

# Pupil Appraisal Handbook



LYCÉE FRANÇAIS  
DE LA NOUVELLE-ORLÉANS

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# Pupil Appraisal Handbook

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# Pupil Appraisal Services

As provided by state law, students who are not progressing in the general education curriculum are entitled to pupil appraisal services. The purpose of pupil appraisal services is to assist students who have academic, behavioral, and/or communication challenges, adjustment difficulties, or other special needs which are adversely impacting the student's educational performance by providing services to students, parents, teachers, and other school personnel. Pupil appraisal services comprise an integral part of Lycée Français' instructional program. These services can include, but are not limited to: consultation on modifications, assistance with developing interventions, providing support services, providing staff development, conducting individual student evaluations, interpreting evaluation results, and referring students to related services and appropriate agencies.

## Definitions

### Response to Intervention (RtI)/Multi-Tiered Systems of Supports (MTSS)

A three-tiered approach to students who have academic, behavioral, and/or communication challenges, adjustment difficulties, or other special needs which are adversely impacting the student's performance in the general education setting. The goal of RtI/MTSS is to increase student achievement through a tiered system of supports and interventions that are grounded in data. The essential components of an RtI/MTSS process are three tiers of instruction and intervention, an integrated data collection system to inform decisions, and problem-solving methods. As students progress through the tiers using data, instruction and support are intensified. Parents must be notified of all RtI/MTSS actions. Please refer to the RtI/MTSS handbook for guidance around compliant systems and procedures.

### School Building Level Committee/Student Assistance Team (SBLC/SATeam)

A general education, data-driven, decision making committee that reviews student screening data in order to determine how to best support students. SBLC/SATeam standing members consist of, at least, the principal/designee, a classroom teacher, and the referring teacher; when the SBLC/SATeam/SATeam meets to discuss a specific student, the parent must be invited in enough time to allow them to participate. SBLC/SATeam reviews screening data, including RtI/MTSS results to determine the most beneficial option for a student. Committee options include, but are not limited to:

- Conduct no further action at this time;
- Continue current intervention and progress monitoring through the RtI process;
- Conduct additional interventions through the RtI process;
- Refer the student to the appropriate committee to conduct a Section 504 evaluation;
- Refer the student to pupil appraisal personnel for support services; and
- Refer the student to pupil appraisal personnel for an individual evaluation if an exceptionality is suspected.

The SBLC/SATeam must provide a report summary to the parent on the status of the student's response to research-based interventions at least once a trimester. If parents disagree with SBLC/SATeam actions or decisions, the parents must be provided a copy of their rights, which include the right to request an evaluation. If the SBLC/SATeam decides that a student needs to be referred for an initial evaluation, a member of the pupil appraisal team must be present at the meeting.

## Child Search and Child Find

The Louisiana Department of Education (LDoE) requires that each district/LEA has policies and procedures in place to ensure that all Louisiana students with disabilities are located, identified, and evaluated. This process is accomplished by Lycée Français through Child Search and coordinated by the RTI Director. See Appendix: Child Search and Child Find Activities and related forms for further guidance.

## Gifted Procedures

Gifted children and youth are students who demonstrate abilities that give evidence of high performance in academic and intellectual aptitude (Bulletin 1508). The first day to refer students for the 2018 – 19 school year is **Friday, September 14**. Due to the length of the screening process and timelines involved with evaluations, **Friday, April 12, 2019** will be the last day to nominate a student for the Gifted process for the school year.

A student may be identified for a gifted screening via the following process:

