

LOUISIANA DEPARTMENT OF EDUCATION



Guidance for Leading Inclusive Special Education Programs:

Creating Compliant Systems for
Student Success

Agenda

- I. Louisiana's Core Beliefs and Academic Priorities
- II. Introduction to Guidance for Leading Inclusive Special Education Programs
- III. Review of Creating Compliant Systems for Student Success
- IV. Breakout: Discussion on Student Centered Compliance Practices
- V. Closing

Louisiana Believes



Children are our highest priority



Equity matters



Families are our partners



Choice expands opportunities



Educators are valued professionals



Schools are invaluable to communities



Graduates must be ready



Our future is bright

SIX CRITICAL GOALS

Students enter kindergarten ready.

Students will achieve mastery on third-grade assessments and enter fourth grade prepared for grade-level content.

Students will achieve mastery on eighth-grade assessments and enter ninth grade prepared for grade-level content.

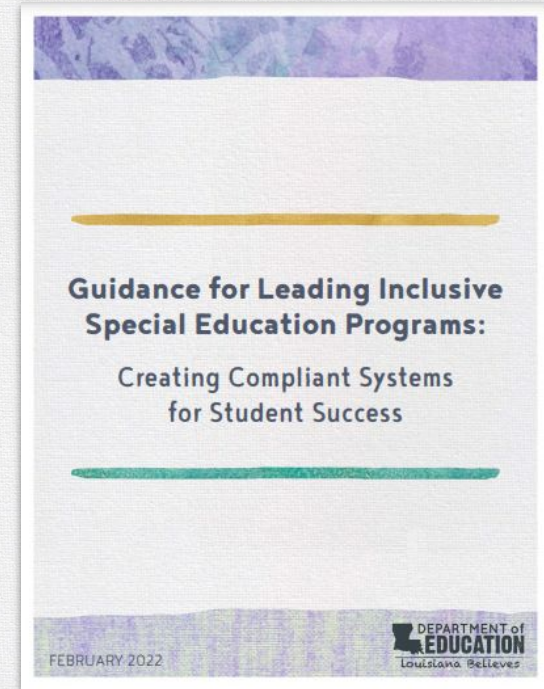
Students will graduate on time.

Students will graduate with a college and/or career credential.

Students will graduate eligible for a TOPS award.

Guidance for Leading Inclusive Special Education Programs

Every day in Louisiana, educators are committed to ensuring that every child and school has access to equitable and inclusive learning opportunities. To support school systems and educators, the Department has designed [Guidance for Leading Inclusive Special Education Programs](#).



Creating Compliant Systems for Student Success

This month the Department released guidance on [Creating Compliant Systems for Student Success](#).

This document will support school systems in examining their compliant practices to assess effectiveness of meeting the needs of students with disabilities.



Creating Compliant Systems for Student Success
How can school systems develop and maintain compliant systems that improve student outcomes?

Purpose
 Oftentimes school systems create structures to achieve compliance that fail to drive student outcomes. While these systems may support compliance, they often fail to meet the individualized needs of students with disabilities and improve system-wide efficiency. The result? School leaders and teachers are burdened by processes that divide their attention and reduce their otherwise effective practices in meeting the immediate needs of students.

To facilitate effective and inclusive special education programs, leaders must be willing to [rethink special education](#) by examining systems "that limit opportunities for children with disabilities; practices that put the needs of 'the system' over the individual needs of a child; [and] policies that, no matter how well-intentioned, do not have the impact of improving outcomes for students." To do this effectively, system leaders should feel empowered to go back to the basics by gaining a deep understanding of the compliance laws and then begin an examination of the compliance systems at work in their schools. This examination should continue with

- coordination among colleagues across key departments to assess the school systems current compliance systems to determine whether or not they are grounded in law,
- creation of new systems, when necessary, that are effective and efficient in meeting the individualized needs of students with disabilities, and
- Conduct regular effectiveness reviews and revision, when appropriate, to ensure compliance systems that drive student outcomes while meeting the compliance expectations set out in policy.

Spotlight: Sabine Parish School District
"Because of the trust we've built with teachers, in the first six weeks of school, we know which students will need more support." – Bridget Corley, Director of Early Education

In Sabine, the Director of Early Education, Pupil Appraisal, and Pre-K Disabilities Coordinator collaborate to create a student centered system which supports accurate and early identification. It first begins with the Ages and Stages Questionnaire (ASQ), administered by teachers within the first 30 days of school to identify individualized needs so that supports can be provided in the general education classroom early in the school year. Pupil Appraisal and the Pre-K Coordinator work with teachers to identify progress in areas of concern and determine if an SBLC meeting is needed. The system is streamlined and cohesive to ensure teachers have support in providing effective interventions to students through the SBLC to ensure that all students are prepared for kindergarten. After reviewing data cross departmentally, the screener has shown to be accurate in identifying key areas for interventions to support improved outcomes for students.

DEPARTMENT of EDUCATION
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**Breakout Groups:
Discussion on Student Centered
Compliance Practices**

Breakout Groups

Group	Topic
Cheremie Kerth	College and Career Readiness
Shayla Guidry Hilaire	Funding and Accountability
Roxane West	Academic Instruction



Closing



Whole Group Questions

Discussions to continue in your school systems:

- Who can you work with to examine current systems for alignment to the tenets of ESSA and IDEA?
- Who might be missing from current conversations?
- As a leader, how can you continue supporting and reinforcing a mindset among building and district staff that promotes implementation of ESSA and IDEA?



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Next Guidance Document

- March: Next month's guidance document will be on the topic of teacher well-being.
- Webinar: [April 8 at 1 pm](#)

Feedback

Please let us know how this session went!

A screenshot of a web-based survey form. At the top, it features the Louisiana Department of Education logo with the tagline 'Louisiana Believes'. The survey title is 'Creating Compliant Systems for Student Success'. Below the title, a short paragraph explains the survey's purpose: 'This self-assessment will support school system leaders in identifying areas to strengthen planning structures and processes when aligning budgets and spending to priorities.' The user's email is shown as 'rachel.brown@la.gov (not shared)' with a 'Switch account' link. A red asterisk indicates a required field. The 'Role' section contains a list of radio button options: Superintendent, Chief Academic Officer, Chief Operating Officer, Special Education Supervisor, Principal, Special Education Coordinator, and Other: _____.