

Louisiana Believes

Special Education Advisory Panel

September 23, 2020

The background of the slide is a watercolor-style illustration. It features a central white area that tapers towards the top and bottom, creating a shape reminiscent of a speech bubble or a drop. This white area is surrounded by various shades of blue, ranging from light, airy washes to darker, more saturated tones. The overall effect is soft and artistic, with visible brushstrokes and color blending.

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 June 17, 2020 meeting:

- [https://go.boarddocs.com/la/bese/Board.nsf/files/BRPR9Z6CFACF/\\$file/SEAP%20Minutes%206-17-20.pdf](https://go.boarddocs.com/la/bese/Board.nsf/files/BRPR9Z6CFACF/$file/SEAP%20Minutes%206-17-20.pdf)



Jumpstart 2.0

Jump Start 2.0: Pathway Update

In August, BESE approved the following additions:

- Universal Courses have been expanded to include an additional 19 courses such as Customer Service, Foreign Language, STAR, Accounting, Law Studies, and Biodefense in the Workforce.
- IBCs have been added to multiple pathways including Adobe Suite, FAA Part 107, Operation Spark, and GIS.
- Emerging IBCs not included as Core IBCs in JS1.0 were added, including OSHA 10, Certified Restaurant Server, ServSafe Food Handler, Microsoft Access, and I-Car Student Certification.
- Courses have been added to multiple pathways including Keyboarding, Desktop Publishing, Geometry, and Publications.
- The K16 pathways, including both STEM and pre-educator, were updated to include additional courses such as dual enrollment academic courses and CTE courses.

Jump Start 2.0: Fact Sheet Update

The Department has released the first set of newly redesigned Industry-Based Certification Fact Sheets. The fact sheets now include an area for specific information on accommodations.

Examples of updated fact sheets are linked below.

- [Adobe](#)
- [Certified Nurse Aide](#)
- [Emergency Medical Responder](#)

Jump Start 2.0: IEP Team IBC Determination Case Study

The purpose of the case study is to share best practices for the IEP team process for scaffolding IBCs to ensure learners earn an IBC of appropriate rigor relative to their exceptionalities and career aspirations. The case study will include:

- Identification of planning steps for IEP Team including engagement with IBC instructors
- Scaffolding learning for IBCs including core content area to support IBC obtainment
 - Vocabulary building specific to industry
 - Math skills specific to industry
 - Communication necessary for employment
 - Technical skills necessary for employment
- Identification of supports necessary for the student to be successful
- Identification of available accommodations for IBC
- Identification of job readiness skills



Bulletin 1903 Workgroup

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 16	Share with ELC for endorsement	
November 18	Share with SEAP for endorsement	
December 19	Bring to BESE	

Review of Updates as of September 16

The workgroup made the following revisions to the Bulletin 1903:

- Updated the definition of Dyslexia where it appeared in the bulletin
- Removed the list of assessments and programs from the appendices
 - Criteria will still be included in the bulletin.
 - A separate list of assessments and guidance will be maintained by LDOE.

Next Steps for Workgroup

- Update the following sections of Bulletin 1903:
 - Contributing factors (Chapter 5, Section 505.B)
 - Characteristics of dyslexia (5 out of 6) (Chapter 7.G.1.b)
 - Program criteria (Chapter 9)
- Review the overall language and structure of the policy and revise as needed.
- Ensure that the content of Bulletin 1903 is aligned to current best practices and goals.

The background of the slide is a watercolor-style illustration. It features a central white area that tapers towards the top and bottom, creating a sense of depth. This white area is surrounded by various shades of blue, from light, airy washes to darker, more saturated tones. The overall effect is soft and artistic, with organic, painterly edges. The text 'Reopening Guidance' is centered within the white area.

Reopening Guidance

Strong Start Resources

To ensure a Strong Start to the 2020-2021 school year, the Department focused on helping school systems address unfinished learning from the 2019-2020 school year, set the foundation for continuous learning in 2020-2021 and prepare for potential modified operations in the future.

Resources for school systems can be found on the Department's Strong Start [web page](#).



Strong Start 2020: Special Education Guidance

In August, the Department released a suite of resources to guide school systems in supporting students with disabilities in the 2020-2021 school year. The resources are located on the Department's [Strong Start web page](#) and [Students with Disabilities web page](#).



