Public Comment Procedures
Public Comment Overview

- 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 LDE 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:
  - 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
  - refrain from disturbing the meeting
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Approval of January 30, 2019 Meeting Minutes
Objectives

• Approve the minutes from the January 30, 2019 meeting:
  https://www.boarddocs.com/la/bese/Board.nsf/files/B9TP395CA2DE/$file/AGII_4.3_SEAP_0319.pdf
Discussion of Annual Panel Membership and Meeting Schedule
Panel Membership

The SEAP bylaws outline the following:

• Panel members will serve 3 year terms (each term begins on July 1 and ends on 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.
• Appointments 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 (must reapply at the end of their term).
## Membership Rotation

<table>
<thead>
<tr>
<th>Role</th>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent - <em>Laura Nata</em></td>
<td>Parent - Donna Reno</td>
<td></td>
</tr>
<tr>
<td>Parent - <em>Tamara Cannon</em></td>
<td>Administrator - <em>Cheramie Kerth</em></td>
<td></td>
</tr>
<tr>
<td>Charter School Rep - <em>Andrea Bond</em></td>
<td>Teacher - <em>Lyndsey Jackson</em></td>
<td></td>
</tr>
<tr>
<td>Teacher - <em>Joshua Underwood</em></td>
<td>Private School Rep - <em>RaeNell Houston</em></td>
<td></td>
</tr>
<tr>
<td>Rep of Vocational, Community, or Business Providing Transition - <em>Derrick Wesley</em></td>
<td>State Juvenile and Adult Corrections Rep - <em>Carolyn McGee</em></td>
<td></td>
</tr>
</tbody>
</table>
Interview Process

Per the SEAP by-laws, applications for vacant positions will be posted on LDOE website three months before term ends or whenever vacancy is advertised. Applications will be accepted for thirty days.

2019 Rotation Timeline

Advertise: April 2, 2019 to May 7, 2019

Interviews: May 13, 2019 to May 31, 2019*

Appoint: Week of June 3, 2019

*Panel needs to nominate one member to participate in the interview process with panel co-chairs
2019-2020 Meeting Schedule

2019

- Wednesday, June 19 (Retreat)
- Wednesday, July 10
- Wednesday, September 25
- Wednesday, November 13

2020

- Wednesday, January 22
- Wednesday, March 25
- Wednesday, June 17 (Retreat)
- Wednesday, July 8
- Wednesday, September 23
- Wednesday, November 18
Discussion of Louisiana’s State Systemic Improvement Plan
The SSIP is a comprehensive, multi-year plan focused on improving results for students with disabilities. The SSIP is broken up into three “phases”, with specific development and reporting requirements. LDOE reports on progress annually.

### SSIP: Timeline and Structure

<table>
<thead>
<tr>
<th>Phase I</th>
<th>Phase II</th>
<th>Phase III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze</td>
<td>Plan</td>
<td>Implement + Evaluate</td>
</tr>
<tr>
<td>Analyze Current Conditions</td>
<td>Develop a Plan</td>
<td>Report on Progress</td>
</tr>
<tr>
<td>● Data Analysis</td>
<td>● Infrastructure Development</td>
<td>● Activities Planned, Completed, and Adjustments</td>
</tr>
<tr>
<td>● Infrastructure Analysis</td>
<td>● Implementing Evidence-based Practices</td>
<td>● Results of Evaluation</td>
</tr>
<tr>
<td>● Measurable Result</td>
<td>● Evaluation</td>
<td>● Student-level Outcomes</td>
</tr>
<tr>
<td>● Theory of Action</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Improvement Strategies</td>
<td></td>
<td>FFY 2015-2018</td>
</tr>
<tr>
<td>FFY 2013</td>
<td>FFY 2014</td>
<td>Due April Each Year</td>
</tr>
<tr>
<td>Completed and Approved</td>
<td>Completed and Approved</td>
<td></td>
</tr>
</tbody>
</table>

FFY 2013 - Completed and Approved

FFY 2014 - Completed and Approved

FFY 2015-2018 - Due April Each Year
The SSIP focuses on increasing ELA proficiency rates on statewide assessments for students with disabilities grades 3-5, in participating school systems.
SSIP: Putting the Theory into Practice

Key Activities:

● Build out of Diverse Learner Supports in ELA Guidebooks
● Diverse Learner Pilot targeting small group instruction
● The creation of Intervention Content Leader
● Fast TALK Pilot
SSIP: Results + Key Activities

SSIP Cohort Results:

<table>
<thead>
<tr>
<th>FFY</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSIP Cohort Results</td>
<td>34.68%</td>
<td>34.97%</td>
<td>33.98%</td>
<td>39.81%</td>
<td><strong>39.12%</strong></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td>36%</td>
<td>36%</td>
<td>36%</td>
<td>37%</td>
<td>39%</td>
<td>42%</td>
</tr>
</tbody>
</table>

Key Activities Planned for 2019-2020 School Year:
- Teacher Leader Summit (June 2019)
- Intervention Content Leader (June 2019)
- Intensive Intervention Program Reviews (Ongoing)
- Foundational Skills Support for ELA Guidebooks (Fall 2019)
Louisiana’s IDEA Grant Application
The Individuals with Disabilities Education Act (IDEA) supports students with disabilities through multiple funding sources.

<table>
<thead>
<tr>
<th>IDEA Federal Funding Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students Served</strong></td>
</tr>
<tr>
<td><strong>Grant Focus</strong></td>
</tr>
<tr>
<td><strong>State Agency</strong></td>
</tr>
<tr>
<td><strong>Application Required</strong></td>
</tr>
</tbody>
</table>
IDEA Part B 611 Grant Overview

The IDEA Part B 611 grant award details the amount that must be spent in the following three categories of expenditures:

**IDEA Flow Through**
The State must flow this money directly to Local Education Agencies (LEAs) for the provision of special education services to eligible students. This comprises approximately 87 percent of the total award.

**IDEA Set Aside**
Set aside funds are approximately 11 percent of the total grant award and are managed at the state level to support projects that improve outcomes for students receiving special education services. This section requires states to complete a budget outlining how funds will be spent in general categories as part of the application.

**IDEA State Admin**
The administrative funds are approximately 2 percent of the total grant award. These funds are reserved at the state level to carry out administrative functions of the grant.
The US Department of Education IDEA grant application requires states to outline how state-level set aside funds will be spent in 15 different categories. Each state is required to devote some set aside funds to a complaint enforcement and monitoring system and has the option of devoting funds in categories that support activities such as

- technical assistance, personnel preparation, and professional development and training,
- high risk fund to address high needs students with disabilities,
- provision of assessment accommodations and an alternate assessment,
- positive behavioral interventions and supports and appropriate mental health services, and
- use of technology in the classroom.

The FFY 19 IDEA grant application and a descriptions of projected activities can be found on the Louisiana Believes special education funding page.
SPECIAL EDUCATION FUNDING

OVERVIEW

The Individuals with Disabilities Education Act (IDEA) provides formula grants to assist states in meeting the excess costs of providing special education and related services to children with disabilities.

Funds under this federal formula grant are combined with state and local funds to provide a free and appropriate education (FAPE) to children with disabilities. Most IDEA federal formula funds provided to states are passed directly to school systems.

- Learn more about how education is funded.
- See allocation and expenditure data for IDEA federal funds, as well as other state and federal grant programs administered by the Louisiana Department of Education.

IDEA GRANT APPLICATION

Each year, the Department completes an IDEA grant application that outlines the use of IDEA Part B 611 state-level set aside funds. These funds are reserved for a variety of specified activities such as support and direct services, technical assistance and personnel preparation, monitoring and mediation, and improving the use of technology in the classroom.

Federal fiscal year (FFY) 19 IDEA grant application development:

- Review the DRAFT FFY 19 IDEA Grant Application.
- Review the FFY 19 IDEA Draft Grant Application Project Descriptions.
- Submit a public comment. (coming soon)
  Please note: public comment is open from March 27–April 16, 2019.

PARTNERSHIP OPPORTUNITIES

The Department periodically seeks partners to support special education initiatives. Current opportunities:

- Request for Applications: School System Support for Students with Autism and Related Disorders
Funding Priority Areas

Louisiana believes that all students, even those with the most significant disabilities, deserve an education that prepares them to be independent and successful in life after high school. The IDEA draft grant application prioritized funding activities and initiatives for the 2019-2020 school year that support:

1. Building a workforce that is prepared to respond to the needs of all students with disabilities;
2. Developing standards aligned tools and resources that support the growth of students with disabilities and minimizes redundant work across the state;
3. Providing support for understanding and appropriately responding to the unique ways different disabilities manifest in the classroom; and
4. Establishing structures that ensure students have their individual needs identified and appropriately supported provided as early as possible and ensure students experience effective transitions to life after high school.
In addition to the priority areas, the IDEA draft grant application includes a plan for activities that the state must conduct to ensure the provision of FAPE is available to students across the state.

