I. School System Planning

II. Graduation Pathways

III. Data Systems

IV. Teaching and Learning

V. Measuring Results

VI. Professional Development Opportunities

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: 1-408-638-0968
Meeting ID: 670515231
School System Planning
The Department released the 2018-2019 Educator Resource Guide last week to provide teachers, principals and school system leaders with the tools they need the most to start the new school year and support the 2018-2019 priorities.

Each page of the guide (teacher, principal or school system leader) contains a list of:

- meetings and events;
- communication streams; and
- planning, instructional, goal-setting, assessment and family engagement resources.

Updated versions will be released in the newsletter through October.
Parents play an integral role in ensuring that their child is on track throughout the school year.

To support parents in this work, the Department released a series of back-to-school guides (PK-2, Grades 3-12, El and students with disabilities) to provide families with information on:

• what they should expect to see in their child’s classroom this year,
• how to engage with their child’s teacher(s) to ensure they are on the right track, and
• what resources are available to support learning at home.

All versions are located in the in the Family Support Toolbox, and are available in Spanish, Arabic and Vietnamese.

Please share these guides with families as part of your back-to-school activities.
The Department has established a High Cost Services grant to support school systems and schools that serve our state’s students with the most complex needs. The High Cost Services grant is intended to provide additional funding for high-cost special education services for students with disabilities.

A school system is eligible to apply for the High Cost Services grant on behalf of any student, ages 3-21, with an active IEP who receives services that are deemed to be greater than three times the average per pupil expenditure. In the 2018-2019 grant year, a school system may apply for students whose total cost of education in the 2017-2018 school year exceeded $35,346.

The 2018-2019 High Cost Services State Plan is available on Louisiana Believes.
The structure of the application in eGMS will remain the same as the 2017-2018 application. However, during round 1 of the 2018-2019 grant year there will not be a 30 student application cap. The Department intends to release the Round 1 application in late August and will host a training webinar closer to the release date. Information regarding this webinar will be released in the weekly newsletter.

**Action Required:** Please conduct an analysis of students with IEPs in your school systems. If your analysis reveals more than 30 eligible students, for whom you anticipate submitting applications for the High Cost Services grant, please [complete this survey by Tuesday, August 14](#). Note: If you anticipate applying for more than 60 students and do not share that information via this survey, you will forfeit the ability to apply for those students.
Louisiana believes that all students, including students with the significant disabilities, should be held to the highest possible grade-level expectations. Over that past three years, much progress has been made to deliver on this belief including:

- new Louisiana Connectors standards in ELA, mathematics, and science, with an aligned LEAP Connect alternate assessment.

At the same time, ESSA requires states to ensure that only students with the most significant cognitive disabilities take the LEAP Connect alternate assessment.
BESSE policy outlines specific criteria a student must meet to participate in the LEAP Connect alternate assessment. **IEP teams are responsible** for determining if a student should participate in the alternate assessment, based on the state’s criteria.

1. The student has a disability that significantly impacts cognitive function and/or adaptive behavior.

1. The student requires extensive modified instruction aligned with the Louisiana Connectors to acquire, maintain, and generalize skills.

1. The decision to include the student in the alternate assessment is not solely based certain factors (placement, behavior, English learner status, etc.).
IEP teams do not always have the full evaluation available and/or do not always know how to interpret cognitive and/or adaptive assessment results. **IEP teams need the right information at the right time to make an informed decision** as to whether a student is eligible for the alternate assessment and whether that’s the best decision for his/her educational goals.

To help IEP teams in the decision-making process, LDOE is adding enhancements to the special education reporting (SER) system that will capture and display cognitive and adaptive assessment results clearly and transparently. These will:

- Require pupil appraisal teams / SER clerks to add specific elements of cognitive and adaptive evaluation results under the evaluation link in SER.
- Automatically add those results to the IEP’s LEAP Connect form, the place where the IEP teams document the student meets the state’s criteria.
Pupil appraisal teams / SER clerks should add specific elements from the cognitive and adaptive assessments under the evaluation link in SER.
SER will automatically add those results to the IEP’s LEAP Connect form, the place where the IEP team documents that the student meets the state’s criteria.
Documenting Evaluation Results in SER

School systems need to ensure cognitive and adaptive evaluation results are captured for all student with disabilities on the following timeline:

For all students who will take the LEAP Connect alternate assessment in Spring 2019

By **January 4, 2019**. School systems must verify eligibility for students to take the alternate assessment.

