

**LOUISIANA SPECIAL EDUCATION CENTER
STRATEGIC PLAN
FY 2019-2020 THROUGH FY 2023-2024**

Revised June 2019

LOUISIANA SPECIAL EDUCATION CENTER VISION, MISSION, PHILOSOPHY, AND GOALS

VISION: The Louisiana Special Education Center will be the recognized leader in providing educational and residential services for orthopedically impaired children and young adults.

MISSION: The mission of the Louisiana Special Education Center is to provide special education programs and related services maximizing each student's potential toward successful integration into the mainstream of society.

PHILOSOPHY:

A residential, community-based facility is a viable and essential placement alternative in the delivery of service options. The philosophy of the Louisiana Special Education Center is to serve a vital place and purpose in the special education delivery model continuum by implementing educational practices and treatment procedures commensurate with the most promising quality indicators germane to the students being served in a residential milieu.

GOALS:

1. The Louisiana Special Education Center will assure that all students at the facility will receive quality special education services through programmatic, functional activities.
2. The Louisiana Special Education Center will assure that all residential students receive quality intermediate care through programmatic, functional activities.

Education Program

MISSION: The mission of the Education Program is to provide instructional services through a total program designed to "mainstream" or return the individual to his or her home parish as a contributor to society.

GOAL: The Education Program will provide training and maximize the independent capabilities of each student so that they can be placed in the mainstream of a normalized life.

STATE OUTCOME GOAL: The Education Program strives to support and enhance the State's Outcome Goal for Youth Education

OBJECTIVE 1: Through the Education activity, by 2024, 100% of the school's students will achieve at least 80% of their annual Individual Educational Plan (IEP) or Individual Transitional Plan (ITP) objectives.

STRATEGY 1.1: Teachers will closely monitor student's IEP's or ITP's and utilize lesson plans designed to enable students to accomplish their IEP or ITP objectives.

STRATEGY 1.2: The Principal will consult with teachers each nine weeks to monitor student's achievement of IEP or ITP objectives.

STRATEGY 1.3: The IEP/ITP committee will utilize prior year achievement data in determining new IEP or ITP objectives.

PERFORMANCE INDICATORS:

Input: Number of students having an IEP and/or ITP.

Output: Number of students who achieved 80% of their annual IEP and/or ITP objectives.

Outcome: Number of students who achieved 80% of their annual IEP and/or ITP objectives.

Efficiency: Percentage of students who achieved 80% of their annual IEP and/or ITP objectives.

OBJECTIVE 2: Through the Education activity, by 2024, 100% of students exiting from the

Education Program (other than withdrawals) will enter the workforce, post-secondary/vocational programs, sheltered workshops, group homes, other community residential settings, or complete requirements for a state diploma or certificate of achievement.

STRATEGY 2.1: Teachers, counselors, and supervising teachers will develop and implement Individual Transition Plans (I.T.P.'s) and Individual Education Plans (I.E.P.'s) to meet the student's needs so that they can become self-sufficient adults in the community.

STRATEGY 2.2: The IEP committee will utilize prior year achievement data in determining new IEP goals (including high school diploma, G.E.D., or certificate of achievement).

PERFORMANCE INDICATORS:

Input: Student enrollment (regular term).

Output: Number of students who entered the workforce, post-secondary/vocational programs, sheltered workshops, group homes or completed requirements for a state diploma or certificate of achievement.

Outcome: Number of students who entered the workforce, post-secondary/vocational programs, sheltered workshops, group homes or completed requirements for a state diploma or certificate of achievement.

Efficiency: Percentage of eligible students who entered the workforce, post-secondary/vocational programs, sheltered workshops, group homes or completed requirements for a state diploma or certificate of achievement.

OBJECTIVE 3: Through the Education activity, by 2024, not less than 97% of the Center's residential students will show improvement in at least one of the six life domains (educational, health, housing/residential, social, vocational, behavioral) as measured by success on training objectives outlined in the Individual Program Plan (IPP).

STRATEGY 3.1: At the annual Interdisciplinary Team staffing for each client, the Qualified Handicapped Professional (QHP) will present for the team's approval the IPP designed to foster growth in independent living and self-care skills for the client.

STRATEGY 3.2: At least every 90 days the QHP will conduct a formal review of the progress demonstrated by the client toward achieving success on his or her resident training objectives. If indicated, the QHP may request an

I.D. Team meeting to modify programming in training to more appropriately meet the client's needs.

STRATEGY 3.3: At least annually, the I.D. Team will conduct a formal assessment of the client's progress in resident training, and a written evaluation, the Total Care Plan, will be presented to the Team, the client, and family for review.

PERFORMANCE INDICATORS:

Input: Number of clients addressing IPP resident training objectives as documented by the Total Care Plan.

Output: Number of clients making progress on IPP resident training objectives as documented by 90-day reviews.

Outcome: Number of clients achieving success on IPP resident training objectives as documented by annual formal assessment.

Efficiency: Percentage of clients achieving success on IPP resident training objectives as documented by annual formal assessment.

