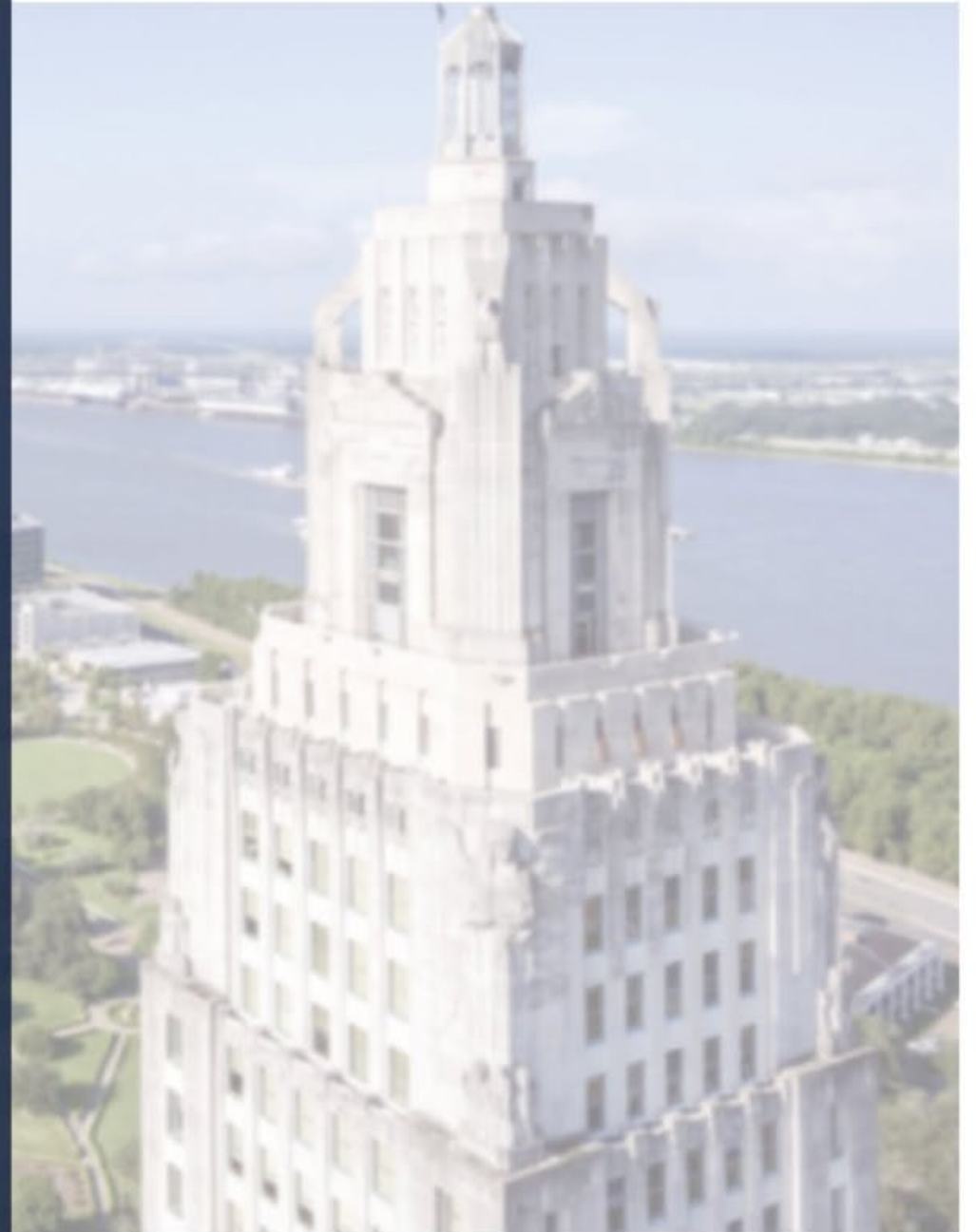




Exceptional Student Services Department SEAC Meeting - CGCS Findings

Superintendent Sito Narcisse, Ed.D
Michael Robinson, Ed.D, CAO
Adam Smith, Associate Superintendent

January 26, 2023



What is the Exceptional Student Services Department Mission?

