructions? Are spoken or written instructions easier for them to follow? Do they need instructions repeated?

Is there a subject the child finds really difficult? Is there a subject they are really good at?

Do they get angry or cry more often than others?

Does the child like school? Why or why not?

Is the child frustrated at school often? How do they act when they are frustrated?

Does the child have difficulty speaking or understanding others?

Do they talk more or less than children their same age?

If the child doesn't know an answer, how do they respond?

Does the child forget information easily, or do they have strong memorization skills?



What are the signs your child might need to be evaluated for a disability?



Some disabilities are known from birth, but others are not as easily identifiable. Students with disabilities that primarily impact the way they learn or think, i.e., “invisible” or “hidden” disabilities such as dyslexia or ADHD, can be misidentified as “lazy,” “disruptive,” “checked out,” or “unmotivated.” In reality, these behaviors can be communicating that a child needs an evaluation. Some disabilities are seen from a young age while others develop later, but learning disabilities can occur at any time. At every age, there are certain signs to look for.

The National Center For Learning Disabilities has put together an interactive tool to check for signs of a learning disability or attention issues. You can access it at <https://www.ncld.org> or review the following lists* for early warning signs.

(While these are not complete lists of every warning sign that your child might have a disability, it's a good place to start if you are questioning whether your child needs an evaluation.)

Signs to look for: Preschool (Ages 2-5)



- Slow development in speaking
- Pronunciation problems
- Difficulty learning new words
- Difficulty following simple directions
- Difficulty understanding questions
- Difficulty expressing wants and desires
- Difficulty rhyming words
- Lack of interest in storytelling
- Clumsiness
- Poor Balance
- Difficulty manipulating small objects
- Awkwardness with running, jumping or climbing
- Trouble learning to tie shoes, button shirts, and other self help skills
- Avoidance of drawing
- Trouble memorizing the alphabet, numbers, or days of the week
- Poor memory of daily routine
- Difficulty with arranging things in order and counting
- Difficulty with basic concepts such as size, shape, and color
- High distractibility
- Impulsive behavior
- Unusual restlessness
- Difficulty staying on task
- Difficulty changing activities
- Lack of social behavior
- Prone to sudden and extreme mood changes
- Easily frustrated
- Hard to manage, temper tantrums

Signs to look for: Elementary Age (Ages 5-12)

- Slow learning letter sounds
- Consistent errors in reading and/or spelling
- Difficulty remembering basic sight words
- Inability to retell a story in order
- Trouble learning to tell time or count money
- Confusion of math signs
- Difficulty putting numbers in correct order
- Trouble memorizing math facts
- Trouble with place value
- Unusual sloppiness, carelessness
- Poor concept of direction
- Rejection of new concepts or routines
- Difficulty understanding social situations
- Experiencing discipline problems
- Trouble with math operational steps, like long division
- Poor coordination
- Difficulty copying from board
- Difficulty aligning columns
- Poor handwriting
- Difficulty concentrating or focusing on a task
- Difficulty finishing work on time
- Inability to follow multiple directions
- Difficulty understanding facial expressions or gestures
- Tendency to misinterpret behavior of peers and/or adults
- Apparent lack of “common sense”



Signs to look for: Secondary School (Ages 12-21)



- Trouble with open-ended questions
- Continued poor spelling
- Poor grasp of abstract concepts
- Poor skills in writing essays
- Difficulty learning foreign language
- Poor ability to apply math skills
- Difficulty staying organized
- Trouble with test formats such as multiple choice
- Slow work pace in class
- Poor note taking skills
- Poor ability to proofread or double check work
- Difficulty understanding another person's perspective
- Difficulty resisting peer pressure
- Difficulty seeking or giving feedback
- Problems negotiating or advocating for oneself

*The above lists of warning signs have been gathered and collected by [Families Helping Families of Greater New Orleans](#), a network of centers across Louisiana that support families and parents of children with disabilities through education, resources, and peer support.

How to figure out if your child qualifies



Supporting your child in reaching their academic potential can take patience, dedication, and determination. You may already know your child could benefit from special education, or you might just have a feeling that some kind of help is needed, but you don't know what kind. No matter where you are starting, the first step towards getting your child the support they need is getting an evaluation. Your school must provide a free and comprehensive evaluation, but you will most likely have to ask for one.

In general, the steps to getting your child qualified are:

1

You make a written request for an evaluation or get a referral from the school.

2

A team gathers information collected by qualified professionals, the school, and the parent.

3

The evaluation report is reviewed and a team, including the parent, decides if the child is eligible for an IEP or 504.

4

If the child is not eligible, a parent can request an Independent Education Evaluation or seek another resolution.



How to get special education for your child



Step 1

Request for an Evaluation or Referral

Whatever supports or modifications your child needs, the first step is an evaluation. All schools that receive federal funding are required by law to identify, locate, and evaluate students who may need special education, also called “Child Find.” However, it is often up to the parents to request an evaluation. You must put the request in writing!

Letter of request.

In your letter requesting an evaluation, you should include why you believe your child is in need of special education support by providing personal experiences and any documents that might support your case, such as past school records and doctors’ notes. Always remember to make a copy for yourself to keep for your records. (See the workbook for a sample letter.)

Follow up from request.

Once the school has received your request, an evaluation must be done within 60 days. If the school refuses to do an evaluation, parents must be given a written explanation along with a copy of your rights.

An important note about protections.

When you give your written request for an evaluation for special education services, your child has the protections included in IDEA. Once the school knows (this is called a “Basis of Knowledge” (20 U.S. C § 1400. (B) (E) 300.534 (b)) that your child might qualify for special education, they already have the rights of a child identified as having a disability. It’s critical to keep records of any interaction with school administrators and a copy of your request for an evaluation, along with any dates and names of people you spoke with.

Step **2**

Evaluation

After the request or referral, the next step is an evaluation done by qualified professionals. Every student who is suspected of having a need for special education must get a full evaluation in order to understand the entire scope of their needs.



What is an evaluation?

An evaluation is more than just a regular test. Test scores and report cards don't give a complete picture of how your child learns or their abilities. Sometimes schools will also "screen" your child to determine the right coursework for them. While screenings can provide valuable information, they are not a complete evaluation needed to qualify for special education.

Who leads the evaluation process?

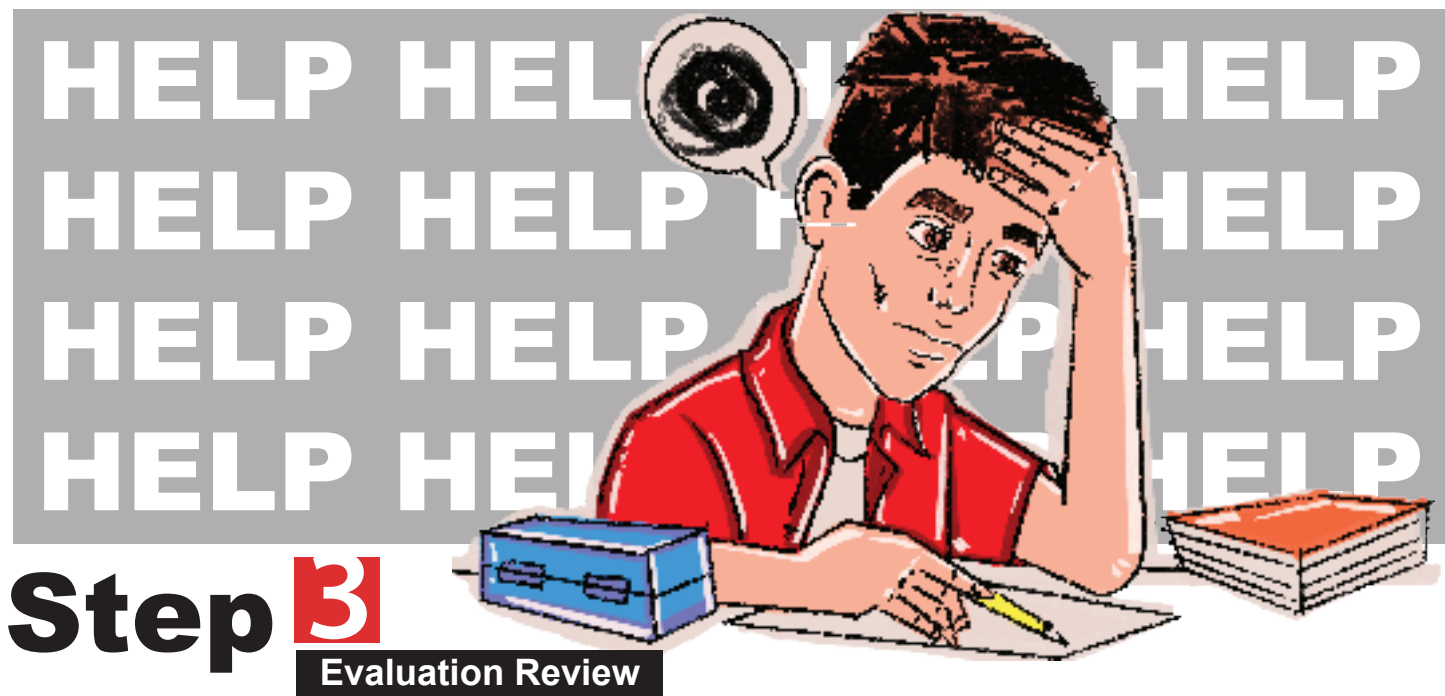
The school decides who will be the evaluation coordinator on a case by case basis, depending on the student's needs. The evaluation coordinator must be a qualified professional, inform the parents in writing of everything that will take place for the evaluation, and get parental consent. (To see a full list of the evaluation requirements, see the workbook.)

