



Special Education Advisory Panel
November 17, 2021



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 September 22, 2021 meeting:

- [https://go.boarddocs.com/la/bese/Board.nsf/files/C7CPSK6576AE/\\$file/SEAP%20Minutes%209-22-21.pdf](https://go.boarddocs.com/la/bese/Board.nsf/files/C7CPSK6576AE/$file/SEAP%20Minutes%209-22-21.pdf)



Be Engaged
Parent and Family Engagement Statewide Initiative



Louisiana Department of Education

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

Louisiana Department of Education

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

Why Focus on Parent and Family Engagement?

Student Academic Performance Data on or above grade level		LDOE's 2021 Parent Survey Results	Federal Mandates (<i>notify and consult</i>)	Research and Best Practices
Kindergarten (Fall 2020) Literacy Assessments	40%	Parents want RELATIONSHIPS and Better COMMUNICATION. <i>(Respect, Progress Made, Materials & Resources)</i>	Title 1 PART A- Building Capacity for Parental Involvement Title I PART A- Improving Basic Programs Title I PART C- Migrant Education	Between 75% and 85% of a child's waking hours are spent outside the influence of school.
3rd Grade ELA 2019 LEAP	46%	There is a need to BUILD PARENT'S CAPACITY to advocate for their children and participate in transformative decision making process.	Title III PART A- LEP and Immigrant	The role of the parent in education has now changed!
3rd Grade Math 2019 LEAP	43%		Title IX PART A- McKinney Vento Homeless Assistance Act	21st Century Skills Needed: problem solving, being positive, intuitive thinking, goal setting, persisting, adapting to change, questioning, self regulating, unlearning, empathy, experimenting, reflecting, transferring learning
8th Grade ELA 2019 LEAP	47%	Can not do it alone! COVID proves it!	Other: Title II, Title IV, Title V	John Hattie's research listed Parent involvement with an effect size of .50 #79 on a list of 252.
8th Grade Math 2019 LEAP	28%			

4 Goals of the BE ENGAGED Initiative



Bring awareness to the importance of parent and family engagement.



Meaningfully engage stakeholders to gain INPUT that drives initiatives.



Construct platforms that ignites engagement from the state level administration to the classroom



Cultivate engagement that ENERGIZES LEARNER SUCCESS.

Definition of Parent and Family Engagement

Family engagement is an empowering partnership among families, educators, practitioners and the community with shared responsibility for the personal success of children and youth.

» **An Empowering Partnership** means that families, educators, practitioners and the community cultivate and sustain relationships that are active, equitable and respectful to support the learning and social-emotional growth of children and youth.

» **Shared Responsibility** means that families, educators, practitioners and the community collaborate and communicate to promote positive educational outcomes for children and youth.

» **The Personal Success of children and youth** means the accomplishment of their desired visions and goals.

Global Family Research Project: Joining Together to Create a Bold Vision for Next Generation Family Engagement (2018).

Progress Made on Launching the BE ENGAGED Initiative

- ❖ Held 2 trainings on Parent and Family Engagement Initiative (TL Summit and 9.29.21) 
- ❖ Developed LDOE Parent and Family Engagement Council (comprised of LDOE team members & Parents) 
- ❖ Received approximately 26, 000 Parent responses on the **LDOE PAFE Survey** 
- ❖ Developed Louisiana's [BE ENGAGED Birth-12 Framework](#) *using stakeholder input* 
- ❖ Revamped Super App Parent and Family Engagement questions to drive meaningful change 
- ❖ Partnered with ALL HERE/Harvard University to pilot the **BE ENGAGED Bot** which provides 24/7 mental health and tutoring services to families experiencing homelessness 
- ❖ Partnered with Louisiana Public Broadcasting (LPB) for **media campaign** 
- ❖ Partnered with LPB to facilitate **STEM workshops** for 750 families experiencing homelessness 
- ❖ Entered a partnership with MetroMorphosis to provide TA to LEAs around the **Collective Impact Theory** 
- ❖ Hosting 3 Regional Trainings for PAFE Coordinators and EC Lead Agencies 
- ❖ Launching PimsPoints early Spring 
- ❖ Developed the Be ENGAGED landing page at www.louisianabelieves.com/beengaged 

Statewide Initiative

**BE
ENGAGED.**





What is PimsPoints?

