

Louisiana Believes

Special Education Leader Webinar
August 2019

Agenda + Logistics

I. School System Planning

II. Graduation Pathways

III. Teaching and Learning

IV. Data Systems / SER Updates

V. Measuring Results

VI. Closeout

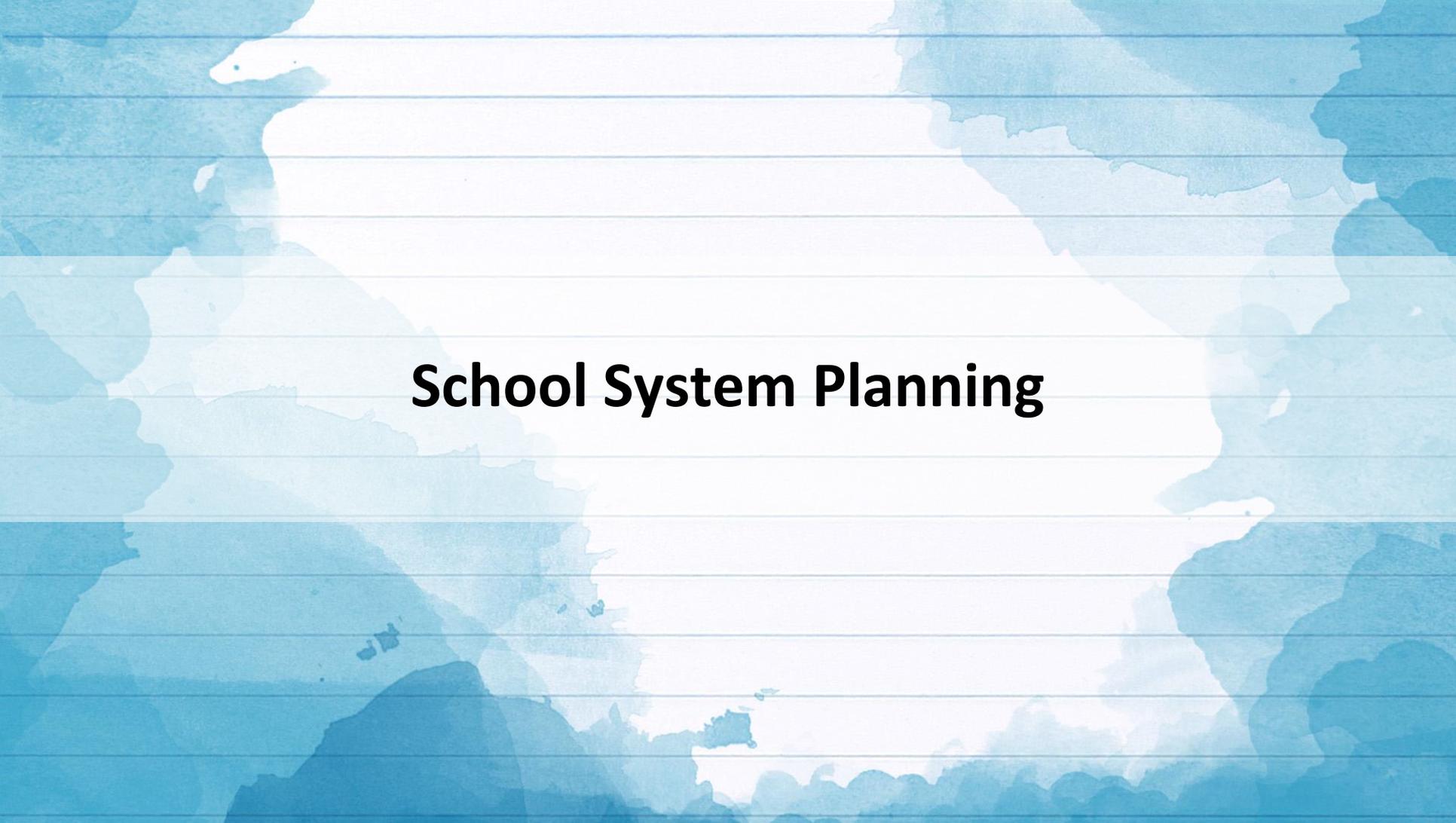
Logistics

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



School System Planning

Alternate Assessment Review Process

As you are aware, a number of school systems in our state have been attacked by cybercriminals who target any, large and small, IT infrastructure for the express purpose of encrypting all accessible data, including back-up data, and holding it for ransom.

