



**STATE OF LOUISIANA**  
**DEPARTMENT OF EDUCATION**  
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**D.D. Council Quarterly Report**  
**January 2011**  
**Louisiana Department of Education (LDE)**

**1. Seclusion/Restraint Guidelines**

The passage of HB 405 (Act 698) in the 2010 Regular Session required the State Board of Elementary and Secondary Education (BESE) to adopt guidelines for the use of seclusion and physical and mechanical restraint of students with exceptionalities. The Louisiana Department of Education (LDE) developed a draft of these guidelines which will soon be presented to BESE. These draft guidelines are included in this report as an attachment. Comments related to the draft guidelines should be submitted to Joan Hunt of the LDE at [joan.hunt@la.gov](mailto:joan.hunt@la.gov).

**2. Louisiana Positive Behavior Support Initiative**

The Louisiana Positive Behavioral Interventions and Supports (PBIS) initiative has been assumed by the LDE since the completion of the Louisiana Positive Behavior Support Project contract with LSU on June 30, 2010. Since July 1, 2010, the LDE has administered the effort through the funding of eight regional PBIS consortiums, which exist using the same geographic boundaries represented by the regional service centers of the state. Each Regional Consortium was allocated funds (currently \$72,250) to support the costs associated with the training needs of all of the districts and schools within that region.

Currently, the training, staff development, and technical assistance are being conducted by personnel who were trained by LSU under the previous contract. This transition to emphasizing the usage of district and regional personnel to conduct their own trainings within their regions is viewed as critical to the necessary build-up of capacity and sustainability of the initiative in our schools. In addition, the LDE is addressing the needs of students attending schools identified as either discrepant and/or experiencing disproportionality in the removal (i.e., suspensions and expulsions) of students with disabilities. The state's PBIS Coordinator is directly training those districts and schools throughout the state in addition to providing technical assistance.

Another significant achievement has been the increase of accessibility to trainings throughout the state utilizing scheduling and registration through Coursewhere (<https://www.solutionwhere.com/ldoe/cw/main.asp>). Since the LDE took over direct supervision of the effort, including direct supervision by the LDE of the regional consortiums, all trainings must be posted on Coursewhere, and all regions may attend trainings in any region.

For further information regarding PBIS, contact Michael Coburn of the LDE at [Michael.coburn@la.gov](mailto:Michael.coburn@la.gov).

### **3. Electronic Newsletter**

In December 2010, the Louisiana Department of Education published the first *Federal Programs Express*, a monthly newsletter designed to keep education stakeholders updated on important meetings and events, critical deadlines, and other essential information from the Office of Federal Programs Support. A copy of this newsletter is included in this report as an attachment.

### **4. Special Education Hotline**

Individuals with Disabilities Education Act (IDEA) Program staff members are in the planning stages of establishing a Special Education Hotline. The SpED Hotline will serve as a single point of contact for inquiries and informal and formal complaints as well as facilitated IEPs and mediation. The information will be housed in a database and reports will be generated periodically to share with you. Anticipated reports include aggregated data on the number of informal complaints received and the subject of inquiries.

### **5. Preschool Updates**

The Preschool Section at the LDE has had a three year grant with three universities in the state to work with regular and special education preschool teachers on the inclusion of children with disabilities in the regular classroom. This is the third year of the grant and it has been very successful in helping teachers break down barriers and find support when children with disabilities are included in the regular preschool classrooms. Teachers are learning to team teach, work together to meet IEP goals, and share ideas on how to meet the needs of the children.

In the summer of 2010 the Louisiana Early Education Program (LEEP) was implemented again to provide summer courses through classroom study and on-line study for teachers who are seeking an Early Intervention Degree. Two universities (one in the south and one in the north) worked together to offer these courses at no cost to the teachers through a grant from the LDE.

Preschool staff members at the LDE are still working diligently with the school districts on three preschool indicators on the APR/SPP which deal with inclusion of children with disabilities, transition of children from the Part C to Part B programs, and outcomes for children with disabilities as they progress through the Part B 619 program of services.

For further information related to preschool issues, contact Dr. Mary Louise Jones of the LDE at [marylouise.jones@la.gov](mailto:marylouise.jones@la.gov).

## **6. Secondary Issues**

The Pre-GED Options program will be replaced by a new program called Connections. The process will require over-age 8th graders who are fifteen and two years behind their grade level peers to receive intense academic remediation, career readiness instruction, and mentoring to improve attendance and behavior problems. After this one year program, the student (with a committee) will develop an individualized graduation plan to determine his/her graduation pathway: career diploma, GED, Industry-based Certification or State Approved Skills Certification. This new process will begin in the 2011-2012 school year.

