

Louisiana Believes

Monthly Special Education Leader Webinar December 8, 2016

This presentation can be downloaded via the Special Education Library

Logistics

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



We are going to start in the listen only mode to ensure we get through the information. Please type questions into the chat box as we go along. At the conclusion, we will open the audio and also answer the questions we received.

Agenda

- Policy Updates
- Graduation Pathways
- Data Systems
- Assessment and Accountability
- Fiscal
- SPP/Monitoring/SSIP
- Professional Development Opportunities

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Policy Updates

- Bulletin 1922, Compliance Monitoring Procedures
 - Changes to Chapter 3 regarding the on-site visit are being advertised in the Louisiana Register. Comments are due by December 9th to the BESE office. It is anticipated the changes will do into effect on February 20, 2017
- Bulletin 1706, Regulations for Implementation of the Exceptional Children's Act
 - Changes to Chapter 5 regarding Seclusion and Restraints were advertised in the Louisiana Register and are scheduled to go into effect on December 20, 2016
- Details regarding these changes can be found on the BESE [website](#)

Policy Updates

Louisiana Connectors

Bulletin 127, LEAP Connect Assessment, Louisiana Connectors for Students with Significant Cognitive Disabilities

Revisions to Bulletin 127 will be advertised in the January 20, 2017 Louisiana Register. It is anticipated that policy changes will go into effect on April 20, 2017 with implementation at the start of the 2017-2018 school year.

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Alternative Pathway Identification

Alternative Graduation Pathway Implementation 2016-2017

ACT 833 ALTERNATIVE PATHWAY					
Measure	Target	Sept.	Oct.	Nov.	YTD
% of LEAs with >95% of high school students with an 833 eligibility determination in SER	95%	100%	100%	100%	
% of LEAs with >95% of 9 th grade students with an 833 eligibility determination in SER	95%	100%	100%	100%	
# of high school students eligible for an alternative graduation pathway under Act 833	6542	5218	5344	5173	-45
LAA 1 ALTERNATIVE PATHWAY					
Measure	Target	Sept.	Oct.	Nov.	YTD
% of LEAs with >95% of high school students assessed on LAA 1 with diploma as exit document in SER	95%	5%	4%	4%	-1%
% of LEAs with >95% of 9 th grade students assessed on the LAA 1 with diploma as exit document in SER	95%	8%	8%	10%	+2%

Follow Up: Alternate Pathway Resources

- At the Special Education Directors Collaborative meeting on November 16, St. Tammany presented “Scaffolding Resources used for:
 - Identifying individualized instruction
 - Developing standards based goals and objectives
 - Developing goals and objectives for students that are eligible for individualized performance criteria via Act 833
- Can be found here: <https://www.louisianabelieves.com/docs/default-source/links-for-newsletters/st-tammany-parish-scaffolding-resources-for-teaching-louisiana-standards.pdf?sfvrsn=2>

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Upcoming Deadlines for Special Education Reporting System (SER)

Date	Action Item
Friday, January 6, 2017	Deadline to verify IEPs submitted for students assessed on LAA 1
Tuesday, January 17, 2017	MFP Preliminary Child Count Run (Count Date as of February 1) Run the following: <ul style="list-style-type: none">• MFP Counted, Not Counted, and Summary reports• Gifted/Talented reports• Cross Check reports

For assistance, contact Ashley.Augustine@la.gov

November SER Enhancements

IEP Changes

- Short-term objectives also required for Act 833 applied goals
- Language revised on Act 833 Form
- Transition Services for SPs
- **Act 833 Automation***

System Change

- Sped Activity exit reasons updated to align with exit documents on IEP Form

Report Fix

- Open Jurisdiction Report displays secondary exceptionality code *and* secondary exceptionality

For assistance, contact Ashley.Augustine@la.gov

IEP Changes

Instructional Plan page

Former language:

- Required for students participating in alternate assessment (LAA 1)

