



Special Education Policy and Procedural Handbook

**LA School for the Deaf
LA School for the Visually Impaired
LA Special School Programs**

October, 2020

Ernest E. Garrett III, Superintendent

<u>Section 1 - Introduction</u>	<u>Section-1</u>
Purpose and Overview of Procedures	1-1
Special Education Services and Programs	1-2
Special Education Services Personnel	1-3
<u>Section 2 - Child Find, Registration/Enrollment Procedures</u>	<u>Section 2</u>
Child Find Process	2-1
Registration Process for Transfer of Students	2-2
<u>Section 3 - Preschool-Early Childhood</u>	<u>Section 3</u>
Early Childhood Child Find	3-1
Transition from Local Early Childhood Intervention Agencies	3-2
Early Childhood Outcome Reports	3-3
<u>Section 4 - SBLC, Section 504, MTSS/Referral</u>	<u>Section 4</u>
School Building Level Committee (SBLC)	4-1
Section 504 and Individual Accommodation Plan (IAP)	4-2
Pre-Referral: Response to Intervention (RtI) and Multi-Tiered Systems of Support (MTSS)	4-3
Referral of Gifted and Talented	4-4
<u>Section 5 - Evaluation Procedures</u>	<u>Section 5</u>
Initial Evaluation	5-1
Initial Evaluation of Gifted and Talented	5-2
Special Education Reevaluation	5-3
Reevaluation of Gifted and Talented	5-4
Additional Concerns	5-5
Independent Education Evaluation	5-6
<u>Section 6 - Individualized Education Program Procedures</u>	<u>Section 6</u>
IEP Overview	6-1
Surrogate Parent(s)	6-2
Extended School Year	6-3
State and District Special Education Assessment Guidelines	6-4
Transportation Services	6-5
Progress Reporting and Monitoring	6-6
Functional Behavioral Assessment (FBA)/Behavior Intervention Plan (BIP)	6-7
Individual Transition Plan (ITP) and Summary of Performance	6-8
Medicaid Consent	6-9
Community-Based Training and Service Learning Procedures	6-10
Consideration of Assistive Technology (AT)	6-11

Section 7 - Placement Procedures

Initial Placement
Continuing Placement
Placement of Incoming Transfer Students with Special Education Services
Change of Placement to More Restrictive Level of Services

Section 7

7-1
7-2
7-3
7-4

Section 8 - Discipline Procedures

Use of Positive Behavioral Interventions and Supports (PBIS)
Discipline - No Change in Placement
Discipline - A Change in Placement
Off-Campus Instruction/Alternative Learning Environment
Discipline for Students not yet Eligible for Special Education and Related Services

Section 8

8-1
8-2
8-3
8-4
8-5

Section 9 - Education Records Disclosure, Retention, and Confidentiality

Records Disclosure, Retention and Amendment
Shredding and/or Removing Outdated Special Education Records and Materials
Electronic mail, Email Communication
Translation of Critical Special Education Documents

Section 9

9-1
9-2
9-3
9-4

Section 10 - Dispute Resolution Procedures

Dispute Resolution

Section 10

10-1

Section 11 - Special Education Program Operations

IEP Caseload Reports
Requesting Additional Staffing Support
Annual Requirement to Review of Student-Specific Aid
Medicaid Documentation

Section 11

11-1
11-2
11-3
11-4

Section 1

Introduction



Section 1-1: Purpose and Overview of Procedures

The purpose of the Special School District (SSD) *Special Education Policy and Procedural Handbook* is to serve as a resource to support district administrators, teachers, and support staff in the day-to-day implementation of all special education instructional programs and services to students with disabilities. The *Handbook* provides personnel with uniform and consistent procedures to manage special education compliance, and coordination. The *Handbook* will be updated, in accordance with revisions or changes to state and federal laws and/or regulations in their legal interpretation.

This *Handbook* is further designed to:

- Maintain continuity of district special education practices and procedures.
- Ensure compliance and accountability within all divisions.

SSD shall provide equal educational opportunity and treatment for all students in every aspect of its academic and program activities without regard to race, creed, national, origin, gender, marital status, sexual orientation, including gender orientation, physical, sensory, or mental disabilities.

Section 1-2: Special Education Services and Programs

Louisiana Special School District (LA SSD) provides specialized services to special schools and programs. Services may include: student evaluation, related services, outreach family services for children aged 0-3, preschool education for ages 3-5, K-12 educational programming, career and technical training, and transition support.

Section 1-3: Special Education Services Personnel

Superintendent of LA Special School District

The Superintendent of the LA Special School District (SSD) is responsible for the overall leadership of personnel to ensure that eligible students enrolled in SSD's schools and/or programs receive a Free Appropriate Public Education (FAPE), as their identified needs indicate. The Superintendent shall appoint personnel who will be directly responsible for managing all aspects of special education instruction and related services for compliance with state and federal mandates. This shall include data collection, program development and assessment of effectiveness, evaluation of education staff, and creating and monitoring operational budgets. Appointed personnel shall work cooperatively and in collaboration across schools and programs, shall coordinate special education services and professional development in the provision of an inclusive educational model, and shall utilize appropriate curriculum resources and materials with student-specific accommodations and modifications. Furthermore, appointed personnel shall serve as SSD liaisons for various community and agency activities, in which SSD maintains interest.

School Administrator

School administrators shall provide the direct supervision for the implementation of special education instruction, programs, and services. Administrators perform a full range of responsibilities to meet the needs of all students, and are knowledgeable of state and federal rules and regulations that affect students with disabilities. From the point of student identification to student transitions, school administrators will ensure all aspects of instruction and service delivery are provided. Qualified school administrators are qualified to serve as the officially designated representative (ODR) of the district, during the execution of the IEP.

IEP Facilitator

IEP Facilitators shall provide support to school-based personnel, administrators, teachers, instructional specialists/coaches, para-educators, and related services providers, to assist with the development of the student's Individual Education Program (IEP), student placement, monitoring, and compliance with state and federal mandates and timelines. IEP Facilitators will work in collaboration with Special Education Administrators in providing training and supports to school administrators and staff.

Special Education Teacher

The special education teacher will assume the responsibility for coordinating, planning, managing, teaching, supporting, and monitoring the progress of all students assigned to them. The special education teacher will collaborate with the IEP facilitator to ensure that IEP's are written annually or as needed. They provide direct instructional services in their classroom or in the general education classroom, will serve as a resource for students in all settings, and will collaborate with general education teachers working with students qualifying for special

education services. The special education teacher shall also be an advocate for the student's education and a liaison to the family regarding the student's education. Special Education teachers should also collaborate with related service providers to ensure specialized services and targeted skills are supported across environments throughout the school day. Special education teachers shall work in collaboration with pupil appraisal personnel to address the evaluative needs of the students.

General Education Teacher

The general education teacher is a required member of the IEP team, and is responsible for the instructional progress of all students in his or her general education classroom setting. The general education teacher collaborates with staff in the identification of students with expected disabilities and will assist with the development and implementation of instructional interventions designed to meet the special needs of individual students.

Paraeducators

The paraeducator, as an integral team member of the special education program, provides direct classroom support and individual student support at all instructional levels. The paraeducator may be assigned to work with various certificated staff members to provide support to students. Paraeducators should collaborate with the classroom teacher on understanding classroom and work expectations, implementation of classroom management practices, and the implementation of academic and behavioral intervention strategies critical to supporting individual students in the classroom. Individualized strategies may include student behavior intervention plans, assistive technologies, fine-motor techniques, and any other specialized instructional technique or resource.

Occupational Therapist and Physical Therapist

As support service providers, these specialists facilitate the development of fine- and gross-motor skills, develop student programs, and implement interventions in their area of specialty. These services enable eligible students to benefit from their educational program.

Adaptive Physical Education Specialist

This service provider supports through direct instruction for school-aged students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the regular physical education program on a full-time basis.

Audiologist

The audiologist serves as part of the pupil appraisal team is a related services provider who supports students with hearing loss. They advise teachers on how to accommodate their students' hearing loss in the classroom, identify acoustical modifications for the classroom, and collaborate with teachers and students to make sure audiological equipment needed to access the curriculum consistently functions.

Speech/Language Pathologist

These specialists work with students to evaluate student needs and provide services in the areas of language, articulation, voice, fluency, and communication. These services may take place in the student's natural school environment, such as the classroom or cafeteria, or in a small-group setting. Location of services is based on student goals and needs.

School Psychologist

The school psychologist serves as part of the pupil appraisal team, provides support for teachers, support staff, administration, students, and parents. They are responsible for the evaluation of students who may have special needs, and recommend research-based individual and classroom interventions. School psychologists occasionally provide direct or consultative services to students needing support in addressing social, emotional, or behavioral challenges that interfere with academic success.

Educational Diagnostician

The educational diagnostician serves as part of the pupil appraisal team. They are responsible for the developmental and/or academic evaluation of students who may have special needs. Other duties may include providing teachers with descriptions of educational strategies, academic and environmental adjustments needed, and determining curricular modifications necessary to provide accessible instructional materials in order to enable the student to show progress in the curriculum.

School Counselor

School counselors design and deliver school counseling programs that improve a range of student learning and behavioral outcomes. These programs are meant to be comprehensive in scope and preventative in design, focused on improving student achievement and supporting student development. Based on the *Louisiana School Counseling Model*, school counselors are focused on the academic, career, and personal/social needs of students. They work collaboratively with administrators, teachers, parents and stakeholders in order to support all students in achieving success across these areas. Occasionally, counselors provide direct services to students who are experiencing social, emotional, or behavioral challenges that are interfering with academic success.

School Nurse

Nurses are the medical service providers. They are integral members of the special education team. They oversee health screenings, designated wellness education, development of care plans, and compliance with all state laws pertaining to school health and immunization standards. They also serve as a liaison between school, family, community, and medical practitioners.

