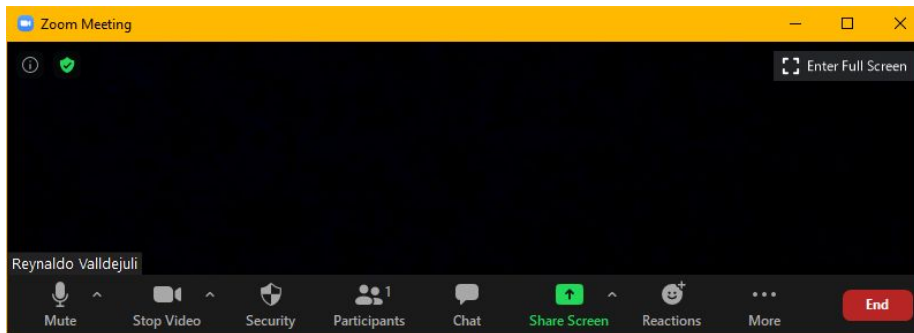


Zoom Meeting Preparation

- Please make sure your phone or computer is muted to minimize background noise.
 - To do this, hover over the bottom left-hand side of your screen and click “Mute.”
- Please make sure you have turned off your camera to save bandwidth and prevent any connectivity issues.
 - To do this, hover over the bottom left-hand side of your screen and click “Stop Video.”
- Please submit questions during the presentation in the “Chat” function located on the bottom of your screen.



NOTICE: In accordance with the Americans with Disabilities Act, if you need special assistance at this meeting please contact Idoecommunications@la.gov.



Triennial Data Review Informational Webinar

March 16, 2021

Agenda and Logistics

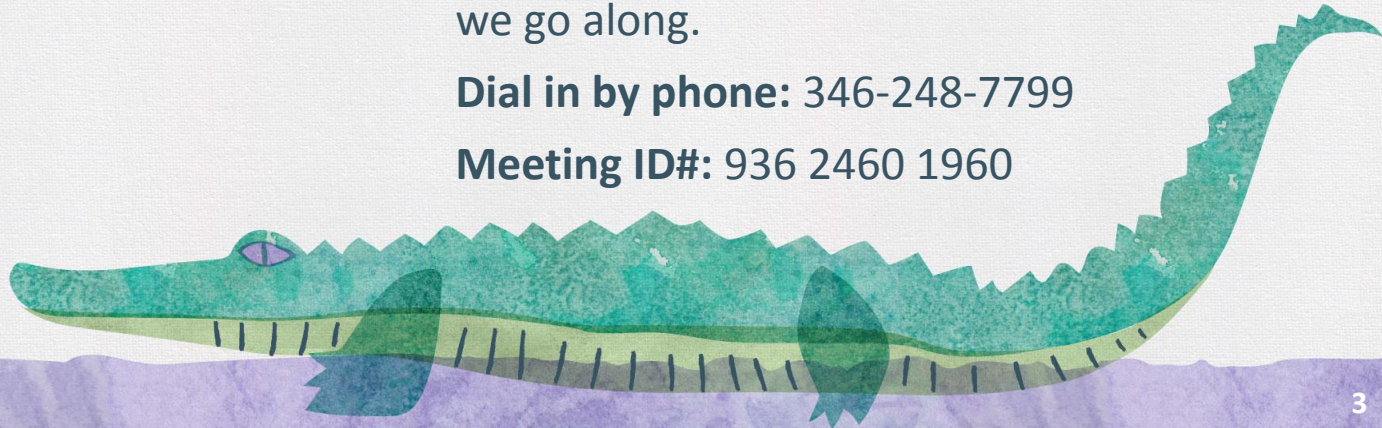
- I. History and Rationale
- II. Upcoming Changes
- III. What it Looks Like
- IV. What it Means for School Systems
- V. Closeout

If you are experiencing audio difficulties, please make sure that your speakers are on and that your volume is at a suitable level.

