

BESE-Authorized Charter Schools Monthly Call



**November 14, 2024
9:00 AM**

Contact Information

Please add your **name** and **email address** in the chat. A copy of the powerpoint will be sent to you after this meeting.



Agenda

- Welcome
- Introduction
- Upcoming Submissions
- Subject-Educator Background Credentialing
- Subject-Leverage CEIS Funds
- Questions



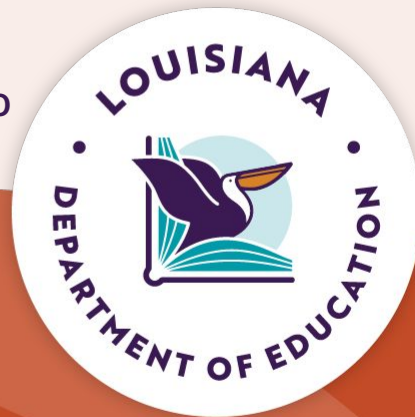
WELCOME

Our Goals for BESE Authorized Monthly Calls

We will provide pertinent information and updates.

- Being **INTENTIONAL**
- Listening to your requests
- Each month provide reminders and upcoming required submissions from all departments in the LDOE
- Each call will provide leaders with information tied to the Charter School Performance Compact.

to



Charter Accountability Reporting

Utilize the [Reporting Calendar](#) as a tool for directions, links to forms, and submission due dates. An updated version can be emailed at your request.

If you submit to Charters@la.gov, also CC your school's Director.

- Christina Woods - christina.woods@la.gov

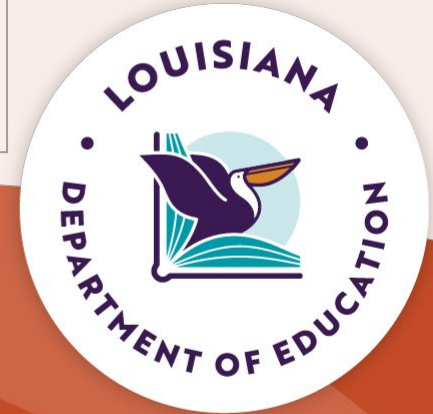
The [Charter School Library](#) is in the process of being updated along with the entire website, stay tuned for the updated website.

Subscribe to the LDOE [Newsletter](#)!



2024 Upcoming Submissions

| November | December | January |
|----------------------------|---------------------------|--|
| Enrollment Lottery Process | Website Compliance Review | Quarterly Waitlist Report |
| Sig Dispro Data Review | SLT and Evaluator Ratings | Teacher and Principal of the Year Application Process |
| PERs | Dyslexia Reporting | CIS Evaluation Deadline |
| | Achieve! | Quarter 2 Financial Report |
| | | PERs |



Reminder: If any staff changes occur please let your director know so that Contact Sheets may be updated.

Material & Non-Material Amendment Submission Deadlines

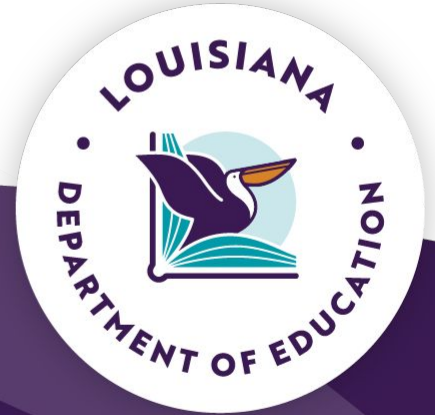
| Material Amendment Requests & Supporting Documentation Due to Charter Accountability Team | BESE SIT Committee Meeting |
|---|----------------------------|
| January 8, 2025 | March 11, 2025 |
| No Submissions | April 8, 2025 |
| April 10, 2025 | June 10, 2025 |

Reminder: If any staff changes occur please let your director know so that Contact Sheets may be updated.



