From the Director’s Desk……

It’s hard to believe we have almost finished our first nine weeks of this school year. WOW!! To me, what makes our Exceptional Student Services Department so incredibly special is YOU and our students, all committed to supporting each other.

First, let me thank you for your support and understanding as we, as a nation and community, responded to the unexpected invasion of COVID-19 in March. I am very proud of the way our Exceptional Student Services (ESS) employees, students, parents, and community leaders handled the demands we were faced with to protect everyone as we continued to educate our students during the most unusual of circumstances. While we are in the business of educating, our first priority is the safety of our students and our employees. Be assured, we continue to work diligently on our 2020-2021 COVID-19 Plans. Our desire has been to return to school via hybrid (virtual and/or on-site traditional) as normal as possible with enhanced safety and cleaning procedures. However, we must be proactive and be prepared during these ever-changing times to continue educating our special needs students if and when circumstances change, as predicted, throughout the school year related to the health and safety of us all.

We have gathered input from parents, employees, community stakeholders, administrators, state leaders, the Louisiana Department of Education, and medical professionals via surveys, committees, and a task force. Administrators and department leaders have been planning for increased safety procedures that can be taken at every location. We are working on three scenarios:

1. **Enhanced Traditional Plan-** We would continue school as normal with enhanced safety precautions in place such as increased hand sanitizer availability, increased frequency of cleaning of high touch areas, limited visitation to campuses, etc., in order to possibly prevent the transition to a hybrid or full distance learning option.

2. **Social Distancing/Hybrid Plan-** Hybrid would be a combination of distance and face-to-face instruction with increased safety and disinfecting measures as listed above, which could be done in a variety of configurations. This would only be enacted if the Governor’s Executive Order required us to maintain a social distance (six feet), to limit the number of people in groups, etc.

3. **Full Distance Learning Plan-** All students would participate in the learning of new material, continued standard pacing, interactive lessons, graded assignments, and assessments. This would be enacted if the Governor’s Executive Order closed schools again due to health concerns. (If we have outbreaks of COVID-19 in specific schools, we have in place procedures dictated by the EBR Parish School Board Central Office).

I encourage our staff and parents to frequently visit our Face Book page and follow mandates for up to date and accurate information. Our priority is to keep everyone safe while not making life more difficult for our students.

Thank you for your continued support and positivity as we strive to do what is best for ALL of our students and employees during these challenging times. I offer you my thanks and best wishes for your health and continued success!

Serving you,

Elizabeth T. Chapman, Director
Exceptional Student Services
Transition Program: Adapting Strong to the New Normal

Despite the challenges brought by the COVID-19 pandemic to the community, the ESS Transition program has stood strong to continue to provide quality instructional experiences to students with disabilities.

This school-year, the department has adopted a new Transition curriculum for middle and high school students with significant disabilities to provide community-based virtual experience through video modeling. TeachTown Transition to Adulthood offers evidence-based instructional strategies and assessments for Transition instruction using point-of-view modeling, task analyses, and visual supports for computer-based and teacher-delivered lessons. The five domain areas that include personal life, home, vocational, community, and leisure skills take the fore in this curriculum to address critical and functional skills essentials for young adults to increase post-school success.

Likewise, the department is opening this October two more Practical Assessment Exploration System (PAES) laboratories in addition to the existing one. This year, the district is proud to have the PAES Lab Central at Arlington Academy, PAES Lab North at Glen Oaks High and PAES Lab South at Belaire High. Each lab will be providing around 240 simulated job experiences from five different career pathways to all high school community-based students virtually and face-to-face.

Finally, the district maintains to provide community experiences to the extent possible. To ensure uninterrupted community experiences for all ESS students in the event that the COVID 19 guidelines don’t allow for traditional field trips, the department encourages the IEP teams to conduct site tours to college and workplace virtual platforms including but not limited to Edge Factor, Louisiana State University, Southern University, Baton Rouge Community College. For Community-based students, virtual tour can also be conducted at the Edge Factor, BRCC Program for Successful Employment, SULE Lions Connected, and UL Life Program.

Arlington Academy

Arlington Academy is a great place to teach and learn! Our teachers are committed to a high-quality learning experience focused on the individual needs of each child. We are striving to be creative and innovative in our instruction to engage students in their learning through a variety of activities and applications of technology. The teachers are providing the students with easy access to information through different programs.

We implement Classworks in our instructions, as an intervention to help fill the gaps in Math, Reading, Language Arts and Science. The PAES lab, which provides students numerous opportunities for basic skills practice with an emphasis on application to the real-world situation. Also, PAES lab assesses students' competitive work potential and interest level, while simultaneously exploring various jobs, using real tools, and developing proper work behaviors. And the Physical Education Classes with engaging students in fun physical activities while practicing the social distancing rules. In addition, PE provides virtual resources to keep students moving at home. Overall, Arlington Academy is focused on providing all our students with opportunities to develop academically and socially.
Explicitly Teach and Praise Desired Behaviors

Some students are raised in households that don’t prioritize what teachers tend to like in the classroom: sitting quietly, listening attentively and taking notes, or following directions. However, we expect students to behave. Thus, social and behavioral skills have become a “hidden curriculum”—rules that students are held accountable for but are never explicitly explained or taught. Because of this, it is imperative that we explicitly teach social and behavioral skills in a classroom. These lessons should occur like any other lesson, with planning, instructional delivery, and assessment.