Short-Term Objectives / Benchmarks



REQUIRED FOR STUDENTS PARTICIPATING IN ALTERNATE ASSESSMENT (LAA1)
MEASURABLE SHORT-TERM OBJECTIVES or BENCHMARKS

THE STUDENT WILL	Date Achieved
<div data-bbox="166 949 260 1006">delete</div> <div data-bbox="280 956 1265 1156">Given visual, auditory and visual stimulation, imitate the target sound correctly with 90% accuracy, 6-9 sessions, as documented on therapist logs.</div>	<div data-bbox="1362 992 1671 1063"></div> <div data-bbox="1680 992 1729 1042"></div>

IEP Changes

Instructional Plan page

Revised language:

- Required for students participating in alternate assessment (LAA 1) **and** Act 833 applied goals
- Short-term objectives will be required if Act 833 applied box is checked and a course is selected

Short-Term Objectives / Benchmarks ?

REQUIRED FOR STUDENTS PARTICIPATING IN ALTERNATE ASSESSMENT (LAA1) AND ACT 833 APPLIED GOALS MEASURABLE SHORT-TERM OBJECTIVES or BENCHMARKS

[add another objective](#)

	THE STUDENT WILL	Date Achieved
delete	<input type="text"/>	<input type="text"/>
delete	<input type="text"/>	<input type="text"/>
delete	<input type="text"/>	<input type="text"/>

IEP Changes

Act 833 Form: Graduation Category

Former language:

- Box completed for 8th – 12th grade
- Applicable only to students who entered a HS Cohort during or prior to the 13-14 school year

GRADUATION ?	
(Complete this box only for students in 8-12)	
<input type="radio"/> Student did not meet state-established benchmarks on required state assessments in two out of the three most recent years. Select the grades in which the student did not meet the benchmarks.	
<input type="checkbox"/> 6th Grade <input type="checkbox"/> 7th Grade <input type="checkbox"/> 8th Grade <input type="checkbox"/> T9 <input type="checkbox"/> Other* (e.g., repeated grade): <input type="text"/>	
OR	
<input type="radio"/> Student did not score Fair or above on two administrations of a state assessment required for graduation (EOC tests).	
OR	
<input checked="" type="radio"/> <i>Applicable only to students who entered a HS Cohort during or prior to the 13-14 school year.</i> Student did not achieve state benchmark scores on a combination of one EOC test and either: 1) another EOC test, 2) a High School LAA2 assessment, or 3) an EOC retest	

IEP Changes

Act 833 Form: Graduation Category

Revised language:

- Box completed for T9-12, and 8th grade, if appropriate
- Applicable only to students who entered a HS Cohort during or prior to the 12-13 school year

GRADUATION ?	
(Complete this box only for students in T9-12, and 8th grade if appropriate)	
<input type="radio"/> Student did not meet state-established benchmarks on required state assessments in two out of the three most recent years. Select the grades in which the student did not meet the benchmarks.	
<input type="checkbox"/> 6th Grade	<input type="checkbox"/> 7th Grade
<input type="checkbox"/> 8th Grade	<input type="checkbox"/> T9
<input type="checkbox"/> Other* (e.g., repeated grade):	<input type="text"/>
OR	
<input type="radio"/> Student did not score Fair or above on two administrations of a state assessment required for graduation (EOC tests).	
OR	
<input type="radio"/> <i>Applicable only to students who entered a HS Cohort during or prior to the 12-13 school year.</i> Student did not achieve state benchmark scores on a combination of one EOC test and either: 1) another EOC test, 2) a High School LAA2 assessment, or 3) an EOC retest	

IEP/SP Changes

Transition Services page on Services Plans (SPs)

- The Transition Services form is optional for students with an SP
- To indicate that this is not applicable, a “None” box was added to the Transition Services page
- If a student does not require transition services, the box should be checked



NONE (This student does not require Transition Services)

Transition Services ?

Date of Student Invitation:	<input type="text"/> 
Method of Student Invitation:	<input type="text"/>
Anticipated Exit Date:	<input type="text"/> 

IEP/SP Changes

Checking the box will disable the Transition Services page on Services Plans.

NONE (This student does not require Transition Services)

Transition Services ?

