

Louisiana Believes

Special Education 2014-15 Update
August 2014

14-15 Special Education

Objectives

- As we discussed during the webinar in June, the 2014-2015 school year will include immediate and intermediate adjustments to special education policies to provide greater opportunities for students with disabilities.
- This purpose of this presentation is to revisit those immediate and intermediate decision points and provide further details, primarily in areas that necessitate action at the school and district level for the beginning of the school year.

Immediate Policy Decisions

These decisions impact individual students and may require IEP revisions and communications to families on a student-by-student basis.

	Policy and Guidance*	Timeline
Assessment Related IEP Revisions		
LAA 2 Assessment: Grades 4-8 Sunset and HS Phase Out	<ul style="list-style-type: none"> • Revised IEP form and related guidance • Remove assessment from BESE Policy 	July IEP Revisions; August Policy Revisions
Accommodations	<ul style="list-style-type: none"> • Revised IEP and IAP forms to align with new accommodations and accessibility features • Revised accommodations manual 	SER changes in August; Accommodations manual Fall 2015
Implementation of Legislation		
Promotion and Graduation	<ul style="list-style-type: none"> • BESE policy to implement Act 833 • Communication of new law to schools, districts, and families 	Policy Revisions and FAQ in August

* In collaboration with LASEA , the Special Education Advisory Panel, and parent advocates

Intermediate Policy Decisions

These decisions systematically impact special education and require district level conversations about opportunities and services for students with disabilities.

	Deliverables*	Projected Engagement Period
Graduation Guidance	<ul style="list-style-type: none"> • Guidance for IEP teams determining alternate graduation requirements • Revisions to the IEP form Advisory venue: Special Education Advisory Panel	June – December 2014
Jump Start	<ul style="list-style-type: none"> • Recommendations for Jump Start regional teams related to career education opportunities for students with disabilities Advisory venue: Practitioner Working Group	June – December 2014
Special Needs Funding	<ul style="list-style-type: none"> • Consideration of an equitable statewide formula distributing funding based on the cost of services Advisory venue: MFP Task Force	August 2014 – March 2015
Progress Role in Accountability	<ul style="list-style-type: none"> • Consideration of the role of student progress in educator, school and district accountability • LAA 1 accountability proposal for USDOE Advisory venue: Accountability Commission	June 2014 – December 2014

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Agenda

Statutory changes

- Act 833 (Promotion and Graduation)
- Act 837 (Unique Student IDs)

Assessments

- Accommodations
- LAA 2
- Non-Diploma Designation

What's Next?

Promotion and Graduation: Act 833 (HB 1015) of 2014

- [Act 833](#) provides alternative pathways for certain students with disabilities to be promoted and to graduate with a diploma
- Describes the role of IEP teams in making academic decisions
- Necessitates revisions to BESE regulations and IEP team processes, extensive support for IEP teams and LEAs, and communications with parents
 - Immediate policy decisions and guidance – August 2014
 - Detailed academic guidance – Fall 2014
- Must be implemented in a way that adheres to IDEA and ESEA laws and regulations

Promotion

If, in the school year immediately prior to each grade level in which the student would be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not met state established benchmarks or local promotion requirements, the student's IEP team shall determine promotion.

What Does This Mean?

- IEP teams may determine promotion for students who fail to meet either the local pupil progression policies or the Approaching Basic/Basic standard on the ELA and Math statewide assessments the year prior to the year in which the decision is made
- Begins with student performance in the 2014-2015 school year (not retroactive)

Promotion

If the IEP team determines that the student is not required to pass (pursuant to state-established score) state assessments for promotion and opts to sets alternate criteria for promotion, it must:

1. Identify rigorous goals for the student;
2. Include diagnostic information, appropriate monitoring and intervention, and other strategies;
3. Include an intensive instructional program;
4. Provide innovative methods to promote the student's advancement, including flexible scheduling, alternate learning environments, online instruction, and other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability; and
5. Identify a course of study that promotes college or workforce readiness, or both, career placement and advancement, and transition from high school to postsecondary education or work placement.