“Celebrate what you want to see more of.”
Thomas J. Peters

Praise

Effective praise is:

· Accurate
· Specific and descriptive
· Age-appropriate
· Given immediately
· Given in a manner that fits my personal style

An easy way to change ineffective praise into effective praise is through the use of one little word: by!

<table>
<thead>
<tr>
<th>Ineffective Praise</th>
<th>Effective Praise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good job!</td>
<td>Good job by walking in the hallway, that was being safe.</td>
</tr>
<tr>
<td>Great work!</td>
<td>Great work by you had your homework finished and you turned it in on time, that is being responsible.</td>
</tr>
<tr>
<td>Great job!</td>
<td>Great job by you are using an inside voice in the cafeteria, that is respectful.</td>
</tr>
<tr>
<td>Way to go!</td>
<td>Way to go by being in the room with needed materials before the tardy bell rings, that is being responsible.</td>
</tr>
</tbody>
</table>

APE teachers are creating fun ways for students to stay physically active. Our goals are to keep the students safe and to keep them actively engaged in physical activity. We are teaching in a variety of ways, full virtual, face to face, and synchronous teaching. We are glad to be back with our students.
My name is Missy Tatum and I represent VizZle, by Monarch Teaching Technologies. (I’m also the Kurzweil Representative.). In March, my last in-person meeting prior to the Covid-19 shutdown was with EBR. At that meeting, I had an opportunity to show VizZle, a web-based learning platform for students with special needs, to several members of the EBR Team. At that time, we had no idea how important a tool like VizZle would be for teachers, students and parents.

VizZle is a web-based learning technology designed for students with special needs. Here are a few things that make VizZle special:

- Accessible for both classroom and remote learning.
- Over 15,000 premade lessons
- Standards aligned
- Ability to customize based on student accommodations and preferences
- Includes in-lesson reinforcers to keep students engaged
- Provides teachers the opportunity to track IEP progress and generate reports.
- Teachers can create their own customized lessons

During the summer, EBR piloted VizZle and the response was overwhelmingly positive. Here are some of the quotes that I received:

Teachers are loving this program. Easy access and use, appropriate and diverse lessons. This platform was in the right place at the right time. Looking forward to continuing.

VIZZLE is such an awesome, easily accessible platform that the ESY (Extended School Year) teachers enjoyed using this summer. According to many, they are looking forward to continuing it during this academic school year.

Because of the positive response to the VizZle pilot over the summer, EBR implemented VizZle in the 2020-21 school year for many of the students who receive Exceptional Student Services. Thus far, we’ve provided multiple online training sessions for both educators and parents. In a recent parent training, I was so happy to see a large turnout of parents and grandparents, but also students. In fact, a couple of the students un-muted themselves during the online training to ask questions and participate in the training. One young man even made himself the presenter in one of our Google Meetings. I was so impressed by the engagement of the parents, students, and EBR Team.

I look forward to providing more learning opportunities on VizZle in the future for both educators and parents. I know that this is a challenging time for all and I’ve been particularly impressed by the time and effort put forth by all to meet the needs of the students.

In the 2018-2019 school year, EBR implemented Kurzweil 3000 district-wide and wholeheartedly embraced this multi-sensory learning tool. The 2020-21 school year has brought new challenges to education due to the Covid-19 pandemic. Thankfully, Kurzweil 3000 is a very flexible tool that can be used for both classroom instruction as well as virtual instruction.

Kurzweil3000.com is a web-based, text-to-speech (read-aloud) and speech-to-text program that students can access from virtually any internet connected device (i.e computer, smart phone, Chromebook, etc). In addition to the reading supports, it has powerful tools for writing, study skills (highlighters, note-taking tools), dictionaries, language translation, graphic organizers, and much more. Any student can benefit from Kurzweil 3000, but it is particularly helpful for students in Special Education, those with 504 plans, English Language Learners, and those who benefit from a multi-sensory learning environment.

As previously mentioned, the successful Kurzweil 3000.com implementation in EBR started in the 2018-19 school year. This school year, we’ve been building upon that success with a series of online trainings for educators, the EBR technology team, and parents. These training sessions have been very well attended and we look forward to more in the future.

I would like to speak to the dedication of the EBR staff as well as the parents. I know that this is a challenging time for all and I’ve been particularly impressed by the time and effort put forth by all to meet the needs of students. Y’all rock!

EAST BATON ROUGE PARISH SCHOOL SYSTEM
SPECIAL EDUCATION ADVISORY COUNCIL (SEAC)

The District’s Special Education Advisory Council (SEAC) will resume in November 2020 of this school year. As a result of school closure due to COVID-19, the council was unable to meet its yearly obligations of providing advice and feedback regarding special education policies, procedures and resources. This source is a conduit for engaging the community-at-large in collaborating on students with disabilities.

