Louisiana Believes

Special Education Leader Webinar
October 2018
I. School System Planning

II. Graduation Pathways

III. Data Systems

IV. Teaching and Learning

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: 670515231
School System Planning
ESSA Requires Identification of Struggling Schools

The federal Every Student Succeeds Act (ESSA) and Louisiana’s approved state education plan requires school systems to create plans for struggling schools that specifically address the needs of students with disabilities, and submit those plans to the state.

In preparation for the 2019-2020 academic year, beginning in November 2018, school systems will create plans for Urgent Intervention Required (UIR) identified schools that have consistently low subgroup performance, including students with disabilities.*

Any school that meets the UIR criteria (school letter grade of D or F for three consecutive years for subgroup performance) will be required to submit a UIR plan.

The Department will provide tools and resources to support strong UIR plan development.

* A subgroup is defined as a minimum of 10 students in any of the following groups: major racial and ethnic groups, economically-disadvantaged, students with disabilities, and English learners.
2019-2020 school system planning will focus in two areas:

1) **Release of new school system planning application process**
2) **Development of Urgent Intervention Required (UIR) plans**

Training and resources for 2019-2020 school system planning will launch at the November collaborations.
Current State

The current planning and budgeting process makes it difficult for school systems to create clear and coherent strategies that connect to the change we want to see for kids and schools.

- **Fragmented Priorities**—Every grant prioritizes different focus areas for school systems such as teacher training, dropout prevention, or curriculum selection, which prevents them from having a unified set of priorities across all funding sources.

- **Inefficient Processes**—School systems develop individual plans and budgets for each grant, resulting in both a significant and inefficient use of time.

- **Multiple Timelines**—Planning and grants do not operate on the same timeline causing school systems to juggle multiple budgets at various stages of the grants cycle.
The Department proposes a new planning process that addresses the current challenges by:

• Unifying priorities—The School System Planning Framework establishes a uniform set of priorities to help school systems create one plan.

• Creating efficient processes—The Super App is one application for all ESSA requirements and for all formula and competitive dollars.

• Streamlining timelines—The Super App is submitted and approved on one timeline.
Super App Incorporates CIR and UIR Plans

Beginning last year, the Every Student Succeeds Act (ESSA) required school systems to create plans for struggling schools and to submit those plans to the state.

This year’s planning process and Super App will incorporate improvement plans for schools who are identified as:

- Comprehensive Intervention Required (CIR) due to consistently low overall performance or grad rate
- Urgent Intervention Required (UIR) due to consistently low subgroup performance

The Department will consider CIR and UIR competitive funding requests in Super App, which means:

- Completion of the Super App = Submission of your CIR plan
- Completion of the Super App = Submission of your UIR plan
Developing UIR Plans

The Department believes strong UIR plans should be guided by a set of core principles.

Students with disabilities will have access to:

1. On-grade level instruction every day through a high quality curriculum in the least restrictive environment
2. Additional embedded supports within the curriculum that scaffold learning during core instruction
3. Intensive intervention that supplement, not replace the high quality curriculum and embedded supports

School systems with strong UIR plans aligned to these core principles will be eligible to apply for competitive funds.
## School System Planning for 2019-2020

A suite of planning tools and resources will be made available in November including:

- School System Planning Framework
- School System Planning Guide
- Super App (eGMS)
- Supplementary resources

<table>
<thead>
<tr>
<th>Action</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department launches planning process and resources, including guidance on UIR plans</td>
<td>November 2018</td>
</tr>
<tr>
<td>Department and Network teams support school systems to develop strong plans</td>
<td>November 2018 - January 2019</td>
</tr>
<tr>
<td>School systems submit plans</td>
<td>February 2019</td>
</tr>
<tr>
<td>BESE approves plans and funding and school systems begin implementation</td>
<td>April 2019</td>
</tr>
</tbody>
</table>

Please email your network leader with questions.
The November Supervisor Collaborations will focus on providing resources and training for the new school system planning process and the Super App.

