

Louisiana Believes

Special Education Leader Webinar
June 2020

Agenda + Logistics

- I. COVID-19 Updates**
- II. Strong Start 2020**
- III. School System Planning**
- IV. Graduation Pathways**
- V. Teaching and Learning**
- VI. Data Systems / SER Updates**
- VII. Measuring Results**
- VIII. Closeout**

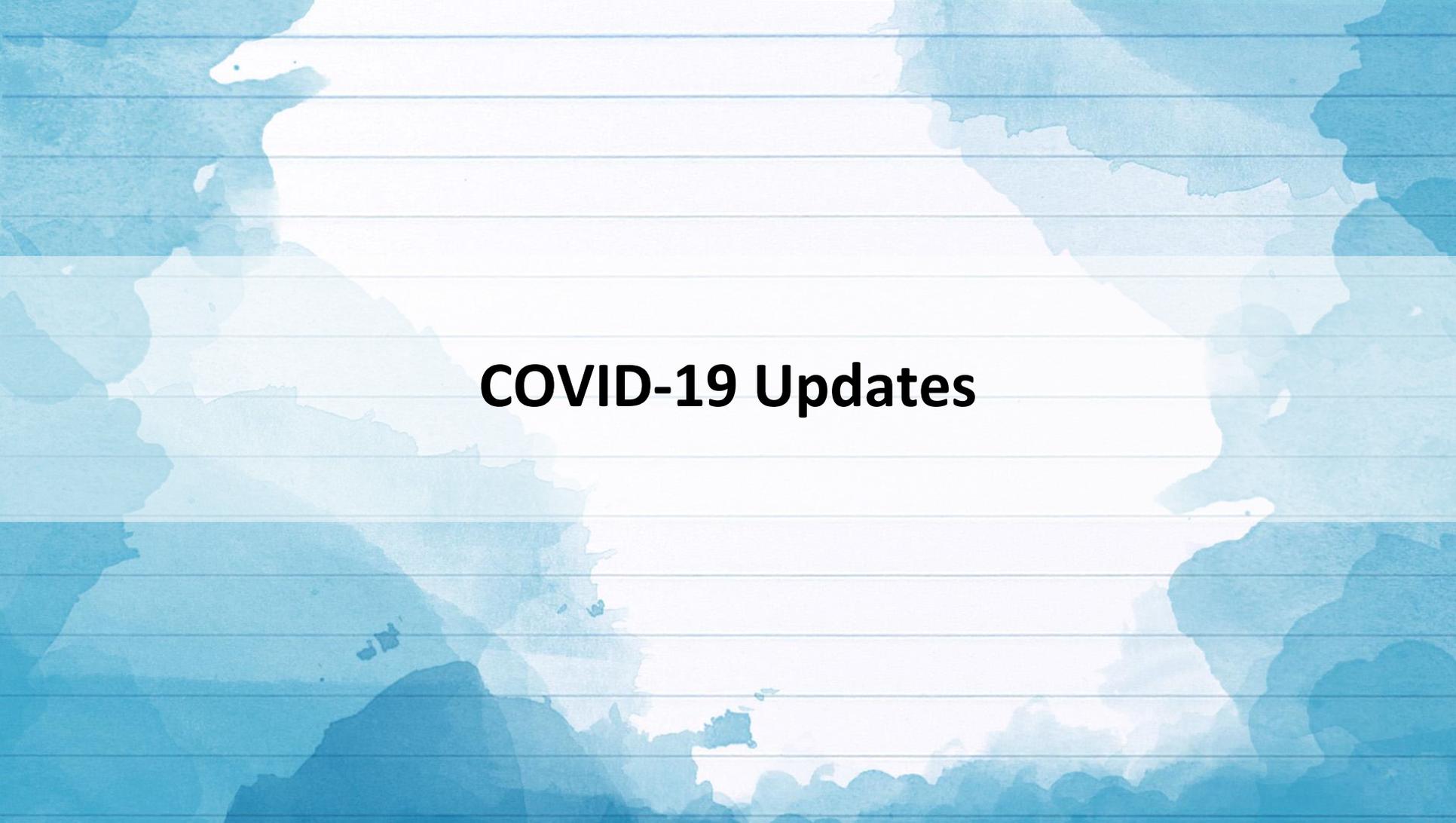
Logistics

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

A world map is centered on the page, rendered in a light blue, watercolor-like style. The map is overlaid on a background of horizontal light blue lines, similar to lined paper. The overall aesthetic is clean and professional.

COVID-19 Updates

Expanded SNAP Benefits

The Families First Coronavirus Response Act of 2020 enables temporary emergency standards of eligibility and levels of benefits under the Food and Nutrition Act of 2008. Children who would receive free or reduced price meals under the National School Lunch Act if school facilities were currently open are eligible for benefits. This includes all students attending a Community Eligibility Provision (CEP) school.