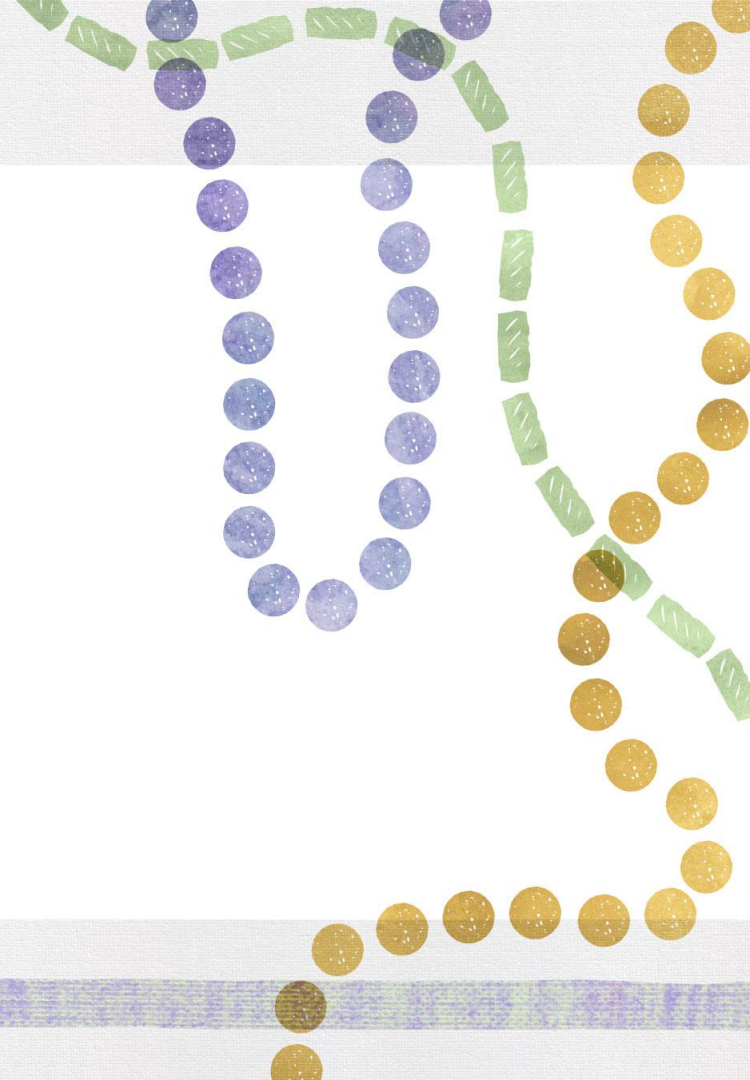
The call will be in the listen only mode to ensure we get through the information. Please type questions into the chat box as we go along.

Dial in by phone: 346-248-7799

Meeting ID#: 936 2460 1960



History and Rationale



Supporting Students with Disabilities

The Department organizes the way in which we support students with disabilities around four key strategies:

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

Evaluations, including reevaluations, provide key information to ensure the needs of students with disabilities are accurately identified and aligned with appropriate supports and services that lead to meaningful student engagement in high-quality instruction every day and allow students to successfully navigate key transition points.

Improving Outcomes for
STUDENTS WITH DISABILITIES



Supporting Students with Disabilities

Individualized instructional programming for students with disabilities is based on

- accurate information regarding a student's present levels of performance, and
- identification of priority educational needs.

Accurate and meaningful student data is needed to make programming decisions and improve student outcomes. For students with disabilities, this data is often obtained through classroom assessments, IEP progress monitoring and evaluation processes, including reevaluations.

Data enables educators to provide appropriate supports for students with disabilities so they are given the same opportunities as their peers to experience the same

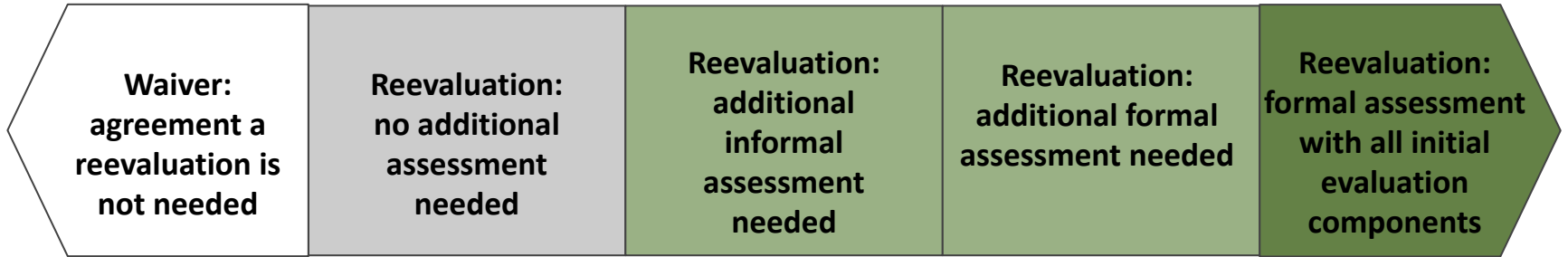
- high levels of academic performance, and
- rates of academic growth.

