

LOUISIANA BACK-TO-SCHOOL GUIDE

for Parents of Students with Disabilities

A new school year means new experiences, new teachers, and new goals. This guide provides a quick overview of what you can do to help prepare your child for a smooth transition back to school.

WHAT IS AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)?

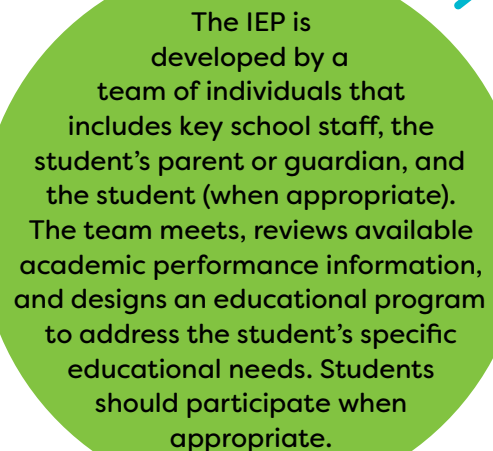
Why is it important?

- Outlines individualized learning plans for a student receiving special education services
- Defines student needs based on a comprehensive evaluation process and ongoing progress monitoring
- Sets measurable learning goals aligned to grade-level expectations

HOW CAN I PREPARE MY CHILD FOR *a smooth transition back to school?*

STUDENT LEARNING

- ✓ Discuss IEP goals with your child and make plans for tracking and meeting goals for the year.
- ✓ Contact your child's teachers and related-services providers (such as speech language pathologist) to share information and answer any questions about your child's individual needs.
- ✓ Know your child's accommodations, practice using them at home, and discuss with your child how to advocate for receiving the accommodations at school.
- ✓ If your child is just entering high school and may be eligible for an alternate pathway under [the April Dunn Act](#), schedule an IEP meeting within the first 30 days of school to develop additional IEP goals and objectives.



The IEP is developed by a team of individuals that includes key school staff, the student's parent or guardian, and the student (when appropriate). The team meets, reviews available academic performance information, and designs an educational program to address the student's specific educational needs. Students should participate when appropriate.

ASSESSMENTS

The majority of students with disabilities will participate in the LEAP 2025 assessments designed for their grade level in English language arts (ELA), mathematics, science, and social studies. At the high school level, the tests align to the following courses: English I, English II, Algebra I, Geometry, Biology, and U.S. History. Students should be provided accommodations described in their IEPs.

For students who have significant cognitive disabilities, and who meet the required criteria, an alternate assessment known as [LEAP Connect](#) is available for ELA and mathematics in grades 3-8 and 11. In addition, a science assessment is given in grades 4, 8, and 11.

HOW CAN I SUPPORT *Student Learning at Home?*

At home, you play a critical role by supporting your child and setting high expectations for learning. As a parent, equip yourself with an understanding of what your child should know and be able to do and then have on-going, meaningful conversations about it with your child and your child's teacher(s). By taking these small steps, you will help your child become successful.

STUDENT *Conversations*

What are you learning
in _____ class?

Do you understand
what you are learning?

Do you get any additional help from your
teacher (or related-services providers, such
as a speech pathologist) with this topic?

Do you feel comfortable
asking for additional help
when you need it?

TEACHER *Conversations*

What types of accommodations and supports
does my child receive every day?

Is my child able to effectively communicate
with you?

Is my child making the progress necessary
to keep on track with peers?

What can I do to continue to help my child
improve?

Tools and Resources **TO SUPPORT PARENTS AND STUDENTS**

Below are additional resources that you can access to further support your child's learning at home.

LOUISIANA'S FAMILY SUPPORT TOOLBOX LIBRARY

Information on standards, test results, and other
assessment resources

BELIEVE TO ACHIEVE: EDUCATIONAL PRIORITIES

Serves as the Department's roadmap to improving
outcomes for all Louisiana children

STUDENTS WITH DISABILITIES INFORMATION PAGE

Resources and guidance for families to help support
their children with disabilities

RESOURCES FOR FAMILIES OF STUDENTS WITH DISABILITIES

Resources to assist parents in advocating on behalf
of their children with disabilities and becoming active
participants in the education process

STRATEGIES FOR SUCCESS: A GUIDEBOOK FOR SUPPORTING STUDENTS WITH DISABILITIES

Information and resources to support students with
disabilities

WHAT IF I HAVE *questions?*

Please call or email your child's teachers and related-services provider(s) with questions about their progress. Additional questions that can't be addressed by their teachers should be directed to the school principal.
