



Special Education Advisory Panel
September 22, 2021



Public Comment and Participation Procedures



SEAP Member Participation Procedures

Panel members will participate via Zoom and will:

- Ensure their first and last name appear in the participant list to be considered present.
- Have microphones muted unless called upon by the chairperson or speaking.

For accessibility, panel members may also type comments or questions in the chat box. These chats will be treated like verbal comments from panel members.



Public Comment Procedures

Guests may participate via Zoom or observe the meeting live on YouTube. **To provide public comment, members of the public should:**

- Electronically raise their hand to request to comment. Upon being recognized to speak by the chairperson, their microphone should be turned on. After speaking, the microphone shall be returned to mute.

The Panel will only respond to public comment submitted via these means. No other comments will be entered into the record.

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.



Approval of Meeting Minutes



Meeting Minutes

Approval of the minutes from the March 24, 2021 meeting:

- [https://go.boarddocs.com/la/bese/Board.nsf/files/C22JQ74E367A/\\$file/3.3_AGII_S_EAPMinutes_0421.pdf](https://go.boarddocs.com/la/bese/Board.nsf/files/C22JQ74E367A/$file/3.3_AGII_S_EAPMinutes_0421.pdf)





New Member Orientation



New Member Orientation

To ensure new members are equipped with the necessary information to be successful in their roles on the panel, today's orientation will cover:

- Open meetings law
- [Panel bylaws](#)
- 2021-2022 meeting dates
- Robert's Rule of Order
- SEAP meeting topics

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.

Panel Bylaws

Bylaws are the procedures that provide guidance to the operation of an organization. [SEAP bylaws](#) include the following:

- Purpose of the panel
- Duties of the panel
- Membership (roles, terms, and expectations)
- Proxy
- Co-chairs
- Quorum
- Public comment

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.

Duties of the Panel

The duties of the panel are established in accordance with the requirement of the IDEA and [panel bylaws](#). Specifically, the SEAP will:

- Advise the Louisiana Department of Education (LDOE) on unmet needs within the state in the education of children with disabilities,
- Comment publicly on any rules or regulations proposed by the state regarding the education of children with disabilities,
- Advise the LDOE in developing evaluations and reporting data to the United States Department of Education and in developing plans for improving outcomes for children with disabilities, and
- Advise the LDOE and Board of Elementary and Secondary Education (BESE) on developing and implementing policies in relation to the coordination of services for children with disabilities.

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

Membership Terms

[Panel bylaws](#) state that the panel will consist of no less than 11 members and no more than 23 members.

- Panel members serve 3 year terms (each term begins July 1 and ends 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.
- The appointment will be staggered so that 1/3 of membership rotate off at the end of each year.
- Members shall serve no more than 2 consecutive terms.
- **Special rule:** A majority of members should be individuals with disabilities or parents of children with disabilities.

Membership Expectations

Members are expected to attend meetings for the length of their tenure. Should SEAP members be unable to participate in a meeting, it is their responsibility to notify the Department of their absence.

- Notification is requested as early as possible, and not later than 24 hours preceding the meeting.
- SEAP members must attend at least one half of the regularly scheduled meetings of the SEAP during a 12 month (July 1 through June 30) period.
- If a member has unexcused absences for more than half of the meetings, the member may be replaced.

SEAP Co-Chairs

A chair is responsible for making sure that each meeting is planned effectively, conducted according to the bylaws and that matters are dealt with in an orderly, efficient manner. The SEAP has two co-chairs:

- One selected from and by SEAP members
- One representative of BESE

In the event that a co-chair cannot attend the meeting, a proxy agreed upon by both co-chairs will serve in place of the chair.

Proxy

A proxy is a person who is designated by another to represent that individual at a meeting or before a public body.

- SEAP members who cannot attend a scheduled meeting may designate a person to attend as his/her proxy, as long as the appointing authority does not object.
- To designate a proxy, email specialeducation@la.gov at least 24 hours before the meeting.
- Proxies do not retain voting privileges per the Louisiana Open Meetings Law.
- A proxy must be properly designated by the active member and recorded in the minutes as being present.

Quorum

According to Robert's Rules of Order, a quorum is the minimum number of voting members who must be present at a properly called meeting in order to conduct business in the name of the group.

- For the SEAP, a quorum is a majority of the appointed membership.
- In the absence of a quorum, the SEAP may not take formal action. Information will still be provided and the panel can discuss the information presented.