Impact of the Reevaluation Process

Special education reevaluations:

- Affect over 23,000 special education students each year in Louisiana.
- Allow teams to compare data from the last (re)evaluation to measure progress.
- Provide teams a way to measure effectiveness of a student's IEP over time.
- Provide an opportunity for teams to gather data to determine if a student
 - benefited from the services they received, or
 - continues to need services.
- Are used to revise teaching strategies, programming and student goals to ensure educators are continually providing appropriate services and supports.

Reevaluation Continuum



Our goal is to improve implementation of the reevaluation continuum of options to ensure students with disabilities are receiving appropriate supports and services that enable them to make progress toward their goals.

Current Reevaluation and Waiver Practices

In practice, around the state, we see:

- Inconsistent reevaluation and waiver practices.
- Teams over-utilizing the two extremes of the reevaluation continuum:
 - overuse of waivers, or
 - abundance of reevaluations that include initial eligibility components.
- Insufficient implementation of the continuum of reevaluation options.

Supporting Students with Disabilities

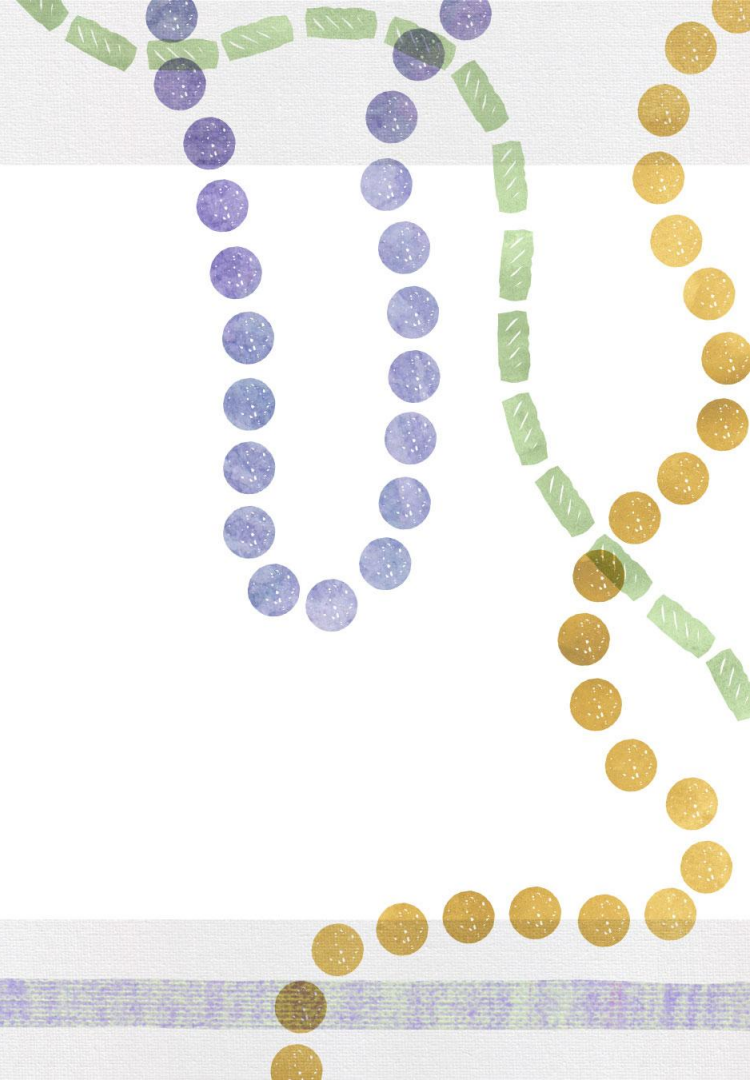
Improving Outcomes for
STUDENTS WITH DISABILITIES

The goal of the Reevaluation Pilot has been to inform the statewide scale out of reevaluation process enhancements in SER.

