

# Louisiana Believes

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Special Education Leader Webinar  
May 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**

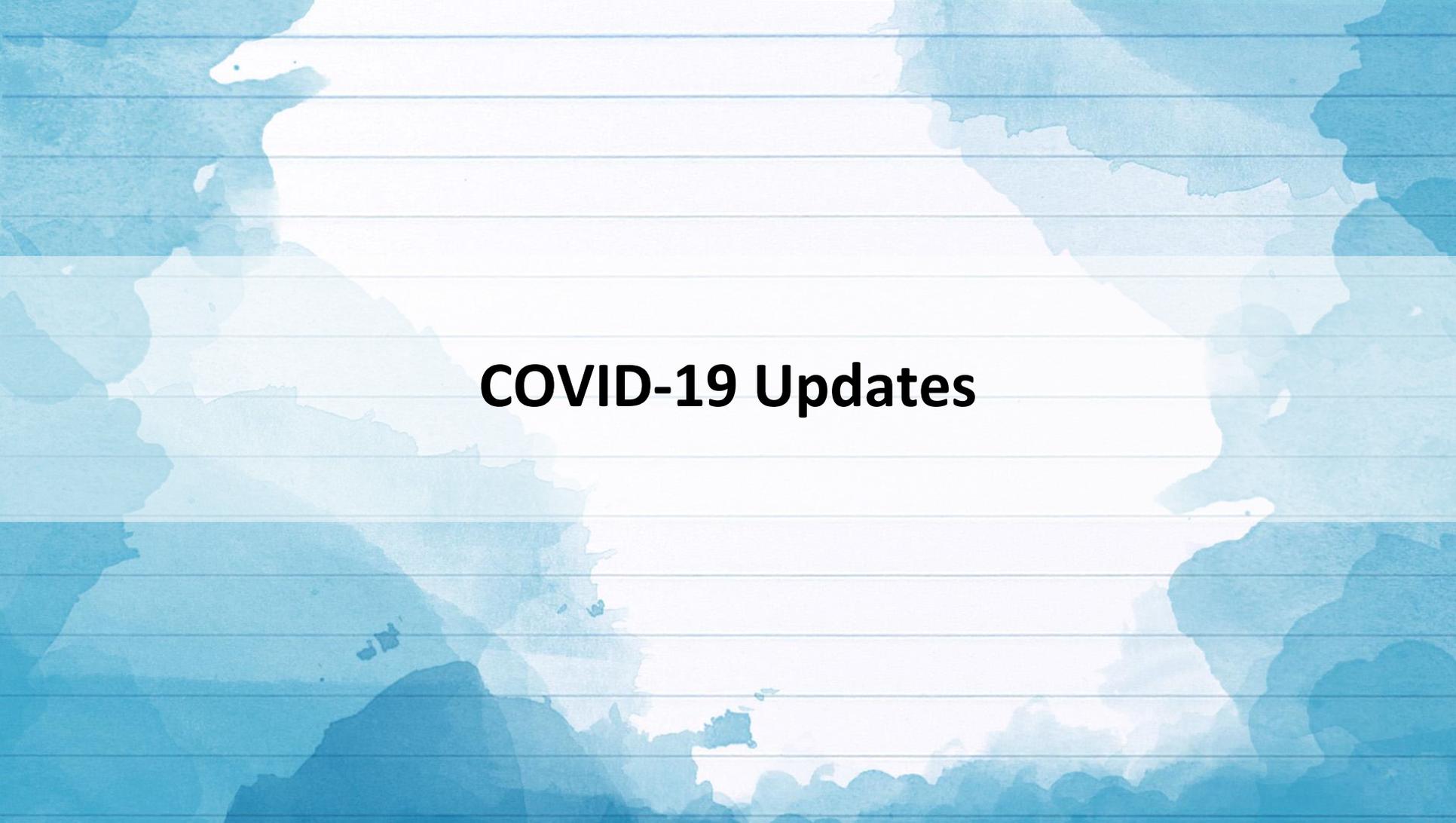
## Logistics

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

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# **COVID-19 Updates**

# 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](mailto: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 new and updated 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](#).



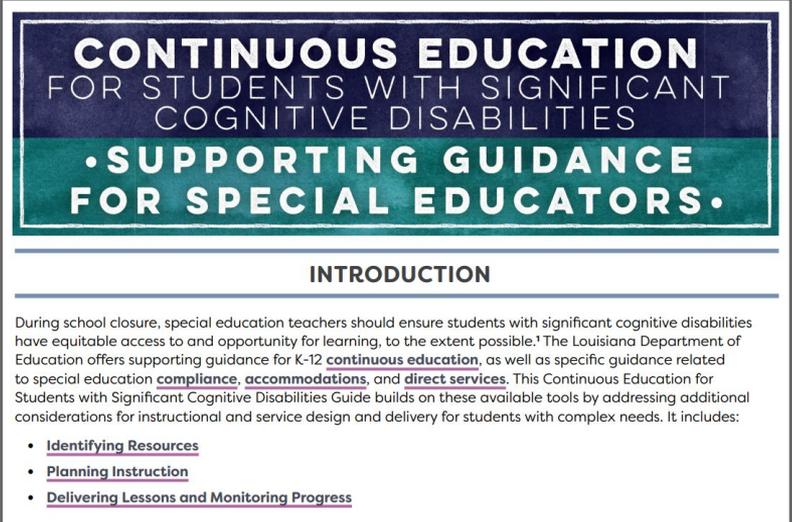
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ACADEMIC SUPPORTS FOR STUDENTS WITH DISABILITIES	SPECIAL EDUCATION TIMELINES AND DOCUMENTATION
<a href="#">Continuous Education for Students with Disabilities: Accessibility of Instructional Materials PDF</a>	<a href="#">Family Toolbox: Ways to Support Students with Disabilities During School Closures PDF PDF</a>
<a href="#">Continuous Education for Students with Disabilities: Accommodations PDF</a>	<a href="#">Timelines and Documentation During Extended School Closures for Students with Disabilities PDF</a>
<a href="#">Continuous Education for Students with Disabilities: Direct Services PDF</a>	<a href="#">Individual Contingency Plan for Continuous Learning</a>
<a href="#">Continuous Education for Students with Disabilities: Staffing Guidance PDF</a>	<a href="#">Virtual Small Group Instruction for Students with Disabilities: Privacy Guidance PDF</a>
<a href="#">Continuous Education for Students with Disabilities: Supporting Guidance Documents Webinar PDF</a>	
<a href="#">Continuous Education for Students with Significant Cognitive Disabilities: Supporting Guidance for Special Educators PDF</a>	

