

Louisiana Believes

**Special Education Advisory Panel Meeting
July 13, 2016**

Approval of May 12th Minutes

Objectives

- Understand structure of meeting minutes under Roberts Rules of Order
- Approve minutes of May 12th meeting

Roberts Rules of Order

Meeting Minutes

- Roberts Rules of order is a meeting protocol that provides organization and equity to meetings.
- Roberts Rules is used at BESE meetings, all BESE advisory councils, and other meetings of Louisiana bodies.
- Under Roberts Rules minutes reflect:
 - Kind of meeting (regular, special, etc)
 - Name of assembly
 - Date of meeting and place
 - The presence of the chairs and members or substitutes
 - Whether minutes of previous meeting were approved
 - All main motions (except those withdrawn) and points of order and appeals, whether sustained or lost
 - Hours of meeting and adjournment
 - Name of member who introduced motion

Panel Meeting Dates and Membership Updates

Objectives

- Adopt official meeting dates for 2016-2017
- Understand SEAP's role in the advisement and engagement structure of the LDE
- Select member of the executive committee to consider membership terms and bylaw recommendations
- Establish date and for panel retreat

Official Business Meeting Dates

2016

- Wednesday, October 5 (changed from September 28)
- Wednesday, November 16

2017

- Wednesday, January 25
- Wednesday, March 29
- Wednesday, July 12
- Wednesday, September 27
- Wednesday, November 15

Panel Membership

SEAP is the advisory panel for the LDOE on special education matters. Feedback from SEAP helps shape [policies established by BESE](#) and [guidance](#) provided to LEAs.

Panel Membership

SEAP bylaws state:

- Panel members will serve 3 year terms (each term begins on July 1st and ends on June 30)
- If a member vacates their position a new member will fill the vacancy for the remainder of the term of the previous member
- Appointments will be staggered so that 1/3 of membership rotate off at the end of each year
- Members shall serve no more than 2 consecutive terms (must reapply at the end of their term)

Panel Membership

Currently all [panel members](#) are in their second term and there is not an established protocol for staggering membership rotations.

LDE Recommendation:

- All panel members remain on the panel for another year while a staggering rotation process is established
- SEAP appoints an executive committee to establish a membership protocol in accordance with current bylaws and determine if any portion of the bylaws need to be reconsidered by the full panel
 - Committee will report back to the full panel on October 5th

Panel Membership

Panel Retreat

- Date: September 13, 2016
- Time: 9-12
- Location: Claiborne Building 1-155 North Dakota Room
- Objective:
 - Understand role and expectations of panel members
 - Understand Roberts Rules of Order
 - Establish panel operating procedures (timeline for posting materials, process for adding agenda items, etc)

Update on the Implementation of Act 250 (2015)

Objectives

- Review prior SEAP recommendations
- Review implementation updates
- Consider any additional recommendations for effective implementation

Act 250 Background

Revisions to the [Louisiana Deaf Child Bill of Rights](#) went into effect August 1, 2015

- Key revisions to the law include language that:
 - Outlines protections for students who are deaf, hard of hearing, or deaf-blind
 - Mandates that all deaf, hard of hearing, or deaf-blind students have a communication plan included in their IEP or, where appropriate, IAP

Act 250 Implementation

Timeline	Action	Resources
July 2015	SEAP discussion of LDOE guidance on the use of communication plans in SER. Panel recommendation: LDE develop a training module and guidance related to the communication section of the IEP	July 2015 SEAP Minutes Act 250 Training Module
September 2015	SEAP discussion of LDOE communication plan guidance	September 2015 SEAP Minutes
October 2015	Communication plan guidance released	Tools for Developing Communication Plans
June 2016	BESE approves to contracts providing technical assistance for addressing needs of students with unique communication needs	RFA for technical assistance
July 2016	SER updated to include communication plan check box in supporting documents section of the IEP	See next slide

Act 250 Implementation

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

This image is a screen shot from SER therefore links are not live like other slides

Guidance linked here

Act 250 Implementation

Next Steps:

