

Lafourche Parish School Board

OFFICE OF SUPERINTENDENT

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MEMORANDUM

To: Jarod W. Martin
Superintendent of Schools

From: Daphne Jones
Director of Special Education

Date: May 2, 2023

Subject: SEAC – Special Education Advisory Council May 2023 Report

The LPSD SEAC – Special Education Advisory Council met three times, October 20, 2022, January 17, 2023 and April 25, 2023.

Presentations included:

1. LEA Determination/Draft
2. Procedures for Cameras in the Classroom
3. LEA Determination
4. Discussion on Special Education Funding Sources
5. Discussion on Special Education Placement Options
6. Update to the new ESER Procedures
7. LEAP Accommodations: Current Challenges and Status
8. End of the Year Protocols and Practices
9. Current Trends in Special Education

Attached are copies of the meeting agendas and minutes.

DGJ/khb



**Thursday, October 20, 2022
Special Education Advisory Council**

**Pupil Appraisal Center (PAC)
110 Bowie Rd.
Thibodaux, LA 70301
11:00 AM**

1. Opening of Meeting

- A. Call to order
- B. Roll Call

2. New Business

- A. Approve Minutes of Meeting Held on April 19, 2022
- B. LEA Determination/Draft
- C. Procedure for Cameras in the Classroom
- D. Discussion on Special Education Funding Sources
- E. Discussion on Special Education Placement Options

3. Tentative Dates of Future Meetings

- A. January 17, 2023 & April 25, 2023

4. Adjournment

- A. Adjourn the Meeting

LAFOURCHE PARISH SCHOOL DISTRICT
Minutes of SEAC-Special Ed Advisory Council Meeting
Tuesday, April 19, 2022

The SEAC, Special Education Advisory Council, met at the Pupil Appraisal Center, located at 110 Bowie Road, Thibodaux on April 19, 2022 at 11:00 a.m.

1. **Opening of Meeting:**

A. Call to Order

B. Roll Call

PRESENT: Daphne Jones, James Shorter, Torie Lee-virtual, Buffy Kennedy, Vanessa Dominique, Shelly Ledet, Wendy Pierce-virtual, Amanda Weimer, Christine Delatte, Natashia Duet, Tammi "Marie" Clarke; Raini Collins-virtual

ABSENT: Dr. Mary Breaud, Regina Bergeron; Chelsey Liebert; Jennifer Albert

2. **New Business:**

A. Approval of Minutes of Meeting Held on 1/25/22

B. Raecheal Vizier, PAC Data Management Administrator, gave an overview of the upcoming Summer Academy stating that all special education students are welcome and that we will provide transportation, support, and interventions, noting that we will not work off the IEP. Special Ed students from current pre-k to seventh grade are eligible which also includes field trips and fun activities. A copy of the application was discussed and reviewed. She mentioned that this year the focus would be on loss of learning and reading comprehension due to covid and hurricane closures of school. Early literacy skills would be addressed by using the Sondag program. Heggerty, another pull-out program, would be used by the speech therapist for to meet the students' needs. Individual communication devices will be provided to the students.

C. Ms. Jones provided an update on the process of cameras in the classrooms stating that the legislature is looking at providing the \$6,000,000.00 needed to have cameras in all the significant disabilities classroom in the state. She shared information on the developing of forms, parental letters, posters and procedures that will be required, also stating that we need to be in line with the laws requesting cameras in the classroom as they pertain to video and recording. She also informed the committee that the state has recognized our SEAC has being top-notch with meeting participation and a variety of member backgrounds.

D. Ms. Jones gave an overview of the IDEA grant breaking down the different areas we fund for pre-k through 12th grade to include specialized support services and supplies, testing protocols, highly qualified professional development for staff, specialized learning curriculum programs, identifying early intervening needs, child find, support the therapeutic intervention program, and sped mentors for struggling schools, transition plans and administrative costs. An explanation of the high cost services was discussed.

3. **Tentative Dates of Future Meetings**

A. July 19, 2022 & October 18, 2022.

4. **Adjournment**

A. Meeting adjourned at 11:55 am.

oct MT3

DRAFT LEA DETERMINATION PACKAGE

2020-21
Mikah
Covid

This draft FFY 2020 LEA Determination package contains your preliminary LEA Determination and an overview document. It was placed in your LEA's sFTP folder the week of September 12, 2022.

If you have questions, comments, or concerns please reach out to specialeducation@la.gov before September 23, 2022.

