

Louisiana Believes

Special Education Leader Webinar
January 2020

Agenda + Logistics

I. School System Planning

II. Graduation Pathways

III. Teaching and Learning

IV. Data Systems / SER Updates

V. Measuring Results

VI. Closeout

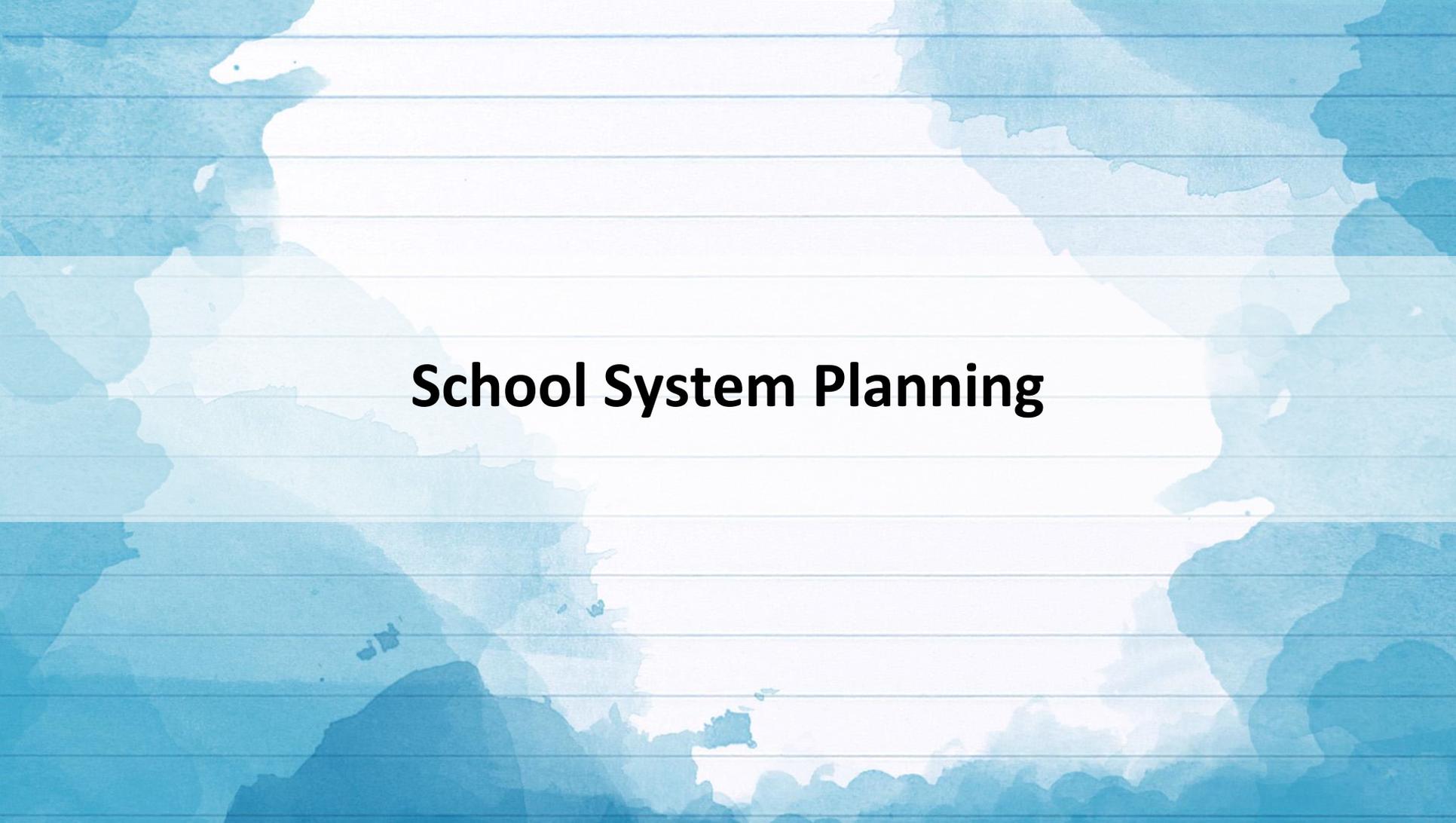
Logistics

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

Every day, all **students** are in schools that treat them with dignity and respect and where they have the opportunity to...



