

Louisiana Believes

**Special Education Advisory Panel Meeting
November 16, 2016**

Public Comment Procedures

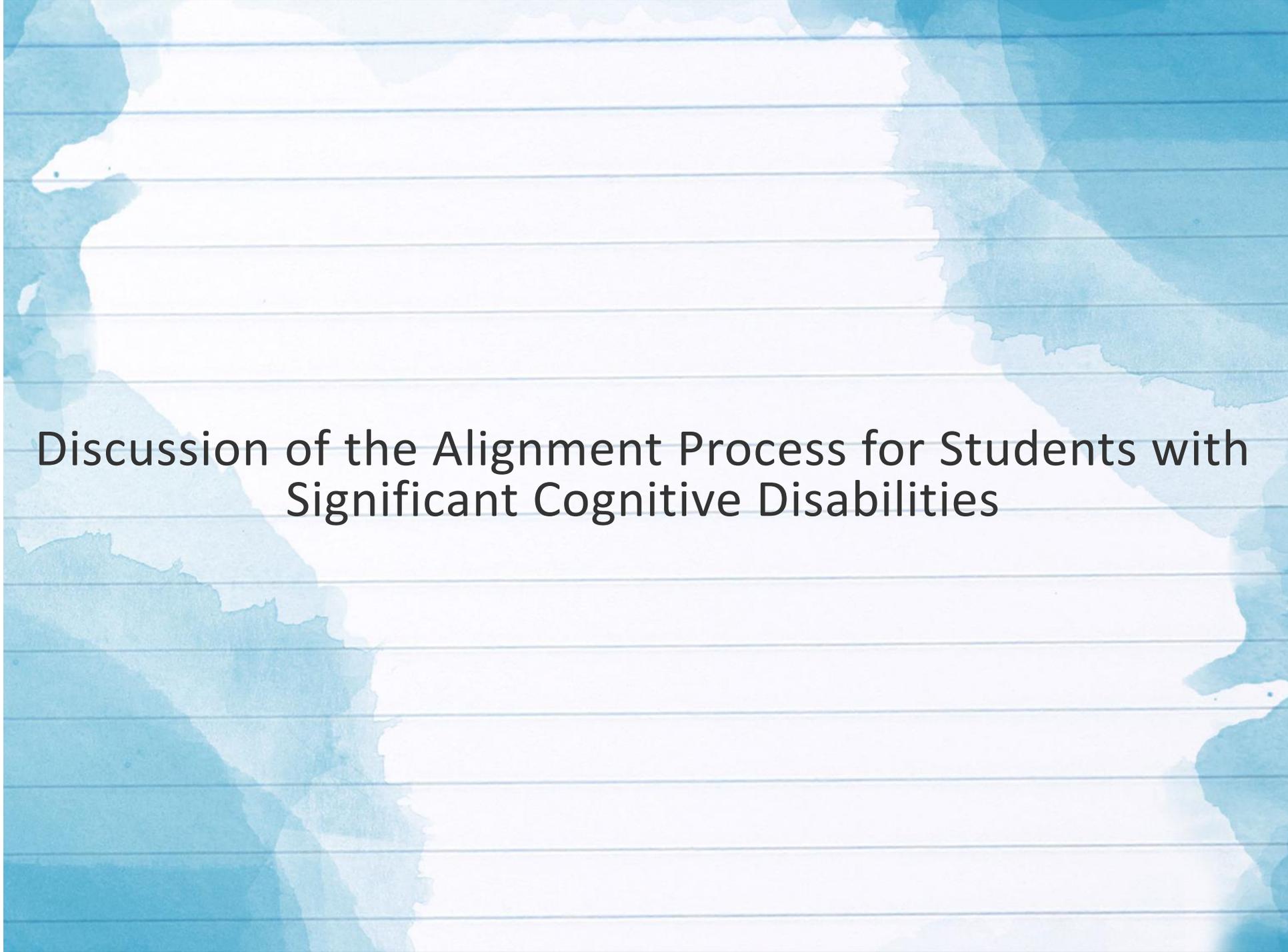
Public Comment Overview

- Comments will be allowed on all agenda items for a maximum of three minutes per person
 - The panel will receive all comments and may engage in further dialogue on the agenda item as a result of the comments received
- A person may only comment once per agenda item unless allowed an exception by the chair
- Comment cards must be submitted to the chair or LDE staff member prior to the vote on the motion
- The order and time of comment is left solely to the chair
- Persons making public comments shall identify themselves and the group they represent, if applicable
- Persons addressing the panel shall:
 - confine remarks to the merits of a specific agenda item before the panel
 - refrain from attacking a panel member's motives
 - address all remarks through the chair
 - refrain from speaking adversely on a prior action not pending
 - refrain from disturbing the meeting

