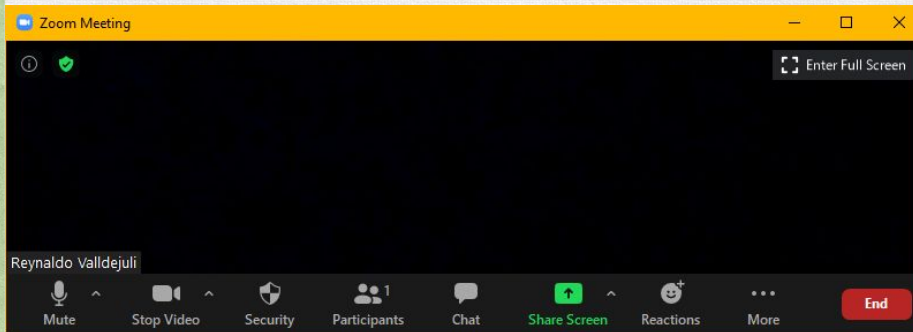


Zoom Meeting Preparation

- Please make sure your phone or computer is muted to minimize background noise.
 - To do this, hover over the bottom left-hand side of your screen and click “Mute.”
- Please make sure you have turned off your camera to save bandwidth and prevent any connectivity issues.
 - To do this, hover over the bottom left-hand side of your screen and click “Stop Video.”
- Please submit questions during the presentation in the “Chat” function located on the bottom of your screen.



NOTICE: In accordance with the Americans with Disabilities Act, if you need special assistance at this meeting please contact Idoecommunications@la.gov.

LOUISIANA DEPARTMENT OF EDUCATION



**Special Education Leader
Back-to-School Webinar
September 8, 2022**

Agenda and Logistics

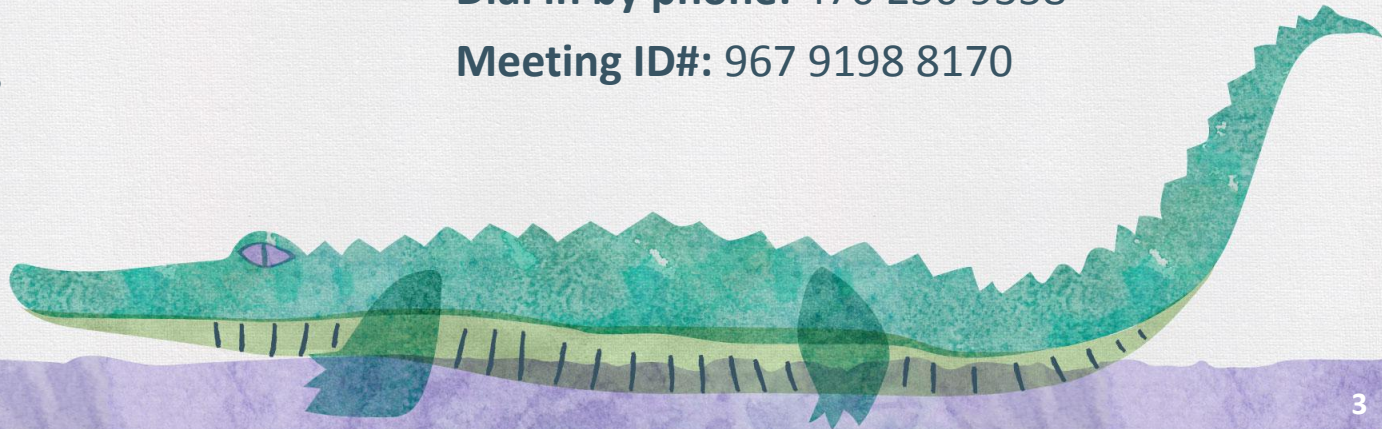
- I. Division Purpose and our Why
- II. Legislative/Policy Updates
- III. Teaching and Learning/Resources
- IV. Key Partnerships
- V. School System Planning
- VI. Graduation Pathways
- VII. Data Systems
- VIII. Measuring Results
- IX. Closeout

If you are experiencing audio difficulties, please make sure that your speakers are on and that your volume is at a suitable level.

Please type questions into the chat box as we go along.

Dial in by phone: 470 250 9358

Meeting ID#: 967 9198 8170



slido



How many years of experience do you have as a system level special education director/supervisor?

① Start presenting to display the poll results on this slide.

Meet our Division of Diverse Learner Team!



Ashley Augustine
Director SPED Policy, Data
& Reporting



Meredith Jordan
Executive Director
Diverse Learner Division



Charleen Long
Director Instruction &
Intervention Strategy



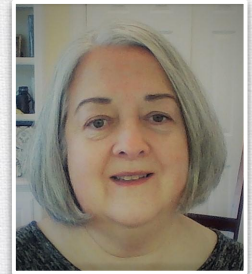
Yolanda Oates
Education Program Consultant
Data & Reporting



Dr. Lauren Miley
Education Program Consultant
Students with Significant Cognitive Disabilities



Dr. Shanae Herron
Education Program Consultant
Students with Mild/Moderate Disabilities



Kaye Eichler
Parent & Family Engagement

VISION for **SUCCESS**

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 **VISION**



It is our vision that every child can reach their potential, no matter where they're from, how much money their family makes, or where they live.

Louisiana Department of Education **MISSION**

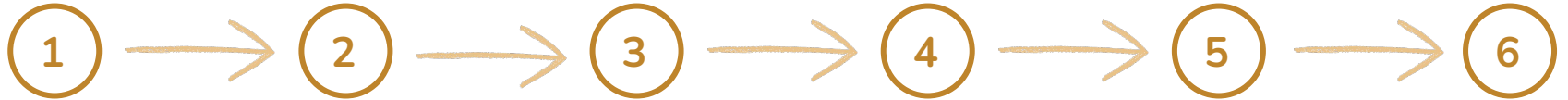


Our mission is to give all children the opportunities and tools they deserve, so they are prepared to graduate high school ready for success in a career, college, or service.



