



Special Education Advisory Panel
March 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 February 23, 2022 meeting:

- [https://go.boarddocs.com/la/bese/Board.nsf/files/CBYMSQ5C34EE/\\$file/AGII_SEAP%20Minutes%202-23-22.pdf](https://go.boarddocs.com/la/bese/Board.nsf/files/CBYMSQ5C34EE/$file/AGII_SEAP%20Minutes%202-23-22.pdf)





FFY 22 IDEA Draft Grant Application

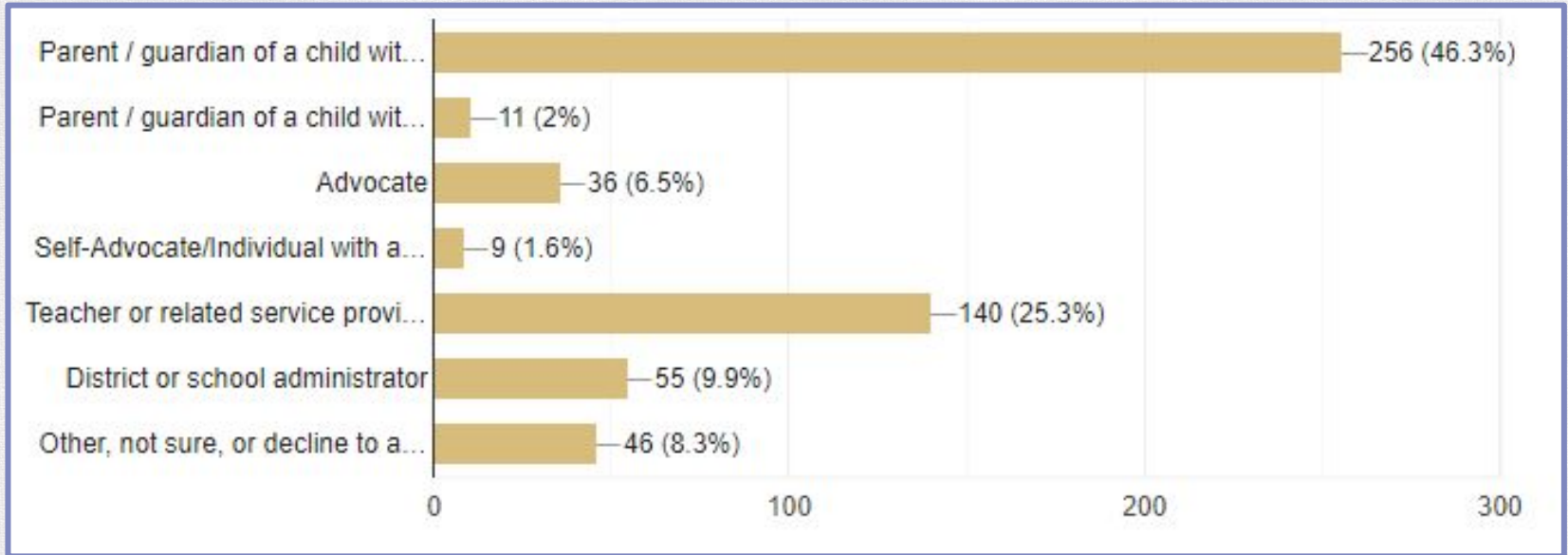


IDEA Grant Application Timeline

Timeline	Activity
February 14 – March 11, 2022	Public survey open: FFY 22 IDEA funding priorities
February – Early March 2022	Development of draft application
February – April 2022	Stakeholder discussions
March 22, 2022	Draft application posted*
March 23, 2022	SEAP Meeting and 30-day public comment period opens*
April – May 2022	Final revisions to application
May 20, 2022	Grant application finalized and submitted to USDOE

Feedback Received

- 533 responses total



FFY 22 Funding Priority Areas and State Priorities

The [draft](#) IDEA application aligns to our 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.

It includes required and authorized activities aligned to best practices.

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

Next Steps

Explore the [project descriptions](#) and provide public [comment](#) by April 22, 2022.