- [Strong Start 2020: Reopening Guidance for Special Education Leaders PDF](#)
- [Strong Start 2020: Reopening Guidance for Direct Service Providers PDF](#)
- [Strong Start 2020: Timelines and Documentation for Students with Disabilities PDF](#)
- [Family Toolbox: Strong Start 2020 Support for Students with Disabilities PDF](#)

Strong Start 2020: Special Education Guidance

The rights of students with disabilities under IDEA have not changed. All students with disabilities have the right to FAPE in the least restrictive environment under the Individuals with Disabilities Education Act (IDEA).

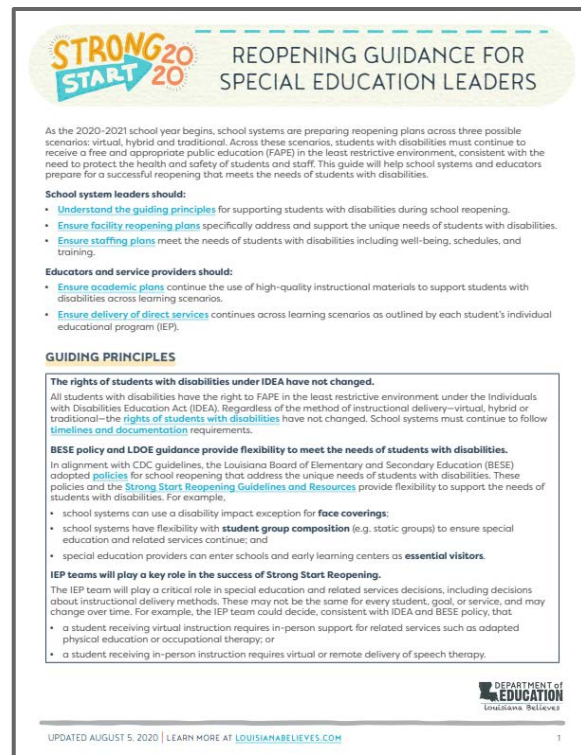
BESE policy and LDOE guidance provide flexibility to meet the needs of students with disabilities. For example, disability impact exception, student group composition flexibility, and essential visitor status for special education providers,

IEP teams will play a key role in the success of Strong Start Reopening. The IEP team will play a critical role in special education and related services decisions, including decisions about instructional delivery methods.

Strong Start 2020: Reopening Guidance for Special Education Leaders

The [Strong Start 2020: Reopening Guidance for Special Education Leaders](#) builds off the Department's [School Reopening Guidance and Resources](#) to help school systems and educators prepare for a successful reopening that meets the needs of students with disabilities.

The guidance document includes guiding principles and considerations for supporting students with disabilities in facility reopening plans, staffing plans, academic plans, and delivery of direct services across virtual, traditional, and hybrid learning scenarios.



STRONG START 2020 REOPENING GUIDANCE FOR SPECIAL EDUCATION LEADERS

As the 2020-2021 school year begins, school systems are preparing reopening plans across three possible scenarios: virtual, hybrid and traditional. Across these scenarios, students with disabilities must continue to receive a free and appropriate public education (FAPE) in the least restrictive environment, consistent with the need to protect the health and safety of students and staff. This guide will help school systems and educators prepare for a successful reopening that meets the needs of students with disabilities.

School system leaders should:

- **Understand the guiding principles** for supporting students with disabilities during school reopening.
- **Ensure facility reopening plans** specifically address and support the unique needs of students with disabilities.
- **Ensure staffing plans** meet the needs of students with disabilities including well-being, schedules, and training.

Educators and service providers should:

- **Ensure academic plans** continue the use of high-quality instructional materials to support students with disabilities across learning scenarios.
- **Ensure delivery of direct services** continues across learning scenarios as outlined by each student's individual educational program (IEP).

GUIDING PRINCIPLES

The rights of students with disabilities under IDEA have not changed.
All students with disabilities have the right to FAPE in the least restrictive environment under the Individuals with Disabilities Education Act (IDEA). Regardless of the method of instructional delivery—virtual, hybrid or traditional—the rights of students with disabilities have not changed. School systems must continue to follow **timelines and documentation** requirements.

