

# Louisiana Believes

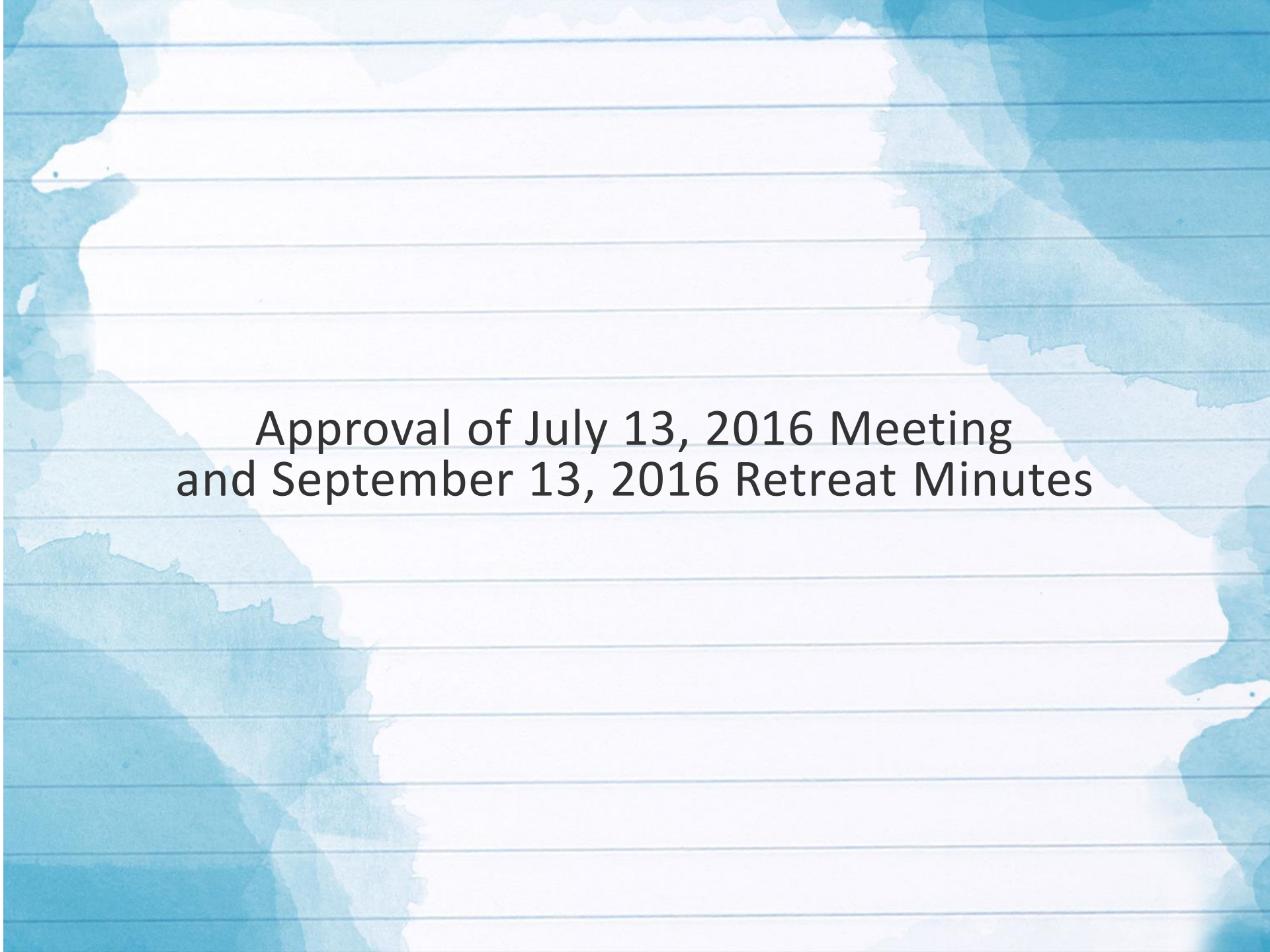
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**Special Education Advisory Panel Meeting  
October 5, 2016**

# 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 July 13, 2016 Meeting and September 13, 2016 Retreat Minutes

# Objectives

- Approve [minutes of July 13<sup>th</sup> meeting](#)
- Approve [minutes of September 13<sup>th</sup> retreat](#)

# Discussion Regarding Panel Membership Updates

# Objectives

- Review and adopt recommended membership rotation process

# 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

## [SEAP bylaws](#) state:

- Panel members will serve 3 year terms (each term begins on July 1<sup>st</sup> 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)

# Membership Recommendations

In order to establish a one third rotation over the next three years, the following guiding principles were used:

- equal distribution of roles over the three year cycle
- diversity in roles assigned to each rotation year
- individuals assigned to rotation year based on appointment date and role they represent on the panel