To receive these benefits, families must [complete an application by June 7](#). Without the requested information, the Department of Children and Family Services cannot issue the Electronic Benefit Transfer (EBT) card and provide benefits.

COVID-19 Information and Resources

On April 15, Gov. John Bel Edwards [signed a proclamation](#) to extend the closure of public school facilities to students for the remainder of the 2019-2020 school year, to curb the spread of COVID-19. School systems are currently engaging students in distance education.

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 information, 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.



EXPLORE THE COVID-19 LIBRARY FOR MORE RESOURCES

Continuous Learning for Students with Disabilities

The Department has released resources to support students with disabilities during continuous learning. The resources are located on the Department's [COVID-19 web page](#) and the [Students with Disabilities web page](#).



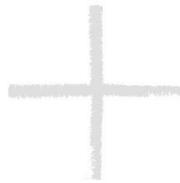
Documents on this page are being continuously updated. If you've opened a document more than once, please clear your history/cache and refresh the page to view the most up-to-date version.

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	Timelines and Documentation During Extended School Closures for Students with Disabilities PDF
Continuous Education for Students with Disabilities: Direct Services PDF	Individual Contingency Plan for Continuous Learning
Continuous Education for Students with Disabilities: Staffing Guidance PDF	Virtual Small Group Instruction for Students with Disabilities: Privacy Guidance PDF
Continuous Education for Students with Disabilities: Supporting Guidance Documents Webinar PDF	
Continuous Education for Students with Significant Cognitive Disabilities: Supporting Guidance for Special Educators PDF	

STRONG 20
START 20

The image features a vibrant blue watercolor background with horizontal white lines. The central text is 'STRONG 20' on the top line and 'START 20' on the bottom line. 'STRONG' is written in a bold, yellow, rounded font with a slight shadow. 'START' is written in white, bold, rounded letters inside a blue arrow-shaped banner that points to the right. The '20's are in a bold, orange, rounded font. Small sunburst icons are placed around the 'S' and the '20's. The overall style is playful and energetic.

School systems should focus on ensuring a **strong start** for every student and **continuous education planning** for the 2020-2021 school year.



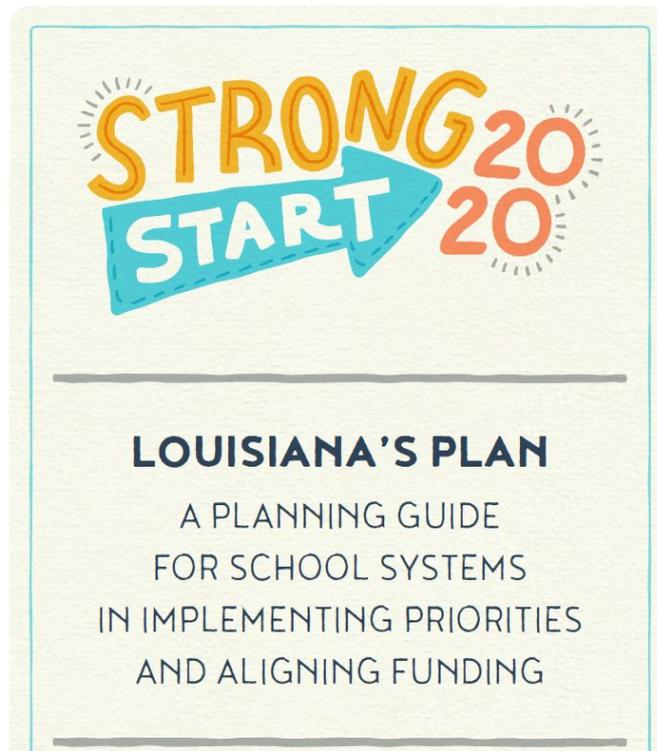
- ✓ Identifying student needs
- ✓ Plans for every student
- ✓ Support for high school students and graduates

- ✓ 1:1 device and internet access
- ✓ A strategic communications plan
- ✓ Versatile delivery methods
- ✓ Adaptive staffing models
- ✓ Flexible and opportunistic calendars and school schedules

Strong Start 2020 Planning Guide

In support of the work that school systems will do to incorporate these new priorities into their plans for the school year, the Department has released the [Strong Start 2020 Planning Guide](#).

The Strong Start 2020 Planning Guide describes the Planning Priorities and is the basis for guidance on elementary and secondary education funding provided by the CARES Act.



Strong Start 2020 Planning Priorities Overview

The Planning Priorities are designed to support school systems as they plan for a strong start to the 2020-2021 academic year. The priorities focus on actions and supports that:

- address unfinished learning from the 2019-2020 school year,
- set the foundation for continuous learning in 2020-2021, and
- prepare for school facility closures and modified operations.