SEAC’s member’s sole responsibility is to advise and provide feedback to the Superintendent not to advocate for an individual position or agenda.
The Exceptional Student Services (ESS) team has provided support and guidance to our teachers, paraprofessionals, therapists, administrators, and parents in the effort to educate and best meet the educational needs of all students. Since the start of the 2020-2021 school year, our team has offered multiple virtual training opportunities with nearly 1300 participants. These training provide instruction on accommodations, technology, resources, IEP guidance, and materials. We will continue to provide all stakeholders (administrators, teachers, paraprofessionals, therapists, and parents) with various opportunities for educational growth.

### Overview of Professional Development Opportunities Offered to Teachers, Paraprofessionals, Administrators, and Therapist

<table>
<thead>
<tr>
<th>Description</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Google Classroom + Google Meet 101 for ESS Teachers</td>
<td>Sensory Strategies- Application For Distance Learning</td>
</tr>
<tr>
<td>Google Classroom + Google Meet 101 for Paraprofessionals</td>
<td>Strategies To Facilitate Learner Readiness - Application for Distance Learning</td>
</tr>
<tr>
<td>Teachtown Basics - Support Personnel Training</td>
<td>Kurzweil 3000</td>
</tr>
<tr>
<td>Teachtown Social Skills - Support Personnel Training</td>
<td>Vizzle</td>
</tr>
<tr>
<td>Overview Of Autism Spectrum Disorders (ASD) and Essential Supports</td>
<td>Classworks</td>
</tr>
<tr>
<td>Adapted Materials - Application for Distance Learning</td>
<td>UPAR</td>
</tr>
<tr>
<td>All Aboard the IEP Express</td>
<td>Strong Start Compensatory Services</td>
</tr>
<tr>
<td>Unique Learning</td>
<td>April Dunn Act (Act 833)</td>
</tr>
<tr>
<td>Transition Services</td>
<td>Chromebook Accessibility</td>
</tr>
<tr>
<td>Nearpod</td>
<td>Jamboard</td>
</tr>
<tr>
<td>Kami</td>
<td></td>
</tr>
</tbody>
</table>
April Dunn Act (Act 833)
Updates and Reminders
(School Administrators and Staff)
2020-2021

Due to the 4x4 schedule that was adopted, the following changes are in effect relative to the April Dunn Act.

- More IEP’s may be developed now at the beginning of January as it is the beginning of new set of courses. Meetings still need to be held within the first 30 days of the spring semester.
- A total of at least 12 artifacts must be collected from the courses where the act has been implemented in the fall semester. Another set of at least 12 artifacts is collected for the spring semester. These artifacts are to be filed in the student’s April Dunn Act portfolio.
- The April Dunn Act monitoring form has to be completed by the teacher of IEP authority and signed by the teachers of record (regular education teachers) every 9 week period (end of the semester). A copy of the completed form is to be sent to the school counselors.
- The same grading procedures are still being followed by the regular education teachers. Refer to the Act 833 guidebook for clarity.
- The principal or his/her designee is to make grade corrections to the JCampus-generated grades for all courses that implement the act. The corrections are based on the IEP team determined grading scale(s) stipulated in the IEP.
- Teachers of IEP authority are to monitor student progress in the middle of each 9 week period to ensure that interventions are implemented prior to the end of the semester (9 week period).

ESS VIRTUAL LUNCH AND LEARN:
A SERIES FOR FAMILIES

During these uncertain times, the ESS department is working to support and provide resources for families. ESS will provide an opportunity for families to join us for Lunch and Learn - an interactive and short virtual session that will address different topics each week. Training will be provided by LASARD (Louisiana Autism Spectrum and Related Disabilities Project). Trainings are designed for families of students with significant disabilities.

WEDNESDAYS 12:00 PM-12:30 PM
Please use the link below to register:

10/14- Visual Supports
https://lsuhsc.zoom.us/meeting/register/tJEkdu-gqT0iHdakM7i_yjGLo7qZl_7ylSx8

10/21- Reinforcement
https://lsuhsc.zoom.us/meeting/register/tJEudO2rqgzstG9Dg2VO-P_NbAhxMocABf2Zk

10/28- Social Narratives
https://lsuhsc.zoom.us/meeting/register/tJlodCvrjILGNLzWoeSrALBIApweaURJHHu

11/4- Task Analysis
https://lsuhsc.zoom.us/meeting/register/tJ0lc6qqiMiEtLoSs5AH1HMNNM8c1mbXVp

For more Information, please contact the ESS Department at (225) 929-8600.
Pupil Appraisal Services are an integral part of the total educational program of our school system. Pupil Appraisal staff members are assigned to each school and provide a wide variety of services to students 3 through 21 years of age. Appraisal services include screening, assessment, and evaluation services to identify students’ concerns such as developmental delays, learning difficulties, adjustment problems, motor deficits, hearing and/or visual impairments, gifted/talented, and other special needs. Pupil Appraisal Services are offered by members of our multidisciplinary team and may include an Educational Diagnostician, School Psychologist, School Social Worker, Speech Pathologist, Behavior Interventionist, IEP Facilitator, or other qualified examiner. Pupil Appraisal staff also provide crisis intervention, training on selected topics, and various direct support services to students with learning and behavior problems.