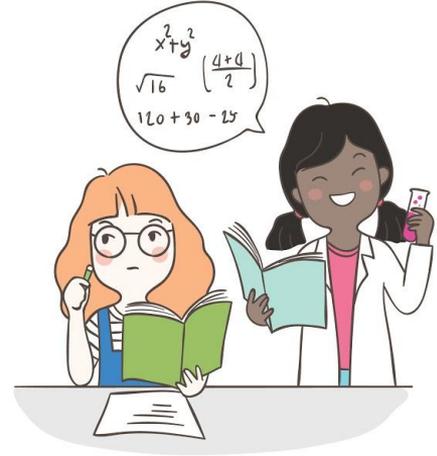
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build knowledge
of the world,

read
meaningful texts,

express ideas through
writing and speaking, and

solve
complex problems.

Academic Focus

In order to ensure **students** do the majority of the work every day,

1. **All teachers**—including special education, English language, and reading interventionists—are fully prepared to deliver high-quality lessons.
2. **Principals, leadership teams, content leaders** and **mentor teachers** use classroom observation, common planning time, and one-on-one coaching to support each teacher in delivering high-quality lessons.
3. **School systems** support principals and school teams as they provide support to teachers.
4. The **Department** supports school systems as they execute their improvement plans.

Louisiana School Improvement Through Super App

The Department will support school systems to achieve this vision by facilitating the school systems planning process through the 2020-2021 Super App.

Super App is due February 7, 2020. In the next month, School System Planning Teams should work on the Super App with the guidance of LDOE staff and Network coaches.

More information on the Super App Process is available in the [2020-2021 School System Planning Guide](#).

Improvements to the 2020-2021 Strategy

CIR and UIR Improvements

1. **Professional Development Plan**: School systems submit a plan that includes content module redelivery and unit unpacking for CIR schools.
2. **Post-secondary planning partner**: Schools will have at least one partner to support Individual Graduation Plans (IGPs) at CIR high schools.
3. **District leader responsible for UIR-D schools**: School systems will have a leader to coordinate support and planning for UIR-D schools.

Other Strategy Improvements

1. **Science**: School systems can apply for funds to support the purchase of science curricula and the training of teachers on this curricula.
2. **Early Childhood**: The planning process for governance, access, and quality is now included in Super App.
3. **Special Education**: Funding for professional development on specialized supports is available for schools with a UIR label for the subgroup with students with disabilities.

School System Planning for Students with Disabilities

The Super App organizes the way in which we support students with disabilities around four proven strategies:

1. Early & Accurate Identification
2. High-Quality Instruction
3. **Specialized Supports & Related Services**
4. Coordinated & Effective Transitions

Improving Outcomes for
STUDENTS WITH DISABILITIES



Partnerships for Success Guide

To support planning for the specialized supports and related service needs of students with disabilities, the Department has developed the [Partnerships for Success Guide](#), a vendor guide of organizations that can deliver

- high-quality professional development in areas of specialized supports (communication, assistive technology, executive functioning, etc).
- certified providers who can fulfill direct service requirements (speech therapy, occupational therapy, etc) as outlined in individualized education plans (IEPs).



Students with Diverse Needs

The questions and indicators for the specialized support needs of students with disabilities have been updated in 2020-2021 school system planning framework.

Specialized Supports + Related Services for Students with Disabilities	
Indicator	Application Question
SDN5 Students have specialized supports and related services that provide them with the tools they need to access high-quality curriculum.	Which partner(s) will train teachers on the use of specialized supports for students with disabilities?

Planning for Specialized Support

1. Within the Super App, school systems can rank up to three areas of specialized support professional development educators need to ensure students with disabilities can meaningfully engage in high-quality instruction everyday
2. Indicate the vendor you plan to partner with to build educator capacity.
3. Contribute state and/or IDEA funds to support this work and make additional funding request.