2017	2018	2019
Parent- <i>Rana Ottallah</i> (2012)	Parent- <i>Patsy White</i> (2012)	Parent- <i>Laura Nata</i> (2015)
Administrator- <i>Susan Vaughn</i> (2012)	Parent- <i>Melvin Porter</i> (2014)	Parent- <i>Sabrina Langley</i> (2016)
Teacher- <i>Amanda Trahan</i> (2012)	Administrator- <i>Bonnie Buckelew</i> (2012)	Charter School Rep- <i>Andrea Bond</i> (2014)
Private School Rep- <i>Kimberlee Gazzolo</i> (2012)	LEA McKinney-Vento Rep- <i>Pittre Walker</i> (2012)	Teacher- <i>Lyndsey Jackson</i> (2016)
Higher Ed Rep- <i>Paul Mooney</i> (2013)	Individual with a disability- <i>Lynette Fontenot</i> (2013)	State Juvenile and Adult Corrections Rep- <i>VACANT</i>
State Child Welfare Foster Care Rep- <i>Toni Buxton</i> (2014)	State Rep Responsible for Related Services- <i>Mark Martin</i> (2012)	Rep of vocational, community, or business providing transition- <i>Libby Murphy</i> (2015)

(year) represents the year the member joined the panel



# Discussion of Parent Involvement in the IDEA Monitoring Process

# Objectives

- Understand opportunities for parents to engage in IDEA monitoring

# IDEA Monitoring

Parents must be actively involved throughout the evaluation and IEP process and all monitoring activities check for this involvement.

One Way Communication	Student-Level Decision Making and Planning
Prior Written Notice	Consent to evaluation
Procedural Safeguards Notice	Eligibility determination
	Consent to services
	Parent as IEP team member
	Education placement decisions

# IDEA Monitoring

Parents continue to have multiple opportunities to engage in the IDEA monitoring process:

Practices Under Previous Policy	
All Parents	Targeted Parents
Voluntarily attend parent focus group facilitated by parent team members	Participate in phone or face to face interviews facilitated by parent team members
Practices Under Recommended Policy	
All Parents	Targeted Parents
Voluntarily attend parent focus group facilitated by individuals authorized by the state	Participate in phone or face to face interviews facilitated by individuals authorized by the state



# 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 future engagement and feedback

## 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.

# 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

# Background

- The Louisiana State Standards were revised in the Spring 2016 with the next step of aligning the Extending Standards.
- The LDOE completed a comparative analysis of the Louisiana Student Standards, the Louisiana Extended Standards, and The National Center and State Collaborative (NCSC) Core Content Connectors to develop a draft of aligned standards for students with significant cognitive disabilities.

## Alignment Approach - ELA

- 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.

## Alignment Approach- Math

- The analysis showed that there is some, but not complete alignment between the Louisiana Student Standards and the NCSC core connectors.
- There were more substantive differences in a few early-grade standards, as well as at the high school level.
  - e.g. standards about money and time moving from 2<sup>nd</sup> to 1<sup>st</sup> grade
  - e.g. standards in conceptual domains rather than subject areas at the high school level

# Branding

- Historically, the learning expectations for students with significant cognitive disabilities have been defined as the Extended Standards and the Louisiana Alternate Assessment Level 1 (LAA1). Is this still the appropriate name?

<b><u>Standards</u></b>	<b><u>Assessment</u></b>
<b>Current</b>	
Extended Standards	LAA 1
<b>Proposed</b>	
Louisiana Learning Connectors	LEAP Connect

# Timeline and Engagement Process

Timeline	Overview	Objective
July	<i>Initial stakeholder discussions</i>	<i>Discuss process, timelines, and guiding principles with stakeholders</i>
August	<i>Alignment proposal</i>	<i>Work with stakeholders and experts to determine alignment approach</i>
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 finalized and recommended to BESE	Adopt proposal



# Discussion of Teacher Preparation Policy and Support

# Objectives

- Understand [teacher preparation and licensure policies](#) that BESE will consider at their October meeting
- Discuss the need to streamline licensure process for ABA therapists and school psychologists

# Upcoming Changes to Bulletin 746

## State Certification Regulations

### Certified Behavior Analyst 421.G.

- In 2011 the Certified Behavior Analyst was added to 746 to recognize ABA therapists working in the schools, certifications were managed nationally
- In 2013 the LA legislature passed the Behavior Analyst Practice Act which created a board to oversee licensing and state certification
- Bulletin 746 needs to be revised to reflect the responsibilities of this board

### School Psychologist 415.D.

- last revised 2006
- Revisions necessary to ensure certification for school psychologists aligns with our state law at R.S. 17:7.1.D which states that our requirements shall not be less than those requirements established by National Association of School Psychologists (NASP).



# Discussion of Louisiana's Every Student Succeeds Act Draft Framework

# Draft Framework

- Understand [Louisiana's ESSA draft framework](#)
- Understand opportunities for additional feedback and engagement

## Next Steps