Each child's educational journey is focused on six critical goals.

Birth *through* Graduation



Students enter Kindergarten ready.

Students achieve Mastery level on third grade assessments and enter fourth grade ready for grade-level content.

Students will achieve Mastery level on eighth grade assessments and enter ninth grade prepared for grade-level content.

Students will graduate on time.

Students will graduate with a college and/or career credential.

Students will graduate eligible for a TOPS award.



Along the Educational Journey, each of Louisiana's 730,000+ children is supported by more than 50,000 educators.

Teachers who

- create **positive, inclusive** learning environments;
- provide **high quality interactions and instruction** using **aligned resources and assessments**;
- focus on **accelerating learning**; and
- engage appropriate **supports for diverse learners**.

System Leaders who

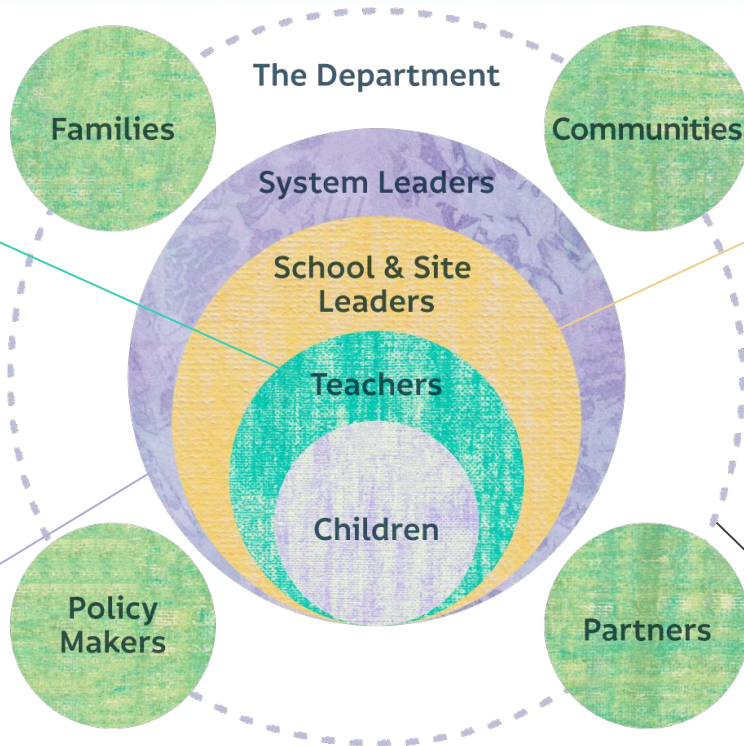
- **strategically build and sustain structures** to maximize access to high quality interactions & instruction and extend learning; and
- build a **diverse and talented team of educators** through equitable hiring and intentional professional development at all levels.

School & Site Leaders who

- Develop teachers' **content and pedagogical expertise through intentional structures**;
- Ensure all students receive **individualized planning**; and
- Align resources and operations, **such as staffing and scheduling**, in response to children's needs.

The Louisiana Department of Education

- provides tools and resources to **educators** to execute academic plans; and
- builds relationships to **leverage resources** to support Louisiana children.



VISION for **SUCCESS**

Louisiana children receive strong support beyond the walls of the learning environment from **many stakeholders**.

Families

- partner in their child's educational journey.
- are informed about their child's progress.
- access resources for supporting their child's educational journey.
- choose the setting that is best for their child.

Communities

- are informed about the quality and progress of their schools and early learning sites.
- participate in the decision-making for their community (through organizations like school board and ready start network coalitions).

Policy Makers

- are child-centered.
- are informed about the progress of early care networks and sites, school systems and schools.
- have a positive, collaborative working relationship with the Department.

Partners

- support the local vision and mission.
- align to the Department's Vision for Success.
- expand and enrich the capacity of priority and operational work.



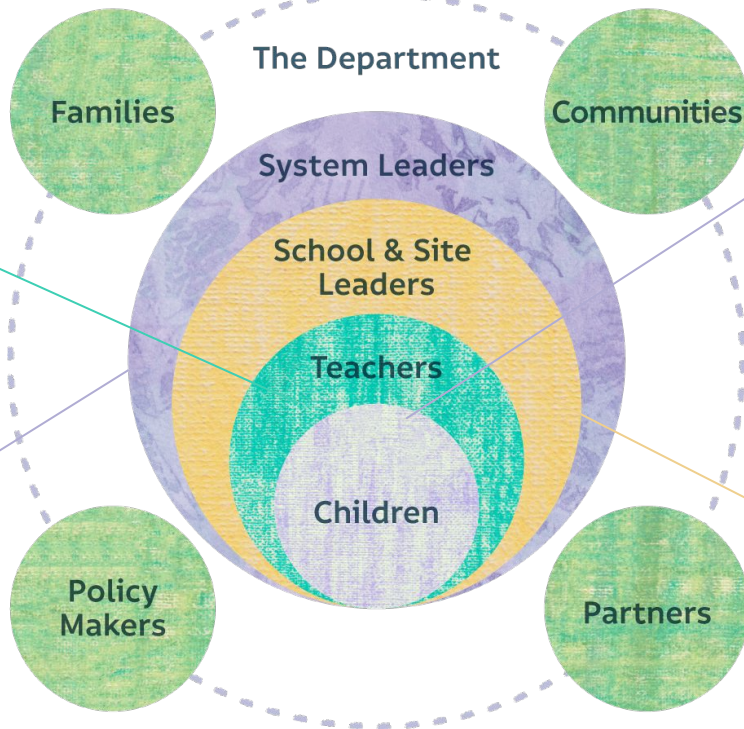
The Department of Education engages with systems to reinforce the supports Louisiana children have each day.