Educator Background Credentialing

Paula Bell



Credential Clearance for Educator Certification

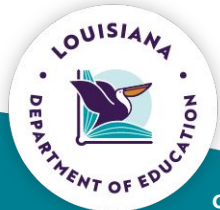
Starting **January 1, 2025**, Louisiana law ([R.S. 17:8.9](#)) requires criminal background checks (CBCs) for **certification**.

A CBC will be required before a certificate can be issued, renewed, advanced, or modified.

Certification processes, forms, and technology are being revised to integrate the CBC requirement.

Certification applications submitted before January 1, 2025 will be processed **without** additional CBC requirements.

If you have questions, please email EducatorClearance@la.gov.



Revised Certification Process

First

Educator applies for certification using updated application & professional conduct form.

Second

If applicant has never held certification or if LDOE doesn't have a recent CBC on applicant, the educator schedules with IdentoGO for fingerprinting.

Third

LDOE reviews CBC to determine if there are disqualifying convictions.

Felony

If felony or R.S. 15:587.1C conviction, LDOE denies certification or censures existing certification record.

No Felony

If none, the CBC is considered “clear” and certification processing is continued.

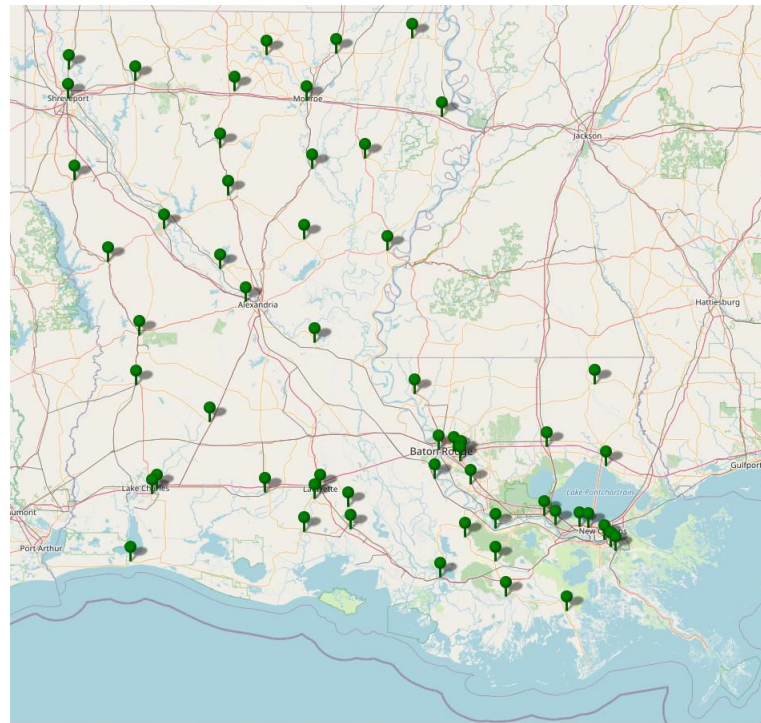
If you have questions, please email EducatorClearance@la.gov.



IdentoGO by Idemia

IdentoGO by IDEMIA provides a wide range of identity-related services with the primary service being the secure capture and transmission of electronic fingerprints for employment, certification, licensing and other verification purposes – in professional and convenient locations.

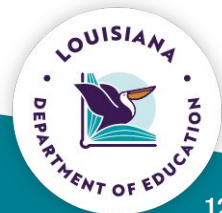
IdentoGO has assigned LDOE a specific agency “service code” which will be provided with all disclosures when an applicant signs-off on an official authorization statement.



Fees Associated with CBC Process

- Applicant pays \$25.00 credential clearance application fee to LDOE directly through the online certification payment portal. This is separate from the certification application fee.
- Applicant also pays \$55.75* to IdentoGO for fingerprinting and for providing the CBC to LDOE. That fee is paid directly to IdentoGO at the time of fingerprinting.

*There is an additional fee of \$39.95 paid to IdentoGO for out-of-state applicants. IdentoGO encourages applicants to check for a location in close proximity to them to avoid additional fees for hard card fingerprinting since those are typically lower quality and result in higher rejection. **Best practice is for an applicant to wait until they can schedule fingerprinting at an IdentoGO location in Louisiana.**



Rap Backs

A rap back is an updated criminal history check provided to LDOE when there is subsequent criminal activity of individuals whose criminal background checks were completed pursuant to [R.S. 17:8.9](#), the law allowing CBCs for the purposes of credentialing.

