

Louisiana Believes

Special Education Leader Webinar
April 2020

Agenda + Logistics

- I. COVID-19 Updates**
- II. School System Planning**
- III. Graduation Pathways**
- IV. Teaching and Learning**
- V. Data Systems / SER Updates**
- VI. Measuring Results**
- VII. Closeout**

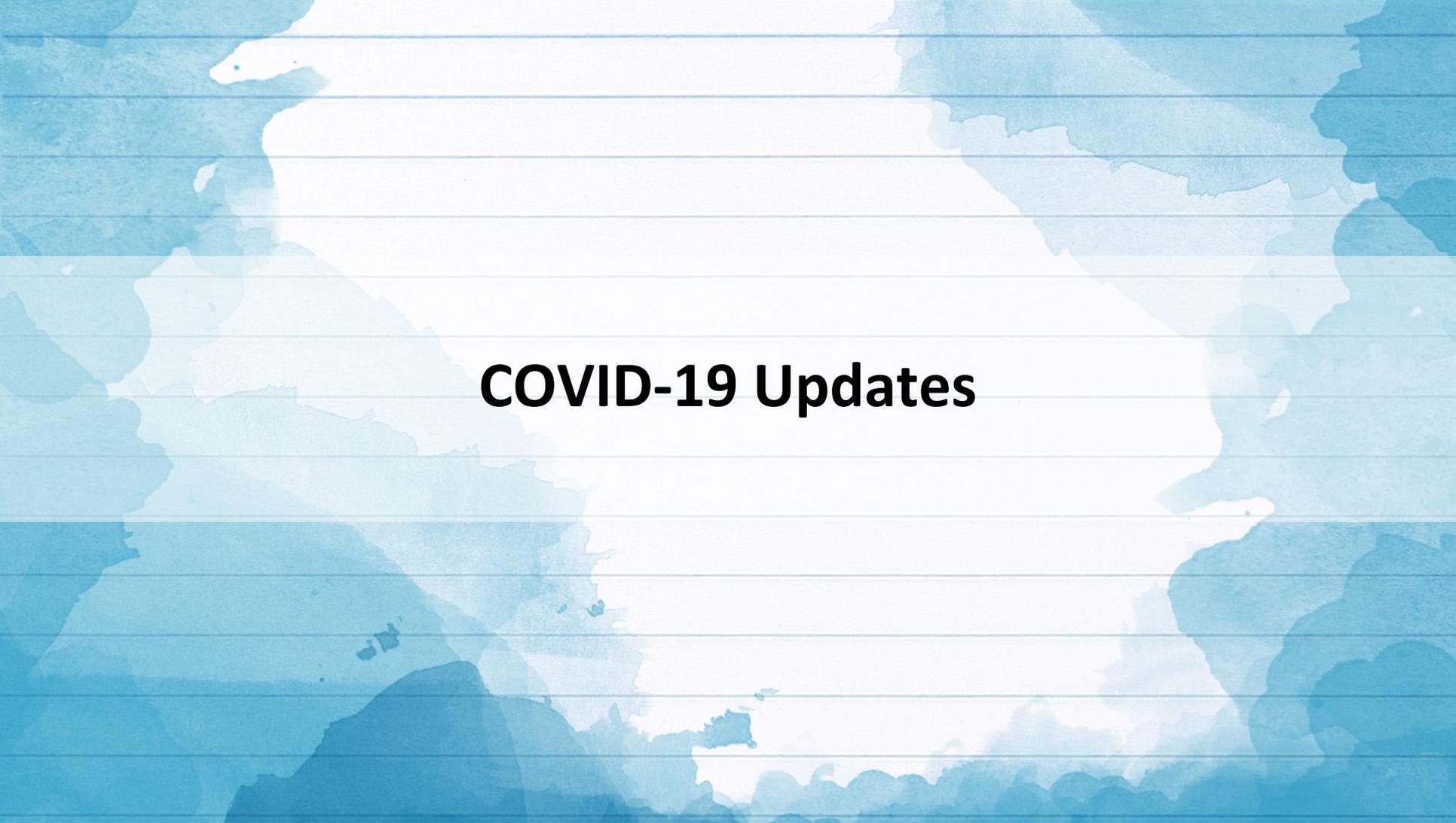
Logistics

If you are experiencing audio difficulties, please make sure that your speakers are on and that your volume is at a suitable level.