# Continuous Education for Students with Significant Cognitive Disabilities: Supporting Guidance for Educators

The Department has released guidance and a [webinar](#) to assist educators in continuous education for students with significant cognitive disabilities. The [Continuous Education for Students with Significant Cognitive Disabilities: Supporting Guidance for Special Educators](#) assists special education teachers in:

- Identifying resources
- Planning instruction
- Delivering lessons and monitoring progress



The image shows the cover of a document titled "CONTINUOUS EDUCATION FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES" with a subtitle "• SUPPORTING GUIDANCE FOR SPECIAL EDUCATORS •". Below the title is the word "INTRODUCTION". The main text describes the document's purpose during school closure, mentioning equitable access and specific guidance for K-12 continuous education, compliance, accommodations, and direct services. It lists three key areas: Identifying Resources, Planning Instruction, and Delivering Lessons and Monitoring Progress.

**CONTINUOUS EDUCATION**  
FOR STUDENTS WITH SIGNIFICANT  
COGNITIVE DISABILITIES

• **SUPPORTING GUIDANCE**  
**FOR SPECIAL EDUCATORS.**

**INTRODUCTION**

During school closure, special education teachers should ensure students with significant cognitive disabilities have equitable access to and opportunity for learning, to the extent possible! The Louisiana Department of Education offers supporting guidance for K-12 **continuous education**, as well as specific guidance related to special education **compliance**, **accommodations**, and **direct services**. This Continuous Education for Students with Significant Cognitive Disabilities Guide builds on these available tools by addressing additional considerations for instructional and service design and delivery for students with complex needs. It includes:

- [Identifying Resources](#)
- [Planning Instruction](#)
- [Delivering Lessons and Monitoring Progress](#)

# Continuous Learning for Students with Disabilities: Direct Services

The [Continuous Learning for Students with Disabilities: Direct Services](#) guide supports school systems in adapting direct services to continuous learning.

The guide now includes early childhood special education (ECSE) specific information such as

- a session planning guide for ECSE services,
- links to social stories and visual strategies to help students adjust to changes in routine, and
- visual routines to increase structure.

The Department recently hosted a [webinar](#) on this guide.

## CONTINUOUS EDUCATION FOR STUDENTS WITH DISABILITIES • DIRECT SERVICES •

### CONTENTS

- [Introduction](#)
- [Step 1: Identify Resources](#)
  - » [Review Direct Service Provider Caseloads](#)
  - » [Identify Technology Resources for Direct Services](#)
  - » [Assess Student/Family Needs](#)
- [Step 2: Develop Approach](#)
  - » [High-Tech Option](#)
  - » [Low-Tech Option](#)
  - » [Communicate with Students and Families](#)
- [Step 3: Implement Remote Direct Services](#)
  - » [Service Delivery Schedule](#)
  - » [Student Engagement](#)
- [Additional Direct Service Resources](#)

# Virtual Small Group Instruction for Students with Disabilities: Privacy Guidance

The [Small Group Instruction for Students with Disabilities: Privacy Guidance](#) builds on the [Direct Services](#) guide to support service providers in reducing accidental exposure of personally identifiable information while implementing small group instruction to students with disabilities.

The guide provides a three-step process to

- understand privacy laws,
- understand platform security features, and
- implement best practices while conducting small group instructional sessions.



## Virtual Small Group Instruction for Students with Disabilities: Privacy Guidance

### Introduction

School systems are responding to the extended school closure by providing special education and related services in new, novel ways. Virtual small group classrooms is a promising service delivery model that allows service providers to continue direct services while school facilities are closed. School systems and service providers should take certain considerations into account.

Delivery of special education and related services through a virtual small group classroom does not allow educators to control who is viewing a lesson. Similar to having parents visit a classroom in a school building, parents observing instruction in a virtual classroom are not, generally, accessing confidential information. To best ensure service providers continue to protect student information during small group instruction, educators must understand important confidentiality requirements of the [Individuals with Disabilities Education Act](#) (IDEA), the [Family Educational Rights and Privacy Act](#) (FERPA) and the Department's [Student Privacy](#) guidance.

# Family Toolbox: Ways to Support Students with Disabilities During Extended School Closure

There are many ways families can support students with disabilities with continuous education during extended school closure. The [Family Toolbox](#) provides strategies and resources for families in the following areas:

- Organization
- Accommodation and Accessibility
- Lesson Help
- Supplemental Learning
- Communication
- Non-Internet Resources

The Department updated the Family Toolbox with additional resources for families to support learning at home, including text message-based resources.

## CONTINUOUS EDUCATION FOR STUDENTS WITH DISABILITIES

### • FAMILY TOOLBOX •

During extended school closure, schools may offer opportunities for students to learn from home. While families are not responsible for providing IEP services to their students with disabilities during school closure, there are many ways families can support learning at home. This document provides you, as a family member of a student with a disability, a quick overview of ways you can support your child's learning during school closure.<sup>1</sup>

#### ORGANIZATION

**Maintaining a consistent routine is important for helping children feel stable during school closure.**

- Set up a daily routine and schedule. Be sure to include time for breaks.
- Use a calendar or day planner to keep track of daily activities. Many children with disabilities, especially younger ones, respond well to a visual schedule that uses pictures to keep track of upcoming activities.
- For students who need more help staying focused, you can use an [online visual countdown timer](#).
- Limit distractions and arrange a quiet space for your child to work.
- Reward your child for time on-task or finishing assignments. Use activities that they enjoy as rewards.