If these attacks are impacting your school system's ability to access alternate assessment data on FTP, please email specialeducation@la.gov as soon as possible. The Department will work with your school system to decide on the best course of action.

Alternate Assessment Review Process

Under the Every Student Succeeds Act (ESSA), any school system with more than 1.0 percent of students participating in the ELA, math, or science alternate assessment must take certain actions. Alternate assessment participation data and review packages are now available via FTP.

All school systems received:

- an alternate assessment process letter
- an alternate assessment participation data file

School systems exceeding 1.0 percent participation received additional files including:

- review process document
- justification form
- student specific files request

Alternate Assessment Review Process

All school systems must:

- retrieve their alternate assessment package from the FTP
 - file name: *LEA Code_LEA Name_Prelim Alternate Assessment 2019*
- review their alternate assessment participation data
- verify whether the school system is over the 1.0 percent threshold in any content area

School systems not exceeding the 1.0 percent threshold, in all content areas, are not required take any additional actions.

Alternate Assessment Review Process

School systems exceeding 1.0 percent participation, in any content area, must take additional actions:

- review alternate assessment participation data for disproportionality amongst ESSA subgroups
- complete the alternate assessment review process
 - submit the alternate assessment review request
 - submit the alternate assessment justification form
 - submit, via FTP, up to 11 student specific files for review

The Department will host another webinar on **August 5 at 11:00 a.m.** to help school systems complete these actions. **These actions must be completed by August 14, 2019.***

*Unless your school system is impacted by the cyber security issues and you have emailed specialeducation@la.gov.

Alternate Assessment Review Process

Review Request and Justification PDF Forms

Some school systems have had trouble saving and printing the fillable PDF forms with the content in the form fields visible.

If this is the case for your school system, download an alternate version of the Review Request form and/or Justification form in the [Students with Significant Cognitive Disabilities Resources library](#) or use these direct links:

- [Attach 2 AA Review Request PDF Form 2019](#)
- [Attach 3 AA Justification PDF Form 2019](#)

Please note these forms must be downloaded and saved before entering information in the fields.

Bulletin 1530 Updates

BESE approved alternate assessment eligibility criteria revisions to Bulletin 1530, *Louisiana IEP Handbook for Students with Exceptionalities* in December 2018. These are effective for the 2019-2020 school year.

The Department has issued guidance documents reflecting the updated criteria:

- [Bulletin 1530 policy revisions effective for the 2019-2020 school year](#)
- [Criteria for students entering a high school cohort during the 2020-2021 SY or beyond](#)
- [Criteria for students entering a high school cohort on or before the 2019-2020 SY](#)

In addition, SER updates for the 2019-2020 school year are now available. These policy revisions are reflected throughout the IEP.

Please note the version of Bulletin 1530 on BESE's website contains a technical error. This will be updated in the fall. Until then, use the guidance linked above and the IEP in SER, both reflect the BESE-approved policy changes.

Students with Disabilities Landing Page Updates

This summer, the Department updated the students with disabilities landing page to refocus on key communities and topic areas.

Please visit:

<http://louisianabelieves.com/students-with-disabilities>

STUDENTS WITH DISABILITIES

Families: Families need easy, transparent access to information, services, and supports to advocate effectively for the needs of their child, regardless of whether they are struggling and may need special education and related services, or have already been identified as a student with a disability.

Educators: Educators need tools and resources to support students with disabilities so they have every opportunity to grow and thrive, including aligned, high-quality instructional resources that support their unique needs.

Administrators: Special education leaders need key resources and supports to build structures and processes across their school system to ensure students with disabilities have the special education and related supports they need, and these supports are coordinated over time.