LDOE is required to make annual determinations on the provision of special education and related services for each LEA in the state. Each LEA is evaluated on a series of indicators, to determine if the LEA Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention. This document provides LEAs with an overview of data elements included in the LEA Determinations, including how LDOE collects and analyzes the data.

TIER I	TIER II	TIER III
Graduation	Discipline (Removals) by Race/Ethnicity	Early Childhood Transition
Statewide Assessment Performance (ELA and Math)	Disproportionate Representation by Race/Ethnicity	Timely and Accurate Data: 618 Submissions
Statewide Assessment Progress (ELA and Math)	Disproportionate Representation by Disability Category	Timely and Accurate Data: CEIS in eGMS
Cohort Credential Attainment	Initial Evaluation Timelines	Uncorrected Noncompliance/ Corrective Action Plan
	Secondary Transition Plans	Audit Findings

The table below provides the following information for each data element included in the LEA Determinations:

- **DATA ELEMENT** – Provides the name of the data element included in LEA Determinations.
- **SPP/APR INDICATORS** – Provides the State Performance Plan/Annual Performance Report (SPP/APR) Indicator number, if applicable.
- **DESCRIPTION** – Provides the federal and/or state definition of the data element.
- **TARGETS OVER TIME** – Shows the target the LEA must reach each FFY in order to receive the maximum number of possible points.
- **DATA COLLECTION TIMELINE/LDOE ANALYSIS** – Outlines information the LEA is responsible for submitting, actions the LEA is responsible for completing, and additional reviews or analyses conducted by LDOE to make a determination of the data element.
- **SOURCE** – Identifies where LEAs can obtain source data, if applicable.

TIER I - DATA ELEMENTS

The data element below carries a **maximum of six points**.

DATA ELEMENT	SPP/APR INDICATOR	DESCRIPTION	TARGETS OVER TIME	DATA COLLECTION TIMELINE/ LDOE ANALYSIS	SOURCE
Graduation with a High School Diploma: Rate and Improvement	N/A	<p>Graduation Rate: Percent of youth with disabilities graduating from high school with a regular diploma (using a cohort graduation rate). The cohort graduation rate is a measure based on the percentage of students who enter the ninth grade and graduate four years later.</p> <p>See additional graduation information.</p> <p>Graduation Improvement: Percentage point difference in Graduation Rate from the previous year to this year.</p> <p>LEAs receive points based on the combination of graduation rate and graduation improvement, using the table below.</p>	<p>90% graduation rate by FFY 24</p> <p>5.1 percentage points improvement per year</p>	<p>LEAs submit enrollment and graduation data in the Student Information System (SIS).</p> <p>LDOE creates a cohort graduation roster using: 1) high school entry based on the first full day of enrollment in a high school grade recorded in SIS; 2) graduation date based on application of exit code 04 in SIS and the graduation date affixed to official transcripts in the Student Transcript System; and 3) identification of students with disabilities.</p> <p>LDOE uses the last record of the student, so the student is considered SPED only if the student had a current IEP in the final year of high school.</p> <p>LDOE collects the SIS data when dropout corrections close the winter after the expected graduation date. This allows LEAs the opportunity to apply corrections prior to the creation of the cohort graduation rosters.</p>	<p>LDOE provides a complete cohort graduation roster, including dates used to establish entry into high school and exit status at the end of four years in February of each year (approximately).</p> <p>LEAs can replicate this report in the SIS, cohort graduation rate (post-appeals).</p> <p>This metric is a lag indicator, meaning that data is one-year older than the SY under review.</p>

GRADUATION POINTS TABLE

		GRADUATION RATE						
		0%	0.1% - 14.9%	15% - 29.9%	30% - 44.9%	45% - 59.9%	60% - 89.9%	90%+
IMPROVEMENT FROM PAST YEAR	0 OR NEGATIVE	0	1	2	3	4	5	6
	0.1 - 5.0 PERCENTAGE POINTS		2	3	4	5	6	6
	5.1+ PERCENTAGE POINTS		3	4	5	6	6	6

The data elements below carry a maximum of three points.