**Renew, Reimagine, Recommit to High Quality Special
Education in Louisiana**



Our Why

- Though we've seen increases in graduation rate for students with disabilities, academic achievement for students with disabilities across Louisiana has remained unchanged.
- Pandemic impacts have exacerbated challenges for students with disabilities.
- Our students with disabilities deserve our commitment to them!

Guidance and Support for our Educators

Our current support for school systems aligns around four strategies in our [Strategies for Success: A Guidebook for Supporting Students with Disabilities](#).

- Identifying Disabilities Early and Accurately
- High Quality Instruction Aligning with Ambitious IEP Goals
- Strengthening Instruction with Specialized Supports and Related Services
- Effective Transition Planning

Updates/Clarity Needed: Feedback from the Field

- More robust, specific guidance
- Updates to data and links
- Response to pandemic and natural disasters
- Clarity for intervention
- Specific allowables for IDEA funding that aligns to best practice
- Recognizing there was important collaboration with stakeholders to develop the current guidance

Next Steps

March - May	Engage Stakeholders, Research
Spring-Summer	Draft Updated Guidance
Summer - Early Fall	Updated Guidance Release
Fall - Winter	Implementation Support with System Leaders and Special Education Leaders

Panel Input

Renew, Reimagine, Recommit to High Quality, Inclusive Special Education!



Recruitment and Retention Task Force Update



Louisiana's Goals and Priorities

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.

EDUCATIONAL PRIORITIES

Ensure every student is on track to a professional career, college degree, or service.

Remove barriers and create equitable, inclusive learning experiences for all children.

Provide the highest quality teaching and learning environment.

Develop and retain a diverse, highly effective educator workforce.

Cultivate high-impact systems, structures, and partnerships

Recruitment and Retention Task Force

The legislature created a Teacher Recruitment, Retention, and Recovery Task Force. The purpose of the task force is to research strategies to increase recruitment and retention of Louisiana's education workforce.

In November, the task force released a report on the state's educator workforce and best practices and effective strategies used across the country related to recruiting and retaining educators. The task force also approved 28 recommendations for LDOE and the Board of Regents.

Recruitment Task Force Recommendations

- Evaluate current data collection practices to create a plan for more robust data collection
- Expand the pre-educator pathway strategy in high schools
- Implement a strategy to recruit diversity in the educator workforce
- Study the impact of Praxis Core and content exams on educator preparation program enrollment
- Expand the Human Resources Fellowship
- Study and invest in the para-to-teacher model
- Develop a strategy to attract mid-career professionals into the teaching profession
- Create a campaign to elevate the teaching profession
- Study and develop statewide plan for incentive and compensation models
- Develop and implement statewide career ladder for teachers
- Study effectiveness of current teacher residency model to include mentor teachers and identify areas of improvement

Retention Task Force Recommendations

- Research the reciprocity agreements for certification in other states
- Mentor teacher and residency study
- Provide research and guidance for teacher well-being supports
- Re institute and implement a statewide new teacher induction program and system support
- Complete compensation study including return to work guidance for school districts
- Study the current educator evaluation system and create a plan to improve the system
- Build strong support strategies for experienced teachers
- Expand the teacher pipeline supports for aspiring and current principals
- Review school culture and strategies to improve working conditions

Special Education Certification Add-on

To better meet the needs of Louisiana's learners with diverse needs, the Department aims to increase the number of teachers holding certification in [special education: mild/moderate](#).

LDOE will invest in teachers obtaining their certification by providing school systems the opportunity to request funds through the school system planning process. Each school system may request up to \$4,000 per add-on certification.

During this year's school system planning process, 101 of 189 school systems requested funds for 730 educators. LDOE allocated \$2,920,000 to systems to fund this initiative.

Para-to-Teacher Model

[Reach University](#) provides an opportunity for paraprofessionals and other school employees to earn a Bachelor's degree and their teaching certification without having to leave their current position at a cost of \$75 per month.

LDOE continues to communicate with and encourage system leaders about this recruitment and investment opportunity.

This spring, 25 systems have enrolled about 200 employees in Louisiana.