Increasing the Number of Certified Educational Interpreters

Partner: Lighthouse Louisiana, Inc

Objective: support individuals to become educational interpreters through the use of certified mentors; work with school districts regarding the skills educational interpreters need to support students in the general education classroom; develop resources to be posted on the LDE website for all interpreters and other constituents to access

Increasing the Number of Teachers Certified in Braille

Partner: Louisiana Tech University

Objective: support teachers in becoming Braille certified; work in school districts providing TA regarding Braille; support students with Braille needs with targeted assistance; work with teachers to achieve national certification in Unified English Braille; provide Braille and VI resources to be posted on the DOE website for all teachers and other constituents to access

Discussion on the Implementation of Act 522 (2016)

Objectives

- Review previous panel discussion related to seclusion and restraint
- Review revised requirements of the law
- Provide feedback on policy changes
- Consider data reporting requirements

Act 522 (2016)

Timeline	Action	Resources
November 2015	LDOE added seclusion and restraint reporting Fields in SER	Announcement of SER Update
January 2016	SEAP discussion of Act 328 (2011) Implementation; Panel Recommendation: “the LDE work with the Parent Training and Information Center (PTI) to train parents on seclusion and restraints, consider developing procedures for reviewing the data, and bring the results of the database and recommendations to SEAP in July for discussion and future steps.”	January 2016 SEAP Minutes
June 2016	SB317 revised Act 328 (2011) and Act 522 (2016) signed into law	Act 328 (2011) Act 522 (2016)
July 2016	SEAP provide feedback on policy revisions BESE will consider in August and preliminary data results from the 2015-2016 school year	Draft Bulletin Revisions

Act 522 (2016)

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

- Clarify statewide reporting requirements for use of seclusion and restraint for students with disabilities
- Clarify definitions of restraint
- Establish Advisory Council on Student Behavior

Recommended Policy Changes

Location	Recommended Change	Reason for Change
Bulletin 1706 Section 540	ii. holding of a student, by a school employee, for less than five minutes in any given hour or class period for the protection of the student or others <u>momentary blocking of a student's action if the student's action is likely to result in harm to the student or any other person;</u>	Act 522 revises the definition of what is not a restraint
	4. <i>Positive Behavior Interventions and Support</i> —a systematic approach to embed evidence-based practices and data-driven decision making when addressing student behavior in order to improve school climate <u>and culture</u> ;	Adding the “and culture”
Bulletin 1706 Section 543	<p>I If a student is involved in five incidents in a single school year involving the use of physical restraint or seclusion, the student’s Individualized Education Plan team shall review and revise the student’s behavior intervention plan to include any appropriate and necessary behavioral supports. <u>Thereafter, if the student's challenging behavior continues or escalates requiring repeated use of seclusion or physical restraint practices, the special education director or his designee shall review the student's plans at least once every three weeks.</u></p> <p>J. The documentation compiled for a student who has been placed in seclusion or has been physically restrained and whose challenging behavior continues or escalates shall be reviewed at least once every three weeks.</p>	Specifies the requirement that the special education or designee must review the IEP once every three weeks if behaviors continue

Recommended Policy Changes

Location	Recommended Change	Reason for Change
Bulletin 1706 Section 543	K. The guidelines and procedures shall be provided to <u>the state Department of Education</u> , all school employees and every parent of a child with a disability. <u>The guidelines and procedures shall also be posted at each school and on each school system's website.</u>	Clarifies that policies must be posted on each LEA's website and at each school and provided to the DOE
	L. The governing authority of each public elementary and secondary school shall report all instances where seclusion or physical restraint is used to address student behavior to the <u>state Department of Education through the Special Education Reporting (SER) System</u> . <u>At a minimum, all instances must be reported on a monthly basis.</u>	Clarifies that incidents must be reported through SER
	M. The <u>state Department of Education, using the data elements collected in SER</u> , shall maintain a database of all reported incidents of seclusion and physical restraint of students with disabilities and shall disaggregate the data for analysis by school, student age, race, ethnicity, and gender, student disability, where applicable, and any involved school employees.	