After an individual has submitted fingerprints for the purposes of a criminal background check **for credentialing**, state law allows for follow-up rap backs to be provided to LDOE pursuant to [R.S. 15:587.1 B](#). The rap backs include state information only.

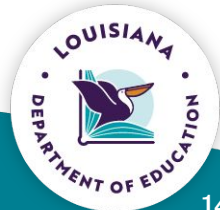


Actions & Sanctions

Certification may be denied, suspended, or revoked for:

- Conviction of or nolo contendere plea to **any felony** even if dismissed per Article 893/894, expunged, or granted first offender pardon
- Conviction of or nolo contendere plea to a crime listed in [LA R.S. 15:587.1\(C\)](#) (frequently referred to as a “never ever”) even if dismissed per Article 893/894, expunged, or granted first offender pardon
- Submitting fraudulent certification documentation to BESE or LDOE
- Facilitating cheating on any state assessment
- Censure of another professional credential/license

Reinstatement via a records review may be considered by BESE based on appeal law and policy outlined in Bulletin 746.



Background Credentialing Partnership

The new law requires a shared responsibility.

- **BESE** -establishes policies for checks, including obtaining fingerprints and requesting information from state and federal bureaus.
- **LDOE** -reviews the contents of the CBC before processing certification, making public any certification denial, suspension, and revocation.
- **PREPARATION PROVIDERS** -assist teacher candidates in applying for the pre-service certificates informing them of the CBC requirement.
- **EMPLOYING SCHOOL SYSTEMS** -notify LDOE upon the termination, resignation, or resignation in lieu of termination of any certified employee within 10 days of separation of service when the action results from conviction for any felony or any offenses listed in R.S. 15:587.1
- **CERTIFIED INDIVIDUALS** -required to report criminal convictions to LDOE within two business days.

Reporting can be done by emailing EducatorClearance@la.gov.



Questions

For further inquiries, please reach out to EducatorClearance@la.gov



Diverse Learners

Yolanda Oates



Meet the Division of Diverse Learner Team!



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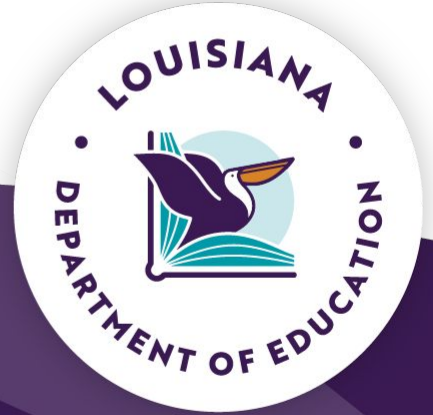
Vacant

Education Consultant

Students with Mild/Moderate Disabilities



Understanding Significant Disproportionality to Leverage CEIS Funds



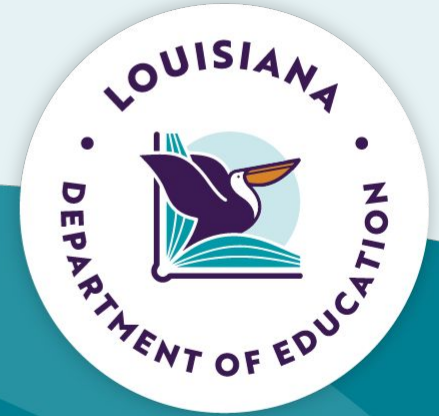
November 14, 2024

Agenda

- Coordinated Early Intervening Services
- Significant Disproportionality
- CEIS Planning
- Create a Plan
- Develop an Aligned Budget
- Implement with Support
- Questions



Coordinated Early Intervening Services



CEIS Requirements

The Individuals with Disabilities Education Act (IDEA) allow, and sometimes require, LEAs to use Part B funds for coordinated early intervening services (CEIS).