Families



Educators



Administrators

Graduation Pathways

Teaching + Learning

Louisiana Believes ELA Guidebooks

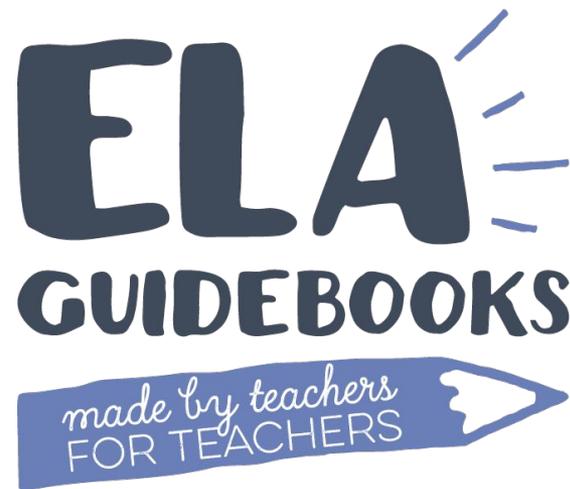
New supports [now available](#):

- Additional Supports for Diverse Learners available for all units, grades 3 - 8

New supports in development:

- Foundations of Reading supports available by June 2020, grades 3 - 5
- New ELA Guidebooks available for the 2020 - 2021 school year, grades 9 - 12

All of these supports will be in the open version of the Louisiana ELA Guidebooks.



TS GOLD for OSEP

All children with disabilities age 3 through 5 must be assessed annually with TS GOLD™ for required OSEP reporting. The following resources are available to support school systems in preparing for the 2019-2020 school year:

- a **‘back-to-school’ webinar** for your TS GOLD™ OSEP administrator (join the webinar that is most convenient; content will also be recorded):
 - August 7th from 1:30 to 2:30, <https://ldoe.zoom.us/j/615025357> , or
 - August 8th from 10:30 to 11:30, <https://ldoe.zoom.us/j/141267578>
- a **TS GOLD™ [FAQ document](#)**
- an [overview](#) of the different TS GOLD licenses

Additional resources will be shared with TS GOLD™ OSEP administrators in early August.

Special Education Vendor Guide

Educators need help supporting the complex, unique needs of students with disabilities. To address this, the Department is soliciting [applications](#) from high quality organizations that can deliver:

High-quality PD in areas of specialized supports specific to the needs of students with disabilities. Needs include:

- communication,
- assistive technology,
- functional skills,
- sensory environment, and
- executive functioning.

60% of SWDs have an identified specialized support need.
80% of SPED Leaders cannot find high quality PD.

Certified providers with innovative ways to fulfill direct service requirements outlined in IEPs. Needs include:

- speech / OT / PT / adapted physical therapy,
- social work / counseling / psychological services, and
- school health services.

40% of SWDs receive one or more direct services.
60% of SPED Leaders have trouble finding providers.

Louisiana's Accessible Educational Materials Initiative

The Department and the Special School District have partnered together to implement the Louisiana Accessible Educational Materials Center. This center will provide regional support to school systems across the state with:

- Accessible instructional materials,
- Assistive technology, and
- Deaf/hard of hearing and blind outreach

To request a service go to <http://bit.ly/LA-AEMServiceReq>

Regional Service Centers

LSDVI, **Baton Rouge** - LeBlanc Special Services Center, **Gonzales** - LSEC, **Alexandria** - Vermillion Conference Center, **Lafayette** - J.E. Harper Pathway to Excellence - **Minden**

SER/Data System Updates

Special Education Reporting System (SER) 2018-19 SER Collection Closeouts & Deadlines

Collection

Deadline / Run Dates

Special Education Reporting System (SER)