Recommended Policy Changes

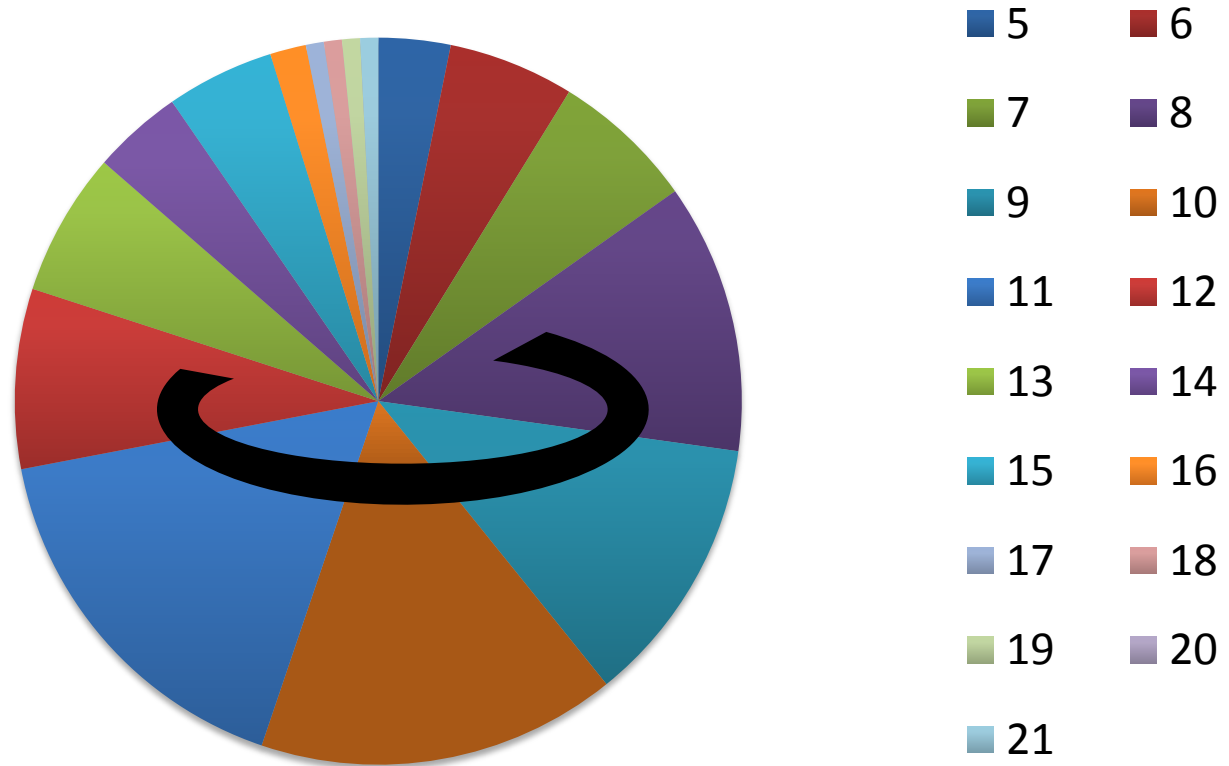
Location	Recommended Change	Reason for Change
Bulletin 1706 Section 543	<p><u>N. Based upon the data collected, the state Department of Education shall annually compile a comprehensive report regarding the use of seclusion and physical restraint of students with exceptionalities, which shall at a minimum include the following:</u></p> <ol style="list-style-type: none"><u>1. The number of incidents of physical restraint disaggregated by school system; student age, race, ethnicity, gender, and student disability classification.</u><u>2. The number of incidents of seclusion disaggregated by school system; student age, race, ethnicity, gender, and student disability classification.</u><u>3. A list of the school systems and charter schools that have complied with the reporting requirements pursuant to paragraph 2 of this subsection.</u> <p><u>O. The state Department of Education shall post the annual report pursuant to O. of this section on its website and submit a written copy to the Senate and House committees on education and the Advisory Council on Student Behavior and Discipline established pursuant to R.S. 17:253.</u></p>	Clarifies DOE reporting requirements