DATA ELEMENT	SPP/APR INDICATOR	DESCRIPTION	TARGETS OVER TIME	DATA COLLECTION TIMELINE/ LDOE ANALYSIS	SOURCE
Performance – Statewide Assessments (ELA and Math)	N/A	<p>Percent of students with disabilities who score Mastery or above as measured by the regular assessment with/ without accommodations and alternate assessment against alternate standards.</p> <p>LDOE reports assessments from all grades, including the LEAP 2025 and LEAP Connect/LAA1 assessments for high school students.</p>	<p>ELA:</p> <p>FFY 18 - ≥ 20.1%</p> <p>FFY 19 - ≥ 27.4%</p> <p>FFY 20 - ≥ 34.6%</p> <p>FFY 21 - ≥ 41.8%</p> <p>FFY 22 - ≥ 49.1%</p> <p>FFY 23 - ≥ 56.3%</p> <p>FFY 24 - ≥ 63.5%</p> <p>Math:</p> <p>FFY 18 - ≥ 17.8%</p> <p>FFY 19 - ≥ 24.3%</p> <p>FFY 20 - ≥ 30.7%</p> <p>FFY 21 - ≥ 37.2%</p> <p>FFY 22 - ≥ 43.6%</p> <p>FFY 23 - ≥ 50.1%</p> <p>FFY 24 - ≥ 56.5%</p>	<p>For a student to be included in the students with disabilities subgroup, LEAs must update SER with the student's current IEP, including the appropriate assessment indicated by the designated cutoff date (this changes annually).</p> <p>LDOE's testing vendor provides the Department with assessment information, including proficiency rates for the students with disabilities subgroup.</p> <p>Students are included in an LEA's assessment results based on their October 1 enrollment and testing date, which varies by test.</p>	LDOE provides LEAs with results from all statewide assessments including regular assessments and alternate assessments against alternate standards.
Progress – Statewide Assessments (ELA and Math)	N/A	<p>Percent of students with disabilities who demonstrate Top Growth on assessments from all grades, including the LEAP 2025 assessments for high school students but not including LEAP Connect/LAA1 assessments.</p> <p>To demonstrate Top Growth, students must either</p> <ol style="list-style-type: none"> 1) meet/exceed their growth to mastery target 2) be in the 60th to 99th percentile in terms of growth when compared to similar peers. <p>See additional <u>Top Growth</u> information.</p>	<p>FFY 18 - ≥ 42%</p> <p>FFY 19 - ≥ 42%</p> <p>FFY 20 - ≥ 42%</p> <p>FFY 21 - ≥ 42%</p> <p>FFY 22 - ≥ 42%</p> <p>FFY 23 - ≥ 42%</p> <p>FFY 24 - ≥ 42%</p>	<p>For a student to be included in the students with disabilities subgroup, LEAs must update SER with the student's current IEP, including the appropriate assessment indicated by the designated cutoff date (this changes annually).</p> <p>LDOE's testing vendor provides the Department with assessment information, including Top Growth rates for the students with disabilities subgroup.</p> <p>Students are included in an LEA's assessment results based on their October 1 enrollment and testing date, which varies by test.</p>	LDOE provides LEAs with a Top Growth results from statewide assessments.

The data element below carries a **maximum of six points**.

DATA ELEMENT	SPP/APR INDICATOR	DESCRIPTION	TARGETS OVER TIME	DATA COLLECTION TIMELINE/ LDOE ANALYSIS	SOURCE
Cohort Credential Attainment	N/A	<p>Cohort Credential Attainment Rate: Percent of youth with disabilities graduating from high school and earning an advanced or basic statewide credential.</p> <p>An advanced credential means the student graduated in 4 years (any diploma type) and met one or more of the following:</p> <ul style="list-style-type: none"> • Earned a passing score on an AP, IB, or CLEP assessment • Earned an advanced statewide Jump Start credential • Earned an associate's degree <p>A basic credential requires that the student graduated in 4 years (again, any diploma type) and met one or more of the following:</p> <ul style="list-style-type: none"> • Passed an AP, IB, or dual enrollment course • Earn a basic statewide Jump Start credential <p>Cohort Credential Attainment Improvement: Percentage points difference in Cohort Credential Attainment Rate from the previous year to this year.</p> <p>LEAs receive points based on the combination of cohort credential attainment rate and cohort credential attainment improvement, using the table below.</p>	<p>42% graduation rate by FFY 24</p> <p>3.0 percentage points improvement per year</p>	<p>LEAs report Jump Start credentials and course enrollments for AP, IB, and Dual Enrollment through the Student Transcript System. LDOE's testing vendor provides CLEP, AP, and IB scores.</p> <p>LDOE produces a report that identifies the percent of students with disabilities in the graduation cohort earning advanced and basic credentials.</p>	<p>LDOE provides a preliminary and final file of cohort credential attainment as part of the data verification process.</p> <p>LEAs can replicate this report manually using the data sources (student transcripts and test scores) they submit to the Student Transcript System.</p> <p>This metric is a lag indicator, meaning that data is one-year older than the SY under review.</p>

COHORT CREDENTIAL ATTAINMENT POINTS TABLE

		CREDENTIAL ATTAINMENT RATE						
		0%	0.1% - 6.9%	7% - 13.9%	14% - 20.9%	21% - 27.9%	28% - 41.9%	42%+
IMPROVEMENT FROM PAST YEAR	0 OR NEGATIVE	0	1	2	3	4	5	6
	0.1 - 2.9 PTS		2	3	4	5	6	6
	3.0+ PTS		3	4	5	6	6	6

TIER II - INDICATORS

These data elements carry a maximum of two points.