Specialized Supports + Related Services for Students with Disabilities

SDN5.1 Which partner(s) will train teachers on the use of specialized supports for students with disabilities?

Priority Order	Priority Area	Vendor Name
1	▼	▼
2	▼	▼
3	▼	▼

Contribution with Existing Funds		Funding Request
State/Local	Federal Formula	

Funding Requests for Specialized Support

Funding Support	
Eligibility	Maximum funding request
School system with one school designated as UIR for students with disabilities.	Up to \$5,000
School systems with two or more schools designated as UIR for students with disabilities.	Up to \$10,000

Super App Support

Support for completing the Super App will be provided through

- [School Improvement Library](#)
- [LDOE Weekly Newsletters](#)
- [School System Planning and Superintendent Calls](#)
- [Network Teams](#)
- Office Hours on scheduled Mondays at 11:00 AM (details via LDOE Weekly Newsletter)

Send all questions related to school system planning and Super App to LDOE.GrantsHelpDesk@la.gov and include “Super App” in the subject line.

HCS Update

The Department has established a High Cost Services (HCS) grant to support school systems and schools who serve our students with the most challenging needs. This 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:

- The 2019 - 2020 HCS Round 1 has closed. The Department is finalizing allocations for release in eGMS. Once released, LEAs should submit their budgets.
- The 2019 - 2020 HCS Round 2 application will be released in eGMS later in January.

Please check the newsletter for further updates.

IEP Services to Meet Educational Need

IEP teams make collective decisions about the services that will meet a student's individual educational needs in order to provide a free and appropriate education (FAPE). IEP teams must identify and document all services, therapies and supports necessary to provide FAPE.

IEP teams are not limited to only those services and therapies found in Bulletin 1508. IEP teams have a responsibility to include any and all services a student needs to receive FAPE.

These services and therapies may include:

- Related Services (school health services, occupational therapy, physical therapy, etc.)
- Special Services (adapted physical education, assistive technology, etc.)
- Therapy Services (applied behavioral analysis (ABA), music therapy, art therapy, etc.)

Any services or therapies documented on the IEP should be based on evidence of student need and required to provide FAPE.

