

Individual Education Plan Handbook



LYCÉE FRANÇAIS
DE LA NOUVELLE-ORLÉANS

Individualized Education Plan Handbook

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Individualized Education Plan

IDEA and Bulletin 1706 require that every eligible student with a disability be offered a free appropriate public education (FAPE). FAPE is provided through an Individualized Education Program (IEP) in the Least Restrictive Environment (LRE). The school will follow Bulletin 1530, Louisiana's IEP Handbook for Students with Exceptionalities, in scheduling and developing IEPs.

Definition of an IEP

The IEP is a written educational plan and a commitment to provide FAPE. Specifically, the IEP document serves as:

- A commitment of resources necessary to enable a student with disabilities to receive special education and related services;
- An opportunity for parents and educators to work together to identify the educational needs of students and the services that must be provided so the student may benefit from FAPE;
- A compliance/monitoring document which may be used by authorized monitoring staff to determine whether the student is receiving FAPE in the LRE; and
- An evaluation device to assist in determining the extent of the student's progress toward meeting projected outcomes.

A student's IEP is accessible to all administrators, teachers and related service providers who are responsible for implementation of the IEP.

At the completion of developing an IEP, administrators, teachers and related service providers shall be informed of their specific responsibilities in implementing the IEP, including the accommodations, modifications and supports that must be provided as outlined on the IEP.

Types of IEPs

Initial IEP

The Initial IEP is developed for a student with an exceptionality who has met criteria for one or more exceptionality outlined in Bulletin 1508, Pupil Appraisal Handbook, and who has never received special education services, except through an interim IEP, from an approved Louisiana school/program.

Review IEP

The Review IEP is developed for a student with an exceptionality who has been receiving special education services through an existing IEP. It is reviewed and revised at least annually, or more frequently if needed, to consider the appropriateness of the program, placement, progress in the general education curriculum or any related services needed by the student.

Interim IEP

The Interim IEP is developed for a student:

- Who has severe or low incidence impairments documented by a qualified professional concurrent with the conduct of an initial evaluation according to the Bulletin 1508, Pupil Appraisal Handbook;
- Who transfers from out-of-state without a current Louisiana compliant evaluation and was receiving special education services in that state, concurrent with the conduct of an initial evaluation according to the Bulletin 1508, Pupil Appraisal Handbook; or
- Who was a former special education student, through the age of 22, who left the public school without completing their public education by obtaining a state diploma, concurrent with the conduct of an initial evaluation according to the Bulletin 1508, Pupil Appraisal Handbook.

An interim IEP must be authorized by the Special Education Administrator and/or the IEP Facilitator and developed only in concurrence with conducting an evaluation. The Interim IEP shall state that the student will exit from the special education program if the student is found to be ineligible for special educational services according to the criteria in Bulletin 1508, Pupil Appraisal Handbook. If the student

is eligible for special educational services, an initial IEP/placement meeting will be conducted within 30 calendar days from the date of dissemination of the written evaluation to the LEA's special education administrator.

IEP Team Participants

Each IEP Team should include:

- At least one general education teacher of the student if the student attends general education classes or may possibly attend general education classes. General education teachers provide input into the discussion on:
 - The need for positive behavioral interventions and supports
 - The need for supplementary aids, services, accommodations and modifications appropriate for general education settings;
- At least one special education teacher or provider of services to the student;
- An officially designated representative of the school. The ODR is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of the students. The ODR is knowledgeable about the general education curriculum and can commit resources to implement the IEP.
- Other individuals at the discretion of the parent(s) or the school who can provide input into the needs of the students; and
- The student when it is appropriate.

For Initial IEPs, an evaluation representative is required. For Review IEPs, an individual who can interpret the evaluation results, such as a Pupil Appraisal staff member and/or a special education instructor.

Transition Services IEP Team Participants

In addition to the individuals listed above, the student is invited to attend the IEP Team meeting if transition services will be discussed. The parent is notified through the IEP meeting notification letter that the student will be invited to the IEP Team meeting. If the student does not attend the IEP Team meeting, steps are taken to ensure that the student be allowed to provide input into the development of the plan relative to his/her preferences and interests.

Before an adult service agency is invited to an IEP Team meeting where transition services are to be discussed, the school shall first obtain parent consent (or student consent if student is 18 years of age or older) using the appropriate form. See Parental Consent for Services for further guidance.

IEP Team Attendance

All individuals listed as required members of an IEP Team must attend and participate in the development of the entire IEP plan. However, if both the parent and school agree, in writing, that attendance by a member is not needed because the specific curriculum area or discipline is not being addressed (i.e., no changes or modifications are being made), the individual may be excused from attending all or part of the meeting.

Excusals are documented on the Excusal of Attendance form. See Excusal of Attendance for further guidance.

If required members of an IEP Team are unable to attend, members must provide written documentation of progress updates and IEP goal input. Input is documented on the IEP Area Input Document. See IEP Area Input Document for further guidance.

Parent Notice/Participation

For purposes here, "parent" is defined as a biological or adoptive parent of a child, a foster parent, a guardian who acts as the child's parent or is authorized to make educational decisions for the child (other than the state if the student is a ward of the state), an individual acting in the place of a biological or adoptive parent (such as a grandparent, stepparent, or other relative with whom the child lives), or a surrogate parent appointed to act in the child's behalf. A surrogate parent is appointed if the student is a ward of the state.

