

# Louisiana Believes

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## Special Education Guidebook for Site and System Leaders

# Session Objectives

As a result of this presentation, site and system leaders will use the Guidebook to:

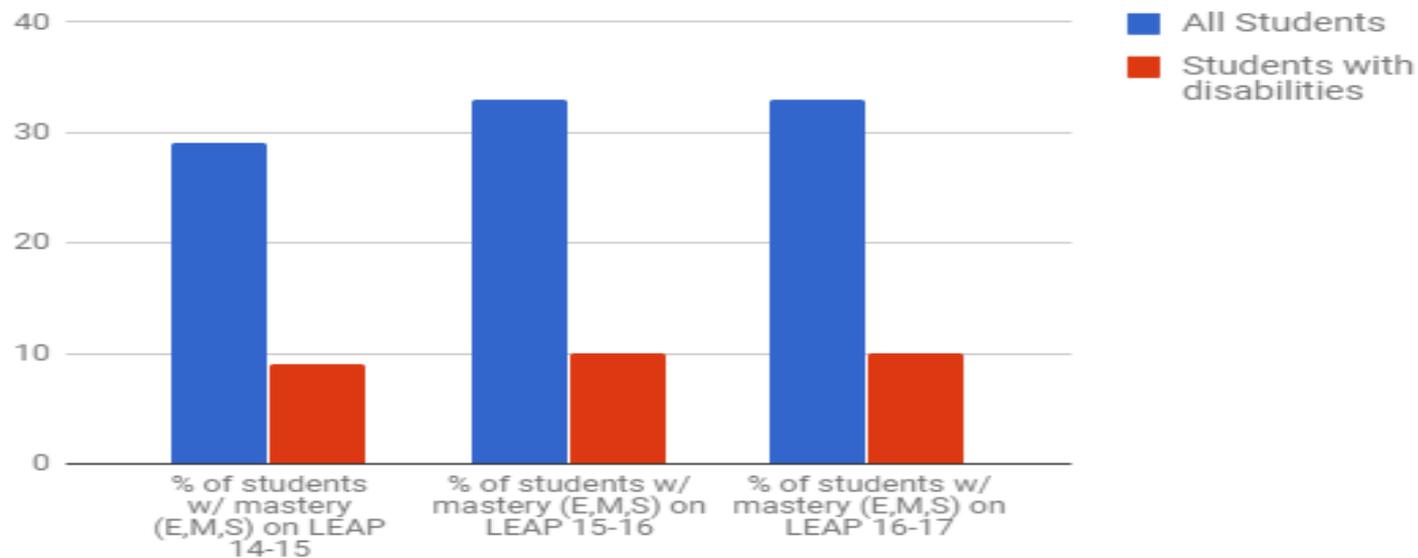
- Identify four strategies for creating a successful special education system;
- Self-assess current strengths and weaknesses in implementing each strategy; and
- Develop key actions to improve their special education systems during the 2017-2018 school year.

# Vision for Students with Significant Disabilities

- Louisiana believes that all students, including those with the most significant cognitive disabilities, deserve an education that prepares them to be independent and successful in life after high school.
- Through quality and clear alignment of standards, instructional resources, and assessments, our students can achieve academically and leave high school with the skills for lifelong success.