The November Collaborations will begin at 8:00 a.m. and end at 3:30 p.m.

This is an all-day event for Supervisors only.

Recommended attendees include: Supervisors for Academic Content, Assessment, High Schools, CTE, Workforce Development, Diverse Student Populations (including SPED), Federal Grant programs, and Budgeting and Finance.
Registration opens on **October 15** in WisdomWhere.

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 8</td>
<td>Bossier</td>
</tr>
<tr>
<td>November 13</td>
<td>Baton Rouge</td>
</tr>
<tr>
<td>November 14</td>
<td>Lake Charles (new location)</td>
</tr>
<tr>
<td>November 15</td>
<td>Harvey</td>
</tr>
</tbody>
</table>

**Please note:** There will be no Principal Collaborations in November. The Principal Collaborations will be held in January.
At the state-level, ESSA limits the percentage of students who can participate in an alternate assessment to 1.0% of all tested students. If a state exceeds that threshold, both the state and school systems above the 1.0% threshold must take certain actions.

<table>
<thead>
<tr>
<th>LDOE Actions</th>
<th>School System Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Submit a waiver to the U.S. Department of Education</td>
<td>• Provide assurance that the school system followed the state’s guidelines for participation in the alternate assessment</td>
</tr>
<tr>
<td>• Collect and publicly post required school system justifications</td>
<td>• Provide assurance that the school system will address any disproportionality in participation rates by subgroup</td>
</tr>
<tr>
<td>• Provide oversight to school systems that exceed the 1.0% participation threshold</td>
<td></td>
</tr>
</tbody>
</table>
**Continuing Implementation of ESSA Waiver Requirements**

ESSA requires states to submit a waiver request 90 days prior to the alternate assessment testing window. LDOE is planning to submit a waiver request in early November.

<table>
<thead>
<tr>
<th>Target Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 26</td>
<td>LDOE posts notice of intent to submit a waiver for public comment</td>
</tr>
<tr>
<td>October 4</td>
<td>LDOE hosts Special Education Leader webinar</td>
</tr>
<tr>
<td>October 5</td>
<td><strong>School systems receive alternate assessment participation package via FTP</strong></td>
</tr>
<tr>
<td>October 9</td>
<td>LDOE conducts webinar for school systems who exceed 1.0% participation</td>
</tr>
<tr>
<td>October 19</td>
<td><strong>School systems submit justifications to LDOE</strong></td>
</tr>
<tr>
<td>October 22</td>
<td>LDOE closes public comment period for the notice of intent</td>
</tr>
<tr>
<td>Early November</td>
<td>LDOE submits waiver to U.S. Department of Education</td>
</tr>
</tbody>
</table>
Earlier this year, BESE approved changes to Bulletin 111 updating how school performance scores are calculated. Schools receive points for students who participate in the alternate assessment, based on their proficiency level. **BESE policy now requires any school system with more than 1.0% of students participating in an alternate assessment to request a waiver.**

This waiver does not “cap” the percentage of students who can participate in an alternate assessment. Instead, it builds in a process to ensure students meet the state’s eligibility criteria, so they are participating in the most appropriate assessment of their knowledge.
Building Supports for School Systems to Comply with BESE Bulletin 111: Alternate Assessment Participation

From Bulletin 111: **In calculating the school performance score** the alternate academic achievement standards for students participating in LAA 1 or LEAP Connect will be used, provided that the percentage of students assessed using the LAA 1 or LEAP connect at the district level does not exceed 1.0 percent of all students in the grades assessed.

If the district exceeds the **1.0 percent participation threshold, the district shall request a waiver.** The students exceeding the participation threshold shall be assigned a 0 on the assessment and be considered non-proficient if:

- the district fails to request the waiver; or
- if the district requests the waiver but it is determined by LDE that ineligible students were administered LAA 1 or LEAP connect.
Next Steps:

• School systems should use 1) alternate assessment 1.0 percent package that will be delivered via FTP this Friday, 2) AND the school system’s alternate assessment SER reports and monitoring to determine if they anticipate they will exceed 1.0 percent participation in the Spring 2019 alternate assessment administration.