Graduation

- If a high school student fails to pass state assessments for two of the three most recent school years (sixth, seventh, or eighth grade) or scores “Needs Improvement” on their two most recent End-of-Course tests, the IEP team has the option of determining if the student is required to meet the End-of-Course graduation requirements.
- If it is determined that the student does not have to meet traditional requirements, then within 30 days of the student entering the next course or school year, the IEP team must determine how the student will demonstrate proficiency in order to graduate.
- IEP teams may determine alternate methods of demonstrating proficiency for purposes of earning course credit, as well as identifying individualized instructional methods and strategies, but may not alter the applicable state academic standards.

Graduation

If the student's IEP team determines that the student is not required to pass a state assessment in order to graduate, to earn a regular state diploma recognized in the accountability system the student must be pursuing the regular academic standards and:

1. Successfully complete IEP goals;
2. Successfully meet the course requirements for either the Career or TOPS University Diploma; and
3. Meet at least one of the following conditions:
 - a) Employment in integrated, inclusive work environment
 - b) Demonstrated mastery of specific employability skills and self-help skills
 - c) Access to services through other means (outside the school system)

Implementation Timeline

BESE Meeting: August 12 & 13

- Bulletin 1530 – IEP Team Handbook
- Bulletin 1566 – Pupil Progression Policies

Fall 2014

- Additional guidance for IEP teams (SEAP)

Winter 2014

- Jump Start recommendations (Practitioner Working Group)
- LAA 1 Accountability Proposal (Practitioner Working Group, SEAP, and Accountability Commission)

2015

- Recognizing student progress in accountability (Accountability Commission)

Act 837 and Special Education

Signed on June 23, 2014, [Act 837](#) provides for limitations and prohibitions on the collection and sharing of student information and provides penalties for violations.

It requires three primary changes of the *Louisiana Department of Education*:

- **Create a unique statewide student identifier system** by May 1, 2015 and ensure LEAs assign unique IDs to all students enrolled in public schools by June 1, 2015.
- **Limit LDE's access to students' personally identifiable information (PII)** by June 1, 2015.
- **Limit LDE's data sharing** outside the state of Louisiana by June 1, 2015.

It requires three primary changes of *local education agencies*:

- **Limit access** to school and LEA computer systems by role
- **Ensure contracts include specific terms** outlined in the law when sharing students' PII
- **Execute annual process to gather parental consent** for sharing PII with postsecondary institutions and the Office of Student Financial Assistance

LDE will work with LEAs to ensure a seamless transition including modifying SER to comply with the legislation while providing LEAs with the option to maintain SER in its current form.

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- **LAA 2**
- **Non-Diploma Designation**

What's Next?

Changes in SER Accommodations

In order to update our IEP accommodations page to more closely align with current state assessments, the following changes have been made to the IEP form.

- Inclusion of both computer- and paper-based assessments with selections specific to availability on each assessment
- Classification of accommodations into four categories (Presentation, Response, Timing and Scheduling, and Setting Considerations)
- Greater alignment between classroom and assessment accommodation selection
- Inclusion of accessibility tools on the IEP form
- Ability to export accommodation selections for use in data analysis and assessment systems

Previous Accommodations Page

Accommodations

CHECK THE INDIVIDUAL ACCOMMODATIONS NEEDED

ESY Instruction

ENVIRONMENT

- Assign preferential seating
- Provide individual instruction
- Provide small group instruction
- Assign peer tutors/work buddies/note takers
- Provide desktop list of tasks
- Alter physical room environment
- Modify student's schedule (describe)
- Other (specify)

INSTRUCTION/MATERIALS

- Modify assignments as needed (e.g., vary length, limit items)
- Utilize oral responses to assignments/tests (answers recorded)
- Read class materials orally
- Provide study outlines/guides
- Provide daily assignment list
- Provide homework lists
- Provide assistance/cues for transitions between activities
- Provide options for students to obtain information and demonstrate knowledge through use of alternative projects interviews oral reports
- Shorten assignments
- Modify/repeat/model directions
- Utilize multi-sensory modes to reinforce instruction
- Transferred answers
- Use text/workbooks/worksheets at a modified reading level
- Alter format of materials on page (type/highlight/spacing)
- Utilize large print
- Utilize braille Utilize graphic/pictorial mode materials
- Utilize audio/recorded books Utilize print with magnification
- Utilize digital formats Color code materials
- Other instruction (specify) Other Materials (specify)

