



Special Education Advisory Panel

February 3, 2021



Public Comment and Participation Procedures



SEAP Member Participation Procedures

Panel members will participate via Zoom and will:

- Ensure their first and last name appear in the participant list to be considered present.
- Have microphones muted unless called upon by the chairperson.
- Electronically raise their hand to request to speak.

For accessibility, panel members may also type comments or questions in the chat box.

Public Comment Procedures

Guests may participate via Zoom or observe the meeting live on YouTube. **To provide public comment, members of the public should do one of the following:**

- Electronically raise their hand to request to comment. Upon being recognized to speak by the chairperson, their microphone should be turned on. After speaking, the microphone shall be returned to mute.
- Send public comment via chat to the Zoom host. The chairperson shall read the public comment aloud.

Public Comment Procedures

SEAP adheres to formal comment procedures.

- Comments will be allowed on all agenda items for a maximum of three minutes per person.
 - The panel will receive all comments and may engage in further dialogue on the agenda item as a result of the comments received.
- A person may only comment once per agenda item unless allowed an exception by the chair.
- Comment cards must be submitted to the chair or LDOE staff member prior to the vote on the motion.
- The order and time of comment is left solely to the chair.
- Persons making public comments shall identify themselves and the group they represent, if applicable.
- Persons addressing the panel shall do the following:
 - Confine remarks to the merits of a specific agenda item before the panel.
 - Refrain from attacking a panel member's motives.
 - Address all remarks through the chair.
 - Refrain from speaking adversely on a prior action not pending.



Approval of Meeting Minutes



Meeting Minutes

Approval of the minutes from the November 18, 2020 meeting:

- [https://go.boarddocs.com/la/bese/Board.nsf/files/BU4QUT67EF41/\\$file/AGII_4.4_SEAP_1020.pdf](https://go.boarddocs.com/la/bese/Board.nsf/files/BU4QUT67EF41/$file/AGII_4.4_SEAP_1020.pdf)





Membership Updates





**FFY 2019 State Performance Plan/Annual Performance Report
(SPP/APR)**



SPP / APR

IDEA requires each state to develop a state performance plan/annual performance report that

- evaluates its efforts to implement the requirements of IDEA,
- describes how the state will improve its implementation, and
- reports against the targets in its SPP in the APR by February of each year

States are required to submit an SPP at least every six years. The Department recently completed the FFY 2013-2018 cycle, which was extended to include FFY 2019.

FFY 2019 SPP and APR

State Performance Plan (SPP)

- Federal fiscal years (FFY) 2013-2019
- Sets targets for 17 indicators
 - Mix of compliance (e.g. Child Find) and student outcome (e.g. Proficiency)
 - Established with stakeholders in FFY 2013
 - FFY 2019 targets established in November 2019

Annual Performance Report (APR)

- Annual update to the SPP
- FFY 2019 APR due on February 1
- Reports on results for each indicator against established targets
- States can adjust targets, if needed and justifiable

FFY 2019 APR

Most of the indicators require us to set annual targets, while the indicators in **bold** have a target automatically set at 100%.

- Indicator 1: Graduation
- Indicator 2: Drop Out
- Indicator 3: Participation and Performance on Statewide Assessments
- Indicator 4A: Suspensions / Expulsions (All Students)
- **Indicator 4B**: Suspensions / Expulsions (Race / Ethnicity)
- Indicators 5 and 6: Educational Environment ages 6-21, ages 3-5
- Indicator 7: Preschool Outcomes
- Indicator 8: Parent Involvement
- **Indicators 9 and 10**: Disproportionate Representation in Special Education
- **Indicator 11**: Child Find
- **Indicator 12**: Early Childhood Transition
- **Indicator 13** and 14: Secondary Transition and Post School Outcomes
- Indicators 15 and 16: Hearing Resolutions and Mediations (<10 not reported)
- Indicator 17: State Systemic Improvement Plan (due in April)

Looking Ahead

States have entered a new six year SPP/APR cycle and will be required to set new annual targets for FFY 2020 - FFY 2025.

OSEP requires targets to:

- Involve stakeholder input
- Improve over the established baseline by FFY 2025

The Department is currently analyzing historical data and will integrate stakeholders in the target setting process.

Set targets for the new cycle will be submitted with the State's FFY 2020 APR in February 2022.

Looking Ahead

The Department will present an update on SPP / APR Indicator 17, the State Systemic Improvement Plan (SSIP), at the March SEAP meeting. This indicator is due on April 1, 2021.



IDEA Grant Application Process



Funding Priority Areas

Louisiana believes that all students, including students with disabilities, deserve an education that prepares them to be independent and successful in life after high school. The IDEA FFY 20 draft grant application prioritized funding activities and initiatives during the 2020-2021 school year that supported:

1. Identifying disabilities early and accurately;
2. Providing high-quality instruction to ensure the achievement of ambitious IEP goals;
3. Strengthening instruction with specialized supports and related services; and
4. Coordinating effective transition planning and implementation.