To complement this process, the LDE is working with Louisiana Rehabilitation Services (LRS) to develop a grant proposal that would secure federal dollars to provide more services for these students who also qualify for LRS services. We hope, once approved, that eight school districts could apply during the 2011-2012 school year for these funds.

For further information about secondary issues, contact Nancy Hicks of the LDE at [nancy.hicks@la.gov](mailto:nancy.hicks@la.gov).

## **7. Work Pays Plan**

The Work Pays Plan has been developed. Work Pays is a strategic plan designed to support a coordinated system of employment supports and services for people with disabilities in Louisiana. The plan provides a road map describing how partners and stakeholders will work together to build the system that is designed to be integrated into the larger employment initiative in Louisiana. Work Pays is an ambitious initiative requiring support, coordination, cooperation and diligence from all stakeholders in the public, private for-profit, and non-profit sectors. The intent is that the Work Pays Strategic plan be a fluid document and open for modifications as needed. For further information about his plan, contact Keita Rone ([Kieta.rone@la.gov](mailto:Kieta.rone@la.gov)) of the LDE. A full report can be found at: <http://www.work-pays.org/high-level-leadership-council>.

## **8. Louisiana Deafblind Project**

Louisiana receives funding through the U.S. Department of Education's Office of Special Education Programs to provide training and technical assistance for personnel who serve students with dual sensory impairments. Upcoming professional development opportunities that will be posted on Coursewhere (<https://www.solutionwhere.com/ldoe/cw/main.asp>) include: Functional Vision and Learning Media Assessment, Role of Communication in Emergent Literacy, and Customized Employment. For further information about this project and related activities, contact Joyce Russo of the LDE at [joyce.russo@la.gov](mailto:joyce.russo@la.gov).

## **9. Surrogate Parent Training**

Surrogate Parent Training for local education agency staff and charter school staff was conducted in the mid and southern regions of the state this fall. FHF Jefferson will conduct Surrogate Parent Training beginning in January for Regions 6, 7, and 8. The dates have not been confirmed, and interested parties should

contact Charlene Comstock-Galagan ([ccgalagan@fhfjefferson.org](mailto:ccgalagan@fhfjefferson.org)) for more information about these trainings. After the local education agency and charter school staff have been trained, they will begin training parents/family members in the role of a parent of a student disabilities in the education process (e.g., related to evaluation process, IEPs). For further information related to LDE funded contracts for Families Helping Families agencies, contact Margaret Brolin of the LDE at [Margaret.brolin@la.gov](mailto:Margaret.brolin@la.gov).

#### **10. Assistive Technology**

The best way to keep up with assistive technology issues/training in Louisiana public schools has just gotten better. The regional Assistive Technology (AT) Centers have merged their newsletters so that subscribers can now get information from every region in the state. Individuals who have already signed up to be on the distribution list with an AT regional center won't need to do anything. Those who have not signed up should do so soon so that they won't miss the next newsletter edition. The list of the AT regional websites can be located at <http://www.louisianaschools.net/lde/eia/1538.html>. For further information about the LDE funded AT Centers, contact Donna Broussard of the LDE at [donna.broussard@la.gov](mailto:donna.broussard@la.gov).

#### **11. Monitoring**

The IDEA Program Review Section has begun the 2010-2011 monitoring year. The staff is busy monitoring districts and preparing Summary of Findings Reports which describe the results of the monitoring visits. Corrective Action Plan (CAP) negotiations will begin with districts that are found to have areas of non-compliance. In addition, IDEA staff is working with No Child Left Behind (NCLB) staff in the development and implementation of the new Performance-Based Monitoring process. The goal of the new process is to combine, where possible, IDEA and NCLB monitoring processes.

#### **12. Access Guide**

The LDE continues operation and expansion of the Access Guide, a web-based resource for educators and families. This resource is comprised of two major sections.

- The home site (<http://accessguide.doe.louisiana.gov>) is designed to support education for all struggling students, including students with and without disabilities. This section of the Access Guide has undergone major revisions with new functions and easier navigation.
- The Significant Disabilities section (<http://sda.doe.louisiana.gov>) is focused on issues that pertain primarily to students with significant disabilities. This section contains a variety of resources and tools related to assessment, instruction, and curriculum issues.

