Louisiana Believes

Special Education Advisory Panel

November 18, 2020

DEPARTMENT of EDUCATION

Public Comment 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.
- 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 fo 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 September 23, 2020 meeting:

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

Early Childhood Resources

Vision for Children with Disabilities

Louisiana believes that all children, including those with the most significant cognitive disabilities, deserve an education that prepares them to be independent and successful in life.

Early childhood programs, school systems and families:

- need access to resources and materials that help them develop a strong understanding of developmental milestones;
- have a clear plan for what to do when children need additional support; and
- implement specialized and related supports for children so that they have an opportunity to learn in the least restrictive environment.

Early and Accurate Identification Overview

The first strategy for achieving ambitious goals for children with disabilities is ensuring they are identified as early and as accurately as possible.

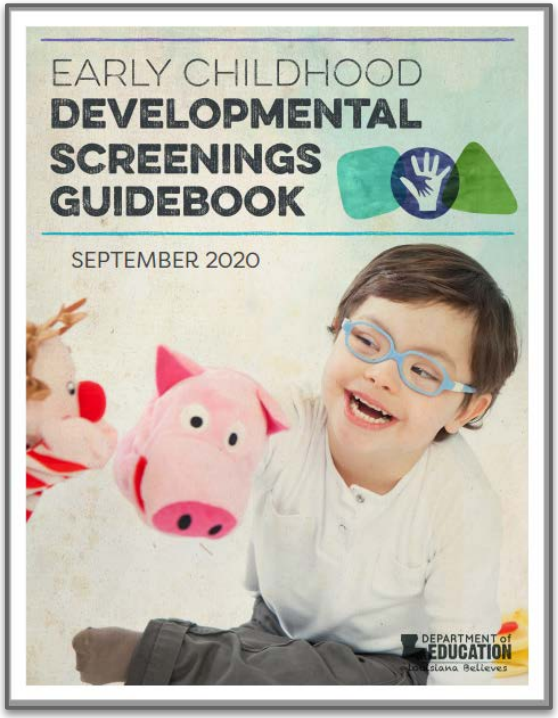
Early identification can lead to early intervention, which improves social emotional and academic achievement for children who need additional support. As a result of receiving early and appropriate support, children are less likely to experience persistent social and academic difficulties.

Early childhood programs and school systems must also identify children accurately in order to recommend and provide the right kind of services and supports. A comprehensive early identification system will help determine if learning differences and delays are temporary, the result of inadequate instruction, or the result of a true disability.

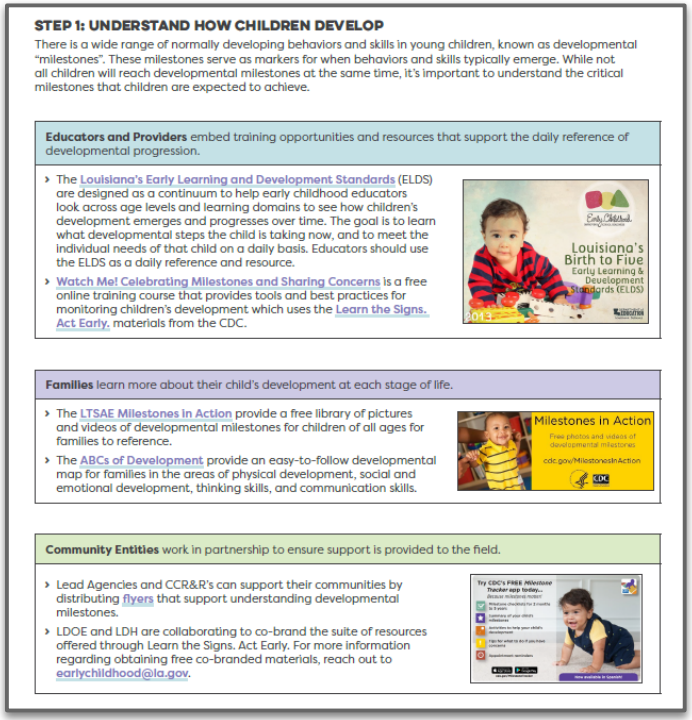
Early & Accurate Identification
Developmental Screening Guidebook

The Developmental Screening Guidebook is designed as a reference guide on how to best support healthy growth and development of children in your care throughout key developmental intervals and identify children who may benefit from specialized support.

Early childhood program staff, service providers, health care systems, families, and communities all play important roles in providing support and services to young children during this critical developmental period.



Early & Accurate Identification Developmental Screening Guidebook



STEP 1: UNDERSTAND HOW CHILDREN DEVELOP

There is a wide range of normally developing behaviors and skills in young children, known as developmental "milestones". These milestones serve as markers for when behaviors and skills typically emerge. While not all children will reach developmental milestones at the same time, it's important to understand the critical milestones that children are expected to achieve.