#### ACCOMMODATION AND ACCESSIBILITY

**Your child's Individualized Education Plan (IEP) or Section 504 plan lists the accommodations that help them succeed at school. During school closure, it is important to know your child's accommodations and practice using them at home.**

- Review your child's Individualized Education Plan (IEP) or Section 504 plan if you have it at home. If you do not have the IEP or 504 plan at home, email your child's teacher.
- Common accommodations include extra time, small group activities, and frequent breaks. Break tasks or assignments into smaller pieces and have your child take breaks as needed. Breaks can be physical or quiet and relaxing.
- If your child uses assistive technology for schoolwork, help them use it to learn from home. For example, they might use speech to text software, a calculator, or other specific apps.
- Remember that you know your child best. Are there supports they need to help them pay attention? Would it be helpful to have headphones? A fidget toy? Highlighters?
- Students with significant disabilities may have multiple, complex accommodations. Families should assess what is being asked of them; determine their own abilities and resources; advocate for what they need; and, ask for realistic expectations and activities for supporting their children during this time.

#### LESSON HELP

**Some schools are offering schoolwork for students to complete from home during school closure. You can support your child's learning by guiding them through assignments.**

- Prepare your child for learning by telling them why the work is important, what they will learn and what activities they will complete.

1 The information in this document is a summary and does not provide every detail, exception or circumstance. Nothing in this document is intended to state new law or supplant any federal or state laws, regulations or requirements.

CONTINUOUS EDUCATION FOR STUDENTS WITH DISABILITIES: FAMILY TOOLBOX MARCH 2020 1



# Early Childhood Family Guidance

Last week, the Department announced it has expanded its at-home care and learning supports for families who are home with young children as a result of the ongoing COVID-19 outbreak.

The [Guidance for Early Learning at Home](#) provides families with a step-by-step process for creating a productive daily schedule, including tips and sample schedules, along with age-appropriate, play-based learning activities to enhance that schedule.

It also includes lists of academic resources for all students, including **children with disabilities** and English learners.



**Be Informed. Be Involved.**

**Guidance for Early Learning at Home**

Parents and families play an important role in shaping the way children view learning. Continued learning and academic and social emotional growth are critical components of children's well-being. The LDOE aims to [provide guidance](#) specifically focused on early childhood since we know this is a unique developmental period that requires differentiated support. This guidance is for anyone supporting young learners at home: families, teachers, directors, and other caregivers.

As families support their children through continuous learning, it is helpful to remember a few key principles from child development that apply to children in early care and learning.

- **Build and Maintain Routine and Structure**  
Consistent routines and structures offer comfort and security for children by helping them take ownership of their experiences, which in turn leads to gains in their learning and development.
- **Focus on Relationships and Social-Emotional Development**  
Relationships are particularly important to children in early childhood. Children flourish when they feel supported, safe, and have close emotional attachments to adults who are important in their lives. These are stressful times for everyone, so creating ways to provide your child with calm, reassuring interactions is important.
- **Find Authentic Opportunities for Meaningful Learning**  
Young children learn best through meaningful play and participation in everyday routines. Your child has opportunities for deep and meaningful learning through everyday, authentic experiences.
- **Emphasize Active, Experiential Learning**  
Children in this age range learn best when they are active and engaged. Physical activity is essential for children's concentration, learning, and interactions with others.

# Special Education Compliance During Extended School Closure

The [Timelines and Documentation During Extended School Closures for Students with Disabilities](#) resource supports special education leaders to understand key actions to take during the extended school closure and when school resumes.

The Department recently released updates addressing

- IEP progress reports, and
- extended school year services.



DEPARTMENT of  
**EDUCATION**  
Louisiana Believes

Timelines and Documentation  
During Extended School Closures  
for Students with Disabilities

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**\*All new/updated information is highlighted throughout this FAQ.\***

### Overview

As school facilities across the state are closed to prevent the spread of COVID-19, the well-being of students, teachers, and staff remain top priority. When school facilities close, the work of educators does not stop. School systems<sup>1</sup> must continue to provide a free and appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services to these students.<sup>2</sup>

This document is intended to help school systems understand key actions special education leaders should take during the extended school closure and when school resumes.<sup>3</sup> These actions will help school systems continue to provide special education and related services in a continuous learning/distance learning environment, and maintain special education compliance and timelines.

In general, school systems should develop a plan to support maintaining IDEA timelines and, if a delay occurs, clearly document the details, the extent of the delay, and any plan to move as quickly as possible to prevent any further delay. School systems should consult their legal counsel for advice on specific or unique circumstances.

# IEP Progress Reports

Federal and state law requires IEP teams to include specific annual goal and progress reporting information in a student's IEP. During school closures, school systems must continue to

- include in a student's IEP, a description of how student progress toward meeting annual goals will be measured, and
- provide periodic reports on the progress the student is making towards meeting the annual IEP goals using reporting methods like report cards and weekly, quarterly, or other periodic progress reports.

There have been no changes to these federal regulations and teams must continue to complete and share IEP progress reports with students and parents during extended school closures.

# Extended School Year (ESY) Services

IDEA and state regulations require school systems to offer eligible students ESY services as necessary to provide FAPE. There is no waiver from providing ESY services to students with disabilities. School systems must continue to offer ESY services as an extension of the 2019-2020 school year to eligible students.

The Board of Elementary and Secondary Education (BESE) recently approved [waivers](#) of state policy intended to provide Individualized Education Program (IEP) teams with additional flexibility in making ESY **eligibility** decisions.

BESE's waivers do not change the school system's responsibility under IDEA to provide ESY to eligible students. It remains the school system's responsibility to have a process for determining ESY eligibility and providing ESY services to those students found eligible. Once school systems determine eligibility for ESY services, the school system is obligated to provide ESY services and complete all SER documentation.

# Considerations for Extended School Year and Compensatory Education Services

For students with disabilities, ESY and Compensatory Services address different needs.