Sign Language Interpreter

Sign language interpreters work individually or with classes of eligible students interpreting general education and special education classes, as well as during IEP meetings. Interpreters providing services in an educational setting work collaboratively with teachers to ensure adequate preparation is given to knowing the content and purpose of instructional lessons. This ensures the American Sign Language interpretation provides accurate information directly tied to curriculum and instruction.

Teacher of the Visually Impaired (TVI)/Brailist

These professionals provide direct services for students with visual impairments and consult, when appropriate, with various personnel. A brailist transcribes into Braille all necessary educational materials for students.

Orientation and Mobility Specialist

Orientation and Mobility (O&M) is a profession specific to blindness and low vision that teaches safe, efficient, and effective travel skills to people of all ages. "Orientation" refers to the ability to know where you are and where you want to go. "Mobility" refers to the ability to move safely, efficiently, and effectively from one place to another. Orientation and mobility is part of the Expanded Core Curriculum (ECC). The ECC is comprised of specialized instruction designed for students with visual impairments to learn concepts and skills incidentally learned through observation by their sighted peers.

O&M services are provided to blind or visually impaired students by certified orientation and mobility specialists to enable the attainment of systematic orientation to, and safe movement within their environments in home, school, and community. O&M services include teaching students the following: spatial and environmental concepts and use of information received by the senses to establish, maintain or regain orientation and line of travel; use of the long cane or alternative/adaptive mobility device to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision; understanding and use of remaining vision and distance low vision aids; and other concepts, techniques, and tools.

Section 2

Child Find, Registration/Enrollment Procedures



Section 2-1: Child Find Process

In accordance with state and federal laws, the development and implementation of procedures to ensure that all children within the district's jurisdiction, age birth to twenty-one, regardless of the severity of the disability, and who are in need of special education and related services are identified and evaluated. *Child Find* applies to children suspected of having a disability, are in need of special education services, attend private or religious schools, mobile (e.g., migrant), homeless, wards of the state, and reside in the LEA's jurisdiction. *Child Find* also applies to children who are gifted and/or talented. The jurisdiction of SSD is limited to all students enrolled in the schools and programs of SSD.

Child Find Procedures

- SSD shall ensure that all students with exceptionalities residing in the district who are in need of special education and related services are identified, located, and evaluated regardless of the severity of their disability. The district will search for students residing within its jurisdiction including students who are in the custody of an authorized state agency.
- The district will document on-going identification activities conducted to identify, locate, and evaluate each student who is suspected of having an exceptionality, is in need of special education and related services, and meets the established criteria of being enrolled in an educational program operated by or under jurisdiction of SSD or not enrolled in school, except for students who have graduated with a regular high school diploma.
- *Child Find* activities include disseminating information to the public through the distribution of flyers, brochures, or other media. *Child Find* flyers are distributed twice a year to inform parent(s) about what child(ren) may be in need of special education and related services.
- Students entering Special School Programs, SSP, are identified as needing special education and related services by the use of the state's Special Education and Reporting System. *Child Find* information is placed in facilities where Special School Programs operate.

Section 2-2: Registration Process for Transfer of Students

The Special School District (SSD) adheres to the regulations as outlined by [*Bulletin 1706—Regulations for the Implementation of the Children with Exceptionalities Act*](#) when considering students who may be eligible for enrollment in its schools and participation in its programs.

Registration into SSD Procedures

- Students wishing to enroll in SSD will be subject to established admission procedures.
- Students may be referred to the schools by a school district or via the Parent Option for consideration for enrollment. Students entering SSD sites/facilities may be eligible for enrollment if they are between the ages of 3-24 years of age.

Registration into SSP Procedures

- Placement in these sites/facilities is not educational placements and is not subjected to voluntary enrollment.
- SSP is an educational program and enrollment is limited to individuals residing within the jurisdiction of the site/facility.

Resources:

[Special School District Pupil Progression Plan](#)

[*Bulletin 1706—Regulations for the Implementation of the Children with Exceptionalities Act*](#)

Section 3

Preschool-Early Childhood



Section 3-1: Early Childhood Child Find (3-5 year olds)

Students enrolled in SSD schools and programs aged 3-5 have been identified with or suspected to have a low-incidence impairment. When necessary, the pupil appraisal team conducts additional evaluations and assessments. This team may consist of a teacher, speech-language pathologist, audiologist, occupational therapist, physical therapist, adapted physical education teacher, school nurse, orientation and mobility specialist, school psychologist, educational diagnostician, and/or school social worker.

Section 3-2: Transition from Local Early Childhood Intervention Agencies

Part C services are not provided by SSD because the district serves students enrolled in statewide schools and programs. Special School District's Outreach and Parent Pupil Education Program (PPEP) coordinate with Early Steps and the Early Hearing Detection Intervention network in the provision of specialized support for students experiencing vision and/or hearing loss. Outreach and PPEP teachers provide specialized supports in the home and in a variety of early childhood care settings to children identified with, or suspected to have and exceptionality of deafness, hard-of-hearing, vision impairments, and other low-incidence impairments, who are under the age of three and/or who have not yet been identified for services by a local education agency. Students aged 3 and older may apply and be admitted to Louisiana Schools for the Deaf and Visually Impaired or Central Louisiana Supports and Services Center.

Resources:

[LDOE Early Childhood Transition Process](#)

Section 3-3: Early Childhood Outcome Reports

All Local Education Agencies (LEAs) must report data to the United States Department of Education (USDOE) on performance indicators for all enrolled preschoolers who have individualized education programs (IEPs) including the following reliable outcomes:

- Positive social-emotional skills (including social relationships).
- Acquisition and use of knowledge and skills (including early language/communication and early literacy).
- Use of appropriate behaviors to meet their needs.

Early Childhood Procedures

- SSD provides preschool educational programs targeting students' successful mastery of objectives for development and learning in PreK through Kindergarten. The developmental domains targeted in the district's preschool educational programs include: Social Emotional, Physical, Language, Cognitive, Literacy, and Mathematics.
- Children are assessed upon entry into the Early Childhood Special Education (ECSE) program using Teaching Strategies Gold (TS GOLD). If a child continues to receive services beyond one year, an entry assessment should be completed once a year for every year that the child receives ECSE services after the entry year. Students are also assessed at the time of their exit from the school or exit from ECSE, before Kindergarten entry.

Note: Teachers and service providers should begin the entry assessment in the TS GOLD system immediately after the child begins to receive services.

Section 4

SBLC, Section 504, MTSS/Referral



Section 4-1: School Building Level Committee (SBLC)

The School Building Level Committee (SBLC) is a general education, data driven, decision-making committee whose standing members consist of at least the principal/designee, a classroom teacher, and the referring teacher. In discussing an individual student's difficulties, the student's parent(s) or guardian(s) are an invited participant. The SBLC shall review and analyze all screening data, including Response to Intervention (RTI) results, to determine the most beneficial option for the student. The committee's outcome options may include, but are not limited to one of the following actions.

- Conduct no further action, at this time.
- Continue current intervention and progress through the Response to Intervention (RTI) process (refer to Section 4-3 for more information on RTI).
- Conduct additional interventions through the RTI process.
- Refer the student to the appropriate committee to conduct a Section 504 evaluation (refer to Section 4-2 for more information on Section 504).
- Refer the student to pupil appraisal personnel for support services.
- Refer the student to pupil appraisal personnel for an individual evaluation if a disability is suspected (refer to Section 5-1 for more information about pupil appraisal initial evaluations, Bulletin 1508).
- If a student is already identified and appears to need additional services, refer the student to the IEP team (refer to Section 6 for more information on the IEP).
- If the student is already identified and has additional concerns (academic/behavioral), then reconvene the SBLC to provide documentation to obtain parent permission for a Reevaluation with New Concerns to be conducted by Pupil Appraisal Services, PAS (refer to Section 5-5 for more information).

SSD has a procedure in place that reviews and analyzes screening data, including Response to Intervention (RTI) data, in order to determine what options are available to meet the needs of a student. A student may be referred to the SBLC whenever a member of the instructional team feels there is a need for additional support or services to meet a student's academic, behavioral, or health needs. If the student is previously identified as a student with an exceptionality and other services may be needed or the student is not meeting goals and objectives, the IEP should be reconvened.

SBLC Procedures

- The referring teacher will conduct a parent/teacher conference to discuss concerns regarding the student and documents parental response.
- The referring teacher will request a SBLC meeting using the [SBLC Referral Form](#) for any student consistently struggling or having difficulty making expected progress.
- After receiving the referral from the teacher, the chairperson speaks with the student's parent(s) regarding the referral and asks if the parent(s) would like to attend a committee meeting.
- Parental attendance at scheduled SBLC meetings is not required and the committee may proceed with decisions in their absence. However, attempts to involve parent(s) should be documented and maintained in the student's record. The [Parent Contact Log](#) is used to document the attempts to include the parent(s) in the decision making process of their child. This form is completed and maintained in the student's folder. A variety of methods must be used to contact the parent(s) (e.g., telephone calls, email, US mail, etc.). An attempt in writing must be one of the attempts made. This can be done with the [SBLC Meeting Parental Notification](#) form. When the parent(s) attend the SBLC meeting, the receipt of [Louisiana's Education Rights of Children with Disabilities](#) (Rights Booklet) must be documented.
- The SBLC chairperson will notify committee members of scheduled meeting within 10 working days.
- Students with an exceptionality can be referred to SBLC when there are new concerns that cannot be properly managed through his/her IEP. For example, a student with an exceptionality of Speech or Language Impairment (communication) that exhibits characteristics of a Gifted or Talented (academic need) student must be referred to SBLC to address those new concerns. Also, a student with an exceptionality of Speech or Language Impairment (communication) that presents with academic deficits could also be referred to SBLC. Discussion of promotion of the student is another time the SBLC would meet to review an exceptional student's progress.
 - Note: If there is a service the student would benefit from, the IEP team may reconvene to add the services at any time.
- Some students referred for *Individuals with Disabilities Education Act* (IDEA) evaluations who do not meet criteria may qualify for services under Section 504 (refer to Section 4-2 for more information on Section 504).