## **Guidelines for the Use of Seclusion Rooms and Restraint of Students with Exceptionalities**

### **Act No. 698 Regular Session, 2010**

#### **Guideline 1.**

**Definitions.** As used in these guidelines, the following terms shall have the meanings specified herein:

- (a) "Imminent risk of harm" means an immediate and impending threat of a person causing substantial physical injury to self or others. Violent action that is destructive of property may involve a substantial risk of injury to a person.
- (b) "Mechanical restraint" means any device or object used to limit a person's movement, except that a protective or stabilizing device either ordered by a person appropriately licensed to issue the order for the device or required by law shall not be considered to be a mechanical restraint. This term does not include any device used by a law enforcement officer, campus police officer, or school security officer in carrying out law enforcement duties.
- (c) "Physical restraint" means bodily force used to substantially limit a person's movement, except that consensual, solicited, or unintentional contact and contact to provide comfort, assistance, or instruction shall not be deemed to be physical restraint.
- (d) "Positive Behavior Interventions and Support" means a systemic approach to embed evidence based practices and data driven decision making to improve school climate and culture.
- (e) "School employees" means teachers, paraprofessionals, providers of related services, administrators, and support staff.
- (f) "Seclusion room" means a room or other confined area in which a student with an exceptionality is removed from the regular setting for a limited time as a behavior intervention strategy to allow the student the opportunity to regain control in a private setting and from which the student is prevented from leaving the area.
- (g) "Student with an exceptionality" including a student with a disability, is any student who is evaluated according to state and federal regulation or policy and is deemed to have a mental disability, hearing impairment (including deafness), multiple disabilities, deaf-blindness, speech or language impairment, visual impairment (including blindness), emotional disturbance, orthopedic impairment, other health impairment, specific learning disability, traumatic brain injury, autism, or as deemed to be gifted or talented, and as a result requires special education and related services. A student with an exceptionality may include, as determined by the local

education agency (LEA), a student experiencing developmental delay ages three through eight.

(h) “Written Procedures” The LEA should develop written procedures regarding appropriate responses to student behavior that may require immediate intervention. Such procedures should be provided to school staff and made available to parents of enrolled students. Such procedures should include, but not be limited to, methods for preventing student violence, self-injurious behavior, and suicide, including de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student.

**Guideline 2.**  
**Seclusion room (or “Quiet Room” or “Cool Down Room”)**

Purpose:

A professional educator understands the importance of a safe and orderly environment conducive to teaching and learning. Seclusion is ineffective when used as a form of discipline or punishment, but can be effective as a planned behavior strategy. A behavior intervention strategy is one that is planned to support an individual through a targeted behavior change—not to punish the individual until they comply.

Procedures:

The LEA should develop written procedures so that the use of seclusion is consistent and planned in advance. Such procedures should include, but need not be limited to, what behaviors trigger the use of seclusion, which staff can make a determination that a particular student should be secluded, how parents will be notified, what data is to be kept and where, and how the building principal and/or other administrators will be notified.

Use/Restrictions:

- Seclusion should be used only for behaviors that are destructive to property and may involve a substantial risk of injury to a person, aggressive toward others or severely disruptive to the class environment. Such behaviors as general noncompliance, self-stimulation, and academic refusal can be responded to with less stringent and restrictive techniques. The seclusion room should be used only as a last resort if and when less restrictive means of controlling behavior have proven ineffective (such as Positive Behavior Supports, constructive and non-physical de-escalation, and re-structuring the environment).

- No student with an exceptionality should be subjected to unreasonable, unsafe, or unwarranted use of seclusion rooms. Therefore, a child should be placed in a seclusion room only as a behavior intervention strategy and **not** for purposes of discipline or punishment, or for the convenience of staff.
- A student with an exceptionality should not be placed in a seclusion room if the child is known to have any medical or psychological condition that a licensed health care provider has indicated, in a written statement that is provided to the school and that is on file with the school, precludes this action.
- A student with an exceptionality should not be placed in a seclusion room except by a school employee who has had training in the appropriate use of seclusion rooms, including getting a student to a seclusion room, placing a student in a seclusion room, and supervising a student while the student is in the room.
- While a student with a disability is in a seclusion room, the school employee who is supervising the student should have the ability to see and hear the student at all times.
- Not more than one student with an exceptionality should be placed in the same seclusion room at the same time.
- A student shall not be secluded or restrained for more than fifteen minutes after the initiation of the seclusion except in extraordinary circumstances where an imminent threat of serious physical injury or death still exists as determined by trained school staff.
- Students with an exceptionality shall be removed from seclusion as soon as the reasons justifying the use of seclusion subside.

Notification: If a student is secluded, the parent must be notified in writing within 24 hours along with the reason for seclusion and the length of time for seclusion.

#### Size and characteristics

- Each seclusion room to be used for any particular child should be of a size that is appropriate to the student's chronological and developmental age, size, and behavior.
- Each seclusion room should have a ceiling height that is comparable to the ceiling height of the other rooms in the building in which it is located and should be equipped with heating, cooling, ventilation, and lighting systems that

are comparable to the systems that are in use in the other rooms of the building in which it is located.

- Each seclusion room should be free of any object that poses a danger to the student with an exceptionality who is being placed in the room.
- Any seclusion room should not be locked while in use with a student with an exceptionality.