Major Function of Pupil Appraisal Services

Major functions of pupil appraisal personnel should include being child/student advocates and assisting students to remain in and profit from the general education curriculum whenever possible. When a student, as a result of an individual evaluation, qualifies for special education and related services, pupil appraisal personnel will recommend those services and supports needed to assist the teachers and parents of the student in providing appropriate special educational services in the least restrictive environment.

How to Access Pupil Appraisal Services

Pupil Appraisal Services for children enrolled in school are arranged through the School Building Level Committee (SBLC) at each school. The SBLC is a problem-solving group made up of a school administrator, teachers, the school counselor, parent, and other school personnel. A school counselor from each school is the SBLC chairperson. S/he is the person parents and teachers contact to schedule SBLC meetings and discuss concerns about individual students who are experiencing academic or behavioral difficulties, or who are suspected of being gifted and or talented.

An evaluation will include the following:
- Hearing and vision screening
- Health and medical history
- Developmental history
- Cognitive development
- Adaptive development
- Social and emotional development
- Communication development
- Present levels of functioning
- Physical development

Kurzweil 3000 News

My name is Missy Tatum and I represent Kurzweil Education. In the 2018-2019 school year, EBR implemented Kurzweil 3000 district-wide and wholeheartedly embraced this multi-sensory learning tool. The 2020-21 school year has brought new challenges to schools and school districts due to the Covid-19 pandemic. Thankfully, Kurzweil 3000 is a very flexible tool that can be easily used for both classroom and virtual instruction.

Kurzweil3000.com is a web-based, text-to-speech (read-aloud) and speech-to-text program that students can access from virtually any internet connected device (i.e. computer, smart phone, Chromebook, etc). In addition to the reading supports, it has powerful tools for writing, study skills (highlighters, note-taking tools), dictionaries, language translation, graphic organizers, and much more. Any student can benefit from Kurzweil 3000, but it is particularly helpful for students in Special Education, those with 504 plans, English Language Learners, and those who benefit from a multi-sensory learning environment.

As previous mentioned, the successful Kurzweil 3000.com implementation in EBR started in the 2018-19 school year. This school year, we’ve been building upon that success with a series of online trainings for educators and parents. These training sessions have been very well attended and we look forward to more in the future.

I would like to commend the EBR staff as well as the parents for their dedication and hard work. I know that this is a challenging time for all and I’ve been particularly impressed by the time and effort put forth by all to meet the needs of students.

Visit the Kurzweil Education website:
www.kurzweiledu.com
Three Tools for Engaging Technology Experiences

As an educator, I feel technology can be used to inspire students to think big, to have a positive impact on the world, to become inventors, and to be innovators. There are many excellent technology tools that can align with your curriculum and satisfy these skills. However, I will focus on the Google for Education and G Suite ecosystem tools, as well as third-party applications.

Google Classroom

Google Classroom is an application available in Google for Education that allows students to access your classroom materials, lessons, assignments, and resources anytime, anywhere, and on any device. It gives teachers a platform to digitize their classroom routines by creating conversations, assignments, and quizzes, and providing guidance, support, feedback, and grading on assignments. It gives a voice to all students in the classroom and a platform to communicate with their teachers and their peers and model good digital citizenship.

For example, a group of students can share and collaborate on a project and use Google Slides to present it. To further enhance the activity, they can use the Screencastify Chrome extension to narrate or explain their work and then insert the video directly into the slide using the Screencastify add-on for Google Slides.

Google Jamboard

Another tool I would recommend is Google Jamboard. Jamboard can be accessed via the web at jamboard.google.com or using the free app that can be downloaded from the Google Play store or Apple Store to your mobile device. I consider Jamboard a think space because it is dynamic and collaborative and is a blank canvas that can be used for anything. Giving students a blank canvas supports organizational skills and visual learners too. The best part is that it integrates with G Suite, so you can use it with Google Classroom!

A few examples are to have students respond to an essential question, label diagrams to support concepts, illustrate the cover of the story, allow students to brainstorm and document information, or organize information into a flow chart or concept map. Students can reply to all these tasks by using the side menu on the screen. In addition, students can share their Jams with a peer by clicking on the ‘Share’ button or with their teacher by linking it into an assignment in Google Classroom.

Google Expeditions

Another example of using immersive technology is Google Expeditions. This free app can be downloaded from the Google Play store or Apple store onto any mobile device or tablet. Using Google Expeditions will bring your lessons to life! It gives you the opportunity to be a tour guide, to take your students on virtual field trips using virtual reality, and to explore different objects, all within your classroom.