These enhancements have the potential to ensure reevaluation decisions for students with disabilities provide key information at critical points during their educational experiences. Enhancing this process leads to more accurate identification of students' needs, equipping educators to adequately implement strategies that improve outcomes for students with disabilities.



Upcoming Changes



Purpose of the Reevaluation Process

Policy says that, on the basis of the review of existing evaluation data, the IEP team must identify what additional data, if any, are needed to determine:

Eligibility:

1. If the student continues to have a disability or if a different disability area is suspected
2. If the student continues to need special education and related services

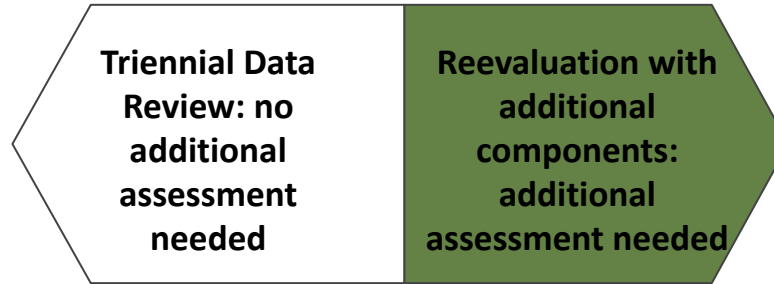
Programming:

3. The student's present levels of academic achievement and functional performance
4. If there are any additions or modifications to the special education and/or related services needed for the student to meet measurable annual goals and participate in the general curriculum

Shared Understandings

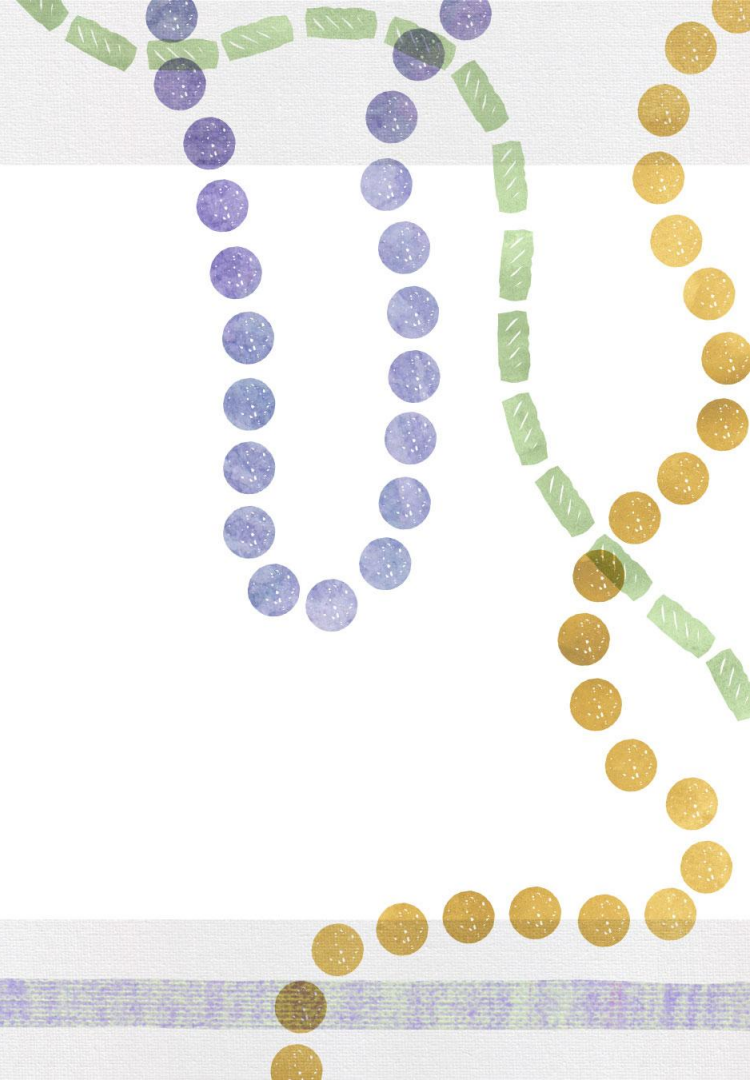
- New concerns should be addressed as they arise, but at a minimum, every 3 years.
- Waiver and reevaluation practices have historically varied widely around the state, and as a result, information around a child's progress at the triennial is stored in different places depending on local processes.
- The new tab in SER offers a place to store reevaluation information and would require school systems to complete certain steps prior to completing a waiver.
- The major change will involve removing the "Add Waiver" option, and instead the only way to add a waiver will be to save certain information on the reevaluation page (i.e., input from current service providers, information from parent, and information from record reviews).