How long does a school have to complete the evaluation?

Once they have parental consent, the school has 60 days to do the evaluation. The evaluation coordinator must also inform parents of their right to participate in a meeting to decide if their child is eligible for special education.

Important Notes:

- *Schools cannot rely on regularly scheduled tests to delay or deny an evaluation!*
- *If the request for an evaluation is made when student is under discipline restrictions/measures, the evaluation should be expedited*
([20 U.S. C § 1400.\(B\)\(e\) 300.534 \(d\) \(2\) \(i\)](#)).



Step **3**

Evaluation Review

Getting an evaluation does not automatically mean your child will get special education, but your participation in the process can help your child get the support they need.

Evaluation review meeting.

It's important to remember that you have a right to participate in all meetings where decisions are made about your child and their education. You are a part of the team that will decide if your child is eligible for special education, so the school must give you a copy of the evaluation report and advance written notice of when the meeting to determine eligibility is scheduled. Make sure to read it carefully and ask for clarity on any terms or anything that needs further explanation. You can also call on special education advocates or other specialists to help you.

Eligibility decision.

When the evaluation is completed and all tests results are in, you and your team will decide if your child fits into one of the 13 disability categories defined by the federal IDEA law. Since the evaluation covers multiple areas of ability but only legally requires more than one type of test, you might not feel the school gave the right assessments for your child to get a complete picture of the whole child. Or, you might agree with the findings of part of the evaluation but not all of it. You can request additional testing by writing to the school's director or supervisor of special education explaining why you disagree with the results or feel the evaluation was incomplete. (See a sample letter in the workbook.)

Step 4!

Decision-Making

Once the evaluation team determines your child's eligibility, you as a parent have a right to agree or disagree with their decision and to take actions to get the best outcome for your child.

The evaluation team says your child qualifies for special education.

What happens next?

If you agree: There will be a separate meeting to create an Individualized Education Program (IEP) or 504 plan.

If you disagree: You can refuse any services they recommend. However, if you don't agree to services and want to get services at a later point, you will have to start the evaluation process all over again.

The evaluation team says your child does NOT qualify for special education.

What happens next?

Whether you agree with the decision or not, the school must explain in writing why they made that decision and provide you with written information about your options. If you are not given information, you can ask for it as the school is legally required to provide it for you.

If you agree:

Your child will return to the general classroom.

If you disagree:

Option 1: Request an IEE.

You can request an Independent Educational Evaluation (IEE) be done by a qualified professional outside of the school. You must give the school written notice explaining why you disagree with the evaluation result and formally request an IEE. (See a sample letter in the workbook.)

How long does the school have to respond?

Once the school receives your request, they can request a hearing within 10 days to see if the school board should pay for an IEE.

Who pays?

The school cannot refuse to pay for an IEE until they get a ruling. You can always pay for an IEE yourself, but it can be costly and it does not have to be upheld by the school. In some circumstances, you can be reimbursed for one if a court rules in your favor, but it's not guaranteed and it's a long process.

Option 2: Appeal. You can appeal (see "Complaint and Resolution Paths" in this toolkit). ([20 U.S. Code § 1414\(B\)\(e\)300.502](#))

504 Plan

“504” is shorthand for the civil rights law, Section 504 of the Rehabilitation Act of 1973. 504 protects the rights of people with disabilities to have equal access to school. A 504 plan removes barriers by requiring schools to make certain changes so your child can learn the general curriculum alongside their peers.

A 504 plan can include:

Accommodations

Changes in the classroom environment that will help a child learn the general curriculum. These change **how** a child learns.

Assistive Technology

Tools that help a child overcome barriers to learning, such as a word processor or organizer.

School Services

Resources that the school provides to guarantee access, such as transportation or speech therapy.

Modifications

Changes made to the curriculum the child is learning or expected to learn. These change **what** a child learns.



Any of the above are commonly referred to as “Accommodations,” or Individual Accommodations Plan (IAP) even though they are specific types of supports.

Who qualifies?



In order to qualify for a 504 plan, a student must have:

1) a physical or mental impairment or a mental or psychological disorder that substantially limits a life activity (such as learning, thinking, talking, reading, walking, socializing, concentrating, bathing, breathing, eating).

AND

2) a record of that impairment. Examples of records include but are not limited to: an educational evaluation, health/medical records, past school records, discipline reports, test scores, classroom observations.

There is not a set list of qualifying disabilities or conditions, and the determination of whether a student is qualified is on a case by case basis. However, the law allows for a broader range of disabilities to be covered under 504, so if a child is not eligible for an IEP they may qualify for a 504 plan.

(34 C.F.R. Part 104)

504

Description

A plan for how the school will remove barriers and provide support for a child to learn the general curriculum with their peers. If they can keep up in the classroom, a 504 can support them.

The Law

A federal civil rights law from the Rehabilitation Act of 1973. Overseen by the Department of Health and Human Services, Office of Civil Rights. Schools do not receive funding but may have funds taken away if they do not comply with the law.

Eligibility

A child who has any documented disability is eligible for a 504 plan if their disability impacts one or more basic life functions such as thinking, reading, speaking, learning, concentrating, socializing, walking, breathing, etc. An evaluation is generally required.

Team

At least two people who are familiar with the child.
At least one person must be able to understand evaluation information and available resources at the school. A parent is not legally required to be part of the team but the school should make efforts to include them.

IEP

Description

A plan for how the school will use specialized instruction to meet designated benchmarks and provide related services. If they can't keep up in the classroom, an IEP can support them.

The Law

A federal Special Education law from Individuals with Disabilities Education Act. Overseen by the Department of Education, Office of Special Education and Rehabilitation Services. Schools receive federal funding to provide these services and comply with the law.

Eligibility

A child who has received an evaluation and has been determined to have one or more of the disabilities listed in the Individual with Disabilities Education Act AND their disability affects their academic performance or ability to learn the general education curriculum.

TEAM

There are specific legal requirements for who needs to be on the IEP team, which includes: the child's parent or caregiver; at least one general education teacher; at least one special education teacher; a representative of the school who is 1) familiar with general education curriculum of the school, 2) knowledgeable about available resources, and 3) is qualified to provide or supervise special education; and a person who can interpret the evaluation results, which may be one or more of the people already mentioned. The school or parent may also request anyone familiar with the child be present when developing an IEP and at any subsequent meetings.

504

Review/Revisions

Generally, a review should be done every year, but it is not legally required. A parent may request a review no more than once a year. A re-evaluation with formal testing is done every 3 years. A review must legally be done before a change of placement, such as suspension for more than 10 total days.

Consent

A parent must give consent for an evaluation but not for a 504 plan/IAP (Individual Accommodations Plan) or any changes to it.

Discipline

A Manifestation Determination meeting must be held if the child will be out of school due for more than 10 total days to determine if the behavior was a result of their disability. Services are not legally required during disciplinary action.

Disputes

School districts are required to establish due process procedures for parents to appeal actions related to identification, evaluation, or educational placement of a student with disabilities. A school district cannot rely on a grievance process to stand in for their due process procedures. They may also not require a parent to go through the grievance process before they are given a hearing. See your school district's handbook for more information about your rights as a parent of a student with disabilities.

Location

A 504 plan may be used at school, work, and college.

Goals

To remove barriers that allow a child to learn alongside their peers. Specific academic, emotional, and social goals are not included.

IEP

Review/Revisions

A review is legally required every year to make any revisions to the educational plan and ensure the stated goals are still appropriate. A reevaluation to determine needs is done every 3 years or when a parent or school administrator requests one, but not more than once a year.

Consent

A parent must give consent for an evaluation and for the IEP, as well as any revisions.

Discipline

A Manifestation Determination meeting must be held if the child will be out of school due for more than 10 total days to determine if the behavior was a result of their disability. Services are required to be provided to the child during any suspension.

Disputes

The Louisiana Department of Education (LDOE) has created a set of procedures for parents to settle disputes, including: informal complaints/early resolution process (ERP); facilitation; mediation; formal complaints; and due process. For more detailed information about each step, see the LDOE site "[Dispute Resolution for Students with Exceptionalities](#)" with links for filing each type of dispute.

For a chart that breaks down the differences of each dispute resolution, see LDOE's Louisiana's Educational Rights of Children with Disabilities "[Special Education Processes and Procedural Safeguards](#)" or call 1-877-453-2721 to ask for an updated copy.

Location

An IEP is used at school through the 12th grade or age 21.

Goals

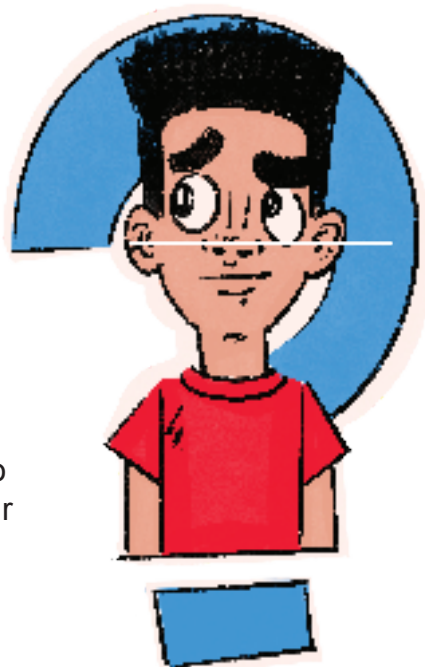
To identify specific academic, emotional and social goals appropriate for the child and design the specialized education and services that support their unique needs.