- 1) Parents or students complete the Gifted and Talented Referral Google form via [lfn.org](http://lfn.org) or a hard copy form found in the front office of each campus to the Director of Special Education that includes all reasons why student is suspected of Gifted levels of functioning.
- 2) Teachers complete the Student Referral form found on [Insidelfno.org](http://Insidelfno.org) or on their PowerSchool login page.
- 3) All parents and teachers will be informed that the screening process has been initiated. If the student has been nominated by a staff member, the parent will be asked to give written (paper or email) permission to screen. The parent may decline participation in the process at any time.
- 4) A Gifted Screening packet will be compiled to include:
  - a) Teacher Survey
  - b) Parent Survey
  - c) Most recent benchmark and LEAP scores (if applicable)
  - d) Hearing & vision screening
  - e) Report cards
- 5) Once all pre-screening procedures are fulfilled, a trained examiner administers a standardized Gifted screening to student. A student passes the Gifted screening process by the following means:
  - a) Earn a score of 2.0 standard deviations above the mean on the intellectual screen, **OR**
  - b) Earn a score of 1.7 standard deviations above the mean, the 96<sup>th</sup> percentile, on the intellectual screen **AND** scores of 1.0 standard deviations above the mean, the 85<sup>th</sup> percentile, (or score in the green if using ELA and Math Benchmark testing) in both reading and math, **OR**
  - c) Earn a score of 1.7 standard deviations above the mean on the intelligence screen **AND** a score at least 2.0 standard deviations above the mean in **EITHER** reading **OR** math.
- 6) The Director of Special Education will notify parents of Gifted screening results once they are available.
  - a) If a student passes the screening process, a student may move to the evaluation process with signed written consent of the parent.
  - b) If student does not pass the Gifted screening, he/she may be re-screened in no less than 6 months and not more than once per academic year.
- 7) Evaluation
  - a) A Certified School Psychologist conducts the evaluation, which may take up to 60 business days.
  - b) If a student does not qualify, s/he may be referred again after 6 months but may not be evaluated more than once per academic year.
  - c) If a student qualifies, an initial IEP meeting will be scheduled.

## Talented Procedures – Visual Arts (TAV)

Talented children and youth are students who demonstrate having artistic needs that are not being met in the regular class in which the student is enrolled. Referrals for Talented open on **Friday, September 14, 2018**. Due to the length of the of the screening process and timelines involved with evaluations, **Friday, April 12, 2019** will be the last day to nominate a student for the TAV process for the school year.

### Criteria for Eligibility

Criteria A and B must be met.

- A. The student must meet all screening criteria
- B. Creative abilities in visual and/or performing arts grades K-12 must be demonstrated. The student must:
  - a. Obtain a score of 12-15 on the Art Recognition Test for grades K-6.
  - b. Obtain a score of 26-30 on the Narrative Drawing Test for grades K-6.
  - c. Obtain a score of 26-30 on the Design Test for grades 7-12.

- d. Obtain a score of 42-45 on the Drawing Test for grades 7-12.

A student may be identified for a talented visual arts screening via the following process:

- 1) Parents or students complete the Gifted and Talented Referral Google form via Ifno.org or a hard copy form found in the front office of each campus.
- 2) Teachers complete the Student Referral form on Insidelfno.org or on their PowerSchool login page.
- 3) The Director of Special Education informs teachers and parent that the request has been made and provides classroom teacher with the Louisiana Visual Arts Screening Instrument. If the request is made by a staff member, the parent may opt out in writing if they do not want their student to partake in the process.
- 4) The classroom teachers complete the Louisiana Art Screening Instrument -- an instrument required by the Louisiana Department of Education.
  - a) If student scores in the range of 33-35 on the Louisiana Visual Arts Screening Instrument, the student is asked to submit a portfolio.
  - b) If student does not score at the criterion range of 33-35 on the Louisiana Visual Arts Screening Instrument, the student is not eligible for further screening.
- 5) The Director of Special Education notifies student, parents, and teacher about the eligibility for additional screening
  - a) If eligible, the student is provided with directions for completing a portfolio.
  - b) If student does not pass initial TAV screening procedures, he/she may be re-screened in no less than 6 months and not more than once per academic year.

#### PORTFOLIO PROCEDURES:

- 1) Student provides the Director of Special Education with a portfolio of 8-10 drawing samples on 8½"x11" paper.
- 2) The Director of Special Education asks the TAV Instructor to rate the samples according to the school's rating rubric.
  - a) If the student receives a score of 4 or above according to the school's rating rubric on at least 3 drawing samples, the student is eligible for final screening procedures.
  - b) If the student does not receive a score of 4 or above according to the school's rating rubric on at least 3 drawing samples, then the TAV Instructor will provide the student with written feedback about areas the student needs to improve prior to re-submitting portfolio.
- 3) The TAV Instructor provides the Director of Special Education with a written recommendation of the student's eligibility for final screening procedures
  - a) If eligible, the Director of Special Education schedules an appointment for the student to meet with the TAV Instructor.
  - b) In this meeting, the TAV Instructor observes the student while drawing.