OBJECTIVE 4: Through the Education activity, by 2024, not less than 90% of transitional residents will demonstrate success on objectives outlined in Individual Transitional Plan (ITP) as measured by results documented by annual formal assessment.

STRATEGY 4.1: At the annual Interdisciplinary Team staffing for each client, the Qualified Handicapped Professional (QHP) will present for the team's approval the ITP designed to foster growth in independent living and self-care skills for the client.

STRATEGY 4.2: At least every 90 days the QHP will conduct a formal review of the progress demonstrated by the client toward achieving success on his or her resident training objectives. If indicated, the QHP may request an I.D. Team meeting to modify programming in training to more appropriately meet the client's needs.

STRATEGY 4.3: At least annually, the I.D. Team will conduct a formal assessment of the client's progress in resident training, and a written evaluation, the Total Care Plan, will be presented to the Team, the client, and family for review.

PERFORMANCE INDICATORS:

Input: Number of clients addressing ITP resident training objectives as documented by the Total Care Plan.

Output: Number of clients making progress on ITP resident training objectives as documented by 90-day reviews.

Outcome: Number of clients achieving success on ITP resident training objectives as documented by annual formal assessment.

Efficiency: Percentage of clients achieving success on ITP resident training objectives as documented by annual formal assessment.

**LOUISIANA SPECIAL EDUCATION CENTER
PROCESS DOCUMENTATION**

The following apply to all agency goals and objectives:

Statutory Requirements:

Individuals with Disabilities Education Act (IDEA) (R.S. 17:1941 etseq.)

20 U.S.C. §1400-§1485; 34C.F.R. §300.1-§301 and §104

This federal law and its accompanying regulations require the provision of a free, appropriate public education in the least restrictive environment to all children with disabilities in accord with a written “individual education plan” for each student. It also provides for parent participation in this process and guarantees certain due process rights to the students and to the family of a student with a disability. The education program operates under this law.

R.S. 17:348 & R.S. 17:945

Establishment of the Louisiana Special Education Center to provide educational programs for orthopedically handicapped children of Louisiana and under the governing authority of the State Superintendent of Education.

Title 39:87.1-.4 effective July 15, 1997

Set-up performance budgeting and accountability for each Louisiana state agency with a separate budgetary unit, thus requiring goals and objectives for Education program of the Louisiana Special Education Center.

**LOUISIANA SPECIAL EDUCATION CENTER
PROCESS DOCUMENTATION (continued)**

Principal clients and users of activities provided by Louisiana Special Education Center and the specific service or benefit derived by such persons or organizations:

Administrative/Support Services

Ninety (90) orthopedically handicapped residential students and three (3) to five (5) day students (Rapides Parish non residential students) receive direct administrative services such as maintenance of client fiduciary funds and indirect administrative and support services such as maintenance of facility buildings and grounds, payroll and record keeping for the Center's employees, and support services for the Instructional Services and Residential Services.

Human Resource Policies Beneficial to Women and Families: The LSEC continues to provide such services to its employees as flex time, eligibility for the Family Medical Leave Act, and work schedule flexibility.

Instructional Services

Seventy-five (75) orthopedically handicapped residential students and three (3) to five (5) day students (Rapides Parish non residential students) receive educational and therapeutic services to maximize the independent capabilities of each student.

Residential Services

Ninety (90) orthopedically handicapped residential students receive total residential care including training and specialized treatment services on a twenty-four (24) hour basis three hundred sixty five (365) days a year.

Potential external factors that are beyond the control of Louisiana Special Education Center that could significantly affect the achievement of its goals or objectives:

- Achievement of the overall goals and the goals and objectives of the education program of the Louisiana Special Education Center are contingent on receipt of an adequate annual appropriation by the Louisiana State Legislature.
- Achievement of Objective 1 (by 2024, 100% of the school's students will achieve at least 80% of their annual Individual Educational Plan (IEP) objectives) and Objective 2 (by 2019, 100% of students exiting from the Education Program (other than withdrawals) will enter the workforce, post-secondary/vocational programs, sheltered workshops, group homes, other community residential settings, or complete

requirements for a state diploma or certificate of achievement) might be adversely

LOUISIANA SPECIAL EDUCATION CENTER PROCESS DOCUMENTATION (continued)

affected by increasing severe health and medical problems associated with the school's student population.

Achievement of Objective 3 (by 2024, not less than 97% of the Center's residential students will show improvement in at least one of the six life domains (educational, health, housing/residential, social, vocational, behavioral) as measured by success on training objectives outlined in the Individual Program Plan (IPP)) might be adversely affected by increasing severe health and medical problems associated with the school's student population.

Development and Evaluation

All program objectives and strategies were initially developed and evaluated by the Louisiana Special Education Center's management which included Directors from all activities. The program objectives and strategies developed by Louisiana Special Education Center's management were discussed and evaluated as to validity, reliability, appropriateness, and measurability.

The achievement of Education Program Objective 1 (by 2024, 100% of the school's students will achieve at least 80% of their annual Individual Educational Plan (IEP) objectives) will primarily benefit the seventy-five (75) orthopedically handicapped students residing at the school and five (5) day students by insuring that these students are successfully making progress in their educational program.