What is an IEP?

An Individualized Education Program (IEP) is a written document that identifies the support and services a child needs to meet specific academic and daily functional goals. The IEP should identify:

- 1) a student's learning goals
- 2) the supports and services the school will provide
- 3) the people who will help the student reach the goals, and
- 4) how progress towards those goals is being measured.

Once an IEP is in place, an IEP review is done every year to make sure a child is on track and the supports still meet their needs.



Note on IEP vs 504.

The focus on learning goals and the path to reach them is the big difference in the IEP compared to the 504 plan, which doesn't include goals. Evaluators may decide that your child needs an IEP instead of a 504 plan because there are specific learning goals your child needs to meet.

When do you get an IEP?

Your child might get an IEP after a full evaluation and report has been done. Once an evaluation has been done and a report has been written, the school has 30 days to prepare an IEP. Once the IEP is made and the parent has agreed to the services provided, a school has 10 days to start putting the IEP into practice.

Who decides what's on an IEP?

The "IEP team" is the group of people who work together to create the IEP for your child. Your IEP team should include, at a minimum:

1 A parent!

Parents are such valuable members because they help the team learn more about the child's needs, learning style, and behavior, as well as their strengths. Parents' concerns and suggestions are required to be documented in the IEP. The school should make every effort to include you in the IEP meeting and must have documentation to show they tried to reach out to you and work with your schedule. The school must provide options for you to participate in the IEP meeting, such as allowing you to video or phone in. If you're not able to attend, you must give written permission for your child to receive the services that the IEP lays out.

2 An evaluation representative.

This is someone who understands and can explain the information found in the evaluation to a parent. This person also needs to be knowledgeable about the general curriculum and the support services available in the school, in addition to being qualified to provide or supervise special education.

3 General education teacher.

This is a teacher who knows the general curriculum of the grade your child is in and, ideally, knows your child.

4 Special education teacher.

This is a teacher who knows how to provide specialized instruction so a student can reach specific learning goals.

5 Optional specialist.

Your IEP team might include a specialist, such as a speech therapist, physical therapist, or psychiatrist, but they aren't always required.

6 Your choice!

As a parent, you have a right to invite other people to the team. You might choose to include an advocate or someone with knowledge of your child, like a close relative, doctor, or caretaker. It can help to tell the school who you plan to bring to the IEP team meeting beforehand so they aren't surprised.



Ask!

You have a right to ask questions about anything you don't understand. If something doesn't make sense to you, ask until you feel clear.

Notification.

You have a right to be notified. A notice must be sent to parents with the time, date and location of the IEP team meeting. The notice must include info on your right to attend the meeting, your right to take other people to the meeting, and the name of a contact person in case you have questions.

Attend meetings.

You have a right to be present for any IEP team meetings, including the yearly review.

Schedule.

You have a right to request another IEP team meeting time if you can't make the time the school scheduled. If you can't attend the meeting in person, you have a right to participate in the meeting through phone call or video.

Yearly review.

You have a right to request an IEP review be done at least once a year.

Copies.

You have a right to have a free copy of the IEP and can ask for one at any time.

Updates.

You have a right to follow up on IEP progress at any time and request a yearly evaluation.

Disagree.

You have a right to disagree with a part of the IEP, even if you are okay with most of it. You may disagree with part of the placements, accommodations or services plan. A school cannot deny a student access to the other services or accommodations the parent agreed to. The school cannot deny the student's participation in any activity if a parent disagrees with one part of the IEP.

IEP Rights

Tips to prepare for the IEP meeting

The IEP meeting is where you and the other team members will decide what goes into your child's IEP, so it can help to prepare beforehand.

Talk to your child.

Ask your child about their experience at school. How do they feel at school? Are there subjects that are harder for them than others? Do they need more time or extra breaks?

List your child's strengths and limits.

You know your child best. Write down what your child does well and where they need extra help.

Talk to teachers or other care providers.

Ask other people about their experience with your child beforehand.

Gather documents.

Create a folder with the evaluation from school, any school records you want to include, samples of your child's work, and any other reports from medical or care professionals. Make sure you have a copy of the evaluation report before the IEP meeting. You may also request a copy of any evaluations, reports, or tests results from the school that you want to include in the review. You may also ask for a blank IEP form so you can get familiar with the document and use it to write down your thoughts and questions.

Review materials beforehand.

Read the evaluation report and any other reports or medical records before the meeting. This will help you feel informed and ready to make any requests or decisions at the meeting. If any of the evaluations and reports don't sound like your child, trust your instincts and prepare to ask for an Independent Education Evaluation.

Make notes.

It can help to write down what you want to say and any questions you have. You are a critical part of getting your child the education they deserve. You know your child best, so you can advocate for them by sharing what you know about your child and asking questions about things you don't know. Trust your instincts!

Talk to other parents.

There are many people who are going through this or who have been through it before. Community holds a lot of wisdom and experience, and parents can share what to expect and how to advocate in your particular school.

Keep a record.

Document any of the communications you have with the school. Bring any notes and records of any times, dates, and the name of the people you have communicated with along with the topic of the conversation or exchange.

Get a copy of your rights.

You should receive a copy of Louisiana's Department of Education's information on "Least Restrictive Environment" and a copy of the Extended School Year Fact Sheet either before or at the meeting. In addition, you must be given an opportunity to have documents explained to you orally.

Look at academic standards.

It can be helpful to look at the standards for your child's age and grade level to decide what are reasonable and measurable goals, but it's not always necessary. You can see Louisiana's academic standards at www.louisianabelieves.com/resources/library/academic-standards

Tips for when you are in the IEP meeting



1. **Know your value!** You are an important and equal part of your child's education team!
2. **Ask for clarity.** Remember that you have a right to ask for a phone call or meeting to get a spoken explanation of the evaluation and any part of the IEP. It's very important you understand the information in your child's evaluation so you can advocate effectively.
3. **Collaborate.** It can help to try to work in the spirit of collaboration with the other IEP team members. You may disagree with some of the things that are said, but your objections should be recorded and you do not have to agree to anything you are uncomfortable with.
4. **Keep cool.** It is understandable that you might get frustrated, upset, or angry, but acting from that place might make people shut down and cut off possibilities for your child. It can help to focus on the child's needs and potential solutions, not individual people. You may also want to bring a friend who can advocate for you if you need to step out of the meeting to cool down. Or you may also ask for a few minutes to take a break at any time.
5. **Document disagreements.** Remember that you are allowed to disagree and share your concerns, especially with the intention of working towards the best possible outcome for your child. However, if you can't reach an agreement on any part of the IEP, make sure you document all places where you disagree with the proposed plan.
6. **You don't have to apologize.** The way your child learns is often out of your control. You do not need to apologize to anyone for your child's learning differences. Remember that your child has a right to an education, no matter what they require to succeed.
7. **Understand updates.** Make sure you know how progress will be evaluated and how often you will get those reports, and that this information is documented as well.
8. **Know your rights!** If you are unhappy with the results of the meeting, make sure you know your rights and next steps. You may request a copy of the Procedural Safeguards under IDEA that schools are required to have on hand.
9. **Get answers.** Don't leave the meeting with unanswered questions. Make sure that all the topics and areas you want to talk about are discussed and you feel clear about what's supposed to happen for your child.

Some questions to ask are:

- Why do you feel this program and support is best for my child?
- What needs are being met by this program?
- When and how will the program be evaluated to decide it's meeting those needs?
- Who will be providing services and how often?
- What are their qualifications?
- How is progress measured?
- What information is being used to measure progress? (see <https://fhfofgno.org/resources/special-education> for more resources)

What's in an IEP?

The IEP itself can be overwhelming at first, but it's good to know what's in it so you can feel good with the plan you and the team are developing. Knowing the parts of an IEP can help you make sure it's working for your child.

Sometimes the school district will write in goals and objectives before the meeting, but it is only a draft and must include any changes that come from parent participation. Remember that at any time you can ask for an explanation of the IEP or the reasons why certain goals, accommodations, or services were selected.

A complete IEP has the following:

- General student information
- Instructional plan
- Accommodations form
- Program/Services form
- Placement/ Least Restrictive Environment (LRE) form
- Site determination
- Transition services form (for students ages 16+)

General student information.

This is the picture of where your child is starting from, and it is more than just test scores and a list of behaviors. General student information also contains your child's current performance, including their strengths, test scores, and your concerns as a parent. The General Student Information section is also where you can find a child's specific learning disability, which is called an "exceptionality" in the IEP. This section may also contain "consideration of special factors," such as behavior supports, health concerns, English Language Learning, other communication needs, and assistive technology.

Instructional plan.

Identifies the areas that your child will receive specialized education with targeted goals. Every subject which requires special education should be filled out, including behavior, life skills, or social skills if they apply.



Transition services form.

This form is written when your child turns 16 and describes the goals for them to enter the community as an adult, as well as the services needed to transition them there. The goals for after high school can be related to education, employment, other training, or, if appropriate, life skills such as independent living. The transition services needed will also include what your child needs to study to meet the stated goals. In most cases, the child should be present at the meeting where those goals are decided. For more information on transition planning, see <https://www.parentcenterhub.org/transitionadult/>

Services/Placement.

A snapshot of the services your child will get in a typical week. This includes the specifics of when, where, and for how long they will receive specific services in a week. The form must also include why the student's needs cannot be met in the regular classroom alongside their peers.

