

Louisiana Believes

**Special Education Leaders Collaborative
July 2016**

Agenda

- Expectations for 2016-2017 and beyond
 - Opportunities and Priorities
 - Communication Structures
- Graduation pathways
 - Implementation Guidance
 - Graduation Waivers
 - Act 303
- General Updates
 - Seclusion and Restraint
 - Early Resolution
 - SER Enhancements
- Next Steps

Opportunities and Priorities

- Every Student Succeeds Act (ESSA)
 - Statewide engagement process
 - Opportunities for students with disabilities
- Alignment process for students with significant cognitive disabilities
- Supporting unique communication needs
 - Technical assistance opportunities
 - Use of communication plans

Communication Structure

During the 2016-2017 school year there will be multiple opportunities and venues to engage in dialogue impacting our students.

	Special Education Advisory Panel (SEAP)	SPED Leader Collaborative	Supervisors Collaborative	SPED Leader Webinars
Dates	October 5 November 16 January 25 March 29	October 5 November 16 January 25 March 29	September 14-20 February 2-9	Second Thursday of each month from 2 p.m.-3 p.m. (begins Sept. 8)

Alternative Pathway Implementation Guidance

Overview

In order for students to fully benefit from the opportunities available to them under Act 833 and the pathway for students assessed on the LAA 1, LEAs should have consistent local guidelines and procedures in place to ensure all principals and teachers understand the opportunities available to students and how to appropriately implement them.

Goal

Districts will have written guidelines for:

- Identifying appropriate pathways for all students with disabilities
- Planning appropriate experiences for students with disabilities
- Establishing guidelines for IEP teams related to creating individualized performance criteria.

Alternative Pathway Implementation Guidance- Pilots

The LDOE partnered with five school districts to pilot a collaborative training partnership using the implementation guidance.

Training Pilot

- Day 1: LDOE presented overview of policy and opportunities available under Act 833 and the alternate diploma pathway
- Day 2: LEA Special Education team presented local procedures based on the implementation guidance

Graduation Waiver Phase Out

- Students pursuing a regular high school diploma must receive a score of Fair, Good, or Excellent on at least three end of course (EOC) assessments for the purposes of graduation.
 - Students with disabilities have been able to apply for a graduation waiver if they pass two out of the three required EOCs
- Student eligible under Act 833 are required to take all EOCs but may demonstrate their proficiency through alternate means if they do not achieve a score of Fair, Good, or Excellent on the EOC
- When implemented with fidelity, the provisions under Act 833 provide students a more appropriate pathway to a diploma than a graduation waiver
- **The 2016-2017 school year will be the last year the graduation waiver is offered**

Act 303 (2016)

[Act 303 \(2016\)](#) provides individuals with disabilities no longer in high school the ability to petition their local school system to retroactively receive a high school diploma if they met all graduation requirements with the exception of a state assessment requirement.

“A person who is no longer enrolled in a public school but was identified as a student with an exceptionality as defined in R.S. 17:1942(B), except a gifted or talented student, and who previously failed to receive a high school diploma or was denied graduation solely for failing to meet the exit examination requirements pursuant to State Board of Elementary and Secondary Education rules, regulations, or policy may petition the city, parish, or other local public school board to determine if he is eligible to receive a high school diploma pursuant to this Paragraph. A petition shall be submitted to the local school board by December 31, 2017.”

The law also prohibits public schools from requiring a parent to disclose a student’s medical or special education history prior to enrolling in the school

Opportunity

Students who believe they should receive a diploma per Act 303 (2016) must:

- Petition the city, parish, or other local public school board to determine if he is eligible to receive a high school diploma by December 31, 2017

Students will be eligible to retroactively receive a diploma if the LEA can confirm that the student:

- Was identified as having a disability under IDEA
- Completed all Carnegie Credit requirements per their cohort
- Was denied graduation solely for failing to meet the exit examination requirements

District Actions

Districts should establish procedures to:

- Determine eligibility of student
 - How will petitions be handled/documentated?
 - What records will be reviewed to verify eligibility?
 - Who will review the records?
 - How will eligibility be documented?
- Request diplomas from LDOE
 - Follow standard procedures
 - How often will student names be submitted to the DOE
 - Who will handle this process?