For all other students with disabilities

During the student’s next initial evaluation or reevaluation.
School systems can access resources to help IEP teams and pupil appraisal / SER personnel navigate the documentation requirements:

- Alternate Assessment Eligible FAQ for IEP Teams
- Evaluation Updates in SER Q&A for School Systems

In addition, the Department is hosting additional training and support opportunities:

- SER webinar training for SER clerks (held July 30)
- September Collaboration sessions
- Validation report updates during fall 2018
- SER evaluation results and alternate assessment eligibility report coming soon
Data Systems
<table>
<thead>
<tr>
<th>Date</th>
<th>Action Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, August 1, 2018</td>
<td><strong>State Performance Plan (SPP)</strong> Indicator 11 Final Run (for prior school year) (Post School Transition; Initial Evaluation Compliance)</td>
</tr>
<tr>
<td>Wednesday, August 1, 2018</td>
<td><strong>Exit Count Preliminary</strong> run (for prior school year) Reports to run and verify: Exit Counted, Exit Summary, SER/SIS Exit Cross Check (should be blank)</td>
</tr>
<tr>
<td>Monday, August 13, 2018</td>
<td><strong>Review data on SER Exit Count Validation</strong> Report for prior school year (available via DM FTP in DATA VALIDATION folder), and correct any errors in SER</td>
</tr>
<tr>
<td>Friday, August 31, 2018</td>
<td><strong>Exit Count Final Run (Count period end date 6/30/18)</strong></td>
</tr>
</tbody>
</table>
# Special Education Reporting System (SER)

## Upcoming Deadlines (contd.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Action Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, September 07, 2018</td>
<td><strong>Deadline</strong> for entering ESYS data and verifying reports (for prior school year)</td>
</tr>
<tr>
<td>Monday, September 10, 2018</td>
<td><strong>IDEA Preliminary Child Count (Count Date as of October 1)</strong></td>
</tr>
<tr>
<td></td>
<td>Reports to run and verify: IDEA Counted, Not Counted, and Summary, New FAPE Counted, Not Counted, and Summary, Fed Eval Listing Pub/Private and Summary Pub/Private, SER/SIS, SER/SIS (Child Count Compare), SIS/SER Cross Checks</td>
</tr>
<tr>
<td>Monday, September 10, 2018</td>
<td><strong>Personnel Table 2 Preliminary Run (Count Date as of October 1)</strong></td>
</tr>
<tr>
<td></td>
<td>Reports to run and verify: Personnel Table 2 Detail, Personnel Table 2 Summary, IDEA Services Listing</td>
</tr>
</tbody>
</table>

For assistance, contact Bernetta.Sims@la.gov
Special Education Reporting System (SER)  
System Enhancements

**System Changes**

- SER will now have an “Evaluation Results” feature. This will be added to the evaluation screen in SER, as of August 2, 2018. This will capture cognitive and adaptive assessment results from a student’s evaluation.
- For students with disabilities who will participate in the LEAP Connect alternate assessment in Spring 2019: the LEA **MUST** add cognitive and adaptive assessment data to the evaluation in SER before January 4, 2019.
- For all other students with disabilities who take LEAP 2025: the LEA must add this information during the student’s next evaluation.
- LEA’s will receive this information from LDOE through the IDEA Count Validation Reports (available via DM FTP in DATA VALIDATION folder)

**IEP Changes**

- General Student Information page / English Learner  
- Program Service Page / Alternate Assessment eligibility determination

**Evaluation Changes**

- Cognitive Administered? (Yes/No)  
- Adaptive Administered? (Yes/No)  
- Name of Assessment  
- Standard Deviation  
- Date Administered

For assistance, contact Bernetta.Sims@la.gov
Due to federal updates, *English Learner* is the updated label for students who are not fully proficient in the English language. In SER, the General Student Information page will be updated August 2 to reflect this change.

- “English Learner” will be displayed (*replacing* “Limited English Proficient”) when updates are made in SER.
Teaching + Learning
Louisiana Connectors for Science

• **History:**
  • Science LSS passed, Spring 2017; aligned Science Connectors passed, Spring 2018

• **Louisiana Connectors:**
  • Represent major benchmarks and along the pathway to achieving the standards
  • Ensure developmentally-appropriate, scaffolded instruction for all grades/ courses

• **Associated Resources:**
  • Include K-12 crosswalks, Science Component Cards, and Case Studies - found under “Resources” at [Louisiana Believes](#), “Students with Disabilities” page
Measuring Results
As of July 1, 2018, TS GOLD has replaced AEPS as the state-wide assessment of students with disabilities age 3-5, as required for OSEP reporting.

- As a result of the recent APT Trainings, each district should now have 1 staff member who can support/train others on implementation of the assessment and online tool for students with disabilities;
- Periodic webinars will be held to support the district TS GOLD OSEP site administrator, including an update webinar on Friday, August 10th at 12pm CST.
- To ensure that your site administrator receives timely updates, please update this Google form with your 2018-2019 staffing information or email Melissa McConnell;
- For more information about the transition from AEPS to GOLD for OSEP reporting, review the 2018-2019 GOLD Guidance and the TS GOLD OSEP FAQ document.