**Necessary Activities:**

- Implement a monitoring and complaint investigation system *
- Support the provision of assessment accommodations and implement an alternate assessment
- Employ staff to provide assistance and support to LEAs
- Support the special education services for students enrolled in programs supported by the special school district
- Provide support and professional learning opportunities for families
- Maintain a Special Education Advisory Panel (SEAP) *

* Indicates that this is a requirement of the IDEA
During winter 2019, the LDOE solicited stakeholder feedback on funding priority areas for the 2019-2020 school year. Over 180 people from 38 different parishes provided valuable feedback that was considered in the development of Louisiana’s IDEA grant application. Examples include:

“Teacher support for meeting diverse student needs is extremely important. Giving a student a voice and making sure that they are able to engage and participate in learning must happen.” - District Leader, Ascension Parish

“High need students with complex disabilities need more resources so that they do not fall through the gap.” - Teacher, Ascension Parish

“The people who work with students with disabilities know what their kids need. They should be the one’s making decisions about what IDEA funding should be spent on. Funding decisions should be made by school districts.” - Advocate, Washington Parish

“Promote opportunities for general educations teachers to certify in special education.” - District Leader, St. Martin Parish

“Special Education should consider directing funding towards vocational programs/studies for special education students who will benefit from the skills learned in the program.” - Teacher, Ouachita Parish

“One area that concerns me is ensuring that students with disabilities are not in segregated settings and have the opportunity to learn with and engage with their peers. Additionally, since my son has XXXX, ensuring that testing and learning material is adapted to meet his needs.” - Parent, East Baton Rouge
During the spring of 2019, the LDOE will be seeking partnerships to provide professional development and technical assistance to school systems in the following areas:

- Autism and related disorders
- Positive behavioral interventions and supports
- Assistive technology

Historically Louisiana’s IDEA grant application has included funding in these areas and the LDOE has held contracts with vendors to provide these services. These contracts are in their final year of implementation which requires the LDOE to revisit priorities and partnerships. Based on stakeholder feedback, the LDOE believes these are critical activities and will be following state procurement and contract procedures to identify partnerships beginning in the 2019-2020 school year.
Federal law requires states to administer annual statewide assessments to all students, including students with disabilities, to measure progress towards challenging academic content standards. In Louisiana, these are the Louisiana Student Standards assessed with LEAP 2025 and the Louisiana Connectors assessed with LEAP Connect. To this end, the IDEA grant application includes an element to support the development and provision of appropriate accommodations for students with disabilities, and the development and provision of alternate assessments that are valid and reliable for assessing the performance of children with disabilities, in accordance with Sections 1111(b) and 1201 of the Elementary and Secondary Education Act of 1965.

As part of the FFY 19 IDEA grant application, the LDOE plans to budget funds to develop the LEAP Connect alternate assessment in science which will replace the LAA1 science assessment. The development of this assessment will ensure that students with significant cognitive disabilities have equitable access to a science assessment. Additionally, the LDOE plans to budget funds to develop additional LEAP Connect assessment resources such as practice tests and additional sample items that teachers may use during instruction to ensure equitable access to assessment materials for students with significant cognitive disabilities.

The LDOE anticipates a one-year increase in FFY 19 LEAP Connect development costs, with decreases in subsequent years, as the state moves from development to administration. This results in an increase in the total amount of funds budgeted for “category s” (to support the development and provision of appropriate accommodations for children with disabilities, or the development and provision of alternate assessments that are valid and reliable for assessing the performance of children with disabilities, in accordance with Sections 1111(b) and 1202 of the Elementary and Secondary Education Act of 1965) of the FFY 19 IDEA grant application.
# IDEA Grant Application Timeline

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 30th – February 13, 2019</td>
<td>Public survey open on 19-20 IDEA funding priorities</td>
</tr>
<tr>
<td>January 30, 2019</td>
<td>SEAP discussion of application development timeline</td>
</tr>
<tr>
<td>January – Early March 2019</td>
<td>Development of application</td>
</tr>
<tr>
<td>February – April 2019</td>
<td>Stakeholder discussions</td>
</tr>
<tr>
<td>Early March 2019</td>
<td>Draft application posted</td>
</tr>
<tr>
<td>March 27, 2019</td>
<td>SEAP Meeting and 30-day public comment period opens</td>
</tr>
<tr>
<td>April – May 2019</td>
<td>Final revisions to application</td>
</tr>
<tr>
<td>May 17, 2019</td>
<td>Grant application finalized and mailed to OSEP</td>
</tr>
</tbody>
</table>
Special School District
Career and Technical Education Academy
Strategic Plan for Improvement: The SSD CTE DREAM Academy
Building a Vision for Career Training

The SSD strategic plan outlines a commitment to ensuring that all students have a clear transition plan and are connected to a college or career when they leave high school.