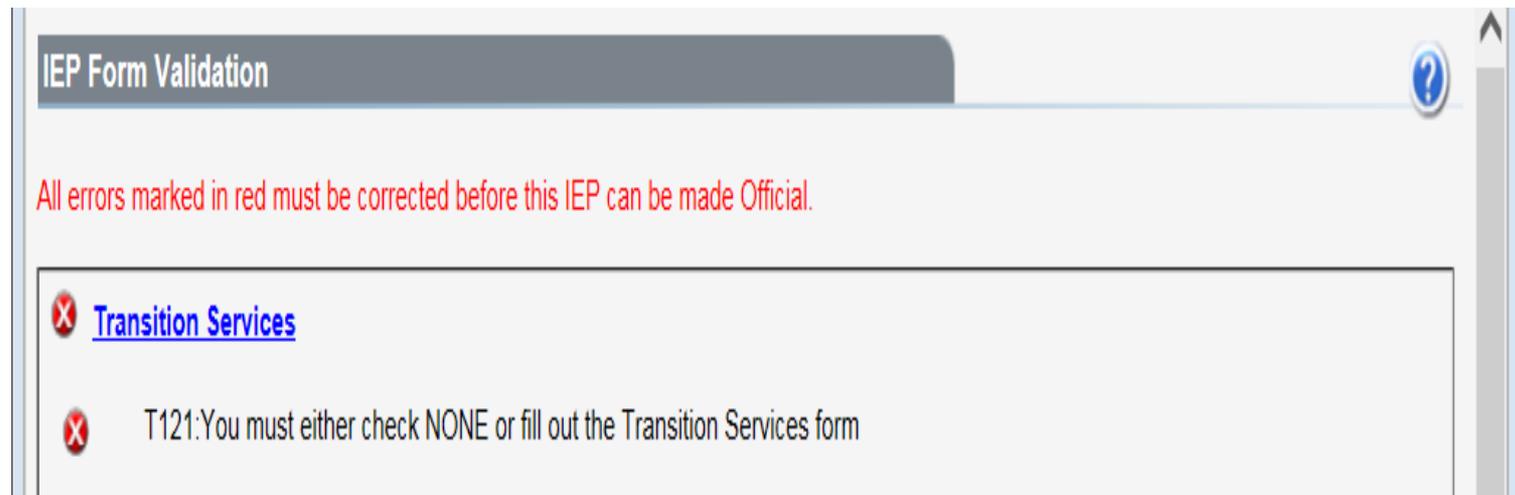
Date of Student Invitation:	<input type="text"/>
Method of Student Invitation:	<input type="text"/>
Anticipated Exit Date:	<input type="text"/>

Text boxes are disabled.



IEP Changes

If the None box is not checked, the error is indicated on the Validation page.



The screenshot shows a web interface titled "IEP Form Validation". At the top right of the header is a blue question mark icon. Below the header, a red message states: "All errors marked in red must be corrected before this IEP can be made Official." The main content area contains a section titled "Transition Services" with a red 'X' icon to its left. Below this section, a red 'X' icon is followed by the error message: "T121: You must either check NONE or fill out the Transition Services form".

IEP Changes

Act 833 Automation

- For a student determined eligible for an alternate pathway to a high school diploma (Graduation Pathway), the eligibility is only determined once
- Once the eligibility date is documented on the Act 833 form, no further action is needed
- Once a student is determined eligible for graduation, the eligibility determination (Yes), the category (Graduation), and the eligibility determination date will automatically populate on subsequent IEPs

IEP Changes

Act 833 Automation (Example)

- This student was determined eligible for graduation on 8/10/2015

GRADUATION ?	
(Complete this box only for students in T9-12, and 8th grade if appropriate)	
<input checked="" type="radio"/> Student did not meet state-established benchmarks on required state assessments in two out of the three most recent years. Select the grades in which the student did not meet the benchmarks.	
<input checked="" type="checkbox"/> 6th Grade <input checked="" type="checkbox"/> 7th Grade <input checked="" type="checkbox"/> 8th Grade <input type="checkbox"/> T9 <input type="checkbox"/> Other* (e.g., repeated grade): <input type="text"/>	
OR	
<input type="radio"/> Student did not score Fair or above on two administrations of a state assessment required for graduation (EOC tests).	
OR	
<input type="radio"/> <i>Applicable only to students who entered a HS Cohort during or prior to the 12-13 school year:</i> Student did not achieve state benchmark scores on a combination of one EOC test and either: 1) another EOC test, 2) a High School LAA2 assessment, or 3) an EOC retest	
Eligibility Date Determined (only determined once):	<input type="text" value="8/10/2015"/> <input type="button" value="Calendar"/>

IEP Changes

Act 833 Automation (Example)

- On the student's next IEP, Act 833 eligibility is already selected on the Program Services page – the eligibility determination date is prepopulated and cannot be changed.