BESE policy and LDOE guidance provide flexibility to meet the needs of students with disabilities.
In alignment with CDC guidelines, the Louisiana Board of Elementary and Secondary Education (BESE) adopted **policies** for school reopening that address the unique needs of students with disabilities. These policies and the [Strong Start Reopening Guidelines and Resources](#) provide flexibility to support the needs of students with disabilities. For example,

- school systems can use a disability impact exception for **face coverings**;
- school systems have flexibility with **student group composition** (e.g. static groups) to ensure special education and related services continue; and
- special education providers can enter schools and early learning centers as **essential visitors**.

IEP teams will play a key role in the success of Strong Start Reopening.
The IEP team will play a critical role in special education and related services decisions, including decisions about instructional delivery methods. These may not be the same for every student, goal, or service, and may change over time. For example, the IEP team could decide, consistent with IDEA and BESE policy, that

- a student receiving virtual instruction requires in-person support for related services such as adapted physical education or occupational therapy; or
- a student receiving in-person instruction requires virtual or remote delivery of speech therapy.

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Strong Start 2020: Reopening Guidance for Direct Service Providers

The [Strong Start 2020: Reopening Guidance for Direct Service Providers](#) offers information and considerations for planning and implementing direct services during the 2020-2021 school year. This guidance document provides strategies for direct service providers to

- deliver services across learning environments (traditional, hybrid or virtual) and
- incorporate technology and remote learning strategies with in-person services.

The guide includes both K-12 and early childhood special education (ECSE) specific information.

STRONG START 2020 REOPENING GUIDANCE FOR DIRECT SERVICE PROVIDERS

SUPPORT FOR STUDENTS WITH DISABILITIES

Introduction

Plan Direct Services

- Review Caseloads
- Assess Student/Family Needs
- Plan for Technology Use

Implement Services

- Deliver In-Person Services
 - Consider Physical School Environment
 - Consider Students and Groups
 - Consider Home-based Service Needs
- Deliver Virtual Services
 - Consider Synchronous Learning (Real-Time)
 - Consider Asynchronous Learning (Self-Paced)

Additional Direct Service Resources

INTRODUCTION

School systems must provide a free and appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities in their least restrictive environment. As schools prepare for the 2020-2021 school year, direct service providers can use this guide to ensure students continue to receive special education and related services across delivery methods (traditional, hybrid, or virtual) without interruption.

PLAN DIRECT SERVICES

School systems and IEP teams can use this guide to build a plan to deliver special education and related services across instructional delivery methods. Service providers must intentionally plan to incorporate technology and remote learning strategies with in-person learning to prepare students for seamless transitions between remote learning and face-to-face services should the need arise.

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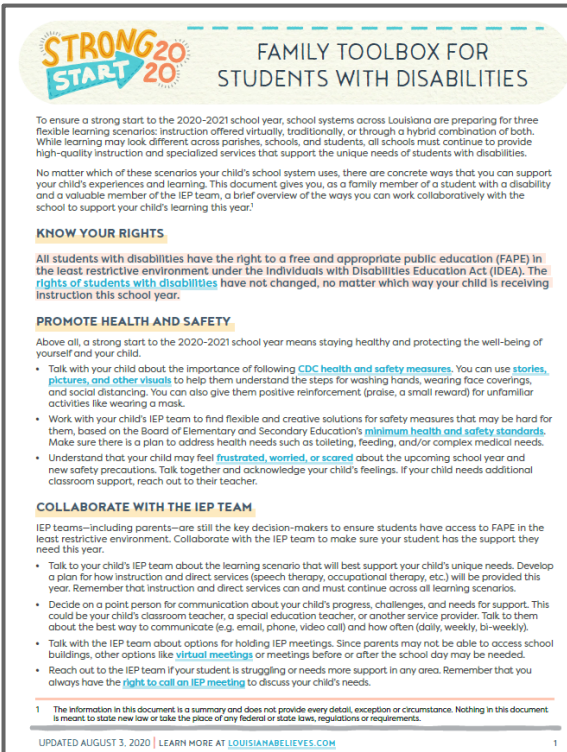
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Family Toolbox: Strong Start 2020 Support for Students with Disabilities

There are many ways families can support students with disabilities during the 2020-2021 school year. The [Family Toolbox: Strong Start 2020 Support for Students with Disabilities](#) guides families to

- know their rights under IDEA,
- promote health and safety,
- collaborate with the IEP team,
- prepare their children for the academic year,
- create a supportive home-based learning environment,
- support the use of accommodations and accessibility, and
- support instruction and direct services.



