



---

**Special Education Advisory Panel**  
*February 23, 2022*

---



# Public Comment and Participation Procedures





# 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.
- 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.



# Open Meetings Law

Louisiana Open Meetings Law establishes expectations that:

- Public business is performed in a an open and public manner.
- Citizens are advised of and aware of the performance of public officials and the deliberations and decisions that go into the making of public policy.
- Citizens are given written notice of meetings at least 24 hours in advance.
- Public bodies keep written minutes of all open meetings.



# Membership Roles

The panel must include members that fill each of the 11 roles listed below, understanding that panel members may represent more than one role.

- Parents of children with disabilities (ages birth through 26)
- Individuals with disabilities
- Teachers
- Representative of higher education
- Local education official representing McKinney- Vento Homeless Act
- Administrator of a program serving students with disabilities
- Representative from state agency representative responsible for related services
- Representative of private schools
- Representative of vocational, community, or business providing transition
- Representative from state child welfare agency for foster care
- Representative from the state juvenile and adult correctional agency



# Purpose of the Panel

The purpose of the SEAP is:

- Established in accordance with the requirements of the Individuals with Disabilities Education Act (IDEA) 2004 SEC. 612 State Eligibility (21) and
- Provides policy guidance with respect to special education and related services for children with disabilities in Louisiana.



# Approval of Meeting Minutes





# Meeting Minutes

Approval of the minutes from the November 17, 2021 meeting:

- [https://go.boarddocs.com/la/bese/Board.nsf/files/C9AKEX51931B/\\$file/SEAP%20Minutes%2011-17-21.pdf](https://go.boarddocs.com/la/bese/Board.nsf/files/C9AKEX51931B/$file/SEAP%20Minutes%2011-17-21.pdf)







# FFY 2020 SPP / APR Update



# FFY 2020 APR

## State Performance Plan (SPP) --

- Began a new six year cycle including federal fiscal year (FFY) 2020-2025
- Sets targets for 17 indicators
  - Mix of compliance (e.g. Child Find) and student outcome (e.g. Proficiency)

## Annual Performance Report (APR) --

- Annual update to the SPP
- FFY 2020 APR was due on February 1
- Reports on results for each indicator against established targets
- States can adjust targets, if needed and justifiable



# FFY 2020 APR

Most of the indicators require us to set annual targets, while the indicators in **bold** have a target automatically set at either 0% or 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



# Looking Ahead

The Department will continue to review indicators that did not meet targets to focus technical assistance and professional development over the SPP/APR cycle. Internally, we are working across offices to increase shared ownership of outcomes for students with disabilities and advance strategies that will address the indicators that need improvement. Additionally, the Department will continue to engage external stakeholders should any targets need to be adjusted and for input on strategies.





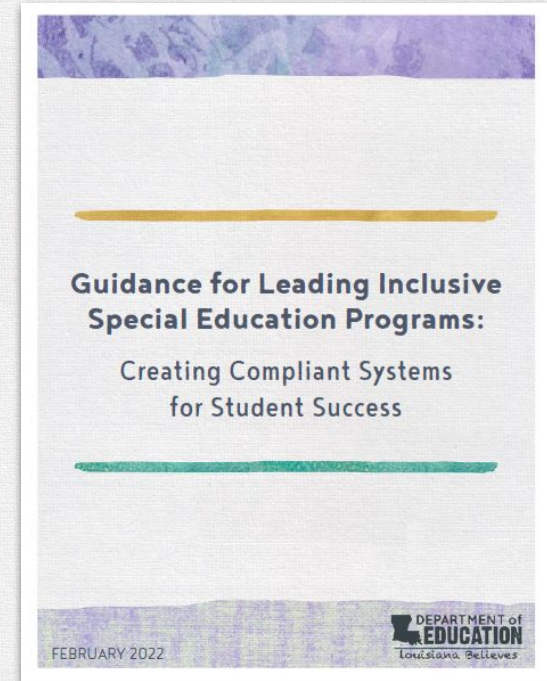
# **Guidance for Leading Inclusive Special Education Programs**



# Guidance for Leading Inclusive Special Education Programs

This series will support school systems to improve special education programming by leveraging cross-departmental collaboration best practices. A broad swath of topics will be covered, including stakeholder engagement, student-centered compliance practices, and strategies for effectively supporting the behavior needs of students with disabilities.

In January 2022, the Department released Guidance for Leading Inclusive Special Education Programs: [Leveraging Data to Align Budgets and Spending to Priorities](#). This month, the Department released the second issue - [Creating Compliant Systems for Student Success](#).





# Guidance for Leading Inclusive Special Education Programs

January	Leveraging Data to Align Budgets and Spending to Priorities
February	Creating Compliant Systems for Student Success
March	Cultivating a Student-Centered Vision of Teaching and Learning Aligned to Louisiana's Academic Priorities
April	Self awareness and Trauma Informed Supports
May	Positive Behavior Intervention and Functional Behavior Assessment
June	Identifying, Engaging, and Managing Key Stakeholders
July	Inclusive and Accessible Learning



# IDEA Budget 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 22 draft grant application will prioritize funding activities and initiatives during the 2022-2023 school year that support:

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.