Next Steps

- LEAs should establish local procedures for processing retroactive diploma petitions
- All diploma requests should be submitted to the LDOE no later than January 5, 2018 following standard diploma request procedures
- LDOE will report the number of students who received diplomas per Act 303 (2016) to the legislature by January 31, 2018

Submit Questions to:

Rebecca Hanberry
rebecca.hanberry@la.gov
225-342-9512

Act 522 (2016)

Seclusion and Restraint

Key revisions to Act 328 (2011) per Act 522 (2016):

- Clarify statewide reporting requirements for use of seclusion and restraint for students with disabilities
 - Requires the LDOE to produce policy outlining LEA reporting requirements and an annual report of outcomes
- Clarify definitions of restraint
 - removes the five minute threshold
- Clarifies LEA responsibilities
 - If the same student is repeatedly involved in incidents, the SPED director or designee must review the IEP every three weeks
 - Each LEA must have written guidelines posted on their website and at each school and a copy must be sent to the LDOE
- Establish Advisory Council on Student Behavior

Seclusion and Restraint Guidance

- Each LEA must have written local guidelines and procedures for using seclusion and restraint for students with disabilities.
- These guidelines should adhere to the LDOE guidance and a copy should be sent to specialeducation@la.gov by September 2, 2016.

Early Resolution

Objectives:

- Understand the dispute resolution process
- Understand the LEA obligations for early resolution
- Understand the LDOE role in early resolution

Dispute Resolution: General Information

- Designed to ensure all students with disabilities are provided a Free and Appropriate Public Education (FAPE)
- A parent, adult student, individual, or organization is encouraged to first contact the local education agency (LEA) before utilizing state-level dispute resolution process

Dispute resolution occurs when parents and LEAs work together

- to resolve disagreements concerning special education.
- to preserve the relationships necessary to student success.

Common areas of dispute:

- identification/eligibility
- evaluation
- appropriate services
- delivery of services
- placement
- discipline

Complaint and Dispute Resolution: Options in Louisiana

- **Early Resolution Process/Informal Complaint**
- Individualized Education Program (IEP) Facilitation
- Formal Complaint Investigation
- Mediation
- Due Process Hearing

ERP is a systematic, **local level** process for the prompt and orderly resolution of complaints.

All LEAs, including charters, must establish an internal ERP to include

- designation of a local (LEA) ERP representative and notice of the name, address, telephone number and other contact information
- management of an informal complaint within 15 calendar days of the LEA receiving the complaint, or an extended period agreed upon by the parties in writing
- advising the parent of the availability of other dispute resolution processes available through the LDOE if a resolution cannot be agreed upon

References and Resources

Louisiana Bulletin 1706, *Regulations for Implementation of the Children with Exceptionalities Act*, Subchapter J (State Complaint Procedures), §151.C. Informal Complaints

Louisiana Educational Rights of Children with Disabilities

Initiating the Early Resolution Process

ERP can be initiated in one of the following ways:

- Parents can contact the LEA directly to engage in early resolution.
- Parents can contact the LDOE to make an informal complaint and the LDOE refers the complaint to the ERP representative of the LEA.

NOTE: At any time during the ERP process, parents or LEA staff may pursue the other dispute resolution options provided by the LDOE.

LDOE Role in ERP

LDOE ERP Intake Coordinators' role is to:

- receive concerns/inquiries from parents
- document information in a neutral and confidential manner
- relay informal complaints to the LEAs
- provide parents with contact information for the LEA ERP representative

Parent Decision

Parents filing an informal complaint will be advised of the 15 calendar day window in which the LEA is to work with them to resolve the issue leading to the informal complaint.

- Parents will be given the option of contacting the LEA ERP representative themselves to convey the information or have the LDOE contact the LEA on the parents' behalf.
- Parents will be informed they can contact the LDOE ERP Intake Coordinator if a resolution has not been reached to be advised of additional dispute resolution processes available through the LDOE.

If parents do not agree to participate in the ERP, they will be referred to the LDOE legal department to consider other options within the dispute resolution process.

ERP: District Notification

Within 2 days of receiving an informal complaint, the LDOE ERP Intake Coordinator will notify the local level ERP representative of the informal complaint by email with a read-receipt designation.

The notice will include:

- a brief neutral and confidential description of the reason for the informal complaint
- timelines for resolution
- the concerns conveyed by the parent

The notice to the LEA is only a summary of the concerns conveyed by the parent. The notice does not represent/reflect any position held by the LDOE.

ERP: District Response

LEA has 15 calendar days from receipt of informal complaint to resolve the issue, or an extended period agreed upon by both parties in writing.

If not resolved, the LEA's ERP representative shall provide the parent with other available dispute resolution processes through the LDOE.

- You may give them the phone number to the LDOE Legal Office (225-342-3572).

NOTE: Documentation of ERP decisions are maintained at the local level.