Aligned to the [School System Planning Domains](#), the Planning Priorities address the unique circumstances school systems must consider for the upcoming year and are organized by:

- Domain
- Priority
- Priority Funding Guidance
- Application Questions
- Resources

Planning Priorities and Supports

The Department will provide the following supports and resources for Strong Start 2020:

- Updated Tier 1 Curriculum guidance that addresses:
 - How to deliver content virtually
 - Training for teachers on virtual delivery
 - Addressing unfinished learning via the curriculum
- State-negotiated pricing and bulk purchasing for student devices and WIFI access
- Screeners for K-3; ELA and math diagnostic tools and reports, grades 3-12
- Mental health screener for all students and mental health consultation supports
- Incentive grants to support key Strong Start 2020 Planning Priorities, including funds to support curricular adaptations for continuous learning, high school transitions, professional development plans, **special education**, and student devices and connectivity

Strong Start Compensatory Services Guidance

Strong Start 2020 plans will include actions school systems can take now to conduct a review for compensatory services for every student with a disability, and provide compensatory services to eligible students, based on their individual need.

School systems should start taking actions to address compensatory services by

- reviewing data for all students with disabilities now,
- determining necessary compensatory services, and
- providing compensatory services, as soon as possible, to eligible students, based on their individual need.

To assist school systems with this planning, the Department recently released the [Strong Start Compensatory Services Guidance](#).

Strong Start 2020: Students with Disabilities Work Group

The Department will host the Strong Start 2020: Students with Disabilities work group to provide space for school system leaders to share ideas and to collect feedback on the Strong Start process. This group will discuss compensatory services at its first meeting.

- **Webinar Date and Time:** Monday June 8 at 10:30 a.m.
- **Webinar Link:** <https://ldoe.zoom.us/j/97315309888>
- **Webinar Phone Number:** 646-876-9923 (for dial-in only)
- **Meeting ID#:** 973 1530 9888

To prepare for the work group, review the Strong Start [resources](#) for the Students with Diverse Needs indicators and the [Strong Start Compensatory Services Guidance](#).

Strong Start 2020 Timeline

Action	Date
ESSERF Formula allocation uploaded to the Strong Start 2020 Application	May 1
Network teams support school systems in submitting Strong Start application	May
LDOE host CARES Act equitable services webinar	May 7 at 11:00 a.m.
Strong Start 2020 resources are available*	May 8
Submit the Strong Start 2020 Application to be eligible for Incentive funds	May 29
BESE approves ESSERF Incentive allocations	June 17
ESSERF Incentive allocations uploaded to eGMS	June 19
Statewide working groups held to obtain feedback on Strong Start 2020	Beginning in May

*** Note: Given evolving circumstances and the interconnectedness of guidance from multiple agencies, all resources are subject to updates. School systems should ensure that they are using the latest available version.**

School System Planning

Super App Timeline

Date	Action Item
February 7	Super App due in eGMS (submit button available February 3)
Late February	School systems receive letters with clarifying questions
March 6	<ul style="list-style-type: none">• School systems receive feedback on Professional Development Plans• Deadline for school systems to address clarifying questions in eGMS
April 21	<ul style="list-style-type: none">• BESE approves competitive funding allocations• School systems received approval and allocations
April 23 at 11:00 a.m.	Funding webinar
April 24	Competitive allocations loaded into eGMS
June	Updated Professional Development Plan uploaded
June 8	Recommended deadline to submit Amendment 1 to guarantee approval by July 1

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.

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.

Partnership Opportunities

Last month, the Department released several partnership opportunities to support key special education initiatives.

Partnership Opportunity	Release Date	Due Date
Request for Applications: Transition Support Resources for Families of Children and Youth with Disabilities	April 30	June 15
Request for Applications: Special Education Professional Development and Support for Direct Services <i>Note: Vendors selected through this RFA will be added to the Department's Partnerships for Success Guide.</i>	April 30	July 2

Alternate Assessment Participation Review Process

Each year, school systems that need to exceed 1.0 percent participation in the alternate assessment must take certain actions. These actions outlined in the alternate assessment participation review incorporate requirements of Bulletin 111 and the Every Student Succeeds Act (ESSA).

The alternate assessment participation review for the 2019-2020 SY will continue to include student file reviews conducted by the Department and continue to require school systems to:

- Complete a justification document explaining the need to exceed 1.0 percent participation;
- Complete the alternate assessment review request document;
- Describe how the school system will address any disproportionality in participation rates; and
- Provide evidence that IEP teams followed the State's guidelines for participation including:
 - evidence that IEP teams received sufficient training on participation guidelines, and
 - evidence and results of student file reviews conducted by the school system.

Alternate Assessment Participation Review Timeline

Below is the preliminary timeline for the alternate assessment participation review process.

