



SPECIAL EDUCATION ADVISORY PANEL

*Committed to Students with
Disabilities Across Louisiana*

Special Education Advisory Panel
September 27, 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.



Welcome and Introduction

Introductions

Department Staff

SEAP Members:

- Your name,
- The role you represent on the panel, and
- Your connection to students with disabilities in our state



Approval of Meeting Minutes

Meeting Minutes

Approval of the minutes from the June 22, 2022 meeting:

- [https://go.boarddocs.com/la/bese/Board.nsf/files/CGJL8R555B7A/\\$file/AGII_SEAP_Aug_2022.pdf](https://go.boarddocs.com/la/bese/Board.nsf/files/CGJL8R555B7A/$file/AGII_SEAP_Aug_2022.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](#)
- 2022-2023 meeting dates
- Robert's Rules of Order
- SEAP meeting topics
- Current member advice/support

Open Meetings Law

Louisiana Open Meetings Law establishes expectations that:

- Public business is performed in 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 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 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.

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

2022-2023 Meeting Dates

Meeting Date	Submit Item Agenda Date
September 27, 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.**

SEAP in Action: 2021-2022 Agenda Items

In the 2021-2022 school year, SEAP provided recommendations and feedback on the following IDEA policies and LDOE initiatives:

- Alternate Connector Standards for English Learners
- [State Performance Plan / Annual Performance Report \(SPP/APR\)](#)
- IDEA budget process
- Literacy Policy
- Bulletin 1903 Revisions
- Early Learning and Developmental Standards
- K-2 Alternate Assessment Eligibility Criteria
- Requesting feedback and input

SEAP materials for 2021-2022 are available in the [Students with Disabilities library](#) at www.louisianabelieves.com.