CEIS can benefit general education by reducing academic and behavioral problems in the general education environment.

CEIS can also benefit special education by ensuring that students are appropriately referred to special education, which would reduce referrals for special education and related services for needs that could have been addressed with relatively simple general education interventions.



CEIS Requirements

IDEA permits LEAs to use not more than 15% of the IDEA allocation received for CEIS.

Additionally, IDEA regulates the following:

- how CEIS funds may be spent;
- on whom CEIS funds may be spent;
- the reporting requirements for LEAs providing CEIS;
- the requirement for using CEIS funds by an LEA identified as having significant disproportionality based on race or ethnicity; and
- the relationship of CEIS to maintenance of effort requirements.

CEIS: The Basics

CEIS are services provided to students who are not currently identified as needing special education or related services, but who need additional academic and behavioral supports to succeed in a general education environment. (34 CFR 300.226)

There are two paths through which a school system may reserve IDEA funds to support CEIS activities: voluntary and mandatory.



Voluntary CEIS

What is it?

Voluntary CEIS allows school systems to use up to 15% of their IDEA Part B funds to implement voluntary CEIS activities.

Who can benefit?

Voluntary CEIS may be provided to children without a disability in grades K-12, with a particular emphasis on students in kindergarten through grade three.



Mandatory (Comprehensive) CEIS

What is it?

Mandatory CEIS, or CCEIS, is when a school system is flagged as significantly disproportionate in the identification, discipline, or placement of students with disabilities, by race or ethnicity. The LEA must reserve exactly 15% of their IDEA Part B funds to implement CEIS activities.

Who can benefit?

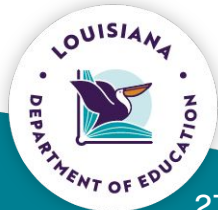
Mandatory CEIS is for students ages 3 through grade 12 who are: 1) general education students, or 2) general education and special education students.



CEIS vs CCEIS

| Element | CEIS | Comprehensive CEIS |
|---------------------------|-------------------------------|--|
| Type | Voluntary | Mandatory |
| Funds | Up to 15% of IDEA funds | Exactly 15% of IDEA funds |
| Grade level / ages served | Kindergarten through Grade 12 | Age 3 to Grade 12 |
| Groups served | Regular education students | Regular education students OR regular education and special education students |

CCEIS can be used primarily, but not exclusively, for special education students.



Significant Disproportionality



Significant Disproportionality

To identify when significant disproportionality based on race or ethnicity is occurring in school systems, the Department annually collects and examines data related to the following:

- **identification** of children with disabilities, including particular impairments;
- **placement** of children with disabilities in restrictive educational settings; and
- exclusionary **discipline** of children with disabilities, including suspensions and expulsions.

Significant Disproportionality Results

The Department then analyzes the likelihood that students with disabilities from one race or ethnicity will be subject to the outcomes below relative to students with disabilities from all other races or ethnicities in each school system.

- 1) Over identification
- 2) Restrictive placement
- 3) Exclusionary discipline actions

Louisiana defines significant disproportionality as having a risk ratio of 3.0 or greater for three consecutive years in any category analyzed.

Significant Disproportionality Regulations

School systems identified as significantly disproportionate are required to set aside **exactly** 15% of their IDEA funds for Comprehensive (mandatory) CEIS in their Super App.

School systems not identified as significantly disproportionate can set aside **up to** 15% of their IDEA funds for voluntary CEIS in their Super App.



CEIS Planning



Create A Plan

CEIS Planning



CREATE A PLAN

Understand the data and identify contributing factors to the significant disproportionality



DEVELOP AN ALIGNED BUDGET

Ensure funds are allocated to activities that address the root cause and comply with permissible activities



IMPLEMENT WITH SUPPORT

Implement activities funded through CEIS, track students who receive CEIS services and efficacy of activities

CEIS Planning



CREATE
A PLAN

The first step in the planning process is to understand the areas in which your school system was identified as significantly disproportionate.

Each school system receives results for each required reporting category. This is a required section in the IDEA section of Super App.

