



STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
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D.D. Council Quarterly Report
January 2012
Louisiana Department of Education (LDE)

1. The Autism Spectrum Disorders (ASD) Newsletter

Beginning in January 2012, this quarterly electronic newsletter will be disseminated by the Louisiana Department of Education (LDE) to all Louisiana district Autism Coordinators, Autism Team members, and Families Helping Families Centers. To be put on the dissemination list, contact Robyn Hargrave at robyn.hargrave@la.gov

On a related matter, the National Autism Center's **A Parent's Guide to Evidence-Based Practice and Autism** manual is available online at the following address: http://www.nationalautismcenter.org/pdf/nac_parent_manual.pdf The manual provides information and resources for families of children with Autism Spectrum Disorders (ASD). The importance of Evidence-based Practice is discussed in detail within the introduction section of the manual. Also, the Findings and Conclusions report of the National Standards Project is published in the Appendix. Although this is not issued by the LDE, we are encouraging parents to access this manual, as it is a very informative resource for parents who have a child or children with ASD.

2. Access Guide – Family Friendly Upgrades

The Access Guide State Leadership Team is working on populating the Access Guide's Literacy tab. This will include family friendly information on the National Reading Panel, the 5 components of Reading Instruction (plus writing), and helpful hints for families regarding reading. Additionally, families of an elementary student and a high school student are developing 5-7 minute videos of their school environment and support system that will be housed on the Access Guide. Refer to the following link:

<http://accessguide.doe.louisiana.gov/Lists/Literacy/PageView.aspx>

3. Transition Website

The LDE's Transition website has been launched and has a new address (updated since the October Quarterly Report): <http://transition.doe.louisiana.gov> The website has up to date information related to transition services for teachers, students, parents, and community partners.

4. Striving Readers Comprehensive Literacy (SCRL) Grant

As previously reported, the LDE is the recipient of a federal grant valued at approximately \$28.5 million and intended to improve the reading and writing skills of students from birth through twelfth grade. In fact, all total, the state is expected

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to receive an estimated \$142.4 million over a five-year period from the federal SRCL Grant. The competitive application for the first cohort of participating districts is underway. The recipients of funds must include target improvement efforts for high need children/students from birth-12 grade. Students with disabilities are part of the target population. To find out if a particular district is intending to apply for either the first or second round of cohort funding, or for further information, contact Dr. Jill Slack at jill.slack@la.gov. A copy of the grant abstract can be found at the following link:
<http://www.louisianaschools.net/lde/uploads/18777.pdf>

5. Dual Enrollment

Students, both with and without disabilities, can enhance their post-school outcomes by being dually enrolled in high school and community/technical college programs. At present, many high school students with disabilities cannot avail themselves of this opportunity because of their low reading levels, and efforts are currently underway to address this issue. A meeting with Debbie Schum, the Deputy Superintendent over College and Career Readiness, Mark Martin, Director of LRS, and Joe May, President of the Louisiana Community and Technical College System (LCTCS) is being arranged to discuss dual enrollment issues such as funding and allowing more students with disabilities to attend.

6. Positive Behavioral Interventions and Supports (PBIS)

The LDE has launched its major roll out of its Prevent-Teach-Reinforce (PTR) PBIS Tier 3/tertiary initiative throughout the state. The initiative is being headed by the two nationally recognized experts of the process, Dr. Don Kincaid and Dr. Rose Iovannone, both of the University of South Florida. The PTR is a research-validated, much more teacher-friendly approach to working with our schools' most challenging students which utilizes much easier-to-understand processes, including those in the development of Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs). Twenty-two districts located in all regions of the state are participating in the model. Consultants will be providing one-on-one direct instruction, demonstration, and shadowing of behavior coaches identified by the districts in this Train-the-Trainer (TOT) training. Upon successful completion of a case study, these trainers will then be able to go back to their districts and regions to build up the capacity in their region of the state.

The LDE has completed the revision of the Universal and Secondary PBIS training materials. These materials are available to trainers that will be conducting Train-the-Trainer (TOT) sessions for all currently qualified trainers as well as more comprehensive TOT trainings of the materials for first-time trainers. The new materials include up-to-date data charts as well as revisions based on a statewide survey of all current PBIS Contacts and trainers. The training for new trainers will take November 2011-January 2012.

Through the regional PBIS consortiums, the LDE continues to offer Act 136 Classroom Management Train-the-Trainer trainings throughout the state.

Nonviolent Crisis Intervention Certified Instructor Training Session

In November 2011, the LDE's Division of Student and School Learning Support sponsored a Nonviolent Crisis Intervention (NCI) Certified Instructor Training session in East Baton Rouge Parish. The training session was designed to give school personnel the necessary skills and strategies for reducing disruptive behavior, reducing the need for repeated suspensions and expulsions, and to safely managing assaultive behaviors.