DATA ELEMENT	SPP/APR INDICATOR	DESCRIPTION	TARGETS OVER TIME	DATA COLLECTION TIMELINE/ LDOE ANALYSIS	SOURCE
Out-of-school suspension/expulsions (removals) totaling more than 10 days in a school year by race/ethnicity	4B	<p>Rate of students with disabilities aged 3-21 with out-of-school suspension/expulsions totaling more than 10 days.</p> <p>For this indicator, districts are compared to a state average to determine if there is a significant discrepancy in the rates of long-term suspension/expulsions (removals). A significant discrepancy occurs if the rate of students with disabilities suspended or expelled for more than 10 days by race/ethnicity is greater than or equal to 1.5 times the state average, not to exceed 3%.</p>	No, the LEA does not have policies, procedures, or practices that lead to a significant discrepancy.	<p>LEAs submit discipline data into SIS during the EOY collection period. This links directly to discipline data tables in SER.</p> <p>LDOE produces a report of the rate of long-term suspensions/expulsions (removals) from the discipline report in SER. If an LEA is flagged as discrepant, LDOE conducts outreach in the fall of each year. It is the LEA's responsibility to determine if this is a result of policies, procedures or practices</p>	<p>LEAs can replicate this report in SER. Locate the previous year's* Report of Children with Disabilities Subject to Disciplinary Removal, Section A, Column 3B and then divide by the total public IDEA count.</p> <p>Note: This metric is a lag indicator, meaning that data is one-year older than the SY under review.</p> <p>Note: Out-of-school suspensions and expulsions include suspensions and expulsions to an alternate site.</p> <p>*For example, for FFY 2019 (SY 2019-2020) the LEA should use the SY 2018-2019 report.</p>
Disproportionate Representation in Special Education by Race/Ethnicity	9	<p>Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.</p>	No, the LEA does not have policies, procedures, or practices that lead to disproportionate representation.	<p>LEAs submit demographic information for the public IDEA count into SER.</p> <p>LDOE produces a report that identifies disproportionate representation.</p> <p>If an LEA is flagged as disproportionate, LDOE conducts outreach in the fall of each year. It is the LEA's responsibility to determine if this is a result of policies, procedures or practices.</p>	Reporting for this indicator is a result of an internal LDOE analysis and the LEA's determination of the cause of the disproportionate representation.

DATA ELEMENT	SPP/APR INDICATOR	DESCRIPTION	TARGETS OVER TIME	DATA COLLECTION TIMELINE/ LDOE ANALYSIS	SOURCE
Disproportionate Representation in Special Education by Disability Category	10	Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. For this indicator, LEAs with risk ratios greater than or equal to 2.0 with a group size of at least 25 are monitored further to determine if the identification is inappropriate.	No, the LEA does not have policies, procedures, or practices that lead to disproportionate representation in specific disability categories.	LEAs submit demographic information for the public IDEA count in SER. LDOE produces a report that identifies disproportionate representation. If an LEA is flagged as disproportionate, LDOE conducts outreach in the fall of each year. It is the LEA's responsibility to determine if this is a result of policies, procedures or practices.	Reporting for this indicator is a result of an internal LDOE analysis and the LEA's determination of the cause of the disproportionate representation.
Initial Evaluation Timelines	11	Percent of students who were evaluated within 60 days of receiving parental consent for the initial evaluation.	FFY 18 - ≥ 95%* FFY 19 - ≥ 95% FFY 20 - ≥ 95% FFY 21 - ≥ 95% FFY 22 - ≥ 95% FFY 23 - ≥ 95% FFY 24 - ≥ 95%	LEAs submit the full initial evaluation in SER throughout the school year. LDOE produces a report from SER in August of each year. If an LEA is flagged as noncompliant, LDOE conducts outreach in the fall of each year.	LEAs can replicate this report in SER. (See note.) Locate the Evaluation Compliance Statewide Summary Report for the FFY. For example for FFY 2019, SY 2019-2020, use date range 7/1/19 to 6/30/20. Note: This is a "live" system. If an LEA completes an evaluation after LDOE produces the report, a student's record will appear to be in compliance. The LEA should verify if the evaluation was complete before LDOE's August reporting deadline.
Secondary Transition Plans	13	For youth aged 16 and above, the percent of IEPs that show the inclusion of coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet their post-secondary goals.	FFY 18 - ≥ 95%* FFY 19 - ≥ 95% FFY 20 - ≥ 95% FFY 21 - ≥ 95% FFY 22 - ≥ 95% FFY 23 - ≥ 95% FFY 24 - ≥ 95%	LEAs complete a transition service plan for any student with an IEP aged 16+. LEAs are responsible for ensuring plans are current and complete. LDOE reviews transition service plans of LEAs selected for IDEA monitoring. LDOE uses this review to determine if an LEA is compliant for the purposes of SPP/APR reporting.	LDOE notifies LEAs of noncompliance through the IDEA monitoring process.