# LEAP Score Comparison

Mastery of LEAP scores 2014-2016



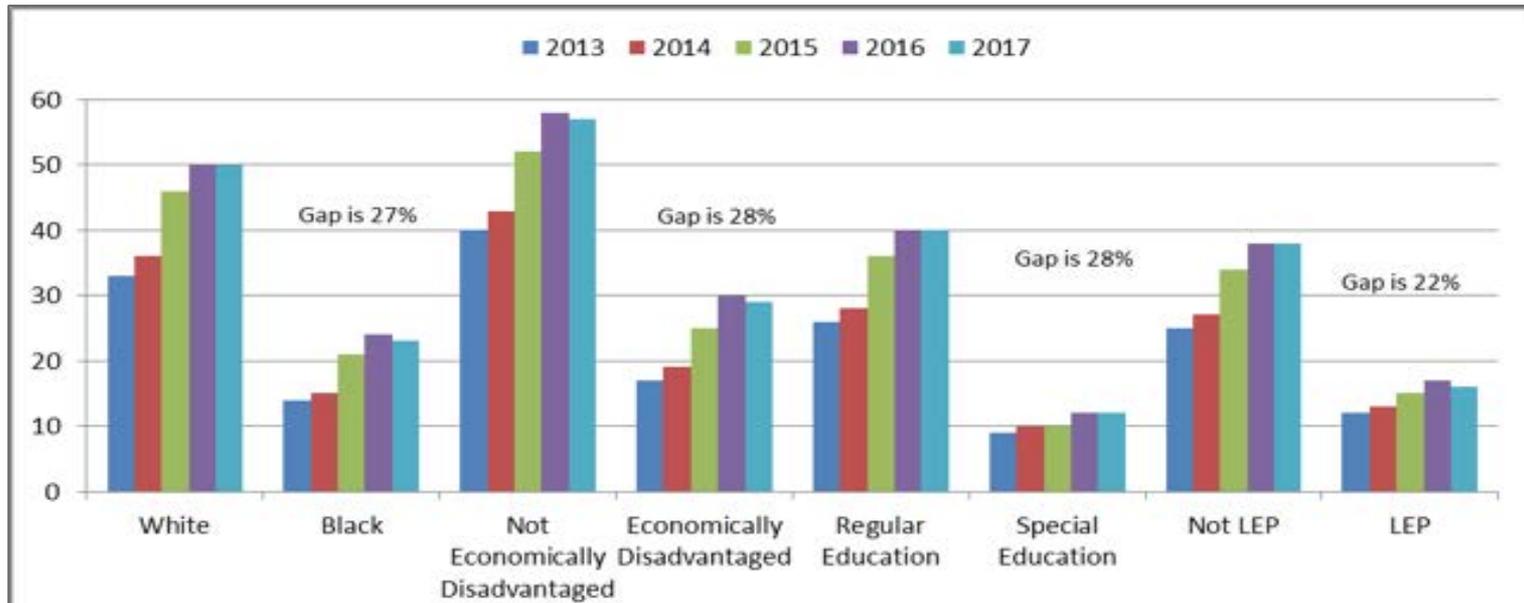
# Vision

To eliminate these barriers, we need to build a seamless support system for students with disabilities -- one that prepares all students for the highest academic achievement and a lifetime of opportunity

Achieving this vision will require educators at all levels – from site and system leaders to classroom teachers – to embrace policies and practices that support high-quality educational experiences.

# Focus on Persistently Struggling Subgroups

Additionally, in schools across the state, subgroups of students are being left behind. It is imperative that we identify where subgroups of students are falling behind and focus our efforts and resources on accelerating their growth.



# Build a Plan: Persistently Struggling Subgroups

School systems are required, per ESSA, to submit a plan to help persistently struggling schools and subgroups of students.

Strong plans:

- **Align** to school systems' needs assessment, and
- **Leverage** evidence-based strategies and interventions that have been proven to significantly improve outcomes for students.

# Special Education Guidebook

Research and best practice have pinpointed specific strategies essential for ensuring the achievement of students with disabilities:

- **Identify disabilities early and accurately**
- **Provide high-quality instruction to support students with disabilities in achieving ambitious IEP goals**
- **Strengthen instruction with specialized supports and related services**
- **Prepare students for success now and in the future with coordinated and effective transition planning and implementation**

# Activity—Four Corners

Early and Accurate  
Identification

High Quality  
Instruction

Specialized Supports  
and Related Services

Coordinated and  
Effective Transition  
Planning

# Strategy 1: Early and Accurate Identification

Take 5 minutes to read Strategy 1 independently. Stop at the end.

<b>Strategy</b>	<b>Rate your work (1=lowest; 5=highest) Explain</b>	<b>Reflect / Next Steps</b>
Early / Accurate		

# Strategy 1: Self-Assessment

## Self-Assessment

- What is your school or district-wide plan for using universal and diagnostic screening data to make instructional and intervention decisions for students?
- How do you inform families, medical providers, outside educational providers and other agencies that serve children in your community about the screening process?
- How are assessment and intervention plans developed for students who are not making progress with classroom supports alone?
- What data does your pupil appraisal team use to make decisions about a formal evaluation for special education services?

# Strategy 1: Early and Accurate Identification

Take 5 minutes to self-assess your school/district in Strategy 1. What are your specific next steps to improve in this area?