#### FINAL TAV SCREENING PROCEDURES:

- 1) During an in-person interview, the TAV Instructor observes the student while completing a drawing assignment. The TAV instructor judges the quality of the student's artwork to make a determination if the student is ready for further testing.
- 2) The TAV Instructor writes a recommendation to the Director of Special Education based on impressions from final TAV screening procedures. The written recommendation can be one of two outcomes:
  - a) The student is eligible for further testing according to Louisiana Bulletin 1508 procedures.
  - b) The student will need to improve drawing skills in certain specific areas.
    - i) If the outcome is 9b, then the TAV Instructor will schedule a follow-up meeting to allow student to demonstrate improved technique in the effort to meet criteria 9a.
  - c) If student is eligible for further testing according to Louisiana Bulletin 1508 procedures, the Director of Special Education will obtain signed permission from the student's parents to conduct further testing and to return student's artwork.

### Talented Procedures – Music and Theater (TAM and TAT)

A student may be identified for a talented music or theater screening via the following process:

#### Criteria for Eligibility

Criteria A and B must be met.

- A. The student must meet all screening criteria
- B. Creative abilities in visual and/or performing arts grades K-12 must be demonstrated.

- a. Music: Criteria 1 or 2, plus 3 and 4, or 5 must be met for grades K-6. Criteria 3 plus 4 or 5 must be met for grades 7-12. The student must:
  1. Obtain a score of 35-40 on the state approved music evaluation instruments for grades K-3.
  2. Obtain a score of 30-35 on the state approved music evaluation instrument for grades 4-6.
  3. Obtain a score of 18-20 on the music interview scale.
  4. Obtain a score of 27-30 on the instrumental music audition scale, if performing prepared selections, or a score of 23-25 if performing improvisations for grades K- 1 2.
  5. Obtain a score of 33-35 on the vocal music audition scale for grades K-6 or score 47-50 on the vocal music audition scale for grades 7-12.
- b. Theater: Criteria 1 and 2, or 1 and 3 must be met. The student must:
  1. Obtain a score of 13-15 on the theater interview scale.
  2. Obtain a score of 42-45 on the theater audition scale for grades K-6.
  3. Obtain a score of 47-50 on the theater audition scale for grades 7-12.

A student may be identified for a talented music or theater screening via the following process:

1. Parents or students complete the Gifted and Talented Referral Google form via [lfn.org](http://lfn.org) or a hard copy form found in the front office of each campus.
2. Teachers complete the Student Referral form on [Insidelfno.org](http://Insidelfno.org) or on their PowerSchool login page.
3. The Director of Special Education informs teachers and parent that the request has been made. If the request is made by a staff member, the parent may opt out in writing if they do not want their student to partake in the process.
4. The referring teacher completes the music or theater screening instrument required by the Louisiana Department of Education.
  1. If the student scores in the range 33 - 35 for music or 48 - 50 range for theater on the appropriate screening instruments, s/he may move forward to evaluation.
  2. If a student does not score in the range 33 - 35 for music or 48 - 50 range for theater on the appropriate screening instruments, s/he is not eligible for further screening.
5. The Director of Special Education notifies student, parents, and teacher about the eligibility for additional screening.
  1. If eligible, the student is provided with directions for next steps and the parent is provided with a copy of the Talented Screening Form and the Louisiana's Educational Rights of Gifted/Talented Children.
  2. If student does not pass initial Talented screening procedures, s/he may be re-screened in no less than 6 months and not more than once per academic year.
6. Evaluation
  1. The music evaluation consists of:
    1. a state approved music evaluation instrument for grades K - 3 and 4 – 6
    2. a music interview
    3. an instrumental audition with prepared selections or improvisations **AND/OR**
    4. a vocal music audition scale
  2. The theater evaluation consists of:
    1. a theater interview
    2. a performance of a selected monologue
  3. Talented evaluations are scheduled two times per year (likely Nov/Dec and May). Those dates will be determined each school year and provided to the staff and parents.
  4. The Talented evaluation is conducted by evaluators who are contracted to provide this service.
  5. After the assessment, parents are notified about the results within 10 days.