Co-Chair Election

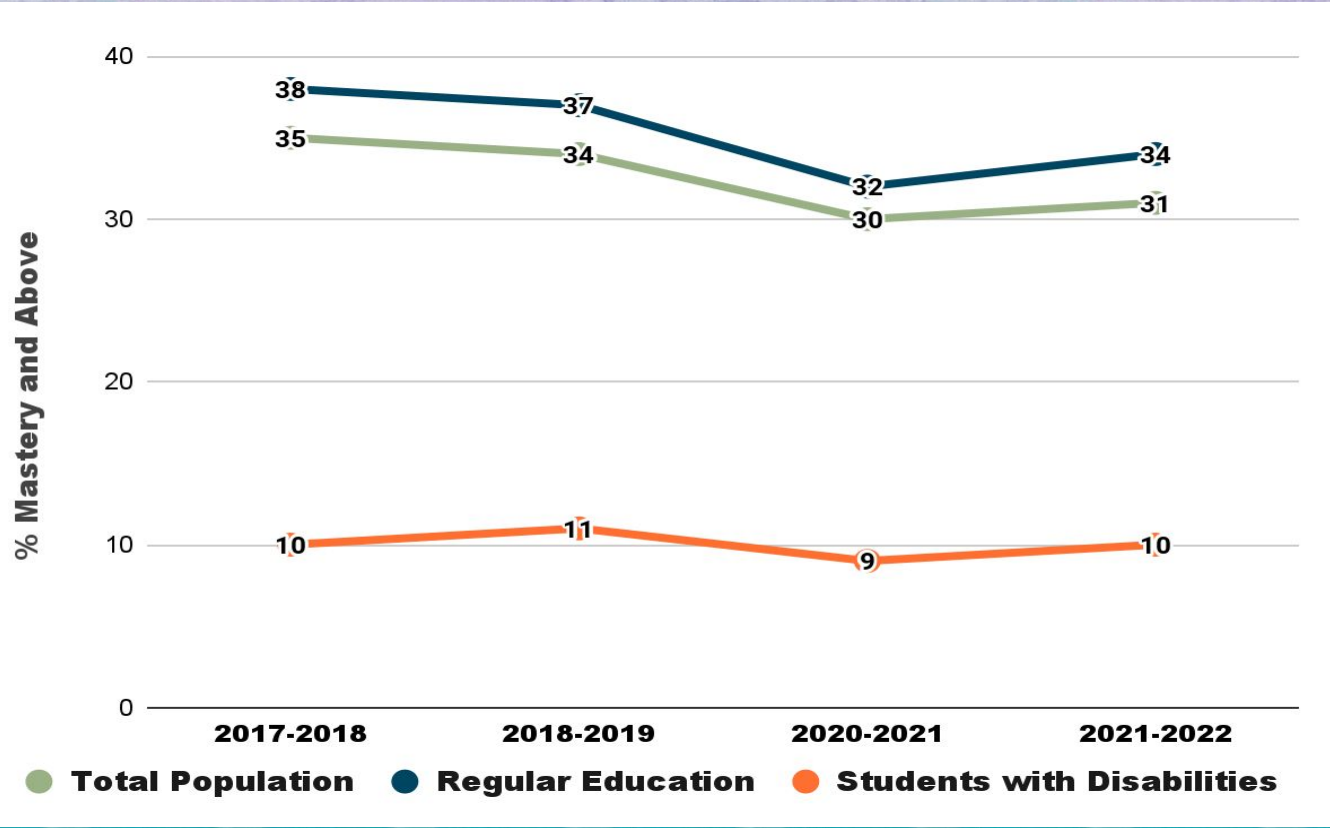


Update Report on LEAP 2025 Data for Students with Disabilities

Summary of LEAP Results

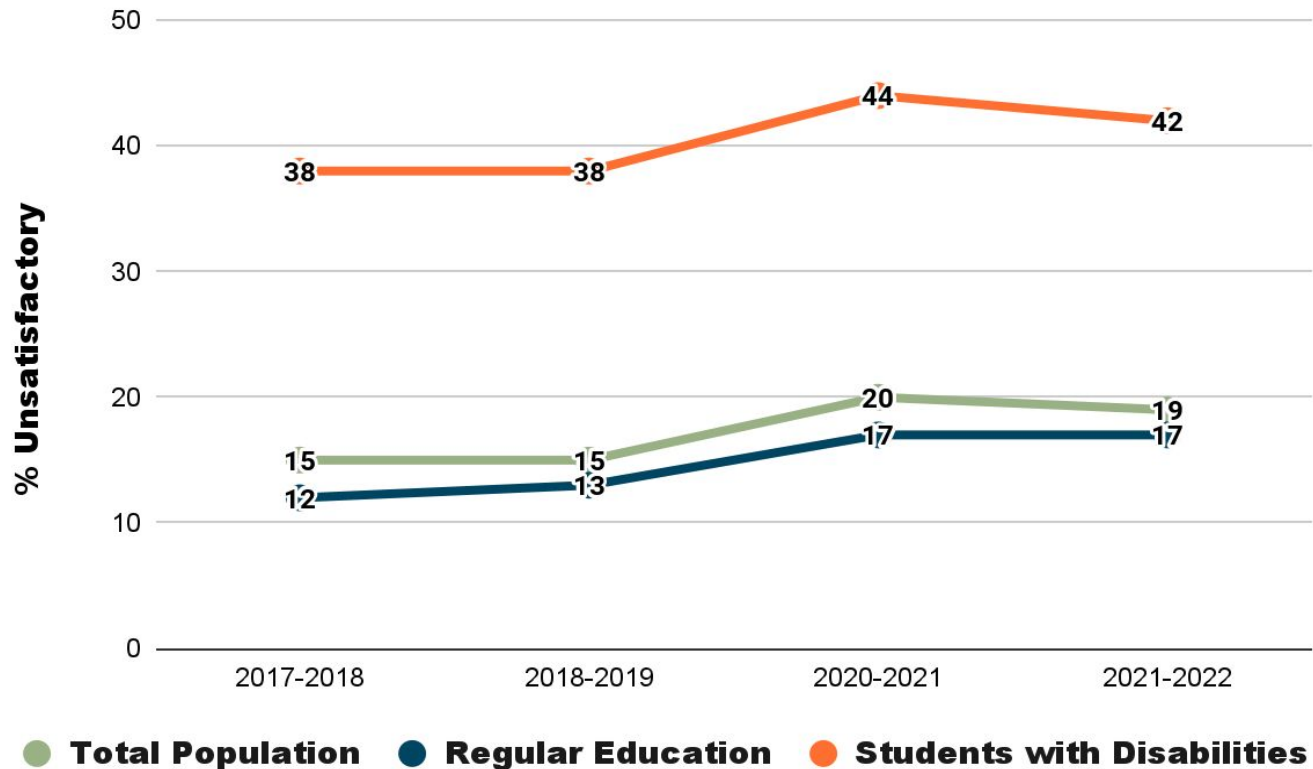
- A true testament to the work of our educators and communities, our students returned to a more normal teaching and learning environment in 2021-2022. **98% of students engaged in full in-person learning (compared to 57% of students in 2020-2021).**
- LEAP scores showed signs of academic recovery in 2021-2022. **The rate of students scoring Mastery and above improved among all individual subject areas for grades 3-12.**
 - 80% of traditional school system LEAs improved.
 - For students in grades 3-8, **both ELA & Math Mastery rates improved by 3 percentage points.**
 - For student groups most impacted by the pandemic, **the rate of students scoring Mastery and above improved for many student groups** including economically disadvantaged students, Black or African American students, and students with disabilities.