• School systems should continue to document and verify eligibility of students who will be taking the alternate assessment in SER throughout the fall, but no later than January 4, 2019.

• The Department will outline the process to submit a waiver request during next month’s SPED Leader Webinar on November 1st.
High Cost Services

The Department has established a High Cost Services grant to support school systems and schools that serve our state’s students with the most complex needs. The High Cost Services grant is intended to provide additional funding for high-cost special education services for students with disabilities.

A school system is eligible to apply for the High Cost Services grant on behalf of any student, ages 3-21, with an active IEP who receives services that are deemed to be greater than three times the average per pupil expenditure. In the 2018-2019 grant year, a school system may apply for students whose total cost of education in the 2017-2018 school year exceeded $35,346.

The 2018-2019 High Cost Services State Plan is available on Louisiana Believes.
High Cost Services

The structure of the application in eGMS has changed slightly from the 2017-2018 application. The 30 student application limit that was previously in place was removed for the 2018-2019 school year. School systems will be able to submit applications for up to 60 students.

The Department released the High Cost Services Round 1 application on Friday, September 27, 2018. The submission deadline is Tuesday, October 23, 2018.

For further information about the High Cost Services (HCS) Round 1 application submission, please contact LDOE.GrantsHelpdesk@la.gov
Graduation Pathways
Assessment
LEAP Connect Test Administration Training

On Wednesday, November 7 from 3:30 - 4:30 there will be a Test Administration training for LEAP Connect. This session will provide detailed information on the following LEAP Connect administration topics:

- School Test Coordinator responsibilities
- Test Administrator responsibilities
- LEAP Connect documents for administration
- LEAP Connect built in supports
- LEAP Connect steps for administration
- Administration of LEAP Connect writing

Webinar Link: https://ldoe.zoom.us/
Webinar Phone Number: 669-900-6833
Meeting ID#: 447 648 371
LEAP Connect Resources

- **LEAP Connect Assessment Guide**: a guide for teachers to understand the test design, levels of complexity, structure, and sample items.
- Online Tools Training: provides students and teachers opportunities to become familiar with the tools available in the online testing platform; available in INSIGHT or [here](#) using the Chrome browser;
- **Parent Guide to LEAP Connect**: a guide for parents to understand the LEAP Connect assessment.
- **ELA Guidebooks 2.0 Diverse Learner Guide**: Contains information about using the ELA Guidebooks with diverse learners.
- The [Louisiana Connectors for Students with Significant Disabilities](#), which are aligned with Louisiana Student Standards, presents the Louisiana Connectors and represent the most salient grade-level, core academic content in English language arts and mathematics.
- **Essential Elements Cards**, which are a primer for differentiating instruction for students with significant disabilities, break down the instructional task into knowledge and skills, suggested instructional strategies, and possible supports and scaffolds for student learning.
- **Case Studies** provide models for how teachers and specialists may best modify objectives, assessments, activities, and materials for students with significant cognitive disabilities based on LDOE’s available resources.
- **Parent Guide to LEAP Connect Score Reports**: a guide for parents to understand the LEAP Connect student reports Also available in [Arabic](#), [Spanish](#), and [Vietnamese](#).
- specialeducation@la.gov: email address for content and resources related the LA Connectors.
504 Accommodation Breakout

Previously there were two options for 504 accommodation breakout

• Test read aloud for Math, Science, or Social Studies Accommodation
• Test read aloud for English/Language Arts Accommodation

Beginning in 2018-2019 there will be four options for 504 accommodation breakout

• Test read aloud for English/Language Arts Accommodation
• Test read aloud for Math Accommodation
• Test read aloud for Science Accommodation
• Test read aloud for Social Studies Accommodation
LEAP 2025: New for Students with Calculator Accommodation

Students with the documented (IEP, IAP) accommodation for calculator use will now have access to the appropriate grade-level calculator in the online test platform in non-calculator sessions.