Placement.

The agreement the school is making to support your child. Although this section is called "Placement," it's important to remember that special education is not a single place, but a set of supports, modifications, and services that work together within the school to give your child an appropriate education. In this section, the school gives "assurances," or a promise that it is prepared to give your child the education that meets their needs. The school also identifies how often it will give progress reports. If the school cannot agree to give your child special education, you will be on the team that decides where they should go to receive a Free and Appropriate Education. If you agree to the plan, this Placement section is where you will sign.

Accommodations.

Lists the specific modifications, adaptations, and accommodations required for the general classroom, so your child may participate with and learn alongside their peers whenever possible.

Program and services.

An overview of your child's overall program, including the services and aids that will be provided to your child and any support staff required. The form also explains when, why, and total time your child may not be participating in certain classes and school activities.

Understanding accommodations and services



For some children with learning disabilities, accommodations and services can be valuable tools for bridging educational gaps and creating a supportive environment.

In the IEP document, accommodations are broken down into groups with a checklist of possible supports, but they are not limited to what is listed on the page.

- **Presentation accommodations.**
Supports that will be used during instruction time and they have four subgroups: read aloud, modify tests/assignments, communication assistance, and other.
- **Response accommodations.**
Supports your child will use to interact with the teacher and engage with the learning material, and they have 3 subgroups: communication assistance, computation devices, and other.
- **Timing & scheduling.**
Refers to the supports that apply to the pacing of instruction and allowed response time, and your child's schedule while in school.
- **Setting considerations.**
Refers to the environment and any changes or modifications that apply to the classroom or your child's individual work area.

The IEP document will also list any related services that are required, such as physical, speech, occupational therapy, counseling, language services, or transportation. For each service, it's important to know who will be providing those services, what their qualifications are, how often they will be providing services, and where the services will take place. If the school does not provide a required service at the school, they still need to provide them by using contracted professionals. For the complete list of related services covered under IDEA, see:

<https://sites.ed.gov/idea/regs/b/a/300.34>

Types of IEP

Interim: for students transferring from out of state or other schools if IEP was not in place.

Initial: for students who have recently (within 30 days) received an evaluation.

Review: yearly (or before, if requested) review to determine if goals and methods are successful.

Amendment: additions or changes to initial IEP.

What to check for on your child's IEP

Before you leave an IEP meeting, make sure the IEP document shows all the agreements made and includes any disagreements that you have with the proposed plan.

In general, the document should contain:

your child's strengths and areas for growth

a correct diagnosis that is expressed clearly and covers all areas of learning that are affected

a clear picture of current performance at school

the supports or interventions that will be used, as well as who will provide them and how often

the goals your child will be working towards.

Make sure the IEP has a program that maintains Least Restrictive Environment Laws, which allows your child to socialize with nondisabled peers and learn in the general classroom as much as possible.

And finally, ask for a copy of the IEP for yourself and all teachers and service providers included in the plan. The school should inform the child's teachers and service providers of their role and responsibility in providing the accommodations, support, and services in the IEP. However, it's a good idea to give a copy of the IEP to any teachers and staff who will be working with your child.

The IEP has to contain:

Where we're at.

Statement on the present level of academic performance and functional performance, including how the disability has impacted the student's ability to participate and make meaningful progress.

Where we're going.

Statement of measurable goals, including academic and functional goals, that the school will use to ensure the student is able to participate in the general classroom and use the general curriculum.

What's provided.

Statement of modifications, accommodations, and services and aides the school will provide.

Where, when, and how often.

When services will start, how often they will happen, where they will take place, and how long they will be provided.

How we will know we're getting there.

How the school plans to measure the progress made towards stated goals. Must also include when you will be given progress reports (for example: with report cards, every quarter, etc.).

Testing plan.

Description of testing or assessment accommodations or a statement of why they should take alternative assessment. For children who take alternate assessments, a description of benchmarks.

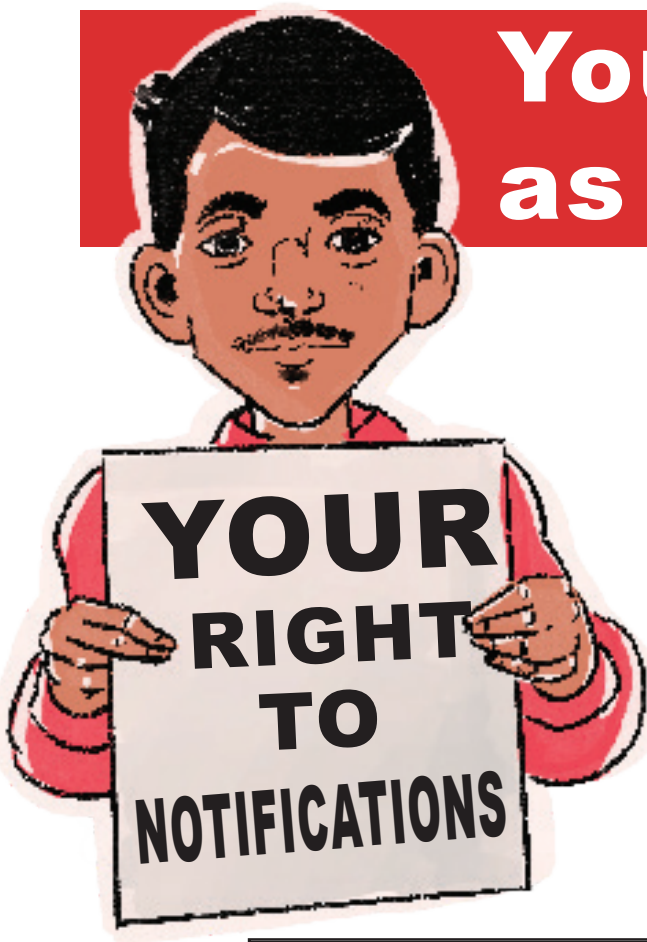
Participation level.

Description of when and where the child will not participate in general curriculum.

What comes next.

By the time your child is 16 the IEP must include appropriate goals to reach after high school such as training, education, employment, or skills for independent living. The IEP must also include the transition services, including any school/course work, necessary to reach those goals.
(20 U.S.C. 1414.(d))

Your rights as a parent



General notifications.

Schools are required to give written notice to parents informing them of their rights related to special education. Typically this should be done when the evaluation request is submitted by a parent or teacher, at every IEP meeting, at every re-evaluation meeting, or when a formal complaint is filed. However, a parent can request this information at any time. If a parent needs support in understanding their rights as written, they have a right to request an explanation.

Action notifications.

Before any action the school is taking or refusing, written notice must be given to the parent.

Written notice must be given BEFORE:

- the school can conduct an evaluation
- the school can change the decision whether or not a student has a disability
- the school can change any part of the child's education plan
- the school can change placement, including any and all disciplinary actions



All written notices related to any action the school wants to take or is refusing to take must:

- describe all actions the school wants to take
- describe any changes the school refuses to take, including specific reasons for refusing
- describe all options they considered and explain why those options were rejected
- include info that supports the school's decision, such as tests or evaluations or reports
- include sources for parents to get support in understanding the documents, if needed
- include information about state complaint procedures and description of how to file
- be delivered in clear language, in the primary language of the parent, or given orally, on tapes, in Braille, or in any other way the parent can understand
- be given in a "reasonable" amount of time before any action is taken

Your right to school records

Access. Parents and anyone representing them (such as lawyers or advocates) have a right to see the child's records within 45 days of requesting to see them.

Changes. Parents have a right to challenge, change, or amend their child's record.

Fees. Schools can charge a fee to make copies of records, unless it would prohibit the parent from seeing the records.

Confidentiality. Under the Family Educational Rights and Privacy Act (FERPA), all school records are confidential. Schools are required to follow the guidelines in the storage, distribution, destruction, and protection of all school records related to evaluations or reports of a child who has a disability.

Your right to give parental consent

We know that many people can serve in a parental role, but according to federal law a parent is:

- a biological or adoptive parent
- a person acting in place of the child's biological parent, such as step-parent, grandparent, or other relative who lives with the child
- a foster parent, unless state law prohibits parent from acting as such
- a guardian authorized to act as the child's parent or make educational decisions for the child (but not the state if child is ward of the state)
- a person legally responsible for the child
- a surrogate parent who has been appointed

If parents are divorced, both parents have equal rights unless the parent without custody does not have rights under state law or order of custody court.



What is Informed Parental Consent?

"Informed Parental Consent" is permission from the parents to move forward with any action. Informed Parental Consent means that the parent has been fully informed of all activity in their primary language or other form of communication and has approved of the activity in writing. Informed Parental Consent is given at the free will of the parent, and it can be withdrawn by the parent at any time.

When is Informed Parental Consent required?



You have a right to participate in every decision in the identification, evaluation, discipline, and placement of your child. For some parts of this process, a parent's consent, or permission, is required before a school can take any action, including:

- an evaluation or reevaluation to determine need for special education services
- the initial IEP and placement
- release of educational records
- change of placement from special education to general education
- or to access parent's insurance for supportive services.

Consent for an evaluation does not qualify for permission to give any special education services, or the placement of your child in any educational program. **Your consent, or permission, is required before any IEP plan can be implemented.** If a parent does not provide consent, a school cannot provide special education services to a child. If the parent and school do not agree on the IEP, the child will stay in their previous placement until an agreement is reached through formal or informal dispute resolution.

What if school took action without parental notice or consent?

