

Louisiana Believes

2021-2022 - Planning for Specialized Support and Direct Services to Students with Disabilities

November 6, 2020



Super App Timeline

Date	Item
November 6, 2020	Super App and school system planning resources released
February 5, 2021	Super App submitted to LDOE
March 2021	LDOE provides feedback to school systems on alignment to CIR/UIR-Academics approval and funding requirements
	School systems submit revised Super App to LDOE, as applicable
April 20, 2021	Competitive funding allocations submitted to BESE for approval

Super App Launch Materials

All 2021-2022 Super App and school system planning materials can be found in the Department's [School Improvement Library](#).

To access the presentation recordings, please click on the image below.



Objectives

School system planning teams will:

- Understand how the [Partnerships for Success Guide](#) can be used to support students with disabilities.
- Learn how to utilize the Partnerships for Success Guide during the school system planning process.



Partnerships for Success Guide

Today's Agenda

- I. Understand how the Partnerships for Success Guide can be used to support students with disabilities.
- II. Learn how to utilize the Partnerships for Success Guide in the school system planning process.

Supporting Students with Disabilities

The Super App 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

Improving Outcomes for
STUDENTS WITH DISABILITIES



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 (communication, assistive technology, executive functioning, etc).
- certified providers who can fulfill direct service requirements (speech therapy, occupational therapy, etc) as outlined in individualized education plans (IEPs).



Professional Development for Specialized Support

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 the following that ensure students with disabilities can engage in the classroom every day:

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

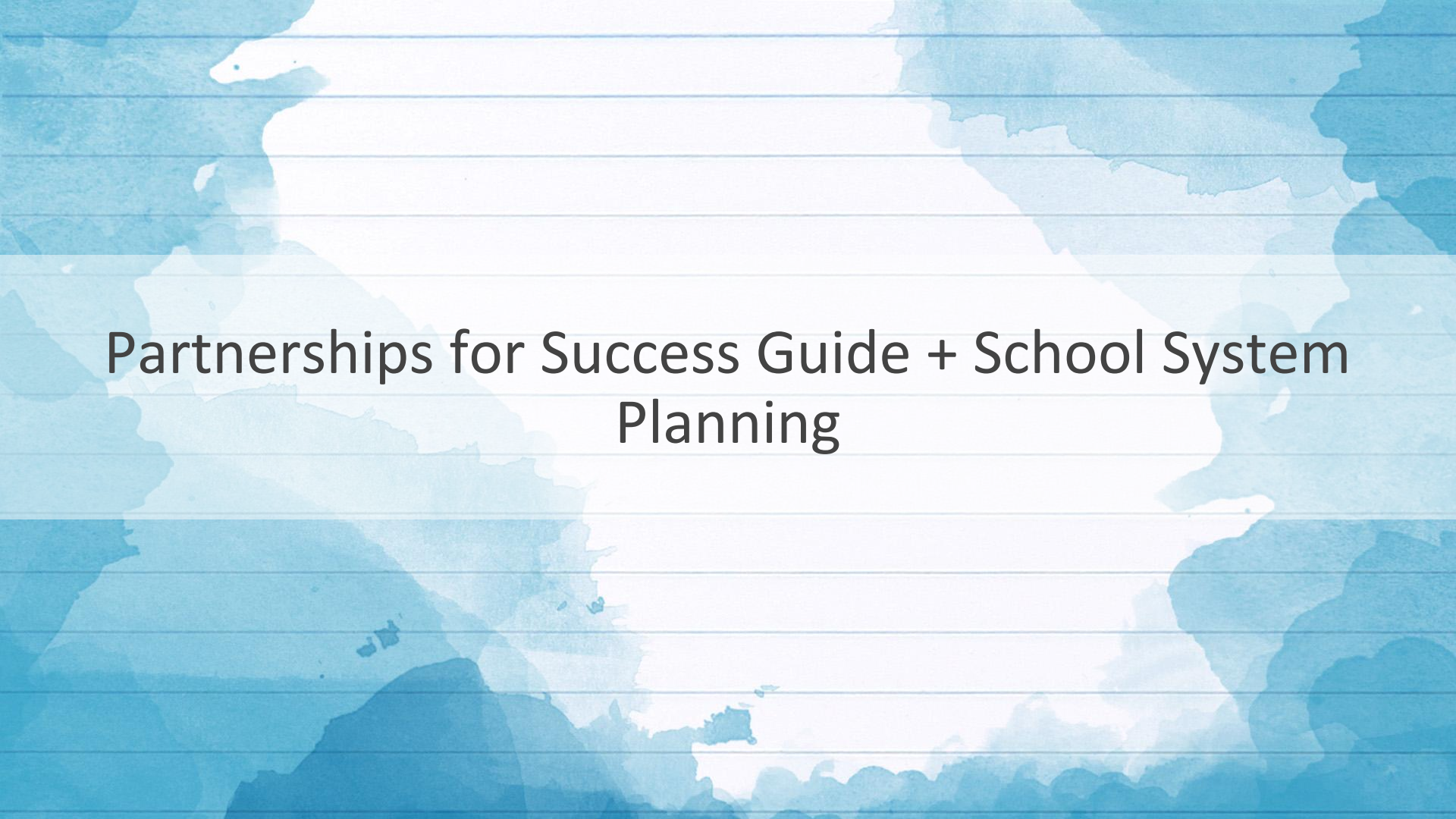
**For additional information see page 4 of the [Partnerships for Success Guide](#).*