Reevaluation Continuum Updated



After determining that additional formal assessment is needed, teams can determine which components are necessary to answer specific evaluation questions.

What it Looks Like



SER | New Student

Save Close Cancel

Student Information

System:		Grade:	
Student Name:		ID:	
Primary Exceptionality:		Secondary Exceptionality:	

In order to protect student privacy per RS 17:3914, refrain from using student name, date of birth, and other personally identifiable information.

Person coordinating completion of this process:

Name:		Position:	
-------	--	-----------	--

Student's Diagnosed Conditions or Impairments:

Purpose of Meeting (Please select atleast one)

1. Required Reevaluation

- a. Prior to determining a student is no longer eligible for special education services
- b. Prior to a more restrictive placement
- c. School system does not have most recent evaluation report and/or the student's present levels cause the team to question the accuracy or appropriateness of the student's current classification
- d. Student is classified with:
 - i. Developmental Delay who is about to turn nine
 - ii. Deafness and/or hearing loss and judged to be 'at risk' for Usher Syndrome
 - iii. Traumatic brain injury with notable changes in attention, ability to think/reason, physical functions and/or speech
 - iv. Visual impairments that are progressive or unstable

2. Triennial Reevaluation Review

3. New or additional area(s) of need

4. Parent/ School Personnel request

5. Other:

Student Information

System:		Grade:	
Student Name:		ID:	
Primary Exceptionality:		Secondary Exceptionality:	
In order to protect student privacy per RS 17:3914, refrain from using student name, date of birth, and other personally identifiable information.			

Person coordinating completion of this process:

Name:		Position:	
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Student's Diagnosed Conditions or Impairments:

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Purpose of Meeting (Please select atleast one)

1. Required Reevaluation

- a. Prior to determining a student is no longer eligible for special education services
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2. Triennial Reevaluation Review

3. New or additional area(s) of need

4. Parent/ School Personnel request

5. Other:







STUDENT SERVICES AND SERVICE PROVIDER INPUT

Services on student's current IEP:

Services	Date to Begin	Duration	Indiv / Group	Where student will receive special education services					
				Regular Class		Community		Special Class	
				Minutes	Sessions	Minutes	Sessions	Minutes	Sessions
Special Education Instruction		1 year	Both	0	0	0	0	40	4
Special Education Instruction		1 year	Both	0	0	0	0	40	4
Counseling Services		1 year	Both	0	0	0	0	180	1
Recreation, including Therapeutic Rec.		1 year	Both	0	0	0	0	220	1
School Health & Nursing Services		M	I	0	0	0	0	30	1
Speech/Language Therapy Services		1 year	I	0	0	0	0	30	2

Information from Input, Interviews and/or Observations from Current Service Providers:

+ Add New

Name	Position	Received Date	Information from Input, Interviews and/or Observations
<input type="text"/>	<input type="text"/>	<input type="text"/> 	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/> 	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/> 	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/> 	<input type="text"/>
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<input type="text"/>	<input type="text"/>	<input type="text"/> 	<input type="text"/>

IEP GOALS AND PROGRESS REVIEW

1. [Current IEP Progress Report](#)
2. [Previous IEP Progress Report](#)
3. Progress Report by need area
 - i. [Academic / Cognitive](#)
 - ii. [Behavior](#)
 - iii. [Communication](#)
 - iv. [Motor](#)
 - iv. [Self-Help](#)
 - iv. [Social](#)