Official Business Meeting Dates

Meeting Date	Submit Item Agenda Date
September 22, 2021	August 25, 2021
November 17, 2021	October 20, 2021
January 19, 2022	January 5, 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.

Robert's Rules of Order

Robert's Rules of Order is a meeting protocol that provides organization and equity to meetings.

- Motions (introducing, amending, substituting)
- Close a debate and vote
- Enforce rules
- Take a break
- Close a meeting

Robert's Rules of Order are used at BESE meetings, all BESE advisory councils, and other meetings of Louisiana bodies.

You Want To:	You Say:	2 nd Needed?	Debate?	Can I Amend?	Vote Needed?
Introduce a motion	I move to (receive/endorse/not endorse/defer, etc.)	Yes	Yes	Yes	Majority
Cancel my motion	I move to rescind my motion	No	No	No	None
Close debate and vote	I move to call the question	Yes	No	No	2/3
Enforce Rules	Point of Order	No	No	No	None
Modify wording of motion	I move to amend the motion by adding/deleting...	Yes	Yes	Yes	Majority
Introduce a substitute motion	I move to introduce a substitute motion	Yes	Yes	Yes	Majority
Take a break	I move to recess for...	Yes	No	Yes	Majority
Close the meeting	I move to adjourn	Yes	No	No	Majority

SEAP in Action: 2020-2021 Agenda Items

In the 2020-2021 school year, SEAP provided recommendations and feedback on the following IDEA policies and LDOE initiatives:

- [Supporting English Learners with Disabilities](#)
- [State Performance Plan / Annual Performance Report \(SPP/APR\)](#)
- Bulletin 1903 Revisions
- [Early Childhood Resources](#)
- [Jump Start 2.0](#)

SEAP materials for 2020-2021 are available in the [Students with Disabilities library](#) at www.louisianabelieves.com.



Panel Membership Updates



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.



2020-2021 Special Education Initiative Updates



April Dunn Act Resources

Students with disabilities can meet graduation requirements for a high school diploma through alternate means, known as the April Dunn Act (formerly known as Act 833).

This spring, the Department presented a suite of new [resources](#). These resources can assist educators in planning and effectively implementing the Dunn Act to ensure successful high school experiences for students with disabilities.

The resources are available on the Graduation Pathways for Students with Disabilities page at www.louisianabelieves.com.

Reevaluation Pilot

Key Actions	Dates
Development of Reeval Pilot tab	Spring/Summer 2020
10 Phase 1 Partners participate in Pilot	September 2020 - January 2021
14 Additional Partners join Pilot in Phase 2	February - May 2021
Informational Webinars and Office Hours	March - April 2021
Presentation and Guidance Release at Teacher Leader Summit	May 2021
Additional Webinars, Office Hours, Guidance and Support to Systems	Summer 2021
Statewide Implementation	SY 2021-2022

Reevaluation Pilot Partnership

Reevaluation Pilot Partners

Jefferson Davis	Livingston	Crescent City Schools	East Baton Rouge	West Baton Rouge	NOLA Public Schools
Caddo	Iberville	N.O. Sci High	St. Tammany	Iberia	St. Landry
Lincoln	Lafourche	Zachary	Lafayette	St. Martin	Calcasieu
Catahoula	Terrebonne	Acadia	Jefferson	St. Charles	Plaquemines

Reevaluation Data Review Resources

Resources for the new Reevaluation Data Review tab are available in the Students with Disabilities library at www.louisianabelieves.com.

Reevaluation Data Review Resources	
<u>Reevaluation and Waiver Processes in SER</u> deck	<u>Triennial Data Review Webinar</u> deck
<u>Reevaluation and Waiver Processes in SER</u> recording	<u>Triennial Data Review Webinar</u> recording
<u>Reevaluation Data Review Guidance</u>	<u>Reevaluation Data Review Sample</u>

SPED Fellow Academy

In 2019 the ED awarded LDOE with a \$1 million, 5 year grant to develop and implement SPED Fellow Academy.

[SPED Fellow Academy](#) is a year-long, comprehensive development program that provides in-person training, coaching, and a community of practice.

The SPED Fellow will instill the knowledge and skills the next generation of special education leaders need to lead and sustain change to improve outcomes for students with disabilities.