System Designed to Support and Ignite Engagement

ENGAGING PARENTS, FAMILIES & COMMUNITIES

BE ENGAGED.®
Parent, Family, and Community Engagement Initiative

Earn points! Get rewards!

Download the PimsPoints App TODAY!

GET IT ON the App Store GET IT ON Google Play

We all win through ENGAGEMENT!

Powered by **PimsPoints**

DEPARTMENT of **EDUCATION**
Louisiana Believes

PimsPoints

- ✓ Notification System
- ✓ Reward System for Parents
- ✓ Ignites community participation with local businesses which will provide coupons for points in App
- ✓ Manages and Schedules Events
- ✓ Manages and incentivizes parent feedback on surveys and polls (*points awarded*)
- ✓ Manages document sharing and electronic signature verification (*points awarded*)
- ✓ Provides Engagement Activities aligned to State Standards (*points awarded*)
- ✓ COVID-19 Safe (*allows face-to-face interaction to be optional*)
- ✓ Multi-Level Administration and Access
- ✓ Provides Reports (participation in events, attendance, % of survey participation, school, district and state reports)
- ✓ 2 way communication via phone or computer (parents can receive and respond to messages to sender)
- ✓ 143 languages translated in parent portal

PimsPoints Point Scale and Coupon Redemption

1. Joining –10 pts.
2. Verifying Documents –5 pts.
3. Survey Response –5 pts.
4. Attending Events
 - Volunteering –25 pts.
 - Conferences/Meetings –20 pts.
 - Workshops/Trainings –25 pts.
 - Extracurricular –10 pts.
5. Completing Engagement Task
 - Early Childhood Age 3 thru Kindergarten –5 pts.
 - 1st thru 5th –10 pts.
 - 6th thru 12th –15 pts.



- ✓ Schools can input a maximum 5 coupons
- ✓ LEAs can input a maximum 5 coupons
- ✓ SEA can input a maximum 5 coupons
- ✓ Vendor can input 1 coupon for free

Let's Build Transformative Partnerships!

It Takes A Village!



We all win through ENGAGEMENT!



Thank You!

**BE
ENGAGED.**

Louisiana Department of Education
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Alternate LA Connectors for English Learners



Louisiana's Vision for ELs with Significant Cognitive Disabilities

- Louisiana believes that all students, including English learners with significant cognitive disabilities, deserve an education that prepares them to be independent and successful in life after high school.
- By acknowledging the diverse and rich language experiences they bring to school, English learners can achieve academic success through a clear and concise **alignment of standards, instructional resources, and quality assessments.**

Introduction

- [The Alternate Louisiana Connectors for English Learners](#) (Alt EL Connectors) were developed for English Learners with significant disabilities defined as students:
 - who are progressing toward English language proficiency;
 - whose primary home languages are other than English; and
 - who have one or more disabilities that significantly affect their cognitive functioning and adaptive behavior
- Adapted from CCSSO's English Language Proficiency (ELP) Standards for ELS with Significant Cognitive Disabilities.

Alt EL Connectors 1-7

#	Alt-EL Connector
1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.
2	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
3	Speak and write about grade-appropriate complex literary and informational texts and topics.
4	Construct grade-appropriate oral and written claims.
5	Conduct research and evaluate and communicate findings to answer questions or solve problems.
6	Analyze and critique the arguments of others orally and in writing.
7	Adapt language choices to purpose, task, and audience when speaking and writing.

Alt EL Connectors 8-10

#	Alt EL Connector
8	Determine the meaning of words and phrases in oral presentations and literary and informational text.
9	Create clear and coherent grade-appropriate speech and text.
10	Make accurate use of standard English to communicate in grade-appropriate speech and writing.