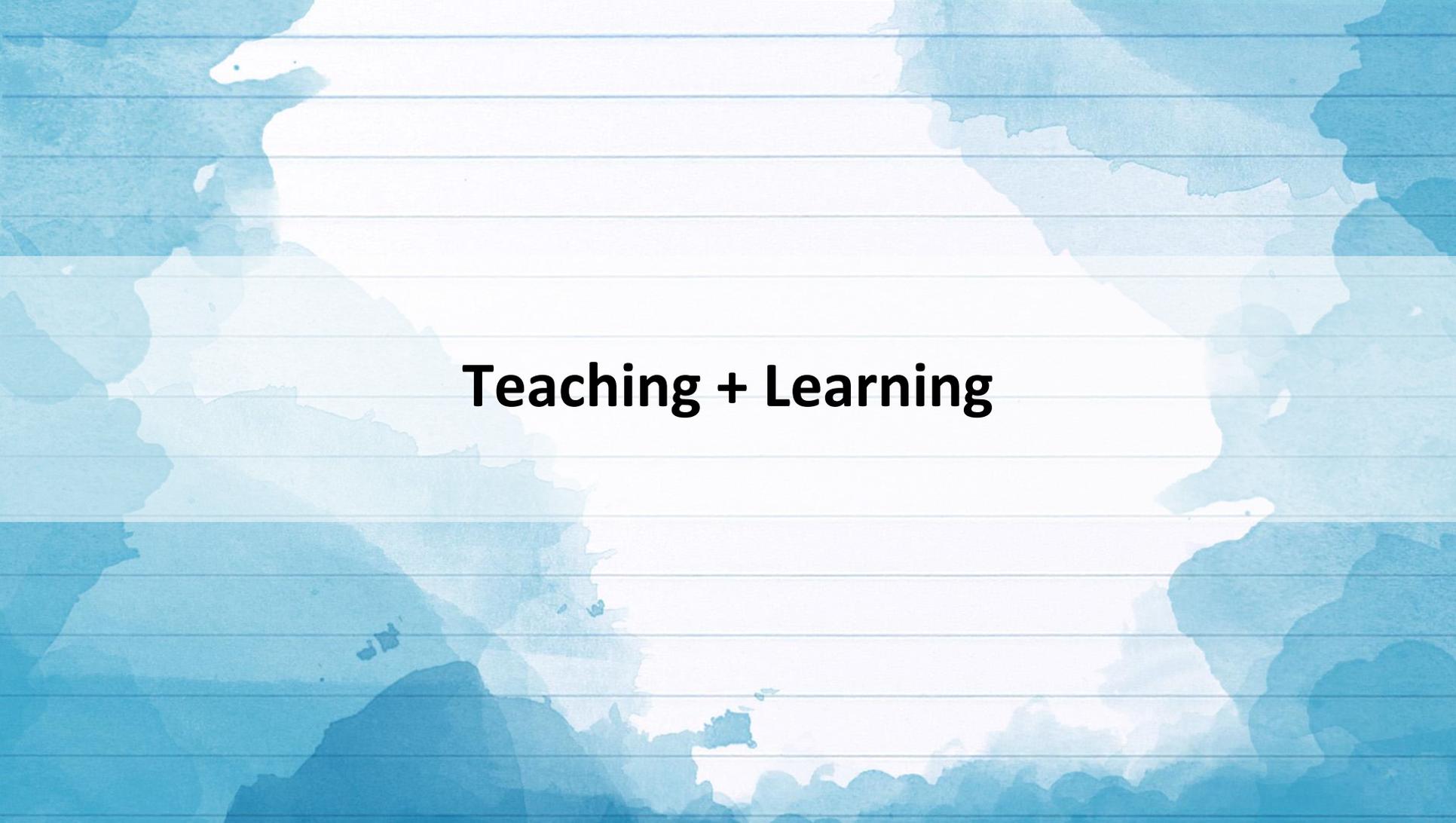
Teacher Leader Summit Registration

The 2020 Teacher Leader Summit will take place May 27–29 at the Morial Convention Center in New Orleans. [Early bird registration](#) opens this Friday, January 10.

Important Information to Know:

- School systems will not receive a specific allotment of seats. Registration will be filled on a first come, first served basis.
- The benefit to taking advantage of early bird registration is a discounted ticket price. **Ticket prices will increase on March 2.**
- 1-Day ticket is \$30 and 3-Day ticket is \$80
- Credit card is the only acceptable form of payment. The Department cannot accept to PO.
- The session schedule will be released in early April.
- New this year: school systems can register up to 10 participants at one time.
- Summit [overview document](#) has been published to answer the most frequently asked questions.
- School systems can start booking hotel rooms with the hotels listed in the [overview document](#).

Graduation Pathways



Teaching + Learning

TS GOLD OSEP

TS GOLD is the formative assessment used by Louisiana to meet federal requirements for reporting the progress of Pre-K children ages 3-5 who receive special education services.

When TS GOLD Administrators exit a child from the system, the objectives and dimensions listed for each outcome require a finalized checkpoint rating for both the entry and exit checkpoint periods.

For more information regarding specific objectives and dimensions that require finalized checkpoints in the OSEP account, visit [GOLD OSEP Objectives/Dimensions](#).