The school shall send the parents a Letter of Prior Notice at least ten calendar days in advance of the IEP Team meeting. The written notice to the parent shall include the purpose of the meeting (e.g., development of annual IEP, development of transition plan, discussion of discipline issues, etc.); the mutually agreed upon time and location of the meeting; who will be in attendance; explain that the parents may negotiate time and place of meeting; state that their consent is required before an initial placement is made; and that all student information is confidential.

In extenuating circumstances, the ten-day notice may be waived but only with the approval of the parent. Students fifteen years of age and older shall receive their own notice of the IEP meeting. It indicates that the purpose of the meeting will be to discuss transition services. The notice also informs the student of any adult service agencies invited to participate in the IEP Team meeting.

Every effort is made, and documented, to ensure parent attendance at the IEP Team meeting. The Parent Notification of Meeting Documentation Attempts form must be completed including logs of attempted or actual telephone calls, copies of correspondence sent, or documentation of visits made to the parent's home or place of employment. The school will document at least three (3) attempts to contact the parent on the Parent Notification of Meeting Documentation Attempts form. A phone call or email will be the first attempt at scheduling the IEP, followed by the Prior Written Notice via mail, a letter via certified mail, and/or home visit. If a parent(s) is unable to attend, the school will conduct the IEP meeting and secure parental participation in the meeting via telephone.

The school shall document efforts to ensure that parents understand notices of IEP Team meetings and the actual IEP Team meeting proceedings. For parents who are deaf or who do not speak English, a school will arrange for an interpreter.

Surrogate Parents

A surrogate parent is assigned to a student by a school when:

- No parent can be identified;
- The school cannot locate the parent;
- The student is a ward of the State; or
- The student is an unaccompanied homeless youth.

A surrogate parent is assigned within 30 calendar days, when practicable, after determining the need. If the student is a ward of the state, the judge overseeing the student's case may assign a surrogate parent. If in foster care, the foster parent shall be considered the student's parent and no surrogate is required.

Any individual may be assigned as a surrogate parent as long as they are not an employee of the LDE, LEA or other agency involved in the education or care of the student. This individual may not have any personal or professional interests that conflict with the best interests of the student, and she/he must possess skills necessary to adequately represent the student. If an unaccompanied homeless youth, a staff member of an emergency shelter or transitional shelter may be assigned temporarily to be that student's surrogate parent until a regular surrogate parent is assigned.

Development of an IEP

ODR

An officially designated representative of Lycée Français is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of the students. The ODR is knowledgeable about the general education curriculum and can commit resources to implement the IEP. Lycée Français identifies the following individuals who will serve as the ODR and disseminates this information within the school and/or district.

- Principal
- Director of Academics
- Director of Special Education

Timeline

The team at Lycée Français uses the following timeline to develop Individual Education Plans for students with exceptionalities:

- Four Weeks Prior:
 - IEP meeting is scheduled with parent/guardian via e-mail
 - Once confirmed, the case manager completes the Prior Written Notice and turns it into the Data Administrator to send home
- Three Weeks Prior:
 - Special Education Coordinator opens draft of IEP in SER
 - Case Manager provides General Education teachers with Teacher Written Participation via Google forms
- One Week Prior:
 - Case Manager completes draft of IEP in SER
 - Director of Special Education reviews IEP and provides Case Manager with feedback using the IEP rubric
- Three Business Days
 - Case Manager sends IEP draft home to parents to review prior to IEP meeting

IEP Goal Development

Lycée Français uses the following assessments to identify student's present level of performance and determine annual IEP goals:

- Grades Kindergarten - 2nd
 - Reading: DIBELS
 - Math: mCLASS
- Grades 3rd – 8th
 - Reading: MAP
 - Math: MAP

Roles and Responsibilities for IEP Development

Case Manager

A case manager is a technical expert who oversees the provision and implementation of services for a group of students to ensure they are empowered to work toward their goals in a rigorous French immersion setting. Case managers achieve these goals through the use of efficient systems, collaboration and transparent and timely communication with teachers, related service providers and families, thoughtful data analysis of each student's progress and innovative, solutions-oriented thinking. Case managers strive for excellence in compliance and systems and as such, believe the documentation of each student's file reflects the level of services they are receiving.

Preparation for the IEP Meeting

- Monitor to ensure that all pre-meeting activities are successfully completed within required timelines
- Collaborate with the IEP Scheduler to ensure active participation of parents and other necessary team members
- Prepare PWN to the IEP team (including parents) prior to the meeting
- Ensure time allocated for IEP meeting is sufficient by collaborating with entire IEP team
- Prepare an agenda for the meeting with a clearly stated purpose
- Arrange accommodations for parents as necessary (e.g., interpreter or translator)
- Consider special factors that may impede student's learning
- Compile data on student's attendance and class participation
- Compile data on levels of English language proficiency for students from a non-English language background
- Compile data on native language proficiency on students who are English Learners(ELs) who are receiving bilingual services
- Complete draft one week prior to meeting and implement feedback from Director of Special Education
- Three business days prior, send a draft of the IEP to the family

Facilitation of the IEP Meeting

- Start the meeting with introductions of all IEP team members
- Ensure that all required participants are present
- Ensure that the student's interests and plans for post high school are considered by the IEP Team (if applicable; by the first IEP which will be implemented in the student's 9th grade year)
- Conduct the meeting by following an agenda and process based on the purpose of the meeting