STRONG START 2020
FAMILY TOOLBOX FOR STUDENTS WITH DISABILITIES

To ensure a strong start to the 2020-2021 school year, school systems across Louisiana are preparing for three flexible learning scenarios: instruction offered virtually, traditionally, or through a hybrid combination of both. While learning may look different across parishes, schools, and students, all schools must continue to provide high-quality instruction and specialized services that support the unique needs of students with disabilities.

No matter which of these scenarios your child's school system uses, there are concrete ways that you can support your child's experiences and learning. This document gives you, as a family member of a student with a disability and a valuable member of the IEP team, a brief overview of the ways you can work collaboratively with the school to support your child's learning this year.¹

KNOW YOUR RIGHTS

All students with disabilities have the right to a free and appropriate public education (FAPE) in the least restrictive environment under the Individuals with Disabilities Education Act (IDEA). The rights of students with disabilities have not changed, no matter which way your child is receiving instruction this school year.

PROMOTE HEALTH AND SAFETY

Above all, a strong start to the 2020-2021 school year means staying healthy and protecting the well-being of yourself and your child.

- Talk with your child about the importance of following CDC health and safety measures. You can use stories, pictures, and other visuals to help them understand the steps for washing hands, wearing face coverings, and social distancing. You can also give them positive reinforcement (praise, a small reward) for unfamiliar activities like wearing a mask.
- Work with your child's IEP team to find flexible and creative solutions for safety measures that may be hard for them, based on the Board of Elementary and Secondary Education's minimum health and safety standards. Make sure there is a plan to address health needs such as toileting, feeding, and/or complex medical needs.
- Understand that your child may feel frustrated, worried, or scared about the upcoming school year and new safety precautions. Talk together and acknowledge your child's feelings. If your child needs additional classroom support, reach out to their teacher.

COLLABORATE WITH THE IEP TEAM

IEP teams—including parents—are still the key decision-makers to ensure students have access to FAPE in the least restrictive environment. Collaborate with the IEP team to make sure your student has the support they need this year.


- Talk to your child's IEP team about the learning scenario that will best support your child's unique needs. Develop a plan for how instruction and direct services (speech therapy, occupational therapy, etc.) will be provided this year. Remember that instruction and direct services can and must continue across all learning scenarios.
- Decide on a point person for communication about your child's progress, challenges, and needs for support. This could be your child's classroom teacher, a special education teacher, or another service provider. Talk to them about the best way to communicate (e.g. email, phone, video call) and how often (daily, weekly, bi-weekly).
- Talk with the IEP team about options for holding IEP meetings. Since parents may not be able to access school buildings, other options like virtual meetings or meetings before or after the school day may be needed.
- Reach out to the IEP team if your student is struggling or needs more support in any area. Remember that you always have the right to call an IEP meeting to discuss your child's needs.

1 The information in this document is a summary and does not provide every detail, exception or circumstance. Nothing in this document is meant to state new law or take the place of any federal or state laws, regulations or requirements.

UPDATED AUGUST 3, 2020 | LEARN MORE AT LOUISIANABELIEVES.COM

Strong Start 2020: Timelines and Documentation for Students with Disabilities

The [Strong Start 2020: Timelines and Documentation for Students with Disabilities](#) guidance provides information to help school systems maintain IDEA compliance and provide continuity of services to students with disabilities. It includes key considerations for school systems in planning and providing services across learning environments including IEP and evaluation timelines, and documentation via amendments and/or contingency plans.



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Strong Start 2020:
Timelines and Documentation
For Students with Disabilities

Overview

Regardless of the reopening plan and learning scenario of the 2020-2021 school year, school systems must ensure students with disabilities receive a free and appropriate public education (FAPE). In July 2020, Louisiana's Board of Elementary and Secondary Education (BESE) adopted [Minimum Requirements for Reopening and Operating School Facilities](#), stating that students with disabilities must continue to receive special education and related services in their least restrictive environment. School systems must continue to provide FAPE in accordance with a student's IEP and BESE policy. This Timelines, Services and Documentation guidance will help school systems understand key actions system leaders should take when planning and providing services across learning environments.¹ These actions will help school systems maintain IDEA compliance and provide continuity of services to students with disabilities.

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Adjournment