Direct Service Providers

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



Partnerships for Success Guide + School System Planning

Today's Agenda

- I. Understand how the Partnerships for Success Guide can be used to support students with disabilities.
- II. Learn how to utilize the Partnerships for Success Guide in the school system planning process.

Students with Diverse Needs

The Super App 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

Improving Outcomes for
STUDENTS WITH DISABILITIES



Students with Diverse Needs

Specialized Supports + Related Services for Students with Disabilities

SDN5.1

Indicator:

Students access specialized supports and related services that allow them to access high-quality curriculum.

Application Question:

Which partner(s) will train teachers on the use of specialized supports for students with disabilities?

**Note: The 2021-2022 school system planning framework does not include a planning question for the direct service needs of students with disabilities. Those needs can be addressed within a school systems IDEA budget.*

Identifying Areas of Specialized Support

Using the areas of specialized support, described on page 4 of the [Partnerships for Success Guide](#), consider the areas of targeted professional development in your school system for educators that might be required to ensure students with disabilities have every opportunity to build knowledge, read complex texts, express understanding, and solve complex problems.

Thoughts to consider while selecting areas of specialized support:

- Specialized supports should be based on the **academic and functional needs** of students, not just their disability classification.
- Specialized supports should increase **meaningful engagement with peers** across settings.
- Specialized supports provide opportunities for **increased access to high quality instruction**, everyday.

Identifying Areas of Specialized Support

How can we identify the top areas of specialized support professional development educators needed, to ensure students with disabilities can meaningfully engage in high-quality instruction everyday?

1. Begin by identifying the most urgent needs in school(s) designated UIR-A for students with disabilities.
2. Review these factors:
 - a. What related services are students receiving?
 - b. What educational needs are indicated across student IEP's?
 - c. Gather feedback from educators indicating barriers that prevent students with disabilities from engaging with high-quality instruction.
3. Take findings from questions 1 & 2 and compare those findings across the school system.

Identifying Partnerships for Specialized Support

Use the professional development provider matrix, found on page 4 of the [Partnerships for Success Guide](#), to identify potential partner or partner that can address the areas of specialized support identified as a priority.

Reach out to potential partners to discuss the specific needs of educators who support students with disabilities in your school system.

VENDOR MATRIX

Vendor	Areas of Specialized Support Addressed				
	Communication	Assistive Technology	Functional Skills	Sensory/ Environment	Executive Functioning
Black Hills Special Services Cooperative	✓	✓	✓	✓	✓
Breslin Larson and Associates	✓	✓			
Catapult Learning, LLC	✓	✓	✓	✓	✓
Lindamood-Bell Learning Processes	✓		✓		✓
Louisiana Autism Spectrum and Related Disabilities (LASARD) Project	✓		✓	✓	✓
PRIA Services LLC			✓		✓
Public Consulting Group	✓	✓	✓	✓	✓
Research Institute for Learning and Development					✓
SELF	✓	✓	✓	✓	✓
Stetson & Associates, Inc.		✓	✓		✓

Budgeting Partnerships for Specialized Support

1. Rank up to three areas of specialized support professional development educators need (one being the highest), to ensure students with disabilities can meaningfully engage in high-quality instruction everyday
2. Indicate the state and/or IDEA funds budgeted to support this work.

Specialized Supports + Related Services for Students with Disabilities

SDN5.1 Which partner(s) will train teachers on the use of specialized supports for students with disabilities?

Priority Order	Priority Area	Vendor Name
1	▼	▼
2	▼	▼
3	▼	▼

Contribution with Existing Funds		Funding Request
State/Local	Federal Formula	

Budgeting Partnerships for Specialized Support

Example 1:

Specialized Supports + Related Services for Students with Disabilities

SDN5.1 Which partner(s) will train teachers on the use of specialized supports for students with disabilities?

Priority Order	Priority Area	Vendor Name
1	Communication ▾	Catapult Learning ▾
2	Sensory Environ ▾	Catapult Learning ▾
3	Assistive Techno ▾	Catapult Learning ▾

Contribution with Existing Funds		Funding Request
State/Local	Federal Formula	
\$1,500	\$4,500	
\$500	\$2,000	
\$500	\$2,000	

This is a sample budget that would provide two days of professional development in communication, one day of sensory/environment, and one day of training for the implementation of assistive technology for up to 30 educators by the same vendor. The majority of this cost would be paid for under the diverse needs tab IDEA budget.