If you have any questions about using GOLD for OSEP reporting in 2018-2019, contact Melissa McConnell.
SPP / APR Indicator 8 Parent Survey

Each year, LDOE is required to report on the percent of parents with a child receiving special education services who report their school facilitated parent involvement as a means of improving services and results for children with disabilities.

LDOE is finalizing reports for school systems who participated in the 2017-2018 school year parent survey. School systems can expect to receive their results on Friday, September 7th via the FTP site. Please contact your LEA’s FTP coordinator to retrieve the report.

LDOE will conduct the 2018-2019 school year parent survey in Spring 2019.
The Online Tools Training (OTT) Directions for Test Administration (DTA) provides the test administrator of the LEAP Connect specific instructions for administration of a particular Online Tools Training. Each DTA provides the exact wording of the items to be used by the test administrator.

The LEAP Connect Online Tools Training (OTT) is now updated to include items for grade 11 ELA and math.

- The OTT can be accessed through the INSIGHT Portal or through the OTT site in Google Chrome.
- The OTT DTAs - which include detailed, scripted directions for administering all items in the OTT - are available through eDIRECT.
- Reference Materials which include all answer options for each item in the ELA and math OTT are also available in eDIRECT. These can be reproduced and cut out for use with eye gaze boards or other related communication devices.
LEAP Connect Resources

- **Online Tools Training**: provides students and teachers opportunities to become familiar with the tools available in the online testing platform; available in INSIGHT or [here](#) using the Chrome browser;
- **Parent Guide to LEAP Connect**: a guide for parents to understand the LEAP Connect assessment.
- **ELA Guidebooks 2.0 Diverse Learner Guide**: Contains information about using the ELA Guidebooks with diverse learners.
- **The Louisiana Connectors for Students with Significant Disabilities**, which are aligned with Louisiana Student Standards, presents the Louisiana Connectors and represent the most salient grade-level, core academic content in English language arts and mathematics.
- **Essential Elements Cards**, which are a primer for differentiating instruction for students with significant disabilities, break down the instructional task into knowledge and skills, suggested instructional strategies, and possible supports and scaffolds for student learning.
- **Case Studies** provide models for how teachers and specialists may best modify objectives, assessments, activities, and materials for students with significant cognitive disabilities based on LDOE’s available resources.
- **Parent Guide to LEAP Connect Score Reports**: a guide for parents to understand the LEAP Connect student reports. Also available in [Arabic](#), [Spanish](#), and [Vietnamese](#).
- **specialeducation@la.gov**: email address for content and resources related the LA Connectors.
Professional Development Opportunities
# 2018-2019 Communication Structures

## 2018-2019 School System Planning Calls: Register [HERE](#)

<table>
<thead>
<tr>
<th>Fall 2018</th>
<th>Winter 2018-2019</th>
<th>Spring 2019</th>
</tr>
</thead>
</table>
| • September 12  
• October 3  
• November 7 | • December 5  
• January 9  
• February 6 | • March 13  
• April 3  
• May 8  
• June 5 |

## 2018-2019 Collaborations

<table>
<thead>
<tr>
<th></th>
<th>Dates</th>
<th>Location</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Collaborations</td>
<td>Sept 10, 13, 17, &amp; 19</td>
<td>See School System Support Calendar for Details</td>
<td>Supervisors and Teacher Leaders</td>
</tr>
</tbody>
</table>
| Winter Collaborations | Nov 8, 13, 14 & 15  
Jan 28-30 | | Supervisors and Principals                  |
| Spring Collaborations | March 11, 12 & 13 | | Supervisors                               |
| Teacher Leader Summit | July 23-26 (TBD) | | Supervisors, Principals, Teacher Leaders |
Back-to-School Support: September School System and Teacher Leader Collaborations

The Department will be kicking off the 2018-2019 school year by providing professional development for teacher leaders and supervisors in September. The trainings are designed to bring school system planning teams together regionally to share ideas and best practices.

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, September 10</td>
<td>Claiborne Bldg., Baton Rouge, LA</td>
</tr>
<tr>
<td>Thursday, September 13</td>
<td>Jefferson Parish School Board Office, Harvey, LA</td>
</tr>
<tr>
<td>Monday, September 17</td>
<td>Claiborne Bldg., Baton Rouge, LA</td>
</tr>
<tr>
<td>Wednesday, September 19</td>
<td>Trinity Methodist Church, Ruston, LA</td>
</tr>
</tbody>
</table>

Supervisor Collaboration  8:00 a.m.-12:00 p.m.  
Teacher Leader Collaboration  12:00-4:00 p.m.

Registration information will be available in forthcoming weekly newsletters. For more information or questions, please email delaina.larocque@la.gov.
LDOE 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