### **Guideline 3. Physical restraint and mechanical restraint**

Purpose:

Restraint should be used only if a student presents a threat of imminent risk of harm to self or others and *only* as a last resort to protect the safety of all involved.

Written Policy:

The LEA should develop policy regarding restraint that provides a description and explanation of the method(s) of physical restraint, a description of training requirements, reporting requirements and follow-up procedures, and a procedure for receiving and investigating complaints regarding restraint practices.

Use/Restrictions:

- A student with an exceptionality should not be subjected to any form of mechanical restraint.
- No school employee should use physical restraint on any student with an exceptionality except in accordance with the written policy of the LEA.
- No student with an exceptionality should be subjected to unreasonable, unsafe, or unwarranted use of physical restraint.
- Physical restraint should not be used for discipline, punishment, or the convenience of staff.
- A school employee should use physical restraint on a student with an exceptionality only if the student's behavior presents an imminent risk of harm.
- Each school employee applying physical restraint should use a method of physical restraint in which the employee has received training and should apply the physical restraint in a manner that is proportionate to the

circumstances and to the student's size and age and the severity of the student's behavior.

- A student with an exceptionality should not be physically restrained if the child is known to have any medical or psychological condition that a licensed health care provider has indicated, in a written statement that is provided to the school and that is on file with the school, precludes this action.
- A student with an exceptionality should not be physically restrained except by a school employee who has had training in the appropriate use of physical restraint.
- School employees should be provided training in crisis intervention methods that include verbal de-escalation procedures, using an appropriate method of physical restraint and in determining the circumstances in which the use of physical restraint is appropriate.
- A student shall not be secluded or restrained for more than fifteen minutes after the initiation of the restraint except in extraordinary circumstances where an imminent threat of serious physical injury or death still exists as determined by trained school staff.
- Students with an exceptionality shall be released from physical restraint as soon as the reasons justifying the use of physical restraint subside.
- Physical restraints shall be used so as not to cause physical injury to the student and so as to cause the least possible discomfort.

Notification:

If a child is physically restrained, the parent must be notified in writing within 24 hours along with the reason for using physical restraint and the length of time the child was physically restrained.

#### **Guideline 4.**

#### **Revision of a Student's Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP)**

An FBA should be considered whenever a student is secluded or restrained. Any student subject to the use of seclusion or physical restraint on more than one occasion in a semester shall have a new FBA conducted within ten days and a BIP written or modified within days of the completion of the FBA *that specifically prioritizes the use positive behavior interventions and supports*. Progress monitoring at regular, frequent intervals shall be a specific component of the new or revised BIP.

The PBIS team leader and behavior specialist assigned at the student's school shall actively participate in the FBA and drafting of the BIP.

**Guideline 5.**

**Seclusion rooms and physical restraint---** reports and notification.

- When any student with an exceptionality is placed in a seclusion room or is subjected to physical restraint, the procedures for parental notification should be implemented.
- As soon as possible after use of the seclusion room or physical restraint, the school employee who used the seclusion room or physical restraint, or an employee who witnessed its use, should document the use of the seclusion room or the physical restraint. This documentation should be completed no later than the school day following the day on which the seclusion room or physical restraint is used, and a copy of the documentation provided to the parent of the student when the documentation is completed.



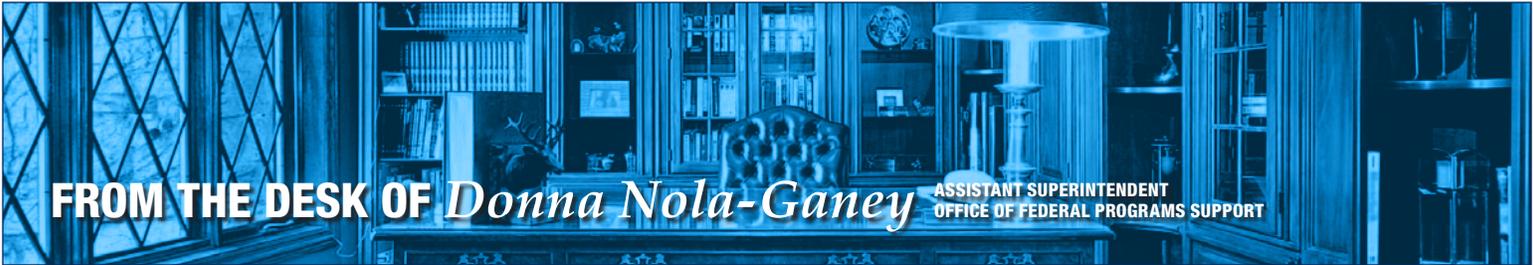
# THE FEDERAL PROGRAMS EXPRESS



*Special Holiday Edition*

THE OFFICE OF FEDERAL PROGRAMS SUPPORT MONTHLY NEWSLETTER

DECEMBER 2010



## FROM THE DESK OF *Donna Nola-Ganey*

ASSISTANT SUPERINTENDENT  
OFFICE OF FEDERAL PROGRAMS SUPPORT

Welcome to the introductory Holiday edition of *The Federal Programs Express*, a monthly newsletter published by the Office of Federal Programs Support. The newsletter will keep you and your district personnel updated on important meetings and events, critical deadlines, and other essential information from the Office of Federal Programs Support.