TIER III

These data elements carry a **maximum of one point.**

DATA ELEMENT	SPP/APR INDICATOR	DESCRIPTION	TARGETS OVER TIME	DATA COLLECTION TIMELINE/ LDOE ANALYSIS	SOURCE
Early Childhood Transition – Part C to Part B	12	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and have an IEP developed and implemented by their third birthday.	FFY 18 - ≥ 95%* FFY 19 - ≥ 95% FFY 20 - ≥ 95% FFY 21 - ≥ 95% FFY 22 - ≥ 95% FFY 23 - ≥ 95% FFY 24 - ≥ 95%	<p>Prior to a child's 3rd birthday, LEAs enter Part C Transition data into SER. In the pre-referral section, LEAs add the transition notification, transition meeting date, and indicate the child is Part C. In addition, in SER, the LEA adds the receipt date of the transition meeting notice, the transition meeting date, implementation due date, IEP Team meeting date, Service Start Date, initial evaluation, IEP, and services. Part C data is entered throughout the school year, but must be completed by July 31st of each year.</p> <p>LDOE produces a SER Statewide Summary report on July 31st of each year. If an LEA is flagged as noncompliant, LDOE conducts outreach in the fall of each year.</p> <p>LEAs must complete a Plan of Action to correct the noncompliance. LDOE reviews and adjusts noncompliance if the LEA can justify the request to be removed from noncompliance ranking.</p>	LEAs can replicate this report in SER. Locate the Part C Transition Report for the SPP/APR FFY. For example, for FFY 2019, SY 2019-2020 use the date range: 7/1/19 to 6/30/20.
Timely and Accurate Data: 618 Submissions	N/A	Whether the LEA met Child Count Certification requirements for IDEA. LEAs complete a number of actions during the fall of each year in order to accurately count all students, ages 3-21, receiving special education services to comply with federal and state reporting requirements. This data element identifies if this information was submitted.	Yes. The LEA will receive a point if they submit the data in a timely and accurate manner.	LEAs submit IDEA Child Count Data Status forms to LDOE in the fall of each school year. Forms must be signed by the Superintendent and Special Education Supervisor.	LDOE uses the IDEA Child Count Data Status form as assurance that 618 submissions - IDEA child count is timely and accurate.