COMMUNICATION ASSISTANCE - related to hearing loss only (describe)

TIME

- Increase the amount of time allowed to complete assignments and tests
- Limit amount of work required or length of tests
- Allow breaks during work periods, between tasks, during testing
- Provide assistance/cues for transitions between classes, lockers, and home
- Other (specify)

TESTS/QUIZZES/PROJECTS

- Prior notice of tests
- Limited multiple choice
- Extra time - tests
- Pace long term projects
- Preview test procedures
- Student writes on test
- Objective tests
- Extra time - projects
- Rephrase test questions/directions
- Test study guide
- Shortened tasks
- Modified tests (describe)
- Other (specify)
- Extra credit options
- Extra response time
- Simplify test wording
- Hands-on-projects
- Extra time-written work
- Tests Read Aloud
- Individual testing
- Small group testing
- Transferred answers
- Answers recorded

ASSISTIVE TECHNOLOGY

- Digital Recorders
- Calculators
- Manipulatives
- Organizers
- Text-to-speech
- FM system
- Colored reading filters
- Eye gaze communication system
- Adapted grips/utensils/pencils/drawing tools
- Other AT devices (specify)
- Word Processors
- Adapted toys/games
- Communication board/system
- Voice output device
- Voice recognition software

NONE

New Accommodations Page

Accommodations		CHECK THE INDIVIDUAL ACCOMMODATIONS NEEDED							
		Statewide Assessments							
<input type="radio"/> Access For All <input type="triangle-up"/> Accessibility Feature	<input type="checkbox"/> Accommodation <input type="diamond"/> Assistive Technology	Paper				Online			
		Classroom		Testing		Grades 3-8	Grades 3-12	Grades 9-12	Grades 3-8
				Math ELA	Science/ Social Studies	LAA 1	LAA 2	Math ELA	EOC
Presentation Accommodations									
Math Read Aloud									
Text to speech	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="triangle-up"/> <input type="diamond"/>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="diamond"/>		<input checked="" type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="triangle-up"/>		
Human reader	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		
Recorded voice	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>			<input type="checkbox"/> <input type="checkbox"/>
All content areas Read Aloud - except reading comp									
Text to speech	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="diamond"/>		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		
Human reader	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>			
Recorded voice	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>		<input checked="" type="checkbox"/> <input type="checkbox"/>			<input type="checkbox"/> <input type="checkbox"/>
ELA Read Aloud - all									
Text to speech	<input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="diamond"/>					<input type="checkbox"/> <input type="checkbox"/>	
Human reader	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>					<input type="checkbox"/> <input type="checkbox"/>	
Recorded voice	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>							
Modify Test/Assignments									
Modified tests	<input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>							
Modify assignments as needed	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>							
Shorten assignments	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>							
Limit amount of work required or length of tests	<input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>							
Modify/repeat/model directions	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>							
Alter format of materials on page (type/highlight/spacing)	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>							
Limited multiple choice/Reduce answer choices	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>							
Provide Word bank/Word assistance (correct place?)	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>							
Multiple choice spelling tests, shortened spelling list	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>							
Communication Assistance									
Communication Assistance/Task Description	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>				<input type="checkbox"/> <input type="checkbox"/>			<input type="checkbox"/> <input type="checkbox"/>



Louisiana Alternate Assessment, Level 2 (LAA 2) Sunset

- Starting with the 2014-2015 school year, all students, with the exception of those with significant cognitive disabilities, will participate in the regular state assessments.
- Students who have entered a high school cohort prior to 2014-15 will continue to have access to the high school version of the LAA 2 exams. However, students eligible for the LAA 2 graduation exams will also be eligible for the IEP developed alternate graduation pathway.
- Revisions to five BESE bulletins have been submitted to the board for approval at their meeting August 12-13 to remove the administration of the assessment from policy.
- The Department will release an FAQ for families and teachers on the LAA 2 sunset and the new promotion and graduation policies.