Month	Actions
Early July	<ul style="list-style-type: none">● School systems receive the alternate assessment review package via FTP.● School systems receive support and guidance on how to complete the alternate assessment review process.
End of July	<ul style="list-style-type: none">● School systems upload the requested student specific files to the FTP.
Mid-August	<ul style="list-style-type: none">● School systems review data, review student files and submit the justification and review request documents.
Mid-September	<ul style="list-style-type: none">● School systems are notified of alternate assessment participation review outcomes.

Medicaid IEP Documentation for Applied Behavior Analysis Services

The [Louisiana Medicaid State Plan Amendment](#) was recently approved by the Center for Medicare and Medicaid Services. Revisions to the plan expand the types of services that are available for school-based Medicaid claiming and now include applied behavioral analysis (ABA) services.

To be allowable for billing, applied behavioral analysis services must be

- delivered in accordance with the student's treatment plan,
- provided by the school system, and
- provided by, or under the supervision of, a behavior analyst currently licensed by the Louisiana Behavior Analyst Board, a licensed psychologist, or licensed medical psychologist.

Medicaid IEP Documentation for Applied Behavior Analysis Services

If school systems use a student's IEP as the required treatment plan, they should document ABA services in both the student's evaluation report and IEP.

If a student receives ABA services to access FAPE, these services may be documented on the IEP in the behavior section of the general student information page. Medicaid documentation includes:

- service provided (applied behavioral analysis services),
- begin date of service,
- number of sessions provided,
- type of session (individual/group), and
- length of each session in minutes.

The Department is in the process of revising the School-Based Medicaid Handbook to provide additional information on the recently approved State Plan Amendment.

Teacher Leader Advisor Applications

The Department is seeking excellent English language arts, math, and special education teachers to become Teacher Leader Advisors (TLAs) for the 2020-2021 school year. TLAs will build resources for students with significant cognitive disabilities in both math and English language arts, grades K-12.

TLAs will also continue work to develop ELA Guidebook-aligned companion resources for students with significant cognitive disabilities. This team will be producing and delivering aligned lessons, creating case studies, and refining the the companion resources for all ELA Guidebook units, grades 3-8.

Teacher Leader Advisors [applications](#)
will be accepted from **May 8 - June 5.**



Teacher Leader Summit: Virtual Series

The 2020 Teacher Leader Summit: The Virtual Series brought together over 6,000 educators and content experts focused on creating meaningful growth for every student, every day. Educators shared knowledge, learned new skills, and prepared for the 2020-2021 school year.

In an effort to ensure as many Louisiana educators as possible were able to gain the content knowledge from the sessions, the Department released a [list of sessions](#) that were broadcasted live on YouTube. The live broadcasts allowed educators across the state to attend the sessions live regardless of event registration.

Additionally, all sessions were recorded for offline viewing. The recordings will be posted to the [Teacher Leader Library](#) later this month.

Summer Reopening Guidelines and Guidance

Last week, the Department released new and updated guidelines and guidance for summer reopening, which included additional information on athletics and transportation.

1. **Updated** [Initial Public Health Guidelines for K-12 Summer School and Extra-Curricular Programs](#)
2. **Updated** [K-12 Summer Camp, Summer School, and Extracurricular Activities Supportive Guidance](#)
3. **New** [K-12 Athletics Guidance](#)

Back-to-School Resources

The Department recently released a suite of free resources to help parents and educators address unfinished learning from the 2019-2020 school year and ensure a strong start to the 2020-2021 school year.

The 2020-2021 back-to-school resources include:

- The [2020-2021 Educator Resource Guide](#), which highlights instructional priorities and resources to support educators with a strong start to the 2020-2021 school year. The guide is located in the [School System](#), [Principal](#), and [Teacher](#) Toolboxes and will be updated each month.
- An updated [2020-2021 School System Support Calendar](#), which details training sessions, virtual support, tools and resources, and communication streams designed to support educators.
- [Parent Back-to-School Guides](#) that provide families with information and resources to support learning, whether it takes place in the traditional classroom or at home, for the 2020-2021 school year. Guides are currently available for parents of students in grades pre-K–2, 3–12, English Learners, and [students with disabilities](#). Translated versions will soon be available in Spanish, Vietnamese, and Arabic.
- [School Plan Family Presentation](#), which, as required by law, provides a template for school leaders to communicate school performance data, their school improvement plan, timelines for implementation and attainment of performance goals, and implications to families.

Graduation Pathways

Jump Start 2.0

Jump Start 2.0 seeks to improve Jump Start so that graduates are equipped to enter the workforce prepared for high quality jobs.

In May, BESE approved 11 [Jump Start 2.0 pathways](#), along with a waiver process for facilitating changes late in students' progressions. Jump Start 2.0 pathways are aligned to national clusters, Perkins, programs of study, and the Workforce Investment Opportunity Act (WIOA). The 2020-2021 school year will be a **transition year** for Jump Start 2.0 early adopters with Jump Start 1.0 and 2.0 available to all incoming freshmen.