DATA ELEMENT	SPP/APR INDICATOR	DESCRIPTION	TARGETS OVER TIME	DATA COLLECTION TIMELINE/ LDOE ANALYSIS	SOURCE
Timely and Accurate Data- Coordinated Early Intervention Services (CEIS)	N/A	When an LEA is required to set aside 15% of IDEA Part B funds for CEIS, they must report the following information 1) the number of children who receive CEIS during the current SY, 2) the number of children who received CEIS during the past two school years and receive special education services in the current school year, and 3) the amount of early intervention services (if applicable) in the eGMS system. This data element verifies if this information was submitted.	Yes. The LEA will receive a point if they submit the data in a timely and accurate manner.	LEAs enter CEIS data into the IDEA tab under the Administration domain in Super App in eGMS. LDOE reviews all budgets in the fall of each year. LDOE produces a final report of CEIS compliance in the fall of each year.	LEAs can review their CEIS submissions at any time in eGMS.
Uncorrected Noncompliance/ Corrective Action Plan	N/A	Outstanding uncorrected noncompliance with Bulletin 1922 occurs when: 1) statewide monitoring identifies an instance(s) of noncompliance, and 2) evidence of correction(s) is not successfully submitted to LDOE within the required timelines. Corrective Actions Plans are put in place in an LEA to address findings of non-compliance on a case-by-case basis.	No. The LEA will receive a point if they have no instance of uncorrected noncompliance and/or are not on a corrective action plan.	LEAs do not submit any specific data for this metric. LDOE identifies uncorrected noncompliance and determines if an LEA requires a corrective action plan during the monitoring process. LDOE includes monitoring conducted during the SPP/ APR reporting period in this data element. For examples, for SPP/ APR FFY 2019, LDOE used findings from SY 2019-2020.	LDOE notifies LEAs of any instances of uncorrected noncompliance or the need for a corrective action plan during the monitoring process.
Audit Findings	N/A	Findings of noncompliance with IDEA program regulations/requirements as reported in annual Single Audits and LDOE Fiscal Audits.	No. The LEA will receive a point if they have not received any audit findings.	LEAs submit fiscal reports to LDOE including the Annual Financial Report through LEADS. To make a determination of noncompliance, LDOE reviews financial reports including 1) the annual IDEA Maintenance of Effort Confirmation in eGMS and 2) other financial reports including LDOE fiscal audits and single audits submitted to the state agency. LDOE includes results of fiscal audit reviews conducted during the SPP/ APR reporting period submitted to LDOE by the end of February.	LDOE notifies LEAs of noncompliance throughout the year.

* Louisiana's SPP/APR target for these indicators is 100%. However, the LEA Determination process allows LEAs to meet the target if their percentage is 95% or greater. If an LEA is found to be below 100% in the SPP/APR indicators, the LEA must correct the noncompliance as soon as possible, but no later than one year from identification.

LEA DETERMINATION: MEETS REQUIREMENT

TOTAL POINTS POSSIBLE	TOTAL POINTS EARNED	TOTAL PERFORMANCE
39	36	92.3%

TIER I INDICATORS

DETERMINATION CRITERIA		STATE TARGET	LEA PERFORMANCE	POINTS (0-6)
GRADUATION	Graduation Rate: Percent of Students with Disabilities Graduating (Cohort Rate)	≥ 90% by FFY24	84.9%	6
	Graduation Improvement: Percentage point difference in Graduation Rate from the previous year to this year	5.1 percentage points per year	6.7	

DETERMINATION CRITERIA	STATE TARGET	LEA PERFORMANCE	MET STATE TARGET	POINTS (0-3)
Statewide Assessment Performance: Performance of Students with Disabilities on Statewide Assessments - ELA	FFY 20: ≥34.6%	15.6%	No	2
Statewide Assessment Progress: Percent of Top Growth - ELA	FFY20: ≥42%	48.0%	Yes	3
Statewide Assessment Performance: Performance of Students with Disabilities on Statewide Assessments - Math	FFY20: ≥30.7%	8.74%	No	1
Statewide Assessment Progress: Percent of Top Growth - Math	FFY20: ≥42%	45.0%	Yes	3

DETERMINATION CRITERIA		STATE TARGET	LEA PERFORMANCE	POINTS (0-6)
COHORT CREDENTIAL ATTAINMENT	Cohort Credential Attainment Rate: Percent of youth with IEPs graduating from high school and earning an advanced or basic statewide credential.	≥ 42% by FFY24	62.3%	6
	Cohort Credential Attainment Improvement: Percentage points difference in Graduation Rate from the previous year to this year.	3 percentage points per year	11.4	

TIER II INDICATORS

DETERMINATION CRITERIA	STATE TARGET	LEA PERFORMANCE	MET STATE TARGET	POINTS (0-2)
APR Indicator 4B: LEA Identified with Significant Discrepancy in Rate of Suspension/Expulsions by Race/Ethnicity	No - the LEA was not identified with significant discrepancy	No	Yes	2
APR Indicator 9: LEA Identified with Disproportionate Representation in Special Education Identification by Race/Ethnicity	No - the LEA did not have inappropriate identification	No	Yes	2
APR Indicator 10: LEA Identified with Disproportionate Representation in Special Education Identification by Race/Ethnicity by Disability	No - the LEA did not have inappropriate identification	No	Yes	2
APR Indicator 11: LEA Met Initial Evaluation Timelines	≥ 95%	95.3%	Yes	2
APR Indicator 13: LEA Met Postsecondary Goal Requirements in IEPs	≥ 95%	100.0%	Yes	2