Outcome 1: Positive social relationships	Outcome 2: Acquires and uses knowledge and skills	Outcome 3: Takes appropriate action to meet needs
	7b	
	8a	
	8b	
	9a	
	9b	
	9c	
	9d	
	11a	
	11b	
	11c	
	11d	
	11e	
1a	12a	1c1
1b	12b	1c2
2a	13	1c3
2b	14a	1c4
2c	14b	4
2d	15a	7a
3a	15b	
3b	15c	
8a	16a	
10a	16b	
10b	17a	
	17b	
	18a	
	18b	
	18c	
	19a	
	19b	
	20a	
	20b	
	20c	
	21a	
	21b	
	22a	
	23	

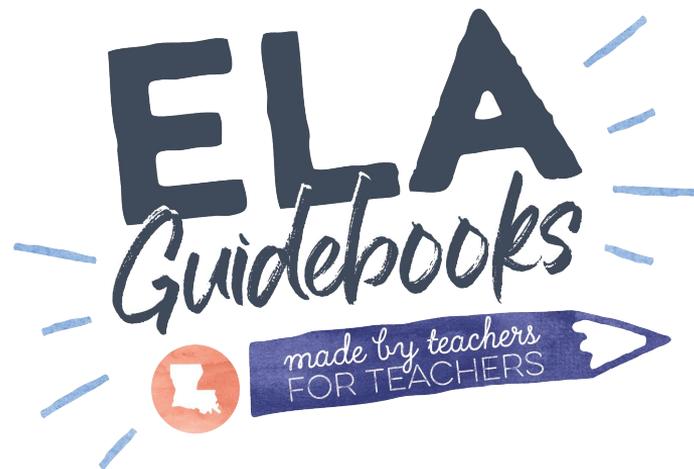
ELA Guidebooks 9–12 (2020)

The Louisiana ELA Guidebooks 9–12 help all students read, understand, and express their understanding of complex, grade-level texts.

The new [Louisiana ELA Guidebooks 9–12](#) will be housed on an open platform that will be announced in February.

The new units offer a suite of optional supports and extensions to help all students succeed with a challenging curriculum.

Please join us at February's [Collaboration Session](#) for more information. [Registration](#) ends January 14.



ELA Guidebooks: Grades 3–5 Foundation of Reading Supports

The foundational skills supports aligned to the 3–5 ELA Guidebooks are being released on a rolling basis this year. These support documents will include foundational skills mini-lessons, decodable texts, and practice aligned to the Guidebook anchor text. The materials can be located in the Section 1 “Additional Materials” folder for each unit.

The purpose of these supports is to:

- support teachers in determining where students might be struggling;
- provide foundational skills instruction; and
- provide direct practice that relates to unit texts.

Release	Grade 3	Grade 4	Grade 5
Available Now!	Cajun Folktales Because of Winn-Dixie	American Revolution	The Birchbark House
February 2020	Louisiana Purchase Treasure Island	Lightning Thief Hurricanes	The Lion, the Witch, and the Wardrobe Wonderstruck

SER/Data System Updates

Special Education Reporting (SER) Deadlines

Date	Action Item
Monday, January 13, 2020	<p>MFP Child Count Preliminary Run (January 31st Count Date).</p> <p>Reports to run & verify:</p> <ul style="list-style-type: none">● MFP Counted,● MFP Not Counted,● MFP Summary,● Gifted/Talented Reports,● SER/SIS (Child Count Compare), and● SIS/SER Cross Check Reports <p>To ensure the data is accurate, these reports should be run daily until the official count is run.</p>
Friday, February 14, 2020	<ul style="list-style-type: none">● SER/SIS (Child Count Compare), SER/SIS. and SIS/SER Cross Check Reports should be blank.
Friday, February 28, 2020	MFP Final Child Count Run (Count Date as of January 31st)

Special Education Reporting (SER) Reporting Accurate Data for Feb 1 MFP

SER Feb 1 MFP Child Count is critical for funding, federal reporting, and assessments.

To be included in the Feb 1 MFP Child Count, a student must have the following:

- A current evaluation disseminated on or before February 1
- A current IEP with a team meeting date on or before February 1
- Active services beginning on or before February 1

SER is updated nightly at 6:00 p.m. Any data entered or changes made in SER, either evaluations entered, IEPs submitted, or services open, will be reflected the following day.

Special Education Reporting (SER) Q&A Office Hours

To assist LEAs with using SER, the Department will host a SER Q&A Office Hour Session. The session will be an opportunity to ask questions about SER and the February 1 MFP Child Count. SER managers, clerks, and coordinators with questions about SER should plan to attend.