Act 522 (2016)

- During the 2015-2016 school year all school systems were required to report any instance of seclusion or restraint exceeding five minutes in any given hour through new fields in the special education reporting system (SER)
- 1,181 incidents of seclusion and restraint involving 207 students were reported to the LDOE

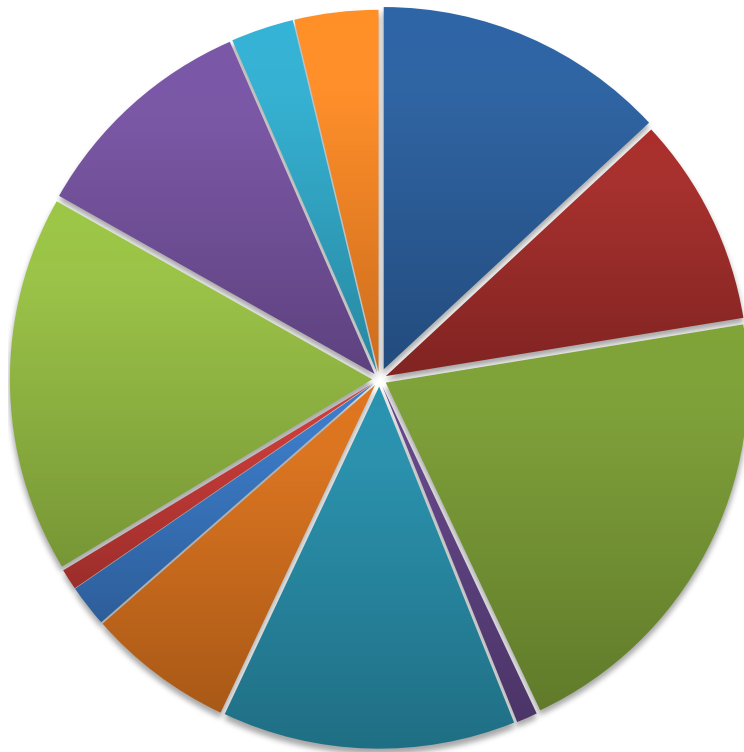
Initial Statewide Analysis

Incidents by Age



Initial Statewide Analysis

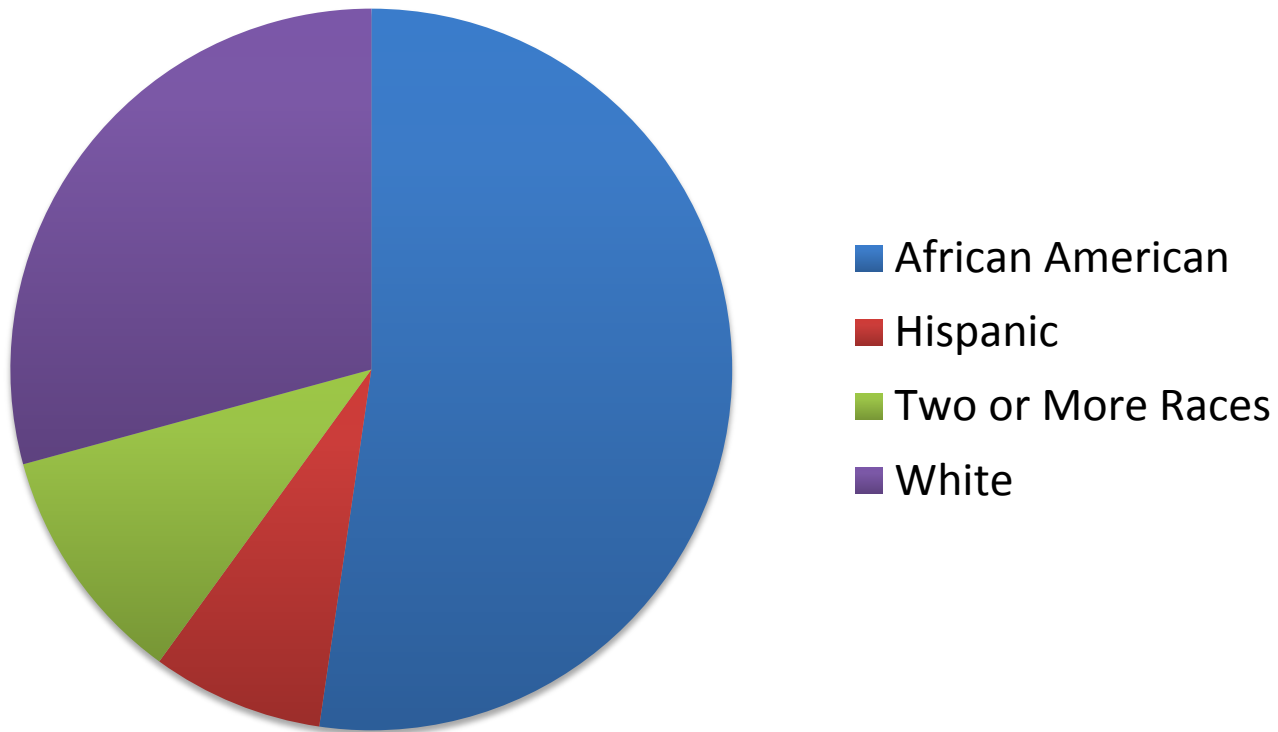
Incidents by Disability Classification



- Autism
- Developmental Delay
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability- Mild
- Intellectual Disability- Moderate
- Intellectual Disability - Severe
- Multiple Disabilities
- Other Health Impairment
- Specific Learning Disability
- Speech and Language Impairment
- Visual Impairment

