

# Louisiana Believes

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IDEA Updates  
LASAFAP Conference  
March 3, 2020

# Supporting Students with Disabilities

The Department organizes the way in which we support students with disabilities around four proven strategies:

1. **Early & Accurate Identification**
2. **High-Quality Instruction**
3. **Specialized Supports & Related Services**
4. **Coordinated & Effective Transitions**

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**STUDENTS WITH DISABILITIES**



# Teacher Leader Summit

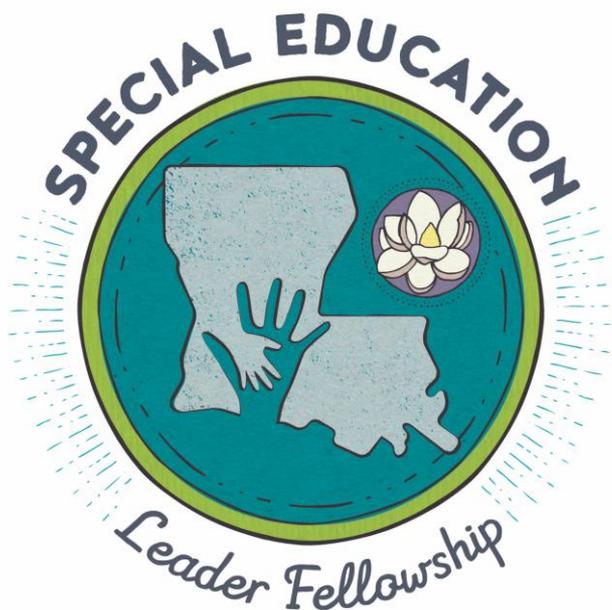
The 2020 Teacher Leader Summit will take place May 27–29 at the Morial Convention Center in New Orleans. This annual event will bring together roughly 6,500 educators and content experts who are focused on creating meaningful growth for every student, every day. Educators will share their knowledge, learn new skills, and prepare for the 2020-2021 school year.

This year, the Department will host an expanded selection of sessions for special education professionals, including:

- Sessions on supporting students with unfinished learning in ELA and math,
- A session on high-quality curriculum supports for students with significant disabilities,
- Sessions led by vendors in the [Partnerships for Success](#) guide on communication, assistive technology, sensory/environment, executive functioning, and functional skills, and
- A full day session for pupil appraisal staff on special education evaluations.

The session schedule will be released in early April. Additional information can be found [here](#).

# Special Education Leader Fellowship



In October, the Department received a competitive grant from USDOE to launch a **Special Education Leader Fellowship**. The award, totals \$1 million and spans five years. The fellowship will be a year-long, comprehensive development program for novice special education leaders across the state.

The fellowship will provide in-person training, coaching, and a community of practice that will instill the knowledge and skills the next generation of leaders need to lead and sustain change to improve outcomes for students with disabilities.

# Special Education Leader Fellowship



## Who can participate?

The Department will select up to 15 novice SPED Leaders (administrators) who are ready to improve their instructional leadership and increase their influence in the special education field.

## What is the commitment?

The pilot cohort will run from mid summer 2020 - early summer 2021. There will be 10 day-long trainings and 6 supplemental online collaboration sessions. Participants will also receive coaching and complete and executive learning project.

# Special Education Leader Fellowship



## How do I benefit from the Fellowship?

In addition to targeted training and coaching from state and national experts, participants who successfully complete the program will earn a Distinction on their EDL 1.

## Key Milestones

- **March:** Recruit expert mentor-coaches
- **April:** Open Fellowship applications
- **May:** Interview Fellowship finalists; focus groups
- **June:** Announce Fellowship cohort
- **July:** Launch Fellowship

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# Early ID Lighthouse Pilot

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Sabine

Lafayette

Ascension

Lincoln

DeSoto

The Department is supporting 5 school systems in building their capacity to improve the 1) early and accurate identification of children ages 3-5 with potential development delays, and 2) the delivery of effective support and intervention.