SBLC Meeting #1

Referring teacher/person presents information to the SBL Committee with supporting documentation. Include student work samples, documentation of previously tried interventions, documentation of communication with parent(s) about concerns and the results of the communication(s). Response to Intervention (RTI) data is reviewed (refer to Section 4-3 for more information on RTI).

The SBLC committee analyzes/reviews information presented. Parent(s) provide input and pertinent information to the Medical information is reviewed if provided. Any of the screener checklists posted below may be completed by the teacher prior to the SBLC meeting without parental consent. A screener that requires direct assessment of the student requires parental consent. Parental consent, if not already obtained, is obtained for screening (medical, dyslexia, speech, etc.). The committee plans the initial steps in assisting the student (supplemental instruction, new interventions, conduct screening(s), etc.). The committee schedules a follow up meeting as needed and documented on the [SBLC Meeting Summary](#) form.

SBLC Meeting #2

The SBLC will review the information from SBLC Meeting #1. The committee will confirm and complete all required parts on initial referral form. The teacher presents intervention documentation data to include all of the student's work samples, daily logs, graphs, and charts.

SBLC reviews the referral and intervention data to inform recommendations as outlined above. If a referral for an initial evaluation, pupil appraisal will obtain parent permission and provide the parent(s) with a copy of the [Louisiana's Education Rights of Children with Disabilities](#) (Rights Booklet).

Subsequent meetings are numbered accordingly, noting the results of the meeting on the form. If an initial evaluation is the recommendation of the SBLC, all screeners must be completed and given to the Pupil Appraisal Staff Member.

Forms:

[SBLC Referral Form](#)

[Parent Contact Log](#)

[SBLC Meeting Parental Notification](#)

[SBLC Teacher Screening Checklist](#)

[SBLC Meeting Summary](#)

[Health Screener](#)

[Achievement Motivation Scale Screener](#)

[Social Emotional Screener](#)

[Psycho-Social Screener](#)

[APE Screener](#)

[Assistive Technology Screener](#)

[Communication Skills Screener](#)

[Occupational Therapy Screener](#)

[Orientation and Mobility Screening Checklist](#)

[Physical Therapy Screener](#)

[Sensory Processing Screener](#)

Resources:

[Louisiana's Special School District SBLC and Section 504 Handbook 2019](#)

[Louisiana's Education Rights of Children with Disabilities](#)

[LDOE: What is a School Building Level Committee \(SBLC\)?](#)

Section 4-2: Section 504 and Individual Accommodation Plan (IAP)

[Section 504 of the Rehabilitation Act of 1973](#) is a civil rights law that prohibits discrimination on the basis of a disability in any program receiving federal funds. Section 504 states that: "No otherwise qualified individual with a disability in the United States shall, solely by reason of her or his disability, be excluded from the participation in, be denied, the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Section 504 Eligibility Assessment and Procedures

- The Section 504 Committee, by regulation, is a group of knowledgeable people which draw upon information from a variety of sources in making a determination. The Committee may be facilitated by a professional different from the SBLC Chairperson, and include the referring teacher, student's parent(s), and principal/designee.
- Eligibility is based on the definition of a disability as defined in Section 504. It is not based on clinical categories or based on state or federal laws like those that govern *Individuals with Disabilities Education Act* (IDEA). Under Section 504, a student is considered to have a disability if that student (29 U.S.C. §706 (8)):
 1. has a physical or mental impairment which substantially limits one or more of the student's major life activities;
 2. has a record of such an impairment; or
 3. is regarded as having such an impairment.
- Impairments are any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body system.
- If dyslexia is the suspected disability, the appropriate school site personnel will use the Dyslexia Assessment (see below for resources) to determine if a student has characteristics of dyslexia as defined by [Bulletin 1903—Regulations and Guidelines for Implementation of the Louisiana Law for the Education of Dyslexic Students](#). There are also educational [assessments for ADHD](#) which are listed below in the forms section.
- Parental attendance at scheduled Section 504 meetings is not required and the committee may proceed with decisions in their absence. However, attempts to involve parent(s) should be documented and maintained in the student's record. The [Parent Contact Log](#) is used to document the attempts to include the parent(s) in the decision making process of their child. This form is completed and maintained in the student's folder. A variety of methods must be used to contact the parent(s) (e.g., telephone calls, email, US mail, etc.). The written attempt may be documented on the [SBLC Parental Notification](#) form. An attempt in writing must be one of the attempts made. When the parent(s) attend the Section 504 meeting, the receipt of [Section 504 Parental Rights](#) and [Section 504 Grievance Procedure](#) must be documented.
- When the SBLC/Section 504 committee's decision is to conduct an assessment, the parent(s) must sign a [Permission to Conduct Section 504 Screening Assessment](#).

- If the committee determines that the student has a disability, then they will analyze the data to determine if there is a substantial limitation of one of the major life activities. Under both federal laws (IDEA and Section 504), the mere existence of a disability does not create program eligibility. Instead the disability must rise to a level of severity or impact on the student's performance at school.
- When the Section 504 assessment has been completed, the parent(s) are notified of the meeting to determine if the student is eligible under Section 504 and to determine the need for accommodations. If the student is eligible for Section 504 services, an IAP will be created.
- Document the SBLC meeting on the [SBLC Meeting Summary](#) form.

Individual Accommodation Plan (IAP)

Once the committee determines that a student meets Section 504 eligibility, an Individual Accommodation Plan (IAP) must be developed. The IAP must be used for providing documentation of accommodations on a written plan for students who need Section 504 accommodations and who may or may not need standardized testing accommodations.

Parent(s) must be invited to all IAP meetings. Students should promptly begin receiving the appropriate accommodations once the IAP has been developed. Every child who is eligible for Section 504 services must have a current IAP on file, even if testing or classroom accommodations are not necessary. The disability, support data, and any protections received by the student must be documented on the IAP.

The student's accommodations should be specific to the student's disability. The IAP must indicate accommodations that will be routinely provided in the classroom setting. Also the IAP should show consistency between standardized test accommodations needed and those accommodations routinely provided in the classroom. IAP accommodations typically are grouped by:

- Environment – small group, preferential seating, minimize distractions, allow student to move, etc.
- Instructional Strategies – test read aloud, verbal and visual cues to reinforce instruction, copies of notes to accompany instruction, break tasks into less complex chunks, etc.
- Materials – alter format, change font, enlarge print, increase white space on page, lineless paper, special writing utensils, use of highlighters, use of electronic speller, etc.
- Time Demands – provide timelines for task completion, extended time, allow breaks between tasks, etc.

Upon agreement to conditions of the IAP, all committee members present at the meeting should sign the IAP. If a committee member(s) does not agree, he/she may indicate with a note and signature on the IAP or with a memorandum for the record that is later attached to the IAP.

If changes to the content of an IAP are advised, the Section 504 committee should schedule a meeting to reconvene and discuss the necessary changes. Should the committee agree that changes are needed, a new IAP should be developed at that time.

‘Who-what-where-when’ should be specified on the IAP if an accommodation is not to be implemented on a consistent basis. In other words, an accommodation can be indicated ‘as needed’ only when those conditions are specified.

IAPs must be updated on a yearly basis. This will occur at the beginning of the school year to address the student’s current grade level, curriculum and state standardized assessment, and whenever adjustments or changes warrant it. The SBLC/Section 504 Coordinator shall also maintain a current copy of all IAPs for public school students in the district and ensure the appropriate staff complete the [Section 504 Teacher Verification Form](#).

The parent(s) receive a copy of all documents as well as the [Section 504 Parental Rights](#) and [Section 504 Grievance Procedure](#). Parent(s) must sign indicating that they have received their [Louisiana’s Educational Rights of Children with Disabilities](#) (Rights Booklet) no less than once per year. This can be documented on the [Section 504 Evaluation - Determination of Eligibility Form](#) or the IAP.

The Louisiana’s Special School District’s Section 504 Coordinator shall also maintain a current copy of all [Section 504 Evaluation - Determination of Eligibility Form](#) for students in the district.

Section 504 Committee should consider students when the following situations occur:

- When a student has been evaluated for IDEA services and does not qualify, but a disability that is substantially limiting is nonetheless evident;
- When a student who may have formerly received Special Education services and has now been declassified to No Exceptionality;
- When a student has a history of substance abuse;
- When a student returns to school after a serious injury or illness or while the student is being served by homebound instruction services;
- When a student becomes pregnant;
- When a student has a short term illness or injury that may be substantially limiting and may require accommodations in the educational setting for a period over 6 months; and
- When a parent or teacher requests consideration for Section 504 services because of a suspected disability.

Parent Participation in SBLC and Section 504 Committees

Educational changes that are new should not be made without the parental consent. Renewal of services may continue once the services have been established initially. A copy of all evaluation data must be filed within the student's folder. The student's [Section 504 Evaluation - Determination of Eligibility Form](#) is good for 3 years. Parent(s) will be invited to a Section 504 reevaluation by a [Section 504 Letter of Prior Notice](#). The IAP will be updated annually with a [Section 504 Annual Review of Individual Accommodation](#) Plan form.