Support for Teachers is reinforced by

- Aligned **standards, instructional materials, resources, and assessments**
- Focus on **accelerating learning** with explicit instruction, intervention, and extension
- Training in **foundational literacy instruction**
- **Intentional structures** to grow content and instructional expertise
- Access to a **pipeline** for growth

Systems leaders receive

- Support for **coherent strategic planning & progress monitoring**
- Critical funding, ensuring that **federal and state funds** are well stewarded
- Positioning to make **data-driven decisions**



Support for children is reinforced by

- Access to **high-quality early childhood education**
- Well-developed **individual plans** focused on unique student needs
- Opportunities to **extend and reinforce classroom instruction** like tutoring and summer learning

Support for School & Site Leaders is reinforced by:

- Clarity on the resources and additional support appropriate for **diverse learners**
- **School & site improvement** processes
- Support in cultivating **dual enrollment and career education** opportunities
- **Staffing & scheduling** guidance to align resources to children's needs



We know **several key things** that must be true to position students for success along the educational journey:



Access to a high quality **early childhood experience**

Foundational literacy instruction

A **teacher** prepared to lead a classroom every single day

Daily instruction that **accelerates learning**

A meaningful **high school experience**



Engaging **essential professional learning structures** will make it possible for educators to adopt key shifts efficiently.

Instructional Leadership Teams

High quality school and system leadership team meetings are critical to ensuring that policy, funding, and programs are aligned to key priorities.

Teacher Collaboration

High quality opportunities for teacher collaboration provide the critical setting for educators to synthesize strong practices.

Career Pipeline

Ensuring that content leaders, mentor teachers, and other opportunities are available to teachers will be critical to supporting the frameworks for collaboration.



Reflect and Connect



In the chat, indicate specific connections you made during the Vision for Success section to your work supporting students with disabilities.