The achievement of Education Program Objective 2 (by 2024, 100% of students exiting from the Instructional Program (other than withdrawals) will enter the workforce, post-secondary/vocational programs, sheltered workshops, group homes or complete requirements for a state diploma or certificate of achievement) will primarily benefit the seventy-five (75) orthopedically handicapped students residing at the school and five (5) day students by insuring that the majority of these students can be successfully integrated into mainstream society.

The achievement of Education Program Objective 3 (by 2024, not less than 97% of the Center's residential students will show improvement in at least one of the six life domains (educational, health, housing/residential, social, vocational, behavioral) as measured by success on training objectives outlined in the Individual Program Plan (IPP)) will primarily benefit the seventy-five (75) orthopedically handicapped students residing at the school by insuring that these students are making progress at maximizing self-help skills for independent living.

LOUISIANA SPECIAL EDUCATION CENTER PROCESS DOCUMENTATION (continued)

The achievement of Education Program Objective 4 (by 2024, not less than 90% of transitional residents will demonstrate success on objectives outlined in Individual Transitional Plan (ITP) as measured by results documented by annual formal assessment will primarily benefit the ninety (15) orthopedically handicapped clients residing at the school by insuring that these clients are making progress at maximizing self-help skills for independent living.

Student Evaluations

To prevent duplication of effort between the various activities and staff within the Center, the Interdisciplinary Team meets at least annually to discuss and evaluate each student's total program at the facility. The Interdisciplinary Team is composed of all employees of Louisiana Special Education Center who directly participate in the total program of the particularly student being evaluated and the parent/guardian of the student. The employees of the Interdisciplinary Team include the student's teacher, qualified healthcare professional (QHP), social services councilor, occupational therapist, physical therapist, speech therapist, resident training specialist, principal, and director of nursing. These personnel are a mixture of employees from the various activities of the Center and by discussing the role of each employee in the student's total program, management personnel are able to minimize or avoid any duplication of effort in achieving individual program goals and objectives.

External Accountability

Periodically, the Louisiana Special Education Center is audited or reviewed by various State agencies for compliance with Federal and State laws, regulations, and guidelines. At the conclusion of each of these reviews, any findings and/or recommendations are evaluated by management, and if agreed upon, immediate corrective actions are taken whether they are programmatic, administrative, or environmental. If necessary, performance indicators are adjusted to reflect any cost or programmatic impact. A list of outside agency reviews and links to the most recent reports are as follows:

- Office of the Legislative Auditor -
- Office of Risk Management -
- Department of Health and Hospitals -

Outside Comparison with Similar Activities

The Louisiana Special Education Center provides a broad and unique range of specialized services for school age people having a primary diagnosis of orthopedic impairment, which may be accompanied by developmental disabilities. As such, there is no other institution in the State or known to exist throughout the South that provides an educational setting such as this. Therefore, with the exception of providing instructional activities in accordance with State

Department of Education guidelines or residential care in accordance with State Department of
LOUISIANA SPECIAL EDUCATION CENTER
PROCESS DOCUMENTATION (continued)

Health and Hospital guidelines, it is not possible to compare the operations at the Center with another in order to determine if there could be areas of streamlining operations.

Performance Indicator Documentation Sheets

Linked below for each performance indicator.

STRATEGIC PLANNING CHECKLIST

- Planning Process**
- General description of process implementation included in plan process documentation
 - Consultant used
 - If so, identify: _____
 - Department/agency explanation of how duplication of program operations will be avoided included in plan process documentation
 - Incorporated statewide strategic initiatives
 - Incorporated organization internal workforce plans and information technology plans

- Analysis Tools Used**
- SWOT analysis
 - Cost/benefit analysis
 - Financial audit(s)
 - Performance audit(s)
 - Program evaluation(s)
 - Benchmarking for best management practices
 - Benchmarking for best measurement practices
 - Stakeholder or customer surveys
 - Undersecretary management report (Act 160 Report) used
 - Other analysis or evaluation tools used
 - If so, identify: _____

Attach analysis projects, reports, studies, evaluations, and other analysis tools.

- Stakeholders (Customers, Compliers, Expectation Groups, Others) identified**
- Involved in planning process
 - Discussion of stakeholders included in plan process documentation

- Authorization for goals**
- Authorization exists
 - Authorization needed
 - Authorization included in plan process documentation

- External Operating Environment**
- Factors identified and assessed
 - Description of how external factors may affect plan included in plan process documentation

- Formulation of Objectives**
- Variables (target group; program & policy variables; and external variables) assessed
 - Objectives are SMART

- Building Strategies**
- Organizational capacity analyzed
 - Needed organizational structural or procedural changes identified
 - Resource needs identified
 - Strategies developed to implement needed changes or address resource needs
 - Action plans developed; timelines confirmed; and responsibilities assigned

- Building in Accountability**
- Balanced sets of performance indicators developed for each objective
 - Indicator Documentation Sheets completed
 - Internal accountability process or system implemented to measure progress

- Fiscal Impact of Plan**
- Impact on operating budget
 - Impact on capital outlay budget
 - Means of finance identified for budget change
 - Return on investment determined to be favorable