LEA ERP Management Considerations

- Establish written procedures for in-taking and documenting ERP results.
- Ensure that all appropriate LEA staff understand the ERP process/procedures and their role in assuring the timelines are met.
- Keep the LDOE informed of the current contact information for the LEA ERP Intake Coordinator. Send updates to:

specialeducation@la.gov

System Enhancements

IEP Changes

- Communication Plan question added under Supporting Documentation on the Placement/Least Restrictive Environment (LRE) page
- Parent/guardian signature edit
- Text to speech, Human reader, and Recorded voice accommodations combined into one row

System Changes

- Compatibility fixes for browsers such as Google Chrome and Firefox
- Medicaid Session Duplicate Process button enabled

Report Changes

- Revised Act 833 Report
- Revised LAA 1 Report
- New Act 833 Application Report
- New LAA 1 Code Summary Report

For assistance, contact Ashley.Augustine@la.gov

System Enhancements

IEP Change: Communication Plan added to Supporting Documentation

Supporting Documentation ?	
Have the following documents been included in the IEP folder?	
LEAP Alternate Assessment Participation Criteria, Level 2 (LAA 2)	<input type="radio"/> Yes <input type="radio"/> N/A
Individual Healthcare Plan	<input type="radio"/> Yes <input type="radio"/> N/A
Individual Prescription for Instruction (get copy from advisor/school guidance counselor)	<input type="radio"/> Yes <input type="radio"/> N/A
Individual Graduation Plan (current IGP has been uploaded in the attachments feature)	<input type="radio"/> Yes <input type="radio"/> N/A
Parental Consent form for Connections for 8 th graders (get signed copy from SBLC team)	<input type="radio"/> Yes <input type="radio"/> N/A
Summary of Performance Criteria Form	<input type="radio"/> Yes <input type="radio"/> N/A
Parental Consent form for Medicaid Billing	<input type="radio"/> Yes <input type="radio"/> N/A
Individual Graduation Plan for LAA 1 Students	<input type="radio"/> Yes <input type="radio"/> N/A
Educational/Career Plan for LAA 1 Students	<input type="radio"/> Yes <input type="radio"/> N/A
Behavior Intervention Plan	<input type="radio"/> Yes <input type="radio"/> N/A
Communication Plan	<input checked="" type="radio"/> Yes <input type="radio"/> N/A
Assistive Technology Consideration Checklist	<input type="radio"/> Yes <input type="radio"/> N/A
Assessment Approval Form	<input type="radio"/> Yes <input type="radio"/> N/A

For assistance, contact Ashley.Augustine@la.gov

System Enhancements

Communication Plan

- A method for assuring the needs of a student who experiences communication barriers and is receiving special education or 504 services are met
- Should be included in the student's IEP or IAP under the communication needs section and when appropriate, communication goals
- An answer of Yes or No on whether a Communication Plan is attached will be required for all IEPs created on or after August 1, 2016. IEPs created before August 1 that are amended will not require an answer
- Resources are available in the Support Tools folder under the SER application on the coordinator portal and in the Special Education Library on the LDOE website

For assistance, contact Ashley.Augustine@la.gov

System Enhancements

IEP Change: Parent/guardian signature edit for IEPs and Services Plans

- Parent consent for special education and related services is only required when an LEA is offering services for the first time.
- Parent consent is captured on initial IEPs and initial Services Plans.
- At review IEPs, parents sign in as IEP participants and help review and revise the IEP; they do not consent to continuing services.
- If they disagree with the revised IEP, they must be provided their rights which include how to dispute service provisions.

System Enhancements

IEP Change: Parent/guardian signature edit for IEPs and Services Plans

Before change

- IEP validation required a check box selection for all IEPs and Services Plans
- IEP validation required a parent signature for all IEPs and Services Plans
- IEPs and Services Plans **could not** be made official without check box selection or without a parent signature

Parent / Student Consent for Services		
<input checked="" type="checkbox"/> I give consent for the provision of special education and related services. I understand that if I disagree with any services or the placement described on the IEP, I can pursue a solution to my complaint through the state's written dispute resolution options.		
<input type="checkbox"/> Parent / Student did not attend the Review IEP/SP Team meeting.		
<input type="text" value="Parent Name Here"/>	<input type="text" value="7/21/2016"/>	
Parent / Guardian / Surrogate Parent / Competent Major / Student Signature		Date
<small>* Signature required for the initial provision of services * Parents should initial and date in signature box if they attended an IEP team meeting where the IEP was amended.</small>		

System Enhancements

IEP Change: Parent/guardian signature edit for IEPs and Services Plans

After change

- Consent for services box greyed out for review IEPs and Services Plans, and interim IEPs
- Parent signature field greyed out for review IEPs and Services Plans, and interim IEPs
- Review IEPs and Services Plans, and interim IEPs **can be** made official without completing this section

