

Family Guide to Special Education



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337.521.7237



www.lpssonline.com

Welcome to the Lafayette Parish School System

Dear LPSS Families,

We are honored to partner with you in your child's educational journey. Within LPSS, we believe every student deserves to be respected and provided with equitable opportunities to meet challenging expectations that prepare them for a successful future.

Our commitment to your child is guided by our four **Core Values of Success**:

- **Safety** – Schools must be safe, supportive places to learn and work.
- **Culture** – Respect and belonging drive stronger relationships and achievement.
- **Growth** – Academic and personal progress must be measurable and continuous.
- **Opportunity** – Students should have access to unique pathways that prepare them for the future.

These values are the lens for every decision we make. We view you as an essential member of your child's team. By working collaboratively—through the IEP process and daily communication—we ensure that your child receives the specific supports and services they need to thrive.

This guide, developed and endorsed by the 2025-2026 Special Education Advisory Council (SEAC), is designed to help you navigate the special education process. We look forward to meaningful growth and achievement together.

Sincerely,

Falin Key and Devin Soeseno
Co-Directors of Special Education





EVALUATION



INITIAL EVALUATION FAQ

How do I start the process for an evaluation?

You can start by submitting a written request to your child's teacher, principal, or the district's Special Education Director.

Does a request for evaluation mean my child will automatically be tested?

Not necessarily; the school district will first review existing data to decide if an evaluation is warranted. Within 10 school days, the school must provide you with a Prior Written Notice (PWN) stating whether they agree to evaluate or if they are refusing your request and why.

How long does the evaluation process take?

The school district has 60 business days from the date you sign the written consent form to complete the testing.

What specific areas will the school test?

The district is legally required to evaluate your child in all areas related to the suspected disability. This can include academics, intelligence (IQ), social-emotional health, speech and language, motor skills, and even functional vision or hearing.

Can I disagree with the results of the school's evaluation?

Yes; if you disagree with the district's findings, you have the right to request an Independent Educational Evaluation (IEE) at the district's expense. This means an outside professional who does not work for the school will conduct their own assessment to provide a second opinion.

What happens if my child is found "ineligible" for services?

If the evaluation shows your child does not qualify for an IEP, the district must provide you with a PWN explaining the refusal. You can then discuss alternative support options, such as a 504 Plan for accommodations or specialized interventions through the school's general education program.

Does signing "Consent to Evaluate" mean I'm agreeing to Special Education?

No, signing consent for an evaluation only gives the school permission to test your child. If the results show your child is eligible, you will have a separate meeting to discuss an Individualized Education Program (IEP), and you must sign a different "Consent for Placement" form before any services actually begin.



RE-EVALUATION FAQ



What is a reevaluation?

A reevaluation is a process where the school looks at your child's progress to see if they still qualify for special education services and to determine if their current services and goals need to be updated.



When does a reevaluation have to happen?

A reevaluation must take place at least once every three years (often called a "triennial"). However, testing does not have to happen if both you and the school agree that it isn't necessary.



Can a reevaluation happen more often?

A reevaluation cannot happen more than once a year unless both you and the school agree that it is needed.



Why else might a reevaluation be required?

A reevaluation is also required when:

- The school believes your child's educational or service needs have changed.
- You or your child's teacher requests one.
- The school proposes a significant change in placement, such as moving your child to a more restrictive setting where they spend less than 40% of their day in a regular classroom.
- The school suspects your child no longer has a disability or no longer needs a specific service (like speech or physical therapy).



Does a reevaluation always mean more testing?

Not necessarily. The team will first do a Reevaluation Data Review (RDR) to look at existing information. If you and the school team agree that the current data is enough to show your child still qualifies and has the right services, formal testing might be skipped. However, the school should avoid doing only data reviews multiple times in a row without some form of updated assessment.



What happens if you move to a new school district in Louisiana?

If your child moves to a new district in Louisiana with a current evaluation, the new school does not have to do a new reevaluation. They can start providing services based on the existing paperwork.



What to expect at a Determination of Eligibility meeting (DOE)?

A gathering where you and the pupil appraisal team sit down to look at all the information gathered during your child's evaluation. The purpose of this meeting is to decide if your child qualifies for special education and related services. As a parent, your participation in this meeting is considered crucial. You are a full member of the team, and your input is as important as the experts' findings.