Prior to the fall semester, in consultation with Jump Start Review Team, the Department will make a recommendation to BESE to:

- Identify additional 3-4 universal courses
- Identify additional core CTE courses to add to specific pathways
- Identify additional IBCs/exit credentials to add to specific pathways

High School Planning Guide (HSPG)

The annual [2020-2021 High School Planning Guide](#) (HSPG) is one of eleven guidebooks published by the Department. The HSPG consolidates the information and resources that are most pertinent to middle and high school leadership teams, including information for students with disabilities.

The 2020-2021 HSPG will include updates to the following areas:

- Jump Start 2.0
- Individual Graduation Plan
- LEAP 2025
- Intensive Algebra I
- Dual Enrollment
- Credit Recovery

House Bill 848

Name Change: Act 833 to April Dunn Act

During the 2020 regular session, House Bill 848 provided that Act No. 833 of the 2014 Regular Session shall be known and may be cited as the "April Dunn Act". The Bill passed unanimously in both chambers and was sent to the Governor for executive approval.

The Department will be updating guidance and the special education reporting system (SER) to reflect this change in honor of April Dunn's work on the original policy that provide alternative pathways for students with disabilities to obtain a high school diploma.

Teaching + Learning

Preparing for 2020-2021: Instructional Materials and Professional Development Guidance

The Strong Start 2020 plan includes [Instructional Materials Guidance](#) and [Professional Development Guidance](#), and the Department continues to work with publishers and vendors to update the guides as they build and refine their supports.

Updated Instructional Materials Guidance is available for the following publishers:

- Core Knowledge Language Arts (CKLA): Amplify
- PhD Science: Great Minds
- Wit and Wisdom: Great Minds

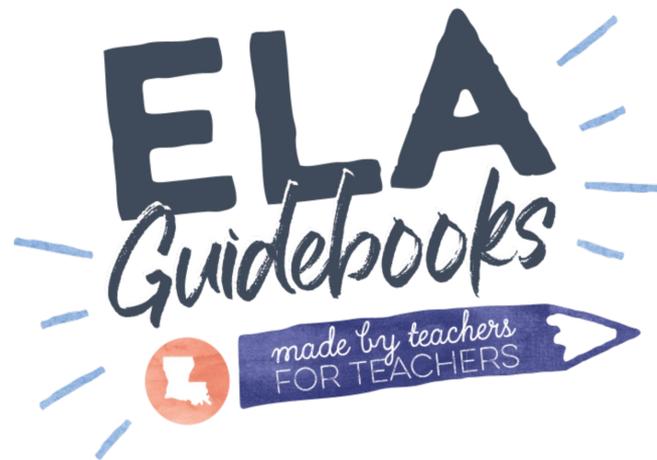
Updated Professional Development Guidance is available for the following vendors:

- Big Day for Pre-K: Houghton Mifflin Harcourt
- Core Knowledge Language Arts (CKLA): Amplify, Instruction Partners
- Collections: Houghton Mifflin Harcourt
- ELA Guidebooks: The Associated Professional Educators of Louisiana (A+PEL), Instruction Partners
- Eureka Math: The Associated Professional Educators of Louisiana (A+PEL), Instruction Partners
- EL Education: Instruction Partners
- The Choices Program: Brown University

Accessible Materials for ELA Guidebooks

Along with the suite of Strong Start guidance to support planning for 2020-2021, the Department released updated [Instructional Materials Guidance](#) to support school systems in ensuring high-quality curricula materials are available in **accessible formats for students with disabilities during distance learning**. To ensure students with disabilities have access to high-quality instructional materials, Louisiana's ELA Guidebooks now provide the following options to support accessibility:

- [Digital availability](#) of many unit texts
- [Accessibility features](#) of each digital text platform
- Braille and enlarged prints provided through the [Louisiana Accessible Educational Materials Center](#)



Strong Start: July 2020 Math Lesson Broadcasting

The Department, in partnership with Louisiana Public Broadcasting (LPB), Great Minds, Illustrative Math (IM), and SchoolKit, will broadcast Eureka (K–5) and Illustrative Math (6–Algebra I) lessons. These lessons will air on LPB from July 6 through July 31 on a regular daily schedule. They will also be available on-demand at the [Great Minds](#) and [Illustrative Mathematics](#) websites.

To ensure accessibility for students with disabilities, live broadcasts will have closed captioning and on-demand videos will be available with closed captioning and audio description.