The call will be in the listen only mode to ensure we get through the information. Please type questions into the chat box as we go along.

Dial in by phone: 646 876 9923

Meeting ID: 836 904 974

The image features a world map centered on the Atlantic Ocean, rendered in a light blue watercolor style. The map is overlaid with horizontal light blue lines, similar to lined paper. The text "COVID-19 Updates" is centered on the map in a bold, black, sans-serif font.

COVID-19 Updates

COVID-19 Information and Resources

In response to the ongoing health crisis, all public schools in the state of Louisiana are currently closed.

Please reference the Department's [COVID-19 Information and Resources webpage](#) for regularly updated guidance. Review the [K-12 Frequently Asked Questions](#) document that is specific to the concerns of school systems for the most up-to-date information as the coronavirus impact becomes better known. Child care providers should refer to the [Early Childhood Frequently Asked Questions](#) for guidance. For education-specific questions, contact ldoecovid19support@la.gov.

Please contact the Louisiana 211 Network by dialing 211 with questions about coronavirus, or text the keyword LACOVID to 898-211 for the most current information about the outbreak as it becomes available.



Continuous Learning for Students with Disabilities During School Closure Resources

Last week, the Department released a suite of resources to support school systems in providing special education in a continuous learning environment. The resources are located on the Department's [COVID-19 web page](#) and the [Students with Disabilities web page](#).



**CONTINUOUS
EDUCATION
• RESOURCES •**

ACADEMIC SUPPORTS FOR STUDENTS WITH DISABILITIES	SPECIAL EDUCATION TIMELINES AND DOCUMENTATION
Continuous Education for Students with Disabilities: Accessibility of Instructional Materials PDF	Family Toolbox: Ways to Support Students with Disabilities During School Closures PDF PDF
Continuous Education for Students with Disabilities: Accommodations PDF	IDEA Timelines and Documentation During Extended School Closures PDF PDF
Continuous Education for Students with Disabilities: Direct Services PDF	Individual Contingency Plan for Continuous Learning

Continuous Learning for Students with Disabilities

The Department released a suite of tools to support school systems in planning for continuous learning, including:

- [Louisiana Continuous Education Toolkit: Guidance and Tools](#)
- [Louisiana Continuous Education Toolkit: Academic Resources](#)
- [Louisiana Continuous Education Toolkit: Staffing](#)

Each of these resources includes specific guidance for students with disabilities.

Additionally, the Department has developed stand-alone special education documents on [Accessibility of Instructional Materials](#), [Accommodations](#), and [Staffing Guidance](#).



- [Louisiana Continuous Education Toolkit - Staffing PDF](#)
- [Louisiana Continuous Education Toolkit - Guidance and Tools PDF](#)
- [Louisiana Continuous Education Toolkit - Academic Resources PDF](#)
- [Continuous Education for Students with Disabilities: Direct Services PDF](#)
- [Family Toolbox: Ways to Support Students with Disabilities During School Closures PDF](#)
- [IDEA Timelines and Documentation During Extended School Closures PDF](#)

Continuous Learning for Students with Disabilities: Direct Services

The [Continuous Learning for Students with Disabilities: Direct Services](#) guide builds on the [Continuous Education Toolkit](#) to support school systems in adapting direct services to continuous learning.

The guide provides:

- A three-step process to identify resources, develop an approach, and implement remote direct services, and
- Concrete resources and other tools to guide the planning process.

CONTINUOUS EDUCATION FOR STUDENTS WITH DISABILITIES • DIRECT SERVICES •

CONTENTS

- [Introduction](#)
- [Step 1: Identify Resources](#)
 - » [Review Direct Service Provider Caseloads](#)
 - » [Identify Technology Resources for Direct Services](#)
 - » [Assess Student/Family Needs](#)
- [Step 2: Develop Approach](#)
 - » [High-Tech Option](#)
 - » [Low-Tech Option](#)
 - » [Communicate with Students and Families](#)
- [Step 3: Implement Remote Direct Services](#)
 - » [Service Delivery Schedule](#)
 - » [Student Engagement](#)
- [Additional Direct Service Resources](#)

Family Toolbox: Ways to Support Students with Disabilities During Extended School Closure

There are many ways families can support students with disabilities with continuous education during extended school closure. The [Family Toolbox](#) provides strategies and resources for families in the following areas:

- Organization,
- Accommodation and Accessibility,
- Lesson Help,
- Supplemental Learning,
- Communication, and
- Non-Internet Resources.