**2022-2023 SIGNIFICANT DISPROPORTIONALITY
COORDINATED EARLY INTERVENING SERVICES (CEIS) REPORT**

ACADIA PARISH SCHOOL SYSTEM (001)

The LDOE annually collects and examines data to determine if school systems have significant disproportionality in the identification, placement, or discipline of students with disabilities, based on race/ethnicity. School systems are significantly disproportionate when outcomes (using a risk ratio) show that students from one race/ethnicity are 3.0 times (3x) as likely to be

- identified as a child with a disability, including particular impairments,
- placed in certain more restrictive educational settings, or
- subject to certain disciplinary actions, including suspensions and expulsions

when compared to all other students from all other races/ethnicities in their school system.

If a school system is identified as significantly disproportionate, they must set aside 15 percent of their IDEA Part B funding for coordinated early intervening services (CEIS). Learn more about [CEIS](#).

This report shows the outcomes for this school system for all identification, discipline and placement categories. Risk ratios that meet or exceed the 3.0 threshold in each year are displayed below.

CATEGORIES OF ANALYSIS

IDENTIFICATION:

| CATEGORY | SIGNIFICANT DISPROPORTIONALITY | RACE/ETHNICITY | RISK RATIO 2022-2023 | RISK RATIO 2021-2022 | RISK RATIO 2020-2021 |
|--------------------------------|--------------------------------|----------------|----------------------|----------------------|----------------------|
| All Disabilities | No | * | * | * | * |
| Autism | No | * | * | * | * |
| Emotional Disturbance | No | * | * | * | * |
| Intellectual Disabilities | No | * | * | * | * |
| Speech or Language Impairment | No | * | * | * | * |
| Other Health Impairments | No | * | * | * | * |
| Specific Learning Disabilities | No | * | * | * | * |

DISCIPLINE:

| CATEGORY | SIGNIFICANT DISPROPORTIONALITY | RACE/ETHNICITY | RISK RATIO 2022-2023 | RISK RATIO 2021-2022 | RISK RATIO 2020-2021 |
|---|--------------------------------|----------------|----------------------|----------------------|----------------------|
| Out-of-School Suspensions and Expulsions, ≤ 10 days | No | * | * | * | * |
| Out-of-School Suspensions and Expulsions, > 10 days | No | * | * | * | * |
| In-School Suspensions, ≤ 10 days | No | * | * | * | * |
| In-School Suspensions, > 10 days | No | * | * | * | * |
| Discipline Removals in Total | No | * | * | * | * |

PLACEMENT:

| CATEGORY | SIGNIFICANT DISPROPORTIONALITY | RACE/ETHNICITY | RISK RATIO 2022-2023 | RISK RATIO 2021-2022 | RISK RATIO 2020-2021 |
|--|--------------------------------|----------------|----------------------|----------------------|----------------------|
| Inside a Regular Class <40% of the Day | No | * | * | * | * |
| Inside Separate Schools and Residential Facilities | No | * | * | * | * |

>SEE STATEWIDE RESULTS<



CEIS Planning



CREATE
A PLAN

School systems should review their results to see if there are any instances of significant disproportionality.

If a school system is identified as significantly disproportionate in one or more categories, they will participate in **mandatory** CEIS.

CEIS Planning

*Example: what the report shows when the school system **has** significant disproportionality in the category of analysis, in this case discipline - out of school suspension/ expulsion \leq 10 days*

DISCIPLINE:

| CATEGORY | SIGNIFICANT DISPROPORTIONALITY | RACE/ETHNICITY | RISK RATIO 2020-2021 | RISK RATIO 2019-2020 | RISK RATIO 2018-2019 |
|--|--------------------------------|---------------------------|----------------------|----------------------|----------------------|
| Out-of-School Suspensions and Expulsions, \leq 10 days | Yes | Black or African American | 4.25 | 5.13 | 3.62 |

CEIS Planning



CREATE
A PLAN

If a school system is **not** identified as significantly disproportionate, they will participate in **voluntary** CEIS.