It is still **recommended** that these students be provided with a **handheld calculator** as this is likely the calculator they are most familiar with.
Accommodations and Accessibility Features

The LEAP 2025 Accommodations and Accessibility Features User Guide is located in the Assessment Library. The purpose of this guide is to:

- define and provide examples of features for all, accessibility features, and accommodations
- offer guidance on the process and timelines for completion of an IEP/IAP/EL plan
- ensure appropriate evidence and documentation are used in the decision-making process for students with special needs

Accommodations Audit

- At the conclusion of each testing administration the Louisiana Department of Education (LDOE) completes an audit to ensure students are receiving appropriate accommodations as documented on the student’s IEP/IAP.
- Any student not receiving the appropriate accommodation will have their test voided for accountability purposes only. Additionally, high school tests may be eligible for an administrative error retest.
Data Systems
Reminder: Continue to Document Evaluation Results in SER

BSE policy outlines specific criteria a student must meet to participate in the LEAP Connect alternate assessment. IEP teams are responsible for determining if a student should participate in the alternate assessment, based on the state’s criteria.

1. The student has a disability that significantly impacts cognitive function and/or adaptive behavior.

2. The student requires extensive modified instruction aligned with the Louisiana Connectors to acquire, maintain, and generalize skills.

3. The decision to include the student in the alternate assessment is not solely based certain factors (placement, behavior, English learner status, etc.).
Now

By January 4, 2019, enter evaluation results to verify eligibility of any student who will take the alternate assessment.

Over Time

During the next evaluation, enter evaluation results for all other students with disabilities.

School systems need to ensure cognitive and adaptive evaluation results are captured for all student with disabilities on the following timeline:

School system must verify eligibility in order for students to take the alternate assessment in Spring 2019.
School systems have taken quick action to verify that students are eligible under the first criterion by adding cognitive and adaptive assessment results in SER. The Department would like to recognize the following school systems with high completion rates.

<table>
<thead>
<tr>
<th>Bossier Parish</th>
<th>Lafayette Parish</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Carroll Parish</td>
<td>Ouachita Parish</td>
</tr>
<tr>
<td>Evangeline Parish</td>
<td>Red River Parish</td>
</tr>
<tr>
<td>Franklin Parish</td>
<td>Spirit of Excellence</td>
</tr>
<tr>
<td>Grant Parish</td>
<td>Union Parish</td>
</tr>
</tbody>
</table>
Reminder: Continue to Document Evaluation Results in SER

School systems can access resources to help IEP teams and pupil appraisal / SER personnel navigate the eligibility and documentation requirements:

- [Alternate Assessment Eligible FAQ for IEP Teams](#)
- [Evaluation Updates in SER Q&A for School Systems](#)

School systems can use *new* SER reports to track progress in documenting evaluation results. The reports, “Evaluation Results -- Alternate Assessment” and “Evaluation Results Summary” and both are not available.

The Department will also add an alternate assessment evaluation result check into the validation reports. The first validation report will be disseminated **October 10**. 
Based on feedback from school systems, LDOE has added a second adaptive assessment field to allow school systems to enter a second adaptive score. The new field is optional, and SER will not require a second adaptive score to validate an IEP for evaluation results already entered.
# SER: Other Upcoming Deadlines

<table>
<thead>
<tr>
<th>Date</th>
<th>Action Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, October 09, 2018</td>
<td><strong>Deadline</strong> for resolving all Federal Eval errors</td>
</tr>
<tr>
<td>Friday, October 19, 2018</td>
<td><strong>Deadline</strong> for SER/SIS Cross Check (Child Count Compare) Report should be blank</td>
</tr>
</tbody>
</table>
| Wednesday, October 31, 2018 | **Deadline** for verifying data for all IDEA Reports (Count Date as of October 1)  
**Reports to run and verify:**  
IDEA Not Counted, IDEA Counted and Summary, New FAPE Counted, Not Counted, and Summary, Fed Eval Listing Pub/Private and Summary Pub/Private, SER/SIS, SER/SIS (Child Count Compare), SIS/SER Cross Check Reports |
| Wednesday, October 31, 2018 | **Deadline** for verify SER Personnel Table 2 Detail and Summary Report (Count Date as of October 1)                                         |