CONTINUOUS EDUCATION FOR STUDENTS WITH DISABILITIES

• FAMILY TOOLBOX •

During extended school closure, schools may offer opportunities for students to learn from home. While families are not responsible for providing IEP services to their students with disabilities during school closure, there are many ways families can support learning at home. This document provides you, as a family member of a student with a disability, a quick overview of ways you can support your child's learning during school closure.¹

ORGANIZATION

Maintaining a consistent routine is important for helping children feel stable during school closure.

- Set up a daily routine and schedule. Be sure to include time for breaks.
- Use a calendar or day planner to keep track of daily activities. Many children with disabilities, especially younger ones, respond well to a visual schedule that uses pictures to keep track of upcoming activities.
- For students who need more help staying focused, you can use an [online visual countdown timer](#).
- Limit distractions and arrange a quiet space for your child to work.
- Reward your child for time on-task or finishing assignments. Use activities that they enjoy as rewards.

ACCOMMODATION AND ACCESSIBILITY

Your child's Individualized Education Plan (IEP) or Section 504 plan lists the accommodations that help them succeed at school. During school closure, it is important to know your child's accommodations and practice using them at home.

- Review your child's Individualized Education Plan (IEP) or Section 504 plan if you have it at home. If you do not have the IEP or 504 plan at home, email your child's teacher.
- Common accommodations include extra time, small group activities, and frequent breaks. Break tasks or assignments into smaller pieces and have your child take breaks as needed. Breaks can be physical or quiet and relaxing.
- If your child uses assistive technology for schoolwork, help them use it to learn from home. For example, they might use speech to text software, a calculator, or other specific apps.
- Remember that you know your child best. Are there supports they need to help them pay attention? Would it be helpful to have headphones? A fidget toy? Highlighters?
- Students with significant disabilities may have multiple, complex accommodations. Families should assess what is being asked of them; determine their own abilities and resources; advocate for what they need; and ask for realistic expectations and activities for supporting their children during this time.

LESSON HELP

Some schools are offering schoolwork for students to complete from home during school closure. You can support your child's learning by guiding them through assignments.

- Prepare your child for learning by telling them why the work is important, what they will learn and what activities they will complete.

1 The information in this document is a summary and does not provide every detail, exception or circumstance. Nothing in this document is intended to state new law or supplant any federal or state laws, regulations or requirements.

CONTINUOUS EDUCATION FOR STUDENTS WITH DISABILITIES: FAMILY TOOLBOX MARCH 2020 1



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Special Education Compliance During Extended School Closure

The [Special Education Compliance During Extended School Closure](#) resource supports special education leaders to understand key actions to take during the extended school closure and when school resumes.

Early next week, the Department will release updates to this resource with additional information on

- Act 833,
- Part C to B, and
- Section 504.



IDEA Timelines and Documentation During Extended School Closures

Overview

As school facilities across the state are closed to prevent the spread of COVID-19, the well-being of students, teachers, and staff remain top priority. When school facilities close, the work of educators does not stop. School systems¹ must continue to provide a free and appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services to these students.²

This document is intended to help school systems understand key actions special education leaders should take during the extended school closure and when school resumes.³ These actions will help school systems continue to provide special education and related services in a continuous learning/distance learning environment, and maintain special education compliance and timelines.

In general, school systems should develop a plan to support maintaining IDEA timelines and, if a delay occurs, clearly document the details, the extent of the delay, and any plan to move as quickly as possible to prevent any further delay. School systems should consult their legal counsel for advice on specific or unique circumstances.

Individual Contingency Plan for Continuous Learning

School systems should continue to provide special education and related services to students with disabilities to the extent possible, though extended school closure may affect how such services are provided.