Virtual Reality: Google Expeditions allows your students to go on virtual field trips and visit places like the Great Barrier Reef, or the Pyramids of Egypt, or, even, the Grand Canyon within your classroom. Teachers control the pace of the tour, point out specific items in the scenes, and read the information provided to the class. Students can experience a landmark or location using 360-degree technology.

Augmented Reality: Additionally, students can explore 3D objects using augmented reality. You can have your students dive into a weather system such as a hurricane; explore parts of the human body like the respiratory system; and study earth and life science such as volcanoes, insects, cells, and dinosaurs.

In conclusion, there are tons of technology tools that you can use with your students and align with your curriculum. However, keep in mind that the educator drives the lesson and plants the seeds to make the content meaningful, engaging, and immersive for the students. At some point during the activity, student leaders will emerge, and the educator becomes a facilitator who will guide them through the technology components for the remainder of the lesson.

Recommended Youtube Teaching Videos

“How to Use Kami for Special Education Modifications and Accommodations”

“How to Use Google Classroom for Parents!”

“Using Google Classroom for special education accommodations.”

“Make a Bitmoji Scene in Google Slides!(Bitmoji Classroom)”

“Bitmoji Classroom Tutorial”
Stories all in one "room"

This Interactive room has 100's books, by holidays, seasons, author, topics, and a Spanish library, etc. Many of the books may be in other libraries that I have previously sent, but now they are all in one "room". It is now in our Shared Drive, Themed Rooms folder. I hope you will enjoy this one! https://docs.google.com/presentation/d/1HH7JPc4HAbRpZF6Q871cmTspSrW9rLb45Qi1xqtpU2A/edit?usp=sharing

There is a Turkey Library: perfect for the fall and Thanksgiving holidays. Now in the Shared Drive, Holiday Folder https://docs.google.com/presentation/d/1wYBhFLEM8idkhjBerWo_8OoXRpi9QG6XhcYtdah8c/edit?usp=sharing

Want to share some audio books with your students for leisure "listening". Here is a collection of Disney stories. Now in the Shared Drive, Interactive Rooms, Reading folder https://docs.google.com/presentation/d/1IaSYNEK2o7_CB7JDvQHsIjWYP8qr6DmT5RjwO78ek2JQ/edit?usp=sharing

Preschool News

There are 6 early literacy skills that young children need to become successful readers. Research indicates that children who enter school with more of these skills are better able to benefit from the reading instruction they receive when they enter school.

Vocabulary
Knowing the names of things is an extremely important skill for children to have when they are learning to read. Help develop children’s vocabulary by reading a variety of books, both fiction and nonfiction, and by naming all the objects their environment.

Print Motivation
Print motivation is a child’s interest in and enjoyment of books. A child with print motivation enjoys being read to, plays with books, pretends to write, and asks to be read to.

Print Awareness
Print awareness includes learning that writing in English follows basic rules such as flowing from top-to-bottom and left-to-right, and that the print on the page is what is being read by someone who knows how to read.

Narrative Skills
Narrative skills is the ability to understand and tell stories, and to describe things. Help children strengthen their narrative skills by asking them to tell you things about the book.

Letter Knowledge
Letter knowledge includes learning that letters have names and are different from each other, and that specific sounds go with specific letters. An example of letter knowledge is a child’s ability to tell the name of the letter B and what sound it makes.

Phonological Awareness
Phonological awareness is the ability to hear and manipulate the smaller sounds in words. It includes the ability to hear and create rhymes, to say words with sounds or chunks left out and putting two word chunks together. Most children who have difficulty in reading have trouble in phonological awareness.

504 dyslexia

All 1st grade students will be screened for characteristics of Dyslexia during the week of December 7 – December 11, 2020 at their school site. Parents can also request screenings for characteristics of Dyslexia in grades 2-12 with the School Counselor.

Dyslexia is characterized by difficulties with accurate and/or fluent word recognition, poor spelling, and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.” Adopted by the IDA Board of Directors, Nov. 12, 2002.
In an effort to leave no student behind, the East Baton Rouge Parish Schools Assistive Technology Department is diligently working to address the unique challenge created by the Coronavirus Pandemic for students with special needs. Research supports the fact that assistive technology isn’t just a “nice-to-have”—it’s crucial to the learning and success of students with disabilities. Our team consists of Speech-Language Pathologists, Occupational Therapists, and other specialists who work collaboratively with school staff to identify effective solutions and to support students in reaching their goals. These specialists work together to conduct assessments and provide technical support and training while adhering to masking, social distancing, and all rules for safety of everyone involved, including parents, students, and school staff.

In many cases, approaches to working with students must be completely reinvented. The assistive technology staff assists school personnel with the following:

- Determining the most appropriate Augmentative Alternative Communication (AAC) devices, including dedicated as well as mobile/tablet-based solutions and apps
- Selecting and arranging vocabulary for students communicating with assistive technology
- Utilizing high and low technology to improve comprehension, organization and behavior via visual supports, schedules, and organizational apps
- Integrating devices and apps into the classroom curriculum
- Determining which adaptations provide the most effective and efficient access to technology

The team provides the highest level of support and assistance for all students with disabilities, while ensuring that no student is left behind.