Approval of November 3, 2016 Meeting Minutes

Objectives

- Approve minutes of November 3, 2016 meeting



Discussion of the Alignment Process for Students with Significant Cognitive Disabilities

Objectives

- Understand process and timeline for ensuring Louisiana learning standards are aligned and accessible to all students
- Understand opportunities for engagement and feedback
- Understand the process and development of policy considerations

Context

- The Louisiana Department of Education (LDE) is continuing to support districts, schools and teachers who work with students with significant disabilities. In the coming few years, the LDE plans to deepen the resources and support available in order to ensure success for all students.
- As part of this work, the LDE is aligning the Extended Standards for students with significant cognitive disabilities to the newly-revised Louisiana Student Standards.

Louisiana Connectors: Branding

Historically, the learning expectations for students with significant cognitive disabilities have been defined as the Extended Standards and have been measured by the Louisiana Alternate Assessment Level 1 (LAA1). The new proposal includes revising the name of both the standards and the corresponding assessment.

	Former	Proposed
Standards	Extended Standards	Louisiana Connectors
Assessment	LAA 1	LEAP Connect

Louisiana Connectors: Format

- The [draft Louisiana Connectors](#) documents for math and English are formatted so that the Louisiana Connectors are located side-by-side with the corresponding Louisiana Student Standard.
- Each individual Louisiana Connector names the benchmark to be met on the pathway to achieving of the Louisiana Student Standard.
- If a Louisiana Connector is not present in the document, this indicates that the learning expectations did not appear in the NCSC Learning Progressions Framework which identified the core content of each grade. As a result, there are no corresponding Louisiana Connectors for such standards.

Louisiana Connectors: Coding

The coding for the Louisiana Connectors reflects those of the Louisiana Student Standards and adds two appendages: an “LAC” to indicate that this is a Louisiana Connector and an additional tag (e.g. “a, b, c...”) that shows the breakdown of the LSS into the corresponding skills under the Louisiana Connectors. Public feedback indicates that “LAC” should be changed to “LC”

Louisiana Student Standard ELA Grade 9	Draft Louisiana Connectors (LAC)
<p>RL.9-10.1 Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>LAC.RL.9-10.1a Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose, or theme within a text.</p> <p>LAC.RL.9-10.1b Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text.</p>

Approach

- The analysis showed that there is some, but not complete alignment between the Louisiana Student Standards and the NCSC core connectors. As a result, the alignment between the Extended Standards required some adjustments.
- Where discrepancies were found, edits were recommended. These edits ensure that the Louisiana State Standards are fully and accurately accessible to all students through the extended standards.

Approach - ELA

Additionally, direct mentions of “writing” and “speaking” were replaced with “communicating” and “permanent product” (when used as a noun)

Grade 3 Louisiana Student Standard:

- Write opinion pieces on topics or texts, supporting a point of view with reasons; introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

Grade 3 NCSC Content Connector:

- Introduce the topic or text within persuasive writing by stating an opinion.

Grade 3 Louisiana Content Connector:

- Produce an opinion piece which introduces the topic or text they are communicating about and states an opinion.

BESE Policy Documents

To ensure full alignment between the Louisiana Student Standards and the Louisiana Connectors, content and format revisions are necessary in Bulletin 127

Part CXLI. Bulletin 127—LEAP Alternate Assessment, Level 1 (LPAA 1) Extended Standards

Chapter 1.	General Provisions.....	2
§101.	Introduction	2
§103.	Purposes of the Extended Standards Handbook	2
§105.	Extended Standards Development.....	2
§107.	Conclusion	3
§109.	Definitions	3
Chapter 3.	English Language Arts	3
Subchapter A.	General	3
§301.	Introduction	3
§303.	Definitions	4
§305.	Elementary School—Third-Fourth Grades	5
§307.	Middle School—Fifth-Sixth Grades; Seventh-Eighth Grades	5
§309.	High School—Ninth-Twelfth Grades.....	5

BESE Policy Documents

To ensure full alignment between the Louisiana Student Standards and the Louisiana Connectors, content and format revisions are necessary in Bulletin 127

Part CLXIX. Bulletin 141—Louisiana Student Standards for English Language Arts

Chapter 1.	Introduction.....	1
§101.	Introduction	1
Chapter 3.	Kindergarten	1
§301.	Reading Literature	1
§303.	Reading Informational Text.....	1
§305.	Reading Foundations	1
§307.	Writing.....	2
§309.	Speaking and Listening	2
§311.	Language	2