<b>Extended School Year Services</b>	<b>Compensatory Supports and Services</b>
<ul style="list-style-type: none"><li>● Based on student need for services beyond the normal school year; teams may consider impact of extended school closure when making decisions</li></ul>	<ul style="list-style-type: none"><li>● Based on student need for services based on impact of extended school closures</li></ul>
<ul style="list-style-type: none"><li>● Eligibility is based on impact of a student's disability and all available data and student information</li></ul>	<ul style="list-style-type: none"><li>● Eligibility is based on variable effects of school closure</li></ul>
<ul style="list-style-type: none"><li>● ESY services are based on individual student need and eligibility criteria</li></ul>	<ul style="list-style-type: none"><li>● Compensatory services are based on individual student need for addressing impact of school closure</li></ul>
<ul style="list-style-type: none"><li>● Services enable students to maintain skills/knowledge and prevent regression</li></ul>	<ul style="list-style-type: none"><li>● Services enable students to make up for any skills that may have been lost</li></ul>
<ul style="list-style-type: none"><li>● Delivered as an extension of the 2019-2020 school year</li></ul>	<ul style="list-style-type: none"><li>● Delivered when school resumes</li></ul>

# USDOE Update

In the CARES Act, Congress requested that Secretary DeVos examine certain federal education laws to determine what, if any, additional waiver authority the Secretary believes is necessary to provide limited flexibility to states and LEAs. The Secretary determined there is no reason that a student's access to FAPE cannot continue online through distance education or other alternative strategies.

The Secretary is recommending IDEA Waiver Authority for *one* provision, IDEA Part C to B transition. The waiver would

- delay timelines until health and safety factors allow face-to-face evaluation to resume and the toddler can be evaluated,
- allow Part C services to continue until Part B eligibility determination, and
- allow funding flexibility.

**Please note: Waiver authority has not been granted. Congress may take action based on the Secretary's recommendation to provide this waiver authority.**

**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.

# Overview

Since Louisiana's school facilities first closed in response to the COVID-19 pandemic, school systems and the Department ensured that the safety of students and staff was of utmost priority. Additionally, the Department and school systems have worked together on ensuring that all students have access to continuous learning while remaining safely at home.

In anticipation of school facility closure or modified operations in the coming year, **the Department is focused on ensuring that school systems are prepared for a strong start to the 2020-2021 academic year.** School systems' plans, submitted through the Super App process, set a coherent academic foundation.

To ensure a strong start in 2020-2021 and the continued implementation of these plans, the Department has released guidance and funding to provide quality and consistency of instruction and access to continuous learning in safe, healthy facilities.

# Foundation to Strong Start 2020: School System Plans

A strong start to the 2020-2021 academic year builds on the academic [priorities](#) and decisions to which school systems have already committed in their approved school system plans submitted via Super App. This included a coherent academic plan for:

- High-quality curriculum
- High-quality teacher development
- High-quality assessments



**Strong Start 2020 ensures the school system's plan is augmented to meet new academic and operational demands so that all students have access to continuous learning.**

# A Strong Start for Every Student

In addition to the continued implementation of school system plans, a strong start to 2020-2021 will ensure:

- **Every student's academic needs are identified** at the beginning of the year using high-quality, standards-aligned diagnostic tools and assessments.
- **There is a plan for every student**, including extra time and support for students with the greatest unfinished learning from the prior year.
  - Curricular tools, enhancements, and supports to address unfinished learning
  - Robust support for early grade reading
  - Emotional, behavioral, mental health screening and services
  - **Compensatory education and support for students with disabilities**
  - An updated professional development plan with options for versatile delivery of training on curriculum, as well as online mentor training and content modules
- **There are clear next steps for every high school student and recent graduate**, who will enter a new economy.
  - Funding for updated individual graduation plans (IGPs)
  - College and career transitional supports for recent graduates through December 2020

# Continuous Education Planning

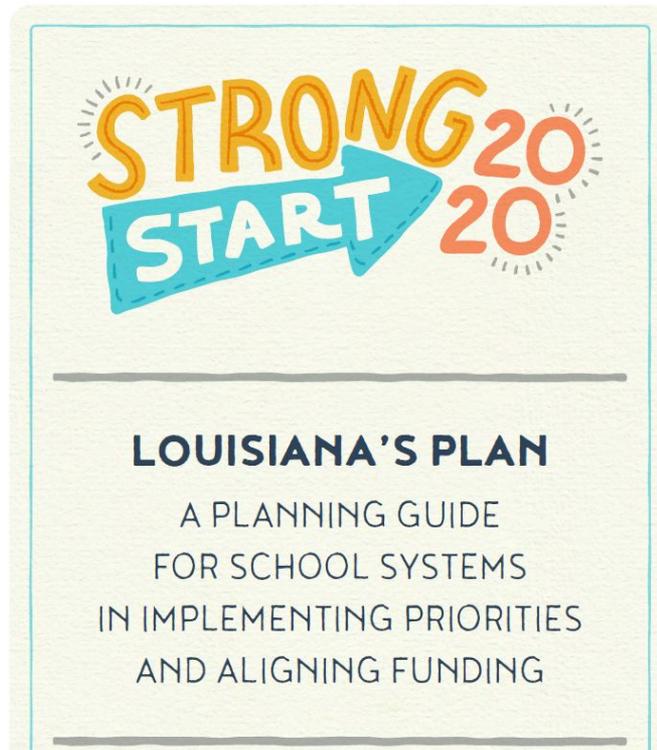
Additionally, all school systems must have strong yet agile **continuous education plans** that provide standards-aligned instruction using high-quality curriculum during school facilities closures or modified operations, including provisions for:

- **1:1 device and internet access**, including assistive technology for students with disabilities
- **A strategic communications plan** to connect with every student on a daily basis, provide weekly feedback on students' work, and communicate a family's role in supporting their child's continuous learning.
- **Versatile delivery methods** for instruction, related services, and professional development
- **Adaptive staffing models** that optimize teaching talent and student support
- **Flexible and opportunistic calendars and school schedules** that maximize learning opportunities in a dynamic public health context

# 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.



# Planning Priorities and Supports

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

- Updated Tier 1 Curriculum 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 preK-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 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

# Students with Diverse Needs: Instruction, Related Services, and Access to Devices

## STUDENTS WITH DIVERSE NEEDS

School systems address the unique needs of all students including English Learners (ELs) and students with disabilities. This includes a plan for early and accurate identification, high-quality and aligned instruction, specialized supports, and coordinated transitions. Schools also focus on creating and maintaining a learning environment that develops social, emotional, and academic skills.