- Facilitate the completion of the IEP document
- Distribute copies of the completed IEP to parents, teachers and related service providers at the end of the IEP meeting

Implementation of the IEP

- Inform all staff involved in the implementation of the IEP of their responsibilities to implement the IEP as written
- Monitor to ensure that all services documented in the IEP are delivered.
- Ensure make-up sessions occur and are documented on the service log
- Distribute copies of the IEP-at-a-glance to all teachers and other staff who have a responsibility for the education of the student
- Coordinate all meetings related to IEP reviews and amendments, when necessary
- Maintain communication and service logs using appropriate systems

Related Service Provider

Preparation for the IEP Meeting

- Review the current IEP to determine extent of mastery of annual goals or, if this is a conference to determine eligibility, compile anecdotal records, samples of student work, and other information relevant to determine the student's potential for learning, rate of learning and need for specialized instruction and/or accommodations
- Assess current achievement levels and progress toward achieving Louisiana Academic Standards and IEP goals
- Consider student's educational needs in relationship to the general education curriculum
- Confer with general educators, other special education providers and parents as needed
- Develop brief written summary reports or notes

During the IEP Meeting

- Assist in identifying supplementary aids and services the student may need to be successful in the general education classroom environment and elsewhere
- Make recommendations and create annual goals
- Make recommendations for accommodations and modifications that will allow the student to be educated in the least restrictive environment
- Suggest individual modifications and accommodations to be considered for the administration of any assessments (classroom, district-wide and state)

Implementation of the IEP

- Review the IEP and understand responsibilities for implementation
- Assess, review and document the student's progress toward goals
- Prepare progress reports with supporting data
- Communicate with other service providers, including general education teachers, on a regular basis
- Implement the IEP - provide instruction, services and consultation in accordance with the IEP
- Document service delivery as appropriate (service log)
- Establish and maintain effective and positive two-way communication with parents
- Inform case manager if the need for an IEP amendment or review is identified
- Collect evidence of progress toward benchmarks and goals
- Maintain communication and service logs using appropriate systems

General Education Teacher

Preparation for the IEP Meeting

- Review the current IEP or, if the purpose of the meeting is to determine eligibility, compile anecdotal records, samples of student work, and other information relevant to determining the student's potential for learning, rate of learning and need for specialized instruction and/or accommodations

- Complete the Teacher Written Participation Google form within one week of receiving it from the case manager; this should include a brief report of the student's current performance in relationship to the general education curriculum and include information regarding behavior and attendance patterns
- Identify instructional and classroom management strategies that have been successful with the student
- Observe the student's learning in the general classroom
- List or identify special factors that may impede the student's learning
- Share with the special educator comments on student progress toward achieving IEP goals, including student's participation in classroom activities
- Suggest positive intervention strategies for improving the student's behavior, supplementary aids and services, program accommodations or modifications and supports for school personnel that may be necessary for the student to benefit from specialized instruction

During the IEP Meeting

- Share information regarding the student's present level of educational performance in the general education curriculum and the general education classroom environment
- Describe the student's learning style, behavior and attendance as well as other relevant information regarding the student's participation in the general education curriculum
- Describe student's behavior and relationships with peers in the general education classroom
- Make recommendations for annual goals that relate to the progress of the student in the general education curriculum
- Assist in the determination of appropriate positive behavior interventions and strategies for the student
- Share information regarding the effect of accommodations provided for the student in the general education classroom during the previous school year
- Make recommendations for continuation of those accommodations

Implementation of the IEP

- Review IEP for implications on classroom instruction - provide accommodations and modifications in accordance with the IEP
- Collaborate with the special education teacher, related service providers, and other teachers about meeting the student's needs and implementing the IEP
- Establish and maintain effective and positive two-way communication with the parents
- Assess the student's progress on a regular basis
- Inform the case manager if the need for an IEP amendment or review is identified

Child Specific Para Educator

Preparation for the IEP Meeting

- Keep anecdotal records as instructed by the teacher
- Under the direction of the teacher implements modifications and accommodations and other educational or behavioral strategies used in the classroom
- Share data results with the teacher about modifications/accommodations and other educational or behavioral strategies used in the classroom
- Observe the student as per planned observations made with the special educator and share information about student behaviors in and outside of the classroom
- Assist the teacher in gathering documentation such as assessment data, work samples, observations and reports from general education teachers

During the IEP Meeting

- Participate in the IEP meeting as appropriate

Implementation of the IEP

- Support the student with disabilities in the general education curriculum with activities as assigned by the teacher
- Support the student in the use of technology in the classroom as assigned by the teacher
- Collaborate and communicate with appropriate school personnel about the needs of students with disabilities

- Employ interventions, modifications and accommodations to meet the individual needs of students with disabilities under the direction of certified school personnel
- Provide data to the teacher regarding the student's response to strategies that have been used in instruction or behavior management
- Maintain and protect student's right to confidentiality

Principal

Preparation for the IEP Meeting

- Ensure the necessary arrangements for designated staff have been made to attend the IEP meeting
- Share with case manager comments on student performance, behavior and attendance
- Ensure that all pre-IEP meeting activities are completed in accordance with required timelines

During the IEP Meeting

- Help the team make decisions about resource allocation
- Contribute information to the IEP meeting discussion