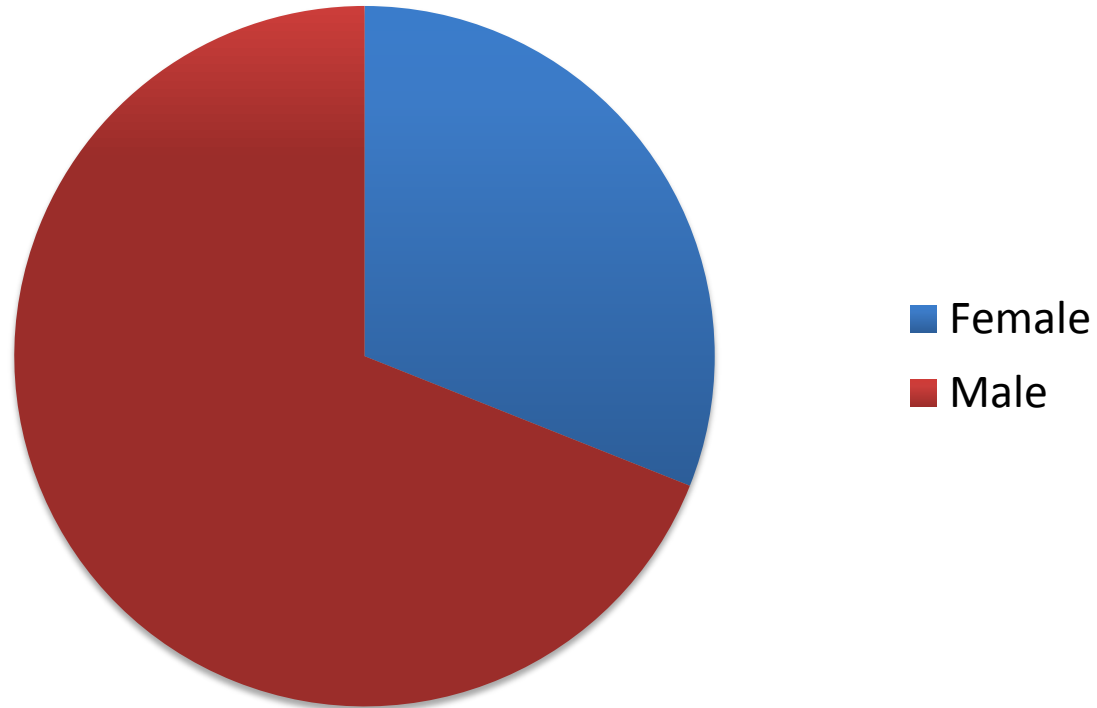
Initial Statewide Analysis

Incidents by Ethnicity



Initial Statewide Analysis

Incidents by Gender



Initial Statewide Analysis

- Results from the 2015-2016 school year show:
 - The majority of incidents of seclusion and restraint happened with students ages 8-12
 - The majority of students involved in incidents of seclusion and restraint were African American males

Act 522 (2016)

- Reporting Requirements:
 - Number of incidents of physical restraint disaggregated by school system, age, race, ethnicity, gender, and student disability classification
 - Number of incidents of seclusion disaggregated by school system, age, race, ethnicity, gender, and student disability classification
 - List of school systems and charter schools that have complied with the reporting requirements

Discussion on the Implementation of Act 303 (2016)

Objectives

- Review requirements of the law
- Provide feedback on [draft policy recommendations](#)

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 students medical or special education history prior to enrolling in the school

Recommended Policy Changes

Location	Recommended Change	Reason for Change
Bulletin 741 Section 2318	<p><u>D.Exceptions for Certain Students with Exceptionalities</u></p> <p><u>1.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 his city, parish, or other local public school board to determine if he is eligible to receive a high school diploma pursuant to this subsection.</u></p> <p><u>2.Petitions made pursuant to his subsection shall be submitted to the local school board by no later than December 31, 2017.</u></p> <p><u>3.A person receiving a diploma pursuant to this section shall not be counted as a graduate in any graduation rate calculations for affected schools and districts, including calculations for any prior year. A petition shall be submitted to the local school board by December 31, 2017.</u></p>	Add language to reflect opportunities outlined in Act 303 (2016)