CEIS Planning

*Example: what the report shows when the school system **does not** have significant disproportionality in the specific category of analysis, in this case identification - all disabilities*

IDENTIFICATION:

| CATEGORY | SIGNIFICANT DISPROPORTIONALITY | RACE/ETHNICITY | RISK RATIO 2022-2023 | RISK RATIO 2021-2022 | RISK RATIO 2020-2021 |
|------------------|--------------------------------|----------------|----------------------|----------------------|----------------------|
| All Disabilities | No | * | * | * | * |

CEIS Planning: Analysis

Mandatory CEIS: If flagged as significantly disproportionate, the school system must enter 1) the risk ratios, 2) the category of analysis, and 3) the race/ethnicity.

Example: Pelican school system is significantly disproportionate in out of school suspensions and expulsions less than or equal to 10 days for Black or African-American students with disabilities with a risk ratio of 4.25 (20-21 SY) 5.13 (19-20 SY), and 3.62 (18-19 SY).

Add the areas for which the school system was identified as significantly disproportionate, including the 1) risk ratio, 2) category of analysis, and 3) race/ethnicity. For example: Pelican School was identified as significantly disproportionate in the identification (all disabilities) of African-American students with a risk ratio of 3.0 (1750 character maximum)

CEIS Planning: Program Activities

Mandatory CEIS: The school system must provide a narrative explaining how they will program CEIS funds to address the factors (root causes) contributing to the significant disproportionality.

Example: Pelican school system was identified for discipline of Black or African-American students with disabilities. In doing a root cause analysis, they discovered that lack of training for staff resulted in inappropriate practices. Logically, this school system may fund professional development with CEIS.

CEIS Planning: Program Activities

Required CEIS. Describe how CEIS-funded activities will address the area(s) for which the school system is significantly disproportionate (e.g. discipline of African American students with disabilities).

Voluntary CEIS. Describe the academic and/or behavioral interventions funded by CEIS.

Voluntary CEIS: The school system should provide a general description of academic and/or behavioral interventions that will be funded through CEIS.



CEIS Planning

Create a strategy:

- Assemble a team
 - Diverse representation to examine the area(s) identified for significant disproportionality
- Review policies, practices, and procedures (PPP)
- Identify and prioritize root causes
- Create a plan to describe CEIS activities
- Track students receiving CEIS and monitor progress of activities



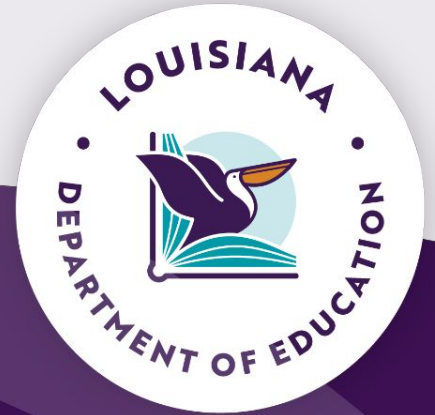
CEIS Planning

Example: The Pelican school system assembled a team to identify the root causes for their determination.

The team consisted of the LEA's special education leader, principals, general education and special education teachers, and behavior interventionists. The team reviewed their PPPs (policies, practices, and procedures) and found that staff lacked training in implementing behavioral interventions.

The LEA used CEIS funds to provide **professional development** to school level staff, contracted with a vendor to provide **coaches (mentors)** to support implementation of behavioral interventions, and purchased **progress monitoring software** to monitor progress for students receiving interventions.

CEIS Planning



Develop an Aligned Budget

CEIS Planning: Permissible Activities



DEVELOP AN
ALIGNED BUDGET

Once the school system has determined how to use the CEIS funds to target the contributing factors, they will complete the CEIS funding and budgeting process.

A school system implementing voluntary or mandatory CEIS must ensure funds are used for students who need **additional academic and/or behavioral support to succeed in a general education environment.**

School systems cannot use CEIS funds for universal or core curriculum, instruction, or assessment activities.