You can’t go back and change the beginning, but you can start where you are and change the ending.

The Speech Language Pathologists in EBR have pivoted many times during the last couple of months. In preparation for virtual, hybrid and face to face therapy they have participated in many trainings, which focused on developing resources, therapy techniques, virtual platforms, technical support and coaching. The therapists have worked together by sharing ideas and resources and are comfortable with all service delivery models. We have added nine new therapists to our team: Brooklyn Pearce, Rebecca Woodall, Patricia Rice, Amber Jackson, Marla Bellenger, Maria Shaw, Tailyr McAlpin, Lauren Guice and Rosalyn Dixon. Additionally, we have established a contract to supervise graduate students from Xavier University of New Orleans and will continue to provide a training ground for Southern University, ULM and LSU. The therapists are excited about our new technology that allows them to complete virtual speech and language assessments, updates to EIS and Boom cards. We are looking forward to a great year and are ready to pivot when necessary.

We’d like to welcome, Natasha Aymami, to our VI Team. As a Certified Orientation and Mobility Specialist, she’ll be working with Donna Sue Sullivan to provide O & M services to our blind and visually impaired students. In addition to being a COMS,

Natasha is a nationally certified sign language interpreter. A proud graduate of the University of Arkansas, Natasha looks forward to working with our EBR students, families and being a part of our VI Team.
# 2020 - 2021 ESYS Calendar Including Distance Education

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 9, 2020</td>
<td>Begin Regression-Recoupment Data Collection (prior to Thanksgiving Break)</td>
</tr>
<tr>
<td>December 11, 2020</td>
<td>End Regression-Recoupment Data Collection (after Thanksgiving Break)</td>
</tr>
<tr>
<td>December 7, 2020</td>
<td>Begin Regression-Recoupment Data Collection (prior to Christmas/Winter Break)</td>
</tr>
<tr>
<td>January 15, 2021</td>
<td>End Regression-Recoupment Data Collection (after Christmas/Winter Break)</td>
</tr>
</tbody>
</table>
| February 8, 2021      | ESY Screening Determination forms due (Forms A & B)  
Those students that will participate in Distance Education should be identified as such on these forms with IEPs to reflect the Distance Education decision. |
| March 8, 2021         | All ESY-IEP meetings held and ESY-IEPs turned in  
(All ESY-IEPs are to be picked up by the Instructional Support Specialist (ISS) and delivered to Colleta Anderson at Goodwood Administrative Center.)  
Students identified as Distance Education recipients to be submitted and documented on ESYS IEP. |
| March 15, 2021        | Deadline for ESYS Employment Applications |
| March 15, 2021        | Ineligible Letters with documentation given to and reviewed by Instructional Support Specialists and filed for Audit |
| March 15, 2021        | Regression-Recoupment Data Collection |
| May 27, 2021          | ESYS Teacher Orientation |
| June 7, 2021          | 1st Day of ESYS for Students  
**TBD (by Mrs. Chapman)** Last Day of ESYS for Students  
**TBD (by Mrs. Chapman)** Last Day for ESYS Teachers |

ESYS start and end dates for eligible students will be determined individually based on the student’s documented needs.
**Determining Eligibility for ESY Services**

<table>
<thead>
<tr>
<th>What to Screen</th>
<th>How to Screen</th>
<th>Who to Screen</th>
<th>Special Circumstances - Transition from Early Steps to Preschool Services</th>
<th>Special Circumstances - Transition to Part School Outcomes</th>
<th>Special Circumstances - Exclusive Absences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression-Recoupment</td>
<td>Critical Point of Instruction</td>
<td>Critical Point of Instruction</td>
<td>Special Circumstances - Employment</td>
<td>Special Circumstances - Transition from Early Steps to President</td>
<td>Special Circumstances - Transition from Early Steps to Part School</td>
</tr>
<tr>
<td>All students participating in ESY</td>
<td>All students with significant cognitive disabilities</td>
<td>All students with disabilities</td>
<td>Students age 16-22 who are in need of support to maintain paid employment during the summer months.</td>
<td>Students transitioning from Early Steps to Part School services who have special needs related to their health.</td>
<td>Students with documented absences during the school year of more than 10 days for health-related conditions without the provision of hospital/hospice services.</td>
</tr>
</tbody>
</table>

**Basic Questions:***
- If the student loses skills over the 3 week break, can the student (re)transpend the skills within a reasonable time? One week: 1-2 weeks to recover, two weeks: 3-4 weeks to recover.
- Basic Question: Is the student at a critical stage in the general education curriculum where the provision of special education services during an extension of the regular school year would allow the student to maintain and/or achieve grade-level expectations or maintain the level of services indicated in the IEP?
- Basic Question: Is extended intervention during a 3-week extension of the regular school year necessary to receive meaningful benefit in the goal area? Would the student be in danger of losing significant progress made toward acquisition, fluency, maintenance, and/or generalization of self-help, community access, or social behavioral skills which student has almost achieved?
- Basic Question: Is there a need for extended services over the summer months to ensure performance skills on the IEP are not lost during the transition from Early Steps to preschool services on the IEP? Is there documentation in the IEP that the student needs support to maintain paid employment during the summer?
- Basic Question: Is the student in need of extended services to complete the LEA action steps that are not expected to be completed by the end of the student's final year in school?