To support school systems as they plan for summer learning and ensure students are prepared for on grade-level learning by August 1, [this guidance document](#) contains information about the following:

- Purchasing student materials
- Watching live broadcasts
- Watching on-demand
- Lesson details

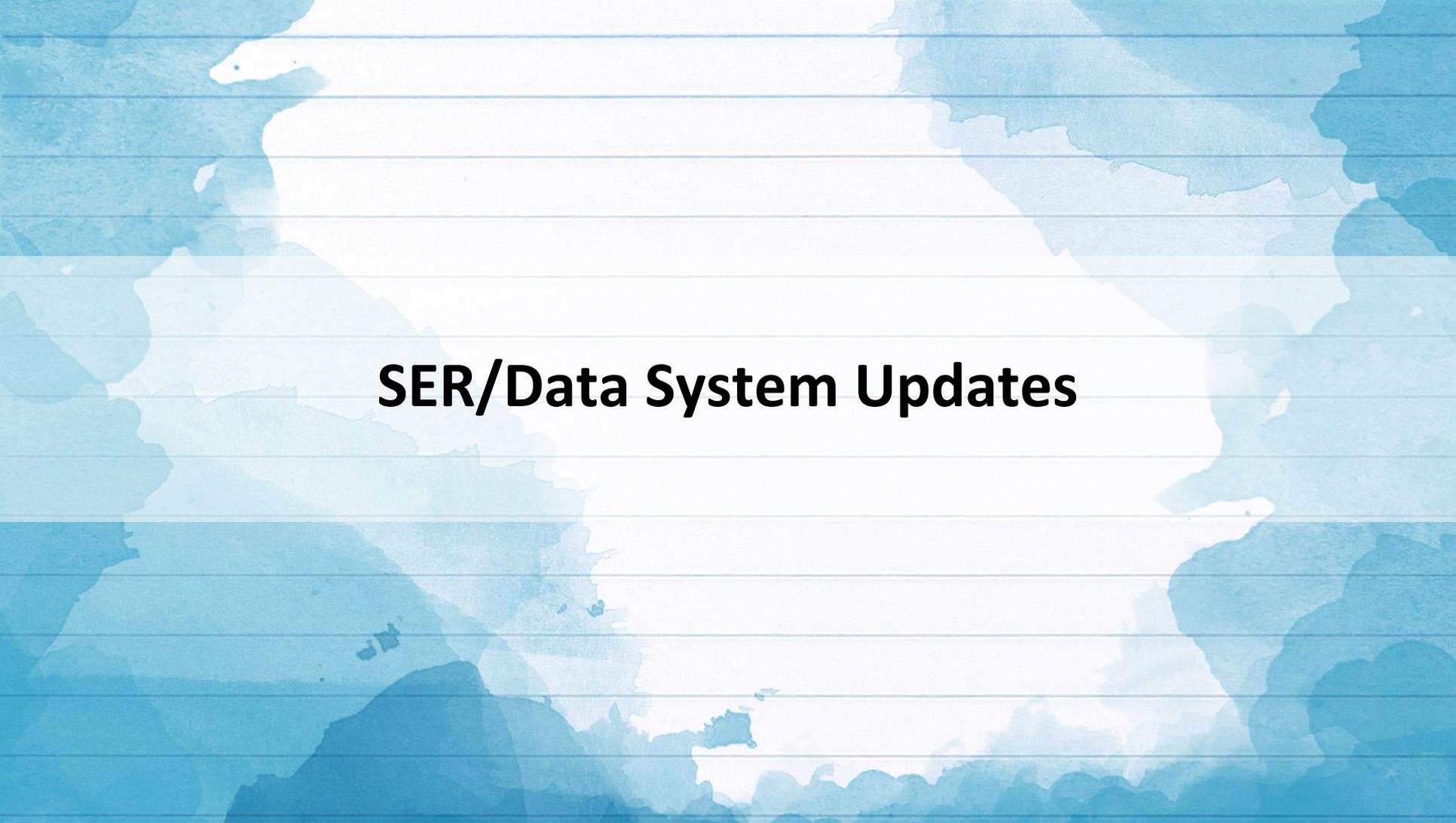
TS GOLD® OSEP Exit Procedure Support and Guidance

TS GOLD® OSEP Administrators must exit **or** transition child records on an IEP when one of the following occurs:

- the child is no longer receiving early childhood special education services (ECSE);
- the child is transitioning to Kindergarten;
- the child turns 6 years old; or
- another reason for exit occurs, like the child moves out of the State.

Updated [TS GOLD OSEP Guidance](#) can be found in the Classroom Resources and Initiatives Library.