Referrals for Gifted and Talented open on **Friday, September 14, 2018**. Due to the length of the of the screening process and timelines involved with evaluations, **Friday, April 12, 2019** will be the last day to nominate a student for the TAM and TAT process for the school year.

## Interventions, Screenings, and Referrals

When a student experiences difficulties either academically or behaviorally that impede his/her ability to succeed, Lycée Français engages in the process of systematically reviewing the student's progress and how he/she should be taught through the RtI/MTSS

process. In some instances, the intervention reveals that the student might need an evaluation to determine if additional services are warranted.

The Louisiana Department of Education (“LDoE”) has outlined specific requirements in Bulletin 1508, Pupil Appraisal Handbook that must be followed in conducting initial evaluations and reevaluations. Bulletin 1508 identifies the criteria that must be met in order to classify a student with an exceptionality after receiving a comprehensive multidisciplinary evaluation conducted by qualified examiners.

Lycée Français will identify a student as suspected of having disability only after a student has participated in the RtI/MTSS process that has produced data sufficient for the SBLC/SATeam to recommend a comprehensive individual evaluation. LA Bulletin 1508, Pupil Appraisal Handbook, Section 305 provides detailed screening activity requirements for all areas of suspected disability. These screening activities are not an evaluation for eligibility for special education, but determine appropriate instructional strategies to implement in the RtI/MTSS process.

A parent of a student or any member of the child’s educational team may initiate a request for an initial evaluation to the SBLC/SATeam. The SBLC/SATeam will systematically review and interpret intervention data, test results, interviews, observations, and relevant functional and developmental information. A referral from SBLC/SATeam must provide documentation of RtI/MTSS data that shows that the rate of the student’s progress relative to their peers is not adequate unless the student is suspected of having a low-incidence impairment.

## Initial Evaluations

When a student is referred by the SBLC/SATeam, a pupil appraisal staff member is assigned to be the evaluation coordinator. Within ten business days of the referral, the evaluation coordinator must request informed parental consent to conduct an initial evaluation (see Prior Written Notice Form), notify the parents of the evaluation procedures, and refer the student to appropriate personnel/agencies for screening, assessment, and /or evaluation services outside the school.

Lycée Français will document at least three (3) attempts to contact the parent. Prior Written Notice via mail is always the first attempt at contact followed by phone call, letter via certified mail, and/or home visit. If a parent does not provide consent or fails to respond to a request for consent, Lycée Français may, but is not required to, pursue an initial evaluation by utilizing procedural safeguards such as mediation or due process. If the parent fails to provide consent or refuses consent and Lycée Français does not utilize procedural safeguards to obtain consent, the student shall not be evaluated. Informed parental consent is not required for a student who is a ward of the state if Lycée Français cannot discover the whereabouts of the parent or if parental rights have been terminated by legal/court actions. The school shall document all efforts to locate the parent.

Student multidisciplinary evaluations are conducted by LDoE certified Pupil Appraisal personnel (see LA Bulletin 1508, Section 107 for a comprehensive list of qualified examiners). The determination of whether a student is an exceptional student and the nature and extent of needed special education and related services, including individual educational, behavioral, or social needs, is based on the initial multidisciplinary evaluation. The evaluation components will vary based on the suspected exceptionality, review of screening data, and data collected during the evaluation process. Please see LA Bulletin 1508, Chapters 5 and 7 for all required evaluation procedures, components, and eligibility criteria.

## Local Education Agency (LEA) Refusal to Evaluate

A school must give prior written notice to parents when it refuses to initiate the identification, evaluation or educational placement of a student for whom the parent has made a specific request. The notice is given in a language/mode understandable to the parents and is provided in a timely manner to ensure parent participation.

## Timelines

Initial evaluations are conducted within 60 business days from receipt of parental consent. Timeline extensions are not allowed unless both the school and the parent agree, in writing, to an extension. If both the parent and the school believe significant progress towards

completion of the evaluation is being made, but additional time is needed, they may agree to extend the timelines. An end of school year extension requires parental consent.