Purpose and Rationale

- To meet the federal ESEA requirement to develop alternate assessments of English language proficiency (ELP) for ELs with significant cognitive disabilities
- To support these students as they learn critical English language knowledge and communicative competence needed to access and succeed in social and academic context in the same way as students with significant cognitive disabilities
- To better plan both content and language instruction

Development and Process

- Louisiana is part of a group of states, CAAELP (Arkansas, Arizona, Connecticut, Iowa, Louisiana, Ohio, Oregon, New York, and West Virginia).
- The standards are in use in several states and cannot be edited or modified as a result of individual states' public review process.
- Engaged with Louisiana EL educators for several years throughout the process receiving feedback
- The guidance will be state specific and will take into account suggestions taken from the review process and public comment.

Alt LA Connectors for ELs with SCD: Timeline

Spring 2016	Louisiana State Standards
Winter 2016	Louisiana Connectors for ELs and Louisiana Connectors for SWDs
Spring 2018	English Language Proficiency Test replaced ELDA and LEAP Connect replaced LAA1 (in most grades) Development of Alt Connectors for ELs began
2019	Engagement with EL educators in the field for feedback on Alt Connectors for ELs
2021	Webinars and stakeholder surveys for Alt Connectors for ELs
November 2021	Public Comment Period
December 2021	Seek BESE Approval

ELPT Connect Assessment Timeline

Pilot ELPT Connect	February - March 2022
Operational Field Test ELPT Connect	Spring 2023
Operational ELPT Connect	Spring 2024

Requesting Endorsement of SEAP

- [Public Comment](#) Notification



**ELPT Connect and
Alternate Assessment Eligibility Criteria: K-2 Literacy
Indicator**



Purpose and Rationale behind ELPT Connect

- To meet the federal ESEA requirement to develop alternate assessments of English language proficiency (ELP) for ELs with significant cognitive disabilities
- States must assess all students, including by offering appropriate accommodations for English learners and children with disabilities, and, to the extent practicable, must develop assessments using the principles of universal design for learning, which intentionally reduce barriers and improve flexibility in how students receive information or demonstrate knowledge.

Collaborative for the Alternate Assessment of English Language Proficiency (CAAELP)

CAAELP: The Collaborative for the Alternate Assessment of English Language Proficiency (CAAELP) meets a long-standing need for one of the most underserved student populations — an English language proficiency (ELP) assessment for English learners with the most significant cognitive disabilities. Built on the English Language Proficiency Standards for English Learners with Significant Cognitive Disabilities (CCSSO, 2019), the Alt ELPA (ELPT Connect) will be the first standards-based ELP assessment designed specifically for this deserving group of students.

Which Students Will Take the ELPT Connect

- Students in Grades **K-12** that are identified as EL by the English Language Proficiency Screener (ELPS) **AND** meet criteria to take an alternate assessment.
- These students will no longer take the English Language Proficiency Test (ELPT)
- In grades 3-HS they will still take the LEAP Connect

Purpose and Rationale behind Alternate K-2 Literacy Indicator

- A literacy Indicator (screener) has been identified as a component of the proposed K-2 Accountability system.
- States must assess all students, including by offering appropriate accommodations for English learners and children with disabilities, and, to the extent practicable, must develop assessments using the principles of universal design for learning, which intentionally reduce barriers and improve flexibility in how students receive information or demonstrate knowledge.
- In the 2022-2023 school year, we will develop an **alternate literacy indicator** for students with significant cognitive disabilities.

