Louisiana Believes

Special Education Leader Webinar
May 2019
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: 1-408-638-0968
Meeting ID: 432-848-651
School System Planning
School Improvement: Super App Update

• All competitive allocations awarded at April BESE, with the exception of LA4 and JAG, were uploaded to Super App by April 30.

• As of May 1, school systems can amend their Super Apps to include these competitive funds in addition to Carl Perkins (if applicable) and nonpublic proportionate shares.

• School systems should re-submit their amended Super Apps by June 7 to ensure that these budgets are reviewed and approved by July 1.

• Any questions about FY 20 allocations, whether formula or competitive, should be sent to ldoe.grantshelpdesk@la.gov with “Super App” in the subject line.
The Teacher Leader Summit is an annual celebration of Louisiana’s educators.

This year’s event will equip educators in every level of the system with tools and training that provide all students the opportunity to:

- build knowledge of the world;
- read meaningful texts;
- express ideas through writing and speaking;
- solve complex math problems; and
- attend a school that treats them with dignity and respect.

Key Summit Milestones

<table>
<thead>
<tr>
<th>Month</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 30</td>
<td>Session list available (via newsletters)</td>
</tr>
<tr>
<td>May 3</td>
<td>Summit mobile app available for download</td>
</tr>
<tr>
<td>Now – June 14</td>
<td>Regular Registration ($45 per day, $100 for three days)</td>
</tr>
<tr>
<td>June 26 – 28</td>
<td>On-site Registration ($60 per day)</td>
</tr>
</tbody>
</table>

Please contact ldoe.registration@la.gov with questions.
The 2019 Teacher Leader Summit will offer participants the choice of over 300 sessions led by Department staff members, partner organizations, and educators from across Louisiana.

Each day of the Summit will offer sessions for all types of educators. Therefore, guests are encouraged to attend all three days. Participants can also view the priority session list to help with building their schedule. Recommended participants include:

- Classroom teachers (ELA, math, social studies, science, early childhood, special education, English learners)
- School system/LEA supervisors
- Early childhood lead agency supervisors
- School and school system instructional staff
- Principals and school leaders
- School counselors
- Content Leaders
- Mentor Teachers
- Teacher preparation providers
- National guests

Please contact ldoe.registration@la.gov with questions.
The Department has released Teacher Leader Summit Priority Sessions for key audiences including Special Education Directors / Leaders. These include:

Ed Talks

• A002: Ed Talk: Educational Equity and the Importance of Complex Text
• A003: Ed Talk: The Importance of Background Knowledge
• A004: Ed Talk: Five Educational Imperatives for Justice
• A008: Ed Talk: Teacher Leader Summit Premier School: Creating Collaborative Structures to Support High-Quality Instruction
2019 Teacher Leader Summit
Priority Sessions for Special Education Leaders

**Instructional Leadership**

- T006: ELA Guidebooks: Supporting Diverse Learners
- T043: Supporting Diverse Learners in Math
- T095: Get in Sync with Sensory Issues
- E027: Using CLASS® in Classrooms that Include Children with Disabilities
- A047: Integrating Therapeutic Classroom Practices
- S023: Students with Significant Cognitive Disabilities: Implementing Alternate Assessment Eligibility Changes for the 2019-2020 School Year
- S024: Supporting Students with Autism and Related Disorders
2019 Teacher Leader Summit
Priority Sessions for Special Education Leaders

Talent & Teacher Leadership
• S045: Improving Instruction Through the Use of Mentor Teachers
• S046: Meeting Educator Workforce Needs in Struggling Schools and High-Need Certification Areas
• S050: Using Intervention Content Leaders to Support Struggling Students
• T056: How to Become a Mentor Teacher or Content Leader

Classroom Management and School Culture
• A034: Creating a Trauma Informed Classroom to Respond to Adverse Childhood Experiences
• A036: Leveraging Technology to Assist in Behavioral Intervention
• A048: Sanford Harmony: Creating Collaborative Classroom for All
All registered attendees received a notification to download the Summit mobile app from Sched, the app developer, on Friday, May 3.