The following link provides step-by-step directions: [How do I exit or transition child records from their IEP/IFSP in MyTeachingStrategies®?](#)

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SER/Data System Updates

SER Deadlines

Date	Action Item
June 26, 2020	Deadline for verifying Exit Data. This report should be blank. Report to Run: SER/SIS Exit Cross Check
Tuesday, June 30, 2020	LDOE Student Profile Grade Rollover
Tuesday, June 30, 2020	Begin entering Extended School Year Data

Other SER Deadlines

Date	Action Item
Wednesday, July 1, 2020	State Performance Plan (SPP) Indicator 11: Reports to run & verify: PST Missing, PST Listing Report , Parent/Guardian Listing, Parent/Guardian Missing, SPP Indicator 11 Report (Initial Evaluation Compliance)
Wednesday, July 1, 2020	Begin verifying exit data. In preparation for the Exit Count Final run (for prior school year). <u>Reports to run and verify:</u> Exit Counted, Exit Summary, SER/SIS Exit Cross Check (should be blank)
Friday, July 10, 2020	State Performance Plan (SPP) Table 5 (Discipline) Reports to run and verify: Disciplinary Removals-Summary, Disciplinary Removals-Detail (Out of School Expulsions-No, Out of School Expulsions-Yes)

Other SER Deadlines

Date	Action Item
Friday, July 24, 2020	LDOE: Purge Report: Student's inactive for 5 years or more purged from active database (count date as of June 30th)
Friday, July 31, 2020	LDOE: Part C Transition Compliance Report

SER Deadline Details

SER/SIS Exit Cross Check Report - Deadline June 26

- Count date as of June 30th
- Exits reported for students 14 and older
- Compares only certain exits from SER
 - HS diploma
 - Moved out of State/Known to be Continuing
 - Certificates of Achievement, LHSD
 - Death
- SER exit reason must be comparable to SIS exit reason
- SER high school exit reasons must be aligned with exit codes in SIS and STS. Please see the Exit Code Alignment section of the document

Item number	SER Exit Date	SER Exit Reason	SIS Exit Reason
996	8/12/2010	Moved Out of State/Kwn to be Continuing	DID NOT RETURN TO SCHOOL BEFORE 10/01
993	11/16/2010	Moved Out of State/Kwn to be Continuing	TRANSFER TO PUB SCHOOL IN LOUISIANA
996	10/29/2010	Moved Out of State/Kwn to be Continuing	X
990	9/8/2010	High School Diploma	X
989	6/30/2010	Certificate of Achievement	X

Measuring Results

LEA Determinations

Each year, the Department must issue a determination to each school system on the provision of special education and related services under IDEA. These are called LEA Determinations.

School systems' performance on a series of outcome and compliance measures result in an LEA Determination of (1) Meets Requirements, (2) Needs Assistance, (3) Needs Intervention, or (4) Needs Substantial Intervention. This year, the Department updated the LEA Determinations Tier 1 indicators to better align to student performance.

FFY 2018 (SY 2018 -2019) LEA Determinations Timeline:

1. Draft determinations were distributed to Special Education Leaders via FTP on May 18.
2. Final determinations will be distributed to Superintendents/Charter Leaders via FTP the **week of June 15**.

Please note: LEA

Determinations are made at the school system level, as required by IDEA, while plans to improve struggling schools identified as UIR for students with disabilities is a separate process required by ESSA.

New Schedule for LEAP 2025 High School Summer Administration

The LEAP 2025 high school summer administration, originally scheduled for the week of June 15, has changed.

- The new summer testing window is **July 13–24**.
- The window has expanded from 5 to 10 days.
- Additional scheduling dates for test setup, ordering, etc. will be shared with district test coordinators when they are finalized.

LEAP 360: Planning for 2020-2021

LEAP 360 will continue to be provided by the Department at no cost to school systems during the 2020-2021 school year.

School systems choosing to continue using LEAP 360 must sign a LEAP 360 MOU amendment to protect the item and test content. The amendment (#3) form may be [downloaded](#) from the [Assessment Library](#) and must be returned to assessment@la.gov by **June 26**.

SPP / APR Parent Involvement Survey

Each year, the Department surveys parents on their perception of the quality of their child's education and the quality of their relationship with their child's school. Below is a timeline of this year's parent survey.

Timeline	Milestone
March 2020	The Department sends survey packages to school systems for distribution
March-June 2020	Survey window open
Summer 2020	The Department analyzes results
Fall 2020	The Department reports outcomes to school systems
February 2021	Outcomes reported in the Annual Performance Report