As we prepare for the Holiday Season, we should keep in mind the many things for which Louisiana educators and students can be appreciative. Our state has seen significant improvements across all schools with an impressive 37 percent decrease in the number

of schools below the *Academically Unacceptable* bar over the past three years. Also, despite our nation's unrelenting economic troubles, more Louisiana schools and districts are making the grade, according to 2010 State, District and School Performance Scores released in October by the Louisiana Department of Education. The number of schools earning a School Performance Score (SPS) of 100 or higher grew significantly.

I hope you and yours have a wonderful Holiday Season. Look for the first monthly edition of *The Federal Programs Express* in January of 2011. 

### WHO'S NEXT?

MONITORING  
THRU 01.15.10



### Consolidated Monitoring or Follow-Up

**City of Baker**  
December 6-9

**St. Martin PSB**  
December 6-9

**DeSoto PSB**  
January 10-13

**Recovery School District**  
January 10-14

**Assumption PSB**  
December 6-9

**DeSoto PSB**  
January 10-13

**St. James PSB**  
January 10-13

### Child Nutrition

**St. James PSB**  
December 6

**Terrebonne PSB**  
December 6-10

**West Baton Rouge PSB**  
December 13

**West Feliciana PSB**  
January 10

**St. John PSB**  
December 6-10

**Iberville PSB**  
December 13

**Ascension PSB**  
December 13-17

**East Baton Rouge PSB**  
January 10-14

The Literacy Initiative is pleased to announce the release of a Request for Applications (RFA) for a three year pilot project entitled "SIM in Support of Adolescent Literacy". A packet of information was mailed out to district superintendents and directors of special education on November 1, 2010.

The project seeks to improve outcomes for middle and high school adolescents reading significantly below level. The application deadline is December 17, 2010. For more information, please contact Joyce Russo at 225.342.3997 or Kristina Braud at 225.342.0576. 



### LITERACY NEWS



## SPOTLIGHT ON *Bernell Cook*

DIRECTOR OF NCLB AND IDEA SUPPORT

Bernell is the newest Director to the Office of Federal Programs Support. We welcome him into his new position and wish him all the best.

### What inspired you to choose education as a career path?

Education has always been one of the most emphasized values in my family. I come from a family of educators and have worked with educating youth since my days as a Sunday school teacher. I consider teaching as a gift and it is something that I do naturally. I'm inspired to see the light come on when the audience I'm teaching fully comprehends the ideas presented.

### What is your background? What did you do prior to becoming the Director of NCLB and IDEA Support?

My bachelor's degree is in mechanical engineering and I worked in industry for about 6 years. Later, I began to substitute teach at a middle school in Huntsville, Alabama and was hired as a permanent substitute. This marked the beginning of my education career. Eventually, I moved back to Louisiana and began my teaching journey in St. Helena Parish and later to a Type 2 Charter School in Amite, Louisiana. In 2003, I came to work with the Pre-GED Options program

and later, I applied for a position in Title I. I've worked with Title I for over 6 years and am now the Director of NCLB and IDEA Support. Currently, I also serve on the Board of Directors for the National Title I Association as a regional representative.

### What is your vision for the division and the programs you administer?

My vision is in alignment with the mission of the LDOE which is for our division to assure that there are no barriers in place that would hinder Louisiana's most at-risk youth from obtaining a quality education and become productive citizens in the global market. We have a challenge of working with our districts in collaboration with critical goal offices to close achievement gaps. This effort encompasses providing districts the necessary technical assistance in addressing all subgroups.

### What are your hobbies?

My Hobbies include fishing, tennis, watching football, and enjoying my family. 🚗

**DON'T FORGET!**



### Neglected and Delinquent

The State Coordinator of Neglected and Delinquent Children and Youth (N&D) is currently collecting N&D child count data for October 2010 from all entities that receive federal grant funds to supplement educational services for N&D students. All Local Education Agencies (LEA)s have been asked to provide this data to Iris Jones, Division of Student and School Learning Support, by December 10 so that the Department can meet the federal deadline of January 18, 2011 for submission of child count data. Iris Jones can be reached at 225.342.3031 or iris.jones@la.gov.

### ARRA Periodic Expenditure Reports

Remember the upcoming deadlines for Periodic Expenditure Reports (PERs) submission.