Forms:

[Parent Contact Log](#)

[Section 504 Parental Rights](#)

[ADHD Assessment Parent Interview](#)

[ADHD Assessment SBLC Questions](#)

[Section 504 Grievance Procedure](#)

[Permission to Conduct Section 504 Screening Assessment](#)

[Section 504 Teacher Verification Form](#)

[Section 504 Evaluation – Determination of Eligibility Form](#)

[Section 504 Letter of Prior Notice](#)

[Section 504 Annual Review of Individual Accommodation](#)

[SBLC Meeting Parental Notification](#)

[SBLC Meeting Summary](#)

[Section 504 Individual Accommodation Plan \(IAP\)](#)

Resources:

[Louisiana's Education Rights of Children with Disabilities](#)

[Special School District Section 504 Guide](#)

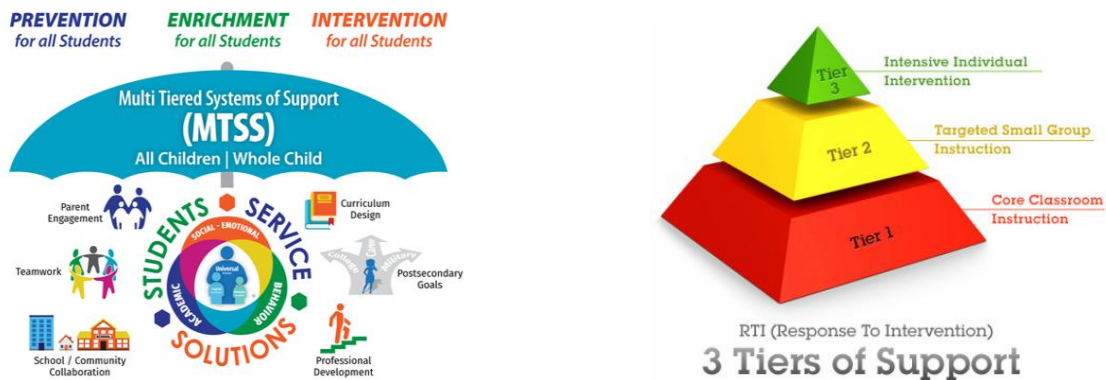
[A Guide to Dyslexia in Louisiana](#)

[Dyslexia: FAQs for Parents](#)

[LDOE Section 504 Overview and the Individual Accommodations Plan](#)

Section 4-3: Pre-Referral: Response to Intervention (RtI) and Multi-Tiered Systems of Support (MTSS)

[Response to Intervention \(RTI\)](#) and [Multi-Tiered Systems of Support \(MTSS\)](#) are very similar in that they both focus on a multi-tiered system of support, universal screening to identify students needing support, frequent progress monitoring, and data driven decision making to guide selection of evidence-based interventions.



MTSS varies from RTI in that it encompasses a whole-school approach that is inclusive of many different strategies such as curriculum design, PBIS, teacher learning and collaboration, and collaboration between school and family. RTI is a structured, multi-tiered approach to help identify and support struggling students. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data. Essentially – RTI is part of the broader MTSS Framework.

During the pre-referral process, screening, which is not considered a Special Education evaluation according to [Bulletin 1508](#), may be performed to determine appropriate strategies for curriculum implementation. The discussion of strategies, implementation of interventions, and data is collected to assist with the student’s educational success. Implementation of targeted interventions through the RTI process with data collection is critical to identifying necessary supports for addressing student needs.

Pre-referral Procedures

The [essential components of RTI](#) include:

- High-quality, scientifically-based classroom instruction – All students receive high-quality, research-based instruction in the general education classroom.
- Ongoing student assessment – Universal screening and progress monitoring provide information about a student’s learning rate and level of achievement, both individually and in comparison with the peer group. These data are then used when determining which students need closer monitoring or intervention. Throughout the RTI process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students’ instructional needs are based on multiple data points taken in context over time.
- Tiered instruction – A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.
- Parent involvement – Schools implementing RTI provide parent(s) information about their child’s progress, the instruction and interventions used, the staff who are delivering the instruction and the academic or behavioral goals for their child.

RTI is generally referred to as a 3-tier model:

- ***Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions***
Within Tier 1, all students receive high-quality, scientifically-based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being “at risk” through universal screenings and/or results on state or district wide tests receive supplemental instruction during the school day in the regular classroom. The length of time for this step can vary, but it generally should not exceed 8 weeks. During that time, student progress is closely monitored using a validated screening system [such as curriculum-based measurement](#). At the end of this period, students showing significant progress are generally returned to the regular classroom program. Students not showing adequate progress are moved to Tier 2.
- ***Tier 2: Targeted Interventions***
Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading

period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

- ***Tier 3: Intensive Interventions and Comprehensive Evaluation***

At this level, students receive individualized, intensive interventions that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the *Individuals with Disabilities Education Act (IDEA)*. The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

Note: At any point in an RTI process, *IDEA* allows parents to request a formal evaluation to determine eligibility for special education. An RTI process cannot be used to deny or delay a formal evaluation for special education. Most criteria for a special education exceptionality require the data from the RTI process as part of eligibility.

In addition to variations in the tiers used to deliver RTI services, schools use different approaches in implementation, such as problem-solving, functional assessment, standard protocol, and hybrid approaches. Although there are many formats for how a school might implement RTI to best serve the needs of its students, in every case, RTI can be a school-wide framework for efficiently allocating resources to improve student outcomes.

Section 4-4: Referral of Gifted and Talented

A student who is suspected of being gifted or talented may be referred to the SBLC. The supporting data gathered during the pre-referral process is reviewed to determine the need for further evaluation. The parent may be invited to the SBLC via the [SBLC Meeting Parental Notification](#) form.

Gifted and Talented Procedures

- Teacher/Staff identifies a student as suspected of being Gifted or Talented based on advanced skills demonstrated in the classroom. Teacher/Staff believes the student's needs are not being met in the classroom and notifies SBLC of concern.
- The SBLC Coordinator obtains [Parent Permission for Gifted/Talented Screening](#).
- The SBLC Coordinator gives the teacher the appropriate screening instrument:
 1. If Talented is suspected, the referring teacher completes the appropriate screening instrument ([Talented – Art Screening Form](#), [Talented – Music Screening Form](#), or [Talented – Theater Screening Form](#)). The student must obtain the following rating:
 - VA (Visual Arts): 33-35
 - M (Music): 33-35
 - T (Theater): 48-50

Note:

- Every item on the screening instrument receiving a score of four or higher must be documented with examples, or samples, of the student's work, whichever is appropriate.
 - The referring teacher completes the [Talented Referral Source Interview Form](#).
 - If the student receives a passing rating on the screening instrument, the teacher/staff gives the SBLC Coordinator a copy of the completed screening instrument, the interview form, and samples of the student's work.
2. If Gifted is suspected, gifted screening consists of a brief cognitive assessment given at the school.
- If the student passes the gifted screening, the referring teacher completes [Gifted Referral Source Interview Form](#).
- If the student does not receive a passing rating on the screening instrument, the parent(s) are notified and the referral process is discontinued. If the student received a passing score on the screening instrument, the SBLC Coordinator schedules an SBLC meeting and notifies the teacher/referring staff member and parent(s) of the meeting date.
 - The SBLC reviews screenings documentation and any other appropriate data.
 - The SBLC generally consists of the Regional Coordinator/Principal/designee, SBLC coordinator, referring teacher/staff member, parent(s) (when possible), and pupil appraisal contact person.
 - A decision is made determining if the student is eligible for an evaluation according to the required screening criteria in [Bulletin 1508](#) and the parent(s) are given a copy of the LA Rights of Gifted/Talented Children brochure.
 - Appropriate SBLC forms and screening documentation collected should be given to pupil appraisal.
 - Pupil appraisal is responsible for requesting parental consent for Bulletin 1508 evaluation and conducting the [Parent Interview for Gifted Assessment](#) (refer to Section 5-1 for Bulletin 1508 initial evaluation procedures).

Forms:

[Parent Permission for Gifted/Talented Screening](#)

[Talented - Art Screening Form](#)

[Talented - Music Screening Form](#)

[Talented - Theater Screening Form](#)

[Talented Referral Source Interview Form](#)

[Gifted Referral Source Interview Form](#)

[Parent Interview for Gifted Assessment](#)

[SBLC Meeting Parental Notification](#)

Section 5

Evaluation Procedures



Section 5-1: Initial Evaluation

The Special School District (SSD) adheres to the regulations as outlined by [Bulletin 1508—Pupil Appraisal Handbook](#) when considering students who may be eligible for special education services. A comprehensive initial evaluation must be conducted, upon the completion of the pre-referral process activities, before the initial provision of special education services and related services to a student. The evaluation occurs after the exhaustion of efforts to assist the student to resolve the problem through systematic interventions to address and identify concerns. A request for an initial evaluation for a child, with a suspected disability, between the ages of 3 and 21, who has not graduated from high school, can be made by a parent, teacher, student, and/or agency.

Initial Evaluation Procedures

- A. All referrals for a Bulletin 1508 evaluation must be made utilizing the SBLC referral process.
- An immediate referral to pupil appraisal services may be made for an individual evaluation for students suspected of having low-incidence impairments such as hearing impairment, visual impairment, deaf-blindness, traumatic brain injury, intellectual disability (moderate or severe), multiple disabilities, and some students with severe autism, orthopedic impairments, and/or significant health issues, or based on substantial documentation by school building level personnel of any student of being likely to injure himself/herself or others.
 - A comprehensive initial evaluation must be conducted before the initial provision of special education and related services to a student. Either a parent of a student or a public agency may initiate a request for an initial evaluation to determine if the student has an exceptionality. In the case of a student transferring from out-of-state, a student who previously received special education services, or a student with a low-incidence impairment, these students may be eligible for an 'interim' IEP to begin special education services pending the completion of the initial evaluation. The pupil appraisal team should complete an [Out-of-State Review Report](#) after the [Specialist Review of Out-of-State Evaluation](#).
 - An initial evaluation shall be conducted when informed parental consent for the initial evaluation has been received. If a request was made for an evaluation during the time

period in which the student is subject to disciplinary measures, the evaluation shall be conducted in an expedited manner as defined in the evaluation timelines according to Bulletin 1508.