- **Webinar Date and Time:** Wednesday, January 22 at 10:00AM
- **Webinar Link:** <https://ldoe.zoom.us/j/959306315>
- **Webinar Phone Number:** 1-408-638-0968
- **Meeting ID#:** 959 306 315
- **Password:** 105503

The next SER Q&A Office Hour Session will be on February 19, 2020.

Educational Environments - 5 Year Olds in Kindergarten

The US Department of Education has updated data collection packages. This will impact how IDEA Part B Child Count and Educational Environments Data are defined and collected.

- States will be required to report the 5 year old children with disabilities who are in kindergarten disaggregated by the school-age educational environment categories (e.g., Inside regular class 80% or more of the day, Inside regular class 40% through 79% of the day, Separate School).
- States will be able to report staff employed or contracted to provide services to 5 year old children with disabilities who are in kindergarten under the “age 6-21”/ school age reporting category.

To reflect these changes, the Department will release enhancements in SER later this month. Please check the newsletter for release information and guidance.

Measuring Results

LEAP 360 Updates

Given school systems' continued work to reduce unnecessary testing through the increased use of high-quality curriculum with embedded assessments, the LEAP 360 program is evolving to support school systems' efforts and will continue to be a Department-funded resource for school systems in 2019-2020 and 2020-2021.

This means educators will have continued, free access to K-2 formative tasks, diagnostics, and interims (ELA/math).

LEAP 360 Updates

	2019-2020	2020-2021
Cost	Free	Free
K-2 Formative Tasks	Available from DRC INSIGHT portal	Available from DRC INSIGHT portal
Diagnostics	Available from DRC INSIGHT portal	Available from DRC INSIGHT portal
Interims	One ELA form (Grades 3-HS) Two Math forms (Grades 3-8) Three Math forms (HS) Available from DRC INSIGHT portal	One ELA form (Grades 3-HS) • New Content Two Math forms (Grades 3-HS) • (1) New Content (aligned to mid-year administration) Available from DRC INSIGHT portal
EAGLE Item Bank	Available from DRC INSIGHT portal	Available from the Department's website . View a sample file . Note: Teachers should download self-made tests.

LEAP Connect Test Administration

The LEAP Connect testing window will be open from February 3 to March 13.

- Students in grades 3–8 and 11 will participate in the English language arts and mathematics operational tests.
- All students in grades 4, 8, and 11 will participate in the science field test.

LEAP Connect Key Dates

Date	Activity
Now–March 13	DRC INSIGHT portal open for test setup and TA number assignment
January 20	CR materials list and graphic files available for transfer
January 21–January 27	Receipt notice window opens to confirm receipt of test materials
February 3–March 13	Testing Window
May	Reports available