For assistance, contact [Bernetta.Sims@la.gov](mailto:Bernetta.Sims@la.gov)
**FUNDING – SER IDEA**

<table>
<thead>
<tr>
<th></th>
<th>10/8/18</th>
<th>10/15/18</th>
<th>10/22/18</th>
<th>11/5/18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IDEA Enrollment:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SER OCT 1 IDEA Counted</td>
<td>3200</td>
<td>3300</td>
<td>3310</td>
<td>3320</td>
</tr>
<tr>
<td><strong>2017-18 OCT 1 IDEA Counted</strong> (FOR COMPARISON)</td>
<td>4101</td>
<td>4302</td>
<td>4295</td>
<td>4279</td>
</tr>
<tr>
<td>SER OCT 1 IDEA Not Counted</td>
<td>300</td>
<td>100</td>
<td>96</td>
<td>98</td>
</tr>
<tr>
<td><strong>SER without SIS:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCT 1 Number of SER without SIS Enrollment</td>
<td>1600</td>
<td>528</td>
<td>173</td>
<td>77</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why Verification Matters</th>
<th>How to Verify Data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALL</strong> unresolved SER counted without corresponding SIS enrollment are removed from MFP counts and will be audited by LDOE Finance.</td>
<td>SIS and SER Coordinators should work together to run and make sure the following Cross Check reports are blank (no discrepancies).</td>
</tr>
<tr>
<td></td>
<td>• SER/SIS Cross Check (Child Count Compare) Report (select IDEA)</td>
</tr>
<tr>
<td></td>
<td>• SER/SIS Cross Check Report</td>
</tr>
<tr>
<td></td>
<td>• SIS/SER Cross Check Report</td>
</tr>
</tbody>
</table>

This SER information is included as a separate section on the SIS/SER Oct 1 Validation Report.
Will be included with the FINAL SIS/SER Oct 1 Validation Report

IDEA Child Count Statement of Affirmation
Louisiana Department of Education
Special Education Reporting System (SER)
Fiscal Year 2019-2019
IDEA Count Date: 10/01/19

I hereby certify that the Special Education Reporting (SER) data submitted by this school district for this IDEA final submission are true and accurate.

Sponsor Code: __________ Sponsor Name: ____________________________

Date: ____________________

2018-19 Official IDEA Child Count is: ______

Special Education Supervisor/Director: ____________________________
(SpEd Supervisor/Director name - print or type)

Signature: ______________________________________________________
(SpEd Supervisor/Director signature)

Superintendent: ____________________________
(District Superintendent name - print or type)

Signature: ______________________________________________________
(District Superintendent signature)

Comments:

Please complete and return this document to the LDOE no later than November 16, 2019. Documents may be submitted in one of the following ways:
Postal Service: Department of Education
Clairborne Building
Data Management Section 5-164
P. O. Box 94064
Baton Rouge, Louisiana 70804-9064

Or scan and email: SystemSupport@la.gov

For assistance, contact Bernetta.Sims@la.gov
Teaching + Learning
PD Vendor Guide: Updated Supports

A new version of the PD vendor guide will be released on November 2018.

These new updates will include training for general and special education teachers on supports and resources that accompany the Tier 1 curriculum to provide greater access for student with disabilities.

LDOE will continue to work with these vendors to refine and build out additional supports that will be available Spring, 2018.