Percent Mastery and Above: Grades 3-HS, All Subjects, by Student Group



Students with disabilities remained behind regular education students in LEAP performance in 2022. Ten percent of students with disabilities scored Mastery or above, compared with 34% of regular education students.

Percent Unsatisfactory: Grades 3-8, All Subjects, by Student Group



In grades 3-8, 42% of students with disabilities scored Unsatisfactory across all grades and subject areas. While this represented an improvement over the previous year, it was still more than twice the rate of the student population overall.

IDEA Annual Performance (APR) Results

Annually OSEP issues state's determinations based on their annual performance report and progress toward achieving goals around [17 indicators](#).

This year's state determination is *Needs Assistance*.

Access our FFY 2020 [data](#).

Key Actions

- Literacy
- Students with Disabilities instructional best practice
- High Quality Teaching and Learning
- Attendance
- High School experiences and transition
- Intentional Structures (ILT, Teacher Collaboration)
- Early Childhood support for students with disabilities
- Expanding SPED Leadership Development



LDOE Response to 2022 Regular Legislative Session

SPED Legislative Policy Update

Action	Timeline
Act 588 : Requires public school governing authorities to adopt certain policies relative to cameras in certain classrooms	Dec. 31, 2022, Jan. 15, 2023
Act 576 : Updates membership req, Local Special Education Advisory Council reports submitted to the LDOE	May 2023
Act 607 : Requires dyslexia education as a component of teacher education programs	2024-2025
SCR 31 : Creates a Related Service Commission	Established September 2022

SPED Legislative Policy Update

Action	Timeline
Act 617 : Blind/Visually Impaired Student's Bill of Rights	NA
Act 302 : Blind Persons' Literacy Rights	NA
Act 128 : Louisiana Commission for the Deaf	Tentatively 2023-2024
Act 622 : Updates the reporting deadline for dyslexia data	Dec. 15



Bulletin 1530: K-2 Alternate Assessment Eligibility Criteria



Accountability and Students with Significant Disabilities

Working Group Convened

A working group has been convened of several special education experts in the field.

Roxane West is leading the group alongside Meredith Jordan, Emilia Urban-Guidroz, and Thomas Lambert from the Department.

Members from the field represent the following systems:

- NOLA Public Schools
- St. Bernard Parish Schools
- Bossier Parish Schools
- Collegiate Academies

In addition, we have been joined by Jessica Vallelungo from the Department and Dr. Belinda Davis from BESE to continue to push the conversation forward.

Working Group Next Steps

The group has discussed the following to date:

- The barriers that exist currently for students with disabilities to earn advanced credentials
- The lack of incentives in the system today to push all students to work on high-quality credentials
- Excellent systems who have implemented high-quality programs already

Next topics include:

- Exploring the differences in the population of students who have IEPs and are labeled as Act 833
- Thinking about what is the most rigorous achievement for each student group
- Beginning to chart what this would look like in something like the Strength of Diploma
- Looking at the data of credentials currently being earned by students with disabilities

SEAP Discussion

1. Does determining distinctions/levels within students on the LEAP Connect Pathways and students in Act 833 seem like the correct path forward?
2. In a perfect world, what types of credentials should be considered attainable and rigorous for students on the LEAP Connect Pathway? Do you have an example of a credential?
3. In a perfect world, what types of credentials should be considered attainable and rigorous for students in Act 833? Do you have an example of a credential?



Adjournment