Implementation of the IEP

- Monitor service delivery commitments, the implementation of IEPs and the progress of students with disabilities in the general education curriculum
- Periodically review the schedule of support services staff assigned to the school
- Utilize local school resources to provide appropriate services; contact special education director or designee if additional resources are needed
- Provide professional development opportunities for general and special educators and paraprofessionals, as necessary
- Ensure that all students with disabilities have current IEPs and all special education teachers and related service providers have copies
- Ensure that copies of the IEP-at-a-glance are distributed to general education teachers for students with disabilities in their classes
- Ensure that IEP progress reports are completed for each student
- Ensure that parents have access to school personnel who can answer questions related to their child's IEP and progress toward meeting goals

Student (if applicable)

Preparation for the IEP Meeting

- Think about school activities they enjoy and activities they would like to pursue
- Think about educational goals (e.g., college, career, training needs)
- Think about career/employment goals
- Think about independent living goals
- Share any concerns or questions with their parents or teachers
- Identify accommodations which have been helpful and those which were not useful
- Decide if they would like to share anything specific at the IEP meeting

During the IEP Meeting

- If transition goals and services are being considered, students must be invited to attend IEP meetings. If the students unable to attend, efforts must be made and documented, to ensure that the student's interests and plans for post high school are considered by the IEP Team.
- Share information about their vision for the future and expectations for the year
- Identify their strengths and interests, including the types of activities they enjoy at home and in the community
- Ask IEP Team members to clarify, explain or give examples for any information presented that may be unclear
- Make recommendations regarding annual goals

- Share interests and goals for post high school
- Identify the accommodations provided in class that are the most helpful and the least helpful

Implementation of the IEP

- Work with teachers, para educators, related service providers, and parents in order to improve achievement and meet goals
- Understand the criteria for promotion and grading
- Tell parents and teachers about problems encountered and request assistance, as necessary
- Indicate to parents and teachers which accommodations or modifications are helpful or ineffective

Components of an IEP

General Student Information

- The student's strengths;
- The concerns of the parents;
- Results of evaluations;
- Academic, developmental, and functional needs of the student; the need for supplementary aids and services;
- Progress or lack of progress in the general education curriculum within the regular and/or special class setting.

Consideration of Special Factors

- A brief description of the behavior concerns/issues and the use of positive behavioral interventions and supports for a student whose behavior impedes his or her educational program and learning or that of others;
- Language needs of a student who has limited English proficiency;
- The need for Braille for a student who is blind or visually impaired unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for that student;
- Consider the communication and language needs of the student. For a student who is deaf or hard-of-hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and a full range of needs, including opportunities for direct instruction in the student's language and communication mode;
- The need for assistive technology services and devices; and
- The health needs of the student.

Required Instructional Plan Documentation

- Present levels of academic achievement and functional education curriculum including baseline data from formal and informal assessments. The school will use their agreed-upon assessment to identify student's present level of performance and determine annual IEP goal.
- Measurable, standards-based annual goals that indicate what the student should be able to achieve in one IEP year related to the student's involvement and progress in the general education curriculum and based on results from baseline data.
 - Short term objectives are required for students with significant cognitive disabilities at all ages and grade levels
 - Short term objectives are required for students participating in Louisiana Alternate Assessment 1 (LAA 1)
- The method of measurement to be used to indicate the student's progress toward meeting the annual goal.
- The personnel responsible for implementing the goals.

Accommodations

Accommodations and modifications involve a wide range of techniques and support systems that help students with exceptionalities access the general education curriculum. Accommodations and modifications are designed based on the way students learn and how they are assessed. They may be provided in five areas:

- Instructional methods and materials;
- Assignments and classroom assessments;
- Time demands and Scheduling;
- Learning Environment; or
- Use of Special Communication Systems.

The should be indicated on the IEP by checking the appropriate boxes. Testing accommodations and modifications will also be provided in order to enable students to participate in state and district assessments. All changes to any standardized test procedures will be limited to those explicitly allowed in the test manual and must be documented on the IEP.

All teaching staff will provide accommodations and modifications in the classroom as outlined in the student's IEP. Professional Development trainings will be conducted in the areas of methodology, individualized instruction, classroom management, inclusion, and explanation of the different exceptionalities when needed.

Program Services

- Indicate the dates for special education and related services to begin and the level, frequency, location and duration of those services;
- Identify the student's participation in regular class(es) and activities with non-disabled peers;
- Identify supports needed for school personnel; and
- Identify criteria for Extended School Year (ESY).

IEP Review/Revision

A student's IEP shall be reviewed at least annually to determine if the student is achieving the annual goals. When revising the IEP, the team addresses the student's progress or lack of progress in the general education curriculum and achievement of the annual goals. All components are updated to address current needs and services.

Least Restrictive Environment (LRE)

LRE Requirements

- Students with disabilities are educated with students without disabilities to the maximum extent appropriate;
- Students with disabilities are removed from general education environments only if the nature or severity of the disability prohibits satisfactory achievement in general education even with the provision of supplementary aids and services;
- A continuum of alternative educational placements is available to meet the needs of students with disabilities; and
- Inclusive nonacademic and extracurricular services and activities, including meals and recess periods, are provided to allow students with disabilities to participate with students without disabilities.