If a parent has discovered that a school has taken action that requires written notification or consent, and they have not received notice or given consent, they should contact the school's special education supervisor or coordinator in writing as soon as possible. Even if a parent agrees with the action taken and there was no written notification, you can write a letter. If a parent disagrees with the action and there was no notification and/or consent, you can request an immediate meeting with the special education supervisor and school staff responsible for the action taken. If the meeting does not resolve the issue, a parent has a right to seek a due process hearing, or a formal legal challenge to the school. (20 U.S.C.1415 (c) (1))

Discipline at School

Is Special Education Discipline different?

Yes. As soon as a school knows your child may have a disability, there are other protections and rules the school has to follow.

Basic rights for students with disabilities and their families

A student can not be removed from school for more than 10 days total without a "Manifestation Determination Review." The Manifest Determination Review requires the school, a parent, and any relevant members of the IEP team to review all information to decide if the student's behavior was caused by their disability, or the school's failure to follow their IEP or 504 plan.

A school must immediately notify the parent in writing if there is a change of placement (informal or formal removal for more than 10 total days) and inform them of their rights, also called procedural safeguards.

The student cannot go without the educational services that allow them to make progress in the general curriculum for more than 10 days.

If a student is in possession of drugs or weapons or if they cause bodily harm to another person, they lose these protections and the school can remove them for up to 45 days.



But remember...You have a right to challenge any decision the school makes about your child's education!



Steps for disciplinary action: change of placement

A change of placement is when the school:

- sends a child to an alternative school
- suspends a child for more than 10 days
- expels a child or
- in some cases, shows a pattern of removing a child for the same behavior.

Before a change of placement can occur, the school must:

- 1** Notify the parent in writing and give them copies of the procedural safeguards, or the ways to challenge the decision

AND

- 2** Have a “Manifestation Determination Review” (MDR) with a representative of the school, the parent, and a member of the IEP or evaluation team to decide if the behavior was related to the child’s disability OR the school’s failure to follow the IEP/504 plan.

After the Manifestation Determination Review

Was the behavior related to the child’s disability?

YES

The school must conduct a Functional Behavior Assessment (FBA) and create a Behavior Intervention Plan (BIP) AND do one of the following:

Return the child to the educational setting where they were learning

Make an agreement with parent on a change of educational setting for the student that can better meet their needs

Prepare to provide education and required services with the original IEP/504 plan in a temporary educational setting, also called an Interim Alternative Educational Setting (IAES). This placement can be up to 45 days but must allow the student to continue towards their educational goals.

NO

The school can remove the child. You can appeal by starting a formal legal process to challenge the decision, also called a due process hearing.

Was the behavior a result of the school’s failure to follow the IEP/504 plan?

YES

The school will update IEP.

NO

The school may remove the child. You can appeal by requesting a due process hearing. ([U.S.C 1400 \(B\) \(e\) 300.530 \(e\)](#))

Challenging Discipline Decisions

If the school says behavior was not related to disability, you may request an “expedited due process hearing.” When we “expedite” something we make a process or action happen more quickly, and in this case it’s important to request an expedited due process hearing because that is the name of the discipline hearing protected under IDEA.

School officials may try to schedule a regular disciplinary hearing with a longer timeline that can keep a student out of school. In addition, if you agree to the regular education disciplinary hearing with regular education staff, a student may lose all their rights and protections given to them under IDEA.

An expedited due process hearing happens within 20 days of the written request. A decision is made within 10 days of the hearing. If the hearing officer upholds a school’s decision to expel a student, you can appeal the decision. For students with an IEP, your appeal is made to the Louisiana Department of Education. For students with a 504 plan, your appeal is made to the local school board.

(L.A.C. title. 28, XLIII§ Bulletin 1706 (5)(B)§ 532.b)



Complaint and Dispute Resolution Paths



What to do if there is an issue?

If you are not happy with your child's educational program or other decisions the school is making that impact your child, the first step you can take is making a phone call or visit to try to resolve the issue with the school directly. Make sure to document your interactions and include who you spoke to and what was discussed, and keep a record of your requests for a meeting with your child's teacher or school principal. If you and the school can come to an agreement, put in writing what was agreed to and send a copy to the school. If you can't connect with your child's teacher or the principal, you may also contact the Special Education Supervisor at your school or district and request an IEP or 504 plan meeting to have your issues heard.

What if the issue is still not resolved?

In some cases, you will need more formal ways to reach an agreement. See below for the complaint and dispute resolution paths for different situations and don't be afraid to ask for help! These processes are often difficult, confusing, and exhausting. No one can do this alone.

Who can help?

You can start by talking with your community and the advocates you know for tips and tools on how to advocate for yourself and your child. The process of advocating can be long and challenging, but FFLIC can give you the resources and tools you need to strengthen the movement for equal education.



What issues can be solved?

The contents of an IEP

Who can initiate the process?

Parent or school, (but must be voluntary for both)

What is the time limit for filing?

None

What is the timeline for a resolution?

None

Who resolves the issue?

IEP team through consensus. The IEP facilitator is neutral and does not make decisions related to IEP

How to start the process?

Fill out and sign LDOE's form [Request for Special Education Formal Complaint Investigation](#).
Email a copy to: DisputeResolution.DOE@la.gov
Print and Mail a signed copy to: LDOE
Attn: Legal Division
P.O. Box 94064
Baton Rouge, LA 70808-9064

*Note: All Due Process Hearing Requests must be in writing and include: A statement describing the reason for the request, facts about the incident, and a proposed resolution.

(La. Admin. Code title. 28, XLIII§ Bulletin 1706 (5)(A))

Mediation	Informal Complaint/ Early Resolution Process	Formal Complaint	Due Process Hearing
Any matter related to the identification, evaluation, or educational placement of a student, or the school's ability to provide Free and Appropriate Public Education	Violations of IDEA and the state's or federal government's laws that are designed to carry it out	Violations of IDEA and the state's or federal government's laws that are designed to carry it out	Any matter related to the identification, evaluation, or educational placement of a student, or the school's ability to provide Free and Appropriate Public Education
Parent or school, (but must be voluntary for both)	Parent or school, (but must be voluntary for both)	Any individual or organization, including those from out of state	Parent, local school district, or lawyer
None	One year from when the party knew or should have known of the issue	One year from when the party knew or should have known of the issue	One year from alleged violation
None	15 days from when the complaint is received, unless extension agreed on by both parties	45 days from end of Early Resolution Process unless an extension is granted. Note: Filing a complaint does not remove your right to a due process hearing!	45 days from end of resolution period unless an extension is granted
Parent and school or school district with a mediator. The resolution must be agreed to and signed by both parties	Parent and school make an agreement. If not, parent may immediately make a formal complaint or start due process	LDOE Compliance Investigator	Hearing Officer
Fill out and sign LDOE's form Request for Special Education Formal Complaint Investigation . Email a copy to: DisputeResolution.DOE@la.gov Print and Mail a signed copy to: LDOE Attn: Legal Division P.O. Box 94064 Baton Rouge, LA 70808-9064	Email the Early Resolution Process representative at your school. If you can't find out who that is, email LDOE at Special Education@la.gov	Fill out and sign LDOE's form Request for Special Education Formal Complaint Investigation . Email a copy to: DisputeResolution.DOE@la.gov Print and Mail a signed copy to: LDOE Attn: Legal Division P.O. Box 94064 Baton Rouge, LA 70808-9064	Fill out and sign LDOE's form Request for Special Education Formal Complaint Investigation . Email a copy to your school and to: DisputeResolution.DOE@la.gov Print and Mail a signed copy to your school and: LDOE Attn: Legal Division P.O. Box 94064 Baton Rouge, LA 70808-9064

(<https://www.louisianabelieves.com/students-with-disabilities/dispute-resolution>)

Special Education Toolkit Workbook

Table of Contents

• Glossary	3
• Individualized Education Program (IEP) template	7
• Sample letter templates	22
• Formal Complaint Investigation Request	23
• Evaluation Checklist	24

Glossary

You always have a right to ask for an explanation of anything you haven't heard before or don't understand. You are a critical part of deciding what is best for your child, so it's important you know the language of special education in addition to your rights. The below list is specific to advocating for a child in Louisiana. For more understanding and language of specific learning disabilities, impairments, and disorders, see Smart Kids with Learning Disabilities's glossary.

Accommodations: Changes made in how your child is taught or tested based on his or her disability needs. Accommodations do not change what your child is taught or what your child is expected to know. Highlighted textbooks, more time to complete work when your child reads or writes slowly, and seating close to the teacher are all common accommodations. These accommodations could include instructional materials to help your child access textbooks or other curriculum.

Adapted Physical Education (APE): Physical education which has been adapted or modified so that it is as appropriate for a child with a disability as it is for a child without a disability.

Advocate: An attorney or non-attorney with specialized knowledge or skill in helping parents and students resolve problems with schools. Parents are their child's first and often most effective advocates.

Alternative Education Placement (AEPs): Disciplinary programs operated by school districts for students who have committed a range of offenses listed in state law and/or in the LEA's Student Code of Conduct.

Assessment: Assessments are tests given to all students. Students with disabilities may need accommodations which will be written in the IEP. Certain students may need an alternate assessment when they can not participate in regular assessments, even with accommodations.

Assistive Technology (AT): Any items, pieces of equipment or products used to increase, maintain, or improve the way your child functions. Assistive technology devices for students with disabilities may be used to assist with seating and positioning, mobility, communication, computer access and instruction, and self-care.