Details on how to use the app to build your schedule are available in the app overview.

Registrants are strongly encouraged to download the app to reserve a seat in the sessions of their choice as soon as possible. Once a session is full, registrants will no longer be able to reserve a seat in the session and will be placed on the waitlist.

Participants may be required to present their schedule to a room attendant to gain entrance into sessions that are full.

Please contact ldoe.registration@la.gov with questions.
In addition to the traditional regional collaborations, the Department will also offer School Support Institutes in 2019-2020. These institutes will help CIR/UIR-A principals, their leadership teams, and school system staff on how to use each of the following to support teachers with planning and delivering instruction:

- Foundational training on curriculum
- Mentor Teachers and Content Leaders
- Common planning time
- Classroom observations

A limited number of seats will be made available for non-CIR/UIR-A schools. Additional details on the institutes will be shared in the June school system planning call.

CIR/UIR-A includes the students with disabilities subgroup.

**When:**
September, November, and February in four locations across the state

**Who:**
The leadership team from each CIR/UIR-A school and a limited number of school system personnel

Please contact districtsupport@la.gov with questions.
The High Cost Services (HCS) Round 2 allocations were made available on May 7. The Department will release the HCS Round 2 allocations information in the newsletter and on the eGMS login page when it becomes available.

The next phase of the HCS Round 1 application process is the student add/drop. A request to add/drop a student must be submitted via email to Terri.Byrd@la.gov. This period is open from May 8 through May 21.

The add/drop timeframe will be included in the newsletter and on the eGMS login page.

If you have questions, please reach out to the Grants Management help desk at LDOE.GrantsHelpdesk@la.gov.
<table>
<thead>
<tr>
<th>Month</th>
<th>Action</th>
</tr>
</thead>
</table>
| June  | ● The Department releases alternate assessment participation results via FTP in mid-June. School systems over 1.0 percent participation (Spring 2019 assessment period) must take additional actions.  
● The Department hosts a webinar in late-June to provide guidance to school systems on completing and submitting the alternate assessment review package. Check the newsletter for the date.  
● School systems begin to review data, student files and prepare alternate assessment review package for submission to the Department. |
| July  | ● School systems finalize review of data and student files and submit alternate assessment review package to the Department.  
● The Department reviews school system submissions and student files. |
| August| ● The Department notifies school systems of participation review outcomes. Scores of any student found to be ineligible will be converted to the lowest scale score and assigned zero points in the school performance score. |
This year, all school systems will receive and review alternate assessment participation data via FTP in mid-June. Notice will go out in the newsletter. School systems must review their results to verify whether they are over the 1.0 percent threshold. School systems exceeding 1.0 percent participation must take additional actions over June and July including:

- reviewing alternate assessment participation data for disproportionality amongst ESSA subgroups;
- submitting an alternate assessment review request form (to meet requirements of Bulletin 111);
- submitting an alternate assessment justification form (to meet federal requirements); and
- submitting up to 11 student specific files for review by the Department.
Alternate Assessment Participation Review Process

**Review Data (Mid June)**
- ✓ review data to verify whether the school system is over 1.0 percent participation
- ✓ if over 1.0 percent, join the guidance webinar
- ✓ review data to determine if there is any disproportionality by subgroup

**Submit Review Request Form (Mid July)**
- ✓ describe disproportionality data review process
- ✓ if needed, provide action plan to address disproportionality
- ✓ verify IEP team members were or will be trained on eligibility criteria
- ✓ verify evaluation results are entered in SER
- ✓ review student files for eligibility criteria compliance

**Submit Justification Form (Mid July)**
- ✓ describe reasons the school system exceeded 1.0 percent participation in the alternate assessment
- ✓ provide assurance the school system reviewed data and followed eligibility criteria