**Determining Circumstances:** When a student does not meet the criteria for ESY in any of the categories above, the teacher/instructional personnel shall determine if a break in instruction would negatively impact or cause the student to lose skills that will restrict the student's ability to function as independently as possible.
Collaboration is an important part of ensuring that our VI students’ vision needs are consistently addressed and met in their educational setting. Therefore, building and maintaining partnerships between TVI Itinerants and classroom teachers are essential. In the photo shown, TVI Itinerant, Ms. Sand, and Forest Heights Academy of Excellence First Grade Teacher, Mrs. Taylor, are shown. They have collaborated extensively to help ensure that their mutual student, Mia, has what she needs both at school and home to be successful in first grade this year.

Our VI department works hard to ensure that our VI students have the technology needed to participate in both virtual and face-to-face instruction. This photo shows the technology that one student has at home and school. Ms. Sand (TVI) would like to thank Mia’s family, Mr. Jackson (FHAE Principal), Mrs. Moncrief (FHAE Dean of Students), Robin King (Director at The Louisiana Instructional Materials Center) and Anthony Hall (EBRPSS Technology Assistant) for their ongoing support and assistance with helping our VI students access technology and obtain the devices that they require.

As unprecedented challenges arise due to the pandemic, we embrace each opportunity. Our VI Team continues to grow professionally, learn and implement new teaching techniques and build strong relationships with the talented teachers and service providers throughout our district. This photo shows a VI student learning Braille, Ms. Sand participating in an online professional development training and teachers and service providers collaborating at Forest Heights Academy of Excellence and Southdowns. It does, indeed, “take a village to raise a child” and our “villages” are strong!

Carter, a Pre-K student at Southdowns, has an outstanding team of advocates. His parents, grandparents, TVI Itinerant, teachers and service providers regularly collaborate to ensure that his vision needs are consistently met at home, virtually and in the face-to-face school setting.
From the desk of Data Management…

Data Management (DM) is comprised of 2 Regions divided by Coordinators; Region I, Kimberli Mason and Region II, Jacqueline Bottoms, with a total of 14 Data Specialists. We are currently in the process of completing our IDEA Child Count.

**IEP/SP and Evaluation Timelines**
- IEP/SPs should have a draft created 60 days prior to their due date and given to your Instructional Support Specialist (ISS) 30 days before they expire.
- PNLs for Reevaluations should be opened at least 60 days in advance, logged in DM and given to your Compliance team by the 45th day.

**SER New User Procedure**

New User request must be emailed directly to: JBottoms2@ebrschools.org or KMason3@ebrschools.org by your ISS or Supervisor. The Email Message must include the new user’s full name and email address

**SER User Locked Out**

Email to JBottoms2@ebrschools.org or KMason3@ebrschools.org

CC: Your assigned Instructional Support Specialist (ISS)

**Important:** You get locked-out of SER when you login 3 consecutive times without reopening the web browser. Normally happens when your password is expired.

**SER User URL**

1. SER Website:
   - [https://serp.doe.louisiana.gov/SER/home.aspx](https://serp.doe.louisiana.gov/SER/home.aspx)
     - Username will Always start with LDOE\e017xxx
     - Password must be at least 8 characters, include at least 1 capital letter and 1 number. Adding a character makes your password stronger.
     - Ex: September20!

2. Password Reset Website (PRS):
   - [https://password.doe.louisiana.gov](https://password.doe.louisiana.gov)
     - Username should never start with LDOE\, ONLY use e017xxx when you reset your password.
     - Password must be changed every month. Best practice would be to schedule a reminder on your calendar on the same date each month.

**SIGNIFICANT DISABILITIES DRIVE**

The Significant Disabilities Instructional Materials folder on our Shared Drive contains, literally 100’s and 100’s of activities and resources for both virtual and face to face educational activities. There are over 37 labeled folders by subject matter. The interactive rooms folder provides thousand’s of read aloud literacy materials for all ages and skill levels. Materials are available for teachers to print or use interactively.

Teachers must request access to the drive. Once they look at the materials, decide what they want, they must make a copy and then move that copy to their “My Drive”. Once the materials are in their drive they can edit and use the materials.