Parent / Student Consent for Services ?	
<input type="checkbox"/> I give consent for the provision of special education and related services. I understand that if I disagree with any services or the placement described on the IEP, I can pursue a solution to my complaint through the state's written dispute resolution options.	
<input type="checkbox"/> Parent / Student did not attend the Review IEP/SP Team meeting.	
<input type="text"/>	<input type="text" value=""/>
Parent / Guardian / Surrogate Parent / Competent Major / Student Signature	Date
<small>* Signature required for the initial provision of services * Parents should initial and date in signature box if they attended an IEP team meeting where the IEP was amended.</small>	

System Enhancements

IEP Change: Text to speech, Human reader, and Recorded voice combined into one row on the Accommodations page.

- To indicate Text to speech should only be checked for online testing, a new symbol is displayed in the Accommodations legend, and a warning message will display on the Validation page.

Assistive Technology	Online Testing Only
Statewide Assessment	
Paper	Online
Grades 3-12	Grades 9-12
Grades 3-8	Grades 9-12



 [Accommodations](#)

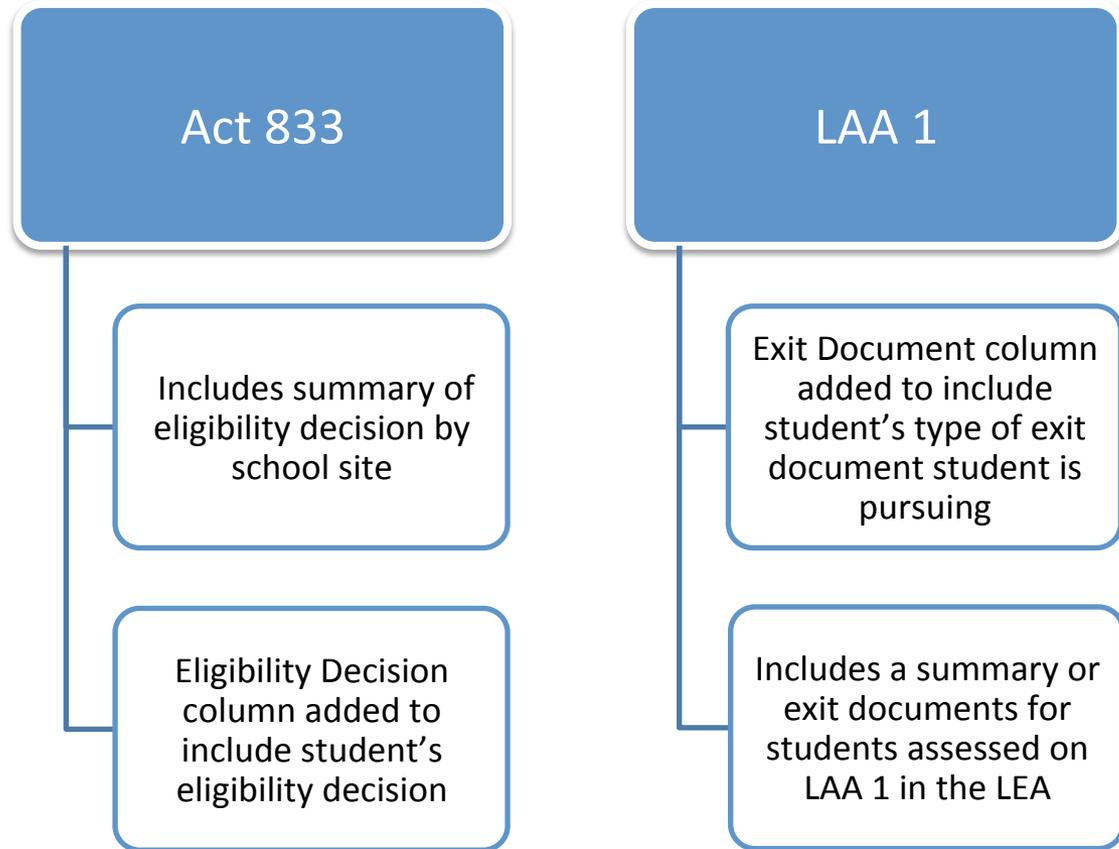
 A090: Text to speech is available for online testing only