Necessary Activities

In addition to these priority areas, the FFY 20 draft grant application included a plan for activities that the state must conduct to ensure the provision of FAPE is available to all students across the state.

Necessary Activities:

- Implement a monitoring and complaint investigation system*
- Support the provision of assessment accommodations and implement an alternate assessment
- Employ staff to provide assistance and support to LEAs
- Support the special education services for students enrolled in programs supported by the special school district
- Provide support and professional learning opportunities for families
- Maintain a Special Education Advisory Panel (SEAP)*

* Indicates that this is a requirement of IDEA

IDEA Grant Application Timeline

Timeline	Activity
February 2, 2021	Public survey open on SY21-22 IDEA funding priorities
February 3, 2021	SEAP discussion of application development timeline
January - March 2021	Development of application
February - April 2021	Stakeholder discussions
Early March 2021	Draft application posted
March 24, 2021	SEAP meeting and 30-day public comment period opens
April - May 2021	Final revisions to application
May 7, 2021	Grant application finalized and submitted to OSEP

FFY 21 Funding Priority Areas

In addition to the FFY 20 IDEA funding priorities, the upcoming IDEA application will include activities that support the priority areas outlined in the Department's [Believe to Achieve Plan](#):

- Ensure every student is on track to a professional career, college degree, or service.
- Provide the highest quality teaching and learning environment.
- Remove barriers and create equitable, inclusive learning experiences for all children.
- Develop and retain a diverse, highly effective educator workforce.
- Cultivate high-impact systems, structures, and partnerships.

Funding Priorities Feedback Survey

The Department is seeking feedback on these funding priorities from members of various special education stakeholder communities. This feedback will help the Department better understand what activities the public views as important as we develop the comprehensive IDEA grant application for the 2021-2022 school year.

This [survey](#) should take no more than five minutes to complete and does not request any personally identifiable information.



SPDG Exceptional Lives Update



Exceptional Lives Seeking Family Feedback

Through a contract with the the Department, [Exceptional Lives](#) is developing online guidance for families of students who are struggling with literacy. They have created a new easy-to-read Guide called [What to Do if Your Child Struggles in School](#), which has sections that address reading challenges. They will be adding some new content this year, which we would like to have reviewed by families whose child has struggled with literacy to make sure correctly reflects the family perspective and includes information parents seek out when their child is struggling in school.

If you have or know someone who has a child (preferably in grades 3-5) who struggles in literacy, please email their name and contact information to specialeducation@la.gov.



Jumpstart Update

A decorative border at the bottom of the page featuring a row of colorful handprints in shades of teal, yellow, green, and purple, set against a light grey background.

Jump Start Updates

The Department recently released [Jump Start Implementation Guidance for Students with Disabilities](#). This guidance supports IEP teams in ensuring students with disabilities are prepared for their post-secondary aspirations.

The Department provided further guidance to school systems on Jump Start implementation for students with disabilities through sessions at the JumpStart Convention in January.



JUMP START IMPLEMENTATION GUIDANCE FOR STUDENTS WITH DISABILITIES

This document serves as guidance for IEP teams to ensure that students on the Jump Start TOPS Tech diploma path are prepared for their post-secondary aspirations.

Table of Contents

[Step 1: Determine a student's interest and needs](#)

[Step 2: Determine which IBC is appropriate for post-high school aspirations](#)

[Step 3: Determine what supports are needed for the student to successfully earn IBC and course credit](#)

[Step 4: Determine what supports are needed for the student to secure a job after high school](#)

Students with disabilities are not limited in their choices of pathways to graduating with a high school diploma. Students with disabilities, as well as their non-disabled peers, can choose to pursue the TOPS University or Jump Start TOPS Tech Pathway. The Jump Start Pathway prepares students to continue on to postsecondary opportunities or enter into the workforce. This document offers an overview of the steps in selecting a Jump Start Graduation Pathway, selecting a Jump Start Culminating Industry Credential (IBC), and scheduling courses for students with disabilities. As members of the IEP team, students, families and educators must collaborate to make pathway decisions based on a student's interests, capabilities and ambitions.

The Career and Technical Education teacher should be a member of the student's IEP team. The CTE teacher can provide course descriptions, review the essential course competencies, describe occupational hazards that exist in the course, explain credentialing exams, and provide expert guidance on which competencies the student will be accountable for mastering in order to be workplace ready.