If a school system needs to modify the special education and related services in an IEP to adapt to student needs for continuous learning, the school system should notify the parent or guardian (e.g. call or email to discuss) of the modification and obtain agreement.

- If the parent or guardian agrees to the modification without convening the IEP team, **document the modification through an IEP amendment or an individualized log**. This document should be retained by the school system as part of a student's IEP and included in the IEP folder.
- If the parent or guardian does not agree to the modification or requests an IEP team meeting, an IEP team meeting would need to be held. As noted above, IEP team meetings can be conducted virtually or by phone.

Individual Contingency Plan for Continuous Learning

The Department has released the individual contingency plan [template](#). This is a **new, optional tool** to help school systems document the special education and related services provided to students with disabilities during the extended school closure.

- School systems may use this template to create a form that documents the temporary individualized plan to provide special education services to a student with a disability during the extended school closure as reasonably and safely as possible.
- It may be used to document services that will be provided so there is clarity for both parents/guardians and educators during the extended school closure.

This is an illustrative document and school systems should modify the template as directed by their special education professionals.

USDOE Fact Sheet

Yesterday, the US Department of Education (USDOE) released a [Fact Sheet: Select Questions Related to Use of Department of Education Grant Funds During the Novel Coronavirus Disease 2019](#).

Paying employees funded through IDEA. USDOE states that school systems can generally continue to charge the compensation (including but not necessarily limited to salaries, wages, and fringe benefits) of its employees who are paid by a currently active grant funded by USDOE to that grant, consistent with the organization's policies and procedures for paying compensation from all funding sources, Federal and non-Federal, under unexpected or extraordinary circumstances, such as a public health emergency like COVID-19.

See the fact sheet for additional, detailed information and additional questions and answers.

School System Planning

HCS Updates

The Department's High Cost Services (HCS) grant provides additional funding for high-cost special education services for students with disabilities. This grant is funded through the state's IDEA allocation and Minimum Foundation Program (MFP) formula.

The Department would like to share the following updates:

- Round 2 allocations will be available by mid to late April. The Department will notify school systems on the eGMS login page and in the school system newsletter.
- The allocations for HCS Round 1 have been loaded in eGMS. School systems must now create a budget by creating an amendment in HCS Round 1 application.
- Amendment 1 must be created in order to budget for all students for whom an allocation was received.

ISIS to LaGov Transition

The Louisiana Division of Administration is phasing out its current payment system, ISIS, on June 30, 2020. After this deadline, all payments from the Department will be made through the LaGov system.

School systems should plan to spend down all 2019-2020 Round 1 and Round 2 HCS funds before the system change on June 30. If federal funds are not spent by June 30, school systems will have to submit an HCS transition application in order to spend the remaining funds.

Teacher Leader Summit

In light of ongoing COVID-19 health concerns and at the direction of local and national authorities, the 2020 Teacher Leader Summit will not occur this May, as scheduled.

The Department will shift to a virtual session presentation platform for as many sessions as possible. Additional details, including the list and schedule of these sessions, will be announced soon via upcoming newsletters.

All registrants will automatically be unregistered from the event. Those who paid for a ticket will automatically receive a refund, by the end of April to the card on file. Confirmation of the cancellation will be sent to the purchaser's email address.

The Department will cancel all hotel rooming blocks listed in the [Overview Document](#). However, individuals should contact the hotel directly if they require proof of cancellation.

FFY 2020 State Level IDEA Grant Application

Timeline	Milestone
February 4 – February 21, 2020	Public survey open: FFY 20 IDEA funding priorities
February – Early March 2020	Development of draft application
February – April 2020	Stakeholder discussions
March 13, 2020	Draft application posted*
March 25, 2020	SEAP Meeting and 30-day public comment period opens*
April – May 2020	Final revisions to application
May 15, 2020	Grant application finalized and mailed to USDOE

*Draft application and public comment forms will be available on the [special education funding page](#).

SPED Fellow Applications

[SPED Fellow](#) is a year-long, comprehensive development program for novice special education leaders (administrators) across the state. SPED Fellow will instill the knowledge and skills the next generation of special education leaders need to lead and sustain change to improve outcomes for students with disabilities. The pilot cohort of the fellowship will run in 2020-2021.