**Submit Student Records (Mid July)**
- ✓ submit requested student files that were in place Jan. 4th:
  - evaluation reports
  - paper IEPs, if needed (IEPs will also be reviewed in SER)
This year, the alternate assessment review process will occur over the summer, primarily in June and July, in order to finalize results before school performance scores are released. Any school system exceeding 1.0 percent participation in any Spring 2019 alternate assessment (ELA, math, or science) will be required to review a sample of student files to verify eligibility. To facilitate this review during a time when school systems may have limited staffing, the Department is offering flexibilities, including:

- School systems are permitted to use the same student files used for IDEA Monitoring Self-Assessment, if applicable.
- School systems that did not participate in the IDEA Monitoring Self-Assessment, but know they will exceed the 1.0 percent participation threshold can begin their student file reviews now. To opt into this early process, the Special Education Director should contact specialeducation@la.gov for details.

School systems can check BESE’s [Policies/Bulletins](#) page for an updated Bulletin 1530 in the coming days. School systems should plan to fully implement these changes for the 2019-2020 school year.

The Department has additional resources to support school systems in implementation including:

- Resources (updated) on the [students with significant cognitive disabilities](#) landing page
- In person training opportunity at the 2019 Teacher Leader Summit
Graduation Pathways
Teaching + Learning
Feedback Opportunities

To plan for supports in the next academic year, the Department is seeking feedback from special education leaders on two topics:

**Initial and ongoing training to support special educators.** Do you need additional training on specialized supports, related services, and building the capacity of leaders to support students with disabilities? Please take this [survey](#) by May 31 to share your thoughts.

**Evaluation and reevaluation supports.** Does your school system have strong evaluation practices? Are there elements of these processes that could be strengthened? The Department is seeking input from special education leaders on current evaluation practices and their impact on special education to inform potential resources and supports. To provide input, contact [rebecca.latham@la.gov](mailto:rebecca.latham@la.gov) by May 31.
TS GOLD OSEP Deadlines

Thank you to all TS GOLD OSEP administrators who were able to join the webinars last week. Please ensure the following data have been finalized in the TS GOLD OSEP license:

• all students age 3 through 5 currently receiving 619B services should have entry assessments completed and finalized;
• all students age 3 through 5 currently receiving 619B services who will matriculate to kindergarten in the fall of 2019-2020 should have an exit assessment completed and finalized before the end of the 2018-2019 school year; and
• all OSEP exits should be approved by the district TS GOLD administrator no later than May 31st.

TS GOLD OSEP administrators are encouraged to review their OSEP Status Report to ensure that all entry and exit assessments are complete.

For assistance, contact Brandi.Huling@la.gov
SER/Data System Updates
### Special Education Reporting System (SER) Deadlines

<table>
<thead>
<tr>
<th>Date</th>
<th>Action Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, May 1, 2019</td>
<td><strong>Begin verifying EOY data:</strong> SER/SIS Exit Cross check, Disciplinary Removals-Summary, Disciplinary Removals-Detail, Part C Transition Compliance, Exit Counted and Exit Summary</td>
</tr>
<tr>
<td>Friday, June 21, 2019</td>
<td><strong>Deadline:</strong> for verifying Exit Data. This report should be blank. Report to Run: SER/SIS Exit Cross Check</td>
</tr>
<tr>
<td>Friday, June 28, 2019</td>
<td><strong>LDOE: Student Profile Grade Rollover</strong></td>
</tr>
<tr>
<td>Friday, June 28, 2019</td>
<td><strong>Begin entering ESY data:</strong> Extended School Year Data</td>
</tr>
</tbody>
</table>
# Special Education Reporting System (SER) Deadlines