The screenshot shows a form titled "Act 833 Eligibility". It contains two rows of radio button options. The first row has "No" and "Yes (Please complete the Act 833 form)", with "Yes" selected. The second row has "Promotion" and "Graduation", with "Graduation" selected. Below these is a field for "Eligibility Date Determined (only determined once):" with the date "8/10/2015" prepopulated. A calendar icon is visible to the right of the date field. Red circles highlight the "Yes" and "Graduation" options, and the date field.

Act 833 Eligibility	
<input type="radio"/> No	<input checked="" type="radio"/> Yes (Please complete the Act 833 form)
<input type="radio"/> Promotion	<input checked="" type="radio"/> Graduation
Eligibility Date Determined (only determined once):	8/10/2015

IEP Changes

Act 833 Automation (Example)

- The print version of the Act 833 form will display the student's eligibility information

ACT 833 ELIGIBILITY CRITERIA DETERMINATION

(Complete this box only for students in T9-12, and 8th grade if appropriate)

ALTERNATE GRADUATION PATHWAY

 Student did not meet state-established benchmarks on required state assessments in two out of the three most recent years. Select the grades in which the student did not meet the benchmarks.

6th 7th 8th T9 Other* (e.g., repeated grade)

OR

Student did not score Fair or above on two administrations of the same state assessments required for graduation (EOC tests).

OR

Applicable only to students who entered a HS cohort during or prior to the 12-13 school year.

Student did not achieve state benchmark scores on a combination of one EOC test and either: 1) another EOC test, 2) a High School LAA2 assessment, or 3) an EOC retest.

 Eligibility Date Determined: 8/10/2015 (only determined once)

*Other: If necessary, type the grade on the line provided to indicate that third most recent year. For example, a student may have repeated a grade and took that grade level assessment two times. Use the Comments block for any additional needed clarification.

Comments:

SER System Change

Special Education Activity

- Exit Reasons updated to align with exit documents on IEP form

Old Exit Reason	New Exit Reason
Louisiana Equivalency Diploma (GED)	Louisiana High School Equivalency Diploma (LHSD)
Non-Diploma GED & Industry Based Skills Certificate	Non-Diploma LHSD & Industry Based Skills Certificate
Non-Diploma GED & State Approved Skills Certificate	Non-Diploma LHSD & State Approved Skills Certificate
Non-Diploma Locally Designed Skills Certificate	REMOVED

December SER Enhancements

IEP Changes

- The **Transition Services IEP form** was modified to allow transition plans for students age 13 years old and older
 - IEP will allow you to validate and submit for a 13 year old student with a transition plan
 - Transition plans are still required to be in place by the 16th birthday

Reports

- **Gifted/Talented (G/T) Reports** now include students with gifted or talented as a secondary exceptionality
 - On the listing (detail) reports, these students will have a blank under the Exceptionality column
 - The G/T Report by Exceptionality and Age will list gifted or talented in the Secondary Exceptionality column

For assistance, contact Ashley.Augustine@la.gov

Accommodations Updates

The [IAP form](#) has been updated to reflect the correct Accommodations codes to align with the data systems. Braille has been removed and is only included in IEPs. All new features and clarifications can be found in the [Summary of Updates to Accommodations Forms](#) document.

Guidance for Updating Forms:

- IEP or IAP amendments may need to be made depending on the grade, method of delivery, and previous IEP or IAP.
- As you complete annual reviews, changes can be made to a student's IEP or IAP at that time, if needed. You have until 30 days prior to the administered assessment to document accommodations.
- If a student does not have accommodations listed in the online section of the form, those accommodations will need to be added.
- For this school year only for Paper Based Testing and Computer Based Testing, if the Math/ELA column has been checked for accommodations, those accommodations can be used for Social Studies.
- If you feel an IEP or IAP needs to be addressed to ensure proper accommodations are given to a student, you will need to reconvene the IEP or IAP to make those adjustments.