Continuum of Alternative Placements

A continuum of alternative educational placements must be available to meet the needs of students with disabilities at a given school. The IEP Team determines the most appropriate placement on the continuum for each student. Emphasis is on placing students in general education settings. Only when the IEP goals and services/supports outlined on the IEP cannot be implemented satisfactorily in general education setting is a student assigned to a special education setting.

Placement/Least Restrictive Environment

Educational environments for students, ages 6 through 21, provide for a continuum of environments from least to most restrictive except for students who are deaf or hard of hearing or for students who are gifted and/or talented.

Inside the general education class 80% or more of the day-

- This placement includes general education class settings with either special education/related services provided within the general class setting or outside the general class setting, or general education class settings with special education services provided in a resource room.

Inside the general education class, no more than 79% of the day and no less than 40% of the day-

- This placement includes resource room settings where special education/related services are provided or resource room settings with the student receiving part-time instruction in a general education class setting.

Inside the general education class less than 40% of the day-

- This placement allows for self-contained special education classrooms with part-time instruction in general education classes provided to the student or self-contained special education classrooms with full-time special education instruction provided. Both options are provided on a general education school campus.

Separate School-

- This placement includes schools that only provide services to student with disabilities, either private or public schools, at which the student spends more than 50% of the time.

Residential Facility-

- This placement includes public and private residential schools for students with disabilities or public and private residential schools for student with disabilities who attend for more than 50% of the school day and then spend the rest of the time in a separate day school or in regular school buildings.

Hospital/Homebound-

- Students in hospital or homebound placements will receive at least 4 hours of special education services weekly.

Site Determination

The actual school site where IEP services will be provided is determined at the IEP Team meeting or within 10 calendar days of the IEP Team meeting.

Change of Placement Meeting Process

At the Change of Placement meeting the IEP Team will review student's data (IEP goal, report card, state assessment, universal screener, etc.) to determine if a student will change placements.

Amendments to the IEP

Changes may be made to the student's IEP if procedural guidelines are met and both the parent and the school agree to amend or modify the student's current IEP. If so, the IEP Team is not required to reconvene.

The IEP team must be informed of the changes made to the IEP if the IEP is not reconvened. Amendments or modifications to the current IEP are developed in a written document and submitted electronically to SER. The amended IEP is retained in the IEP folder with copies provided to the parents, all service providers, and general education teachers with the signature of each participant.

IEP Timelines

Initial IEPs

For students with initial evaluations, an IEP must be developed within 30 calendar days of the dissemination date of the integrated multidisciplinary report to the SPED administrator.

Within these 30 days, a Letter of Prior Written Notice of the IEP Team meeting is sent to the parents and each service provider at least ten days prior to the scheduled meeting.

If the initial evaluation report was completed within 30 days prior to summer recess, the school may request in writing to delay the IEP meeting until the first week of school. Parents may choose to meet during summer recess.

An IEP Team meeting is held to develop the Initial IEP. The IEP Team must then review annually each IEP to determine if goals are being met and to revise as needed. The same notification procedures for Initial IEPs should be followed.

Special education and related services will begin within ten days of the development of the initial IEP.

The IEP will be reviewed by the Team before it is submitted electronically to the Special Education Reporting System (SER). After the IEP is made official and submitted to SER, it is signed by the meeting participants.

Copies of initial IEPs must be given to the parents at the end of the IEP meeting, and copies of initial IEPs must be given to all related service providers within one week of completion.

Interim IEPs

The Interim IEP shall be developed within 10 school days of student entering the LEA. The IEP will be reviewed by the Team before it is submitted electronically to the Special Education Reporting System (SER). After the IEP is made official and submitted to SER, it is signed by the meeting participants.

Parent Disagreement/Revocation of Services

A parent may revoke consent for special education services. If a parent revokes consent (and not just disagrees), the school shall immediately cease providing services and give the parent notice that all services have ceased with their revocation. If, at a later date, the parent requests services or requests that the student be reevaluated, an initial evaluation is necessary to determine eligibility for special education.

A parent's disagreement with IEP services and/or placement as outlined on the IEP does not amount to a revocation of consent for services under the Individuals with Disabilities Education Act. Even if the parent disagrees with services, the school will implement the IEP and notify the parents of their rights to pursue resolution through the LDE's complaint or due process procedures.

Promotion and Graduation

When appropriate, IEP teams shall determine promotion possibility and may establish an alternative pathway for fulfilling graduation requirements, pursuant to regulations set forward in Chapter 4 of Bulletin 1530 – Louisiana's IEP Handbook for Students with Exceptionalities. A student's eligibility for Act 833 will be documented on the Act 833 form and included in the student's special education folder.

Requirements for Promotion

IEP teams can determine whether a student with a disability should be promoted to the next grade level if that student fails to meet state or local established performance standards on any assessment for purposes of promotion, and if the student has not otherwise met the local requirements for promotion or did not score at or above the basic achievement level on the English language arts or

mathematics components of the required state assessment and at or above the approaching basic achievement level on the other in the school year immediately prior to each grade.

IEP committee must determine if promotion is warranted by determining whether the student has met the goals on his or her IEP; if the student has met minimum skills/competencies necessary for promotion as defined by the IDEP; and the teacher has recommended promotion.