* IEP Progress Review Finding Summary

Team Meeting Date	Type	Parent Decision	Placement Determination	Current Grade
	Review		Separate School	8th - Eighth
	Review		Separate School	7th - Seventh
	Review		Separate School	6th - Sixth
	Review		Separate School	6th - Sixth
	Review		Inside Regular Class 79-40% of Day	5th - Fifth
	Review		Inside Regular Class 79-40% of Day	4th - Fourth
	Review	Did Not Attend	Inside Regular Class 80% or More of Day	3rd - Third
	Review	Did Not Attend	Inside Regular Class 80% or More of Day	2nd - Second
	Review	Approved	Inside Regular Class 79-40% of Day	1st - First
	Initial	Approved	Inside Regular Class 80% or More of Day	1st - First

* IEP Review Findings

REVIEW OF STUDENT DATA AND INFORMATION

SCHOOL RECORDS

Attendance Concern No Concern


Grades Concern No Concern

Discipline / Behaviour Concern No Concern

Other Concern No Concern

REVIEW FINDINGS	DATE OF REVIEW
<input type="text"/>	<input type="text"/> 

CLASSROOM INFORMATION

REVIEW FINDINGS	DATE OF REVIEW
<input type="text"/>	<input type="text"/> 

*INFORMATION PROVIDED BY PARENT

REVIEW FINDINGS	DATE OF REVIEW
<input type="text"/>	<input type="text"/> 

OTHER INFORMATION

REVIEW FINDINGS	DATE OF REVIEW
<input type="text"/>	<input type="text"/> 

ADDITIONAL FACTORS

1. PREVIOUS EVALUATIONS:

	Report Disseminated Date	Exceptionality	Evaluation	Start Date	Extension
View		Emotional Disturbance	Re-Evaluation		
View		Emotional Disturbance	Re-Evaluation		
View		Specific Learning Disability	Initial		

History of assessment scores

Is a copy of most current (re)evaluation report being reviewed?

Yes No

Is the student's current performance consistent with the most recent evaluation results?

Yes No

2. ANTICIPATED CHANGES/TRANSITION:

3. SIGNIFICANT CHANGES:

4. CONSIDERATIONS PRIOR TO DETERMINING A STUDENT MAY NO LONGER BE ELIGIBLE FOR SPECIAL EDUCATION AND/OR RELATED SERVICES:

5. OTHER FACTORS:

Conclusion Choices

“Does the team need additional or updated data to determine: exceptionality, continued need for services, accurate levels of performance and/or what changes, if any, should be made to the Individualized Education Program?”

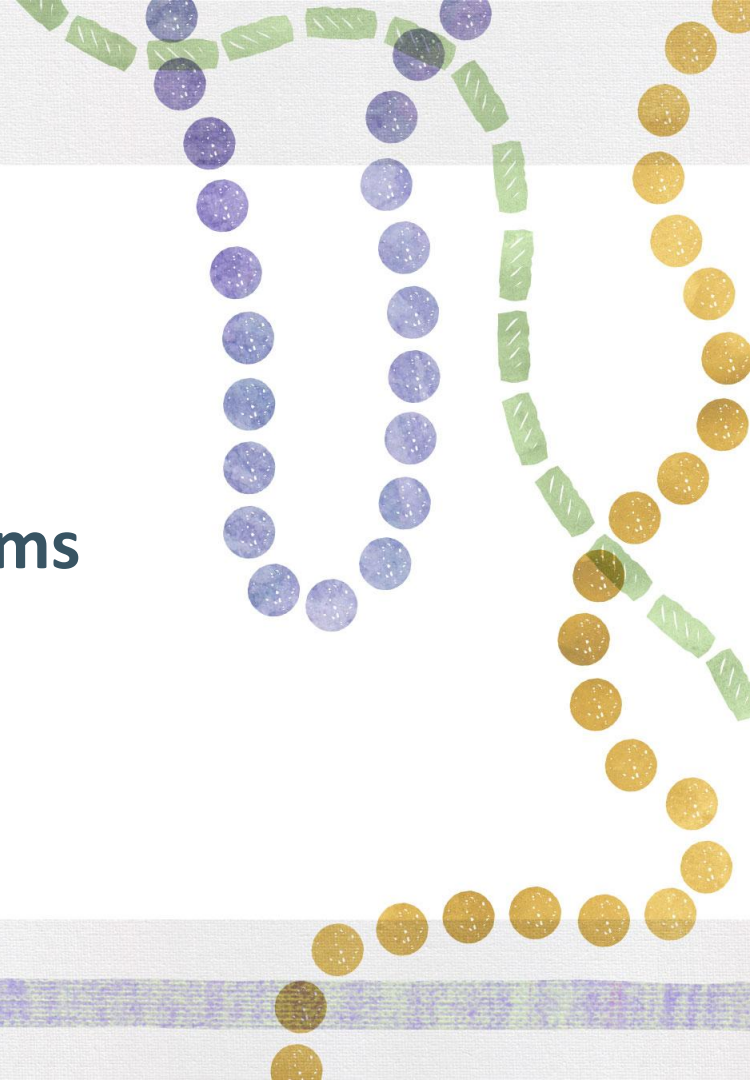
- No. Complete triennial data review process with existing data.
- Yes. Conduct a reevaluation to collect additional or updated information needed to determine eligibility for services and/or educational programming.