DISABILITY CATEGORIES

Autism

A developmental disability that usually appears early in life. It affects how a child communicates and interacts with others. A child might have trouble with social cues, use repetitive movements, or have very intense interests in specific topics.

Deaf-Blindness

This is when a child has both hearing and vision loss. Because they struggle with both senses, they need specialized teaching methods that are different from what is used for children who are only deaf or only blind.

Developmental Delay

This category is specifically for children ages 3 through 8. It is used when a child is behind in reaching "milestones" in areas like walking, talking, thinking, or getting along with others, and they need special education to help them catch up.

Emotional Disturbance

This is for a child who has long-term emotional or behavioral struggles that make it hard to learn or keep friends. It isn't just about having a bad day; it involves deep-seated feelings of sadness, anxiety, or behaviors that seem inappropriate for the situation.

Hearing Impairment (including Deafness)

This applies to children who have trouble hearing, whether it is permanent or comes and goes. This includes everything from mild hearing loss to being completely deaf, which affects how they hear the teacher or participate in class discussions.

Intellectual Disability

This is when a child learns and develops more slowly than other children their age. They may have a harder time with schoolwork and may also struggle with "life skills," such as getting dressed, following safety rules, or communicating their needs.

Multiple Disabilities

This is used when a child has two or more significant disabilities at the same time (for example, an intellectual disability and blindness). Their needs are so complex that they require support for both conditions simultaneously.



DISABILITY CATEGORIES

Orthopedic Impairment

This refers to a physical condition that affects a child's ability to move or use their body. This could be something they were born with (like cerebral palsy) or something caused by an accident or disease. In school, it means they might need help with physical tasks or specialized equipment.

Other Health Impairment (OHI)

This is a "catch-all" category for various health conditions that limit a child's strength, energy, or alertness. The most common condition under this category is ADHD, but it also includes things like asthma, diabetes, epilepsy, or heart conditions that make it hard for a child to focus or stay energized for schoolwork.

Specific Learning Disability (SLD)

This is when a child has trouble with specific parts of learning, like reading, writing, or math. Even though the child is smart, their brain processes information differently. This category includes a term you may have heard like Dyslexia (reading).

Speech or Language Impairment

This is for children who have trouble with communication. It could be a speech problem (like stuttering or having trouble saying sounds correctly) or a language problem (having trouble understanding what others say or finding the words to express their own thoughts).

Traumatic Brain Injury (TBI)

This is an injury to the brain caused by an outside force (like a car accident or a bad fall). It does not include brain injuries from birth. A TBI can change how a child thinks, speaks, remembers things, or behaves in class.

Visual Impairment (including Blindness)

This applies to children who have vision problems that cannot be fully corrected with regular glasses. This ranges from "low vision" (where they need large print) to total blindness.

Deaf and/or Hard of Hearing

An eligibility category for children with any degree of permanent or fluctuating hearing loss that interferes with their ability to learn or communicate. This ranges from total deafness where a child cannot process speech even with hearing aids to mild, high-frequency, or one-sided hearing loss that makes it tough to follow a teacher in a noisy classroom.



DIRECT & RELATED SERVICES

Speech-Language Pathology

Helps children who have trouble speaking clearly, understanding what others say, or using language to express their own thoughts and social needs.

Occupational Therapy (OT)

Focuses on "functional" skills like handwriting, using scissors, or managing sensory needs (like being over-sensitive to noise or touch) so the child can complete daily school tasks.

Physical Therapy (PT)

Helps children with physical challenges move safely around the school, improve their balance, or gain the physical strength needed to participate in activities.

School Health and Nurse Services

Provides medical support during the school day, such as managing a child's chronic health condition (like diabetes or seizure disorders) so they can remain safely in class.

Psychological and Social Work Services

Offers support for a child's emotional and behavioral well-being. This can include counseling, help with social skills, or creating plans to manage difficult behaviors that interfere with learning.

Orientation and Mobility

Specifically for children with vision loss, this service teaches them how to navigate the school building and campus safely and independently.

Audiology

Provides support for children with hearing loss, which may include checking hearing aids or helping the teacher use equipment that makes their voice clearer for the student.

Adapted Physical Education (APE)

A class designed for students with disabilities who cannot safely or successfully participate in a regular physical education (PE) class.