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IAP/IEP Update Language

- Guidance has been provided on accommodations forms for the past three years regarding the transition to online assessments. As we wrap up this transition, it is important to fully reflect accommodations on all forms so that our students' needs are met.
- IEP or IAP amendments may need to be made depending on the grade, method of delivery, and previous IEP or IAP. As you complete annual reviews, changes can be made to a student's IEP or IAP at that time, if needed. You have until 30 days prior to the administered assessment to document accommodations.
- If a student does not have accommodations listed in the online section of the form, those accommodations will need to be added. For this school year only for Paper Based Testing and Computer Based Testing, if the Math/ELA column has been checked for accommodations, those accommodations can be used for Social Studies. If you feel an IEP or IAP needs to be addressed to ensure proper accommodations are given to a student, you will need to reconvene the IEP or IAP to make those adjustments.

If you have questions you may contact the assessment staff at assessment@la.gov

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Fiscal Updates

Fiscal Item	Status
IDEA Consolidated Applications (2017)	Of the 176 LEAs, 171 are approved
IDEA Consolidated Applications (2016)	Of the \$161,841,688 awarded July 2015, \$27,449,602 or 17% is being carried over to the new fiscal year
IDEA 611 Preschool Application (2016)	Of the \$4,368,896 awarded July 2015, \$1,393,118 or 32% is being carried over to the new fiscal year
High Cost Services Round 1 + 2 (2017)	<p>Program and fiscal reviews completed, applications approved. Ed Finance finalizing calculations based on available funds. Calculations process should be complete in a few weeks.</p> <p>Round 2 has not been released. (Anticipated in January)</p>
High Cost Services Round 1 + 2 (2016)	Of the \$13,478,593 awarded, \$2,069,727 or 15.3% went unclaimed
IDEA Opportunity Grants (2016)	Of the \$3,997,768 awarded, \$262,850 or 6.6% went unclaimed

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Collaborative for Students with Unique Communication Needs

This technical assistance project, funded by the LDOE, will be offering training for school district teams in planning and executing “best practice” communication plans for targeted populations.

- **Who:** Teachers, related service personnel and parents supporting preschoolers with cochlear implants and students of all ages with complex communication needs
- **Where:** Regional Louisiana Assistive Technology Initiative (LATI) Centers
- **When:** A series of two day trainings offered statewide on January 12 & 13, 2017, March 27 & 28, 2017, and September 21 & 22, 2017 as well as three months of district level coaching
- For further information or to register your district for a team training, contact Michael Norman, Project Director
LSU Human Development Center
mnorm2@lsuhsc.edu or 504-556-3455

For more information, click [here](#)

Sample LATI PD Offerings (December – January)

December

- Online: Early Childhood AT Tool Box
- SymbolStix: Make-N-Take
- The iFix for Reading & Writing
- Assessment Accessibility Toolbox
- Differentiation Techniques and Basics
- Open Up the World of Reading for Students with Print Barriers
- Have you Checked out LiveBinders Lately?

January

- Give All Students a Voice
- Google Add On's
- Tools & Strategies for Dyslexia
- Expanding Expression Tool: Snow Theme

Find a center near you, click [here](#)

To register on Coursewhere, click [here](#)

Sample PBIS PD Offerings (December – January)

Region 2

- Tiered Fidelity Inventory Training (multiple sessions)

Region 3

- Crisis Intervention & Recovery
- Quarterly PBIS Consortium Training Meeting
- Restorative Practices
- Universal PBIS New Team Member Training
- Secondary PBIS TA and Work Day

Region 6

- Consortia Meeting

Region 8

- PBIS Secondary Trainer of Trainers
- Secondary Refresher Training
- Data Based Decisions
- Tiered Fidelity Inventory

Find a center near you, click [here](#)

To register on Coursewhere, click [here](#)

Louisiana Autism Spectrum and Related Disabilities Project (LASARD)

