

designated “special education” staff, the Department began integrating special education supports throughout the agency:

- **Network teams:** The Department has five network teams comprised of 65 staff members supporting school systems across the state. These teams are charged with providing direct support and technical assistance to districts across five key areas: early childhood education, principal and teacher support, high school opportunities for students, and system-level planning. The network teams address special education supports in each of these areas by reviewing student data, identifying problem areas and needs, and planning and strategizing with school leaders and key support staff in schools and in central offices. Each network has a Point of Contact (POC) responsible for IDEA workflow support, which includes making sure all questions and concerns about special education laws, policies, processes, and funding are properly addressed.
- **Program staff:** The Department also has program staff specifically focused on policy and programming for special education. This includes staff members who support the implementation of special education in the areas of policy, finance, assessment, data analysis, academic content, early childhood, databases and systems, high school policy, accountability and legal services. These staff members are identified in the chart below.

Jamie Wong	Special Education Policy
Bridget Devlin	Special Education Policy
Nancy Hicks	Special Education Policy
Keita Rone	Special Education Policy
Kristi-Jo Preston	Special Education Policy
Angela Randall	IDEA Monitoring
Tyrell Maneri	Legal
Marshall Ann Davis	Legal
Ashley Augustine	SER Database
Megan Miron	Assessment
Ivy Starns	Early Childhood
Patsy Palmer	Early Childhood
Iris Jones	IDEA Monitoring
Melissa Maniero	Academic Content, High School Special Education & Career Planning
Wanda Trahan	Data & Analytics
Crystal Wilkinson	Accountability
Sheila Guidry	State and Federal Programs
Kim LaMonte	State and Federal Programs
Brad Standidge	State and Federal Programs
Inderprett Brar	State and Federal Programs
Julie Cutrer	State and Federal Programs
Nakia Jason	Finance
Kris Braud	High School Program Support
Dari Miller	High School Program Support

The network teams, POCs, and program staff work together to provide resources and guidance for LEAs to meet the needs of students receiving special education services.

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posting school work throughout the building, publishing students' names on ID badges, publishing student names and photos in school yearbooks, and printing students' names in programs for athletic events, band performances, plays, or awards ceremonies. As such, some believe that parental consent is required for each of these actions.

The Department has worked with representatives from LEAs to draft a potential amendment to Act 837 to address the display of student work in school buildings and voluntary activities in which students participate.

4. *Why does the parental consent form, which allows LEAs to share student information with the Louisiana Office of Student Financial Assistance (LOFSA) for financial aid eligibility determinations, contain language stating that student information will be provided "through the Department of Education"?*

Because the new restrictions on LEAs sharing students' personally identifiable information with the Department of Education do not take effect until June 1, 2015, the Department is continuing to act as the agent between LEAs and LOFSA with regard to information needed to establish students' eligibility for financial aid. Students' transcripts are already contained in the Department's Student Transcript System, and as parents consent to allowing this information to be shared with LOSFA through the system, we believe we may do so.

This process will change with the 2015-2016 school year when the Student Transcript System will no longer have students' personally identifiable information. LEAs will need to send this information directly to LOFSA (and LOFSA will need to be equipped to receive the information directly from every LEA in the state), or the information will need to be shared through the new unique student identification system which will store this information. LOFSA and LEAs have indicated that the latter is the preferred option, avoiding significant costs and duplications that would be associated with the former. The Department has worked with LEAs on a potential amendment to Act 837 to clarify this process going forward.

Special Education Pathways

5. *What has the Department done to support local school systems in implementing Act 833 of the 2014 Regular Session?*

Since Act 833 was enacted, the Department has regularly engaged special education directors, advocates, parents, and other stakeholders in the process of implementation. Formal consultation has taken place through the state's Special Education Advisory Panel and the Superintendents Task Force, while other focus groups have been convened to discuss specific implementation questions, draft recommended BESE regulations, and integrate Act 833 into existing processes. Department staff have offered webinars, disseminated information via weekly emails to school systems, posted information on the Department's website, and actively

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kindergarten students in public schools. The DSC evaluates a wide range of skills in children, measuring language, mathematical concepts and operations, fine and gross motor, visual, memory, auditory skills, printing, writing, and social and emotional skills. While it is not possible to determine which kindergarten students attended or did not attend any type of prekindergarten program, the Department can identify students who took both the DSC and participated in state-funded prekindergarten programs the year before. The Department can also disaggregate DSC results by students' household income, for example, students who took the DSC and also qualify for free or reduced price meals at school. This analysis is expected to be complete by mid-January.

Privacy of Student Data

1. Why is the Department of Education contracting with an outside vendor for a unique identification system?

R.S. 17:3913(C)(3) requires the Department of Education to develop a system of unique student identification numbers by May 1, 2015. By not later than June 1, 2015, each local public school systems will be required to assign such a number to every student enrolled in its schools. The numbers may not include or be based on Social Security numbers, and the student shall retain his identification number for his tenure in Louisiana public elementary and secondary education.

A central unique identification number system is required in order to prevent the duplication of unique student identification numbers (to avoid having multiple districts assign the same number to student), to satisfy the mandate that students retain the same number throughout their public education, and to enable authorized persons to conduct audits associated with student enrollment. Due to the expertise and volume of work required, the Department has solicited bids for the development of this system.

2. Explain how the use of 8(g) funds for the unique identification number system is consistent with constitutional limitations associated with the use of these funds.

The Louisiana Constitution provides that the Louisiana Educational Quality Trust Fund (8(g)) "shall not displace, replace, or supplant appropriations from the general fund for elementary and secondary education, including implementing the Minimum Foundation Program." It further requires the state treasurer to disburse not more than fifty percent of the monies in the trust fund as that money is appropriated by the legislature and allocated by the State Board of Elementary and Secondary Education for any or all of the following elementary and secondary educational purposes:

- a) To provide compensation to city or parish school board professional instructional employees;
- b) To insure an adequate supply of superior textbooks, library books, equipment, and

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