SCHOOL SYSTEM PRIORITY	PRIORITY FUNDING GUIDANCE	APPLICATION QUESTIONS	RESOURCES
The school system will ensure all students with disabilities receive instruction and related services and have access to devices that meet their unique needs regardless of school facility closures and/or modified operations.	<p>School systems may request funds to support:</p> <ul style="list-style-type: none"> <li>Assistive technology or adaptive equipment for students with disabilities.</li> <li>Training for direct service providers on remote service delivery from approved organizations in the Partnerships for Success Guide.</li> </ul>	<p>What additional funds is the school system requesting to support assistive technology or adaptive equipment so all students with disabilities have access to instruction and related services?</p> <p>What additional funds is the school system requesting to train direct service providers on remote service delivery?</p>	<p><a href="#">Partnerships for Success Guide</a></p> <p><a href="#">Continuous Education for Students with Disabilities: Direct Services</a></p> <p><a href="#">Virtual Small Group Instruction for Students with Disabilities: Privacy Guidance</a></p>

To support school systems in using funds, the Department has updated the [Partnerships for Success Guide](#) to include organizations that provide training and technical assistance to school-based direct service providers to effectively deliver direct services during continuous learning. These organizations will be denoted by the Continuous Learning symbol: 

# Students with Diverse Needs: Compensatory Education Reviews

## STUDENTS WITH DIVERSE NEEDS

School systems address the unique needs of all students including English Learners (ELs) and students with disabilities. This includes a plan for early and accurate identification, high-quality and aligned instruction, specialized supports, and coordinated transitions. Schools also focus on creating and maintaining a learning environment that develops social, emotional, and academic skills.

SCHOOL SYSTEM PRIORITY	PRIORITY FUNDING GUIDANCE	APPLICATION QUESTIONS	RESOURCES
The school system will conduct compensatory education reviews of all students with disabilities and will provide compensatory services accordingly.	The Department will make available funds to support costs related to compensatory educational services and will provide details later this year once school systems have assessed needs.	N/A	<a href="#">Timelines and Documentation During Extended School Closures for Students with Disabilities</a>

Within the Strong Start framework, school systems must ensure they will conduct compensatory education reviews of all students with disabilities, under IDEA and Section 504, and will provide compensatory services accordingly. In the coming weeks and months, the Department will support school systems with additional guidance and funding opportunities.

# Timeline

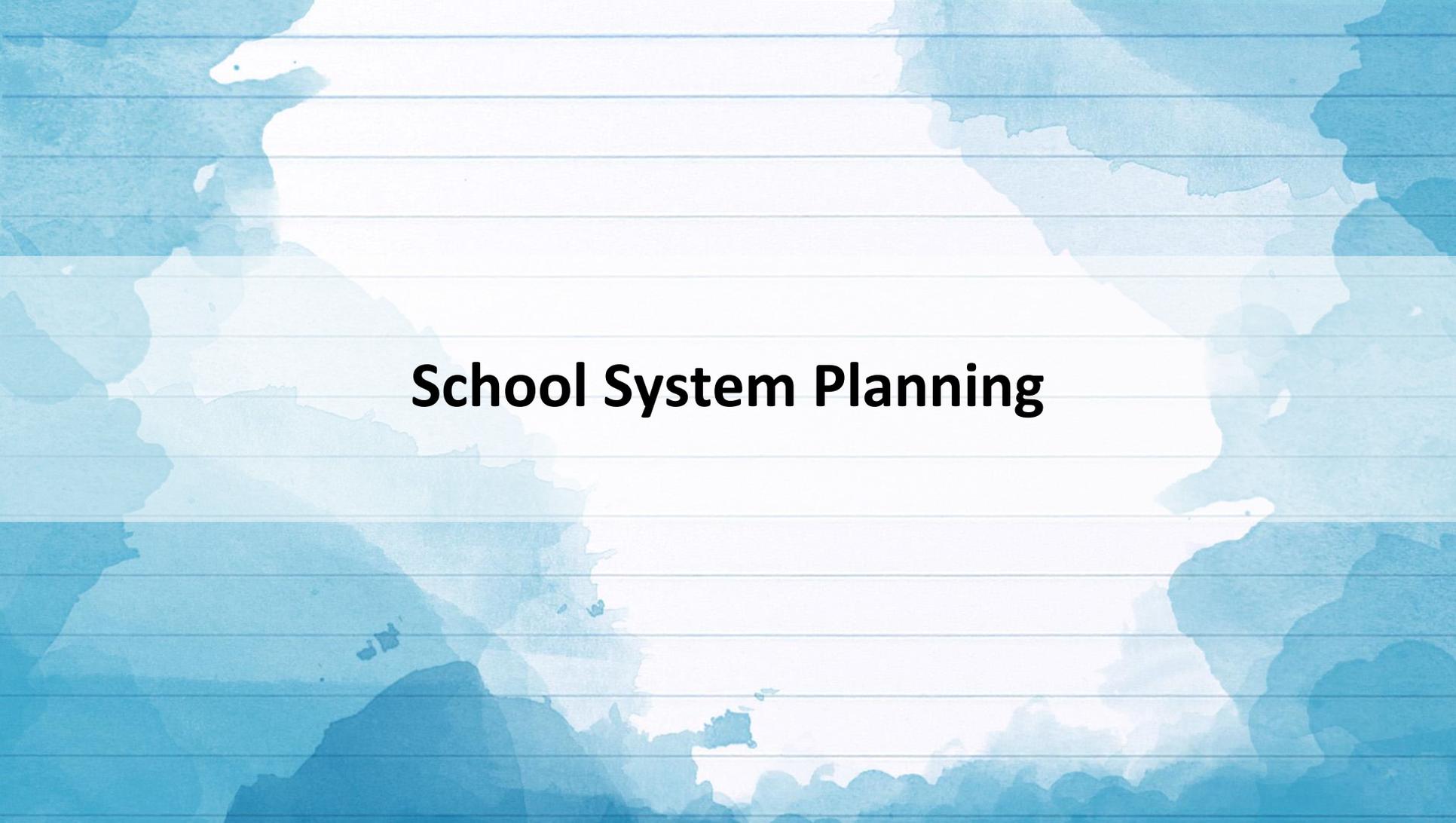
Date	Action Item
May 1	ESSERF Formula allocation uploaded to the Strong Start 2020 Application
May	Network teams support school systems in submitting Strong Start application
May 7 at 11:00 a.m.	LDOE host CARES Act equitable services <a href="#">webinar</a>
May 8	Strong Start 2020 resources are available*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

**\* 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.**

# Support

**Support for completing the Strong Start 2020 application will be provided through:**

- [Strong Start 2020 Library](#) (Available May 8)
- [LDOE Weekly Newsletters](#)
- [School System Planning and Superintendent Calls](#)
- [Network Teams](#)
- Email: [LDOE.GrantsHelpDesk@la.gov](mailto:LDOE.GrantsHelpDesk@la.gov) and include “Strong Start 2020” in the subject line.