K-2 Alternate Assessment Eligibility Criteria Workgroup



Purpose and Rationale

- ELPT Connect operational field test Spring 2023
- Possible K-2 literacy indicator

Workgroup Update

- LDOE formed a workgroup that consists of 8 stakeholders and LDOE diverse learners staff and assessment staff to be part of a working group to develop the criteria.
- Beginning in January and ending in March, the working group met monthly to develop the criteria tool.
- At our in-person meeting March 14, where the workgroup field tested our DRAFT K-2 Alternate Assessment Eligibility Tool using sample student IEPs and evaluation documents.
- Next steps are to begin drafting bulletin language and bring to SEAP and BESE for endorsement

Key Considerations

- Not encouraging IQ testing in K-2
- ALL students should still participate in literacy screener
- Should be annual decision
- K-2 alternate assessments should be reserved for students with the most significant cognitive disabilities:
 - Student has a significant cognitive disability or multiple disabilities that significantly impact cognitive and adaptive functioning.
 - The student's IEP goals and instruction are linked to LSS supported by the Connector standards.
 - The student requires extensive, repeated, direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.
 - Supports are not temporary or transient nature
 - Uses substantially adapted materials and individualized methods of accessing information in alternative ways

DRAFT Tool for IEP Teams

- Discussion/input by panel on DRAFT tool.



Early Learning and Development Standards (ELDS)



High-Quality Instructional Tools

Students enter kindergarten ready is one of the critical goals of the Louisiana Department of Education.

In order to reach this goal, **every day**, children birth to five in Louisiana need classrooms that...



respond to their emotions with **sensitivity and warmth**,



are **organized** to manage their attention, time, and behavior,



promote their learning through **engaging language and interactions**, and



support their development with **high-quality instructional tools**.

Role of the Early Learning and Development Standards

- The Early Learning and Development Standards are intended to be a framework for high-quality, developmentally appropriate early childhood programs.
- These standards establish a common vision for what the state of Louisiana wants children to learn before they enter kindergarten.
- They provide age-appropriate goals for children's learning and development that can guide teachers, caregivers and others on what types of experiences and activities children should have during their earliest years.

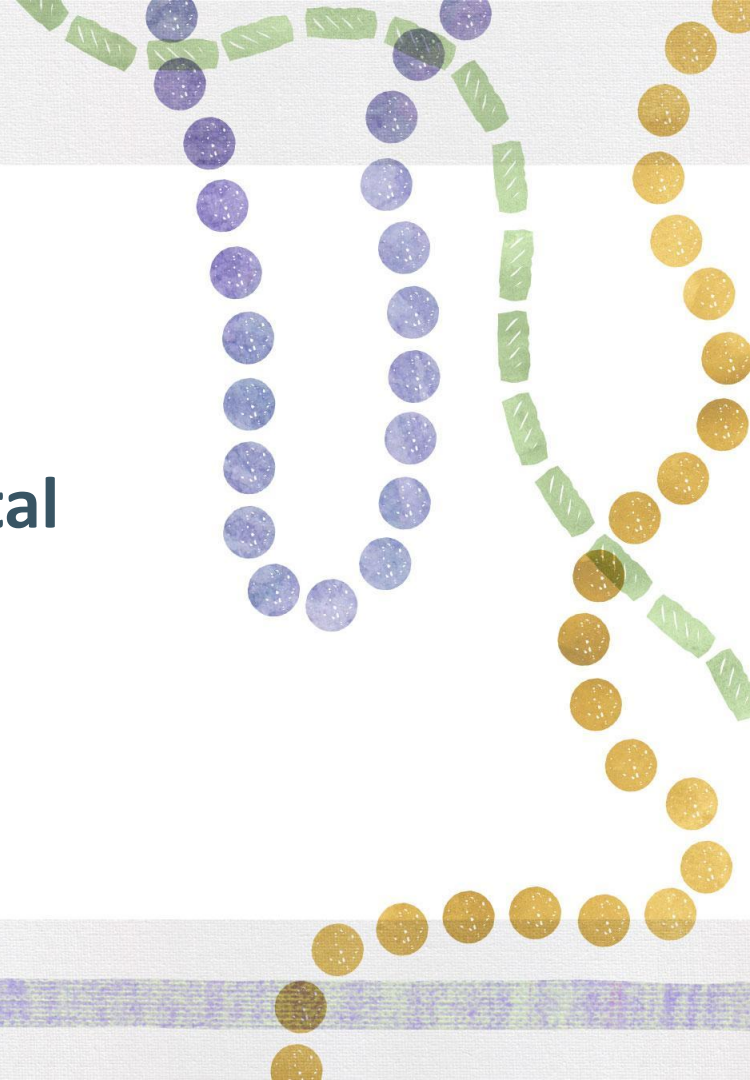


Review of ELDS Revision Goals

The Department established the following goals to guide the review process of Louisiana's Early Learning and Development Standards.