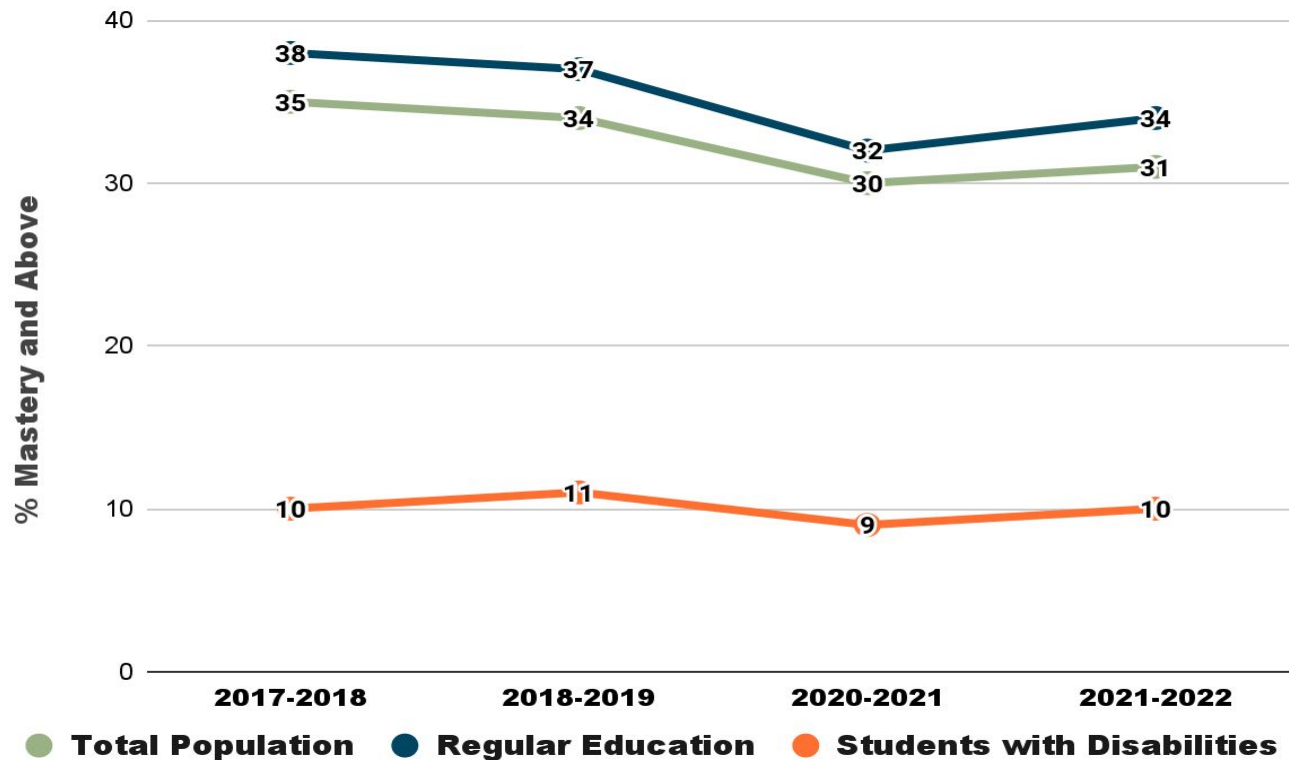
Our Why



Summary of LEAP Results

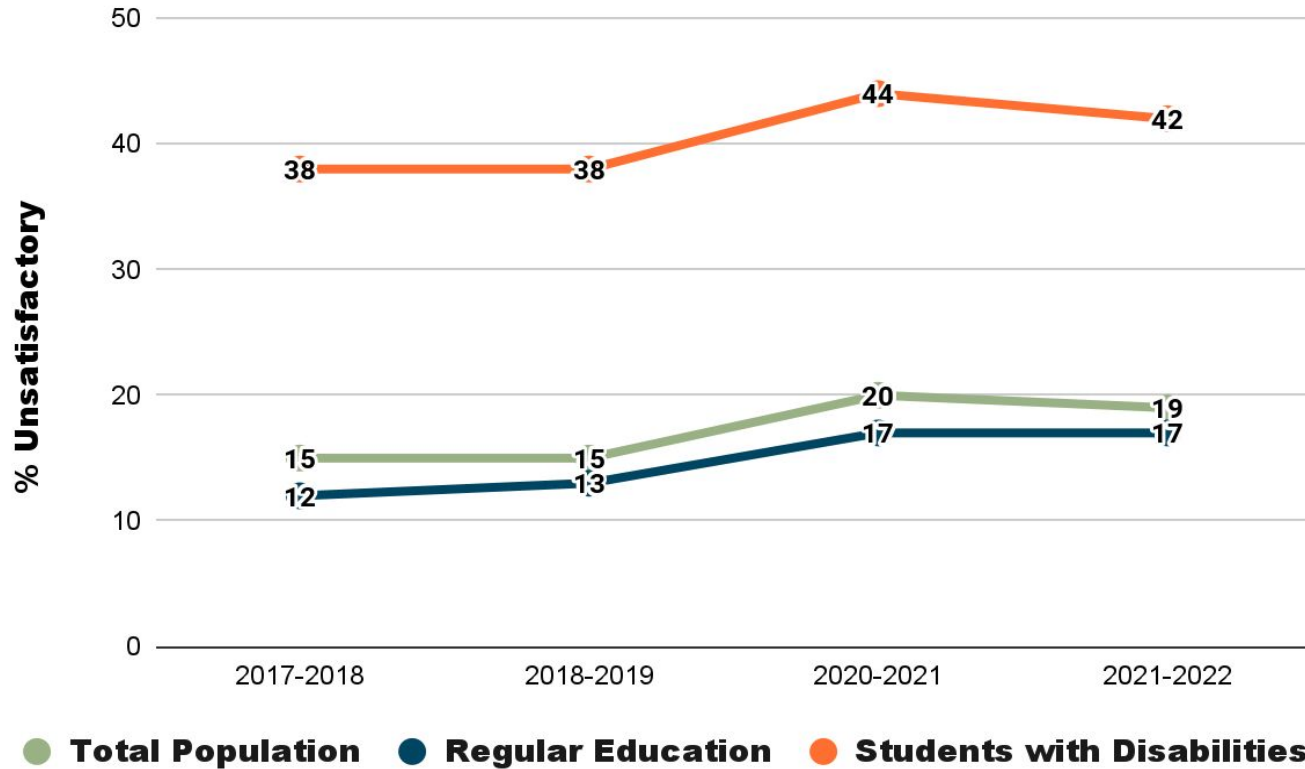
- A true testament to the work of our educators and communities, our students returned to a more normal teaching and learning environment in 2021-2022. **98% of students engaged in full in-person learning (compared to 57% of students in 2020-2021).**
- LEAP scores showed signs of academic recovery in 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 Report (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
- Intentional Structures (ILT, Teacher Collaboration)
- Early Childhood support for students with disabilities
- Expanding SPED Leadership Development

Three Best Practices



FOCUS
ON CORE
INSTRUCTION



EXTRA
TIME TO
LEARN



CONTENT
STRONG
TEACHERS

Reflect and Connect



In the chat, list one or two key strategies you will implement this year to improve outcomes for students with disabilities in your school system.



Legislative Updates/Reminders



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

Please contact specialeducation@la.gov with questions.

SPED Legislative/Policy Update

Action	Timeline
<u>SCR 31</u> : Creates a Related Service Commission	Sept. 2022
<u>Act 617</u> : Blind/Visually Impaired Student's Bill of Rights	NA
<u>Act 302</u> : Blind Persons' Literacy Rights	NA
<u>Act 128</u> : Louisiana Commission for the Deaf	Tentatively 2023-2024
<u>Act 622</u> : Updates the reporting deadline for dyslexia data	Dec. 15

K-2 Alternate Assessment Eligibility Timeline and Activities

Time Frame	Activity
January 2022	LDOE formed K-2 alternate assessment eligibility criteria workgroup; group attends a virtual kick-off event.
February - March 2022	Workgroup met to pilot and test the draft decision-making tool.
March 23, 2022	Draft tool shared with Special Education Advisory Panel (SEAP).
April 2022	Workgroup met virtually to discuss the draft policy language and updates to the draft tool from feedback gathered during SEAP.
May 2022	Draft tool circulated for feedback at Teacher Leader Summit.
Summer 2022	Consideration by Special Education Advisory Panel and Superintendent's Advisory Council
August 2022	Approved by BESE ; will go back to SEAP for any additional parent input

K-2 Alternate Assessment Eligibility

Proposed Policy & Revisions

The proposed revisions stipulate that in order to participate in the K-2 Alternate Assessment, students must participate in annual screeners and the IEP team must determine eligibility annually, using qualitative and quantitative data when available for students who:

1. Have a significant cognitive disability or multiple disabilities that significantly impact cognitive and adaptive functioning identified either through a full-scale cognitive score or through the three domains outlined in the K-2 Alternate Assessment Participation Decision-Making Tool (Conceptual, Social, or Practical)
2. Have IEP goals and instruction linked to Louisiana state standards supported by the Connector standards.
3. Require extensive, repeated, direct, individualized instruction and substantial support to achieve measurable gains in the grade level and age-appropriate curriculum.