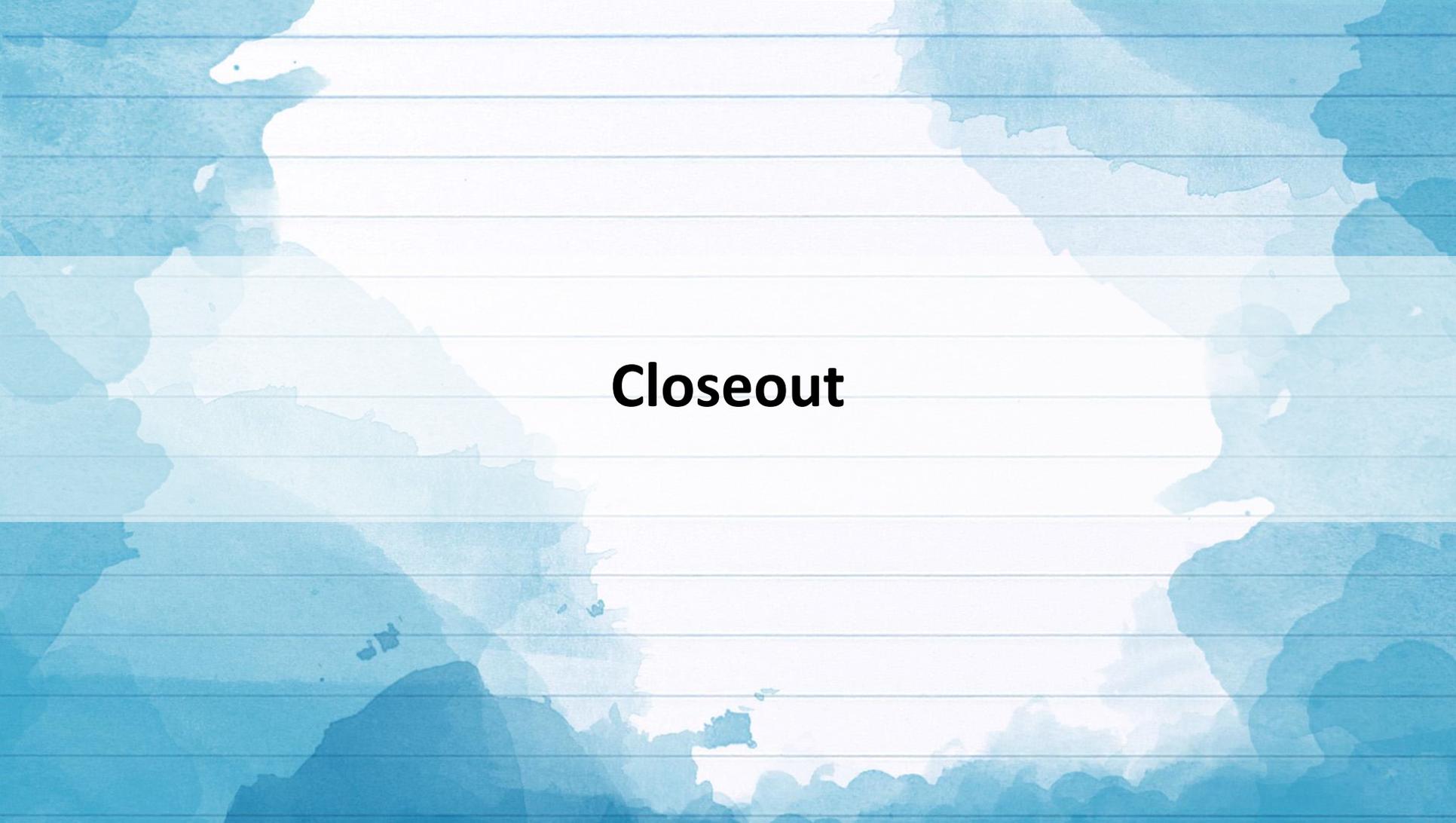
Updated LEAP Connect Assessment Guides

LEAP Connect Assessment Guides are designed to assist educators in understanding the LEAP Connect requirements.

The [assessment guides and online tools training](#) have been updated to include information about the upcoming science field tests, required in grades 4, 8, and 11. Updates include:

- New sample science test questions
- Science field test design
- Appendix D: Vocabulary List now includes science terms
- More resources added to Resources section

The LEAP Connect test window opens February 3, 2020. Test administrators should review the Directions for Test Administration and begin preparing test materials for accessibility two weeks prior to test administration. Contact your School Test Coordinator for more information.



Closeout

Summary: Key Actions

- ✓ [Register](#) for the 2020 Teacher Leader Summit starting **January 10**.
- ✓ Run daily preliminary MFP counts in SER starting **January 13**.
- ✓ [Register](#) for the February Collaboration Session to learn more about ELA Guidebooks by **January 14**.
- ✓ Attend the [SER Q&A Office Hour Session](#) on **January 22**.
- ✓ Work with test administrators to prepare test materials for accessibility before the LEAP Connect window opens on **February 3**.
- ✓ Complete and submit the Super App by **February 7**.
- ✓ Check the weekly newsletter for more updates on HCS and Super App.

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