# **School System Planning**

# Super App Timeline

Date	Action Item
February 7	Super App due in <a href="#">eGMS</a> (submit button available February 3)
Late February	School systems receive letters with clarifying questions
March 6	<ul style="list-style-type: none"><li>● School systems receive feedback on Professional Development Plans</li><li>● Deadline for school systems to address clarifying questions in eGMS</li></ul>
April 21	<ul style="list-style-type: none"><li>● BESE approves competitive funding allocations</li><li>● School systems received approval and allocations</li></ul>
April 23 at 11:00 a.m.	<a href="#">Funding webinar</a>
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.

The Department would like to share the following updates:

- The deadline for school systems to add/drop students in the HCS Round 1 and Round 2 applications is **Friday, May 22, 2020**.
- **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.

# 2020 Teacher Leader Summit: The Virtual Series

The Department is shifting the 2020 Teacher Leader Summit from its in-person format to a series of *free* interactive webinars for as many sessions as possible.

**The 2020 Teacher Leader Summit: The Virtual Series will take place from May 28 to June 5.** It will bring together a host of educators and content experts who are focused on creating meaningful growth for every student, every day. Educators will share their knowledge, learn new skills, and prepare for the 2020-2021 school year.

[Registration is now open](#) and will remain open through June 5. Please review the [draft session list](#), which includes a variety of sessions for teachers, school and school system staff, and preparation providers.

# Partnership Opportunities

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

Partnership Opportunity	Release Date	Due Date
<a href="#"><u>Request for Proposals: Educational Training and Direct Support to Families of Children and Youth with Disabilities</u></a>	April 22	June 8
<a href="#"><u>Request for Applications: Transition Support Resources for Families of Children and Youth with Disabilities</u></a>	April 30	June 15
<a href="#"><u>Request for Applications: Special Education Professional Development and Support for Direct Services</u></a> <i>Note: Vendors selected through this RFA will be added to the Department's <a href="#"><u>Partnerships for Success Guide</u></a>.</i>	April 30	July 2

# 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 - May 29.**



# Graduation Pathways

# High School Planning Guide

The 2020-2021 High School Planning Guide will be available in late May. The guide will provide pertinent information for school counselors as they assist students toward post secondary success.

The guide will include updated information on Jump Start; developing college and workplace skills; accountability guidance; course requirements for the TOPS University diploma and the Jump Start TOPS Tech diploma; information for students with disabilities; and a sample Individual Graduation plan.

# Teaching + Learning

# SPED Fellow Applications

[SPED Fellow](#) Academy is a year-long, comprehensive development program for novice special education leaders (administrators) across the state.

SPED Fellow will instill the knowledge and skills the next generation of special education leaders need to lead and sustain change to improve outcomes for students with disabilities. The pilot cohort of the fellowship will run in 2020-2021.

Interested leaders should complete the [application](#) by **May 12**. More information can be found on the [SPED Fellow web page](#).

**This program is free for accepted participants.**



# Intensive Intervention Materials

Every day, all students should have every opportunity to:



To ensure these opportunities are provided to every student, students in grades 3-8 who have not mastered grade-level foundational reading skills should be provided support in the areas of *phonological awareness*, *phonics*, and *fluency* through intensive interventions focused on the foundations of reading.

# Intensive Intervention Materials Pilot

To provide school systems with resources to build foundational reading skills for students in grades 3-8, the Department has reviewed intensive intervention materials through the [Foundations of Reading: Intensive Intervention Materials Grades 3-8 rubric](#).

The intensive intervention materials reviews describe indicators of quality in greater detail. School systems can find the reviews in the [Instructional Materials Review Library](#).

The Department will conduct a year-long pilot of intensive intervention materials during the 2020-2021 school year and provide additional implementation guidance to school systems by Spring 2021.

# Updated GOLD OSEP COVID-19 Guidance

TS GOLD OSEP Administrators should follow the same process for completing intended exit assessments for any children that would have been exited as a result of a withdrawal from Early Childhood Special Education (ESCE) services or within six weeks of the child's 6<sup>th</sup> birthday.

- Administrators are encouraged to use any data collected during the winter checkpoint and input into the OSEP license to use as a final rating for this school year.
- Even if an administrator is exiting the child now, an exit assessment should include the end of the school year date and all ratings should be finalized before completing the exit assessment.

# **SER/Data System Updates**

# SER Deadlines

<b>Date</b>	<b>Action Item</b>
June 26, 2020	Deadline for verifying Exit Data. This report should be blank. Report to Run: SER/SIS Exit Cross Check

# 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

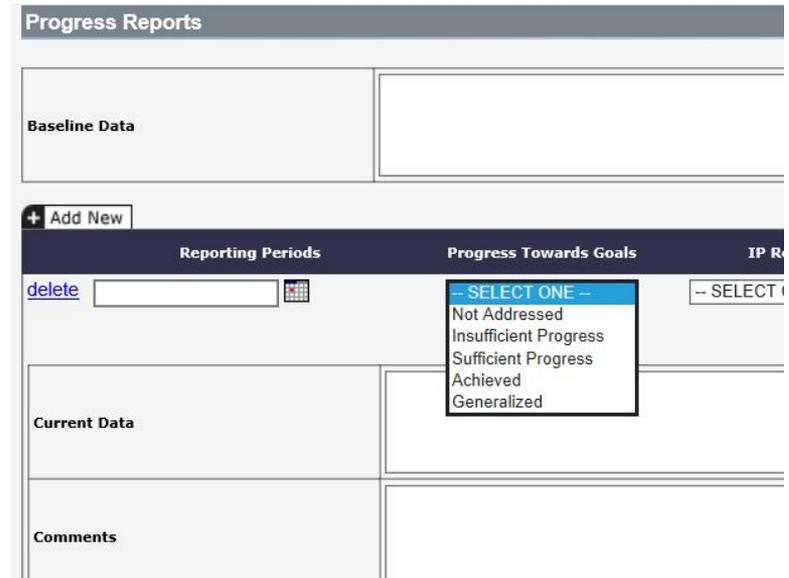
## **Part C Transition Compliance Report**

- Run the Part C Transition report found under the Compliance folder.
- The IEP is developed and implemented by the third birthday.
- The Department will check compliance at the end of the school year.