Click on the link below for a video on how to copy the materials and moving them to your drive: [https://tinyurl.com/y5qqm82f](https://tinyurl.com/y5qqm82f)

A big THANK YOU to Michelle Kilcrease-Southeast Middle School and Karen Nelson- Autism Team Lead Support Therapist for creating this valuable resource!
TIPS to Promote Social Distancing in ESS Classrooms

- **Review and follow your school’s social distancing procedures.**
- **Explicitly teach social distancing expectations to students.** Create lessons, social stories on social distancing, and task analyses including but not limited to wearing a mask, washing hands, and maintaining a 6-foot distance. Social stories and task analyses with visual supports should be shared with parents. (Youtube is a good source for social stories)
- **Conduct the lessons on the first day, everyday thereafter,** and every so often during the day (i.e. transitioning to the next class, during breaks, lunch, or going to the restroom) for at least two weeks. One Thematic Lesson can be created for ELA, math, science, and social studies classes.
- **Use your protective equipment** (i.e. mask, face shields) to model social distancing behaviors.
- **For students with Autism and with complex needs provide visual supports including but not limited to visual schedules.** Have many signs posted around your room with age and developmentally appropriate visuals re: mask rules or suggestions, hand washing and sanitizing reminders, and any other information you feel is important to have highly visible each and every day.
- **Schedule hand washing breaks.** A visual timer on the smart board is recommended. Teach/review proper hand washing techniques. Use songs to accompany handwashing such as ABC’s, Happy Birthday, etc. to ensure proper length/time for handwashing.
- **Provide students opportunities to practice these expectations and routines regularly.** Make it part of your class.
- **Make every routine intentional everyday and throughout the day.**
- **Limit the sharing of supplies or equipment among students during the day.** Create a daily schedule for equipment use. Limit the materials/manipulatives available to students at one time. Rotate in clean materials to limit exposure. Have a plan.

- **With the paraprofessionals and the parents, create a classroom plan** for students who demonstrate atypical movements or habits (i.e. loves to move around the room, etc.) or students with sensory issues for wearing masks that will minimize social distancing. The plan should still be consistent with the IEP and should allow students to maximize educational benefit in the classroom including receiving free appropriate public education.
- **Structure your classroom to observe social distancing (i.e. distance of desks, stations).** Separate chairs/desks as much as possible. Provide visual boundaries by using colored tape (i.e. painters’ tape) to designate the location of desks. If you have 2 doors into your classroom, use one for entry and one for exit.
- **Before the students report to class, create classroom expectations and routines for your paraprofessionals** that are aligned to your school’s and the district’s plan, establish, and observe these expectations and routines at all times.
- **Our students have diverse needs so create a plan** that is unique to your students and is geared towards meeting their individual unique needs.

For additional ideas and teacher-made recommendations on observing social distancing, click [Safety Considerations for Teachers by Diane Lewis](#).
You’ve Got to Move It, Move It!

Educators generally don’t dispute the links between movement and cognitive development; we all know that most kids love to run, jump, skip, and climb. Children need opportunities to move so they can learn. Movement helps develop and strengthen neural pathways laying the foundation for further development in language, literacy, and math skills.

https://www.youtube.com/watch?v=hdcTmpyDO0I

Neurons, or nerve cells in the brain, make connections depending on a child’s life experiences. These connections can be affected by a child’s lack of opportunity or inability to move. Research supports that there are “windows” of opportunity when specific types of learning take place; however, neurological maturity can last until age 20. Sometimes, playing music is enough to get your child moving.

Occupational and Physical Therapists combine concepts of typical and atypical development, neuroanatomy, physiology, and brain function to prescribe exercises for children with sensory and motor difficulties to facilitate movement and enhance function. Utilizing specific strategies such as crossing midline, body rotation, or multi-planar movements can be especially effective for students with movement dysfunction, particularly when combined with educational concepts such as directional movement, sequencing, and following instructions. Movement is one of the most important learning components of a child's life...so let’s keep moving!
What Is Child Find?

An effort coordinated by the EBR Parish School System and Exceptional Children Services to:

- Locate and identify children and youth ages birth through 21 with disabilities who are in need of special education and related services.
- Inform parents and/or guardians of the services available from EBR Parish School System and other state and community agencies.

Who are the Children?

Children and youth who have been diagnosed or are suspected to have intellectual, physical, or emotional disabilities and are unable to benefit from a regular school program without special assistance.

What Help is Available?

- A complete evaluation and, if appropriate,
- An Individualized Education Program (IEP) or Services Plan for children with a disability beginning at age three,
- An Individualized Education Program (IEP) or Services Plan (SP) for each child with a disability 3 through 21, or
- A referral to other agencies when needed.

How Can I Help?

If you know of a child or youth with disabilities who is not in school or receiving special assistance, you can help by:

- Giving a copy of this brochure to the parents or guardians of the child,
- Encouraging the parent/guardian to contact the Exceptional Children Services of the EBR Parish School System, and
- Lending support to the child and his/her parents/guardians until the referral is completed.

Why Should I Help?

- A free appropriate public education is the right of every child with a disability, age 3 through 21.
- The law provides for early Intervention services for children with a disability, birth through two years of age.
- Parents of children and youth with disabilities need your support and assistance.
- EBR Parish School System and Exceptional Student Services need your help in locating these children.
- Without your help, children with disabilities may not be found.