#### Deadlines:

- » **12/10/10** System Open
- » **12/31/10** PERs Due
- » **1/05/10** Final date for USDOE Initial Data Submission

For more information on IDEA PERs, contact Jennifer Spears at 225.342.3997 or jennifer.spears@la.gov. Contact Walter Atterberry at 225.342.3997 or walter.atterberry@la.gov for information regarding NCLB PERs. 🚗



## WHAT'S HAPPENING WITH *The IDEA Program?*

SERVING STUDENTS WITH DISABILITIES

### **New Special Education Hotline**

Individuals with Disabilities Education Act (IDEA) Program staff is in the planning stages of establishing a Special Education Hotline. The SpED Hotline will serve as a single point of contact for inquiries and informal and formal complaints as well as facilitated IEPs and mediation. The information will be housed in a database and reports will be generated periodically to share with you. Anticipated reports include aggregated data on the number of informal complaints received and the subject of inquiries.

### **Autism Updates**

- » Access Guide: Go to the LDOE's website ([www.louisianaschools.net](http://www.louisianaschools.net)) and click on TEACHERS; Go to the Curriculum. Click on Access Guide. When the home page of the Access Guide appears, click on Significant Disabilities. Next, scroll down this page and click on Autism in Green on the left side of this page. Several informative items regarding autism can be accessed here.
- » From the Access Guide/Significant Disabilities/Autism link, under the heading of Autism View, click on the Louisiana Department of Education Website link which takes you to the LDOE Autism website. Scroll to the bottom of the page to access the Autism Speaks Resource Toolkit. When you click on this link you will see an area called: School Community Tool Kit. Click on the link "click here for pdf of the School Community Tool Kit". Before printing this very large document, we recommend printing out the first 7 pages of this Tool-Kit in order to view the content pages to determine how to best utilize the resources. EVERY teacher who instructs students on the Autism Spectrum in your district would benefit from creating a binder of information selected from the Autism Speaks Community Tool Kit which will assist their needs when working with students on the Autism Spectrum in their classrooms. Administrators/supervisors can also use information to present at faculty meetings throughout the school year.
- » Next quarterly LA State Autism Team Meeting will be held on Thursday, December 2, 2010 in Baton Rouge.
- » Beginning in January of 2011, there will be quarterly Autism News Briefs which will be placed on the Access Guide under Autism, instructions are noted above.
- » For more information regarding autism spectrum disorders (ASD), please contact Robyn Hargrave at 225.219.0404 or via email at [Robyn.Hargrave@la.gov](mailto:Robyn.Hargrave@la.gov).

### **Secondary/Transition Updates**

- » Many students are developing their Transition Plans and Individual Graduation Plans in middle school. Please ask your transition coordinators to focus their efforts on providing support to the middle school counselors in the development of these plans. Our students are typically below grade level, and without specific guidance they will not have properly crafted plans to get them through high school with college and career ready skills.
- » Students who are pursuing GEDs or other career pathways should have their special education services following them into these classroom settings.

### **Universal Design for Learning (UDL)**

The National Education Technology Plan (NETP) was released on November 9, 2010. Of particular note is the emphasis of UDL to support all learners, particularly those who are struggling to learn or those who have been underserved. Areas that specifically address UDL, students with disabilities and accessibility, can be found in goal 1.3, goal 2.4, and pages 19-21. You can download this policy statement at <http://www.ed.gov/technology/netp-2010>.

### **Special Education Reporting (SER) System**

Please remind your staff and teachers that SER is subject to go down at anytime. A concerted effort is made that it doesn't happen often, but it can happen. We recommend that teachers do not wait until the day the IEP team meeting is scheduled to draft or print the IEP. Please notify your staff and teachers that SER will be down on February 28, 2011 when the Minimum Foundatin Program (MFP) count is run.

### **End of Course (EOC)**

All students, including students with disabilities who take the Carnegie course where an EOC is available, are required to take the EOC. The question becomes whether the EOC is considered an "exit exam" for that student. Beginning with incoming freshmen in 2010–2011 and beyond must pass three EOC tests in the following categories: English II or English III, Algebra I or Geometry, and Biology or American History. Thus, the EOC tests will

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# WHAT'S HAPPENING WITH *The IDEA Program?*

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replace the Graduation Exit Examination (GEE) for graduation purposes. There are four achievement levels students can score on the End-of-Course exams: *Excellent, Good, Fair* and *Needs Improvement*. Students are required to score Fair or above on EOC English II or English III, Algebra I or Geometry, and Biology or American History to be eligible for a standard high school diploma.