<table>
<thead>
<tr>
<th>Date</th>
<th>Action Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, July 5, 2019</td>
<td><strong>State Performance Plan (SPP) Indicator 11:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Reports to run &amp; verify:</strong> PST Missing, PST Listing Report,</td>
</tr>
<tr>
<td>Friday, July 12, 2019</td>
<td><strong>State Performance Plan (SPP) Table 5 (Discipline)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Reports to run and verify:</strong> Disciplinary Removals-Summary,</td>
</tr>
<tr>
<td></td>
<td>Disciplinary Removals-Detail (Out of School Expulsions-No,</td>
</tr>
<tr>
<td></td>
<td>Out of School Expulsions-Yes)</td>
</tr>
<tr>
<td>Friday, July 26, 2019</td>
<td><strong>LDOE: Purge Report:</strong> Student's inactive for 5 years or more</td>
</tr>
<tr>
<td></td>
<td>purged from active database (count date as of June 30th)</td>
</tr>
</tbody>
</table>

For assistance, contact Bernetta.Sims@la.gov
Special Education Reporting System (SER)
SER/SIS Exit Cross Check Report

● Compares SER exit data to SIS exit data
  ○ 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
● Just a reminder: When it comes to your high school exits in SER, the exit reasons must match or have a comparable exit code in SIS, SER, & STS

For assistance, contact Bernetta.Sims@la.gov
Example: Discrepancies shown on Exit Cross Check Report:

<table>
<thead>
<tr>
<th>Item number</th>
<th>SER Exit Date</th>
<th>SER Exit Reason</th>
<th>SIS Exit Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>996</td>
<td>8/12/2010</td>
<td>Moved Out of State/Kwn to be Continuing</td>
<td>DID NOT RETURN TO SCHOOL BEFORE 10/01</td>
</tr>
<tr>
<td>993</td>
<td>11/16/2010</td>
<td>Moved Out of State/Kwn to be Continuing</td>
<td>TRANSFER TO PUB SCHOOL IN LOUISIANA</td>
</tr>
<tr>
<td>990</td>
<td>10/29/2010</td>
<td>Moved Out of State/Kwn to be Continuing</td>
<td></td>
</tr>
<tr>
<td>990</td>
<td>9/8/2010</td>
<td>High School Diploma</td>
<td>X</td>
</tr>
<tr>
<td>989</td>
<td>6/30/2010</td>
<td>Certificate of Achievement</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>3/30/2010</td>
<td>High School Diploma</td>
<td>X</td>
</tr>
</tbody>
</table>
# Exiting Students Across the 3 Systems

## Exit Alignment in SIS, STS, and SER

Accurate exit reasons and backup documentation are important for auditing purposes and directly affect cohort graduation rates and multiple indices used in accountability calculations. Certain exit reasons are also reported federally. Therefore, it’s important that exit reasons are aligned among the student systems SIS, STS and SER.

In the Student Transcript System (STS) a transcript should be submitted for all students earning high school credits. This includes students earning a diploma, Certificate of Achievement or HiSet. A diploma should be awarded when a student has met all requirements for the diploma.

<table>
<thead>
<tr>
<th>Type of Exit</th>
<th>SIS Exit</th>
<th>STS Exit</th>
<th>SER Exit</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Graduate</td>
<td>Exit Reason Code=&quot;04&quot; [diploma]</td>
<td>Diploma Pathway=&quot;TV&quot; with grad date. -or-</td>
<td>HS Diploma (Regular Assessment)</td>
</tr>
<tr>
<td>(Terminal)</td>
<td>Exit Date=Last day of school</td>
<td>Diploma Pathway=&quot;CA&quot;, Career Pathway=&quot;RO1-T18&quot; with grad date</td>
<td></td>
</tr>
<tr>
<td>Alternate Assessment</td>
<td>Exit Reason Code=&quot;04&quot; [diploma]</td>
<td>Diploma Pathway=&quot;L1&quot; with 23 experiences with grad date.</td>
<td>HS Diploma (Alternate Assessment - Jumpstart)</td>
</tr>
<tr>
<td>Jumpstart Graduate</td>
<td>Exit Date=Last day of school</td>
<td>(9th grade entry 2014 and above)</td>
<td></td>
</tr>
<tr>
<td>(Non-Terminal)</td>
<td>The student’s enrollment record should show Option Code=&quot;9&quot; [L1 Jumpstart Diploma Pathway/Track]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternate Assessment</td>
<td>Exit Reason Code=&quot;04&quot; [diploma]</td>
<td>Diploma Pathway=&quot;CD&quot;, Career Pathway=&quot;CDV&quot; with grad date.</td>
<td>HS Diploma (Alternate Assessment - Grandfathered)</td>
</tr>
<tr>
<td>Grandfathered Graduate</td>
<td>Exit Date=Last day of school</td>
<td>(9th grade entry 2013 and below)</td>
<td></td>
</tr>
<tr>
<td>(Non-Terminal)</td>
<td>The student’s enrollment record should show Option Code=&quot;4&quot; [Career Diploma Pathway/Track]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate of Achievement</td>
<td>Exit Reason Code=&quot;06&quot; [Certificate of Achievement]</td>
<td>No grad date can be set.</td>
<td>Non-Diploma Certificate Of Achievement</td>
</tr>
<tr>
<td>(Non-Terminal)</td>
<td>Exit Date=Last day of school</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For assistance, contact Bernetta.Sims@la.gov
Students on Alternate Assessment Jumpstart Pathway (L1)