# Documenting Student Progress in SER During Extended School Closures

IEP teams must continue to document student progress toward IEP goals using the SER system. IEP teams should document any goal currently not addressed through distance learning by choosing *Not Addressed* in the *Progress Towards Goals* dropdown menu in the SER system.

Teams should detail and describe why the student made no progress or limited progress toward meeting IEP goal(s) during the extended closure or distance learning in the *Comments* text field on the progress report page in SER.



The screenshot displays the 'Progress Reports' form in the SER system. The form is divided into several sections: 'Baseline Data', 'Current Data', and 'Comments'. A '+ Add New' button is located above the 'Current Data' section. The 'Current Data' section contains a table with columns for 'Reporting Periods', 'Progress Towards Goals', and 'IP R'. A dropdown menu is open for the 'Progress Towards Goals' column, showing the following options: '-- SELECT ONE --', 'Not Addressed', 'Insufficient Progress', 'Sufficient Progress', 'Achieved', and 'Generalized'. The 'Comments' section is a large text field for providing details.

# Act 833 Goal Summary Page

Currently, enrolled graduating seniors who will graduate by August 31, 2020 are not required to take the LEAP 2025 high school assessment to be eligible to graduate.

IEP teams should update the goal summary page in the SER system for these students when the course is completed.

IEP teams should select *N/A* and *Federal/BESE assessment waiver* from the dropdown menu to update each course on the goal summary page.

The screenshot shows a table with columns for 'Course', 'ESY Instruction', and 'Act 833'. The row for 'SOCIAL SCIENCE' has 'False' in the 'ESY Instruction' column and 'True' in the 'Act 833' column. A dropdown menu is open over the 'ESY Instruction' cell, showing the following options: '-- SELECT ONE --', 'Student Transferred out of class.', 'Student dropped class.', 'Student completed course via traditional standard.', 'Federal/BESE assessment waiver', and '-- SELECT ONE --'. The 'Federal/BESE assessment waiver' option is highlighted.

Course	ESY Instruction	Act 833
SOCIAL SCIENCE	False	True

# Initial Evaluation Documentation in SER

All open initial evaluations must be documented in the SER system. Teams must enter the following in the initial evaluation tab:

- Permission Request Date
- Parent Decision
- Decision/Start Date

School systems **should not** use *Unable to complete Evaluation Process* for evaluations, including reevaluations, if teams are waiting to conduct components that require face-to-face interaction and/or administration.

### Initial Evaluation

Permission Request Date: 5/4/2020 

Parent Decision: Yes, Granted 

Decision/Start Date: 5/4/2020 

Eligibility Determination Date: 

Report Disseminated Date: 

### Evaluation Exceptionality

Exceptionality: **X** Unable to complete Evaluation Process 

Primary Exceptionality:  (check if Primary)

Exceptionality Details:

- Dropped Out
- Parent Rescinded Permission
- Moved out of LEA or state
- Death
- Critical Medical Condition

# SER Development

The Department is currently developing two additional SER system enhancements to address the BESE waivers for timelines and ESY eligibility.

These new enhancements will include:

- Fields in the evaluation tab that allow teams to identify and document evaluations that exceed the timeline due date because teams are unable to conduct assessment components that require face-to-face administration.
- Fields added to the ESYS Eligibility Criteria Determination section of the ESYS page of the IEP forms and the ESYS progress report form. This new field will allow teams to document eligibility determination decisions that are not currently captured by the specific ESYS eligibility criteria (e.g. regression-recoupment, CPI1, CPI2, and special circumstances) outlined in Bulletin 1530.

# Measuring Results

# LEAP Connect Student Reports

LEAP Connect student reports are now available for all students in grades 3-8 and 11 who participated in the February/March 2020 test administration.

Reports are posted in the secure DRC INSIGHT portal. For questions about how reports will be distributed, please contact the school or system test coordinator.

The Parent Guide to LEAP Connect and Parent Guide to the LEAP Connect Student Reports are available in the [Family Support Toolbox](#). Both guides are also available in Spanish, Arabic and Vietnamese.

## PARENT GUIDE TO THE → LEAP CONNECT STUDENT REPORTS ←

### HOW DID MY CHILD PERFORM ON THE LEAP CONNECT THIS YEAR?

**In the middle of each report is your child's overall performance information including:**

- ✓ achievement level,
- ✓ scale score, and
- ✓ a list of skills your child is able to do in the specific content area.

### HOW SHOULD I, OR MY CHILD'S TEACHER, USE THESE RESULTS?

The scores will be used to help teachers identify students who need additional support or more challenging work in each subject area. The information will also be used to measure how well schools and school systems are helping students achieve higher expectations.

**As a parent, you can use the test results to guide a discussion with your child's teacher(s) about additional supports or enrichment that may be needed in class and at home.**

### HERE ARE SOME SUGGESTED QUESTIONS TO ASK WHEN DISCUSSING THE RESULTS WITH YOUR CHILD'S TEACHER(S):

- Where is my child doing well and where does he or she need improvement?
- What can be done in the classroom to help improve his or her area(s) of weakness?
- What can be done to appropriately challenge my child in areas where he or she exceeds the expectations?
- How can I help support my child's learning at home?
- How do we ensure that my child continues to progress?

### FOR ADDITIONAL TOOLS AND RESOURCES TO HELP YOU SUPPORT STUDENT LEARNING AT HOME, visit the Family Support Toolbox at <https://www.louisianabelieves.com/resources/family-support-toolbox>.

**LEAP Connect Achievement Level Descriptors:** <https://www.louisianabelieves.com/files/default-content/assessment/leap-connect-achievement-level-descriptors.pdf>

**LEAP Connect Online Tools Training (for Google Chrome only):** <https://wbte.drccdirect.com/LA/portals/0/LAConnectorsforStudentswithSignificantDisabilities>

**Disabilities:** <https://www.louisianabelieves.com/files/default-content/students-with-disabilities-12-20-2019-connectors-for-students-with-significant-disabilities.pdf>

### HOW DID MY CHILD DO IN COMPARISON TO OTHERS?

This section includes the school system and state performance averages so you can see how your child's performance compares to that of other students in the same grade and subject area. To protect the privacy of students, data may be suppressed when school totals include a small group of students.