Students with disabilities who have passed two of the three required EOC assessments and have exhausted all opportunities prior to the end of their senior year may request to have the required third EOC test waived if the student's disability significantly impacts his or her ability to pass the EOC exam. For the high school testing schedule for incoming freshman, click [HERE](#).

Students in grades 10-12 will take GEE as the exit exam and EOC if they are taking the course where there is a EOC test. The students eligible for Louisiana Alternate Assessment (LAA) 2 would take LAA 2 instead of the GEE and take the EOC if they are taking the course where there is an EOC test but the EOC is not the student's exit exam.

LAA 2 will still be available for the students with disabilities beginning in the 10th grade. If the student does not pass the EOC in a content area(s) and the student is eligible for LAA 2, the student can take LAA 2 in that content area(s). The difference is EOC is administered twice a year in December and May and LAA 2 follows the regular assessment schedule of spring, summer and fall. The equivalent to *Unsatisfactory* for EOC is *Needs Improvement*; we will be revising the LAA 2 Participation to reflect EOC. 

## DATES TO REMEMBER

### January 5, 2011

GEE/LAA 2 waiver results sent to district superintendents

### February 1, 2011

Minimum Foundatin Program (MFP) count (will be run on February 28, 2011)

### February 7, 2011

LAA 1 (grades 3-11) statewide decision must be reflected on the IEP and submitted to SER

### February 28, 2011

SER will be down to run MFP count

### March 14, 2011

LAA 2 (grades 4, 8, 10, 11) statewide assessment decision must be reflected on IEP and entered into SER

### March 14, 2011

LAA 2 (grades 5, 6, 7, 9) statewide assessment decision must be reflected on IEP and entered into SER.

### March 31, 2011

GEE/LAA 2 waiver request due at DOE (end of day)

### May 4, 2011

GEE/LAA 2 waiver results sent to district superintendents

### May 25, 2011

GEE/LAA 2 waiver request due at DOE (end of day)

### August 17, 2011

GEE/LAA 2 waiver results sent to district superintendents

## LOUISIANA ASSISTIVE TECHNOLOGY INITIATIVE

### Assistive Technology Training Offered at Regional Training Centers

The Department of Education provides funding to eight regional centers to offer support and training in the area of technology for students with disabilities, students on 504 plans, and universal designs for learning. Assistive Technology (AT) Training is extended to regular education, special education and administrative staff as well as parents, pre-service teachers and advocates. For more information about AT in Louisiana, visit [www.louisianaschools.net/Id/e/ia/1538.html](http://www.louisianaschools.net/Id/e/ia/1538.html).

The AT training schedule through January 2011 can be found [HERE](#).



## OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT

CLICK ON OPPORTUNITY NAME FOR MORE INFORMATION AND REGISTRATION DETAILS.

### Inclusion MATTERS 2010

Conference will provide parents, teachers and administrators with learning opportunities regarding best practices in inclusive schooling and access to general curriculum for students with disability labels.

December 8-9, 2010 | Cajundome | Lafayette, LA

### Louisiana Annual CEC Super Conference on Special Education

Final information about conference sessions is not yet available.

January 24-25, 2011 | Cajundome | Lafayette, LA

### 2011 Preschool and Kindergarten Conference

Conference will offer sessions pertaining to literacy for preschool/ kindergarten students with disabilities.

January 25-26, 2011 | Baton Rouge River Center | Baton Rouge, LA

### Quality Indicators: Access to Literacy for Students with Significant Disabilities

Workshop will provide an overview of the Quality Indicators in draft form, with a primary focus on the areas of assessment and instruction.

January 27, 2011 | Baton Rouge, LA

### Write On, Write Now: Emergent Writing

Workshop will cover emergent writing for students who use symbols, words, or developmental spelling approaches. This workshop supports beginning writers of all ages.

January 28, 2011 | Baton Rouge, LA

### Teen Dating Violence Teacher Training

The enactment of Act 321 mandates that dating violence education be taught to students enrolled in Health Education in grades 7-12. Workshops will unite both educators and domestic violence advocates from across the state. For more information, contact Tavia Crumpler at 225.342.3488 or tavia.crumpler@la.gov.

December 6 | West Monroe, LA - December 7 | Baton Rouge, LA

### Special Education Biannual Meeting

Meeting is an LDOE-sponsored event for Special Education professionals, families, and other stakeholders. Registration begins at 8:30 am in Room 1-100.

February 11, 2011 | Claiborne Building | Baton Rouge, LA



## THE NO CHILD LEFT BEHIND (NCLB) CORNER

### eGrant News - Amendments

Please resubmit eGrants with "Accept with Comments" status. LDOE NCLB staff will contact the LEAs to address any concerns or questions. Please contact the NCLB Program reviewers prior to resubmission to have a pre-review of the LEA changes prior to resubmission to ensure full eGrant approval. The Amendment Description Page for each submission should include the object code and EIC# that have been revised. Update the budget narratives as needed.