- Must be identified in SER, SIS, and STS
- In STS, Applied no credit courses can be used
- In SIS, Option code=”9” [L1 Jumpstart Diploma Pathway/Track] must be used.
- The diploma should not be awarded until a student has met all requirements for the diploma including transitional services in preparation for post-secondary opportunities.
- Once the requirements have been met:
  - Exit in SER as HS Diploma (Alternate Assessment Jumpstart)
  - Exit in SIS with Exit Reason = “04” [diploma]
  - Exit in STS with a grad date
- For Accountability:
  - Will only belong to 1 cohort
  - Must be continuously enrolled up through graduation

For assistance, contact Bernetta.Sims@la.gov
Which Students Can Return

While it should be a rare situation, per federal guidelines students with disabilities with a prior year non-terminal exit are allowed to return and access FAPE until age 22. These exits include the following:

- Alternate Assessment Jumpstart - L1
- Alternate Assessment Grandfathered - CD
- Certificate of Achievement
- HiSet

For assistance, contact Bernetta.Sims@la.gov
# How to Report Students who Return

Use the guidance in the chart below for reporting students who are returning after a prior year non-terminal exit.

<table>
<thead>
<tr>
<th>Student Exit Prior Year As:</th>
<th>SIS Returning and Final Exit</th>
<th>STS Returning</th>
<th>SER Returning and Final Exit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternate Assessment Jumpstart Graduate (Non-Terminal)</td>
<td><strong>Returning</strong> Entry Reason =”CA” [Re-entry] <strong>Final Exit</strong> Exit Reason=“19” [Exit from Non-Mandatory Attendance Program] Exit Date=Last day of school</td>
<td>Excluded from the STS rollover to the current school year. If the student is returning for the current school year, the transcript should be re-entered in STS.</td>
<td>Returning 1) Pick up Jurisdiction 2) Create Special Education Activity 3) Open Student Services in SER</td>
</tr>
<tr>
<td>Alternate Assessment Grandfathered Graduate (Non-Terminal)</td>
<td>Same as above</td>
<td>Included in the STS rollover to the current school year. If the student is not returning for the current school year, the transcript should be deleted.</td>
<td>Same as above</td>
</tr>
<tr>
<td>Certificate of Achievement (Non-Terminal)</td>
<td>Same as above</td>
<td>No grad date can be set.</td>
<td>Same as above</td>
</tr>
<tr>
<td>HiSet (Non-Terminal)</td>
<td>Same as above</td>
<td>No grad date can be set.</td>
<td>Same as above</td>
</tr>
</tbody>
</table>

For assistance, contact Bernetta.Sims@la.gov
Measuring Results
The Department is bringing proposed technical changes to Bulletin 741, *Louisiana Handbook for Administrators* to BESE in June. These changes will:

- Update the testing requirements for students who are pursuing a Jump Start Diploma for students participating in LEAP Connect;
  - Current policy describes passing using the three levels that were reported for LAA 1; however, the new LEAP Connect performance is reported using four levels;
- Define passing as Level 2 on LEAP Connect ELA and mathematics.