- If it is suspected that the student is exceptional, an evaluation shall be conducted with parental consent. If the student is not suspected of being exceptional, then the SBLC may refuse to conduct an evaluation. The SBLC, through interventions, may attempt to address the concerns. If unsuccessful, the SBLC may, if applicable, consider the student for Section 504 accommodations.

B. In conducting the evaluation:

1. use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student, including information provided by the parent(s) or student of the age of majority (student interview) that may assist in determining:
 - a. whether the student has an exceptionality; and
 - b. the content of the student's IEP, including information related to enabling the student to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities); or be able to participate in the adult education curriculum.
2. not use any single measure or assessment as the sole criterion for determining whether a student has an exceptionality or re-determining the existing exceptionality in order to determine an appropriate educational program for the student.

C. Pupil appraisal will adhere to the established procedures and 60-day timeline (after parent permission) as outlined in Bulletin 1508.

Section 5-2: Initial Evaluation of Gifted and Talented

Upon compilation of the pre-referral process, the referral process for gifted and talented begins with a teacher, parent, student, and/or agency. Any student between the ages of 3 and 21, who has not graduated from high school and receives services within the district, may be referred.

Gifted and Talented Procedures

Upon recommendation from the SBLC, pupil appraisal staff will review screening data. Pupil appraisal will obtain parent permission to evaluate. Pupil appraisal will adhere to established procedures and 60 day timeline as outlined in Bulletin 1508.

Section 5-3: Special Education Reevaluation

- A. A reevaluation of each student with an exceptionality must be conducted when one of the following events occurs:
1. when the LEA determines that the educational or related service needs, including improved academic achievement and functional performance of the student, warrant a reevaluation;

2. when the student's teacher or parent requests a reevaluation;
3. 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 percent of the day or, for a child age four through five, in the regular early childhood program less than 40 percent of the time;
4. when a student is no longer suspected of having an exceptionality. This includes students having the single exceptionality of speech and language impairment; or
5. when a different exceptionality is suspected, initial criteria and procedures for the suspected exceptionality shall be followed. Scientifically research-based interventions shall be conducted by the special education provider or teacher in collaboration with pupil appraisal personnel.

Note: Students attending Louisiana School for the Deaf, Louisiana School for the Visually Impaired, Central Louisiana Supports and Services Center, and Pinecrest Supports and Services Center receive a reevaluation at the time of entry due to significant change of placement. Students transferring into other Special School District programs are not required to conduct a reevaluation of an exceptional student who transfers with a current evaluation into its jurisdiction from another jurisdiction in Louisiana. Should Special School District question the accuracy or the appropriateness of the student's classification, a reevaluation may be initiated after an IEP has been developed and the student is receiving special education and related services.

- B. A reevaluation is NOT required before the termination of a 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 of eligibility for FAPE, under state law.
- C. A reevaluation:
 1. must occur at least once every three years, unless the parent(s) and the LEA agree that a reevaluation is unnecessary:
 - a. 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 measureable annual goals in the IEP and to participate, as appropriate, in the general education curriculum.
 - b. a triennial evaluation may be necessary for students with developmental delays, hearing impairments, traumatic brain injury, or visual impairments.
 2. A reevaluation may NOT occur, more than once a year, unless the parent(s) and LEA agree otherwise.

Reevaluation Procedures

Pupil appraisal will adhere to the established procedures as outlined in Bulletin 1508.

- When a reevaluation is conducted, an appropriate evaluation coordinator will be assigned. The evaluation coordinator or other designated personnel will notify parent(s), teachers, related service personnel, an official designee of the LEA, and other appropriate

personnel of the purpose of the upcoming reevaluation.

- The pupil appraisal staff completes the [Prior Written Notice for Re-evaluation](#) which is mailed to the parent(s) along with a [Louisiana's Educational Rights of Children with Disabilities](#) (Rights Booklet).
- Parent(s) may elect to agree to a reevaluation waiver if the student is making satisfactory progress in the general curriculum, when no other disability category is suspected, the student continues to have a disability and is still in need of special education and related services.
- Upon completion of the reevaluation process, the parent(s) will be contacted with the results and a copy of the report will be mailed to the confirmed address. The parent(s) have the right to request a meeting for the discussion of the results of the reevaluation with the case coordinator and/or team members.
- Pupil appraisal will adhere to established procedures and 60 day timeline as outlined in Bulletin 1508.

Triennial Waiver Procedures

- Parent(s) and school district must agree to waive the Triennial Reevaluation.
- Parent(s) must sign and date the LEA waiver form or give verbal permission to pupil appraisal. The date the parent(s) sign will become the student's new disseminated date (anniversary date). The next reevaluation or waiver will be due 3-years from this date.
- The waiver reevaluation information will be populated with the information from the previous evaluation. No changes can be made.
- Waivers cannot be requested if the evaluation is expired.
- Waivers cannot be conducted more than 6 months prior to the student's evaluation anniversary date.
- Waivers can only be entered if the reevaluation reason is Triennial Reevaluation.
- The IEP team meeting date does not need to equal the waiver date.
- A [Triennial Waiver Documentation Report](#) will be given to the parent(s) and school system.
- A [Triennial Waiver Documentation for Age-of-Majority Report](#) will be completed for students over the age of 18.

Forms:

[Prior Written Notice for Re-evaluation](#)

[Triennial Waiver Documentation Report](#)

[Triennial Waiver Documentation for Age-of-Majority Report](#)

[Specialist Review of Out-of-State Evaluation](#)

[Out-of-State Review Report](#)

Resources:

[*Bulletin 1508—Pupil Appraisal Handbook*](#)

[Louisiana’s Educational Rights of Children with Disabilities](#)

Section 5-4: Reevaluation of Gifted and Talented

A reevaluation occurs every three years, or if requested by the student’s parent(s), teacher, or other authority, and if the evaluation team agrees, to determine the continuing need for special education services or to exit the student from special education. The reevaluation must be completed by the anniversary date.

Gifted and Talented Reevaluation Procedures

- For students whose only exceptionality is gifted or talented, the reevaluation is accomplished through the IEP process at the time of the IEP review meeting. There will not be a reevaluation report but documentation in the IEP that the triennial reevaluation occurred. The date of the IEP meeting is the dissemination date of the triennial reevaluation.
- The teacher of IEP Authority will complete the Parental Notification Letter in preparation for the Reevaluation IEP meeting and send a copy of the notification letter to the parent(s) along with a [Louisiana’s Education Rights of Children with Disabilities](#) (Rights Booklet).

Section 5-5: Additional Concerns

Occasionally, motor or speech related concerns are identified by school personnel after the completion of an individual evaluation/reevaluation and IEP implementation. Further screening and/or assessment in the areas of Adapted Physical Education, Speech/Language Therapy, Occupational Therapy, Physical Therapy, Orientation and Mobility Services, Counseling Services, Psychological Services, School Social Work Services, School Health Services, and/or special services may be requested. The related service provider may conduct an assessment without conducting a complete reevaluation. If the student qualifies for services, the new related or special services may be added to the IEP with parent permission. This can be accomplished through an amendment to the IEP if the parent(s) agree.

Additional Concerns Procedures

- It is the responsibility of the IEP team to address a student’s lack of progress. If the team determines that a student may need additional services to benefit from special education services, the team will recommend screening and if warranted, a referral to pupil appraisal for a reevaluation to address additional concerns.
- Pupil appraisal staff will address additional concerns with the necessary screenings to determine the need for formal assessments. Upon receipt of additional concerns, pupil appraisal will obtain parent permission for evaluation to conduct formal assessments and

determine the need for additional services required to benefit from special education instruction.

- Upon receipt of parent permission for a reevaluation, pupil appraisal will request other evaluation and related services professionals to assist with the reevaluation based on the concerns expressed.
- Pupil appraisal will adhere to the established procedures as outlined in Bulletin 1508.

Section 5-6: Independent Education Evaluation and Evaluations Provided by an Outside/Private Service Provider

An Independent Education Evaluation is defined as “an evaluation conducted by a qualified examiner who is not employed by the school district or other public agency responsible for the education for the student in question...” A parent/guardian or an age-of-majority student has the right to request an independent individual evaluation, at school district expense, if they disagree “with the district’s or other public agency’s evaluation...” The public agency pays for the full cost of the evaluation or ensures that the evaluation is provided at no cost to the parent(s).

If the parent(s) have provided you or your school with an outside evaluation, you may review it in the SBLC or an IEP if the student has a current exceptionality. These evaluations often have testing data (achievement, IQ, adaptive, rating scales, etc.) and they can be used to help determine interventions at the school level. Any pupil appraisal services (PAS) discipline can interpret standardized scores. Fellow PAS staff can help pinpoint possible interventions if warranted. An outside evaluation is typically not Bulletin 1508 compliant; therefore, there is no need to complete the Specialist Review form for a private evaluation. The Specialist Review form is for the review of evaluations from another educational agency (including out-of-state reviews). A student is eligible for straight placement if the student’s evaluation is deemed Bulletin 1508 compliant. A student with a private evaluation will never be straight placed based on that evaluation. A Bulletin 1508 Pupil Appraisal Initial Evaluation will always be required for placement into services.

Resources:

[Louisiana’s Education Rights of Children with Disabilities](#)

[Special School District Independent Education Evaluation Guidelines](#)

[Bulletin 1508—Pupil Appraisal Handbook](#)

Section 6

Individualized Education Program Procedures



Section 6-1: IEP Overview

The Individualized Education Program (IEP) is the mandated legal document which describes the educational plan and services that will be provided to a student with disabilities. It is designed to clearly communicate to parent(s) and providers the type and amount of special education and any necessary related services or supports that will be made available to the student. The individual evaluation report contributes the information needed to develop the IEP. The IEP is individualized to reflect the unique needs of the student and states how these needs will be addressed to permit the student to access and benefit from the general education curriculum. [*Bulletin 1530-LA IEP Handbook for Students with Exceptionalities.*](#)

Before any action is taken regarding the educational placement and program(s) of a student that has been identified as exceptional, the school system must conduct a meeting to carefully consider all the information obtained in the individual evaluation process which determined eligibility ([Bulletin 1508](#) Special Education Assessment).