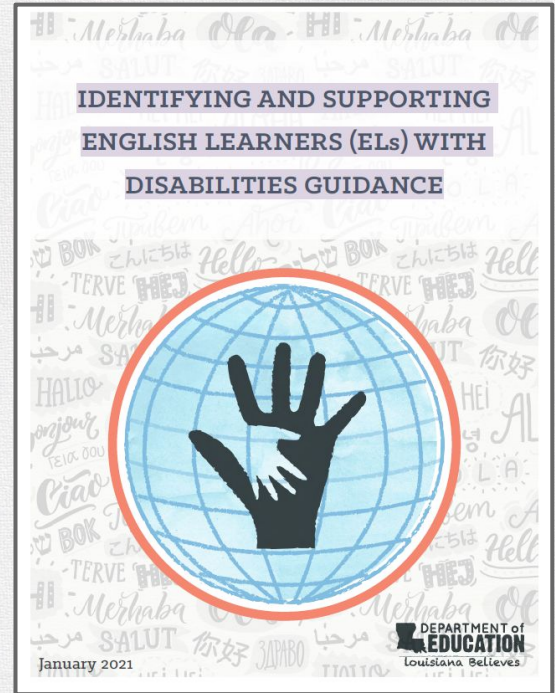


Identifying and Supporting ELs with Disabilities



Identifying and Supporting ELs with Disabilities

In January, the Department released the [Identifying and Supporting English Learners \(ELs\) with Disabilities Guidance](#). ELs with disabilities present the dual needs of support in acquiring English as well as support for their disabilities. The guidance is designed to assist school systems in the provision of equitable access to high quality instruction for ELs who are suspected of having a disability.





Bulletin 1903 Updates



Bulletin 1903 Updates

- BESE approved the revised version of Bulletin 1903 at their meeting in December 2020.
- Changes will go into effect for the 2021-2022 school year.
- The document should be available on the website in April 2021.
- Additional and updated guidance is scheduled to be released late spring/early summer.



SER Updates and Enhancements



SER Enhancements

- Louisiana has a statewide Special Education Records system where the records of each student are stored securely online.
- This platform has existed for over 15 years and is due for some major updates and overhauls.
- While we work to update the architecture of the system in the background, we would also like to use this system to drive best practice in the state.

Survey Results

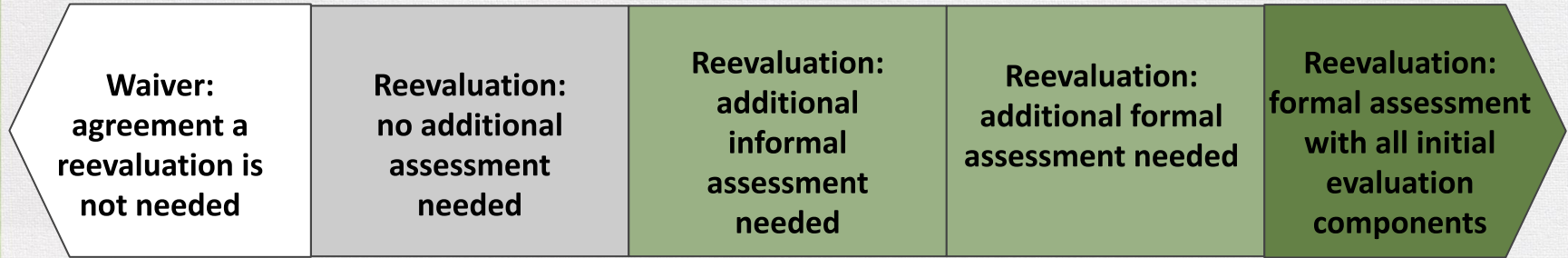
Role	Number of Respondents
Teacher	551
Related Service Provider - Speech	120
Special Education Coordinator	66
Special Education Director	38
Social Worker	29
Pupil Appraisal Staff	21

Top Concerns from Field

- Issues related to bandwidth, login timing out, cookies, etc.
- Ability to upload files
- Text size and presentation on forms
- Progress reports
- Printing parent-friendly forms

A short survey for panel members will be sent in the chat.

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 students to make progress toward their goals.

Phase 1 Partners



- Caddo
- Jefferson Davis
- Lincoln
- Catahoula
- Livingston
- Iberville
- Lafourche
- Terrebonne
- Crescent City Schools
- N.O. Sci High

Reevaluation Pilot Partnership Timeline

Activity	Timeline
Final Phase 1 Meeting	Early February 2021
Initial Phase 2 Orientation Meeting	Mid February 2021
Phase 2 Whole Group Meetings Begin	Late February
Phase 2 Implementation	February - May 2021
Implement feedback and finalize tool	May 2021
Training and present guidance	Late May 2021
Whole State Roll Out	Summer 2021
Full State Implementation	2021-2022 School Year

Panel Input

- What are the benefits of current reevaluation/waiver process?
- What are the benefits of a more rigorous waiver process?
- What are the benefits of having reevaluation information in SER?



Adjournment