Recommendations

+ Add New

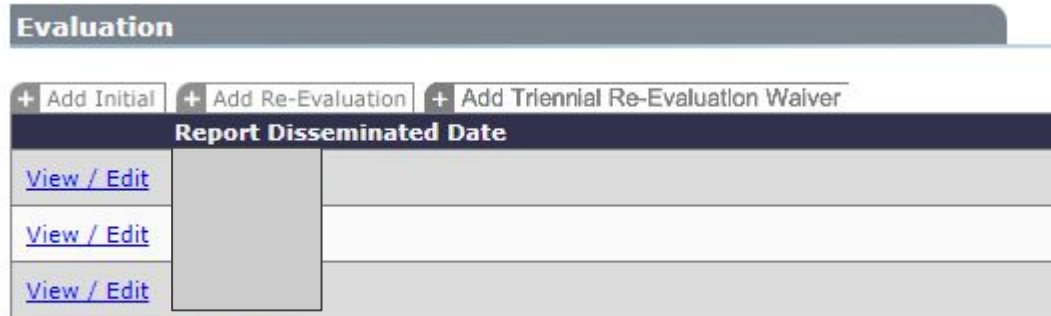
Educational Need Area	Content Areas	Recommendations to Address Support Needs
<input type="text" value="-- SELECT ONE --"/>	<input type="text"/>	<input type="text"/>

What This Means for School Systems



Implications for School Systems

The “Add Triennial Re-Evaluation Waiver” button on the Evaluation tab will be removed from SER for the 2021-2022 school year.



The screenshot shows a software interface for the 'Evaluation' tab. At the top, there is a dark grey header with the word 'Evaluation' in white. Below the header, there are three buttons: '+ Add Initial', '+ Add Re-Evaluation', and '+ Add Triennial Re-Evaluation Waiver'. Below the buttons is a table with a dark blue header row containing the text 'Report Disseminated Date'. The table has three rows, each with a 'View / Edit' link in the first column and a grey rectangular area in the second column.

Report Disseminated Date	
View / Edit	
View / Edit	
View / Edit	

The Waiver Process

The waiver process will now be aligned to the Triennial Data Review process.