K-2 Alternate Assessment Decision Making Tool

K-2 Alternate Assessment Participation Decision-Making Tool

Purpose and Use

IEP teams should begin this decision-making process with the understanding that all students, including students with disabilities, can achieve and should participate in the regular standards, curricula, and assessments to the maximum extent possible. The decision for a student to participate in alternate standards or assessments may limit a student's full exposure to grade-level content and may impact the K-2 student's readiness to participate in LEAP 2025 assessments beginning in 3rd grade if the student doesn't meet the [3-11 alternate assessment participation criteria](#). The *K-2 Alternate Assessment Participation Decision-Making Tool* is intended to guide and support individualized education program (IEP) teams in annually determining whether a student in grades K-2 is most appropriately assessed with an alternate assessment. IEP teams must use this tool annually to consider participation in the alternate assessment for students in grades K-2.

Individualized education program (IEP) teams must use various data sets in review of a student's eligibility to take alternate assessments that could include, but are not limited to:

- Evaluation reports
- Benchmark academic assessment data
- Diagnostic assessments
- Assistive technology evaluation
- Speech and language assessments that determine expressive and receptive language communication status
- IEP progress data on goals and objectives
- Formative academic assessment data
- Adaptive skills checklists and inventories
- Progress on functional, daily living and life skill standards
- Sensory and/or motor assessments describing access modes for communication, fine and gross motor tasks

K-2 Alternate Assessment Eligibility

Moving Forward: Key Activities

Time Frame	Activity
Summer 2022	The Louisiana Department of Education (LDOE) will circulate the draft tool, along with the proposed policy revisions, with key stakeholder groups, including SEAP and SAC.
August 2022	The Board of Elementary and Secondary Education (BESE) will consider the policy revisions.
Fall 2022	The LDOE will publish the K-2 Alternate Assessment Participation Decision-Making Tool to assist educators with identifying K-2 students eligible for alternate assessment and provide multiple training opportunities.
Winter 2022	The administration of the ELPT Connect assessment.
Ongoing	The Department will provide ongoing progress monitoring of implementation.

SPED Policy Reminders

Regulation/Policy	Requirement
Bulletin 741, Section 1001	Student:teacher ratios
Act 696 (2018) and Act 117 (2019)	Requires school systems to have policies regarding providing behavioral health services during school hours if a parent/guardian requests and provides for minimum requirements
IDEA	Provide copies of IEPs to all educators at the beginning of the school year.

Please contact specialeducation@la.gov with questions.

Seclusion and Restraint

The LDOE is required to collect and annually report the use of seclusion and restraint for students with disabilities. Before the final report is published, school systems will receive a seclusion and restraint draft report to verify their 2021-2022 data. Draft reports will be available via the FTP later this month.

The US Department of Education's Office for Civil Rights (OCR) and Office of Special Education and Rehabilitative Services (OSERS) released recent [guidance](#) intended to help public elementary and secondary schools fulfill their responsibilities to meet the needs of students with disabilities and avoid the discriminatory use of student discipline.

Please contact specialeducation@la.gov with questions.

PBIS Consortium

REGIONAL POSITIVE BEHAVIOR INTERVENTION SUPPORT (PBIS) CONSORTIUM CONTACTS 2018

<p>REGION 1 Paetl Dumas Jackson Parish Public Schools 501 Mandeville Blvd., Thibodaux, LA 70088 504-542-9449 www.jacksonparishschools.org paetl.dumas@jpsd.net</p>	<p>REGION 2 Roscoe Plym-Fox West Baton Rouge Parish School Board 136 Rosewood Rd., Port Allen, LA 70767 225-542-8339 roscoe@wbtrschools.org</p>
<p>REGION 3 Bernardo Amador St. James Parish Public Schools 33 West 10th St., Reserve, LA 70084 985-539-7195 bernardo@stjps.net</p>	<p>REGION 4 Leslie Rawlston Terrebonne Parish Public Schools 220 S. Jefferson St., Abbeville, LA 70001 337-645-5175 leslie.rawlston@tps.net</p>
<p>REGION 5 Angela LaFargue Cadiz Parish Public Schools 218 Broad St., Lake Charles, LA 70605 337-207-4000 ext. 1505 angela.lafargue@cps.net</p>	<p>REGION 6 Shelly Lewis-Kivens Sabine Parish Public Schools 445 Patterson St., P.O. Box 1074 Hong, LA 71440 504-266-9328 ext. 324 shelly@spbs.net</p>
<p>REGION 7 Kevin Washington Waller Parish Public Schools P.O. Box 520 Houma, LA 70315 707-577-7052 www.wallerparish.net/wallertps.net</p>	<p>REGION 8 Christina Foult Calcasieu Parish Public Schools Buckley St., P.O. Box 990 Minorsville, LA 71295 504-475-8505 ext. 100 christina.foult@calcasieuparishschools.com</p>

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 Louisiana Believes

JUNE 2018



Teaching and Learning/Resources



Leading Inclusive Special Education Programs

2021-2022 Guidance Documents:

[Leveraging Data to Align Budgets and Spending to Priorities](#)

[Creating Compliant Systems for Student Success](#)

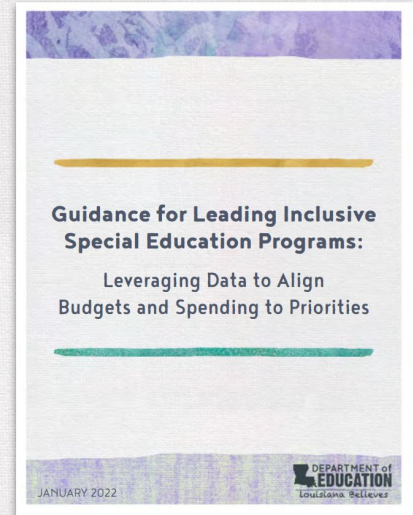
[Educator and Staff Well-Being](#)

[Student Well-Being](#)

[Positive Behavior Intervention](#)

[High Quality Teaching and Learning Aligned to Louisiana's Vision for Success](#)

[Engaging Key Stakeholders to Support Success for All Students \(webinar\)](#)



SPED Fellow Academy Cohort 3

Congratulations to the following SPED fellows!