For assistance, contact Ashley.Augustine@la.gov

System Enhancements

Report Changes: Revised Act 833 and LAA 1 Reports

Reports are located under the General Reports folder



For assistance, contact Ashley.Augustine@la.gov

System Enhancements

Report Changes: New Act 833 Application and LAA 1 Code Reports

Reports are located under the General Reports folder

Act 833 Application

Lists eligible students and the course(s) where Act 833 is being applied

LAA 1 Code

Summary of exit documents for students assessed on LAA 1

For assistance, contact Ashley.Augustine@la.gov

2016-2017 Enhancement

Modify printing options for Accommodations pages

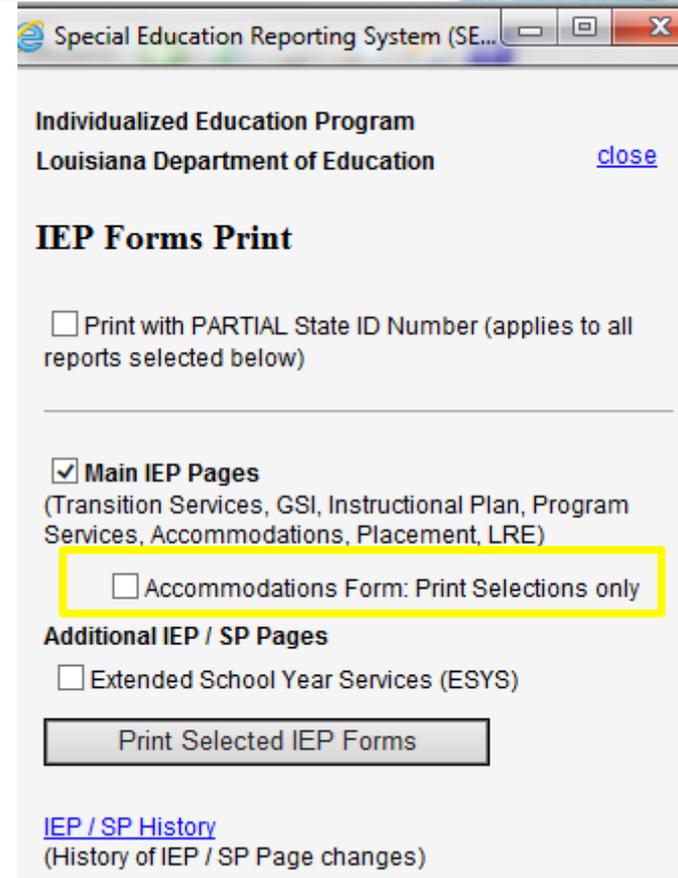
- Why: The printing of unnecessary pages wastes paper
- What: LEAs will have a choice in which pages to print

- IEP Forms print box has the option to print only the selected accommodations.
- To access the option, check the box next to Main IEP Pages.

For assistance, contact Ashley.Augustine@la.gov

2016-2017 Enhancement

After checking Main IEP Pages, the option to print only the selected accommodations becomes available.



Special Education Reporting System (SE...)

Individualized Education Program
Louisiana Department of Education [close](#)

IEP Forms Print

Print with PARTIAL State ID Number (applies to all reports selected below)

Main IEP Pages
(Transition Services, GSI, Instructional Plan, Program Services, Accommodations, Placement, LRE)

Accommodations Form: Print Selections only

Additional IEP / SP Pages

Extended School Year Services (ESYS)

[IEP / SP History](#)
(History of IEP / SP Page changes)

For assistance, contact Ashley.Augustine@la.gov

System Enhancements

Only the selected accommodations will print.

<input type="checkbox"/> ESY Instruction											
Accommodations											
CHECK THE INDIVIDUAL ACCOMMODATIONS NEEDED											
<input type="radio"/> Access For All			Statewide Assessments								
<input type="checkbox"/> Accommodation			Paper				Online				
<input type="checkbox"/> Accessibility Feature			Grades 3-4		Grades 3-12		Grades 9-12		Grades 9-12		
			Math ELA		Science/ Social Studies		LAA 1	LAA 2	Math ELA	Social Studies	EOC
Presentation Accommodations											
Math Read Aloud											
Text to speech	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
All content areas Read Aloud - except reading comp											
Human reader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ELA Read Aloud - all											
Human reader	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Modify Test/Assignments											
Alter format of materials on page (type/highlight/spacing)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communication Assistance											
Computer/Word-Processor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other Presentation Accommodations											
Magnification/Enlargement Device	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other (Classroom only - NOT for state assessments)	presentation materials										

For assistance, contact Ashley.Augustine@la.gov

Next Steps

- Mark your calendars for all upcoming events
- Complete LDOE survey
- Discuss the alternative pathway implementation guidance with district team
- Revise and submit LEA seclusion and restraint guidelines to the LDOE by September 2, 2016