E. Procedures for Reevaluation

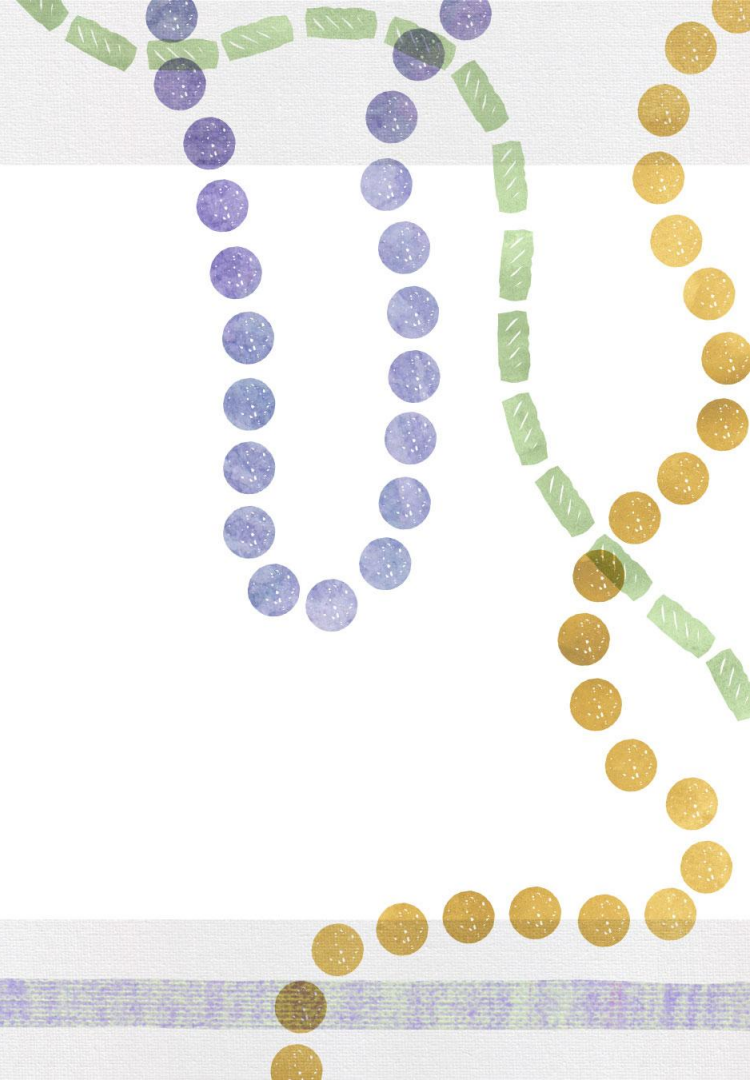
1. When a triennial reevaluation must be conducted during the time period a student is classified as having developmental delays, the **waiver** process may be used when no other disability category is suspected and the student continues to have a disability and is still in need of special education and related services.

Reevaluation Processes

If your school system prefers to use another compliant reevaluation process outside of this tab in SER, this can continue for the 2021-2022 school year.

Major SER enhancements will be coming in the 2022-2023 school year, which will change the way evaluations and reevaluations are entered and stored in the platform.

Next Steps and Close Out



Reevaluation and Waiver Process Office Hours

Region	Date and Zoom Link	Region	Date and Zoom Link
1: Orleans, Plaquemines, Jefferson, St. Bernard	Tuesday, March 23 at 10:30 a.m.	6: Avoyelles, Catahoula, Concordia, Grant, LaSalle, Rapides, Vernon, Winn	Thursday, March 25 at 2:30 p.m.
2: Ascension, East Baton Rouge, East Feliciana, Iberville, Pointe Coupee, West Baton Rouge, West Feliciana	Tuesday, March 23 at 1 p.m.	7: Bienville, Bossier, Caddo, Claiborne, DeSoto, Natchitoches, Red River, Sabine, Webster	Tuesday, March 30 at 10:30 a.m.
3: Assumption, Lafourche, St. Charles, St. James, St. John the Baptist, St. Mary, Terrebonne	Thursday, March 25 at 9:30 a.m.	8: Caldwell, East Carroll, Franklin, Jackson, Lincoln, Madison, Morehouse, Ouachita, Richland, Tensas, Union, West Carroll	Tuesday, March 30 at 1 p.m.
4: Acadia, Evangeline, Iberia, Lafayette, St. Landry, St. Martin, Vermillion	Thursday, March 25 at 11 a.m.	9: Livingston, St. Helena, St. Tammany, Tangipahoa, Washington	Tuesday, March 30 at 2:30 p.m.
5: Allen, Beauregard, Calcasieu, Cameron, Jefferson Davis	Thursday, March 25 at 1 p.m.		

Rollout

Key Actions	Dates
Development of Reeval Pilot Tab	Spring/Summer 2020
10 Phase 1 Partners Participate in Pilot	September 2020 - January 2021
14 Additional Partners Join in Phase 2, Pilot Continues	February - May 2021
Informational Webinars and Office Hours	March - April 2021
Presentation and Guidance Release at Teacher Leader Summit	May 2021
Additional Webinars, Office Hours, Guidance, Support	Summer 2021
Whole State Implementation	Begins SY 2021-2022

Questions

As always, thank you for your work with students with disabilities as we strive to provide clarity and consistency to evaluation practices around the state of Louisiana.

Please reach out via email to specialeducation@la.gov with any questions.