The IEP should be more than an outline and management tool of the student's special education program.

- It should be an opportunity for parent(s) and educators to work together as equal participants to identify the student's needs, what will be provided to meet those needs, and what the anticipated outcomes may be.
- It is a document that is revised as the needs of the student change.
- The IEP is a commitment in writing of the resources the school agrees to provide.
- Also, the periodic review of the IEP serves as an evaluation of the student's progress toward meeting the educational goals and objectives.

For all these reasons, the IEP is the cornerstone of special education.

An IEP is:

- Comprehensive – the IEP covers all deficit areas, including communication, behavior, socialization, self-help, academics, perceptual-motor, gross-motor, transition services, related services, and needed accommodations in both general and special education.
- Specific – the IEP goals and objectives are stated in measurable, observable behaviors.

- Sequential – the IEP is based on a development or functional sequence of skills.
- Realistic and appropriate – the IEP goals should fit the student’s present levels of academic achievement and functional performance and probable growth rate.
- Understandable – the IEP is written in language that is comprehensible to both parents and professionals.
- Mutually developed – the IEP represents a consensus among parent(s), the student, and school personnel.

In order to ensure access, the IEP team should:

- Be knowledgeable about the general curriculum and state standards.
- Be knowledgeable about how the student learns.
- Be knowledgeable about research-based interventions.
- Implement goals to ensure access to the general curriculum and track the implementation and progress of these goals. Teachers must keep a written record of the student’s progress towards mastery of each goal. If, within a reasonable period of time, progress is not forthcoming, the IEP committee must reconvene and address this issue.

IEP Procedures

- The teacher with IEP authority shall alert the parent(s) and the IEP committee of the date of the annual IEP meeting.
- IEP updates must occur every year prior to the expiration of the previous IEP.
- An IEP team meeting may be called by the parent(s), age of majority student, or teacher at any time a concern exists.

Resources:

[Special School District Individual Education Program \(IEP\) Handbook](#)
[Bulletin 1530-LA IEP Handbook for Students with Exceptionalities](#)

Section 6-2: Surrogate Parent(s)

Districts must identify the student’s parent(s) or guardian(s) or assign a person to serve as a surrogate parent who may represent the student in all matters related to identification, evaluation, educational placement, and provision of special education and related services. The surrogate is assigned if the district is unable to identify the student’s parent(s) or guardian(s), after reasonable effort, or if the student is an unaccompanied homeless youth, or is a ward-of-the-state (within the jurisdiction of the LA DCFS’s (Department of Children and Family Services) administration through shelter care, dependency, or other proceedings to protect abused or neglected children; excluding children in the care of a foster parent, meeting the definition of a parent: a natural or adoptive parent, a guardian, or an adult person acting as a parent).

Surrogate Parent(s) Procedures

- The school administrator will inform SSD of the need for a surrogate parent.
- Upon notification of the need for a surrogate parent and the [Request for Surrogate Parent Form](#), SSD will assign using the [Surrogate Parent Assignment Letter](#), within 30 days of the district's determination of need, a surrogate parent with the knowledge and skills necessary to appropriately and adequately represent the student.
- SSD will provide surrogate parent training to persons meeting the criteria to serve in that capacity. Persons undergoing training will complete the [Verification of Surrogate Training Form](#) and receive a certificate of completion. The surrogate will also sign a [Special School District Confidentiality Policy for Surrogate Parents](#) and the [Special Education Surrogate Parent Agreement](#).
- Upon completion of their assigned surrogate duties, SSD will terminate the assigned surrogate's duties using the [Termination of Assigned Surrogate Parent Form](#). In addition, the surrogate may request termination of assignment for a student.

Forms:

[Request for Surrogate Parent Form](#)

[Surrogate Parent Assignment Letter](#)

[Verification of Surrogate Training Form](#)

[Special School District Confidentiality Policy for Surrogate Parents](#)

[Special Education Surrogate Parent Agreement](#)

[Termination of Assigned Surrogate Parent Form](#)

Section 6-3: Extended School Year

Extended School Year services (ESY) are those services beyond the normal school year to a student with a disability in accordance with the student's IEP and at no cost to the parent(s). ESY services are determined by the IEP team upon the ongoing review and documentation on interventions, in an effort to identify appropriate objectives, methods, materials, placement, and/or time which will result in progress.

Section 6-4: State and District Special Education Assessment Guidelines

State graduation requirements have been established for all students, including students with disabilities. Students are expected to take [State assessments](#), whenever possible, with or without accommodations. If the student's IEP team, including the parent(s), determines that the student is unable to participate in State assessments in one or more of the content areas (reading, writing, or math), alternative assessment may be chosen if the student qualifies for an alternative assessment based on an evaluation. Students with disabilities participating in LEAP Connect must meet specific participation criteria as stated in the [Bulletin 1530: Policy Revisions](#). Knowledgeable decisions about testing and alternatives must be carefully considered due to the impact on the student's choices after high school.

Section 6-5: Transportation Services

Transportation is considered as a related service, identified on the IEP, if it must be provided to assist a student to benefit from special education.

Section 6-6: Progress Reporting and Monitoring

Progress monitoring informs the parent(s)/guardian(s), every nine weeks, of the student's accomplishments toward the annual measurable goals. The progress report addresses progress toward each annual goal and contains a statement of the extent to which the student's progress is sufficient to achieve the annual goal. There are four, 9-week sessions in each school year.

Section 6-7: Functional Behavioral Assessment (FBA)/Behavior Intervention Plan (BIP)

A Functional Behavioral Assessment (FBA) and a Behavioral Intervention Plan (BIP) must be developed when the student's behavior is a significant, ongoing concern and typical classroom management strategies are not sufficient to guide the student toward success. The FBA, developed before the BIP, provides the IEP team, including related service personnel and general education teachers, with additional information and analysis for dealing with undesirable behavior, when it is interfering with a student's education. The BIP is an evidence-based, specific, purposeful, and organized plan that describes behavioral interventions and other strategies that will be implemented to address goals for a student's social, emotional, and/or behavioral development.

If a teacher, school administrator, related service provider, or parent(s) feels the student is in need of an FBA or a BIP, please contact the School Psychologist for guidance and support.

Forms:

[Functional Behavior Assessment Forms for Teachers, Parent\(s\), and Student Behavior Intervention Plan](#)

Section 6-8: Individual Transition Plan (ITP) and Summary of Performance

Transition services are to begin no later than the first IEP in effect at age 15. The ITP must be developed as a part of the annual IEP that is written when the student is 15 and then updated, annually. The ITP develops a course of study/coordinated set of activities for the student that supports achievement of the post-secondary goals established in the plan.

Forms:

For an example of an ITP, please visit and refer to page 1 of the [Louisiana Believes: Individual Transition Plan](#).

Section 6-9: Medicaid Consent

Louisiana Local Education Agencies (LEAs) partnered with Medicaid in the late 1980s and began receiving reimbursement for health and related services rendered to students from age three through age 20.

The Medicaid Consent Forms:

- provides parent(s), guardian(s), or adult students, with information about the district's request to verify a student's Medicaid eligibility;
- seek reimbursement for certain school-based health services by accessing the parent(s)' or child's public benefits; and
- provides parent(s) with notice of their rights and protections.

The notice is provided annually, the first time the district seeks to verify Medicaid eligibility and submit school-based Medicaid reimbursable claims, and anytime a school district determines that it needs to obtain an updated consent.

Medicaid Consent Procedures

- At the time of the IEP, present the parent(s) with the Medicaid Consent Forms and describe the purpose, which is to obtain parent permission to seek reimbursement for eligible school-based health services by accessing the parent(s)' or child's public benefits.
- Request parental consent to verify the student's Medicaid eligibility and check whether they do or do not give consent.
- Obtain parent(s)/guardian(s) signature and date.
- Submit the forms with the IEP to designated special education office.

Forms:

[Initial Notice and Consent for Medicaid Reimbursement](#)

[Annual Notice of Medicaid Reimbursements](#)

[Medicaid Parent Information Handout](#)

Section 6-10: Community-Based Training and Service Learning Procedures

The educational curriculum must extend beyond the classroom and school environment and into the surrounding community, for some students, to ensure the development of critical daily living skills. Community-based training is available for students to achieve the educational goal of becoming an active participant and contributing member of our community.

Resources:

[The Louisiana Special School District CTE D.R.E.A.M. Academy](#)

Section 6-11: Consideration of Assistive Technology (AT)

Assistive technology is any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. Federal and state regulations mandate that each public agency address assistive technology when it is required as a part of a student's special education services, related services, or supplementary aids and services.

Assistive technology is defined as both a device and service. It is any item, piece of equipment, or product system, whether acquired commercially off the shelf or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities. This excludes medical devices that are surgically implanted.

Assistive Technology Procedures

The [Assistive Technology Consideration Checklist](#) must be addressed at each IEP meeting as a guide to identifying students in need of assistive technology. All students may not "need" assistive technology, but all students must be considered and indicated on the student's IEP that assistive technology has been considered.

- The steps a team should take when considering a child's need for assistive technology are the same as the steps the team would take when considering any other educational need.
- The IEP team reviews information regarding the student's abilities, educational tasks that are difficult for the student, and interventions that have been implemented.
- The team utilizes the [Assistive Technology Consideration Checklist](#) attached to the Special Education Reporting System (SER) Form and the [Reading Accessible Education Materials \(AEM\) Form](#).
- In the General Student Section of the IEP (Consideration of Special Factors-Assistive Technology Services/Devices), note whether the student has a need for AT/AEM as indicated on the checklist or Bulletin 1508 evaluation (refer to Section 5-1).
- The IEP team discusses timely manner issues such as:
 - when student needs a device?
 - who needs to be trained?
 - how device will be ordered and installed or implemented?