Shauntel J. Butler
Margaret Cage
Danielle Copeland
Carol Dupree
Jason Dupuy
Marianne Fieber
Tracey Frias
Trent Heard
Laney Kirk

Tracy Latulas
Connyetta Nelson
Hillary Hall Robinson
Temeka Seamster
Melanie Ulmer
Leah Valdez
Raecheal Vizier
Angela Westerburg



Contact diverselearnersupport@la.gov with questions.

Aspiring SPED Fellow Academy Cohort 1

Congratulations to the following aspiring special education leaders!

Shannon Arceneaux
Courtne Beaudean
LaToya Belin
Crystal Brandon
Kanzadia Brothers
Molly Brunkow
Taylor Cheek
Cion Conerly
Dione Dawson

Dr. Laquina Dove-Cummings
LaShonda Feast
Sherelle Guidry
Amanda “Jill” Hunter
Rebecca Johnson
Emily Lambert
Melissa Martarona
Roderick Meaux
Monique Moore

Monica Paillet
Kyana Rhinehart
Chelsee’ Sostand-Allison
Ashley Thibodaux
Donna Thompson
Mendy Van Hoven
Brandon Wilkes

Contact diverselearnersupport@la.gov with questions.

Young Children With Disabilities Community of Practice

The Department will host regular collaboration for early childhood administrators and educators of children, ages 3 through 5, with disabilities.

The next webinar will be [September 28, at 2 p.m.](#)

Contact Caitlyn.Robinson@la.gov with questions.

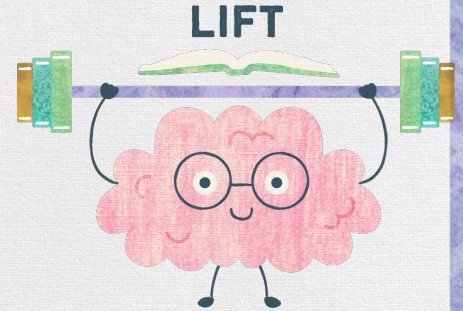


Literacy

The [Literacy Interventions and Foundational Tools \(LIFT\) Kit](#) helps teachers pinpoint specific gaps in foundational skills for students beyond Grade 2.

[Foundational Instruction for Reading Excellence \(FIRE\)](#) lessons provide a systematic, explicit reading foundations program for ALL students in grades 3-5.

Content literacy support [strategies](#) for students grade 6-12





Key Partnerships



Exceptional Lives Partnership

[Exceptional Lives](#) is a personalized disability information platform for families, caregivers, and professionals.

Newly released web-based multimedia resources for families of children with disabilities include:

- [Podcast Series](#): Just Needs
- [Parent Blog](#)
- [One Quick Question](#)

If you have any questions please contact specialeducation@la.gov.

Families Helping Families

The Department partners with the ten [Families Helping Families \(FHF\) centers](#) across the state to assist families of children with disabilities.

The staff at FHF centers are uniquely positioned to provide support and assistance because they are staffed by individuals who have family members with disabilities.

FHF centers will be conducting meetings and web-based sessions for local special education supervisors and directors in their service region. Please plan to attend. If you cannot attend the group meeting they will meet with you individually to provide information about services offered by their center.

FHF center staff are also available to provide informational presentations for LEA special education advisory councils and to support district and school staff.

FAMILIES HELPING FAMILIES CENTER CONTACT INFORMATION

Families Helping Families of Acadiana 337) 984-3458 or 1-855-984-3458	Acadia, Evangeline, Iberia, Lafayette, St. Landry, St. Martin, Vermillion	Nicole Flores
Bayou Land Families Helping Families (985) 447-4461 or 1-800-331-557	Assumption, Lafourche, St. Charles, St. James, St. John, St. Mary, Terrebonne	Charlie Michel
Families Helping Families at the Crossroads 1-800-259-7200	Avoyelles, Concordia, Catahoula, Grant, LaSalle, Rapides, Vernon, Winn	Jim Sprinkle
Families Helping Families of Greater Baton Rouge (225) 216-7474 or 1-866-216-7474	Ascension, East and West Baton Rouge, East and West Feliciana, Iberville, Pointe Coupee	Marilyn Thornton
Families Helping Families of Greater New Orleans (504) 888-9111 or 1-800-766-7736	Jefferson	Mary Jacobs
Families Helping Families Northeast (318) 361-0487 or 1-888-300-1320	Caldwell, East and West Carroll, Franklin, Jackson, Lincoln, Madison, Morehouse, Ouachita, Richland, Tensas, Union	Stacey Guidry
Families Helping Families Northshore (985) 875-0511 or 1-800-383-8700	Livingston, St. Helena, St. Tammany, Tangipahoa, Washington	Karen Artus
Families Helping Families Region 7 (318) 226-4541 or 1-877-226-4541	Bienville, Bossier, Caddo, Claiborne, DeSoto, Natchitoches, Red River, Sabine, Webster	Chanel Jackson
Families Helping Families Southeast (504) 943-0343 or 1-877-243-7352	Orleans, Plaquemines, St. Bernard	Aisha Johnson
Families Helping Families SWLA (337) 436-2570 or 1-800-894-6558	Allen, Beauregard, Calcasieu, Cameron, Jefferson Davis	Susan Riehn

Louisiana Rehabilitative Services

Louisiana Rehabilitation Services (LRS) is part of the Louisiana Workforce Commission and offers Pre-Employment Transition Services (Pre-ETS) to students with disabilities.

Pre-ETS are part of the Workforce Innovation and Opportunity Act (WIOA) designed to help job seekers access employment, education, training and support services to succeed in the labor market.

Students ages 16-21 with an IEP, IAP, or documented disability enrolled in a secondary, post-secondary, or another approved education program are eligible for Pre-ETS.