Behavior Intervention Plan (BIP) or Behavior Support Plan (BSP): Lists supports and services the LEA will give your child to increase positive behavior and to reduce the impact of negative behavior on learning.

Child Find: A continuous process of public awareness activities, screening, and evaluation designed to locate, identify, and refer as early as possible all young children with disabilities and their families

Dispute Resolution: Parents and LEAs working together to resolve disagreements concerning special education in order to preserve the relationships necessary to student success. Dispute Resolution options include: IEP facilitation, mediation, informal and formal complaints, and due process hearings.

Early Childhood Special Education (ECSE): Children with disabilities, birth through five years of age, may qualify for special education services. Children age 0-2 receive early intervention services through the Department of Health and Hospitals. Children who are age 3-5 receive IEP services through the LEA. 5

Every Child Succeeds Act (ESSA): Federal legislation reauthorizing the 50-year old Elementary and Secondary Education Act and revising many provisions of what was known as No Child Left Behind (NCLB). The Elementary and Secondary Education Act is the United States' national education law and longstanding commitment to equal opportunity for all students.

Early Resolution Process (ERP): An opportunity for families and LEA staff to attempt to resolve disputes prior to the exercise of the LDOE's supervisory jurisdiction in addressing allegations that the LEA is violating a requirement of the IDEA.

Equitable Services: Special education services made available to parentally-placed private school students with disabilities.

Extended School Year Services (ESYS): Services provided in the summer to some students with disabilities that require services as a part of their free appropriate public education. ESYS services must be provided according to the IEP and at no cost to you.

Free Appropriate Public Education (FAPE): Special education and/or related services designed to meet the individual needs of each student at no cost to you, guaranteed to all eligible students with disabilities by the Individuals with Disabilities Education Act (IDEA).

Functional Behavior Assessment (FBA): A set of activities used to find out the cause of a child's behavior before deciding what to do to change the behavior (intervention).

Individual Education Program (IEP): An individualized plan developed by parents and school staff that describes the special education and related services to be given to a student who receives special education. It must be reviewed and, if needed, revised at least once each year.

Individuals with Disabilities Education Act (IDEA): Federal legislation designed to make sure school districts provide a free appropriate public education to students with disabilities that will prepare them for further education, employment, and independent living.

Least Restrictive Environment (LRE): To the maximum extent appropriate, children with disabilities are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the general educational environment occurs only when the nature or severity of the child's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Local Education Agency (LEA): A public agency which supervises the provision of instruction or educational services to the community. People often use the term "school district" to refer to the LEA. LEAs may supervise multiple schools or, in the case of charter schools, may be comprised of only one school.

Louisiana Department of Education (LDOE): The state agency responsible for supervising the LEAs to ensure that students with disabilities enrolled in public schools get a free appropriate public education (FAPE).

Louisiana Student Standards: New academic standards based on research and developed by a collection of teachers, school leaders, and education experts. The Student Standards define what students need to learn in each grade to stay on track to a college degree or a professional career.

Manifestation Determination Review (MDR): A meeting to review the relationship between a child's disability and his or her behavior that needs disciplinary action.

Modifications: Modifications, unlike accommodations, change the level of instruction provided or tested. Modifications create a different standard for children who receive them. The most common modifications are those made to the general education curriculum for a child with a significant cognitive disability.

No Child Left Behind (NCLB): Federal legislation that ensures that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. 6

Parent: A biological, or adoptive parent of a child; a foster parent; a guardian generally authorized to act as the student's parent, or authorized to make educational decisions for the student, but not the state if the student is a ward of the state; an individual acting in the place of a biological or adoptive parent with whom the student lives, or an individual

who is legally responsible for the student's welfare; or a surrogate parent who has been appointed in accordance with law.

Partnership for Assessment of Readiness for College and Careers (PARCC): A series of assessments for English language arts and math developed to provide a meaningful measure of student achievement in the Common Core curriculum.

Procedural Safeguards: Protections designed to defend the rights of children with disabilities and their parents. Safeguards include the right to participate in IEP meetings, examine educational records, participate in complaint and due process procedures, and many other protections under the IDEA.

Response to Intervention (RTI): A process that provides intensive, high-quality instruction and interventions aimed at supporting the learning or behavioral needs of a student. The targeted interventions are generally provided before deciding that a student has a disability that requires special education services. The results of these interventions will be used to drive ongoing instruction whether a student is in special education or general education.

School Building Level Committee (SBLC): A group that meets regularly to discuss concerns from teachers, parents, or other professionals on individual students experiencing difficulty in school because of academic and/ or behavior problems. The SBLC shall review and analyze data, including RtI results, to determine the most beneficial options for the student.

Section 504: The common name for the federal law that prohibits discrimination against students with disabilities. Section 504 (of Public Law 93-112, the Rehabilitation Act of 1973) applies to any agency, public or private, which receives federal funds. Services are typically provided in the form of accommodations.

State Board of Elementary and Secondary Education (BESE): The administrative body overseeing all Louisiana public elementary and secondary schools. BESE adopts regulations and enacts policies governing the operations of those schools under its jurisdiction and exercises budgetary oversight of their educational programs and services.

Supplementary Aids and Services: The term used in IDEA to describe those aids, services, and other supports given in general education classes, extracurricular activities, and non-academic settings, so that a child with a disability can be educated with students who do not have disabilities.

Universal Design for Learning (UDL): A way of designing instruction that allows equal access to content to be used by people with the widest possible range of abilities

Transition Services

Date of Student Invitation:

Method of Student Invitation:

Measurable Postsecondary Goals (Outcomes that occur after the student has left high school.)

Training or Education Goal:

Employment Goal:

Independent Living Goal:

(if applicable)

Transition Assessments

List the multiple assessments used to address the student's career interests, vocational skills, employability, independent living skills, self-advocacy and other preferences and interests. Assessment documentation must be included in IEP folder.

TRANSITION SERVICES	SCHOOL ACTION STEPS	STUDENT ACTION STEPS	FAMILY ACTION STEPS	AGENCY ACTION STEPS
INSTRUCTION/ RELATED SERVICES				
COMMUNITY EXPERIENCES				
EMPLOYMENT AND POSTSCHOOL ADULT LIVING				
FUNCTIONAL VOCATIONAL EVALUATION AND DAILY LIVING SKILLS				

☐ The Individual Graduation Plan (IGP)

☐ Individual Graduation Plan for LEAP Connect

☐ Educational/Career Plan for LEAP Connect

WHEN NEEDED, IF A PARTICIPATING AGENCY DOES NOT ATTEND, DOCUMENT OTHER ACTIONS FOR AGENCY LINKAGES.

Exit Document: _____

Years to Graduate/Exit: _____

Anticipated Exit Date: _____

General Student Information

HOMEBASED SCHOOL: _____ OTHER SCHOOL: _____

IEP TYPE: _____ INDIVIDUAL EVALUATION / WAIVER DATE: _____

Primary / Other	Exceptionality	Detail(s)
Primary		
Other		
Other		
Other		
Other		

IEP Participants	Name	IEP Participants	Name

Include strengths; parental concerns; evaluation results; academic, developmental, and functional needs; statewide assessment results; progress or lack of expected progress in general education curriculum; and consideration of special factors: behavior, language needs for English Learner, instruction in and use of braille, communication needs, assistive technology devices and services, and health needs.

Directions: Check "Yes" or "N/A" for both questions.

Does the student have limited or no verbal skills?

☐ Yes ☐ N/A

Does the student have other significant impairment in the areas of receptive and/or expressive language, including but not limited to impairments in the areas of apraxia, articulation/phonology, fluency, pragmatics, or auditory processing.

☐ Yes ☐ N/A

- In order to effectively plan for this student's unique communication support needs and facilitate his/her academic progress,
 - In the General Student Information drop down list, the "Communication" item will self-populate.
 - The "Communication Needs of Child" section must be completed.
 - A communication plan must be developed for this student. "The Tools for Developing Communication Plans" is a resource for IEP teams to use in developing plans.
 - At least 1 communication related goal must be included in the instructional pages of the IEP.

General Information about the Student:

Strengths:

Parent Concerns:

Evaluation /
Reevaluation Results:

Academic, Developmental, and Functional Needs:	
Statewide Assessment Results:	
Progress or lack of expected progress in general education curriculum:	

General Student Information (continued)

Consideration of Special Factors

Behavior:	
English Learner:	
Communication Needs of Child:	
Instruction in and use of Braille:	
Assistive Technology Services / Devices - Please indicate AT devices used on the Accommodations Page	
Health needs - IHP needs to be attached to IEP	

☐ After consideration by the IEP team, there are no special factors that need to be addressed at this time

Transition Courses of Study - Attach plan to IEP:	☐ Individual Prescription for Instruction	☐ Individual Graduation Plan	☐ Individual Graduation Plan for LEAP Connect Students	☐ Educational/Career Plan for LEAP Connect Students		
Educational Needs:	☐ Academic/Cognitive	☐ Behavior	☐ Communication	☐ Motor	☐ Self-Help	☐ Social

Instructional Plan #

EDUCATIONAL NEED AREA: _____

CONTENT AREA: _____

☐ ESY Instruction

☐ April Dunn Act Applied

☐ Targeted for Secondary Transition

☐ Louisiana Connectors Aligned Instruction

Present Level of Academic Achievement and Functional Performance

Measurable Academic / Functional Goal

Method of Measurement: _____

Additional Methods of Measurement: _____

Date Achieved: _____

REQUIRED FOR STUDENTS PARTICIPATING IN ALTERNATE ASSESSMENT AND APRIL DUNN ACT
MEASURABLE SHORT-TERM OBJECTIVES or BENCHMARKS (Number each objective or benchmark)

#	THE STUDENT WILL	Date Achieved
1		
2		
3		

PERSONNEL RESPONSIBLE FOR IMPLEMENTING GOAL (Check by position)

☐ Special EducationTeacher

☐ Parent

☐ Speech/Language Pathologist

☐ Regular EducationTeacher

☐ Student

☐ Adapted Physical

☐ Educator Other Related Service Providers (List)

☐ Other (List)

Accommodations listed on the IEP should be used routinely in classroom instruction and on similar classroom assessments. Select testing accommodations that correlate to instructional accommodations used routinely throughout the academic year.