When determining whether the student should be promoted under 1(a), the IEP Team must:

- Identify rigorous educational goals for the student;
- Include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies;
- Include intensive instructional program;
- Provide innovative methods to promote the student's advancement including flexible scheduling, alternative learning environments, online instruction, or other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability; and
- Identify a course of study that promotes college or workforce readiness, or both, career placement and advancement, and transition from high school to postsecondary education or work placement.

Requirements for Graduation (beginning 2019-20 School Year)

Students with disabilities shall be afforded the same opportunities to pursue a standard diploma and to exit with all course credits, honors, and financial awards as other students. A student is not guaranteed a diploma and shall meet either the standard requirements for graduation or those established by his IEP team to be awarded a diploma. Only diplomas earned by students who have pursued the regular academic state standards and who have earned all state-required Carnegie credits shall be considered regular diplomas in the state and district accountability system, pursuant to federal laws and regulations.

By the end of eighth grade, the IEP team of a student with a disability shall begin to develop an individual graduation plan pursuant to Bulletin 741 and the provisions of Chapter 4 of Bulletin 1530 – Louisiana's IEP Handbook for Students with Exceptionalities.

If a student with a disability has not met state-established benchmarks on state assessments for any two of the three most recent school years prior to high school, or for the two most recent administrations of any state established assessments required for graduation, the IEP team may determine whether the student is required to meet state or local established performance standards on any assessment for purposes of graduation.

When an IEP team determines that state-established benchmarks on the required state assessments will not be a condition for graduation for a student, it shall:

- Within 30 days of the start of the next school year or course, establish minimum performance requirements in the student's IEP relevant to graduation requirements. The LDE shall make available a list of multiple appropriate assessments and guidance for use in establishing minimum score requirements on the assessments that an IEP team may, but shall not be required to, use for this purpose. The IEP team shall consider establishing minimum performance requirements for annual academic and functional goals designed to meet the student's needs that result from the student's disability and that will enable the student to be involved in and make progress in the general education curriculum, and to meet other educational needs of the student that result from the student's disability, including the student's postsecondary goals related to training, education, employment, and where appropriate, independent living skills.
- Provide the student and his or her parent with information related to how requirements that vary from standard expectations may impact future educational and career options.
- Require the student to successfully complete IEP goals and requirements and to ensure that the student meets at least one of the following conditions:

- Employment in integrated, inclusive work environments, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain employment without direct and continuous educational support from the school district.
- Demonstrated mastery of specific employability skills and self-help skills that indicate that he does not require direct and continuous educational support from the school district.
- Access to services that are not within the legal responsibility of public education or employment or education options for which the student has been prepared by the academic program.

Transition Services

Definition of Transition

Transition is defined as a coordinated set of activities within a results-oriented process focused on improving the academic and functional achievement movement from school to post-school activities education, training, employment, independent living, and/or community participation based on the individual's needs, strengths, preferences, and interests. This includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

Transition Planning

Any student with a disability should be considered for transition services. Transition services shall begin no later than the first IEP to be in effect when the student turns 16 years of age.

The school must receive permission from the parent before inviting adult agencies personnel to IEP meetings. Without permission, adult agencies cannot attend the IEP meeting. Parents may revoke consent, at any time, for any given agency participation.

Procedures and Responsibilities

The Case Manager shall:

- Invite the student and parent/guardian to the IEP meeting. Keep documentation of the invitation;
- Request permission from parent/guardian to invite an adult agency or outside service provider to IEP meeting;
- Be responsible for collecting and making available at the meeting all pertinent information concerning the student, including evaluation reports, previous IEPs, specialist reports, assessments, interest inventories, information from other service providers, classroom information, and vocational training information;
- Introduce members and explain each person's role in developing the transition plan focusing the discussion at the meeting on desired post school outcomes and adult options which promote the concepts of having choices, living an integrated life, and being as independent as possible;
- Discuss targeted areas to identify the most typical and independent adult outcome considered possible for the student. Determine which areas the student will require transition planning and assistance. Add other areas if indicated according to student needs, preferences, and interests. Determine the necessity for instruction/related services, community experiences, employment, and post school adult living objectives, and functional vocational, evaluation and daily living skills;
- For each area which requires transition planning, formulate action steps necessary for the completion of the transition plan recommendations. Identify family and community support services available or needed to achieve the outcomes and how the linkages will be made to these services. Coordinate the transition services to promote attainment of movement from school to post school activities. In the absence of a recommended support service, the team members will develop alternative approaches to achieve the desired outcome.;
 - Document adult agency linkage when adult agency did not participate;
 - Complete the transition plan based on the committee's decisions; and
 - Implement the transitional plan and monitor its effectiveness.

Follow-Up to Transition Services

A school system designee will monitor the transition plan to ensure that timelines are being met. This will necessitate contacting all parties responsible for completing action steps. If progress is not acceptable, or an agency fails to provide agreed upon services, the school will reconvene the IEP team to develop alternative strategies and revise the IEP accordingly.

Transfer Students

Reasonable steps shall be taken to obtain the records of all transfer students, including the IEP and other records related to special education and related services. An Entry Checklist will be completed for each student assigned and entering a school at any point during the year.

FAPE is provided to students with current IEPs who transfer during the current school year from other public agencies within the state of Louisiana. Services comparable to those listed on the other public agency's IEP shall be implemented as soon as the student enrolls. A school may adopt the IEP as is or develop and implement a new IEP within ten days of the student's enrollment at the school.