The school or the Pupil Appraisal Team will contact the parent via phone in order to discuss the purpose of the extension. If both are in agreement, the parent and a representative from the school's Pupil Appraisal Team will meet with the parent in person to obtain signed consent documenting the agreement of the extension on behalf of the parent, the school, and the Pupil Appraisal Team.

## Determination of Eligibility

The multidisciplinary team utilizes a variety of sources in determining whether a student is a student with a disability. These sources may include aptitude and achievement test results, parent input, teacher recommendations, review of RtI data, as well as information about the student's physical condition, social or cultural background, and adaptive behavior.

Once the evaluation is completed, the evaluation team analyzes the evaluation data with parental input to make a determination. A copy of the integrated evaluation report is provided and interpreted to the parent at no cost to the parent. An Individualized Education Program (IEP) based on the evaluation shall be developed within 30 calendar days after the completion and dissemination of the evaluation to plan the specialized instruction and related services that the student will need.

A student shall not be classified as a student with a disability if assessment data indicate that the primary reason for determining eligibility was based on either:

- Lack of appropriate instruction in reading and/or math or
- Demonstrated limited English proficiency which as defined as students who do not have the clearly developed English language skills of comprehension, speaking, reading and writing necessary to receive instruction only in English at a level substantially equivalent to students of the same age or grade whose primary language is English. When possible assessments should be conducted in the student's primary language.

This determination of either of the above shall be made during the screening process before an individual evaluation is initiated.

## Re-Evaluations

Students receiving special education services are eligible for re-evaluation every three years, to determine if the student continues to be a student with a disability and/or to determine necessary special instruction and related services.

## Parent Consent

Parent consent is required before a re-evaluation is conducted. Lycée Français will document at least three (3) attempts to contact the parent (see Due Process Form). Prior written notice via mail is always the first attempt at contact followed by phone call, or letter via certified mail, and/or home visit.

If the parent responds and refuses to consent to the re-evaluation, the school will not re-evaluate the student and may exit the student special education services at the appropriate time. However, the school may opt to pursue the re-evaluation by using consent override procedures such as mediation or due process.

Parent consent for a re-evaluation is not required when a school can demonstrate that every reasonable effort was made to obtain consent but the parent failed to respond to the request. Parent consent is likewise not required for instructional staff to review existing instructional data or to administer tests that are given to all students (both with and without disabilities) unless these tests require parent consent for all students.

## Timelines

A re-evaluation must occur at least once every three years when necessary as noted below:

- A triennial evaluation may be necessary if there are not adequate data to determine whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals in the IEP and to participate, as appropriate, in the general education curriculum.
- A triennial evaluation may be necessary for students with developmental delays, hearing impairments, traumatic brain injury, or visual impairments.
- For students whose only exceptionality is gifted or talented, the re-evaluation may be accomplished through the IEP process at the time of the IEP review meeting. Informed parental consent for the re-evaluation must be sent to parents prior to the IEP review meeting in which the re-evaluation will be conducted. If no concerns are evident with the student's current program, no evaluation report is required. This discussion will be documented on the IEP form, and a copy of the IEP form will be forwarded to Pupil Appraisal Personnel.

A re-evaluation does not occur more than once a year unless both the parent and the school agree otherwise. A re-evaluation of each student with an exceptionality must, however, be conducted when one of the following events occurs:

- When Lycée Français determines that the educational or related service needs, including improved academic achievement and functional performance of the student, warrant a re-evaluation;
- When the student's teacher or parent requests a re-evaluation;
- When a significant change in placement is proposed, which means moving the student to a more restrictive environment, where the student will be in the regular class less than 40% of the day; or
- When a student is no longer suspected of having an exceptionality. This includes students with just an exceptionality of speech and language impairment.

A re-evaluation is not required before the termination of student's eligibility for special education and related services due to graduation from high school with a regular high school diploma or due to exceeding the age eligibility of Free and Appropriate Public Education (FAPE) under state law.

Lycée Français is not required to conduct a re-evaluation of an exceptional student who transfers into its jurisdiction from another jurisdiction in Louisiana and has a current evaluation. Should the receiving LEA question the accuracy or the appropriateness of the student's classification, a re-evaluation may be initiated after an IEP has been developed and the student is receiving special education and related services.