☐ ESY Instruction

☐ NONE (This student does not require Accommodations)

*English III Only
**Replaced LEAP and EOC
***Except Reading Comprehension sections on the Eng III EOC

Accommodations

CHECK THE INDIVIDUAL ACCOMMODATIONS NEEDED

			Statewide Assessments											
			Paper							Online				
			LEAP 2025** Grades 3-4				Grades 3-12	Grades 9-12	Grades 3-12	LEAP 2025** Grades 3-12				
	Classroom		ELA	Math	Social Studies	Science	LAA 1 Science	LAA 2	LEAP Connect	ELA	Math	Social Studies	Science	
	Instruction	Testing												
Presentation Accommodations														
Read Aloud														
Text-to-Speech	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Human	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Kurzweil	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Recorded voice file	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Modify Test/Assignments														
Modified tests	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Modify assignments as needed	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Shorten assignments	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Limit amount of work required or length of tests	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Modify/repeat/model directions	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Alter format of materials on page (type/highlight/spacing)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Limited multiple choice/Reduce answer choices	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Provide Word bank/Word assistance	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Multiple choice spelling tests, shortened spelling list	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Access For All Accessibility Feature Accommodation Assistive Technology	Statewide Assessments												
	Classroom		Paper				Online						
			LEAP 2025** Grades 3-4				Grades 3-12	Grades 9-12	Grades 3-12	LEAP 2025** Grades 3-12			
	Instruction	Testing	ELA	Math	Social Studies	Science	LAA 1 Science	LAA 2	LEAP Connect	ELA	Math	Social Studies	Science
Presentation Accommodations													
Communication Assistance													
Communication Assistance/Task Description													
Fm system													
Adapted toys/games													
Computer/Word-Processor													
Touch Screen Monitor													
Reading pen													
Communication assistance - related to hearing loss only													
Hearing Device													
Interpreter													
Visuals													
Visual schedule/Picture schedule													
Audio Amplification System													
Communication Assistance Script (for interpreters and UEB read aloud)													
Other Presentation Accommodations													
Answer Masking													
General Administration- Directions Clarified by test administrator													
General Masking													
Highlight Tool/Highlighter													
Headphones or Noise Buffers													
Magnification/Enlargement Device													
Pop-up Glossary													
Redirect Student to the Test													
Tactile Graphics													
Utilize graphic/pictorial mode materials (e.g. tactile graphics)													
Large Print													

Access For All Accessibility Feature Accommodation Assistive Technology	Statewide Assessments												
	Classroom		Paper					Online					
			LEAP 2025** Grades 3-4				Grades 3-12	Grades 9-12	Grades 3-12	LEAP 2025** Grades 3-12			
	Instruction	Testing	ELA	Math	Social Studies	Science	LAA 1 Science	LAA 2	LEAP Connect	ELA	Math	Social Studies	Science
Presentation Accommodations													
Change background font and colors													
Color reading filters													
Color code material													
Provide study outlines/guides													
Provide assistance/cues/prompts for transitions between activities													
Task analysis													
Use multi-sensory modes /tools to reinforce instruction													
Use text/workbooks/worksheets at modified reading level													
Provide daily assignment list													
Provide homework lists													
Preview test procedures													
Simplify test wording													
Utilize audio/recorded texts													
Utilize digital formats													
Digital Recorders													
E-reader													
UEB													
Other (Classroom only - NOT for state assessments)													
Unique (Requires additional documentation and LDOE approval for use on state assessments)													

Access For All Accessibility Feature Accommodation Assistive Technology
--

☐ Access For All ☐ Accessibility Feature ☐ Accommodation ☐ Assistive Technology	Statewide Assessments												
	Classroom		LEAP 2025** Grades 3-4				Grades 3-12	Grades 9-12	Grades 3-12	LEAP 2025** Grades 3-12			
	Instruction	Testing	ELA	Math	Social Studies	Science	LAA1 Science	LAA 2	LEAP Connect	ELA	Math	Social Studies	Science
Response Accommodations													
NotePad/Blank Paper	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Eliminate Answer Choices	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Flag Items for Review	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Blank Paper/Adapted Paper	☐ ☐	☐ ☐	☐	☐	☐	☐ ☐	☐	☐ ☐	☐	☐	☐	☐	☐
Copy of notes (teacher notes, class notes)	☐ ☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Word bank, reduced answer choices on multiple choice tests	☐ ☐	☐ ☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Word prediction on the ELA/Literacy Performance-based Assessment	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐	☐ ☐	☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
Planners/Organizers/Graphic organizers	☐ ☐	☐ ☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Adapted grips/utensils/pencils/drawing tools	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐	☐ ☐	☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
Eye gaze communication system	☐ ☐	☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐
Answers Recorded	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
Transferred Answers	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
Provide product options for students to obtain information and demonstrate knowledge through use of: alternative projects/ interviews/ oral reports	☐ ☐	☐ ☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Student writes on test	☐	☐ ☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Objective tests	☐	☐ ☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Rephrase test questions	☐ ☐	☐ ☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Test study guide	☐ ☐	☐ ☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Shortened tasks	☐ ☐	☐ ☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Extra credit options	☐ ☐	☐ ☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Hands-on-projects	☐ ☐	☐ ☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Dictionary/Thesaurus/Spell Checker	☐ ☐	☐ ☐	☐	☐	☐	☐	☐	☐ ☐	☐	☐ ☐ *	☐	☐	☐
Other (Classroom only - NOT for state assessments)													

Unique (Requires additional documentation and LDOE approval for use on state assessments)													
Access For All Accessibility Feature Accommodation Assistive Technology													

Copies must be provided to Teacher(s), Parent(s), and Central Office

Access For All Accessibility Feature Accommodation Assistive Technology	Statewide Assessments												
	Classroom		Paper				Online						
			LEAP 2025** Grades 3-4				Grades 3-12	Grades 9-12	Grades 3-12	LEAP 2025** Grades3-12			
	Instruction	Testing	ELA	Math	Social Studies	Science	LAA1 Science	LAA 2	LEAP Connect	ELA	Math	Social Studies	Science
Setting Considerations													
Individual testing													
Small group testing													
Provide individualized instruction													
Provide small group instruction													
Assign peer tutors/work buddies/note-takers													
Provide desktop list of tasks													
Alter physical room environment													
Separate or Alternate Location													
Specified Area or Seating													
Other (Classroom only - NOT for state assessments)													
Unique (Requires additional documentation and LDOE approval for use on state assessments)													

Program / Services

LOUISIANA EDUCATIONAL ASSESSMENT PROGRAM

Regular Assessments ☐

Alternate Assessment ☐ LEAP Connect - For students who were in 8th grade or above during the 2018-2019 school year.

☐ LEAP Connect -- For students who were in 7th grade or below during the 2018-2019 school year.

For a 12th grade student who is eligible to participate in LEAP Connect, continue selecting the appropriate LEAP Connect option above even if the student is not required to test during the 12th grade year.

☐ LAA 2 -- The LAA 2 will no longer be administered in grades 4-8 starting with the 14-15 school year. IEP teams may continue to check these boxes for eligible students who have entered a high school cohort in 13-14 or before and those students will continue to have access to the LAA 2 graduation exams.

☐ ELA ☐ Math

☐ Science ☐ Social Studies

None ☐ This option should be selected only under one of the following two conditions:

- Prekindergarten through second grade students (For students in second grade, this IEP may still be valid when the student is in 3rd grade and participating in statewide assessments. Please consider this possibility and the spring testing window when making an assessment decision.)
- Graduating seniors who have passed the required components of the exit examination

The ACT assessment requires separate documentation and approval for local, state, and ACT approved accommodations as outlined in the Procedures for Requesting ACT Test Accommodations.

April Dunn Act Eligibility

☐ No ☐ Yes

☐ Promotion ☐ Graduation

Special Transportation

☐ No ☐ Yes - Describe

REGULAR CLASSES

☐ Reading ☐ Spelling ☐ Physical Education

☐ Science ☐ Writing ☐ Social Studies

☐ Math ☐ Art/Music ☐ Foreign Language

☐ Vocational ☐ English/Language Arts

☐ Electives (list)

If not in regular classes, explain

ACTIVITIES WITH NON-DISABLED PEERS (Check all activities with non-disabled peers)

☐ Assemblies ☐ Buses ☐ Field Trips

☐ Library ☐ Meals ☐ Recess

☐ Extracurricular/Nonacademi

☐ c Other

☐ If not participating in activities with non-disabled peers,explain

EXTENDED SCHOOL YEAR SERVICES

Criteria For Consideration:

☐ Regression / Recoupment

☐ Critical Point of Instruction 1

☐ Critical Point of Instruction 2

Special Circumstances

☐ Employment

☐ Transition to Part B (Preschool)

☐ Transition to Post School

☐ Outcomes Excessive Absences

☐ Extenuating Circumstances

Supports Needed for School Personnel (Describe)

Services / Placement

STUDENTS TOTAL INSTRUCTIONAL DAY (Minutes): _____ Student attends school ☐ days per week.