The Department will select up to 15 novice SPED Leaders who are ready to improve their instructional leadership and increase their influence in the special education field. Interested Fellows will participate in a competitive selection process.

The [application](#) for the SPED Fellow will open on **April 15**. More information can be found on the [SPED Fellow web page](#).

SEAP Vacancy Announcement

The Special Education Advisory Panel (SEAP) advises the Department on the provision of free and appropriate public education (FAPE) for children with disabilities and provides guidance on special education programs and services. The panel is now accepting [applications](#) for members to serve 3-year terms beginning July 1 in the following roles:

- Parent of a child with a disability
- Teacher
- Administrator of a program for children with disabilities
- Representative of a private school
- Representative of an institution of higher education that prepares special education and related services personnel
- Representative of the State juvenile or adult corrections agency

Prospective members should email applications to specialeducation@la.gov by **Friday, May 8**.

Graduation Pathways

Regulatory Flexibility Guidance Senior Course Credit and Graduation

The [Regulatory Flexibility Guidance: Senior Course Credit and Graduation](#) resource supports school systems in navigating graduation pathways during school closure. Topics include:

- Course Credit
- Assessment and Accountability
- Graduation and Diploma Information
- Student Transcript System/Reporting Requirements
- Taylor Opportunity Program for Students (TOPS) Information for Students
- Regulatory Flexibility



April 2020
Regulatory Flexibility Guidance
Senior Course Credit and Graduation

Due to the current COVID-19 concerns and subsequent [proclamation](#) by Gov. John Bel Edwards to close all public school facilities to students extended until April 30, 2020, the Louisiana Board of Elementary and Secondary Education (BESE), the Board of Regents, the Governor and the U.S. Department of Education (USDOE) have granted regulatory flexibilities that enable students to complete the school year and graduate without penalty. The following Q&A is designed to guide school systems.

[Course Credit](#)
[Assessment and Accountability](#)
[Graduation and Diploma Information](#)
[Student Transcript System/Reporting Requirements](#)
[Taylor Opportunity Program for Students \(TOPS\) Information for Students](#)
[Regulatory Flexibility](#)

Course Credit Guidance

Q: What options can schools provide to help students meet credit requirements?

A: School systems should determine if students have demonstrated proficiency in the grade-level content and/or courses to award credit. If it is determined that they have not, schools can provide options that can help students meet credit requirements via distance learning options, online coursework, written work packets, project-based learning, portfolios, proficiency exams, or work-based learning (where current high school course standards align with a student's job).

Q: What proficiency exam options are available for seniors?

A: There are no current waivers for proficiency exam requirements. Instructional minute requirements have been waived for B.1 of Bulletin 741 §2314 Carnegie Credit and Credit Flexibility.

Teaching + Learning

Updated GOLD OSEP COVID-19 Guidance

TS GOLD OSEP Administrators should follow the same process for completing intended exit assessments for any children that would have been exited as a result of a withdrawal from Early Childhood Special Education (ESCE) services or within six weeks of the child's 6th birthday.

- Administrators are encouraged to use any data collected during the winter checkpoint and input into the OSEP license to use as a final rating for this school year.
- Even if an administrator is exiting the child now, an exit assessment should include the end of the school year date and all ratings should be finalized before completing the exit assessment.

Now Recruiting: LEAP 2025 Assessment Development Educator Review Committees

LEAP 2025 Assessment Development Educator Review Committees will convene from June through September. Selected educators will review potential assessment items.

Interest survey links and specific information about the different committees can be found at [Assessment Development Educator Review Committees](#) in the [Assessment Guidance Library](#).

Interested educators should complete surveys by **April 19** for LEAP 2025 ELA and Math Alignment Review committees. The facilitating vendor will provide/reimburse lodging, meals, mileage and stipend/substitute, as needed.

The background of the slide is a watercolor-style illustration. It features a central white area that tapers towards the top and bottom, creating a sense of depth. This white area is surrounded by soft, blended washes of light blue and teal. The colors are more saturated and darker towards the edges, creating a frame-like effect. The overall aesthetic is clean, modern, and professional.