Autism Training Modules

- 9 modules available 24 hours a day, 7 days per week
 - *Social Smarts: Addressing the Complexities of Social Interaction for Students with Autism Spectrum Disorder and Related Disabilities* **NEW**
- For more information, click [here](#)

Webinars

- One hour sessions, free and open to anyone interested, limited to 200 participants
- CEUS available
 - December 1 *Curricular Modifications*
 - December 8 *Assessing Behavior to Build Better Intervention Plans*
 - January 19 *Utilizing Para and Peer Supports* (registration available soon)
 - January 26 *Universal Design for Learning* (registration available soon)

To register for training modules or webinars, click [here](#)

To access previously aired webinars, email [here](#)

SPDG Training Opportunity

Improving School Climate and Discipline Conference

“Rethinking Discipline Practices, Engaging Families, and Changing Climate for Student Success”



January 26 and 27, 2017

Louisiana State University in Shreveport
One University Place

Conference Speakers

Dr. Elizabeth Guice
Mark Weber, J.D.

Larry Bell
Darryl Charles

Dr. Rose Iovannoe
Dr. Jean Hollenshead

Registration and conference information will be available at the SPDG [website](#)

Deaf Education Alliance Summit 2017

Better Together – Students Improve When We Improve

Dates: January 27 – 28, 2017

Location: LSU Health Science Center, New Orleans

Keynote speakers: Rachel Coleman & Paula Rodriguez

Session topics include (but not limited to):

- Educational Interpreting
- DeafBlind Support Services
- Bullying
- Communication Plan and IEP Development
- Early Intervention

Contact: [Rana Ottallah](#)

Braille Certification Preparation Workshop (Louisiana Tech University)

- No-cost webinar for professionals who teach or produce braille materials and would like to take the National Certification in UEB certification exam
- December 15, 10:00 a.m. – 12:00 noon
- Participants will require a Perkins braillewriter for a portion of this workshop
- Contact: braille@nbpcb.org (no later than December 12)

Louisiana Teacher Training Project on Blindness and Low Vision

Below is a list of resources/contacts for Braille books (not textbooks). Note: *Be sure and request Unified English Braille code.*

- American Action Fund for Blind Children and Adults (AAF)
 - Web site: www.actionfund.org
- American Printing House for the Blind
 - Web site: www.aph.org
- National Braille Press
 - Web site: www.nbp.org
- Seedlings Braille Books for Children
 - Web site: www.seedlings.org
- Braille Institute of America, Inc
 - Web site: <http://www.brailleinstitute.org>
- NFB Braille Reading Pals Club
 - (410) 659-9314, extension 2216

For more detailed information, go to the RESOURCES FOR STUDENTS WITH VISUAL IMPAIRMENTS section in the LDOE [Students with Disabilities Library](#)

Children's Hospital Ventilator Assisted Care Program (VACP)

VACP provides expert, specialized medical technical assistance and training to LEAs, families, and others to support students with disabilities with chronic health conditions to promote their participation and success in school.

Upcoming Trainings

- New Orleans Charter School and EBR school nurses “Train the Trainer” for non-complex procedures and medication administration in the schools
- Student specific trainings for LEA staff in Pine Prairie and Keithville to address the specialized needs of individual students
- Preservice trainings at LSU School of Nursing and School of Cardiopulmonary Science
- Additional TA and trainings upon request of the LEA on such topics as tracheotomy and ventilator usage, safety and care in the classroom for school nurses, paraprofessionals, and other school staff

For additional information, contact Karla Donewar, VACP Director, at 504.896.9228 or Karla.Donewar@LCMCHHealth.org

36th Annual SuperConference on Special Education

SuperConference 36: To the Classroom and Beyond

January 30-31, 2017

Lafayette Cajundome Convention Center

Sponsor: Louisiana Council for Exceptional Children (LACEC)

Sample topics

- Accommodations in the General Education Setting and Special Education Setting
- Autism Spectrum Disorder
- Families
- Instructional Design and Strategies
- Gifted and Talented Education
- Transitions

To register, click [here](#)

Weekly Newsletters

Weekly Newsletters

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Questions