Educators and Providers embed training opportunities and resources that support the daily reference of developmental progression.

- The Louisiana's Early Learning and Development Standards (ELDS) are designed as a continuum to help early childhood educators look across age levels and learning domains to see how children's development emerges and progresses over time. The goal is to learn what developmental steps the child is taking now, and to meet the individual needs of that child on a daily basis. Educators should use the ELDS as a daily reference and resource.
- Watch Me! Celebrating Milestones and Sharing Concerns is a free online training course that provides tools and best practices for monitoring children's development which uses the Learn the Signs. Act Early. materials from the CDC.

Families learn more about their child's development at each stage of life.

- The LTSAE Milestones in Action provide a free library of pictures and videos of developmental milestones for children of all ages for families to reference.
- The ABCs of Development provide an easy-to-follow developmental map for families in the areas of physical development, social and emotional development, thinking skills, and communication skills.

Community Entities work in partnership to ensure support is provided to the field.

- Lead Agencies and CCR&R's can support their communities by distributing flyers that support understanding developmental milestones.
- LDOE and LDH are collaborating to co-brand the suite of resources offered through Learn the Signs. Act Early. For more information regarding obtaining free co-branded materials, reach out to earlychildhood@la.gov.

The resources within this guide are intended to help program staff deepen their understanding of how children develop, regardless of their individual needs, and establish a comprehensive early identification system.

- Educators and Providers
- Families
- Community Entities

Coordinated & Effective Transitions Overview

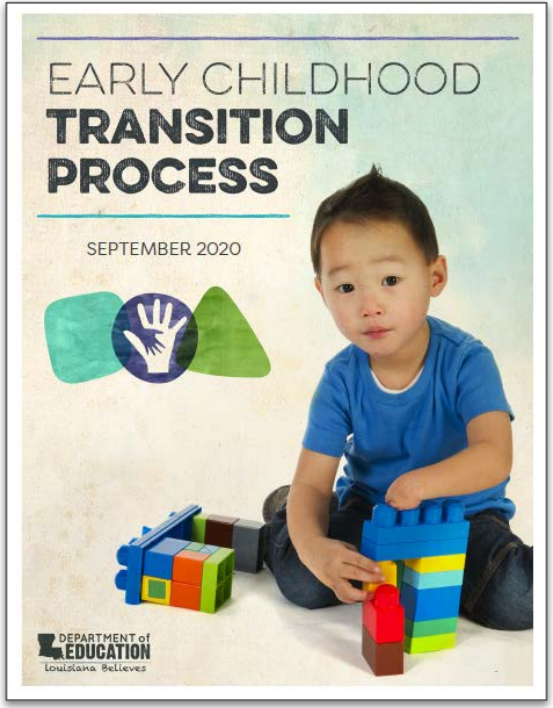
There are several key transition points that require careful and effective coordination for young children with disabilities.

Coordinated transitions means that a child's support team, which may include administrators, directors, teachers, service providers and families, collaborate and outline any considerations or modifications needed to support a smooth transition for the child.