Service	Date to Begin	Duration	Individual / Group	Regular Class		Community		Special Class	
				Minutes	Sessions	Minutes	Sessions	Minutes	Sessions
Total Number of Minutes in Special Setting per Week:									

Service	Date to Begin	Frequency	Individual / Group	Regular Class		Community		Special Class	
				Minutes	Sessions	Minutes	Sessions	Minutes	Sessions
Total Number of Minutes in Special Setting per Week:									

PLACEMENT/SERVICE DETERMINATION CHECKLIST

Attends Regular Early Childhood Program at least 10 hours per week

☐ Receives majority of hours of special education and related services in the regular early childhood program

☐ Receives majority of hours of special education and related services in some other location

Attends Regular Early Childhood Program less than 10 hours per week

☐ Receives majority of hours of special education and related services in the regular early childhood program

☐ Receives majority of hours of special education and related services in some other location

Attends Special Education Program (not in any regular early childhood program)

☐ Separate Special Education Class ☐ Residential Facility

☐ Separate School

Attends neither a regular early childhood program nor a special education program

☐ Receives majority of special education and related services at home

☐ Receives majority of special education and related services at service provider or other location

COMMENTS

Placement

SITE DETERMINATION

NOTE: The local education agency may choose to complete this section at this time. If the following assurances cannot be provided at this time, then a Site Determination Form assuring that the site selected is in accordance with least restrictive environment rules must be forwarded to the parent within ten (10) calendar days.

ASSURANCES:

1. This school is the one the student would attend if he or she were not identified exceptional.

2. This school and class are chronologically age appropriate for the student.

3. The school selected is accessible to the student for all school activities.

4. The classroom is comparable to and integrated with regular classes.

Site: _____

PROGRESS REPORT

The LEA assures that the program and services described in the IEP will be provided. The schedule for describing the progress towards achievement of the academic and functional annual goals will be every weeks, current with the issuance of report cards.

ASSESSMENT IMPLICATIONS (Check one)

☐ I understand my child will participate in LEAP Alternate Assessment, LEAP Connect. Testing in LEAP Connect means my child may earn a high school diploma if my child meets the requirements for the alternate pathway to a diploma for students assessed on LEAP Connect. If my child does not meet those requirements, I understand my child should earn a Certificate of Achievement. The implications of participating in LEAP Connect have been explained to me and will be reviewed annually.

☐ I understand my child (I) will participate in LEAP Alternate Assessment, Level 2 (LAA 2), and by meeting all graduation requirements, my child (I) will receive a high school diploma. However, if my child (I am) is not pursuing a high school diploma, my child (I) may pursue Louisiana's General Education Development (GED) diploma with possibly an Industry Based Certificate, or a State Approved Skills Certificate. If during the exit year all requirements for earning a high school diploma, GED, or State Approved Skills Certificate have not been met, then my child (I) may be eligible to exit high school with a Certificate of Achievement. I understand that this certificate limits my child's (my) choices of post-secondary education and careers, including military services. The implications of participating in LAA 2 have been explained to me and will be reviewed annually.

The LAA 2 will no longer be administered in grades 4-8 starting with the 14-15 school year. Students who have entered a high school cohort in 13-14 will continue to have access to the LAA 2 high school tests for graduation purposes. State law has recently changed regarding graduation options for students with disabilities and the IEP form has been updated to accommodate these new options.

AGE OF MAJORITY

☐ Beginning at least one year before reaching the age of majority, I (my child) have been informed that my (his or her) rights under the act will transfer to me (my child) on my (his or her) reaching the age of majority

PARENT/STUDENT* CONSENT FOR SERVICES

☐ I have received a copy of the Louisiana Educational Rights of Exceptional Children with disabilities, and was given an opportunity for an oral explanation. I have received a copy of my (child's) evaluation and documentation of determination of eligibility.

☐ I give consent for the initial provision of special education and related services.

☐ I understand that if I disagree with any services or the placement described on the IEP, I can pursue a solution to my complaint through the state's written dispute resolution options.

☐ Parent / Student did not attend the Review IEP Team meeting.

SUPPORTING DOCUMENTATION

Have the following documents been included in the IEP folder?

LEAP Alternate Assessment Participation Criteria, Level 2 (LAA 2)

☐ Yes

☐ N/A

Individual Healthcare Plan

☐ Yes

☐ N/A

Individual Prescription for Instruction (get copy from advisor/school guidance counselor)

☐ Yes

☐ N/A

Individual Graduation Plan (current IGP has been uploaded in the attachments feature)

☐ Yes

☐ N/A

Parental Consent form for Connections for 8th graders (get signed copy from SBLC team)

☐ Yes

☐ N/A

Summary of Performance Criteria Form

☐ Yes

☐ N/A

Parental Consent form for Medicaid Billing

☐ Yes

☐ N/A

Individual Graduation Plan for LEAP Connect Students

☐ Yes

☐ N/A

Educational / Career Plan for LEAP Connect Students

☐ Yes

☐ N/A

Behavior Intervention Plan

☐ Yes

☐ N/A

Communication Plan

☐ Yes

☐ N/A

Assistive Technology Consideration Checklist

☐ Yes

☐ N/A

Unique Accommodations Request

☐ Yes

☐ N/A

SIGN: PARENT/GUARDIAN/SURROGATE PARENT/COMPETENT MAJOR/STUDENT

PRINT: *Signature is only required for the initial provision of services. * Parents should initial and date in the IEP Participant box on the GSI page if they attended an IEP team meeting where the IEP was amended.

SIGN: OFFICIALLY DESIGNATED REPRESENTATIVE OF LOCAL EDUCATION AGENCY

PRINT:

Sample Letter Templates

It's a good idea to document all your requests, concerns, or results of any action taken or not taken by the school. When writing a letter to the school, you want to keep it simple and to the point, without stating any feelings you may have around an issue. The Center for Parent Information and Resources suggests asking yourself a list of questions:

- Why am I writing?
- What are my specific concerns?
- What are my questions?
- What would I like the person to do about this situation?
- What sort of response do I want: a letter, a meeting, a phone call, or something else?

Every letter you write to the school should include:

- The date
- Your child's full name and their main teacher or grade in school
- What you want to happen to resolve the issue
- Your address and a phone number where you can be reached during the day

The National Parents Union created letter templates for common requests for you to use as you wish. Just be sure to fill out the template with your own information.

Sample Letter templates

- ☐ [Request to begin Special Education evaluation](#)
- ☐ [Request an Independent Evaluation at public expense](#)
- ☐ [Request a copy of Evaluation Report](#)
- ☐ [Request a due process hearing](#)
- ☐ [Request mediation](#)
- ☐ [Request an explanation for denial of services](#)
- ☐ [Request an IEP review meeting](#)

Formal Complaint Investigation Request

You are not required to use the [Louisiana Department of Education's Formal Complaint Investigation Request template](#). However, you must sign your complaint AND include all information listed below.

Formal Complaints must be in writing and include:

- ☐ The students name, contact information, and the name of the school or school district the student attends
- ☐ Your name, contact information where you can be reached during the day, home address and email address
- ☐ Detailed information about where, when, and how the violation took place (must be within one year of the formal complaint)
- ☐ Your proposed solution to the problem
- ☐ Your signature
- ☐ The date you sent a signed copy to your school district which tracking information, if possible

LDOE regulations also require that a Formal Complaint must include a statement that a public agency has violated a requirement; the facts on which the statement is based; and a description of the nature of the problem of the student(s), including factual allegations related to the problem or dispute.

Evaluation Checklist

According to Louisiana Law (La. Admin. Code. 28. Bulletin 1508. C.1 §513), all initial evaluations of students shall include the following documented components:

1. a description of each screening activity and a review of the screening results
2. a review of cumulative records including test scores, discipline records, grade history, attendance records, statewide assessments, etc.
3. a review of any pertinent reports supplied by the parent or an outside agency
4. a review of the intervention(s) which includes data-based documentation that:
 - a. the interventions were scientifically research based;
 - b. the interventions were implemented with fidelity as documented by data sheets, computer records or other permanent products;
 - c. progress monitoring was conducted at reasonable intervals; and
 - d. the student did not show adequate progress based on local or national norms
5. a systematic student observation(s) in the environments in which the student is experiencing difficulties
6. an interview with the student to obtain his/her perceptions of his/her academic, behavioral and social performance
7. an interview with the student's core subject teacher(s) to obtain information regarding referral concerns and the student's academic performance, behavior, and peer interactions
8. a family interview conducted by a school social worker or other qualified pupil appraisal staff member to determine the impact of developmental, educational, social/emotional, cultural, and/or health factors on the student's educational performance
9. an interview with the referral source, if other than the parent or teacher
10. an educational assessment conducted by an educational diagnostician or other qualified pupil appraisal staff member which includes descriptions of educational strategies, academic and environmental adjustments needed, and curricular modifications necessary to provide accessible instructional materials in order to enable the student to show progress in the general education curriculum
11. a functional behavior assessment conducted or reviewed by a certified school psychologist, a qualified school social worker, or other appropriately trained personnel, when behavior is noted as a concern
12. a review and analysis of any discrepancies between test results or observations and the student's customary behaviors and daily activities, or of any discrepancies among evaluation results.



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