1. Make **stronger connections** to kindergarten readiness expectations and ensure a scaffolded alignment of developmentally appropriate expectations across age-bands.
2. Ensure there is a **stronger integration** of language that supports children with disabilities and dual language learners.
3. Reorganize the **framework and structure** of standards and indicators to make the resource more navigable and user-friendly.
4. Embed commonly used assessments with intentionality to **increase alignment**.
5. **Update the resources** to reflect current research and the Department's initiatives.

Early Learning and Developmental Standards Revisions



Depicting the Age Continuum

The five age levels were selected because they represent developmentally significant periods in a young child's life, however, it is important to note that young children's development is often uneven and progresses at different rates.

EARLY LEARNING AND DEVELOPMENT STANDARDS AGE RANGES



0-11 MONTHS
(INFANTS)



9-18 MONTHS
(YOUNG TODDLERS)



16-36 MONTHS
(OLDER TODDLERS)



36-48 MONTHS
(3 YEAR OLDS)



48-60 MONTHS
(4 YEAR OLDS)

Organization

These five domains represent major areas of development and learning, and define essential learning for school readiness and children's long-term success. The domains are designed to be interdependent and include all areas of children's learning and development.



APPROACHES
TO LEARNING



COGNITIVE DEVELOPMENT
& GENERAL KNOWLEDGE



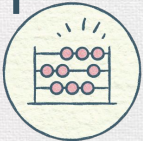
PHYSICAL WELL-BEING
& MOTOR DEVELOPMENT



LANGUAGE & EARLY LITERACY
DEVELOPMENT



SOCIAL-EMOTIONAL
DEVELOPMENT



MATH



SOCIAL STUDIES



SCIENCE



CREATIVE ARTS



LANGUAGE
DEVELOPMENT



EARLY LITERACY



Approaches to Learning

Approaches to Learning Standards

Topic	Standard
Initiative & Curiosity	Children engage in multiple and varied play-based learning experiences.
Attention, Engagement, & Persistence	Children engage in activities and tasks with attention, focus, and persistence.
Problem Solving	Children demonstrate flexibility and creativity by using a variety of strategies to solve problems.