Proposed K-2 Accountability System



 CLASS®



K-2 SPS:

- Literacy
- CLASS®
- Interests & Opportunities

School Performance Scores 

Public Facing Timeline

2020-2021	2021-2022	2022-2023	2023-2024
<p>Smaller Pilot Continues & RFP Released</p>	<p>K-2 Pilot Extended & Vendor Selected</p> <p>The K-2 CLASS Pilot is extended to more schools and systems, a comparability study between CLASS and NIET will take place, and the Literacy Indicator will be piloted. BESE endorses the future of K-2 Accountability policy.</p>	<p>Learning Year</p> <p>A Learning Year for the Literacy Indicator and CLASS Observations will take place including the calculation of potential SPS. BESE endorses the full K-2 Accountability policy.</p>	<p>Full Implementation</p> <p>Full implementation of the K-2 Accountability system is included in School Performance Scores.</p>

K-2 Alternate Assessment Eligibility Criteria Rationale

- Due to the assessments that will be administered to students in grade K-2 beginning the spring of 2023 we need to develop alternate assessment eligibility criteria for students to qualify to take these assessments
- Criteria should be in place and SER updated no later that August 2022

Proposed Process for Development of Eligibility Criteria

- LDOE will be developing a workgroup and will recruit 8-10 stakeholders to be part of a working group to develop the criteria
- Beginning in January and ending in March, the working group will meet three times to develop the criteria
- In March, the criteria will be brought to SEAP
- In April, the criteria will be brought to BESE for endorsement via bulletin updates

SPP / APR Target Setting



State Performance Plan

The Individuals with Disabilities Education Act (IDEA) requires each state to have in place a State Performance Plan (SPP). This plan describes and evaluates the state's efforts to implement the requirements of IDEA and describes how the state will improve its implementation.

The SPP includes annual targets for [17 indicators](#) that measure a mix of student outcomes and compliance with the requirements of the IDEA.

States are required to submit an SPP at least every six years. Each year, states must report against the targets in its SPP in an annual performance report (APR).

Annual Performance Report

The Annual Performance Report (APR) reflects the state's progress toward meeting its goals.

The APR consists of the following:

- the targets for each indicator
- the state's performance for each indicator
- an explanation for slippage*, if applicable
- any additional information the state considers relevant to the indicator

**Slippage is defined as failing to meet the target AND a worsening of data from the previous year.*

SPP / APR Target Setting

States have entered a new SPP/APR cycle and will be required to set new annual targets for FFY 2020 through FFY 2025. For the new six-year SPP/APR cycle, the Office of Special Education Programs (OSEP) requires stakeholder involvement for setting targets.

This is an opportunity for families, educators and school administrators, parent centers, the Special Education Advisory Panel (SEAP), local and statewide advisory and advocacy groups to provide input on activities to improve outcomes for students with disabilities.

SPP / APR Compliance Indicators

Targets for compliance indicators are set by OSEP and cannot be adjusted. The targets are set at either 0% or 100%.

Target set at 0%	Target set at 100%
4B: Suspensions / Expulsions by Race or Ethnicity	11: Child Find
9: Disproportionate Representation in Special Education	12: Early Childhood Transition from Part C to Part B services
10: Disproportionate Representation in Special Education (specific categories)	13: Secondary Transition

SPP / APR Results Indicators (Student Outcomes)

States set the targets for results indicators

1: Graduation	2: Drop Out	3: Participation and Performance on Statewide Assessments	4A: Suspensions / Expulsions (All Students)
5: Educational Placement for ages 6-21 and age 5 enrolled in Kindergarten	6: Educational Placement for ages 3-5	7: Preschool Outcomes	8: Parent Involvement
14: Post School Outcomes	15: Hearing Resolutions	16: Mediation	17: State Systemic Improvement Plan (SSIP)

In what educational settings are our students with disabilities learning?