Districts will have this updated PD Guide to plan for the 2019-2020 school year.
## PD Vendor Guide: Sample Partnership Supports

### Sample Partnership Services

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>Method</th>
<th>Duration</th>
<th>Initial Support</th>
<th>Ongoing Support</th>
<th>SPED Supports</th>
<th>ELL Supports</th>
<th>Max # of Participants</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Professional Learning Sequence: Foundations of Guidebooks</strong></td>
<td>7 day training sequence for teachers on the foundations of standards-aligned literacy instruction, which builds deep knowledge of the Guidebooks and ELA content pedagogy</td>
<td>f2f</td>
<td>One year or more</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>N/A</td>
<td>2,500-3,500 per day</td>
</tr>
<tr>
<td><strong>District and School Leadership Guidebooks Support</strong></td>
<td>Training and coaching for leaders on how to implement a vision for Guidebooks instruction and Content Leaders, measure success, and build teacher capacity</td>
<td>f2f</td>
<td>One year or more</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>N/A</td>
<td>2,500-3,500 per day</td>
</tr>
<tr>
<td><strong>Access for All Guidebooks Modules</strong></td>
<td>Customized training for educators of students with IEPs and ELs to provide research-based, curriculum-specific supports to their students</td>
<td>f2f</td>
<td>One year or more</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>N/A</td>
<td>2,500-3,500 per day</td>
</tr>
<tr>
<td><strong>Access for All Leader Collaboratives</strong></td>
<td>Professional learning sequence for school leadership teams to apply best practices for inclusive, curriculum-specific support for students with IEPs and English Learners</td>
<td>f2f</td>
<td>One year or more</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>N/A</td>
<td>2,500-3,500 per day</td>
</tr>
</tbody>
</table>
Measuring Results
Each year, the Division of Statewide Monitoring monitors school systems as part of the federally required annual performance report (APR).

APR outreach packages will be provided mid-October to school systems that are non-compliant or disproportionate to these requirements, including:

- Indicator 3: Discrepancies in suspension and expulsion rates by race / ethnicity
- Indicators 9 and 10: Disproportionate representation in special education by race / ethnicity
- Indicator 11: Compliance with child find evaluation timelines
- Indicator 12: Compliance with Part C to Part B transition timelines

School systems should take any required actions outlined in their packages.

For assistance, contact Iris.Jones@la.gov
Closeout
Summary: Key Actions

✓ Download your school’s system’s alternate assessment package via FTP starting **October 5, 2018**
✓ Coordinate with data and accountability colleagues to complete the first alternate assessment validation report starting **October 10, 2018**
✓ Register for the November Supervisor Collaborations in WisdomWhere starting **October 15, 2018**
✓ Check the newsletter for the data in **mid-October** when APR monitoring results are released
✓ Submit your High Cost Services Round 1 application by **October 23, 2018**.
✓ Continue adding cognitive and adaptive assessment results to SER, prioritizing students who will take the alternate assessment by **January 4, 2019**.
# 2018-2019 Communication Structures

## 2018-2019 School System Planning Calls: Register [HERE](#)

<table>
<thead>
<tr>
<th>Fall 2018</th>
<th>Winter 2018-2019</th>
<th>Spring 2019</th>
</tr>
</thead>
</table>
| • September 12  
• October 3  
• November 7 | • December 5  
• January 9  
• February 6 | • March 13  
• April 3  
• May 8  
• June 5 |

## 2018-2019 Collaborations

<table>
<thead>
<tr>
<th>Collaboration</th>
<th>Dates</th>
<th>Location</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Collaborations</td>
<td>Sept 10, 13, 17, &amp; 19</td>
<td>See School System Support Calendar for Details</td>
<td>Supervisors &amp; Teacher Leaders</td>
</tr>
<tr>
<td>Winter Collaborations</td>
<td>Nov 8, 13, 14 &amp; 15</td>
<td></td>
<td>Supervisors</td>
</tr>
<tr>
<td></td>
<td>Jan 28, 30, 31 &amp; Feb 5</td>
<td></td>
<td>Supervisors &amp; Principals</td>
</tr>
<tr>
<td>Spring Collaborations</td>
<td>March 11, 12 &amp; 15</td>
<td></td>
<td>Supervisors</td>
</tr>
<tr>
<td>Teacher Leader Summit</td>
<td>June 26-28</td>
<td></td>
<td>Supervisors, Principals, Teacher Leaders</td>
</tr>
</tbody>
</table>
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