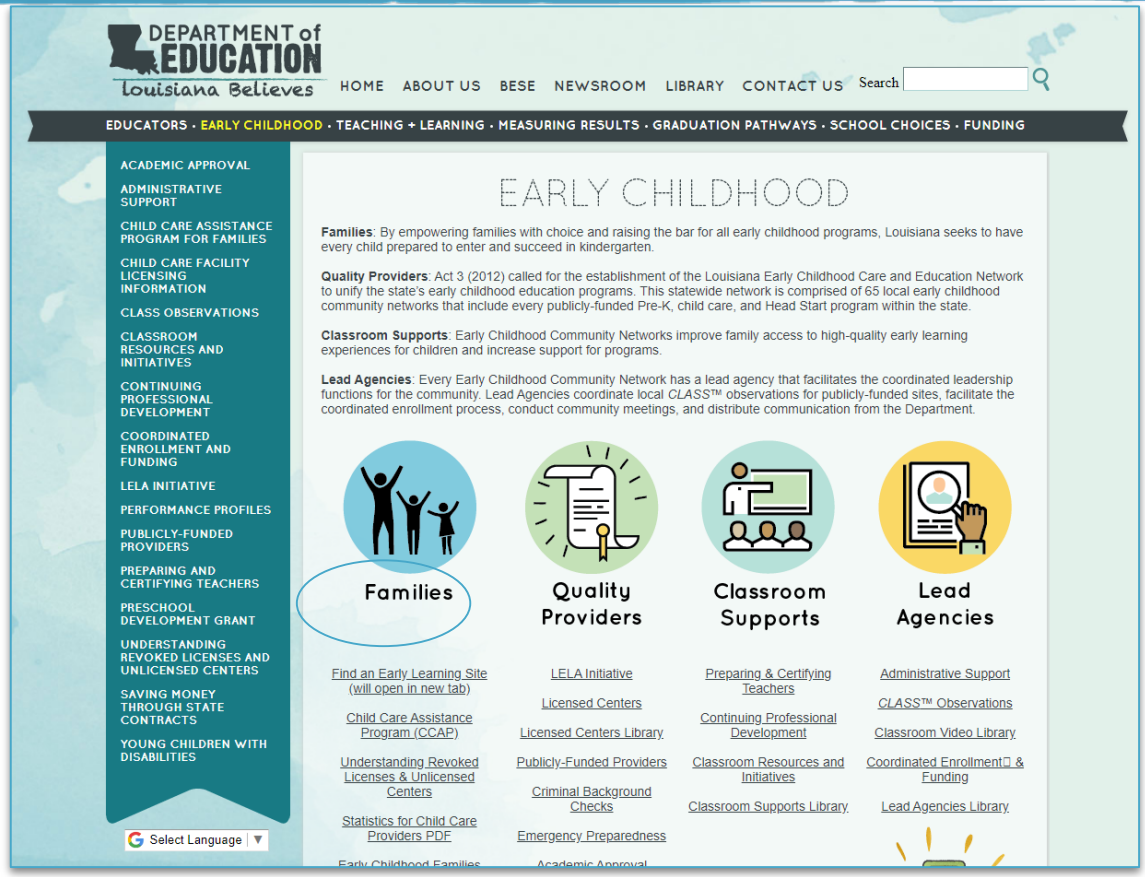
Effective transitions ensure that during a transition, a child's IEP goals, services and activities remain aligned, explicitly support the transition, and provide an opportunity for the child to engage successfully from one key transition point to the next.

Coordinated & Effective Transitions
Early Childhood Transition Process

The Early Childhood Transition Process is intended to help families of young children with disabilities navigate the complex system of special education. This guide provides information to support families in understanding the special education process, make informed decisions for their child, and prepare for smooth and effective transitions at key entry points.



Young Children with Disabilities Landing Page



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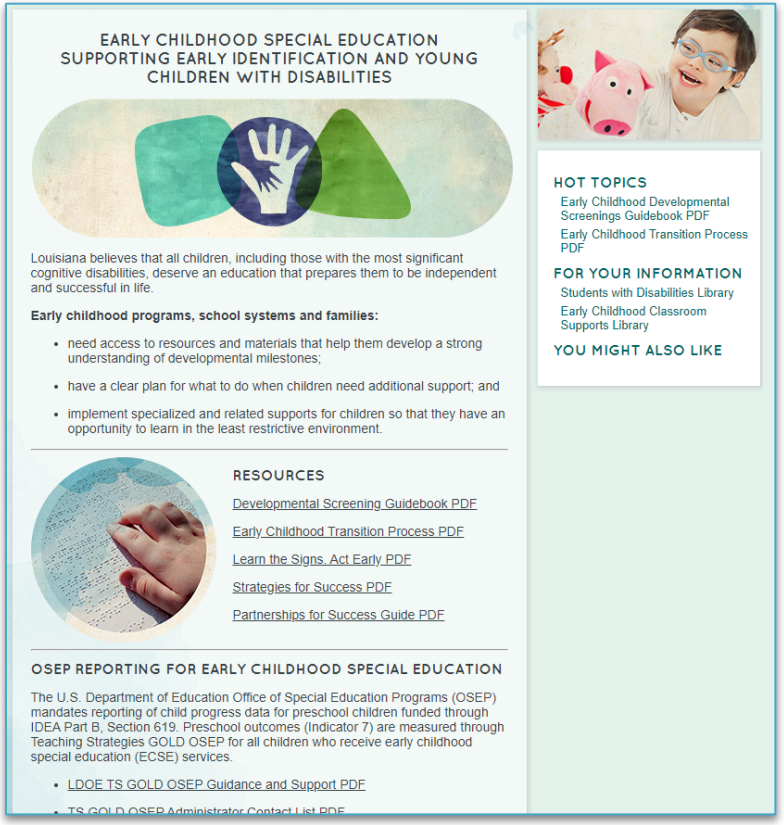

EARLY CHILDHOOD SPECIAL EDUCATION
SUPPORTING EARLY IDENTIFICATION AND YOUNG CHILDREN WITH DISABILITIES

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RESOURCES

Developmental Screening Guidebook PDF
Early Childhood Transition Process PDF
Learn the Signs. Act Early PDF
Strategies for Success PDF
Partnerships for Success Guide PDF

OSEP REPORTING FOR EARLY CHILDHOOD SPECIAL EDUCATION

The U.S. Department of Education Office of Special Education Programs (OSEP) mandates reporting of child progress data for preschool children funded through IDEA Part B, Section 619. Preschool outcomes (Indicator 7) are measured through Teaching Strategies GOLD OSEP for all children who receive early childhood special education (ECSE) services.