CEIS Planning: Permissible Activities



DEVELOP AN
ALIGNED BUDGET

Common Permissible Activities:

- Implementing Tier II or Tier III interventions
- Professional development for educators providing academic and/or behavior interventions
- Evidence-based social/emotional curriculum and strategies that are considered behavior interventions (not universal curricula)
- Educational/behavioral evaluations, services, and supports

CEIS Planning



Implement with Support

CEIS Planning: Reporting

Each year, school systems must track:

- The number of students who receive CEIS;
- The number of students who received CEIS in the last two years who then received special education and related services;
- **The number of students with disabilities receiving CCEIS;** and
- **The number of students without disabilities receiving CCEIS.**

Bold items are new reporting requirements.

SPED UPDATES



Annual Dyslexia Reporting

School systems are required to annually report the number of students with dyslexia currently enrolled and the number of students newly identified with dyslexia in the prior school year.

The [dyslexia reporting form](#) is currently open. All school systems should submit the dyslexia reporting form by **December 15**.

[Dyslexia reporting guidance](#) is available in the [Students with Disabilities library](#).

Please contact specialeducation@la.gov with questions



LEA Determinations and Performance Profiles

The Final FFY2021 (2021-2022) and FFY2022 (2022-2023) LEA Determinations were posted to the Data Management FTP early last week.

Please contact specialeducation@la.gov with questions



SPED Reporting - Annual SPP/APR Monitoring

Annually, the Department is required to analyze special education data and conduct outreach regarding outcomes for particular indicators as part of the IDEA, Part B State Performance Plan (SPP) and report these in the special education annual performance report (APR).

Any school system identified as non-compliant in one or more targeted indicators will be required to submit a plan of correction. Results were provided to school systems via APR outreach packages via the **Indicator Outreach** folder in the DM FTP the November 8.

Additional details on this process, including the timeline, will be provided in the APR outreach packets.

Please contact specialeducation@la.gov with questions



Indicator Compliance and Policy Requirement

Any school system identified for any noncompliance is required to take certain actions:

- Review policies, procedures, and practices to identify any factors contributing to the noncompliance
- Submit a self-assessment and/or plan of action
- **Submit policies and procedures used for review**
- Revise policies, practices and procedures to address noncompliance

Bold item is new requirement.

Please contact iris.jones@la.gov with questions



AA-AAAS Alternate Assessment Participation

In December 2015, Congress passed and the President signed the Every Student Succeeds Act (ESSA) to reauthorize the Elementary and Secondary Education Act of 1965 (ESEA). ESSA includes a provision that places a limit (cap) on the percentage of students with the most significant cognitive disabilities that a state may assess with Alternate Academic Achievement Standards (AA-AAAS) to no more than 1.0 percent of all students in the grades assessed in the state.

AA-AAAS Alternate Assessment Participation Review

School systems that identified the number of students to participate in alternate assessment greater than the 1.0 percent threshold must complete a justification form which includes a participation review.

ESSA requires the Department publicly post the justifications; therefore, no personally identifiable information about an individual student or group of students is to be included in the justification.

AA-AAAS Participation Justification Letter Submissions

The deadline for submission of Alternate Assessment Participation Justification Letters for the 2022-2023 was March 25, 2024. If your 2022-2023 assessment data reflects that you exceeded the cap and you did not submit a justification letter for 2022-2023, please submit the justification letter immediately.

The 2022-2023 assessment data and justification letter template can be found on the Data Manager's FTP site.

Please contact specialeducation@la.gov with questions



AA-AAAS Participation Justification Letter 2023-2024

The deadline for submission of justification letters for 2023-2024 data will be announced January, 2025. It is imperative that each LEA/Charter exceeding the 1% cap complete and submit the required letters as a part of the review process.

Please contact specialeducation@la.gov with questions



Questions? Contact us:

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specialeducation@la.gov



Charter Questions

Charter Accountability

charters@la.gov

Director of Charter Accountability

Christina.Woods@la.gov



Upcoming BESE-Authorized Charter Monthly Call

December 12, 2024 at 9:00 am

Charter Accountability
Submissions & Communication
Protocols in 2025