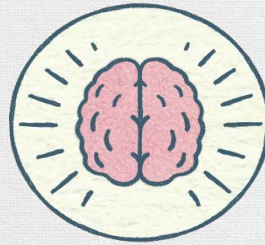


APPROACHES
TO LEARNING

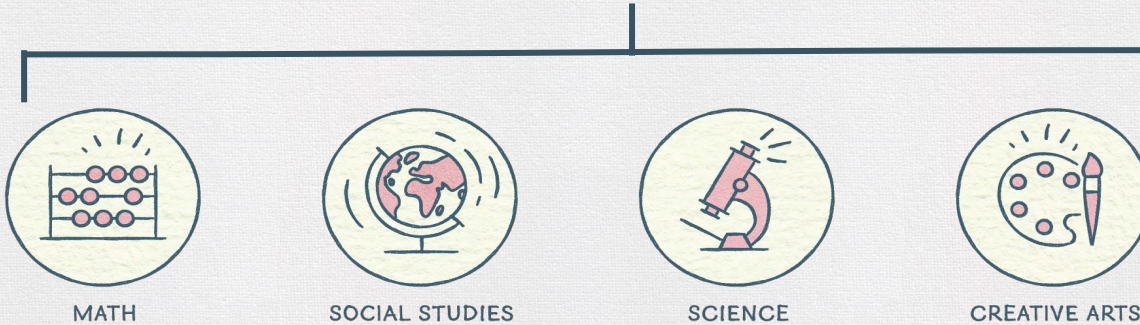


Cognitive Development & General Knowledge

Cognitive Development & General Knowledge



COGNITIVE DEVELOPMENT
& GENERAL KNOWLEDGE



MATH

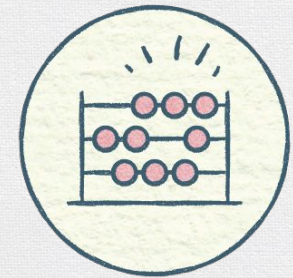
SOCIAL STUDIES

SCIENCE

CREATIVE ARTS

Mathematics Standards

Topic	Standard
Knowledge of Numbers	Children demonstrate knowledge of numbers & the relationships between numbers & quantities.
Patterns and Operations	Children demonstrate knowledge of patterns and operations.
Measurement	Children measure objects by their various attributes and use differences in attributes to make comparisons.
Shapes & Spatial Relationships	Children identify shapes and their properties, and describe the positions of objects in space.



MATH

Social Studies Standards

Topic	Standard
Time & Place	Children demonstrate an awareness of time (past, present, and future) and place within the community.
Cultural Awareness	Children demonstrate an awareness of culture as it relates to self, family, and community.



SOCIAL STUDIES

Science

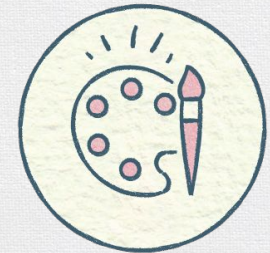
Topic	Standard
Scientific Inquiry	Children engage in scientific inquiry to explore observable phenomena (objects, materials, organisms, and events) in the physical and natural world.



SCIENCE

Creative Arts Standards

Topic	Standard
Music & Movement	Children engage in multiple and varied music and movement experiences.
Visual Arts	Children engage in multiple and varied visual arts experiences.
Dramatic Play	Children engage in multiple and varied forms of dramatic play.

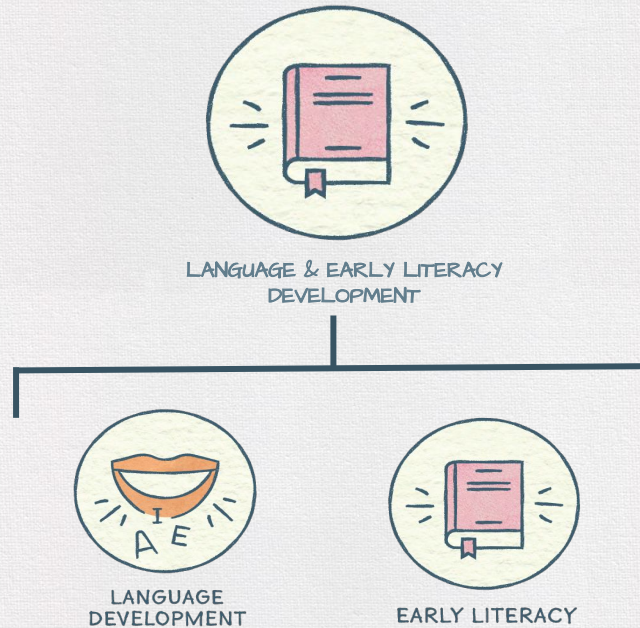


CREATIVE ARTS



Language & Early Literacy Development

Language & Early Literacy Development



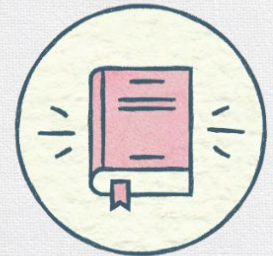
Language Development

Topic	Standard
Receptive Communication	Attend to, understand, and respond to verbal and non-verbal communication and language from others.
Expressive Communication	Communicate with others to express self.
Social & Conversational Rules	Use social and conversational rules when communicating with others.



Early Literacy Development

Topic	Standard
Alphabet Awareness	Children recognize and identify letters and make letter-sound connections.
Print Concepts	Children demonstrate knowledge of books and how print conveys meaning.
Emergent Writing	Children write and draw to express their ideas, using some letters and print conventions.
Phonological Awareness	Children demonstrate awareness that spoken language is composed of smaller segments of words and sounds.
Comprehension	Children show interest in and gain understanding from a variety of early literacy experiences.