## Goals:

- Coordinate screening, assessment, referral, and evaluation systems for children ages 3-5
- Use data systematically to improve special education services for children ages 3-5
- Engage families and community partners through effective outreach and collaboration to support students across key transition points

# Early ID Lighthouse Pilot

Key Area to Improve	Recommended Action
Improve your process for <b>identifying</b> young children with disabilities	Implement a coordinated screening, intervention, and referral process for all children age 3-5
Improve your ability to <b>find</b> young children with disabilities	Communicate details of the screening, intervention, and referral process with families, community partners, and early childhood stakeholders
Improve the alignment and delivery of early childhood <b>instruction, supports, and services</b>	Increase collaboration with community agencies to improve service

# Reevaluation Pilot

IDEA requires school systems to conduct evaluations of students to determine eligibility for special education and related services.

At a minimum of every three years teams must make reevaluation decisions. A reevaluation is a comprehensive review of services provided and ongoing student performance and other available data to inform

1. eligibility,
2. related services, and
3. special education instruction, goals, and placement.

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# Reevaluation Pilot

## What is the goal of the reeval pilot?

Identify and expand best practice in the reevaluation process to 1) deeply connect evaluations to classroom instruction, and 2) identify potential enhancements in SER that could streamline the reevaluation process.

## What will partnership participation involve?

School systems will participate in in-person training sessions, online training sessions, and monthly support/feedback calls. Partners will also receive onsite support from the Department.

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# Reevaluation Pilot

Timeframe	Actions
<b>February</b>	Potential partners submit application
<b>March</b>	Identify phase one pilot partners; conduct training and feedback sessions
<b>Spring 2020</b>	Implement pilot including in-person collaboration special session at Teacher Leader
<b>Summer 2020</b>	Incorporate best practice and lessons learned into the next phase of pilot
<b>Summer 2020</b>	Identify phase two pilot partners; conduct training and feedback sessions
<b>Fall 2020</b>	Implement pilot including in-person collaboration
<b>Spring 2021</b>	Finalize any SER enhancements and support guidance

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# CEIS



CREATE  
A PLAN

Coordinated Early Intervening Services (CEIS) are services provided to students who need additional academic and behavioral supports to succeed in a general education environment. (34 CFR 300.226)

There are two paths through which a school system may reserve IDEA funds to support CEIS activities: mandatory and voluntary.

CEIS is a funding flexibility under IDEA that allows school systems to support academic and behavioral interventions for additional students.

# CEIS



Type	Voluntary CEIS	Mandatory CEIS
Grade level / ages served	Kindergarten through grade 12	Age 3 through grade 12
Groups served	General education students	General education <b>OR</b> general and special education
Funds	Up to 15 percent of IDEA Part B funds	Exactly 15 percent of IDEA Part B funds

# CEIS

## Common Permissible Activities

- Implementing academic or behavioral interventions (ex: Tier II/III in RTI/MTSS)
- Professional development for educators providing academic and/or behavior interventions
- Evidence-based social/emotional curriculum and strategies that are considered behavior interventions (not universal curricula)
- Educational/behavioral evaluations, services, and supports
- Other services and/or supports (for example: school-system-developed program)



DEVELOP AN  
ALIGNED BUDGET

Click [here](#) for more detailed information on permissible budget items.

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# Partnerships for Success Guide

To support planning for the specialized supports and related service needs of students with disabilities, the Department has developed the [Partnerships for Success Guide](#), a vendor guide of organizations that can deliver

- high-quality professional development in areas of specialized supports, and
- certified providers who can fulfill direct service requirements as outlined in individualized education plans (IEPs).



# Partnerships for Success Guide

Students with disabilities, like all students, should spend the majority of their time reading, speaking, writing and solving curriculum-based tasks.

Specialized supports are strategies or tools in areas such as:

- communication,
- assistive technology,
- functional skills,
- sensory environment, and
- executive functioning

that ensure students with disabilities can engage in the classroom, every day.

*\*For additional information see page 4 of the [Partnerships for Success Guide](#).*

# Partnerships for Success Guide

Students with disabilities also need direct services from a certified provider as part of their individualized education plan.

The [Partnerships for Success Guide](#) provides an informal inventory of organizations staffed with certified providers that use alternative or innovative methods to deliver direct services to students with disabilities. This includes:

- speech language therapy
- occupational therapy
- adapted physical therapy
- physical therapy
- social work / counseling / psychological services
- school health services

# Close Out

Please email [specialeducation@la.gov](mailto:specialeducation@la.gov) anytime with questions or comments.