TIER III INDICATORS

DETERMINATION CRITERIA	STATE TARGET	LEA PERFORMANCE	MET STATE TARGET	POINTS (0-1)
APR Indicator 12: LEA Met Timeline for Part C to Part B Eligibility by 3rd Birthday	≥ 95%	97.6%	Yes	1
Timely and Accurate Data: LEA Timely and Accurately Submitted 618 Child Count Certification	Yes - the data is submitted timely and accurately	Yes	Yes	1
Timely and Accurate Data: LEA Timely and Accurately Submitted Coordinated Early Intervening Services data	Yes - the data is submitted timely and accurately	Yes	Yes	1
IDEA Audit Findings: LEA Had No Outstanding Single or Fiscal Audits Findings Related to Part B funds	No - the LEA had no audit findings	No	Yes	1
IDEA Uncorrected Noncompliance: LEA Had No Uncorrected Noncompliance or a Corrective Action Plan Related to IDEA Monitoring	No - The LEA had no instances of uncorrected noncompliance or a cap	No	Yes	1



Tuesday, January 17, 2023
Special Education Advisory Council

Pupil Appraisal Center (PAC)
110 Bowie Rd.
Thibodaux, LA 70301
11:00 AM

1. Opening of Meeting

- A. Call to order
- B. Roll Call

2. New Business

- A. Approve Minutes of Meeting Held on October 20, 2022
- B. Introduction of New Committee Members
- C. Update to new ESER Procedures
- D. Discussion on Procedures in Classroom

3. Tentative Dates of Future Meetings

- A. April 25, 2023

4. Adjournment

- A. Adjourn the Meeting

LAFOURCHE PARISH SCHOOL DISTRICT
Minutes of SEAC-Special Ed Advisory Council Meeting
Thursday, October 20, 2022

The SEAC, Special Education Advisory Council, met at the Pupil Appraisal Center, located at 110 Bowie Road, Thibodaux on October 20, 2022 at 11:00 a.m.

1. Opening of Meeting:

A. Call to Order

B. Roll Call

PRESENT: Daphne Jones, James Shorter, Buffy Kennedy, Shelly Ledet-virtual, Wendy Pierce-virtual, Amanda Weimer-virtual, Natashia Duet, Tammi "Marie" Clarke; Raini Collins

ABSENT: Dr. Mary Breaud, Torie Lee, Vanessa Dominique, Regina Bergeron; Chelsey Liebert; Christine Delatte, Jennifer Albert

2. New Business:

A. Approval of Minutes of Meeting Held on 4/19/22

B. Ms. Jones provided the group an update on the LEA Determination Draft. She explained this is a sp. ed. report card from the 2020-2021 school year, which was in the mix of Covid and that the parish is still an "A" level and improved 6.7%. She noted that although we need improvement in math scores districtwide, our student's scores have grown at the same level as the district's regular ed students. The draft will not be finalized until December due to the fact that the State Department of Education changed the reporting system in August and all districts are still unable to access student reports, IEPs, etc. We have "work arounds" in place to keep up with our students and will be ready when the eSER systems is operating correctly.

C. Ms. Jones provided an update on cameras in the significant disabilities classrooms; mentioning that we don't have our allocation yet as to how many cameras we will receive. She will present the policy info, forms, etc. to the board in November for final approval at the December meeting. We expect to be up and running in January.

D. Ms. Jones told the group that we receive \$6000.00 per special ed student as per the October 1 count from the Minimum Foundation Program. Our second source of funding is the federal IDEA grant; which we get about \$3,200,000.00 to use for the different areas we fund from pre-k through 12th grade to include specialized support services and supplies, testing protocols, highly qualified professional development for staff, specialized learning curriculum programs, identifying early intervening needs (to include regular ed students), child find, support the therapeutic intervention program (dealing with students who have social/emotional behavioral issues), sped mentors for struggling schools, transition plans and administrative costs, including salary raises. She mentioned that the third source of income is at the parish level to fund salaries of sped teachers and paras. She states that the parish has an obligation called "maintenance of effort" each year to be keep up with the previous year in order for us to continue to receive the grant funds. James Shorter explained our team's, (ranging from 2-8 staff members) job to evaluate a student as per the needs request.