QUALIFYING FOR SERVICES

To qualify for any of these categories under Bulletin 1508, a Pupil Appraisal team (which includes you) must conduct an evaluation. The goal is to prove two things:

1. The child meets the specific legal definition for that category.
2. The disability is adversely affecting their educational performance, meaning they need special education to succeed.

In the school system, Related Services are the "extra help" a child needs to benefit from their special education program. If special education is the specialized instruction a child receives, related services are the supports that help them get to school, stay healthy while there, and participate in learning just like their peers.

To receive a related service, a child's evaluation must show that the service is necessary for them to succeed in their educational program.



INDIVIDUALIZED EDUCATION PLAN (IEP)



GENERAL IEP INFORMATION

What is an IEP meeting?

The IEP meeting is designed to give parents, general education teacher(s), special education teachers, and the administrator the opportunity to come together to discuss your child's unique needs. IEP meetings are held at least annually but may be held more frequently at the request of the parent or school personnel. Special education and related services are to be provided in the least restrictive environment (LRE).

What is the purpose of an IEP meeting?

The purpose of an IEP meeting is for the IEP team to work collaboratively to identify the special education services and supports that will be delivered to the student, based on their unique needs. This process produces a written record, the IEP itself, which formalizes these services and supports.

Who attends an IEP meeting?

You, as your child's parent/guardian, are an important member of the IEP team. Other team members shall include an Officially Designated Representative (ODR); a general education teacher; your child's special education teacher or direct/related service provider; your child (if appropriate); and for parents of students with a transition plan (and with your permission) an agency representative. School-based team members will invite school personnel who contribute to your child's program. You can invite individuals who know your child and can provide valuable input to his/her program.