### NCLB Staff Communication

Due to time restraints and availability related to staff activities (i.e., Performance Based Monitoring preparations and visits, meetings, eGrants, technical assistance) communicating with staff is more effective via email. Staff routinely check emails and can usually provide a prompt reply. However, do not hesitate to call if you prefer speaking with someone.

<b>Latikka Brumfield</b> NCLB Services Section Supervisor.....	225.342.1183
<b>Mark Abernethy</b> NCLB Services.....	225.342.3661
<b>E'Deltress Brown</b> NCLB Services.....	225.342.1506
<b>Joan Eskridge</b> NCLB Services.....	225.342.8724
<b>Casetta Robinson</b> NCLB Services.....	225.342.3660
<b>Janet Langlois</b> NCLB Monitoring Section Supervisor ....	225.342.3643
<b>Valerie Triggs</b> NCLB Monitoring Services.....	225.342.2194
<b>Walter Atterberry</b> NCLB Monitoring Services.....	225.342.3997



## CONGRATULATIONS

Staff of the Division of Student and School Learning Support visited eleven outstanding schools and selected two of them as Louisiana's 2010-2011 Title I Distinguished Schools. The schools will be officially recognized in Tampa, Florida during the National Association of Title I Directors' Conference in January 2011.

- » W. W. Stewart Elementary School in Evangeline Parish
- » J. S. Clark Elementary School in Monroe City Schools

## FREQUENTLY ASKED QUESTIONS

This month's FAQs were generated by providers that administer programs through the Division of Nutrition Assistance.

### Child and Adult Care Food Program (CACFP)

#### What is CACFP?

» The Child and Adult Care Food Program is a federally funded reimbursement program helping providers (Sponsors/Institutions) to reduce the cost of serving nutritious and safely prepared meals and snacks to children and adults in day care settings.

#### Do I qualify to participate in this Program?

» If you are a licensed Class A Day Care Center, a non-residential licensed Adult Day Health Care Center, a Homeless/Emergency Shelter, or an At Risk Snack Agency, that has been in operation for at least three (3) months, you may qualify as a provider to be on the CACFP.

#### How do I get started?

- » The Owner/Executive Director and one other designated staff member with the Sponsor/Institution who will be responsible for managing CACFP records must register for the "CACFP Record Keeping Workshop (New Sponsor)" and "CACFP Application Agreement Workshop (New Sponsor).
- » NOTE: The Course Registration System will automatically enroll participants in the Application Agreement Workshop after they register for the Record Keeping Workshop.

### Family Day Care Home Food Program

#### Do I have to keep the children in my home or can I care for them somewhere else?

» You must care for the children in your residence.

#### Can I keep more than six (6) children?

» No. You may only care for six (6) children between the ages of birth thru 12 years of age (or older if disabled).

#### Can I claim my own children?

» You may claim your resident children if they qualify for free or reduced lunches and if nonresident enrolled children are present for the meal.

### School Food Service

#### How do I apply to participate in the National School Lunch Program?

» You will need to attend the program operation training course for school food service. This is a three (3) day course. The first two (2) days target the program policies and regulations. The final day of training is a hands on training on the Child Nutrition Program (CNP) website. Future dates of program operation training can be located on the CNP website at <http://cnp.doe.state.la.us>. No log in or password is required to access course registration. Anyone wishing to attend the trainings must register through course registration.

#### Where can I locate memos and prototype forms?

» The school food service memos and prototype forms can be located on the CNP website, <http://cnp.doe.state.la.us>. Click on the memos/resources/course registration link. Click on school food service then click on memos and/or forms.

#### Are training classes offered throughout the year on various topics pertaining to the overall operation of school lunch?

» Training courses on various program topics are offered throughout the school year. The courses are listed on the CNP website, <http://cnp.doe.state.la.us>, under course registration.

## BESE MEMBERS

**Mr. Dale Bayard**  
7th BESE District

**Mr. John L. Bennett**  
Member-at-Large

**Ms. Connie Bradford**  
Member-at-Large

**Ms. Glenn Lee Buquet**  
3rd BESE District

**Ms. Penny Dastugue**  
Member-at-Large

**Mr. James Garvey, Jr.**  
1st BESE District

**Ms. Louella Givens**  
Secretary/Treasurer  
2nd BESE District

**Mr. Keith Guice**  
President  
5th BESE District

**Ms. Linda Johnson**  
8th BESE District

**Mr. Walter Lee**  
Vice President  
4th BESE District

**Mr. Charles Roemer**  
6th BESE District

**Ms. Jeannette Vosburg**  
Executive Director

## CONTACT INFORMATION

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LOUISIANA DEPARTMENT OF EDUCATION