- E. A committee member had questions on special ed placement, which is an IEP team decision. Ms. Jones stated, as an example, that if a student is falling behind due to a behavioral issue, you would not want the student placed in sp. ed. immediately before trying options to correct that issue. We collect data to assess the child's needs, like utilizing the core learning center as regular minutes as an intervention, as compared to placement in a more restrictive environment. Mr. Shorter explained that placement means the number of minutes of services on a child's IEP, not the physical location of the spot as to where we can deliver their services. The IEP committee needs to be creative to function within the limits of the sped laws to meet the needs of the child so they are not exposed to materials in the class that are above their abilities. We developed tier learning settings as one of our options on how Lafourche is creative without violating the limits of the law. The state criteria would need to provide the districts more options for students who don't fit into the regular ed setting.
- F. Discussion by Ms. Jones was presented on the new rules of the SEAC committee, not allowing parents who are employees of the district. We can add a student and an agency family advocate representative.
- G. A committee member shared her ideas about creating social activities as a district for students with disabilities to come together. Ms. Jones stated that we will look into this possibility.

Tentative Dates of Future Meetings

January 17, 2023 and April 25, 2023.

Adjournment

Meeting adjourned at 12:30 p.m.

LAFOURCHE PARISH SCHOOL DISTRICT
Minutes of SEAC-Special Ed Advisory Council Meeting
Tuesday, April 25, 2023

The SEAC, Special Education Advisory Council, met at the Pupil Appraisal Center, located at 110 Bowie Road, Thibodaux on April 25, 2023, at 11:00 a.m.

1. **Opening of Meeting:**

A. Call to Order

B. Roll Call

PRESENT: Daphne Jones, James Shorter, Torie Lee, Vanessa Dominique, Amanda Weimer- virtual, Christine Delatte, Dr. Charles Michel, Tara Milton-Traore- virtual.

ABSENT: Dr. Mary Breaud, Buffy Kennedy, Shelly Ledet, Wendy Pierce, Regina Bergeron, Chelsey Liebert, Tammi "Marie" Clarke, Owen Delatte.

There was no quorum for this meeting.



Tuesday, April 25, 2023
Special Education Advisory Council

Pupil Appraisal Center (PAC)
110 Bowie Rd.
Thibodaux, LA 70301
11:00 AM

1. Opening of Meeting

A. Roll Call

2. New Business

- A. Approve Minutes of Meeting Held on January 17, 2023
- B. LEAP Accommodations: Current Challenges and Status —
- C. End of Year Protocols and Practices
- D. Current Trends in Special Education

3. Tentative Dates of Future Meetings

A. To be determined

4. Adjournment

A. Adjourn the Meeting

LAFOURCHE PARISH SCHOOL DISTRICT
Minutes of SEAC-Special Ed Advisory Council Meeting
Tuesday, January 17, 2023

The SEAC, Special Education Advisory Council, met at the Pupil Appraisal Center, located at 110 Bowie Road, Thibodaux on January 17, 2023, at 11:00 a.m.

1. Opening of Meeting:

A. Call to Order

B. Roll Call

PRESENT: Daphne Jones, James Shorter-virtual, Buffy Kennedy, Shelly Ledet, Wendy Pierce-virtual, Tammi "Marie" Clarke; Torie Lee-virtual, Vanessa Dominique-virtual; Christine Delatte, Dr. Charles Michel-virtual; Owen Delatte, Tara Milton-Traore

ABSENT: Dr. Mary Breaud, Regina Bergeron; Amanda Weimer; Chelsey Liebert

2. New Business:

A. Approval of Minutes of Meeting held on 10/20/22

B. Ms. Jones introduced the new committee members who gave their background as to why they are on the committee.

C. Ms. Jones gave a detailed update on the status of the on-going issues with the eSER. She mentioned that the state has delayed the October 1 count due to multiple discrepancies that need to be addressed; which in turn pushes back the February 1 count that we don't have a date for at this time. Because of these issues, our district is having to provide proof to the state department that we have information specific to the missing count. Ms. Jones stated that the state needs to hear more from the parents advocating for their own child. Dr. Michel stated that it needs to be more parent friendly, user friendly and user friendly oriented. Mr. James Shorter commented about the compliance issues as well. There're so many challenges. The state is asking teachers who are having issues while inputting IEP's to delete and reenter them, which is easily a two-hour process. This is an inconvenience to our teachers as well as a trust issue between the teacher and parent.

D. The state approved in 2021 for cameras to be installed in Sped classrooms upon a written request by a parent or legal guardian. As of this day, there has been no parent request. The process takes at least sixty days and estimated cost of \$90,000.00. A few of the concerning issues would be if the Sped classroom would move year to year. If an incident occurs, with confidential issues, how do we prevent anyone seeing the other students in the classroom.

Tentative Dates of Future Meetings

April 25, 2023

Adjournment

Meeting adjourned at 11:45 a.m.