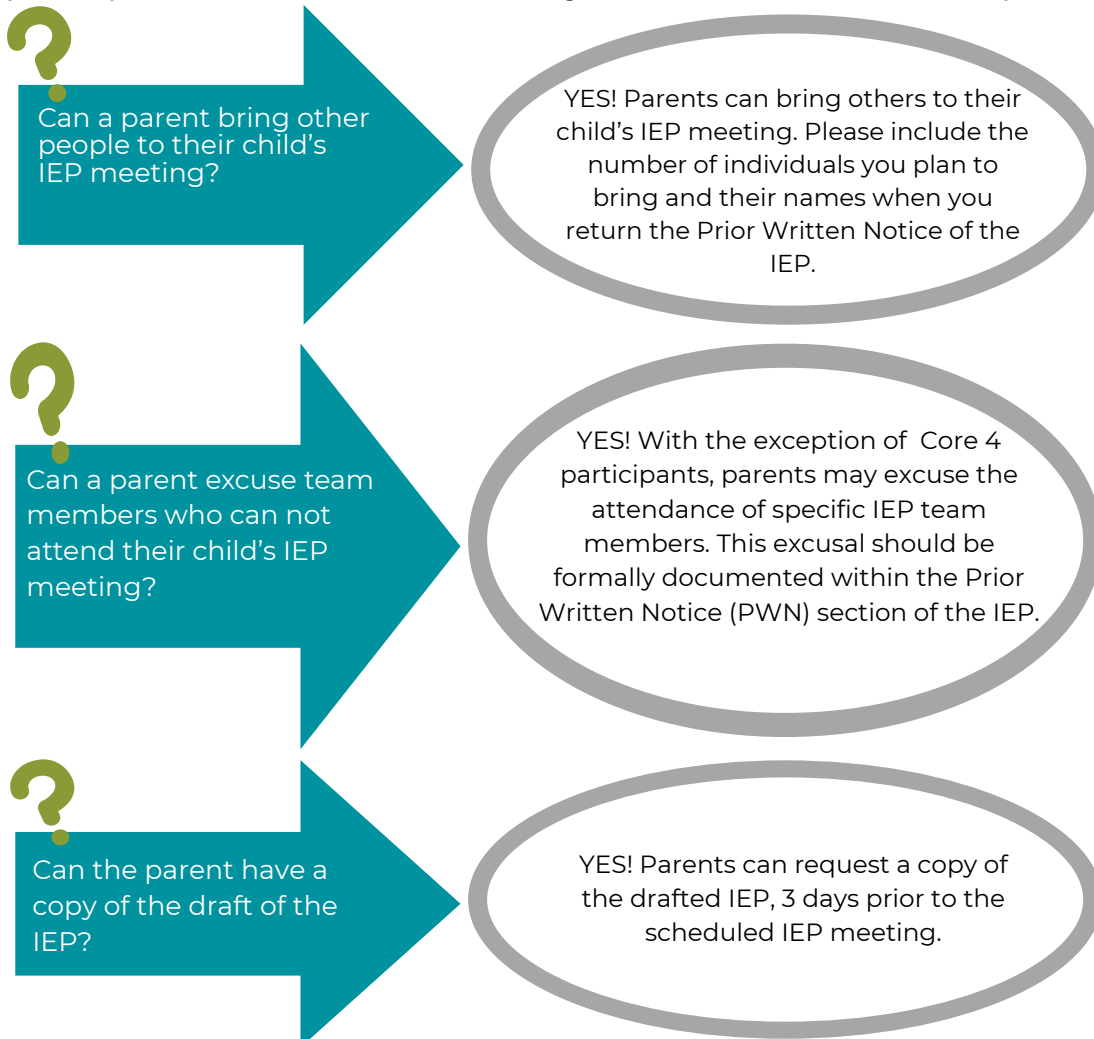


PARTICIPANTS

- ✓ General Education Teacher (required)
- ✓ Officially Designated Representative (ODR) (required)
- ✓ Direct Service Provider* (APE Teacher)
- ✓ Student (if appropriate)
- ✓ Special Education Teacher (required)
- ✓ Parent(s) (required)
- ✓ Related Service Providers* (OT, PT, SLP, SW)

*Participation depends on the services your child qualifies to receive.

The Core 4 participants include SPED teacher, general education teacher, parent(s), & ODR.





KEY IEP COMPONENTS



General Student Information (GSI)

Think of this section as the foundation of the entire IEP. It provides a clear, data-driven picture of who your child is as a learner right now. Instead of just looking at grades, it looks at the "whole child."

What's included? Strengths, Parent Concerns, Evaluation Results, Academic Performance, Functional Performance



Instructional/Annual Goals

This section of the IEP outlines what your child is expected to learn within a one-year period. These goals are designed to help your child participate and progress in the general education curriculum.



Accommodations

This section of the IEP will identify the accommodations needed for your child as it relates to the presentation, response, timing and scheduling, and setting considerations needed for your child to access the general education curriculum in light of their unique learning needs.



Program/Services

This section of the IEP will identify the appropriate state testing option, April Dunn Act eligibility, regular education classes your child will attend, activities with non-disabled peers your child will participate in, appropriate ESY screening criteria, service minutes for the instructional day, special transportation needs, and supports needed for school personnel.



Placement

This section of the IEP will identify your child's least restrictive environment for the program/services to be implemented. Also, your notification of 9-week progress reports, alternative assessment implication (if applicable), and appropriate supporting documentation is documented in this section.



Transition Services (16 years or older/or eligible)

This section of the IEP will identify your child's post-secondary goals. This will include instruction/related services, community experiences, employment and post-school adult living, and functional vocational/daily living skills identified to support the achievement of their post-secondary goals.



PREPARING FOR IEP MEETING



Your child's Special Education Teacher of record will send you the Prior Written Notice to schedule the IEP meeting. If you are not available to attend on this date and time, respond with alternate dates and times.



Prepare a list of concerns and questions you may have. This will be helpful as the team discusses the draft IEP with you. The team will ask you to elaborate on any concerns you may have during the meeting.



Consider ways that you believe your child's disability affects progress in the general education curriculum. It is important to remember learning behaviors your child exhibits at home may not present in the same manner in instructional settings at school.



If the IEP follows an initial evaluation, review your copy of the evaluation. Read through the report and note your child's strengths and weaknesses.





IMPLEMENTATION



Progress Monitoring & Reporting

Progress monitoring is the process of collecting data, reporting data, and analyzing data to make instructional decisions. Teachers, paraeducators, and service providers will collect the data to support future instructional and IEP decisions. You will be provided a progress report on your child's instructional plan(s) every 9 weeks.



Behavior Tracking

If your child has a Behavior Intervention Plan, school personnel will collect the agreed-upon data that reflects the occurrence of problem behavior and use of replacement behaviors. You will be provided copies of the daily/weekly tracking unless the team determines an alternate way of providing you with behavior data.