Budgeting Partnerships for Specialized Support

Example 2:

Specialized Supports + Related Services for Students with Disabilities

SDN5.1 Which partner(s) will train teachers on the use of specialized supports for students with disabilities?

Priority Order	Priority Area	Vendor Name
1	Executive Functioning	PRIA Services
2	Assistive Technology	Breslin Larson & Associates
3	Communication	LASARD

Contribution with Existing Funds		Funding Request
State/Local	Federal Formula	
\$0	\$5,000	\$0
\$0	\$2,000	\$0
\$0	\$2,000	\$0

This is a sample budget utilizing three different vendors providing two days of professional development for executive functioning, one day of leadership training for the implementation of assistive technology, and one day of training to support the communication needs of students with disabilities. This cost is completely budgeted for under the diverse needs tab IDEA budget.

Competitive Funding Requests for Specialized Support

- School systems with at least one school identified as UIR in the students with disabilities subgroup may request competitive funding to subsidize professional development from vendors in the Partnerships for Success Guide.
- This funding is not exclusive to UIR school sites, but can rather support professional development for educators across the school system.

Competitive Funding Requests for Specialized Support

Funding Eligibility	
Qualifier	Maximum funding request
School system with one school designated as UIR for students with disabilities.	Up to \$5,000
School systems with two or more schools designated as UIR for students with disabilities.	Up to \$10,000

Budgeting Partnerships for Specialized Support

- This is a sample budget that would provide two days of professional development in communication, one day of sensory/environment, and one day of training for the implementation of assistive technology for up to 30 educators by the same vendor.
- This school system had only one school labeled as UIR for students with disabilities, meaning they could request up to \$5,000 to subsidize funding for training educators across the school system with the specialized supports required to support students with disabilities.

Specialized Supports + Related Services for Students with Disabilities

SDN5.1 Which partner(s) will train teachers on the use of specialized supports for students with disabilities?

Priority Order	Priority Area	Vendor Name
1	Communication ▾	Catapult Learning ▾
2	Sensory Environi ▾	Catapult Learning ▾
3	Assistive Techno ▾	Catapult Learning ▾

Contribution with Existing Funds	
State/Local	Federal Formula
\$1,500	\$4,500
\$500	\$2,000
\$500	\$2,000

Funding Request
\$5,000
\$0
\$0

Competitive Funding Requests for Specialized Support

- Looking at this second example budget, this school system utilizes three different vendors providing two days of professional development for executive functioning, one day of leadership training for the implementation of assistive technology, and one day of training to support the communication needs of students with disabilities.
- This school system had more than two schools labeled as UIR for students with disabilities, meaning they could request up to \$10,000 to subsidize funding for training educators across the school system with the specialized supports required to support students with disabilities.

Specialized Supports + Related Services for Students with Disabilities

SDN5.1 Which partner(s) will train teachers on the use of specialized supports for students with disabilities?

Priority Order	Priority Area	Vendor Name
1	Executive Functioning	PRIA Services
2	Assistive Technology	Breslin Larson & Associates
3	Communication	LASARD

Contribution with Existing Funds	
State/Local	Federal Formula
\$0	\$5,000
\$0	\$2,000
\$0	\$2,000

Funding Request
\$5,000
\$5,000
\$0

Early Childhood Quality Supports

Specialized Supports for Children with Disabilities

Question LS3.3 asks school systems to **identify which vendor(s)** will train teachers on the use of specialized supports for children ages three to five with disabilities.

Lead Agencies will identify which [vendor\(s\)](#) will train teachers on the use of specialized supports for children ages 3-5 with disabilities. All LEAs are eligible to receive up to \$3,000.

LS3.3 Identify which vendor(s) will train teachers on the use of specialized supports for children ages three to five with disabilities.

Priority Order	Priority Area	Vendor Name
1		
2		

The school system will not partner with any professional development vendors from the *Partnerships for Success Vendor Guide*.

Contribution with Existing Funds

State/Local	Federal Formula

Funding Request

Note: this is supplemental funding; any additional funding needs will be met with state/local funding.

Additional Resources:

- [Partnerships for Success Guide](#)
- [Strategies for Success: A Guidebook for Supporting Students with Disabilities](#)
- [Louisiana Believes Students with Disabilities Resource Library](#)
- [Louisiana PD Vendor Guide](#)
- [School System Support Toolbox](#)

Super App Support

Support for completing the Super App will be provided through:

- [School Improvement Library](#)
- [LDOE Weekly Newsletters](#)
- [System Leader Monthly Calls](#)
- [Super App Planning Support Calls](#)
- School System Relations Team
- Office Hours on scheduled Fridays at 10 a.m. (details via LDOE Weekly Newsletter)

Send all questions related to school system planning and Super App to LDOE.grantshelpdesk@la.gov and include “Super App” in the subject line.