For additional information, please check BESE’s Committee and Board Meeting agendas and materials, which are posted in advance of the meeting.
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.


FFY 2017 (SY 2017-2018) LEA Determinations Timeline:

1. Draft determinations were distributed to Special Education Leaders via FTP on **April 17**. Clarification ended **May 1**.
2. Final determinations will be distributed to Superintendents / Charter Leaders via FTP in **mid-May**.

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.
LEAP Connect Results

Scores for LEAP Connect will be available this month in eDIRECT.

The Department released parent guides that provide information on the LEAP Connect student reports for grades 3-8 and 11. Schools should send the parent guides home to parents along with the student reports.

The guides provide families with information on:
• student achievement level by content;
• a comparison of the student’s progress to others; and
• information to help parents understand how to use these results to guide discussions with their child’s teacher.
Assessment Development
Educator Review Committees

Please have teachers and supervisors access the Assessment Development Educator Review Committees document, in the Assessment Guidance Library to learn specific information about the review committees convening for 2019. This document includes links to surveys for each committee that teachers and supervisors should complete in order to be considered for participation.

Survey closing dates:

- **May 15 for July committees**
  - LEAP 2025 and LEAP Connect - Alignment and Item Content/Bias Reviews
- **July 5 for August committees**

Please contact michelle.mcadams@la.gov for more information.
Each year, the Department collects feedback from district test coordinators and superintendents prior to releasing the upcoming school year’s assessment calendar.

The 2019-2020 Assessment Calendar is now available and posted in the Assessment Library.
Parent Survey

Each year, LDOE 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.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Milestone</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 2019</td>
<td>LDOE sends survey packages to school systems for distribution</td>
</tr>
<tr>
<td>March - June 2019</td>
<td>Survey open</td>
</tr>
<tr>
<td>Summer 2019</td>
<td>LDOE analyzes results</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>LDOE reports outcomes to school systems</td>
</tr>
<tr>
<td>February 2020</td>
<td>Outcomes reported in Annual Performance Report</td>
</tr>
</tbody>
</table>
Parent Survey

School systems included in the 2018-2019 survey:

<table>
<thead>
<tr>
<th>Caddo Parish</th>
<th>St. James Parish</th>
<th>New Orleans Military &amp; Maritime Academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Franklin Parish</td>
<td>St. Martin Parish</td>
<td>Fannie C. Williams Charter</td>
</tr>
<tr>
<td>Grant Parish</td>
<td>Vermilion Parish</td>
<td>Success Preparatory Academy</td>
</tr>
<tr>
<td>Jackson Parish</td>
<td>West Baton Rouge Parish</td>
<td>Sophie B. Wright Institute of Academic Excellence</td>
</tr>
<tr>
<td>LaSalle Parish</td>
<td>City of Monroe</td>
<td>Acadiana Renaissance Charter</td>
</tr>
<tr>
<td>Natchitoches Parish</td>
<td>Special School District</td>
<td>GEO Academy</td>
</tr>
<tr>
<td>Pointe Coupee Parish</td>
<td>LSDVI</td>
<td></td>
</tr>
</tbody>
</table>
Closeout
Summary: Key Actions

✓ Register for Teacher Leader Summit
✓ Check the newsletter for the release date of final LEA Determinations in mid-May
✓ Encourage special education teachers to fill out interest surveys for assessment educator review committees by May 15 or July 5, depending on committee
✓ Complete the special education survey by May 31
✓ Email rebecca.latham@la.gov to discuss evaluation best practices or challenges by May 31
✓ Check the newsletter for alternate assessment review process updates in June
✓ Encourage families to complete the parent survey, now through the end of June
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