The school shall either review the current out-of-state evaluation for compliance or conducts a Bulletin 1508 evaluation. Afterwards, the IEP team shall develop and implement a new IEP based on evaluation results and previous IEP services.

Discipline

The Individuals with Disability Education Act's (IDEA) special education discipline procedures apply to all students classified as disabled according to Bulletin 1508 criteria, or to students for whom a disability has not yet been identified through Bulletin 1508 procedures but are known to have/or suspected of having a disability. Final decisions regarding disciplinary actions of students with disabilities rests with the IEP Team. Therefore, disciplinary actions related to students with disabilities are made on a case-by-case basis.

Removals

A special education student with a disability may be disciplined for violating Lycée Français's code of conduct in the same manner in which a general education student is disciplined. A student with a disability may be suspended for any offense that has been established as an offense warranting 'suspension' by Lycée Français. A student with a disability who violates Lycée Français's code of conduct may be removed from school for up to 10 days as long as the removals do not constitute a 'change of placement'. This means that a student may be suspended out of school from 1 to 10 days for behavior offenses. After each suspension, the student returns to his/her regular school campus. If multiple suspensions constitute a pattern of removals, the IEP Team will reconvene to address the pattern of behaviors. A student who violates Lycée Français's code of conduct may be assigned to an in-school suspension program (ISS). Days a student spends in an ISS setting does not count towards the 10 days if the student was provided a Free Appropriate Public Education (FAPE) in the ISS setting. If FAPE is not provided, these days are included in the 10-day count. In addition, services to students in the ISS setting are provided by a certified teacher(s) as per the IEP. If not, then these days also are included in the 10-day count.

School personnel are allowed to remove a student with a disability who violates a code of school conduct from his/her current placement to an appropriate interim alternative educational setting (IAES), to another setting, or to suspension for not more than 10 consecutive school days as long as these actions are applied to students without disabilities. Students who are removed for 1 to 10 days do not have to receive services on those days unless the Lycée Français provides services to students without disabilities who are removed for 1 to 10 days. However, once a student has been removed for 10 days, either consecutive or cumulative days, s/he will continue to receive FAPE beginning day 11. The provision of FAPE means that the services outlined on the student's current IEP are implemented. Beginning with the 11th day of a removal, the student will:

- Continue to receive educational services, as outlined on the IEP, that will enable him/her to continue participating in the general education curriculum although s/he may be assigned to another setting (e.g., another school, IAES, etc.).

- If appropriate, receive a functional behavior assessment (FBA) and development of corresponding behavior intervention services and modifications that address the inappropriate behavior.

If the removal is considered a 'change of placement', a manifestation determination is made and the IEP Team determines appropriate services.

Change of Placement

A 'change of placement' occurs if:

- the removal of the student is for more than 10 consecutive days, or
- the removal of the student has constituted a pattern of removals

A pattern of removals is considered when one of the following occurs:

- The series of removals total more than 10 school days in a given school year
- The behavior for which the student is being removed is substantially similar to the behaviors exhibited during previous removals
- The length of each removal, the total amount of time removed, and the proximity of the removals from one another (e.g., closely following each other) are related.

The decision as to whether a pattern of removals exists is made on a case-by-case basis based on the individual student and the specific manifestations of the behaviors. Upon a recommendation by the school administrator that a student be removed from their current setting more than 10 days, a manifestation determination must be held within 24 hours of the recommendation.

Manifestation Determination Review

A manifestation determination review (MDR) is made when school personnel are considering a 'change of placement' due to behavior exhibited by the student. Within 10 days of a decision to change the placement of a student, the parent and relevant IEP Team members meet to review information related to the behavior incident, the student, and the current IEP. The purpose of this meeting is to determine if the behavior in question was caused by or related to the student's disability, or if the behavior was a direct result of Lycée Français's failure to implement the IEP. If the decision is that the behavior was related or that Lycée Français failed to implement the IEP, the MDR decision will be that the behavior is a manifestation and, therefore, related to the student's disability.

The Manifestation Determination Review (MDR) committee includes the following members:

- The parent. (Every effort is made to include the parent in the Manifestation Determination decision.)
- The Officially Designated Representative (ODR) of Lycée Français
- Relevant members of the student's IEP team, as determined by the parent and the Lycée Français.

If the decision is that the behavior was related to the student's disability, Lycée Français, the parent, and relevant IEP Team members will conduct a functional behavioral assessment (FBA) (if one has not already been conducted), and review, modify or develop a behavioral intervention plan (BIP). The student remains in (or returns to) the placement from which the student was removed.

Early Resolution and Due Process

Informal Complaints

To address informal complaints, Lycée Français has implemented an Early Resolution Process. Early resolution provides Lycée Français with an opportunity to resolve informal disputes that arise between parents and Lycée Français related to the identification, evaluation, educational placement, or provision of FAPE to students with disabilities. When a complaint is received the Official Designated Representative (ODR) attempts to resolve the complaint within 15 calendar days and affect a written and signed resolution agreement. An extension beyond the 15 days is taken only if both Lycée Français and the parent agree in writing.