Services & Programming

The agreed-upon services and programming in your child's IEP will be implemented throughout the course of the annual IEP. Teachers and service providers will collect data on the services provided. The analysis of this data will support the team in revising the provision of services within the IEP year (if needed) or at the next annual IEP.



IEP MEETING GUIDE

Use this when preparing for an upcoming IEP for your child.

Before the IEP

- If you received an evaluation report from Pupil Appraisal, make sure to read it thoroughly.
 - If you have any questions, contact the Pupil Appraisal office to discuss further.
- Review the parental notification letter. This letter provides you with the meeting date, time, location, purpose of the meeting, and participants who are invited to attend the meeting.
- Invite guest(s) for support or someone who knows the child (spouse, caregiver, advocate, outside service provider, friend, etc.)
- Make a list of questions or concerns you may want to address with the IEP team
- Review your rights in the Louisiana Educational Rights Booklet
- If this is a review IEP, review the expiring IEP
- Ask yourself, did your child make progress? If not, what goals do you think would better suit the child? Is the previous goal too high for the child to achieve?
- Include your child in the meeting (if appropriate)

During the IEP

- Enter the meeting with an open mind
- Be honest
- Participate
- Ask questions
- Share your child's strengths and interests
- Share your child's weaknesses and challenges that may affect his/her school progress
- Share strategies that work or may not work
- Take notes
- If something in the IEP is unclear or not understood, ask questions for clarity

After the IEP

- Review your letter of Prior Notice of Proposed or Refused Action.
 - Does it capture a glimpse of the meeting?
- Review the proposed IEP at your leisure. If you still have uncertainties; follow up with the Special Education Teacher, a member of the IEP team, or the Special Education Program Specialist.
- Review any next steps from the meeting. Follow up with school-based personnel if needed.



IEP PARENT NOTES

Use this when preparing your notes for an upcoming IEP for your child.

☒ **IEP Date**

☒ **Team Members**

☒ **General Information to share with the IEP Team**

☒ **Questions/Concerns**

☒ **Health Information/Medications**

☒ **Behavior Information**



PARENT RESOURCES



LDOE RESOURCES



Family Support Resources



The Louisiana Department of Education's Special Education page serves as a comprehensive "roadmap" to help parents navigate the complexities of special education services.



Louisiana's Educational Rights of Children with Disabilities Special Education Processes and Procedural Safeguards



This booklet was developed by the Louisiana Department of Education to help parents navigate the complex system that oversees special education in Louisiana's public schools. Each school year, districts are required to provide parents a copy of the procedural safeguards. These safeguards are used to inform parents of the supports, services, and protections offered by our school system.



LPSS DISTRICT RESOURCES



Procedures and Guidelines for the Use of Crisis Intervention



This document outlines approved procedures and guidance for the use, reporting, documentation and oversight of crisis intervention protocols, including the use of seclusion and restraint, by Lafayette Parish School System employees in accordance with La. R.S. 17:416.21, as amended, applicable regulations promulgated by the Louisiana Board of Elementary and Secondary Education (BESE), Louisiana Department of Education (LDE) guidance, and School Board policy.



Cameras in Special Education Classrooms Procedures



La. R.S. 17:1948, as amended, requires school districts and open-enrollment public charter schools, to place, operate, and maintain video cameras with audio recording capability in certain Self-contained Classrooms and Other Special Education Settings for students with disabilities for the purpose of promoting student safety. The statute is intended to protect students who, because of a disability, may not be able to report mistreatment by district employees or other students. These procedures have been specifically developed for purposes of promoting student safety and complying with Louisiana law.



LPSS DISTRICT RESOURCES



[LPSS Website](#)



This resource directs you to the primary district portal for accessing general school information, academic calendars, and administrative news.



[LPSS SPED Website](#)



This resource provides specialized information regarding special education programs, disability services, and student support resources within the district.



[LPSS Facebook Page](#)



This resource directs you to follow the district's official Facebook page to follow updates, community announcements, and school highlights in real-time.



[LPSS SPED Facebook Page](#)



This resource directs you to follow the district's official SPED Facebook page to stay up to date on news, events, and support for families involved in the special education department.