Discussion of Alignment Process for Students with Significant Cognitive Disabilities and English Language Learners

Objectives

- Understand process and timeline for ensuring Louisiana learning standards are aligned and accessible to all students

Context

- ✓ No Child Left Behind Act (2001)
- ✓ Louisiana Grade-Level Expectations developed (2003)
- ✓ English Language Proficiency standards revised (2004)
- ✓ English Language Development Assessment redesign (2006)
- ✓ Extended Standards developed for students with significant cognitive disabilities (2007)
- ✓ Louisiana Alternate Assessment 1 redesign (2008)
- ✓ Louisiana Student Standards in English Language Arts and Math standards finalized (2016)

Alignment to Louisiana Student Standards

During the 2015-2016 school year, Louisiana underwent a professional review of the state's academic content standards for English Language Arts (ELA) and mathematics to ensure the State maintains strong expectations for teaching and learning aligned with college and workplace demands. Click [here](#) for details on this process.

Over 100 Louisiana educators, as well as representatives from Louisiana universities, business and industry, and parent groups, participated in the review and development of new standards for [ELA](#) and [math](#).

Following the conclusion of the review process, the Department released a request for proposals to seek a vendor to provide a Louisiana-specific test called LEAP 2025 with questions based on Louisiana's Student Standards.

Alignment to Louisiana Student Standards

The next step in this process is ensuring that Louisiana's Student Standards for math and English language arts can be accessed by every learner, including English language learners (ELLs) and students with significant cognitive disabilities (SWSCDs).

To complete this process, Louisiana will facilitate an alignment process that will allow all students to access Louisiana's Student Standards.