Formal Complaints

A parent may submit a formal written complaint to the Louisiana Department of Education (LDoE) if s/he believes the provision of FAPE has been violated or not provided to a student with a disability. The complaint must be in writing and include statements regarding the alleged violation, specifics regarding the student, the nature of the problem, and any remedies being sought. The alleged non-compliance must have occurred no later than one year prior to the date of the complaint. The parent must send a copy of the complaint to Lycée Français at the same time s/he files the complaint with the LDoE. If the parent has not previously attempted to resolve the issue through the informal complaint process (i.e., Early Resolution), the LDoE refers the complaint to Lycée Français ODR who then has 15 days to negotiate a signed written resolution. If the ODR is unable to resolve the issue, the LDoE has 45 days from the expiration of the Early Resolution Process to review the complaint and issue a written decision that addresses any allegations not resolved during the Early Resolution Process. Any areas of noncompliance are addressed immediately Lycée Français.

Mediation

Mediation is available to allow the Lycée Français and parents to resolve their disputes prior to filing a Due Process complaint. Lycée Français first attempts to resolve disputes through its informal complaint Early Resolution Process (ERP). If the dispute between the parent and the Lycée Français continues, either party may ask for mediation. Mediation is voluntary on both parties and is not used to deny or delay a parent's right to a Due Process hearing. Mediations are conducted by a qualified and impartial mediator who has been trained and assigned by the LDoE. The LDoE maintains a list of individuals who are qualified mediators and assigns them to disputes on a rotational basis. The cost for mediations is incurred by the LDoE. Decisions that are agreed to and signed by both parties are legally binding.

Due Process

A parent or Lycée Français may file a request for a Due Process Hearing on disputes related to the identification, evaluation, educational placement or provision of FAPE to a student with a disability. The request for Due Process must be filed within one year of the alleged violation of FAPE. Due Process requests must be in writing and include the name of the student, home address, name of school, a description of the alleged violation, and a suggestion for remedy. A Due Process Hearing is not held until these requirements are met. Once the Lycée Français receives a request for Due Process, it responds in writing to the parent within 10 days with an explanation of the reasons for the actions taken relative to the complaint issues. Within 15 days of receipt of the request for Due Process, Lycée Français schedules a meeting with the parents and relevant IEP Team members to discuss the parents' reason for the Due Process Hearing Request. The purpose of this meeting is to provide Lycée Français an opportunity to resolve the dispute that is the basis for the Due Process Hearing Request. Lycée Français then has 30 days to attempt to resolve the dispute to the satisfaction of the parents. If resolution is not achieved, the actual Due Process Hearing will proceed.

During the Due Process Hearing, both the parents and Lycée Français present documentation from their perspective positions relative to the complaint issues. The LDoE appointed hearing officer determines if the student, for whom the Due Process Hearing Request was filed, received or was denied FAPE. Decisions made by the hearing officer are considered final unless either the parent or Lycée Français generates an appeal through a civil action. An appeal must be generated within 90 days from the date of the hearing officer's decision.

Assurances

Progress Report

Progress Reports shall be completed for each instructional goal every grading period when report cards are issued. It is the responsibility of the special education teacher of record to prepare and send the report of progress home to parents. It is the responsibility of the general education teacher to provide data from the classroom to assist in documenting progress towards IEP goals. The special education teacher of record will utilize data from a variety of sources, as specified by the student's IEP, to determine if adequate progress towards the instructional goals is being made. The progress report document in SER will be used to record progress report information.

Should a student not make expected sufficient progress, the special education teacher should determine the cause for the lack of progress. If necessary, the IEP will be reconvened and accommodations, modifications, supports, increased service minutes in inclusion, resource, or special settings, and/or goals will be changed to accurately reflect the student's needs. Should the lack of adequate progress be a result of failure to provide identified accommodations and modifications as specified on the IEP as determined by the IEP Team, then appropriate administrative action will be taken.

A copy of the progress report and collected data to inform the progress report will be placed in the student's IEP folder and/or the progress monitoring folder along with the general education attendance, progress report, report card, progress monitoring data, and teacher collaboration logs. The special education teacher will notify the parents of their child's progress. All communications will be documented on the communications log in the special education folder.

Age of Majority

Beginning at least one year before the student reaches the age of majority, or when the student reaches seventeen years of age, the school shall inform the parents and the student that the parent's rights under Part B of the Act will transfer to the student, unless the student is determined incompetent under state law.

Parent/Student Consent for Services

The IEP team must consult with the special education administrator or designee who must consult with the Principal before recommending extra personnel (i.e. child specific paraprofessional) or specialized equipment/materials.

Educational programs and services, available to students without disabilities, will be made available to students with disabilities such as art, music, industrial arts, consumer homemaking, and vocational education.

All services that are missed due to Thinking Outside the Classroom and field trips will be made up and documented on the student's service log to ensure a continuity of services. Services that are missed due to student absence may be made up if possible but are not required.

Assistive technology devices and/or services will be provided when determined appropriate by the IEP Team so that the student may benefit from the educational program. This includes the purchase of assistive technology devices to be used by the student in the home if the IEP Team determines the student must have access to the devices in order to receive or benefit from FAPE. Hearing aids worn in school by students with hearing impairments should be monitored to ensure they are functioning properly.

Free extended school year services (ESY) will be available to students whose IEP Teams determine, on an individual basis, that ESY is needed in order for the student to receive or benefit from FAPE.

Nonacademic and extracurricular services and activities will be provided in the manner necessary to allow inclusion.

To the extent that physical education services are provided to students without disabilities, appropriate physical education services will be provided to students with disabilities. Specially designed physical education must be provided if prescribed in the IEP.