Note: The timely manner in SSD is defined as: the same time that all children get their textbooks and materials.

Forms:

[Assistive Technology Consideration Checklist](#)
[Reading Accessible Education Materials \(AEM\) Form](#)

Resources:

[Louisiana Assistive Technology Initiative \(LATI\)](#)

Section 7

Placement Procedures



Section 7-1: Initial Placement

The initial IEP is developed for an exceptional student who has met criteria for one or more exceptionalities outlined in the [Bulletin 1508—Pupil Appraisal Handbook](#), and who has never received special educational services, except through an interim IEP, from an approved Louisiana school/ program.

The IEP team has 30 working days after the dissemination of the Bulletin 1508 initial evaluation (refer to Section 5-1 for more information on initial evaluation) to meet and complete the initial IEP and determine placement (refer to Section 6 for IEP information). A recommendation for an appropriate placement is made as a result of the analysis of evaluation results. A pupil appraisal representative should be present at this initial IEP to discuss the outcome of the initial evaluation. Placements should be based on a child's specific strengths and needs.

Section 7-2: Continuing Placement

Review IEPs occur at least annually to consider the appropriateness of the program, placement, and any related services needed by the student.

When students are enrolled in the Louisiana School for the Deaf, Louisiana School for the Visually Impaired, Central Louisiana Supports and Services Center, or Pinecrest Supports and Services Center they are considered as placed in the most restrictive setting. Students in facilities where the Special School Programs, SSP, provides special education and related services are placed by an outside agency. These placements are not considered educational.

Section 7-3: Placement of Incoming Transfer Students with Special Education Services

Students transferring from other LEAs and non-BSS schools will continue to receive special education services upon placement through an updated IEP. When the placement is considered more restrictive, an evaluation is completed per Bulletin 1508 guidelines. See [Special School District Pupil Progression Plan](#) to learn more about placement for transfer students.

Section 7-4: Change of Placement to More Restrictive Level of Services

A recommendation for appropriate level of service or change of placement is made at the IEP meeting and is the result of the analysis of multiple data points such as: current comprehensive evaluation, FBA/BIP, attendance, discipline, state assessments, crisis plan, progress monitoring, progress reports, assessment data, health plan, objective observation, and other relevant information. Services will be provided:

- to the maximum extent appropriate in the general education environment with students who are non-disabled, and
- removal of students from the general education environment only occurs if the nature and severity of the disability, is such that education in the general education classes with supplementary aids and services cannot be achieved satisfactorily.

Resources:

For more information regarding Least Restrictive Environment (LRE) and IEP placements, please refer to [*Bulletin 1706—Regulations for the Implementation of the Children with Exceptionalities Act*](#)
[Special School District Pupil Progression Plan](#)

Section 8

Discipline Procedures



Section 8-1: Use of Positive Behavioral Interventions and Supports (PBIS)

Positive Behavior Interventions Support (PBIS) is a school-wide system for teaching prosocial behaviors. The system is [research-based](#) and is an effective method for establishing cultural and behavioral supports needed for all students to achieve social and academic success. PBIS is not a purchased curriculum or learned during a one-day professional development training. It is a commitment to addressing student behavior through systems change by utilizing multiple opportunities throughout the day and across environments to provide positive or corrective feedback to all students. Positive teacher and student behavior and attitudes combined with good teaching lead to student success. The PBIS system includes several main components: expectations, teaching and redirecting behavior, acknowledgement, interventions, data-based decisions and teaming, and possible discipline referral.

PBIS Procedures

The PBIS system focuses on 7 main components. These components may be implemented differently at each school or program. The main components of PBIS include:

1. **Expectations** – a list of specific positive behaviors that are desired of all faculty and students.
2. **Rules** – specific skills students and staff should demonstrate in each setting (hallway, cafeteria, bus, classroom, etc.). These rules align to each expectation.
3. **Teaching** – staff will teach students the rules through direct instruction, modeling, and role play at the beginning of the school year, after extended breaks, and other times throughout the school year determined by administration.
4. **Acknowledgment** – a system that provides immediate, intermediate, and long-term reinforcements to any students demonstrating the desired expectations and rules. This is important for teaching the behaviors and encouraging these desired behaviors to become habits.
5. **Interventions** – sometimes students consistently struggle to follow the expectations and rules. In these situations, staff work together to identify the reason why the students may be struggling and then work on a special plan to support the student in learning the desired behavior. Please see your school's administrator if you feel your child may be in need of an intervention program.
6. **Data-based Decisions and Teaming** – schools have a PBIS team that meets monthly to review data, such as, points earned, discipline referrals, and attendance. This data is used to

determine if students are following the expectations and rules and to plan for improvements in the PBIS system.

7. Discipline Referral – while acknowledging desired behaviors is critical to teaching students the expectations and rules, consistently correcting inappropriate behavior is also important to teaching. Correcting behavior may include a series of actions depending on the severity of the behavior. The correction of behavior does not always result in discipline referral.

Resources:

[Student Behavior and Discipline, Multi-Tiered System of Supports \(MTSS\), Evidence-Based Interventions, and Social Emotional Learning Positive Behavior Intervention Support \(PBIS\)](#)

Section 8-2: Discipline - No Change in Placement

Students with disabilities are subject to discipline just as their non-disabled peers for violations of student conduct rules. A special education student may be removed from his or her current placement up to 10 consecutive days, or up to 10 cumulative days, in the same school year, and if the removals do not constitute a pattern of exclusion.

Section 8-3: Discipline - A Change in Placement

A change in placement occurs any time the removal is for more than 10 consecutive days in a school year, or when the student has a series of removals that culminate to more than 10 school days in a school year, and the removals constitute a pattern of exclusion.

A Manifestation Determination Review (MDR) meeting is completed if a student is suspended for 10+ cumulative days, 10 consecutive days, a pattern of removal is established, or student is recommended for expulsion. The purpose of the MDR is to determine if the student's behavior that resulted in this action is related to his/her disability. All documentation is considered during an MDR. The MDR meeting must be held within 10 days of the infraction for which the student is subject to removal. A significant change of placement for the student cannot occur unless MDR was conducted.

Discipline for more than 10 days Procedures

A. Manifestation Determination Review:

1. Within 10 school days of any decision to change the placement of a student with a disability because of a violation of a code of student conduct, the parent(s), the student (if applicable), the ODR, the teacher, service providers, pupil appraisal representative, and relevant members of the student's IEP Team (as determined by the parent(s) and the LEA) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parent(s).

[Manifestation Determination Review Agenda](#) and [Checklist](#)

2. If parent(s) do not attend MDR meeting, indicate that parent(s) were afforded the opportunity to attend and provide input and how this was done. If the parent(s) cannot be contacted, a certified letter must be sent to the parent(s) informing them of the meeting. If parent(s) choose not to participate via telephone conference, indicate that he/she was given the opportunity, but chose not to comment.
3. The IEP team will meet to determine:
 - a. if the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
 - b. if the conduct in question was the direct result of the LEA's failure to implement the IEP. [Manifestation Determination Review](#)

B. Special Circumstances:

School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:

1. carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the LDE or an LEA;
2. knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the LDE or an LEA; or
3. has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the state or an LEA.

Forms:

[Manifestation Determination Review](#)

[Manifestation Determination Review Checklist](#)

[Manifestation Determination Review Agenda](#)

Resources:

For further information regarding the MDR process and continued educational services through FAPE, refer to *Section §530E Discipline Procedures for Students with Disabilities, Authority of School Personnel*, [Bulletin 1706—Regulations for the Implementation of the Children with Exceptionalities Act](#)

Section 8-4: Off-Campus Instruction/Alternative Learning Environment

The IEP team must follow the least restrictive environment (LRE) and placement procedures when determining if a student will receive his/her special education off campus or in another alternative learning environment.

Section 8-5: Discipline for Students not yet Eligible for Special Education and Related Services

A student who has not yet been determined to be eligible for special education and related services, and who has engaged in behavior that violated any rule or code of conduct, may assert any of the rights and protections of a special education student. A school must be deemed to have knowledge that a student is a special education student if:

- The parent(s) of the student expressed concern in writing (or orally if the parent(s) do not know how to write or has a disability that prevents a written statement).
- The behavior or performance of the student demonstrates the need for these services.
- The parent(s) of the student has requested an evaluation of the student.
- The teacher or other personnel have expressed concern about the behavior or performance of the student.

Discipline for Students not yet Eligible for Special Education and Related Services Procedures

Student concerns must be addressed via the established SBLC procedures. Parental concerns must be addressed in a timely manner by the SBLC.

Section 9

Educational Records Disclosure, Retention, and Confidentiality



Section 9-1: Records Disclosure, Retention and Amendment

Educational records are those that are directly related to the student and are maintained by a school district, other public agency, or by part acting for the school district or other public agency. Educational records include any written information that is accessible to other educational personnel, e.g., meeting dates, emails, etc. Parent(s) of special education students/adult students have rights regarding the protection of the confidentiality of any personally identifiable information (PII) collected, used, or maintained under the *Family Educational Rights and Privacy Act (FERPA) of 1974*, as amended.

Records Disclosure, Retention and Amendment Procedures

All records are kept in a locked room by special education teacher and data manager.