SER/Data System Updates

Special Education Reporting (SER) Deadlines

Date	Action Item
Friday, April 24, 2020	Reports to run and verify: Reevaluation Management Roster for 2019-2020; Developmental Delay Turning 9; IEP / Services Plan Management Roster; Purge Report
Wednesday, April 29, 2020	Begin verifying EOY data Reports to run and verify: SER/SIS Exit Cross Check; Disciplinary Removals-Summary and Disciplinary Removals-Detail (Out of School Expulsions-No; Out of School Expulsions-Yes); Part C Transition Compliance

SER Reports

Re-Eval and IEP/Service Plan Management Reports

- Run your Re-Eval and IEP/Service Plan management reports for 2019-20 for a list of students with evaluations due for the rest of the year.
- Also run the reports for the upcoming school year to identify evaluations due in the summer or the start of the school year.
- Reports are available under the Rosters folder on the Reports tab.

Purge Report

- Run the report to identify students who will be purged due to their records being 5 years or older. These students will be marked inactive after the purge.
- The Purge Report is available under the General Reports folder.

Developmental Delay Turning 9 Report

- For any student classified as Developmental Delay and turning 9 this year, you can run the report for this school year and next school year.
- Developmental Delay students must be re-evaluated by their 9th birthday.
- This report is available under the Rosters tab.

SER Reports

SER/SIS Exit Cross Check Report

- Count date as of June 30th in SER
- Exits reported for students 14 and older
- Compares only certain exits from SER:
 - HS diploma – (Regular Assessment, Jumpstart, Grandfathered)
 - Moved out of State/Known to be Continuing
 - Certificates of Achievement, LHSD
 - Death
- SER exit reason must be comparable to SIS exit reason
- SER/SIS Exit Cross Check Report must be blank by June 19th.

Part C Transition Compliance Report

- Run the Part C Transition report found under the Compliance folder.
- The IEP is developed and implemented by the third birthday.
- The Department will check compliance at the end of the school year.

Measuring Results

Louisiana Early Childhood Family Survey

Later this month, the Department will be releasing the **2019-2020 Early Childhood Family Survey**.

- The survey will be available online for all families who benefit from publicly-funded care and education in the state.
- Information about the family survey, link, and family reminders will be sent to all early learning centers, Head Start centers, and schools.

Each year, the results of this survey are used to publish two Family Satisfaction indicators on the Community Network Performance Profiles, which are accessible on the Louisiana School and Center Finder at www.LouisianaSchools.com.

The responses to this survey are anonymous and will never be reported at the site level in order to protect the anonymity of families. These results will be shared with early childhood lead agencies to support their efforts to increase family satisfaction with the enrollment process and with program quality.

School systems should encourage sites to administer surveys to families and communicate the importance of this survey to families in the school system.