COMMUNITY RESOURCES

Acadiana Area Human Services District



337.262.4190



www.aahsd.org

Acadiana Area Human Services District provides behavioral health, crisis intervention, substance abuse, intensive outpatient services and developmental disability services.

Affiliated Blind of Louisiana



337.234.6492



www.affiliatedblind.org

Affiliated Blind of Louisiana's mission is to teach people who are blind and deaf-blind the skills that lead to independence, employment, and community integration. Affiliated Blind of Louisiana is also a consumer organization, which promotes the general welfare of the visually impaired, blind, and deaf-blind; educates the public about blindness, and informs consumers of services available to them.

ARC of Acadiana



337.367.6813



www.arcofacadiana.org

ARC of Acadiana offers daily care and at-home help to employment opportunities, recreational activities, community building and more, our services are designed to help people with developmental disabilities find the resources they need to succeed financially, socially and emotionally.

ARCH- Acadiana Regional Coalition on Homelessness and Housing Acadiana



337.399.2559



www.archacadiana.org

ARCH's mission is to ensure that everyone in Acadiana has access to safe, affordable, decent housing and that all episodes of homelessness are rare, brief, and non-recurring.



COMMUNITY RESOURCES

232-HELP



337.232.4357



www.232-help.org

232-HELP/211 is your community resource hotline, offering access to everything from disaster relief to programs providing food, shelter, clothing, healthcare services, rent assistance, employment support and so much more.

Autism Society of Acadiana



337.235.4425



www.acadianaautism.org

Autism Society of Acadiana Lives is a non-profit, family-directed resource center for individuals with Autism and their families.

Down Syndrome Association of Acadiana



337.234.3109



www.dsaa.info

The Down Syndrome Association of Acadiana provides support to persons with Down syndrome, their families, and friends.

Exceptional Lives



844.354.1212



www.exceptionallives.org/louisiana/

Exceptional Lives helps families and schools work together to support children with disabilities.

Families Helping Families of Acadiana



337.984.3458



www.fhfacadiana.org

Families Helping Families of Acadiana is a non-profit, family-directed resource center for individuals with disabilities and their families.

Goodwill Acadiana



337.261.5811



www.goodwillacadiana.org

Goodwill Acadiana offers programs to help those facing a variety of barriers by providing free employment services and adult education classes to those in need.



COMMUNITY RESOURCES

LATAN- Louisiana Assistive Technology Access Network



225.925.9500



www.latan.org

LATAN is a non-profit organization, helping Louisiana residents of all ages living with functional limitations or disabilities gain independence in their daily lives by providing access to assistive technology, including durable medical equipment, behavioral health and other rehabilitative services.

Louisiana Department of Education (Students with Disabilities)



www.louisianabelieves.com/students-with-disabilities

The Louisiana Department of Education provides easy, transparent access to information, services, and supports for parents to advocate effectively for the needs of their child, regardless of whether they are struggling and may need special education and related services, or have already been identified as a student with a disability.

LARC



337.984.6110



www.lafayettelarc.org

LARC is a nonprofit organization based in Lafayette, LA. From diverse vocational programs to group housing, we have many ways to help those with developmental and intellectual disabilities.

Louisiana Rehabilitation Services (LRS) Region 4



337.262.5353



https://www.laworks.net/WorkforceDev/LRS/LRS_Main.asp

Louisiana Rehabilitation Services (LRS) assists persons with disabilities in their desire to obtain, maintain or advance in competitive integrated employment and achieve independence in their communities by providing rehabilitation services and working cooperatively with business and other community resources.

Magnolia Special Needs Planning



337.254.3103



<https://specialneedsanswers.com/special-needs-financial-planner/Micah-Moscovis/attId/10002/locId/2359>

Magnolia Special Needs Planning provides comprehensive special needs planning for residents



COMMUNITY RESOURCES

Office of Citizens with Developmental Disabilities



1.225.342.0095



www.ldh.la.gov/subhome/11

The Office for Citizens with Developmental Disabilities (OCDD) serves as the Single Point of Entry (SPOE) into the developmental disabilities services system and oversees services for people with developmental disabilities.

SMILE Community Action Agency



337.234.3272



www.smilecaa.org

SMILE Community Action Agency serves as a clearinghouse for community needs, with a focus on health, education, economic stability, and the betterment of all disadvantaged individuals, children and families that we encounter.