**Are our students with disabilities being
over disciplined?**



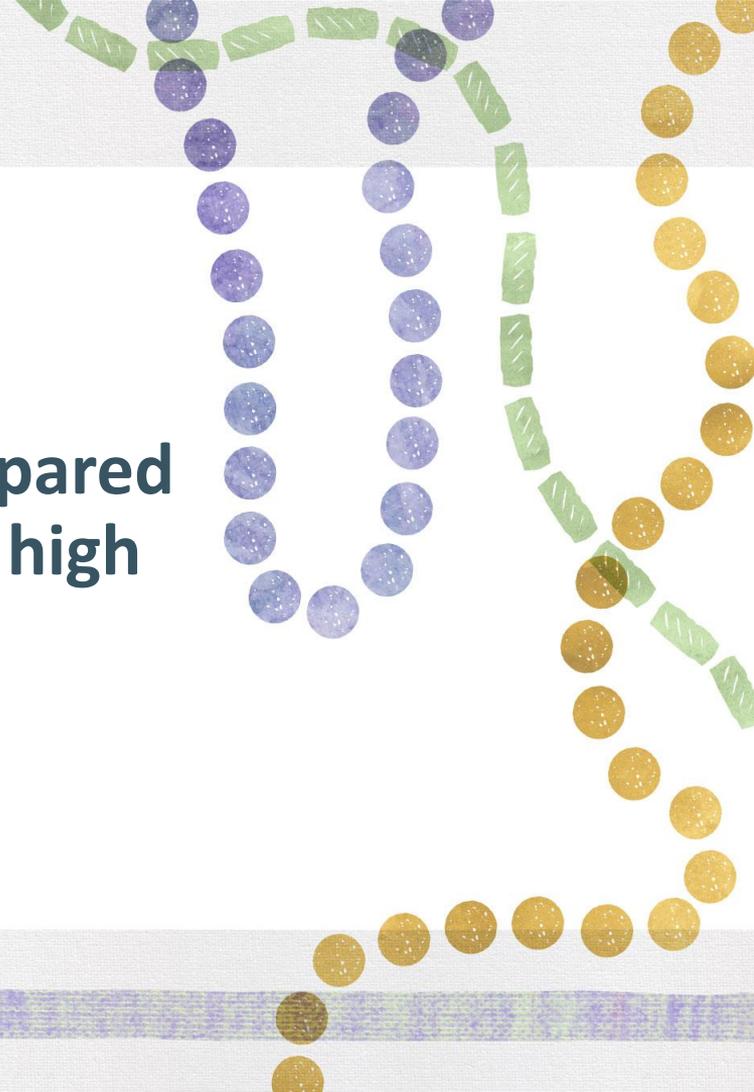
How are our students with disabilities performing on assessments?



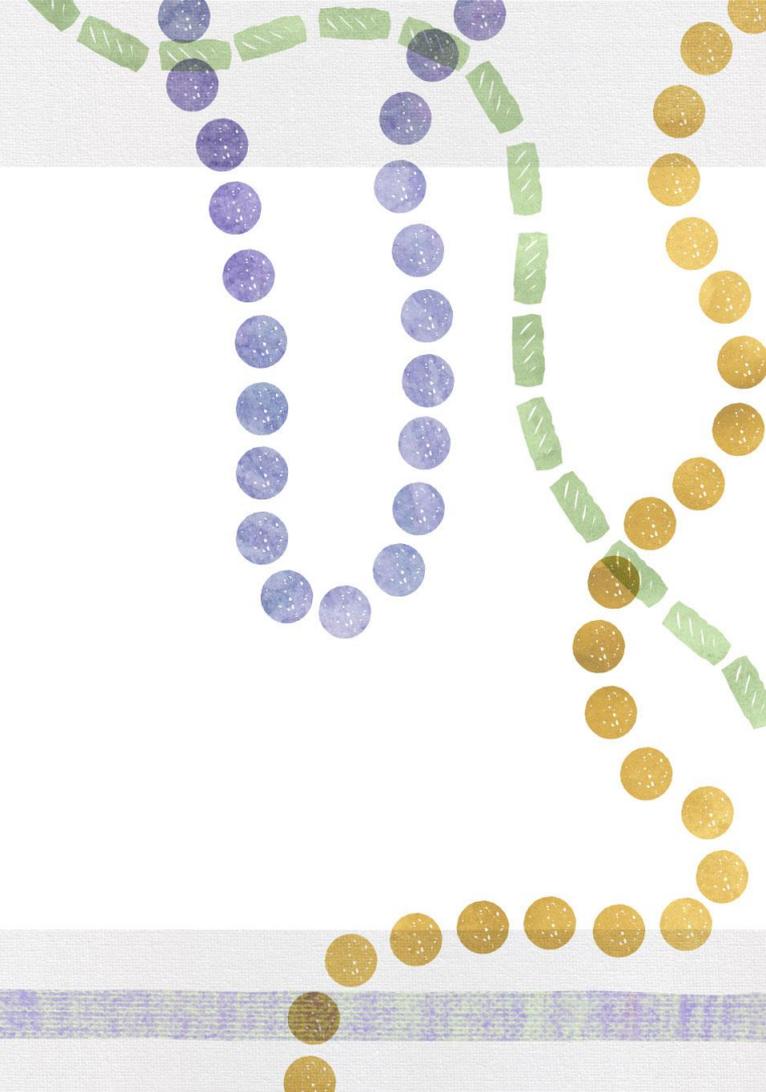
How involved are families in the learning of our students with disabilities?