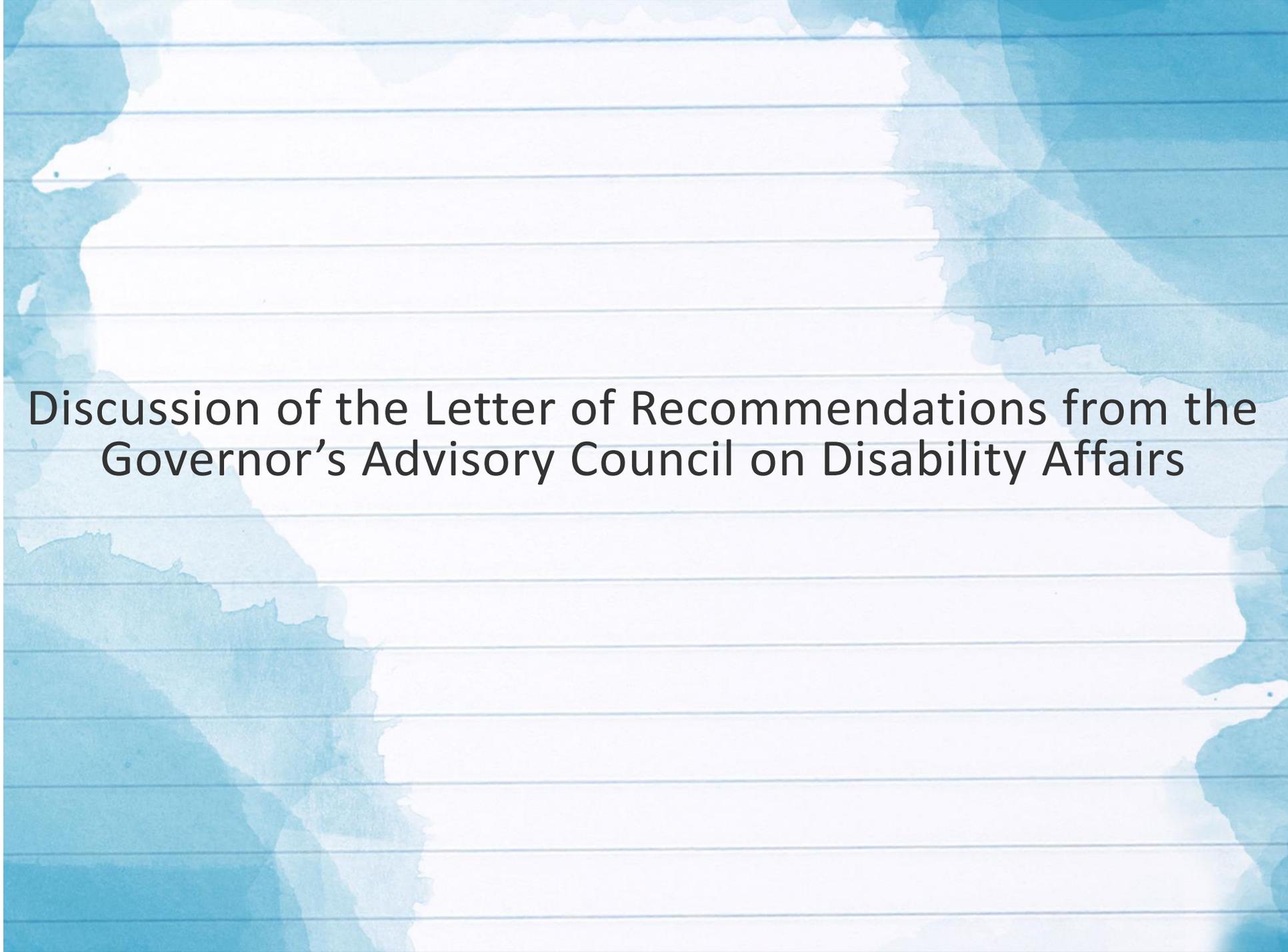
BESE Policy Documents

To ensure full alignment between the Louisiana Student Standards and the Louisiana Connectors, content and format revisions are necessary in Bulletin 127

[Bulletin 127 draft revisions](#) based on current [ELA](#) and [math](#) crosswalk on the [alignment page](#) of LDOE website