	ELA	MATH
LEVEL 4	(1251-1290)	(1254-1290)
LEVEL 3	(1240-1250)	(1240-1253)
LEVEL 2	(1234-1239)	(1236-1239)
LEVEL 1	(1200-1233)	(1200-1235)

	STATE AVERAGE
LEVEL 3	1245
LEVEL 2	1234

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# 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 will be distributed to Special Education Leaders via FTP on **May 18**.
2. Final determinations will be distributed to Superintendents/Charter Leaders via FTP in **mid-June**.

**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.

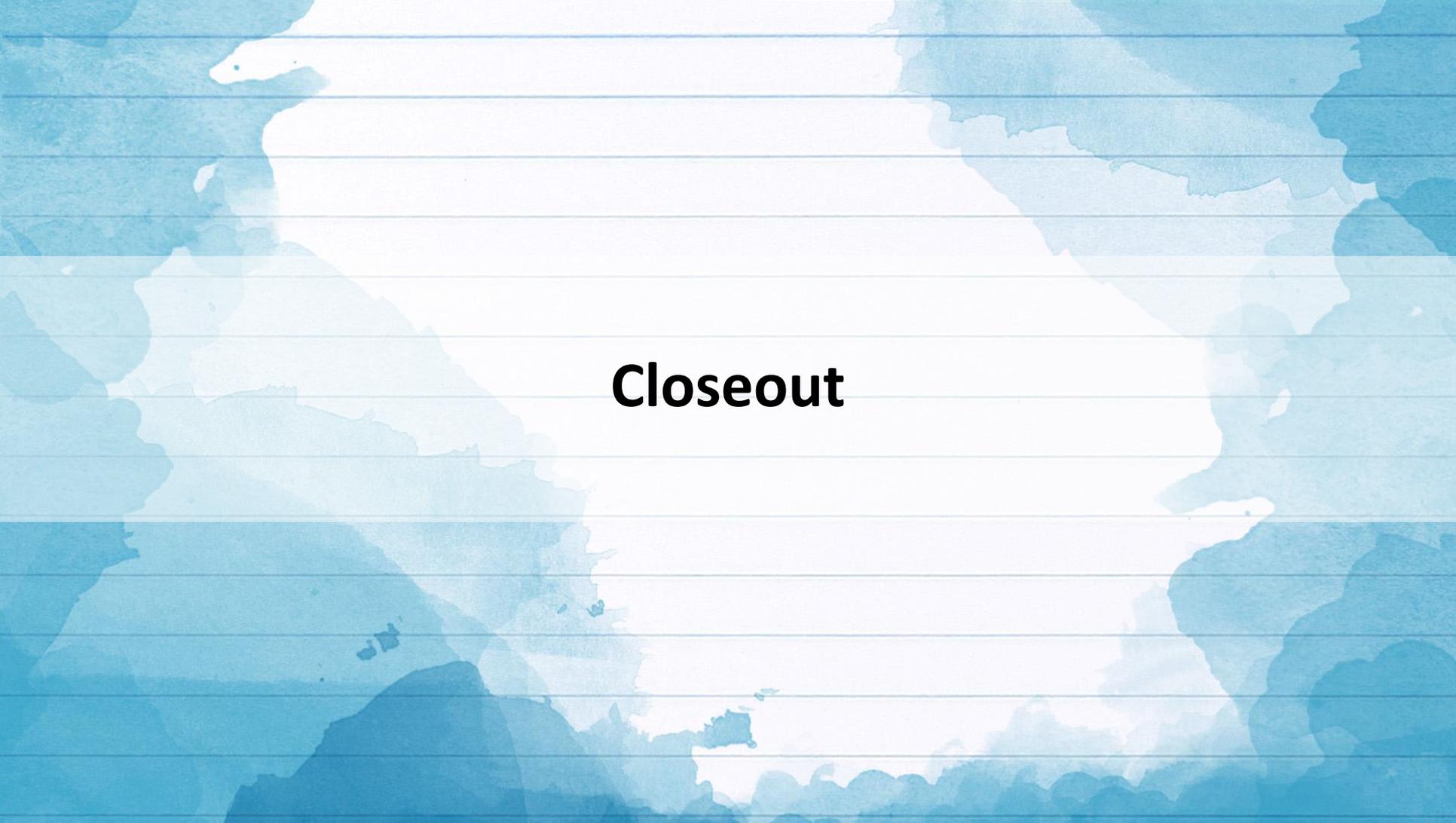
# SPP / APR Parent Involvement Survey

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.

<b>Timeline</b>	<b>Milestone</b>
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

# SPP / APR Parent Involvement Survey

Beauregard Parish	Jackson Parish	St. Tammany Parish	LA Schs for the Deaf and Visually Impaired	KIPP New Orleans	Greater Grace Charter Academy	Einstein Charter Middle
Bienville Parish	Jefferson Davis Parish	Terrebonne Parish	Lake Charles Charter Academy	Willow Charter Academy	Delta Charter School	Audubon Charter - Gentilly
Bossier Parish	Madison Parish	Vermilion Parish	Crescent City Schools	Dr. MLK for Sci and Tech	Lake Charles College Prep	Dwight D. Eisenhower Charter
Claiborne Parish	Morehouse Parish	West Baton Rouge Parish	ARISE Schools	Craig Charter	Wilson Charter	Living School



**Closeout**

# Summary: Key Actions

- ✓ [Apply](#) to become a SPED Fellow by **May 12**.
- ✓ Add/drop students in High Cost Services Round 1 and Round 2 applications by **May 22**.
- ✓ Submit the Strong Start Application by **May 29** to be eligible for incentive funds.
- ✓ [Apply](#) to be a Teacher Leader Advisor for students with significant cognitive disabilities by **May 29**.
- ✓ [Register](#) for the 2020 Teacher Leader Summit: The Virtual Series by **June 5**.
- ✓ 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**.

# 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