ACT Information

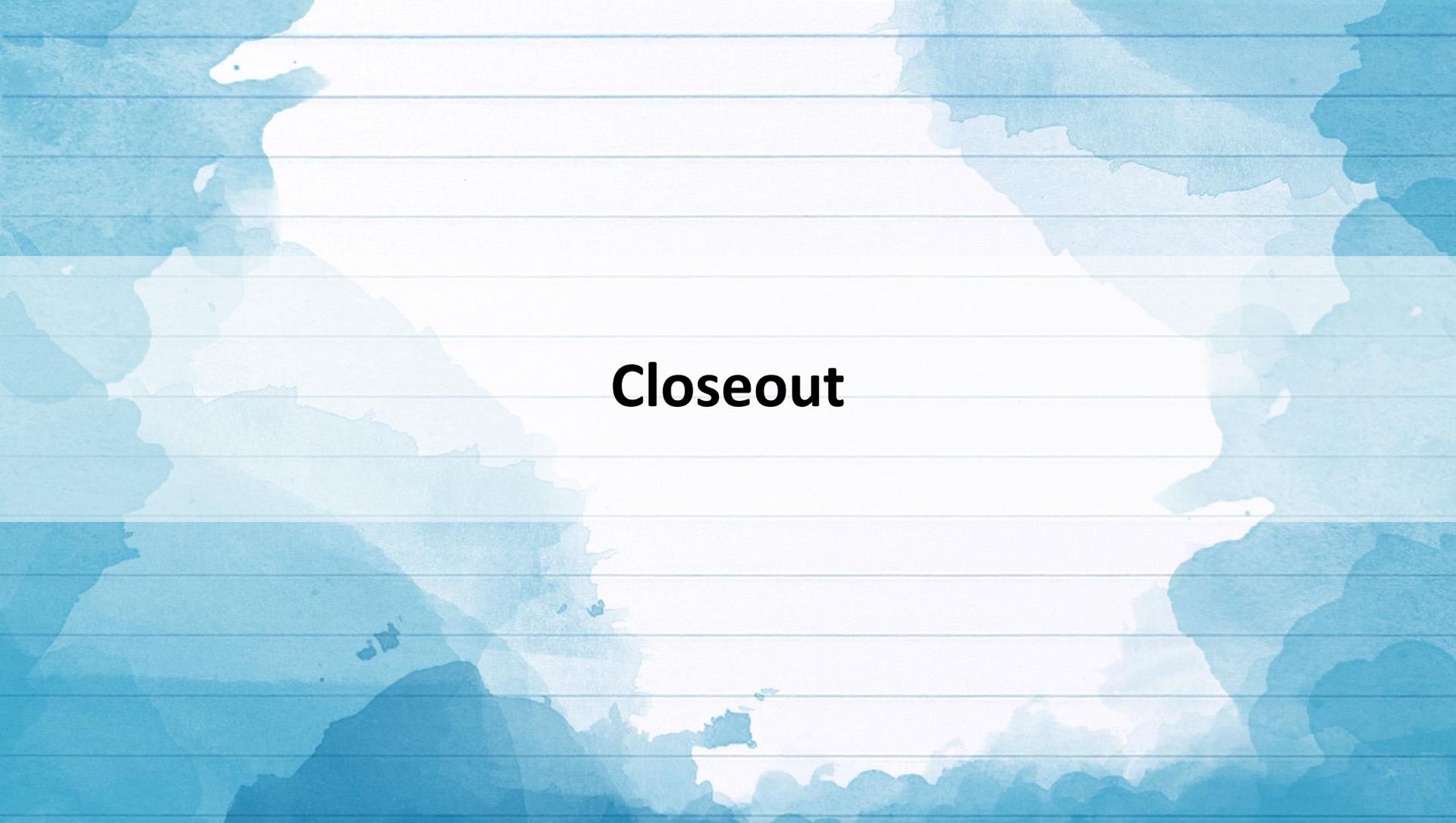
The Department is working with ACT to reschedule the statewide spring ACT test administration for June 2, pending a lift of the stay-at-home order. This administration would be paper-based and much of the data submitted for students in PANext, including approved accommodations, will not have to be revised. More details will be provided to district test coordinators. **An additional early fall administration will also be available for students who were unable to test in June.**

The statewide administration includes all students in grade 11 and students in grade 12 who do not have an ACT score on file. ACT Match and No Match lists have been provided to identify grade 12 students who do or do not have ACT scores on file with the LDOE.

All students in grade 12 who have an ACT score from a prior administration can test at a cost to the school system.

LEAP 2025 Assessment Updates

- **The U.S. Department of Education approved Louisiana's waiver request of assessment, accountability, and reporting requirements.** This means Louisiana will not require standardized testing for the 2019-2020 school year.
- The LDOE is working with DRC to provide the existing summer administration for high school students who were scheduled to retest this spring.
- The LDOE is considering how to offer optional state assessments, if desired by schools and parents. More information will be shared as it becomes available.



Closeout

Summary: Key Actions

- ✓ Review the Department's [COVID-19 web page](#) and the [Students with Disabilities web page](#) for the most recent information on continuous learning for students with disabilities.
- ✓ Apply to become a SPED Fellow after the [application](#) opens on **April 15**.
- ✓ Complete the LEAP 2025 ELA and Math Assessment Development Educator Review Committees [Interest Surveys](#) by **April 19**.
- ✓ Run and verify the appropriate SER reports by **April 24** or **April 29**.
- ✓ Encourage prospective members to [apply](#) to the Special Education Advisory Panel by **May 8**.

Newsletters

The Department has a series of weekly newsletters to keep you informed. Of particular interest,

For School Districts - click [here](#) to subscribe



For Charters - click [here](#) to subscribe