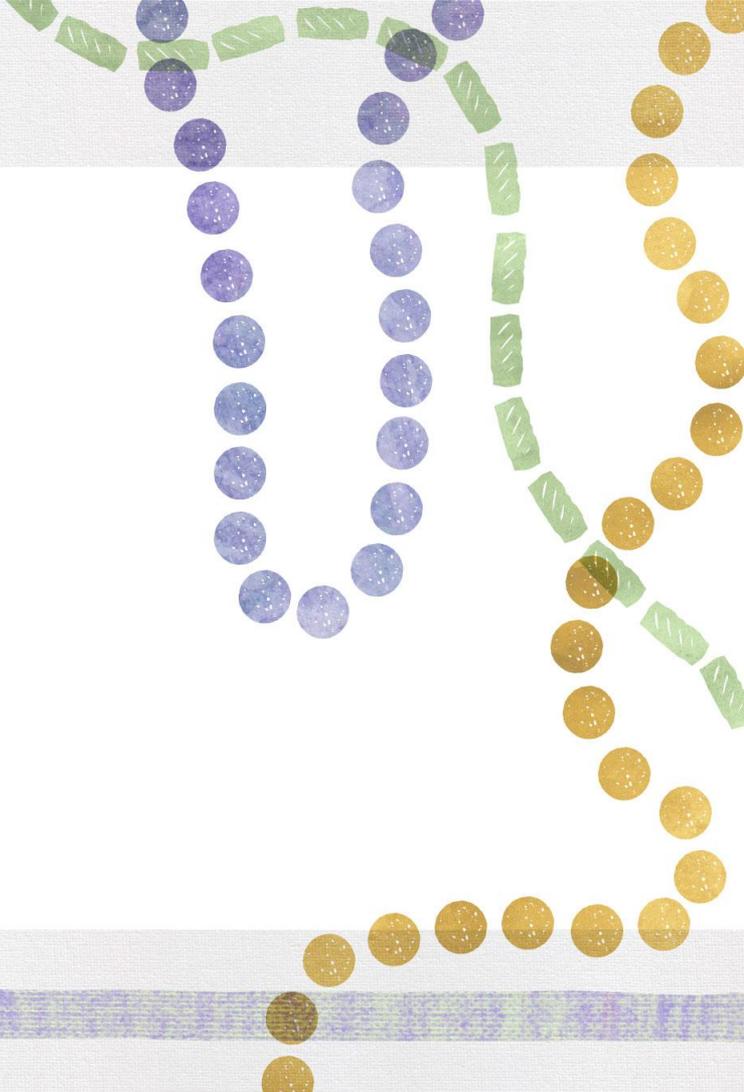
Are our students with disabilities prepared for life when they graduate or leave high school?



Dispute Resolution



Next Steps for Target Setting





Follow Up and Next Steps



Official Business Meeting Dates

Meeting Date	Submit Item Agenda Date
September 22, 2021	August 25, 2021
November 17, 2021	October 20, 2021
January 25, 2022	January 11, 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.



Adjournment