- Exit Count Preliminary Run (for prior school year) Reports to run and verify: Exit Counted, Exit Summary, SER/SIS Exit Cross Check (cross check should be blank)
 - **Open: August 1**
- State Performance Plan (SPP) Indicator 11 Final Run (for prior School year) Initial Evaluation Compliance. Post School Transition Final Run
 - **Deadline: August 1**
- Review data on SER, SIS, STS Exit Count Validation Report (available via DM FTP in DATA VALIDATION folder), and correct any errors in SER
 - **Deadline: August 12**
- Exit Count Final Run (Count period end date 6/28/19)
 - **Deadline: August 30**
- Enter Extended School Year (ESYS) data and verify reports
 - **Deadline: September 6**

Special Education Reporting System (SER) Upcoming Deadlines

Action

Deadline / Run Dates

Special Education Reporting System (SER)

IDEA Preliminary Child Count (Count Date as of Oct 1)

- Listing of students with disabilities included in the IDEA Child Count for the 19-20 school year

- **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

- **Open:** [September 9](#)

Personnel Table 2 Preliminary Run (Count Date as of Oct 1)

- Listing of personnel employed to provide special education and related services for students with disabilities

- **Reports to run and verify:** Personnel Table 2 Detail, Personnel Table 2 Summary, IDEA Services Listing

- **Open:** [September 9](#)

Special Education Reporting System (SER) Alternate Assessment Enhancements

SER enhancements* for the 2019-2020 school year are complete and became available in SER last week.

The Department added these additional enhancements to the SER system to incorporate recent policy changes. These enhancements include:

- a checkbox added to each instructional plan page that reads, “Instruction Aligned to Louisiana Connectors”
- two different LEAP Connect alternate assessment choices on the program services page
- new LEAP Connect forms aligned to high school cohort specific eligibility criteria
- revised version of additional documentation required for criterion 1.C.

* There will be additional updates to the PST survey released in September. This will not affect the IEP form.

Measuring Results

Measuring Results for English Learners with Disabilities: Proposed Revisions to Bulletin 111

In response to questions and requests for clarification from the field, the LDOE engaged internal and external stakeholders, experts in both English learners and students with disabilities, to draft a set of proposed changes to Bulletin 111, *The Louisiana School, District, and State Accountability System*. These changes will clarify the process and timelines for:

- documenting English Language Proficiency Test (ELPT) accommodations for ELs with disabilities;
- requesting exemption from one or more domains from ELPT for students with disabilities; and,
- reclassifying English Learners with disabilities who meet the criteria to be exited from EL status.

For additional information, please check BESE's Committee and Board Meeting [agendas and materials](#), which are posted in advance of the meeting.

SPP / APR Indicator 8 Parent Survey

Each year, the Department 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.

The Department is finalizing reports for school systems who participated in the 2018-2019 school year parent survey. School systems can expect to receive their results on **Friday, September 6th** via the FTP site. Please contact your LEA's FTP coordinator to retrieve the report.

The Department will conduct the 2019-2020 school year parent survey in Spring 2020.