## Waivers

When the parent and Lycée Français agree that a re-evaluation is unnecessary, the justification for not reevaluating the student shall be documented with written agreement by the parent and Lycée Français. (See Re-Evaluation forms).

The following is required to waive a triennial re-evaluation:

- Sufficient Evidence that the Student
  - Is making adequate progress in classroom;
  - Continues to have a disability;
  - Continues to need special education and related services;
  - Is making progress in meeting IEP goals; and
  - Is participating, as appropriate, in the general education curriculum.
- Documentation that no additional data is needed;
- Written notification to the parent indicating that a re-evaluation may be requested;
- Written request to parent to waive the triennial re-evaluation;
- Written parental consent to waive the triennial re-evaluation;
- Data entered into SER (date of consent may not occur earlier than six months before the evaluation expiration date); and
- Documentation that the school has waived the re-evaluation.

# Independent Educational Evaluations

Parents are entitled to an independent educational evaluation (IEE) if they disagree with the evaluation conducted by Lycée Français. Lycée Français will provide the parent with information about where an IEE may be obtained and inform them that the IEE will be conducted without cost to them. A parent is entitled to only one IEE at public expense each time the district conducts an evaluation. Once Lycée Français agrees to the parent's request, the school and/or district is responsible for ensuring that an IEE is conducted. Lycée Français may make inquiries but may not require the parent to indicate the reason(s) why he or she objects to the district's evaluation.

If Lycée Français disagrees with the request (i.e., determines its own evaluation is appropriate), it will file a due process hearing request with the LDoE. If the final hearing decision supports the appropriateness of Lycée Français's evaluation, the parent still has a right to an IEE but not at Lycée Français's expense. If the hearing decision upholds the request for an IEE, it will be provided at no cost to the parent.

The results of the IEE will be considered by Lycée Français whether it was conducted at no cost to the parent or the parent paid for the IEE. The school and/or district still have the authority to determine if the IEE meets Bulletin 1508 criteria.

## Special Services

Special services refer to the special education services a student receives as a result of being a student with a disability to ensure access to the general curriculum. This instruction is free and is specially-designed to meet the unique needs of the student that result from the disability. Special services can occur in the classroom, home, hospital, institution, or other settings. Special services can include:

- Assistive technology;
- Instruction in physical education (adapted physical education, special physical education, movement education, and motor development);
- Speech/Language pathology services;
- Travel training; and/or
- Vocational education.

The specific criteria for eligibility for Assistive Technology and Adapted Physical Education are outlined in LA Bulletin 1508, Pupil Appraisal Handbook, Chapter 13. Criteria for eligibility for other special services are based on written documentation of need.

## Related Services

Related services include transportation and developmental, corrective, and other supportive services that are required so that a student with an exceptionality may benefit from special educational services. The evaluation coordinator will ensure that appropriate and qualified personnel participate in evaluations when the need for these services is indicated by referral concerns. Specific criteria for eligibility for occupational therapy, school health services, orientation and mobility services, physical therapy, school psychological services, school social work services, and speech/language pathology services are outlined in LA Bulletin 1508, Pupil Appraisal Handbook, Chapter 15. Criteria for eligibility for other related services are based on written documentation of need.

Related services include:

- Social Work Services in Schools;
- School Health Services;
- Parental Counseling and Training;
- Speech/Language Pathology and Audiology Services;
- School Psychological Services;
- Physical and Occupational Therapy;

- Recreation including Therapeutic Recreation;
- Early Identification and Assessment of Disabilities in Students;
- Counseling Services including Rehabilitation Counseling;
- Assistive Technology Devices and Services;
- Orientation and Mobility Services;
- Medical Services for Diagnostic or Evaluation Purposes; and/or

Lycée Français contracts with independent related service providers to provide services as identified by the evaluation. Other related services may be contracted out at the expense of Lycée Français when a student's evaluation indicates the need for related services not provided through current school personnel or whose IEP indicates a need for related services.

The related services will be discussed at the IEP meeting with the IEP team. The related services will be documented on the IEP, the student will be provided minutes to address the related services, and necessary accommodations will be made to ensure involvement in the general education curriculum with the support of special education and related services support.

Speech services are provided to students in the English language only. There is an exception if a student's native language is French and the same speech sounds are being worked on in both languages.

## 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.