- A. Each school shall keep records for the registration and attendance of students and shall maintain an up-to-date permanent cumulative record of individual students showing personal data and progress through school.
1. Student cumulative records shall continually be updated and, when applicable, contain the following:
 - a. name, gender, social security number or a state-assigned identification number, date of admission, and date of birth;
 - b. name and address of parent(s), legal guardian(s), and/or next of kin;
 - c. language or means of communication, spoken or understood;
 - d. a cumulative record of the student's progress through the curriculum;
 - e. health history;
 - f. student grades;
 - g. attendance records;
 - h. results of vision and hearing screening;
 - i. all immunizations given in accordance with the requirements of the Office of Public Health (OPH), Louisiana Department of Health and Hospitals (DHH) recorded on a cumulative health record;
 - j. scores on statewide assessments and scores on local testing programs and screening instruments necessary to document the local criteria for promotion;

- k. information (or reasons) for student placement, including promotion, retention, and/or remediation and acceleration;
 - l. information on the outcome of student participation in remedial and alternative programs; and
 - m. a copy of the letter informing the parent(s) of either the placement of the student in or the removal of the student from a remedial education program.
2. The following are applicable to students eligible under IDEA or Section 504:
 - a. records of parent/teacher conferences prior to referral to pupil appraisal;
 - b. results of all educational screening information;
 - c. educational interventions and their results;
 - d. multi-disciplinary evaluation reports;
 - e. a copy of the IEP, including least restrictive environment justification;
 - f. a copy of the Individualized Accommodation Program (IAP);
 - g. a copy of parental written consent for the student to be moved from an alternative to a regular placement program;
 - h. documentation of contact with school building level committee prior to referral to pupil appraisal; and
 - i. access sheet for special education confidentiality.
 - B. Each teacher shall be provided with a recording system in which the roster of each class taught shall be maintained and on which all data used to determine student progress shall be recorded.
 - C. Student records shall be reviewed regularly, and results shall be used for instructional planning, student counseling, and placement.

Transfer of Student Records

- The school principal shall provide for the transfer of the education records, including special education records if applicable, of any current or former student at the school upon the written request of any authorized person on behalf of a public or nonpublic elementary or secondary school within or outside of the state of Louisiana, where the student has become enrolled or is seeking enrollment.
 1. The transfer of such records, whether by mail or otherwise, shall occur no later than 10 business days from the date of receipt of the written request.
 2. If a student has been expelled, the transferred records shall include the dates of the expulsion and the reasons for which the student was expelled.

Section 9-2: Shredding and/or Removing Outdated Special Education Records and Materials

The public agency shall inform parent(s) when personally identifiable information collected, maintained, or used under these regulations is no longer needed to provide educational services to the student. The information shall be destroyed at the request of the parent(s). However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, multi-disciplinary evaluation reports, the IEPs, and year completed may be maintained without time limitation.

Section 9-3: Electronic mail, Email Communication

Electronic mail, email communication, is considered educational records if they are directly related to the student, and confidentiality of this information must be maintained. If requested, parent(s) are permitted to inspect and review any educational record related to their child, including emails.

Section 9-4: Translation of Critical Special Education Documents

Vital information must be communicated by the district to all limited English proficient parent(s) and guardian(s) in a language they can understand, to allow them to make well-informed decisions about their child's education. This often requires the use of translated documents, as well as in-person or telephonic interpreters. Vital information includes written and oral communications that contain information that is critical for accessing educational programs and opportunities or is required by law. This also includes communications that could have negative consequences for a student's education if the information is not provided in an accurate or timely manner.

- Vital *oral* communications that require an adult interpreter may include, but are not limited to parent-teacher conferences, special education meetings, and meetings regarding discipline.
- Vital *written* communications that require written translations may include, but are not limited to, program information and applications, discipline notices, consent forms, complaint forms, notices of rights, and letters and notices that require a response.

Section 10

Dispute Resolution Procedures



Section 10-1: Dispute Resolution

The [Louisiana's Educational Rights of Children with Disabilities](#) (Rights Booklet) provides parents of children with disabilities, surrogate parents, and adult students a full explanation of their educational rights. The *Individuals with Disabilities Education Act* (IDEA) requires school districts to provide a free appropriate public education (FAPE) to eligible children with disabilities. Mediation services are available, through the LA Department of Education (LDOE) Special Populations, at no cost to the family or the school district, to help resolve problems involving the identification, evaluation, educational placement, and provision of FAPE to eligible students. Mediation is available whenever a due process hearing is requested. The school district or the parent(s) may initiate a due process hearing regarding any action the district proposes or refuses related to the identification, evaluation, or educational placement of a student with disabilities, or the provision of special education and related services. The LDOE is responsible for conducting due process.

Dispute Resolution Procedures

To access the statewide mediation system, a request for mediation services may be made in writing or verbally to administrative agents for the LDOE. Written confirmation of the request shall be provided to both parties by an intake coordinator and a mediator shall be assigned to the case.

A due process hearing is requested by mailing a notice directly to the LDOE. The notice must contain:

- Name of the student
- Address of the residence of the student
- Name of the school the student is attending
- A description of the nature of the problem and the facts related to the problem
- A proposed resolution of the problem
- Explanation of the concerns of the parent(s) in general or specific terms

Resources:

[Dispute Resolution Information from LDOE](#)

Section 11

Special Education Program Operations



Section 11-1: IEP Caseload Reports

A caseload is the number of students with IEPs for whom a teacher serves as ‘case manager’ and is responsible for writing and implementing the IEP. A monthly roster report can be obtained from the Special Education Reporting System (SER) and used to verify information related to special education students in each program. This information is used to generate state (monthly) and federal (October) reports to receive special education funds.

IEP Caseload Reports Procedures

- IEP Facilitators will maintain a roster, which is updated regularly, of special education students detailing the services received as per the IEP. Each special education teacher is assigned a roster of special education students.
- SER provides the most current IEP goals, objectives, accommodations, testing program, etc. for each student. If SER is not available, the information can be found in the student’s current IEP which is in the school sites’ designed place.

Section 11-2: Requesting Additional Staffing Support

There are instances when the IEP team requests additional support for a student due to factors such as extreme physical/medical needs or ongoing safety concerns. When all team and school efforts have been repeatedly unsuccessful, the team has the option to request additional support.

Requesting Additional Staffing Support Procedures

When the needs of a student require additional support, such as a child-specific aid, paraprofessionals, personal care assistants, therapeutic staff supports, etc., the IEP team should review supporting data, the student’s most recent evaluation, and cumulative data, make a recommendation, and may alert administration staff which may assess the current staff availability or if more staff is needed.

Forms:

[Request for Student-Specific Aid Assessment](#)

Section 11-3: Annual Requirement to Review Student-Specific Aid

At least once every year, the IEP team is required to review the need for and amount of para-educator time for every student receiving student specific aid support.

Annual Requirement to Review Student-Specific Aid Support Procedures

The IEP team, when determined, that a student's needs can best be met with the assistance of a student-specific aid, the decision must be based on presented data. Upon review of the data, the request for a recommendation of a student-specific aid must be forwarded to the appropriate school administrator(s).

Forms:

[Request for Student-Specific Aid Assessment](#)

Section 11-4: Medicaid Documentation

The Medicaid reimbursement program is a public/private partnership with the goal of acquiring new funds for school districts. The program provides a process to gain Medicaid reimbursements for the cost of providing health related services to special education students as a part of their Individual Education Program (IEP). The Medicaid reimbursement program has five rules:

1. Students must be in special education receiving psychological, occupational, physical, or speech therapy.
2. Students must be receiving Medicaid benefits.
3. The provided services must be considered medically necessary.
4. Service providers must maintain professional service logs to document services provided to the students.
5. Service providers must be state licensed and funded with state and/or local dollars.

Medicaid Documentation Procedures

Louisiana Schools for the Deaf and Visually Impaired (LSDVI) is enrolled as a Medicaid provider and will notify Medicaid of any change in address, tax ID, or other information required to keep Medicaid provider enrollment records current at all times. As the billing provider for School-Based EPSDT Health services, therapy services, nursing services, behavioral health services, and transportation services, LSDVI ensures that its schools' rendering providers (clinicians and practitioners) meet all of Medicaid's licensure, certification, and other criteria to qualify as Medicaid providers and provide services for which Medicaid reimbursement is claimed.

LSDVI safeguards student records in accordance with the [*Family Educational Rights and Privacy Act \(FERPA\) of 1974*](#), applicable provisions of *Health Insurance Portability and Accountability Act (HIPAA) of 1996*, and Louisiana Revised Statute 17:3913 and 3914. As required by *Individuals with Disabilities Education Act (IDEA)*, LSDVI obtains parental consent to disclose information and bill Medicaid for services and to provide the parent(s) or guardian(s) with annual notice of the disclosure. The signed release and annual notice used by LSDVI is the 2013 version published by the LDOE and the copies of the signed consent forms are retained by the district for IDEA compliance monitoring purposes. The following forms are available on the Special Education Reporting System (SER) IEP format: [Initial Notice and Consent for Medicaid Reimbursement](#), [Annual Notice of Medicaid Reimbursements](#), and [Medicaid Parent Information Handout](#).

If audited by the State or Federal Government or their agents, LSDVI openly discloses all Medicaid records required for audit purposes as detailed in the 2016 *Handbook for School-Based Medicaid Services* (see resources below). LSDVI provides all services that are listed in the student's IEP and/or IHP, regardless of whether the services are Medicaid-covered and can be billed to Medicaid. LSDVI ensures that errors in billing are corrected as soon as possible and that claims are resubmitted appropriately.

LSDVI ensures that it bills only for Medicaid-covered services that are listed in the student's IEP and/or IHP or covered nursing interventions rendered by a Medicaid qualified provider, and provided on dates of service when the student was enrolled in Medicaid. LSDVI also ensures that it adheres to Louisiana Medicaid Program requirements for claims submission and coding. LSDVI retains service documentation that supports its claims for Medicaid reimbursement and meets the minimum Medicaid requirements for seven (7) years.

Forms:

[Initial Notice and Consent for Medicaid Reimbursement](#)

[Annual Notice of Medicaid Reimbursements](#)

[Medicaid Parent Information Handout](#)

Resources:

[Handbook School-Based Medicaid Services](#)