Guiding Principles for the Alignment Process

Equity – Provide the right level of support to keep students on track with their grade-level peers

Alignment & Rigor - Pacing, amount, and focus are the components that adjust, not the high expectations we hold for all students

Inclusion - Equitable, aligned goals for students provide teachers with better avenues for inclusive practices

Student achievement -performance will rise with students accessing grade-level academic content and achievement gaps will close

Process

Timeline	Overview	Objective
July	Initial stakeholder discussions	Discuss process, timelines, and guiding principles with stakeholders
August	Alignment proposal	Work with stakeholders and experts to determine alignment approach
September-October	Public comment/ survey period	Solicit public feedback on proposal
November	Finalize proposals	Review public feedback (in-person, virtual opportunities) and finalize proposals
December	Alignment and alternate assessments proposal finalized and recommended to BESE	Adopt proposal

Stakeholder Engagement

English Language Learners	Special Education
District Academic Officers ELL Directors ELL Educators Families and Family Groups Students Nuestra Voz Community Advocacy Vayla Representative Community Advocacy Superintendents and Charter School Leaders	Special Education Directors Special Education Educators Families and Family Groups Students LASARD DD Council Higher Education Special School District Mental Health/ DHH groups Louisiana Rehabilitation Services Advocacy Center Superintendents and Charter School Leaders Special Education Advisory Panel Related Service Providers



Discussion on Strategies to Increase Special Education Teacher Certification

Objectives

- Understand the history of the Believe and Prepare Program
- Understand how IDEA funds will be used to support increasing the number of teachers prepared to support students with special needs

Preparing Louisiana's Next Generation of Teachers for Success on Day One

In 2014, Louisiana educators shared that **aspiring teachers need preparation experiences that develop the practical knowledge and skills that lead to success in the classroom.** Specifically, teachers and district personnel say that **new teachers typically struggle** to:

- Effectively teach students with diverse needs
- Differentiate instruction to teach all students

Teacher preparation experiences that are based on current expectations for students and teachers, provide ample time to practice with expert teachers, and that are supported by academic research will ensure that all teachers are prepared for success on day one in a Louisiana classroom.

- Research suggests that teacher effectiveness is the most significant determinant of student learning outcomes aside from students' family and home life (DeMonte, 2015, and Hanushek, 2011).
- Research also suggests that competency-based preparation programs that include residency experiences in classrooms can serve as a driver of teacher effectiveness (Staub & Frank, 2015, and Silva, et al, 2014).

Phase One: Piloting and Developing Practice (2014-2016)

The first cohort, launched in 2014, included:

- 5 school districts
- 2 charter school organizations
- 5 preparation providers

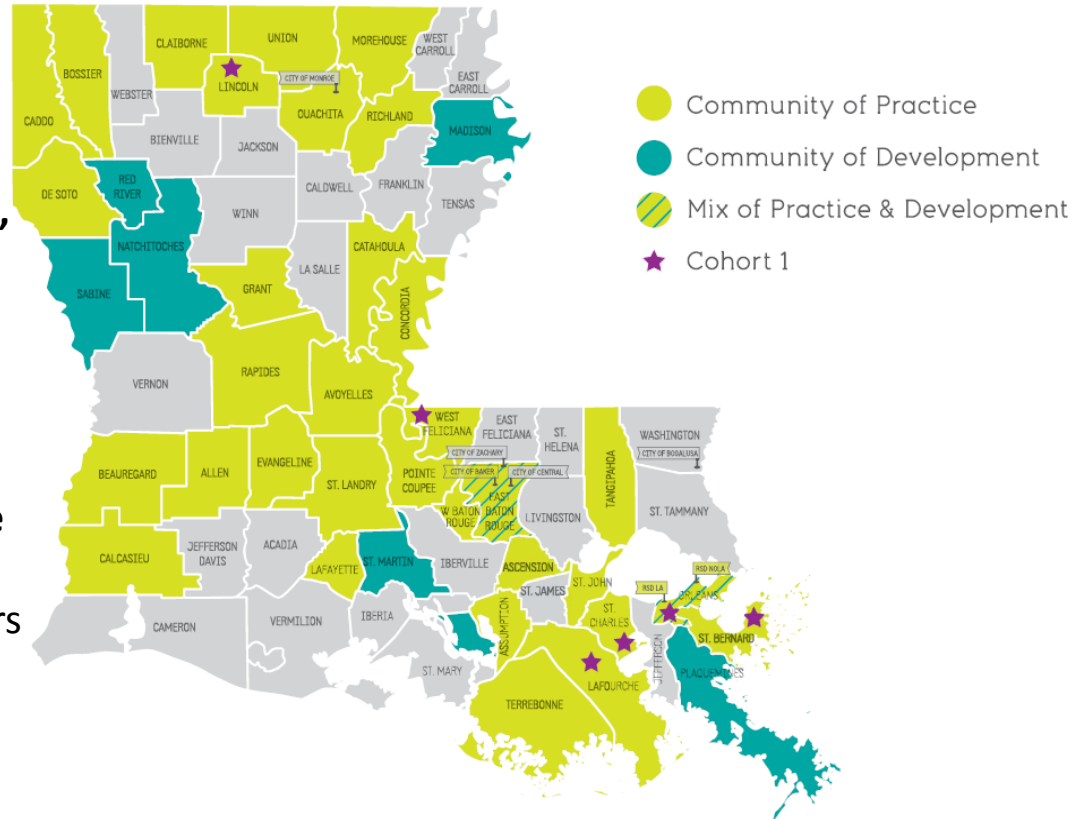
After two additional rounds of grant-making, the community now includes:

- 41 school districts
- 17 charter school organizations
- 24 preparation providers

By 2016-2017, Believe and Prepare pilots are projected to have*:

- Identified and trained 821 mentor teachers
- Placed 802 undergraduate and alternate teacher residents

*Projections based on April 2016 pilot grant reports.



Phase Two: Piloting and Developing Teacher Preparation Policy (2016-2021)

At the joint meeting on June 22, BESE endorsed and the Board of Regents supported two motions relative to the teacher licensure and preparation policies that have been under discussion with preparation providers and their district partners.

- **Motion One** provides for the consideration and endorsement of a competency-based teacher certification structure that includes a full-year fiscally sustainable residency
 - *A workgroup comprised of representatives from six preparation providers, the Department, the Board of Regents, and BESE is currently examining costs of residencies. A report will be shared in late July.*
- **Motion Two** provides for the consideration and endorsement of updates to requirements for the approval of teacher preparation programs and an accountability system for all state-approved teacher preparation programs in Louisiana

Phase Two: Support for Implementation (2016-2021)

In addition to \$5 million already dedicated to pilots, and pending BESE approval, BESE and the Department will provide \$8.9 million over the next three years in state and federal funds to directly support preparation providers, mentor teachers, and residents.

- \$4.2 million committed to a resident scholarship fund
- \$4.4 million committed to preparation providers through additional rounds of Believe and Prepare grants in which preparation providers may serve as the lead applicant
- \$300,000 committed to support for mentor teachers and technical assistance for preparation providers

A portion of these funds in the 2016-2017 year are IDEA funds and are dedicated to:

- Scholarships for yearlong residents pursuing certification in special education
- The expansion of competency-based preparation experiences that prepare *all* teachers to teach students with exceptionalities

Appendix

At the joint meeting on June 22, BESE endorsed and the Board of Regents supported two motions relative to the teacher licensure and preparation policies that have been under discussion with preparation providers and their district partners:

Motion One: To endorse, as presented, the creation and implementation of a competency-based certification structure, given all appropriate resources, requiring completion of a competency-based curriculum and successful demonstration of mastery of competencies, embedding meaningful clinical experiences, and incorporating a full-year fiscally sustainable residency, including but not limited to the following:

- Timeline for BESE policy changes
- Timeline for districts and universities to meet in order to realign teacher preparation programs
- Timeline for implementation
- The formation of a workgroup to examine current and potential costs for full-year residencies

Appendix

Motion Two: To endorse, as presented, the creation and implementation for approval of teacher preparation programs and an accountability system that is aligned to Louisiana policies and that objective evaluates the effectiveness of all state-approved teacher preparation programs in Louisiana, including but not limited to the following:

- The formation of a small work group to consider the teacher preparation accountability system
- The presentation of a report to BESE and BOR regarding available and sustainable resources
- Timeline for BESE policy changes