<b>Strategy</b>	<b>Rate your work (1=lowest; 5=highest) Explain</b>	<b>Reflect / Next Steps</b>
Early / Accurate	Rating / Evidence	Action Plan

# Strategy 2: High Quality Instruction

Take 5 minutes to read strategy 2 independently. Stop at the end.

<b>Strategy</b>	<b>Rate your work (1=lowest; 5=highest) Explain</b>	<b>Reflect / Next Steps</b>
Early / Accurate	Rating / Evidence	Action Plan
High Quality Instruction		

# Strategy 2: Self-Assessment

## Self-Assessment

- When and how do your general education teachers collaborate with special educators and other specialists? What is the expectation for common planning and professional development?
- Are all teachers differentiating for the needs of diverse learners through high-yield instructional strategies or universal design for learning?
- How are you training your IEP teams to use data to make decisions about how to provide specially designed instruction to students with disabilities?

# Strategy 2: High Quality Instruction

Take 5 minutes to self-assess your school/district in Strategy 2. What are your specific next steps to improve in this area?

<b>Strategy</b>	<b>Rate your work (1=lowest; 5=highest) Explain</b>	<b>Reflect / Next Steps</b>
Early / Accurate	Rating / Evidence	Action Plan
High Quality Instruction	Rating / Evidence	Action Plan

# Strategy 3: Supports and Related Services

Take 5 minutes to read strategy 3 independently. Stop at the end.

<b>Strategy</b>	<b>Rate your work (1=lowest; 5=highest) Explain</b>	<b>Reflect / Next Steps</b>
Early / Accurate	Rating / Evidence	Action Plan
High Quality Instruction	Rating / Evidence	Action Plan
Supports / Related Services		

# Strategy 3: Self-Assessment

## Self-Assessment

- How is the vision of excellence for coordinated supports and services communicated?
- To what extent are supports and services driven by the academic and functional needs of students rather than overall diagnoses?
- How is the right level of support, in the right setting, determined?
- What progress monitoring systems are used to inform increases, decreases, maintenance, and elimination of supports and services?
- Where does the database for effective service providers reside and how is it decided?

# Strategy 3: Specialized Supports/Related Services

Take 5 minutes to self-assess your school/district in Strategy 3. What are your specific next steps to improve in this area?

<b>Strategy</b>	<b>Rate your work (1=lowest; 5=highest) Explain</b>	<b>Reflect / Next Steps</b>
Early / Accurate	Rating / Evidence	Action Plan
High Quality Instruction	Rating / Evidence	Action Plan
Supports / Related Services	Rating / Evidence	Action Plan

# Strategy 4: Effective Transitions

Take 5 minutes to read strategy 4 independently. Stop at the end.

<b>Strategy</b>	<b>Rate your work (1=lowest; 5=highest) Explain</b>	<b>Reflect / Next Steps</b>
Early / Accurate	Rating / Evidence	Action Plan
High Quality Instruction	Rating / Evidence	Action Plan
Supports / Related Services	Rating / Evidence	Action Plan
<b>Effective Transitions</b>		

# Strategy 4: Self-Assessment

## Self-Assessment

- What structures do you have in place to ensure seamless services and supports around key transition points (Early Steps to PK, PK to K, self-contained to departmentalized, middle to high school)?
- How do you ensure that students' post-secondary goals, graduation pathway and course of study are appropriately aligned?
- What activities and services do you provide/coordinate at a district or school level to help students achieve their postsecondary goals?

# Strategy 4: Effective Transitions

Take 5 minutes to self-assess your school/district in Strategy 4. What are your specific next steps to improve in this area?

<b>Strategy</b>	<b>Rate your work (1=lowest; 5=highest) Explain</b>	<b>Reflect / Next Steps</b>
Early / Accurate	Rating / Evidence	Action Plan
High Quality Instruction	Rating / Evidence	Action Plan
Supports / Related Services	Rating / Evidence	Action Plan
Effective Transitions	Rating / Evidence	Action Plan

# Closing Activity

Take a look at how you rated yourself in all 4 strategies and compare that to our initial Four Corners activity?

Did your perception change regarding your area of strength and area to strengthen? If so, why?

Can you better identify challenging areas and specific next steps?

What are some ways to improve the areas of strength that you identified?

# Thank you

- Visit the [Louisiana Believes](#) website to download instructional materials for classroom support
- Talk with other educators to share what you learned
- Email [specialeducation@la.gov](mailto:specialeducation@la.gov) with questions