# FFY 22 Funding Priority Areas and State Priorities

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 Educational Priorities](#):

- 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.



# Necessary Activities

In addition to these priority areas, the FFY 22 draft grant application will include a plan for activities that the state must conduct to ensure the provision of FAPE to all students across the state.

## Necessary Activities:

- Implement a monitoring and complaint investigation system\*
- Support the provision of assessment accommodations and implement alternate assessments
- Employ staff to provide assistance and support to LEAs
- Support the Louisiana Assistive Technology Initiative (LATI) through the Special School District's Accessible Education Materials Center
- 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 14 – March 11, 2022	Public <a href="#">survey</a> open: FFY 22 IDEA funding priorities
February – Early March 2022	Development of draft application
February – April 2022	Stakeholder discussions
March 13, 2022	Draft application posted*
March 23, 2022	SEAP Meeting and 30-day public comment period opens*
April – May 2022	Final revisions to application
May 13, 2022	Grant application finalized and submitted to USDOE
February 14 – March 11, 2022	Public <a href="#">survey</a> open: FFY 22 IDEA funding priorities



# 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 2022-2023 school year.

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



# Literacy Policy





# *Bulletin 741 Proposed Revision 1*

## *Act 108*

### **§509. Completion of Approved Foundational Literacy Skills Course**

- Act 108 (2021 regular legislation)
  - All K-3 teachers and leaders required to take Literacy Foundations training.
  - LEA to report completion data, beginning May 2021. Data posted in School Finder.



# *Bulletin 741 Proposed Revision 2*

## *Act 438*

### **§2307. Literacy Assessment**

- Act 438 (2021 regular legislation)
  - Literacy assessment
  - Intervention required for all students below grade level
  - Data used to create literacy plans



# *Bulletin 1566 Proposed Revisions*

## *Act 438*

**§700. Support Standard for Grades Kindergarten-3**

**§701. Promotion and Support Standard for Grades 3-7**

- Act 438 (2021 regular legislation)
  - Parent reporting
    - Supports at home and school
    - Progress toward literacy
- Individual student literacy plan for 3rd grade students scoring below Basic on LEAP ELA



# *Bulletin 996 Proposed Revision*

## *Act 438*

### **Ch. 3. Initial State Approval for Teacher or Educational Leader Preparation Programs**

### **Ch. 7. Louisiana State Standards for Educator Preparation Programs**

- Act 438 (Spring 2021 legislation)
  - Minimum Requirements for Traditional Teacher Preparation Programs and Alternate Teacher Preparation Programs
  - Develop and assess teacher competencies
  - Systematically and explicitly address the foundational literacy skills in courses
- ELC Goal: Every educator preparation program emphasizes evidence-based literacy practices.
- ELC Recommendation: Ensure that literacy coursework in PreK-5 includes the Foundations of Reading and Language and Literacy



# Bulletin 746 Proposed Revision

## Act 438

### §309. General Competencies

### §323. Content Knowledge Competencies

### §325. English Language Arts Content Pedagogy Competencies

- Act 438 (Spring 2021 legislation)
  - Develop teacher competencies around literacy
  - Systematically and explicitly address the foundational literacy skills in courses
- ELC Goal: Every educator preparation program emphasizes evidence-based literacy practices.
- ELC Recommendation: Ensure that literacy coursework in PreK-5 includes the Foundations of Reading and Language and Literacy



## 2022-2023 SEAP Meeting Dates





# Proposed 2022-2023 SEAP Meeting Dates

September 21, 2022
November 16, 2022
January 25, 2023
March 22, 2023
June 21, 2023



## Follow Up and Next Steps





# The Department Wants You!!!

The Department's assessment team is beginning the process of planning for the next generation of the Louisiana Educational Assessment Program (LEAP). The Department is working with the [National Center for the Improvement of Educational Assessment](#) to help develop a plan for state assessments that honors Louisiana's priorities. That plan will be developed throughout the Spring 2022 in collaboration with Louisiana education leaders across the state. An **Assessment Advisory Group** is being assembled, and we would like SEAP represented (2-3 members) within this group.



# Funding Priorities Feedback Survey

Please share our IDEA grant application feedback survey within your school systems and communities.

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



# Official Business Meeting Dates

Meeting Date	Submit Item Agenda Date
September 22, 2021	August 25, 2021
November 17, 2021	October 20, 2021
February 23, 2022	January 23, 2022
March 23, 2022	February 23, 2022
June 15, 2022	May 18, 2022



\* Note: Panel meetings are from 9:30 -12:30 in the Claiborne building unless otherwise noted.



# Membership Committee

The SEAP must have a membership committee to ensure appropriate representation on the Panel. The committee must consist of one LDOE representative, one BESE representative, and two SEAP members.

The Department is currently accepting applications for the following roles:

- **Individuals with disabilities**
- **Teacher**

Members interested in sitting on the committee should email [specialeducation@la.gov](mailto:specialeducation@la.gov).



# Adjournment