Pilot Cohort

The following fellows completed the Pilot cohort of SPED Fellow Academy by successfully presenting their Executive Learning Project to a panel of experts in June 2021:

- Keith Scott
- Mary Riley
- Lynn Hathaway
- Jess Taylor
- Angie Snuggs
- Barbara Moseley
- Christine Landry
- Emily Bruner
- Meshell Hill
- Pamela Moore
- Dawn Pitre
- Kathryn Rice



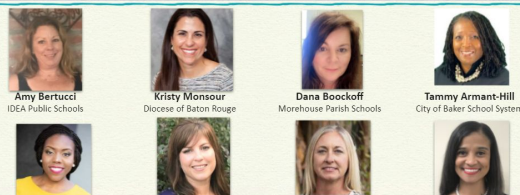
Cohort Two









Cohort two of SPED Fellow Academy launched in July 2021 and will run in 2021-2022.

Cohort two fellows are as follows:

- Celeste Chiasson
- Kristy Monsour
- Laura Owen
- Alvado Willis
- Margaret Parker
- Amy Bertucci
- Lia White-Allen
- Leslie Ortiz
- Kimberly Spruill
- Monica Breaux
- Dana Boockoff
- Tammy Armant-Hill
- Alaina Black
- Ana DiPerna
- Tammy Lavergne

SPED Fellows



 Amy Bertucci IDEA Public Schools	 Kristy Monsour Diocese of Baton Rouge	 Dana Boockoff Morehouse Parish Schools	 Tammy Armant-Hill City of Baker School System
 Kimberly Spruill Kenilworth Science and Technology Charter School	 Alaina Black Terbonne Parish	 Tammy Lavergne St. Landry Parish	 Alvado Willis St. Landry Parish

Louisiana Believes 8

SPED Fellows



 Lia Allen-White Zachary Community School District	 Monica Breaux Terbonne Parish School District	 Laura Owens Lusher Charter School	 Leslie Ortiz Vernon Parish Schools
 Celeste Chiasson St. Charles Parish Public Schools	 Anna DiPerna Athlos Academy Charter	 Margaret Parker Belle Chasse Academy	

Louisiana Believes 9



LEAP Connect



LEAP Connect Standard Setting: Pre-standard setting

New forms of the LEAP Connect assessment for grades 3-8 and high school required that the department conduct a standard setting process to create scale score ranges and achievement levels. With contracted assistance from Measurement Incorporated and edCount, the following timeline of events describe the processes used in standard setting.

- May 12: Pre-standard setting policy meeting included representatives from BESE, state and local administrators, and building-level staff recommended impact ranges for all grade level science assessments and high school math assessments.
 - This committee reviewed materials, historical trends for students scoring at or above Level 3 and performance on similar tests in other states
 - The committee recommended minimum and maximum percentages of students who would be expected to score at Level 3.

LEAP Connect Standard Setting: Panelist Bookmarking

- June 21-24: Standard setting committees included 9 standard setting panels to review and revise ELA, mathematics and science scale score ranges for four achievement levels.
 - Prior cut scores (lowest and highest scale scores in a scale score range) were placed appropriately on a list of test items ordered by level of difficulty using a technique known as bookmarking.
 - After receiving instruction about the process, panelists adjusted bookmarks to represent where they believed cut scores should fall.
 - The work of the panelists was then translated into scale scores and associated percentages of students at or above each cut score.

LEAP Connect Standard Setting:

New scale score ranges were added to Bulletin 118, presented to BESE and approved on August 18.

New achievement level names were also approved for Levels 1-4

- Level 4: Above Goal (highest performance level)
- Level 3: At Goal
- Level 2: Near Goal (level needed to meet LEAP Connect diploma requirement)
- Level 1: Below Goal (lowest performance level)



IDEA Family Support



IDEA Family Support

The Department is working with [the ten Families Helping Families \(FHF\) centers across the state](#) to support their work assisting families of children with disabilities ages three to twenty-one. The staff at FHF centers are uniquely positioned to provide support and assistance for families because they are staffed by individuals who have family members with disabilities.

- FHF center directors will be conducting meetings or web-based sessions for LEA special education supervisors and directors in their service region to provide information about services offered by their center.
- FHF center staff will also be available to provide presentations for LEA special education advisory councils and to meet individually with LEA supervisors and directors.



Follow Up and Next Steps



Adjournment