Every Child Counts: Census 2020

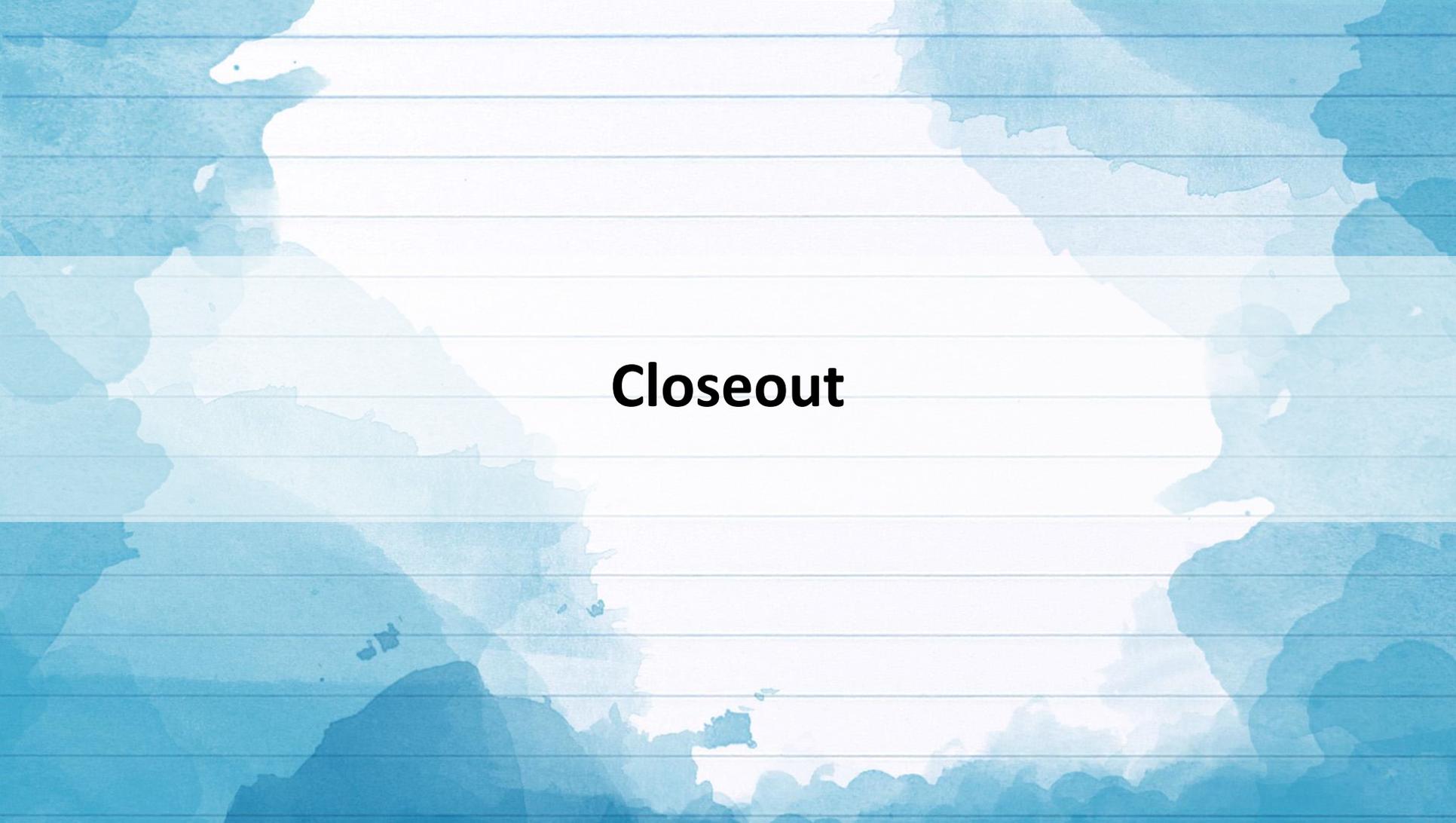
By now every home has received an invitation to participate in the [2020 Census](#).

The 2020 Census count impacts the federal funds that communities receive each year for programs and services that are critical for schools, students, and [younger children](#), such as:

- **Special education**, Head Start, after-school programs, and classroom technology.
- Food assistance, including free and reduced-price school lunches.
- Maternal and child health programs.
- Planning, preparedness, and recovery efforts for all types of national emergencies, including [COVID-19](#).



Self-responses, which can be completed [online](#), by phone, or by mail until October 31, **ensures federal funding to support Louisiana students**. The Department encourages school systems to explore the [2020 Census Toolbox](#) to find activities specially designed to be engaging and appropriate for each grade level, from counting for kindergarteners to examining career statistics for high schoolers.



Closeout

Summary: Key Actions

- ✓ [Apply](#) to be a Teacher Leader Advisor for students with significant cognitive disabilities by **June 5**.
- ✓ Complete an [application](#) for expanded SNAP benefits by **June 7**.
- ✓ Attend the [Strong Start 2020: Students with Disabilities Work Group](#) on **June 8**.
- ✓ Submit Super App Amendment 1 by **June 8** to guarantee approval by July 1.
- ✓ Verify SER Exit Data and run SER/SIS Exit Cross Check by **June 26**.
- ✓ Complete the [LEAP 360 MOU amendment](#) by **June 26**, if applicable.
- ✓ Spend down all 2019-2020 Round 1 and Round 2 HCS funds by **June 30**.
- ✓ Encourage parents to complete the SPP / APR Parent Involvement Survey by **June 30**.

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