Social Security Administration



1.800.772.1213

The Family Tree



337.981.2180



www.acadianafamilytree.org

The Family Tree's mission is to improve the quality of life for individuals and families over the life course through education, counseling and information services that are delivered in a professional, accessible, and compassionate manner.

Train Unique



337.346.5115



www.wetrainunique.com

Train Unique creates a fitness space where individuals with unique physical, intellectual, and neurodiverse needs are fully supported.



IEP SUPPORT RESOURCES

If you have concerns with your child's IEP or implementation of specialized supports and services, contact the individuals who can assist you.



Contact your child's Special Education Teacher to resolve your concerns.



If your concerns or questions are not satisfied, contact your child's Principal or Assistant Principal.



If you need additional support with your concerns or questions, contact the Special Education Program Specialist or the Director(s) of Special Education.

DISTRICT CONTACT INFORMATION



Special Education Department

337.521.7237



**Director of Special Education-
Assessment & Compliance
(Pupil Appraisal & 504)**

Falin Key - flkey@lpssonline.com



**Director of Special Education-
Curriculum & Instruction**

Devin Soeseno - ddsoeseno@lpssonline.com



GLOSSARY

504 plan: A blueprint for supporting a student with a disability by removing barriers. It gives the student equal access to learning in the general education classroom. Students with 504 plans tend not to need specialized instruction (special education).

Annual goals: The IEP document lists the academic and functional (everyday) skills the IEP team thinks a student can achieve by the end of a school year. These goals are geared toward helping students take part in the general education curriculum. IEP goals need to be realistic and measurable. Many schools write SMART goals. (SMART stands for Specific, Measurable, Attainable, Results-oriented and Time-bound.)

Disability: A condition recognized by the law. To qualify for an IEP, students must have a disability that falls under one of the 13 categories listed in the Individuals with Disabilities Education Act. Many students who learn and think differently are eligible in one of three categories: (1) specific learning disability; (2) other health impairment; and (3) speech or language impairment.

Due process: A formal process for resolving disputes about special education and IEPs. Due process isn't the only way to resolve a dispute. There are other options, like mediation and filing a state complaint.

General education curriculum: This is the knowledge and skills that all students throughout a state are expected to master. The curriculum varies from state to state.

Present level of performance (PLOP, PLP, PLAFF, PLAAFP): A description of a student's current abilities, skills, challenges, and strengths at the time the IEP is written. PLOP describes academic skills (like reading level) and functional skills (like making conversation or writing with a pencil). This is the starting point for setting annual IEP goals.

Prior Written Notice (PWN)- IEP Meeting Invitation: This is a formal notification sent to parents to ensure they have ample time and information to participate in an upcoming educational meeting. It outlines the meeting's purpose, scheduled time, and location, as well as a list of the specific staff members who will be in attendance.

Prior Written Notice (PWN) of Proposed or Refused Action: This document is issued when the school district intends to initiate or change a child's identification, evaluation, or educational placement. It explains exactly what the school plans to do and provides the data-driven reasoning behind the decision before any changes take effect.



GLOSSARY

Prior Written Notice (PWN) of Refused Action: This notice is required whenever a school district denies a specific request made by a parent regarding their child's special education services. It serves as an official record that explains why the request was turned down and what evidence the district used to justify that refusal.

Progress reporting: How a school reports on student progress on annual goals. This is specified in the IEP. Progress reporting needs to be provided as often as a school reports on progress in general education for all students.

Standards-based IEP: A standards-based IEP measures a student's academic performance against what the state expects of other students in the same grade.

Special education: Specially designed instruction to meet the unique needs of a student. It should be designed to give access to the general education curriculum. The instruction is provided at no cost to families.

Related services: Any support services a student needs to benefit from special education. One possible example is transportation. Another is occupational therapy.

Transition plan: This part of the IEP lays out what a teen will learn and do in high school in order to thrive as a young adult. The IEP team and the student develop the plan together before it kicks in at age 16. The transition plan includes goals and activities that are academic and functional. But they extend beyond school to practical life skills and job training.

For additional definitions, please refer to the [Louisiana's Educational Rights of Children with Disabilities Special Education Processes and Procedural Safeguards](#) pages 6-8.