Since the beginning of the 2018-2019 school year, SSD staff has been conducting a landscape analysis of career preparation opportunities offered by the Louisiana School for the Deaf (LSD) and the Louisiana School for the Visually Impaired (LSVI). This analysis included data analysis, student surveys, student focus groups, and discussions with disability experts to inform the future of career preparation at these schools.

Students said:

“I don’t like that we are limited on what we can do. We don’t have enough hands on projects that allow us to do creative designs, to explore more. I wish we could go off campus.”

“I would love to see a class that has no specific subject, but is aimed at helping students figure out what they want to go into for their futures. I think that having time for students to experiment in different departments with hands-on materials and projects would help them to decide their pathways.”

“Not challenging enough. Hold advanced students back and keep them at a basic level.”

“We want a Certified Nursing Assistant pathway.”
The SSD believes that all students enrolled in our schools and programs deserve every opportunity possible to earn the knowledge and skills necessary to be successful in life.

Inequities in course offerings available to students at LSD and LSVI have resulted in students from both schools historically only earning industry credentials in customer service and hospitality.

Additionally, zero graduates from either school’s 2018 graduating classes left school with job placements through Louisiana Rehabilitation Services.

Our students deserve better.

<table>
<thead>
<tr>
<th>Vocational Building Capacity</th>
<th>LSD Course Offerings</th>
<th>LSVI Course Offerings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auto Mechanics</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Culinary</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Ceramics</td>
<td></td>
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</tr>
<tr>
<td>Carpentry</td>
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</tr>
<tr>
<td>Computer Science</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>*</td>
<td>*</td>
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<tr>
<td>Hospitality</td>
<td>*</td>
<td>*</td>
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<tr>
<td>Industrial Arts</td>
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<tr>
<td>Photography</td>
<td></td>
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<tr>
<td>Welding</td>
<td>*</td>
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</tr>
</tbody>
</table>
DREAM Academy

Students at the Louisiana School for the Deaf and the Louisiana School for the Visually Impaired selected the name of the SSD Career and Technical Education Academy- "DREAM Academy":

Develop
Reinforce
Empower
Achieve
Mobilize
DREAM Academy

By bringing opportunities to students through the “DREAM Academy,” the SSD will ensure that every student has a clear path to success and that every graduate of LSD and LSVI leaves prepared to conquer his or her next adventure.

The DREAM Academy will provide career training opportunities in a 50,000 square foot modernized training facility on the SSD campus in Baton Rouge. This facility, previously called the “LSD Vocational Building,” will undergo renovations to ensure the building can accommodate new pathway opportunities and provide appropriate experiences to students from both LSD and LSVI.

During the 2019-2020 school year DREAM Academy will:

• Offer 10 Jump Start Pathways to students enrolled at both LSD and LSVI
• End inequities in career preparation opportunities based on disability
• Ensure instructors have the knowledge and skills necessary to deliver effective instruction to the unique population of students served by each school and have the appropriate certifications to support students with earning industry credentials
• Establish partnerships with other school systems to advance career preparation opportunities for students with unique needs across the state
• Offer resources to alumni of LSD and LSVI who need support with career training
## Timeline and Milestones

<table>
<thead>
<tr>
<th>Date</th>
<th>Milestone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>Conduct landscape analysis and understand student needs and interests</td>
</tr>
<tr>
<td>Winter 2019</td>
<td>Visit model programs and establish mentor school partnerships</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>Establish advisory boards for each Jump Start Pathway and DREAM Ambassadors to support the overall program</td>
</tr>
<tr>
<td>Summer 2019</td>
<td>Grow teachers’ capacity through Jump Start Super Summer Institute opportunities</td>
</tr>
<tr>
<td>August 2019</td>
<td>Students from LSD and LSVI take courses, responsive to their unique learning needs, at SSD DREAM Academy</td>
</tr>
<tr>
<td>Summer 2020</td>
<td>Offer training opportunities for students across the state through Jump Start Summers</td>
</tr>
</tbody>
</table>
Follow-up/ Next Steps