Twenty participants, representing 16 school districts from around state, successfully completed the training session. The twenty participants will serve as the LDE's cadre of trainers who are certified to provide training, follow-up consultation, and support for educators in a proven framework for decision-making and problem solving to prevent, de-escalate, and safely respond to disruptive and assaultive behavior in schools.

For further information about PBIS and related issues, contact Robert Schaff of the LDE at Robert.schaff@la.gov

7. Louisiana Behavioral Health Partnership/Coordinated System of Care

Louisiana is in the forefront as regards the provision of school-based Medicaid services. For more than two years, the LDE has been working with other child-serving agencies in designing and developing a new Behavioral Health system: the Louisiana Behavioral Health Partnership/Coordinated System of Care. This system will ultimately facilitate the coordinated delivery of behavioral health services to our children and families.

The Louisiana Behavioral Health Partnership (LBHP) is the behavioral health program managed by the Department of Health and Hospitals (DHH) - Office of Behavioral Health (OBH), designed to serve:

- Children with extensive behavioral health needs either in or at-risk of out-of-home placement;
- Medicaid-eligible children with medically necessary behavioral health needs who need coordinated care;
- Adults with severe mental illness and/or addictive disorders who are Medicaid-eligible; and
- Non-Medicaid children and adults who have severe mental illness and/ or addictive disorders.

The LBHP oversees the Behavioral Health Statewide Management Organization (SMO). The SMO will manage behavioral health services for Medicaid- and Non-Medicaid-eligible populations, including those Medicaid-eligible children who will need the coordination of services provided by multiple agencies, including local education agencies.

The Coordinated System of Care (CSoC) is an evidence-based model that is part of a national movement to develop family-driven and youth-guided care, in order to keep children at home, in school, and out of the child welfare and juvenile

justice system. Four state agencies: the Louisiana Department of Education (LDE), the Department of Health and Hospitals (DHH), the Office of Juvenile Justice (OJJ) and the Department of Children and Family Services (DCFS) are working in collaboration to offer an integrated approach to providing services for at-risk children and youth. Louisiana is the first state to implement the program state-wide from the top down, rather than in small regional or district settings.

All of Louisiana's school districts and several charter schools are enrolled as Medicaid providers, and as such will be eligible to participate in the school-based behavioral health initiative, which begins March 1, 2012. We recognize that it is not always easy to implement a program that brings together two very different systems—Medicaid and education. However, most Louisiana school district administrators agree school-based services are worth the hard work, in order to recover some of the costs of providing essential health care and behavioral health services. The reimbursement process is complex, and only a small share of actual costs is recovered; yet schools continue to report a positive financial impact from participation in the school-based services program.

Click [HERE](#) for more information on Louisiana Coordinated System of Care. For further information about the Louisiana Department of Education's role in this effort, contact Tavia Crumpler (tavia.crumpler@la.gov) or Janice Fruge' (Janice.fruge@la.gov)

8. **Assessments: Rules, Notices of Intent (NOIs), and Guidelines**

The policies and guidelines pertaining to statewide assessments are complex and undergoing changes. Information about these policies/guidelines is provided below so that accurate information is available to DD Council members, since this directly impacts students with disabilities. However, because of the complexity of this information, readers may want to contact Noah Wartelle (noah.wartelle@la.gov) for any questions regarding the participation of students with disabilities in the statewide assessment system.

End-of-Course and LAA 2. In October, BESE approved some policy changes regarding the End-of-Course (EOC) test and LEAP Alternate Assessment, Level 2 (LAA 2). All incoming freshmen (2010-2011) must pass three EOC tests in the following categories: English II or English III, Algebra I or Geometry, and Biology or U.S. History. The EOC tests will replace the Graduation Exit Examination (GEE) as the exit exam for graduation purposes.

Policy changes are: 1) Students with disabilities identified under IDEA who meet the LAA 2 participation criteria may meet the assessment requirements by passing the English language areas and mathematics components of the LAA 2 and either the science or social studies component of LAA 2. 2) For students with disabilities eligible under IDEA who meet the LAA 2 participation criteria prior to taking the first EOC test, the EOC test score shall count for 5 percent of the students' final grade for the course.

LAA 2 is still available for students with disabilities identified under IDEA beginning in grade 10. If a student will be taking an EOC test and is eligible for LAA 2, LAA 2 and all the content areas the student would take should be indicated on the IEP when the student is in the 9th grade. **IMPORTANT - DO NOT WAIT** to indicate that a student is eligible for LAA 2 when the student is in the 10th grade; this includes science and social studies. Waiting will affect how the EOC scores are applied for the Carnegie courses final grade.

Academic Skills Assessment (ASA) and ASA LAA 2

If the student is eligible, these assessments will replace the 9th grade iLEAP and LAA 2 for students on the non-diploma track. These assessments will be available in spring 2012. Students eligible are those students completing the Pre-GED/Skills Option Program and the students pursuing a GED, a State Approved Skills Certificate and/or an Industry-Based Certificate or some combination. The ASA and ASA LAA2 Assessments are still under development; achievement levels, passing scores, accountability topics, etc. are undetermined at this time.