EARLY LITERACY



Physical Development and Well-Being

Physical Development and Well-Being

Topic	Standard
Gross Motor	Children demonstrate large muscle control and coordination.
Fine Motor	Children demonstrate small muscle control and coordination.
Healthy Behaviors	Children will demonstrate healthy and safe behaviors.



PHYSICAL WELL-BEING
& MOTOR DEVELOPMENT

A decorative graphic on the left side of the slide. It features a vertical chain of green, textured, rectangular links. To the left of this chain is a vertical line of yellow, textured, circular beads. To the right of the green chain is a vertical line of purple, textured, circular beads. The beads and chain are arranged in a way that suggests a path or a sequence. The background is white with a light gray horizontal band at the top and bottom, and a purple and blue textured horizontal band at the very bottom.

Social and Emotional Development

Social and Emotional Development Standards

Topic	Standard
Relationships with Adults	Children engage in and maintain positive relationships and interactions with adults.
Relationships with Children	Children engage in and maintain positive relationships and interactions with other children.
Self-Confidence	Children recognize themselves as unique individuals and express confidence in their own abilities.
Emotion Regulation	Children regulate their emotions and behavior and respond to the emotions of others.



SOCIAL-EMOTIONAL
DEVELOPMENT

General Timeline for Completing the Standards

February 22 - March 18, 2022	Committee Members provide asynchronous feedback on work group recommendations.
March 30, 2022	Full Group Meeting Committee Members endorse revised standards.
April 2022	Public Comment/Feedback Process
April/May 2022	Revisions completed by LDOE
Spring 2022	Document designed
May 2022	ECCE Advisory Council, Bulletin 136 Revisions
June 2022	BESE, Bulletin 136 Revision
Fall 2022	ELDS roll out



Annual Panel Membership and Meeting Schedule



Panel Membership

The SEAP bylaws outline the following:

- Panel members will serve 3 year terms. Each term begins on July 1 and ends on June 30.
- If a member vacates their position, a new member will fill the vacancy for the remainder of the term of the previous member.
- Appointments will be staggered so that 1/3 of membership rotates off at the end of each year.
- Members shall serve no more than 2 consecutive terms and must reapply at the end of their term.

Membership Rotation

June 2022	June 2023
Katherine Chenier - Charter Schools Rep	Dr. Gerlinde Beckers - Higher Education Rep
Kellie Taylor-White - Related Services Rep	Jalaine Price - Parent
Nicole Flores - Parent	Katherine Shea - Private School Rep
LaTrese LaCour - State Child Welfare Foster Care Rep	Lyndsey Jackson - Teacher (2nd term)
Melissa Bayham - Rep of vocational, community, or business providing transition	Trenisha Stanislas - State Juvenile and Adult Corrections Rep
Parent - Kelly Fleming (10/2022)	Rachel Lewis - Administrator
Parent - Kristine Hargrave (10/2022)	
Parent - Tamara Crane (10/2022)	

Interview Process

Per the SEAP bylaws, applications for vacant positions will be posted on the Department website three months before term ends or whenever a vacancy is advertised. Applications will be accepted for thirty days. Our [application](#) already posted may be used.

2021 Rotation Timeline

Advertise: April 2022

Interviews: May 2022

Appoint: June 2022

We need one panel member to participate in the interview process with panel co-chairs.

2022-2023 Meeting Schedule

2022

- Wednesday, June 16 (Retreat)
- Wednesday, September 21
- Wednesday, November 16

2023

- Wednesday, January 25
- Wednesday, March 22
- Wednesday, June 21 (Retreat)



Official 2022-2023 Business Meeting Dates

Meeting Date	Submit Item Agenda Date
September 21, 2022	August 24, 2022
November 16, 2022	October 19, 2022
January 25, 2023	January 25, 2023
March 22, 2023	February 22, 2023
June 21, 2023	May 17, 2023



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



Follow Up and Next Steps



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.

Adjournment