Timeline and Engagement Process

- September 21, 2016- Work Group Meeting
- October 5, 2016- Special Education Advisory Panel Discussion
- October 18, 2016- Public Comment Begins
- November 1, 2016- Alignment Overview Webinar from 2:30-3:30
- November 3, 2016– Alignment Overview Webinar from 2:00-3:00
- November 7, 2016- Work Group Meeting
- November 16, 2016- Special Education Advisory Panel
- November 18, 2016- Public Comment Closes
- November 21, 2016- Work Group Meeting
- December 6, 2016- BESE Considers Proposal
- Winter 2017- Summer 2017- Resource Development and Training



Discussion of the Letter of Recommendations from the Governor's Advisory Council on Disability Affairs

Objectives

- Review panel norms and expectations established at the panel retreat
- Understand the functions of SEAP and GACDA
- Understand the recommendations made to SEAP
- Understand co-chair's recommendation for next steps

SEAP Retreat Recap

During the September 13, 2016 SEAP retreat we established norms for:

- Meeting management
- Establishing agendas and sharing information
- Setting long term goals and objectives (annual retreat)
- Annual review of panel outcomes and recommendations

Advisory Panel Objectives

The purpose of SEAP and the Governor’s Advisory Council on Disability Affairs (GACDA) as established in each advisory group’s Bylaws is:

SEAP	GACDA
<ol style="list-style-type: none">1.) Advise the LDOE of unmet needs within the state in the education of children with disabilities;2.) Comment publically on any rules or regulations proposed by the state regarding the education of children with disabilities;3.) Advise the LDOE in developing evaluations and reporting of data to the U.S. Secretary of Education under Section 618 of the Individuals with Disabilities Education Act;4.) Advise the LDOE in developing corrective action plans to address findings identified in Federal monitoring reports under Part B of IDEA; and5.) Advise BESE and LDOE in developing and implementing policies relating to the coordination of services for children with disabilities.	<ol style="list-style-type: none">1.) Advise the Governor, through the Office of Disability Affairs, on issues of concern to the citizens of Louisiana who have disabilities;2.) Identify needs, issues, and possible solutions relative to persons with disabilities;3.) Assist the Office of Disability Affairs, when requested, in the resolution of state disability issues; and4.) Submit an annual report to the Governor to include past recommendations and outcomes and future recommendations on issues of concern to the citizens of Louisiana who have disabilities.

GACDA Recommendations to SEAP

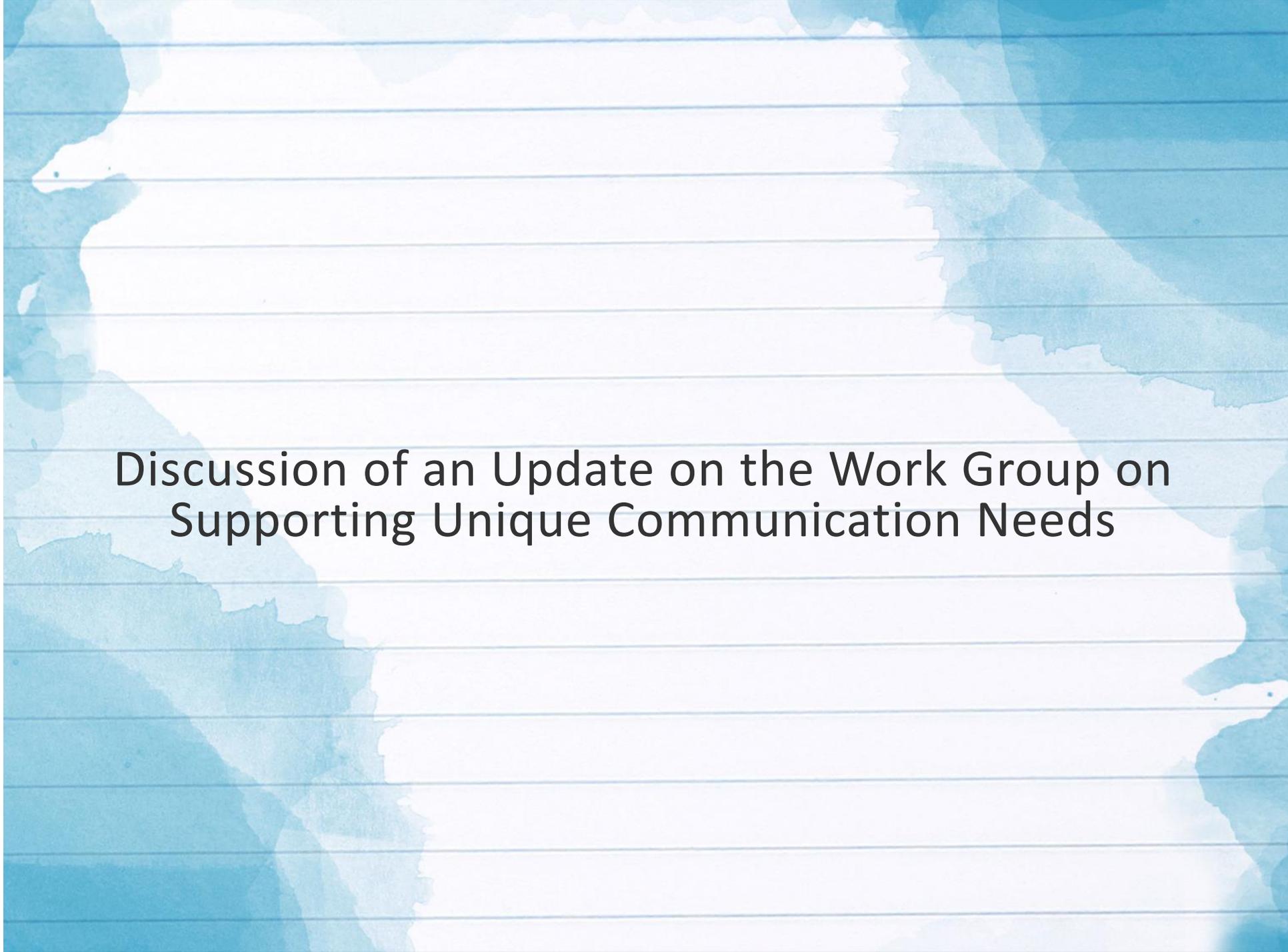
GACDA recommends that SEAP By-Laws be changed to:

- Increase membership on panel and ensure that no members serve dual roles
- Increase meeting time to day long meetings
- Encourage public comment and reflect openness and responsiveness to such contributions
- Establish task forces including SEAP and non-SEAP members appointed other organizations to address substantive issues
 - GACDA recommends that task forces should receive:
 - Pertinent information regarding the subject area of their task in enough time to conduct surveys and interviews with their constituent groups prior to making policy recommendations;
 - All data handouts, references, historical data, and LDOE proposed policy recommendations in enough time to adequately study information, seek stakeholder input, and develop high quality policy recommendations;
 - Guidance from the LDOE on all policy components required by federal and/or state law which are therefore not open to omission or alteration; and
 - Copies of final LDOE proposed policy/budget/guidance after providing input as a task force prior to the submission of the item to BESE for approval.

Co- Chair's Recommendation

According to the SEAP By-laws the role of the panel is to advise the LDOE and BESE. During the September 13, 2016 many of the recommendations outlined in the GACDA letter were discussed and norms were set. Topics relative to panel operations and goals will continue to be a part of the annual panel retreat.

The co-chairs discussed the letter with GACDA staff and agree that all parties are focused on working together to support better outcomes for students with disabilities. The co-chairs recommend that the panel remain focused on the objective of providing advisement to the LDOE and BESE and does not recommend sending a letter to GADCA.



Discussion of an Update on the Work Group on Supporting Unique Communication Needs

Communication Support Initiative

The LDOE established a workgroup to create a strategic plan for supporting the unique communication needs of students with disabilities.

Overall mission: All Louisiana children and youth with disabilities who have unique communication needs are provided the supports they need to communicate (both expressively and receptively) to facilitate their engagement the essentials of literacy (speaking, listening, reading, and writing).

Communication Workgroup Initial Meeting

The group is comprised of a broad group of stakeholders representing families, educators and self-advocates. Included are the perspectives of those who provide services to students across age levels and disability categories, and within various geographic regions of the state. Membership includes representatives from the following areas:

- Classroom teachers
- Speech Language Pathologists
- Assistive technology specialists
- Families
- Self-advocates
- Special Education Advisory Panel (SEAP)
- Special education specialists/supervisors

General Group Recommendations

The work group made the following recommendations for components to be include in the strategic action plan:

- edit for clarity and develop marketing plan for the “*Tools for Developing Communication Plans*” document
- expand resources/tools on the LDOE website
- readily available professional development focused on supporting communication across student populations
- strategies for ensuring the a) appropriate identification of students in need, and b) methods for ensuring delivery of appropriate communication plans
- clarification of LDOE policies (e.g., Bulletin 1508) which impact the provision of communication plans/services
- strategies to increase the number of low incidence disabilities certified personnel in the state

Timeline

- Fall 2016: Initial work group meeting
- Winter 2017: Develop draft strategic plan
- Spring 2017: Refine strategic action plan and develop resources
- June 2017: Present initial training at the 2017 Teacher Leader event
- School Year 2017-2018: Implementation

Next Steps