LAA 2 IEP Changes

- SER will no longer allow a user to validate an IEP that identifies LAA 2 as the assessment for a student who did not enter a graduation cohort in 2013-14 or before.
- IEPs for students in grades four through nine who were previously taking the LAA 2 must be amended by February 1, 2015 to reflect the new assessment. If the annual IEP meeting is scheduled prior to February 1, 2015, these amendments may be made during that meeting. Otherwise, the IEP team will need to hold an additional meeting to reflect the assessment changes to the IEP.

LAA 2 IEP Form Changes

Program / Services

LOUISIANA EDUCATIONAL ASSESSMENT PROGRAM

Regular Assessments



Alternate Assessment

- LAA 1 – For a 12th grade student who is eligible to participate in LAA1, continue selecting this option even though the student is not required to test during the 12th grade year.

- LAA 2

The LAA 2 will no longer be administered in grades 4-8 starting with the 14-15 school year. IEP teams may continue to check these boxes for eligible students who have entered a high school cohort in 13-14 or before and those students will continue to have access to the LAA 2 graduation exams.

- ELA Math
 Science Social Studies

None

- This option should be selected only under one of the following two conditions:
 - Prekindergarten through second grade students
 - Graduating seniors who have passed the required components of the exit examination

Non-Tester/Non-Diploma

- In order to select this option, the Non-Diploma Consideration Checklist must be completed and uploaded.

The ACT assessment requires separate documentation and approval for local, state, and ACT approved accommodations as outlined in the Procedures for Requesting ACT Test Accommodations.

REGULAR CLASSES

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Reading | <input type="checkbox"/> Spelling | <input type="checkbox"/> Physical Education |
| <input checked="" type="checkbox"/> Science | <input type="checkbox"/> Writing | <input checked="" type="checkbox"/> Social Studies |
| <input type="checkbox"/> Math | <input type="checkbox"/> Art/Music | <input type="checkbox"/> Foreign Language |
| <input type="checkbox"/> Vocational | <input type="checkbox"/> English/Language Arts | |
| <input type="checkbox"/> Electives (list) | | |

If not in regular classes, explain

ACTIVITIES WITH NON-DISABLED PEERS (Check all activities with non-disabled peers)

- | | | |
|--|--------------------------------|---|
| <input checked="" type="checkbox"/> Assemblies | <input type="checkbox"/> Buses | <input checked="" type="checkbox"/> Field Trips |
| <input type="checkbox"/> Library | <input type="checkbox"/> Meals | <input type="checkbox"/> Recess |
| <input type="checkbox"/> Extracurricular/Nonacademic | | |
| <input type="checkbox"/> Other | | |

If not participating in activities with non-disabled peers, explain

EXTENDED SCHOOL YEAR SERVICES (ESYS)

Criteria For Consideration:

- Regression / Recoupment
 Critical Point of Instruction 1
 Critical Point of Instruction 2

Special Circumstances

- Employment
 Transition to Part B (Preschool)
 Transition to Post School Outcomes
 Excessive Absences
 Extenuating Circumstances

Supports Needed for School Personnel (Describe)

sdfsdfasdfa

Resources for Educators and Students

The following resources are available for students and educators in preparation for next year's assessments:

- [Assessment Guides in Teacher Toolbox](#)
- [Sample Sets and Tutorial](#)
- [Practice Tests](#)
- [Eagle](#)
- [Assistive Technology Centers](#)

Non-Diploma Designation

- Legislation passed during the 2013 legislative session (Acts 151 and 291) allowed IEP teams to classify a small population of LAA 2 students as “non-diploma bound” and therefore allow them to be excluded from state assessments.
- With the passage of Act 833, this student population will have a pathway to graduation and are expected to participate in state assessments.

Non-Diploma Designation

- For this reason, the option to designate students as “non-diploma bound” and non-participants in state testing will be eliminated on the IEP and the checklist for identification will be removed.
- Students should take the state assessments considered appropriate by their IEP team. If a student does not participate in a required state assessment, the student will be considered a non-participant for accountability purposes.
- Similar to the required revisions for students previously identified as LAA 2, any IEP amendments that are needed in order to reflect the removal of this option should be completed prior to February 1, 2015.

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What's Next?

What's Next?

- FAQ release
- August 12-13 BESE meeting
- Ongoing collaboration with stakeholders
- Fall academic guidance release
- Send additional questions to Kay Rone Wilson at Keita.Rone@la.gov