Seclusion and Restraint Report

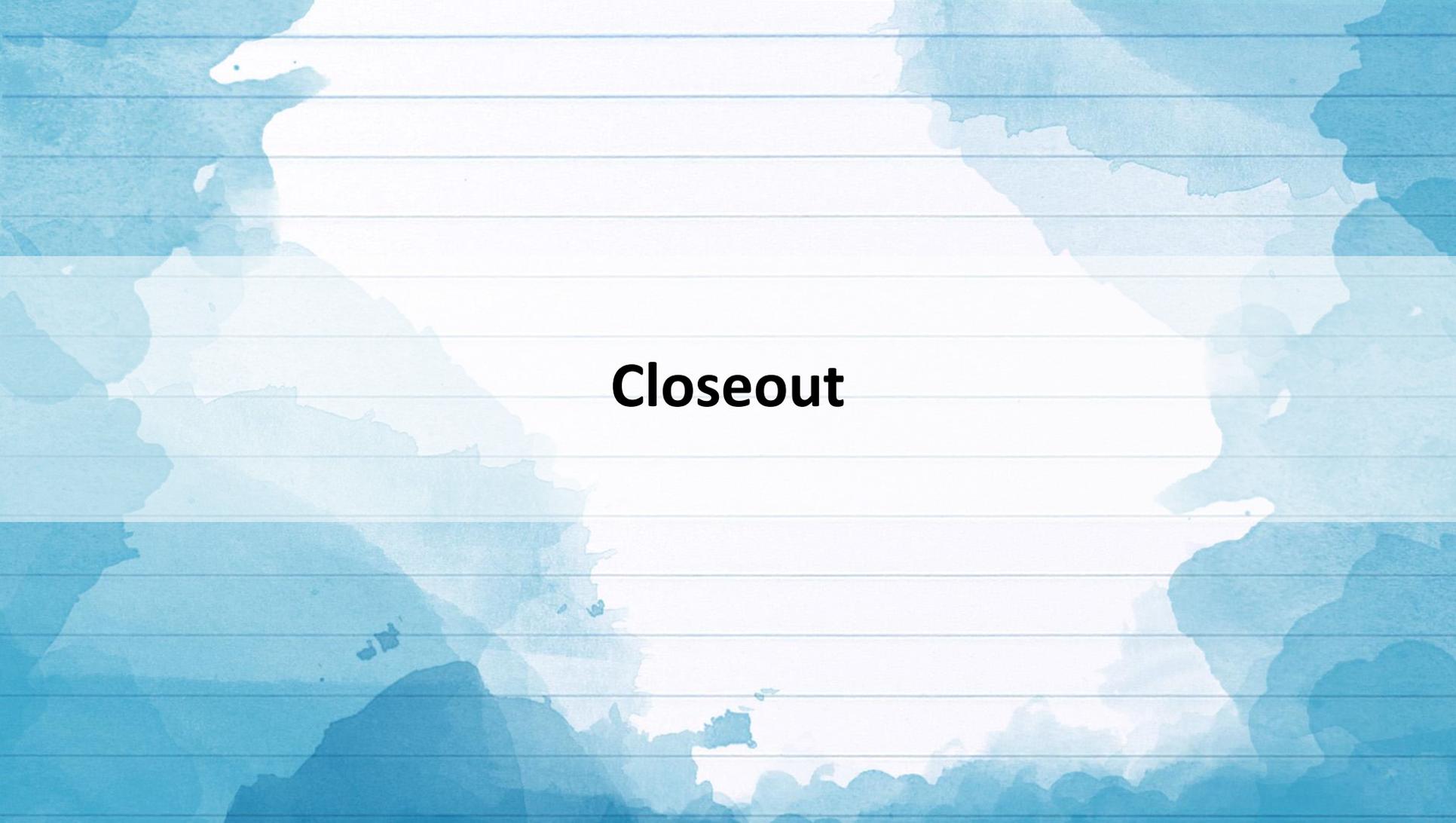
The Department is required to collect and annually report the use of seclusion and restraint for students with disabilities.

The 2018-2019 Seclusion and Restraint draft report will be available tomorrow to provide school systems the opportunity to verify their data before the final report is published.

Please contact your FTP coordinator to retrieve the file with file name:

LEACode_LEAName_2018-19_Seclusion and Restraint Report_DRAFT.

School systems must make all updates in SER, if needed, and submit new or revised seclusion and restraint policies to specialeducation@la.gov by **August 16** to be reflected in the final report.



Closeout

Summary: Key Actions

- ✓ Join the alternate assessment review process support webinar on **August 5**
- ✓ Register for a TS GOLD for OSEP “back to school” webinar on **August 7 or 8**
- ✓ Submit alternate assessment responses via FTP by **August 14**. Applies to any school systems over 1.0 percent participation in the ELA, math or science alternate assessment
 - ◆ Email specialeducation@la.gov if your school system is affected by cyber threats
- ✓ Make any seclusion and restraint updates in SER, if needed, and submit new or revised seclusion and restraint policies to specialeducation@la.gov by **August 16**
- ✓ School systems that participated in the 2018-2019 school year family survey can expect results on **September 6**

Newsletters

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