LRS Pre-Employment Transition Services

For more information on Pre-ETS and how to collaborate with LRS, please contact the regional office nearest you at the number listed.

Region 1 - New Orleans (504) 838-5180	Region 5 - Lake Charles (337) 475-8038
Region 2 - Baton Rouge (225) 295-8900	Region 6 - Alexandria (318) 487-5335
Region 3 - Houma (985) 857-3652	Region 7 - Shreveport (318) 676-7155
Region 4 - Lafayette (337) 262-5353	Region 8 - Monroe (318) 362-3232

Louisiana Accessible Educational Materials

The Department partners with [Louisiana Accessible Educational Materials](#) to provide outreach and support to school systems who need assistance with assistive technology devices, student consultations and professional development. They also provide braille and large print materials for students across the state at an affordable cost.

If you have any questions please contact robin.king@la.gov.



School System Planning



Partnerships for Success Guide

The Department is updating the [Partnerships for Success Guide](#) for release this fall ahead of the 2023-2024 school system planning process.

School systems will continue to be able to apply for competitive funding for these partnerships at their CIR schools.

approx. \$12,000 for CIR/UIR, K-12

approx. \$8,000 to support SWDs ages 3-5



PARTNERSHIPS FOR SUCCESS:

Special Education Professional Development for Specialized Supports & Direct Service Providers

THEORY OF ACTION
All students in Louisiana should spend the majority of their time reading, speaking, writing, and solving curriculum-based tasks. To be successful, students with disabilities often require additional support. They need:

- Educators equipped to deliver specialized supports to meet the unique needs of students with disabilities.
- Direct services from certified providers to accomplish specific goals outlined in a student's individual educational program.

PURPOSE
The Partnerships for Success Guide provides school systems with a list of partners that can provide professional development to develop the capacity of educators to deliver specialized supports and organizations that can fulfill the direct service needs often required to support students with disabilities.

PD PROFESSIONAL DEVELOPMENT: SPECIALIZED SUPPORTS FOR EDUCATORS

All students should spend the majority of their time reading, speaking, writing, and solving curriculum-based tasks. However, students with disabilities often face additional challenges because they need educators that can deliver specialized support in the areas of communication, assistive technology, functional skills, sensory and environment, and executive functioning. To provide specialized supports, educators need targeted professional development. When equipped with knowledge and strategies in these areas of specialized support, educators can more adequately address the unique needs of students with disabilities and ensure meaningful engagement in the classroom every day. Descriptions of specialized support areas can be located on 4 and provide potential partners and school systems a common understanding of the type of professional development a particular organization might provide as well as how they can support specific areas of need for students with disabilities.

DS DIRECT SERVICES: CERTIFIED PROVIDERS FOR STUDENTS WITH DISABILITIES

Direct services assist students with disabilities in engaging in classrooms across Louisiana every day. These services are critical in ensuring students can grow and thrive. Pages 15-25 of this guide provide an inventory of organizations, often utilizing alternative and innovative methods of delivery, that are capable of providing direct services to students with disabilities or professional development for continuing the delivery of direct services across alternative (e.g. distance learning) delivery methods.

EC EARLY CHILDHOOD: EXPANDING PROFESSIONAL DEVELOPMENT SUPPORT AND DELIVERY OF DIRECT SERVICES

Children across Louisiana's early childhood programs should receive high-quality early learning experiences that include supportive interactions between teachers and children grounded in the use of high-quality curricula. To ensure access to these interactions and high-quality curricula, children with disabilities require early childhood educators who are equipped to deliver specialized supports. Organizations denoted with the Early Childhood icon provide targeted professional development opportunities for early childhood educators in delivering specialized supports to children with disabilities.

RELATED RESOURCES

- [Strategies for Success: A Guidebook for Supporting Students with Disabilities](#)
- [Louisiana PD Vendor Guide](#)
- [School System Planning Resources](#)

CONTACT US

- Organizations interested in being included in this guide or Louisiana educators interested in providing feedback should send information to SpecialEducation@doe.la.gov.

PROFESSIONAL DEVELOPMENT PROVIDERS • DIRECT SERVICES PROVIDERS



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High Cost Services

The High Cost Services (HCS) fund supports school systems and schools that serve Louisiana's students with the most significant needs by providing additional funding for high cost special education services. The 2022-2023 HCS application will open in early October.

The Department will host a [webinar](#) on **September 27** to provide an overview of the HCS fund for the 2022-2023 school year. Sped leaders and personnel responsible for the HCS application should attend.



Graduation Pathways



Graduation Pathways for Students with Disabilities

As high school educators, students with disabilities and their families update Individual Graduation Plans this year, consult our high school guidance documents to ensure students with disabilities are afforded the best high school opportunities.

[Louisiana Special Education Guidance for High School Students](#)
[Jumpstart Guidance for Students with Disabilities](#)

April Dunn Act

To continue supporting school systems with effective implementation of the April Dunn Act, the Department has developed additional resources.

[April Dunn Act - A Parent Guide to Understanding the Law](#)

April Dunn Act - Self-Assessment Guide

These resources and additional April Dunn Act resources are available in the [Students with Disabilities library](#).

Louisiana Alliance Postsecondary Inclusive Education

[Act 682](#) provides funding to expand opportunities for students with significant disabilities in inclusive postsecondary experiences on community college and university campuses.

Programs are currently in place at:

- Southeastern Louisiana University
- Nicholls State University
- Bossier Parish Community College
- University of Louisiana at Lafayette
- Baton Rouge Community College
- LSU Human Development Center-New Orleans

Contact LAPIE@southeastern.edu for more information.



Data Systems/eSER



2022-2023 Data Collections Calendar

Application systems:

Data is reported during scheduled collection periods with specific open/close dates.