- LDOE TS GOLD OSEP Guidance and Support PDF
- TS GOLD OSEP Administrator Contact List PDF

HOT TOPICS
Early Childhood Developmental Screenings Guidebook PDF
Early Childhood Transition Process PDF

FOR YOUR INFORMATION
Students with Disabilities Library
Early Childhood Classroom Supports Library

YOU MIGHT ALSO LIKE

Louisiana Believes, Young Children with Disabilities

Bulletin 1903 Workgroup

Bulletin 1903 Workgroup

- Louisiana believes that all students, including students with dyslexia and related disorders, must have the opportunity to meet challenging objectives.
- The Department formed a workgroup to review Bulletin 1903 and propose revisions based on the updated definition of dyslexia and current research on the science of teaching reading.
- The group focused on aligning Bulletin 1903 with the updated definition of dyslexia and current regulatory requirements to ensure that students at-risk of dyslexia and related disorders receive the instruction and interventions needed to become stronger readers.

Timeline

Date	Event/Activity	Focus
August 20	Workgroup 1	Introduction to Workgroup
~~August 27~~	~~Workgroup 2~~	Canceled due to weather
September 3	Workgroup 3	Definition, Guidance, Assessment
September 17	Workgroup 4	Lists of criteria and factors
October 13	Workgroup 5	Overall structure and language
October 28	Revisions complete	Internal review
November 17	Share with ELC for endorsement	Share draft prior
November 18	Share with SEAP for endorsement	Share draft prior
December 16	Bring to BESE	

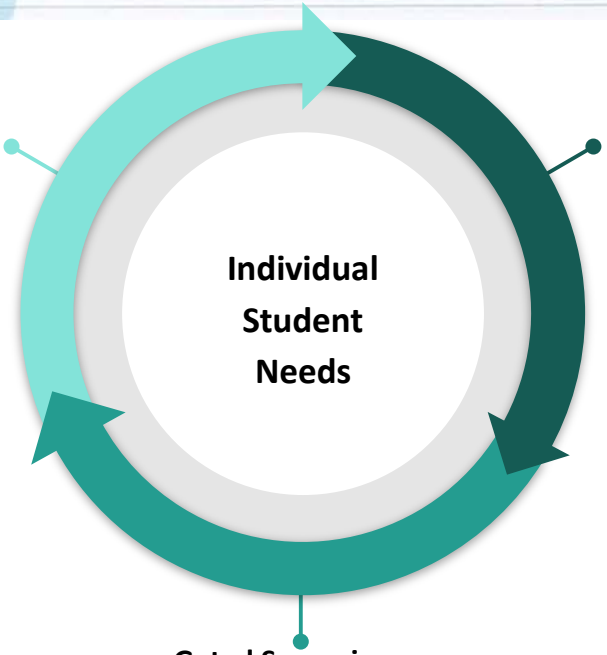
Major Revisions

The following revisions were made to the policy based on workgroup feedback:

- Updated the definition of dyslexia based on recent legislation
- Updated the characteristics of dyslexia to reflect current research and grade level appropriateness
- Restructured the order of information to be more chronological
- Improved the Program Criteria chapter to reflect current best practices
- Removed the “contributing factors” list
  - addressed in other areas of the policy
- Removed ADHD and social/emotional lists
  - did not fit in current policy which focuses solely on dyslexia
  - ADHD and social/emotional disorders are not included in the “other related disorders” addressed in the Louisiana law for dyslexia
- Removed requirements regarding grades and minutes due to variability based on student needs

Overarching Themes of the Revision Process

Accessibility and Usability
The policy guidelines need to be easily accessible and readily usable for teachers and school leaders.



Streamlined and Focused
The policy should be formatted and organized in a sequential way with a clear focus on identifying and providing support to students who may be at risk for dyslexia.

Gated Screening
The screening process should be progressive and use layers of data to effectively determine the support and intervention needs of students.

Endorsements and Next Steps

- Endorsed by Bulletin 1903 workgroup
- Request endorsement from:
  - Early Literacy Commission (ELC)
  - Special Education Advisory Panel (SEAP)
- Present to BESE:
  - Recommend a repeal of current policy
  - Recommend adopting newly constructed policy

Adjournment