EdLink 360: Data is reported daily (when available) with snapshots taken at specific times during the school year

Collection	2021-22 EOY Dropout Corrections	Fall LEAP 2025 HS Assessments	K3 Assessments	Oct 1 MFP/IDEA	Oct CLASS (Staff and Student)	Spring LEAP 2025 HS Assessments	Feb 1 MFP	STS Mid-Year in (Legacy System)	VAM Roster Submit/Verify Period	Student End-Of-Year	Staff End-Of-Year	STS End-Of-Year in (Legacy System)
Collection End Date (Snapshot or System Close)	12/16/2022	9/30/2022	10/31/2022	11/11/2022	1/13/2023	2/10/2023	2/17/2023	2/17/2023	3/31/2023	7/7/2023	8/11/2023	9/30/2023

Refer to the [2022-2023 Benchmark Calendar](#) for details.

EdLink Weekly Q & A Sessions

EdLink Weekly Q&A Session - Tuesdays @ 11:00AM	
Month	Session Dates
August 2022	8/2, 8/9, 8/16, 8/23, 8/30
September 2022	9/6, 9/13, 9/20, 9/27
October 2022	10/4, 10/11, 10/18, 10/25
November 2022	11/1, 11/8, 11/15, 11/29
December 2022	12/6, 12/13, 12/20
January 2023	1/10, 1/17, 1/24, 1/31
February 2023	2/7, 2/14, 2/21, 2/28
March 2023	3/7, 3/14, 3/21, 3/28
April 2023	4/4, 4/11, 4/18, 4/25
May 2023	5/2, 5/9, 5/16, 5/23, 5/30
June 2023	6/6, 6/13, 6/20

Data Coordinator Monthly Webinar

Data Coordinator Monthly Webinar @ 1:00pm	
Month	Session Dates
August 2022	Thursday, August 11, 2022
September 2022	Thursday, September 8, 2022
October 2022	Thursday, October 6, 2022
November 2022	Thursday, November 3, 2022
December 2022	Thursday, December 8, 2022
January 2023	Thursday, January 12, 2023
February 2023	Thursday, February 9, 2023
March 2023	Thursday, March 9, 2023
April 2023	Thursday, April 6, 2023
May 2023	Thursday, May 4, 2023
June 2023	Thursday, June 8, 2023
July 2023	Thursday, July 13, 2023

Slide decks and recordings are posted on the [Webinars Resource Page](#)

SER

- The enhanced SER system launched on August 8.
- See the [SER Resources](#) page for [known bugs and updates](#).
- The SER User Guide has been posted to the [SER Resources](#) page.
- Enhanced SER Url: <https://serp.doe.louisiana.gov/ser> (same as legacy SER)
- Report all questions to systemsupport@la.gov.



Measuring Results



LEA Determinations

Each year, the Department must issue a determination to each school system on the provision of special education and related services under IDEA. These are called LEA Determinations.

School systems' performance on a series of outcome and compliance measures result in an LEA Determination of (1) Meets Requirements, (2) Needs Assistance, (3) Needs Intervention, or (4) Needs Substantial Intervention.

The Department will issue the 2020-2021 LEA Determinations this fall.

Assessment Reminders

Assessment **accommodations** should be provided for students all year long.

Alternate assessments should be reserved for the most significantly disabled students and this decision should be reviewed and determined annually. The Department will continue to monitor this in SER. The timeline for alternate assessment decisions will remain 30 days prior to the assessment window opening and **must be in the official IEP**.

- For 2022-2023, the new K-2 alternate assessment eligibility criteria should **only be used for English Learners who also have a significant disability** and are being considered for ELPT Connect this winter.

Assessment and Accountability Office will offer a webinar for testing accommodations.



Contacts



Key Contacts

For questions about...	Contact...
Special Education policy, data, reporting	specialeducation@la.gov
Special Education instructional support and programming	diverselearnersupport@la.gov
Young children with disabilities	Caitlyn.Robinson@la.gov
Accommodations and assessments	assessment@la.gov
BESE policy waiver requests	educationpolicy@la.gov
Literacy	louisianaliteracy@la.gov

Next Steps



Save the Date: Sped Leader Collaborative

Who: Special Education Directors

What: SPED Leader Collaborative

When: December 6, 2022, 9-2 (tentative)

Where: River Branch Library, Baton Rouge (tentative)

Sped Leader Survey

The Louisiana Department of Education is seeking input about the current structures that support students with disabilities engaging in high-quality instruction.

The information gathered from this [Special Education Leader Survey](#) will inform the LDOE's understanding of how to best support LEAs in providing specialized supports and capacity building of leaders who support students with disabilities.

Please complete by **Friday, September 30.**



LDOE Contact List

Who is submitting this contact?

First Name
Last Name

What's the email address of the person submitting this request?

example@example.com

My School System is: *

- I need to: *
- Create a new contact
 - Update an existing contact
 - Delete a contact

For my LEA I am the/a (select all that apply): *

- 504 Coordinator

LDOE Contact List

So that we can best collaborate with your various teams, please ensure you and your colleagues update your school system contact information in the LDOE Contact List:

<https://form.jotform.com/LDOE/ldoe-contact-list>.

The following additional roles have been recently added:

- IT/Technology Director
- Educational Technology Director
- Educational Technology Coach

Contact classroomsupporttoolbox@la.gov with questions.



Subscribe to our weekly newsletter to stay informed.



AEMing for Success Conference

Who: Educators and administrators supporting students with assistive technology needs

What: [Louisiana Accessible Educational Materials](#) is hosting the 4th annual conference for educators working with students with exceptionalities. An opportunity to deepen your assistive technology knowledge and strengthen your implementation strategies.

When: October 18-19

Where: Crowne Plaza, Baton Rouge





There is **ABILITY**
in every
DisABILITY.

“Know me for my **ABILITIES**, not my disability.”
(Robert M. Hensel)