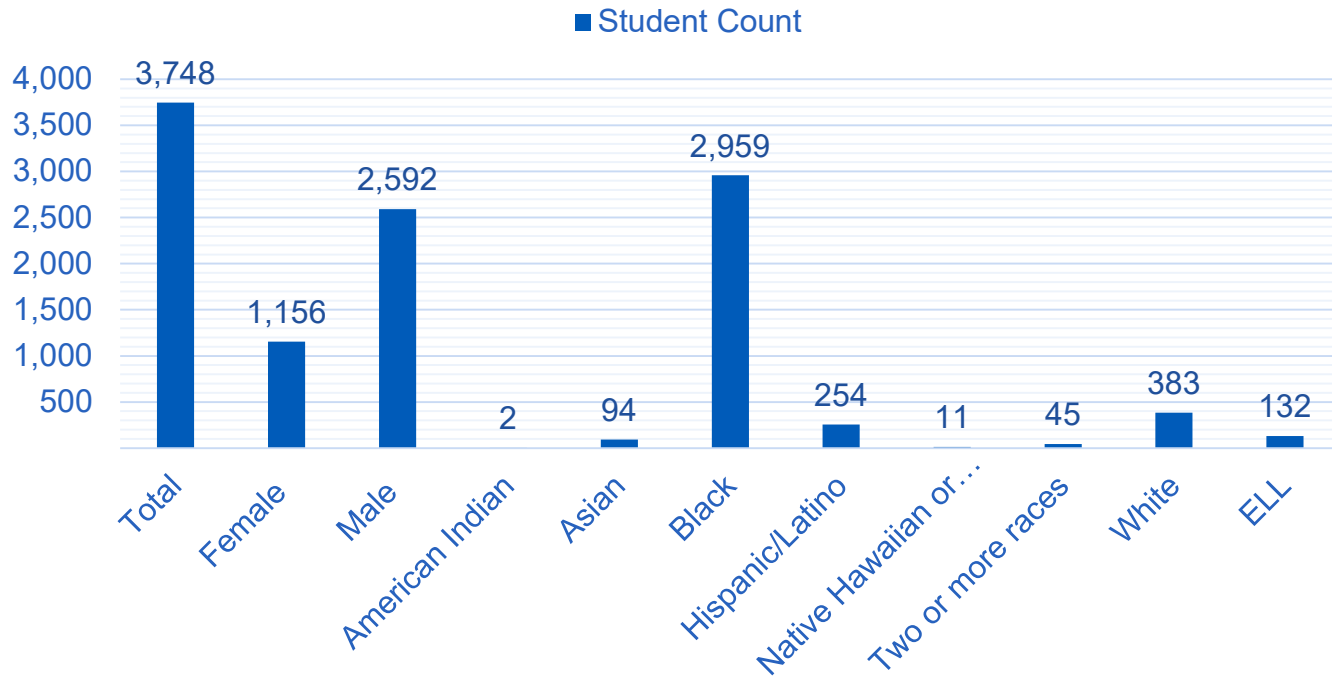
The East Baton Rouge Parish School System's (EBRPSS) Exceptional Student Services (ESS) Department offers a wide variety of programs that are destined to provide quality education, which will allow all students to function at their highest potential in a complex and changing society by utilizing accommodative learning opportunities.

What are the Categories of Disabilities Under IDEA Law?

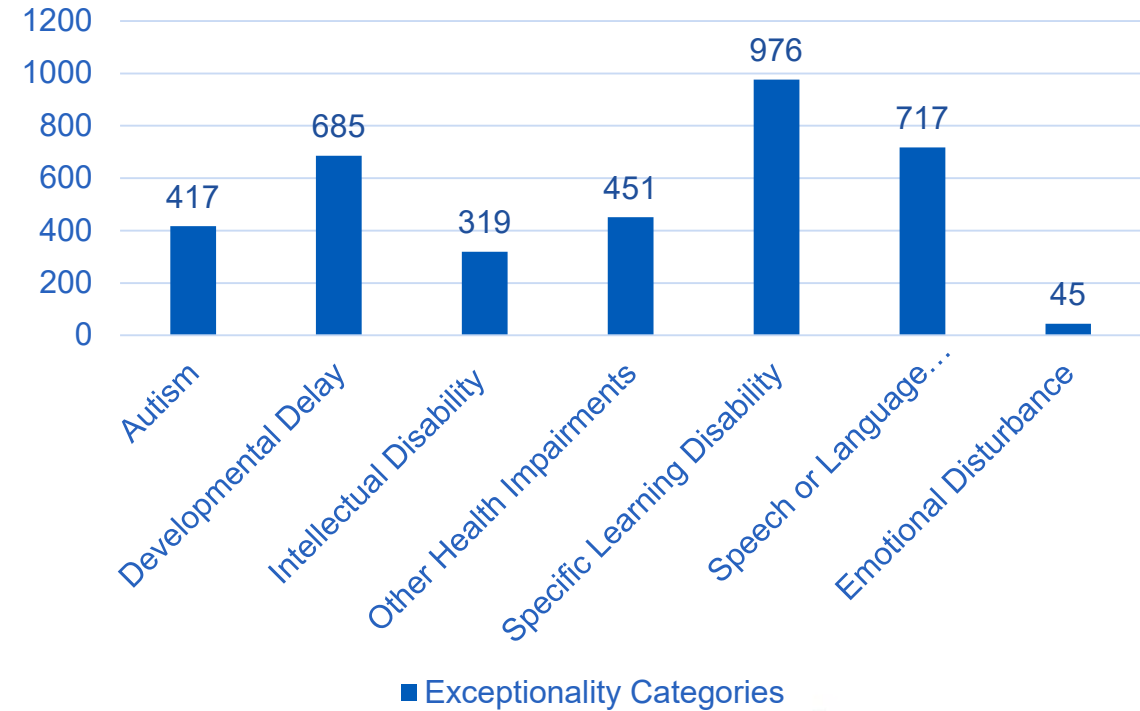
- Autism Spectrum Disorder
- Deaf-Blindness
- Developmental Delay*
- Emotional Disturbance
- Deaf/Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment, including Blindness

Who DO We Serve?

2022-2023 Students with Disabilities Enrollment Overview



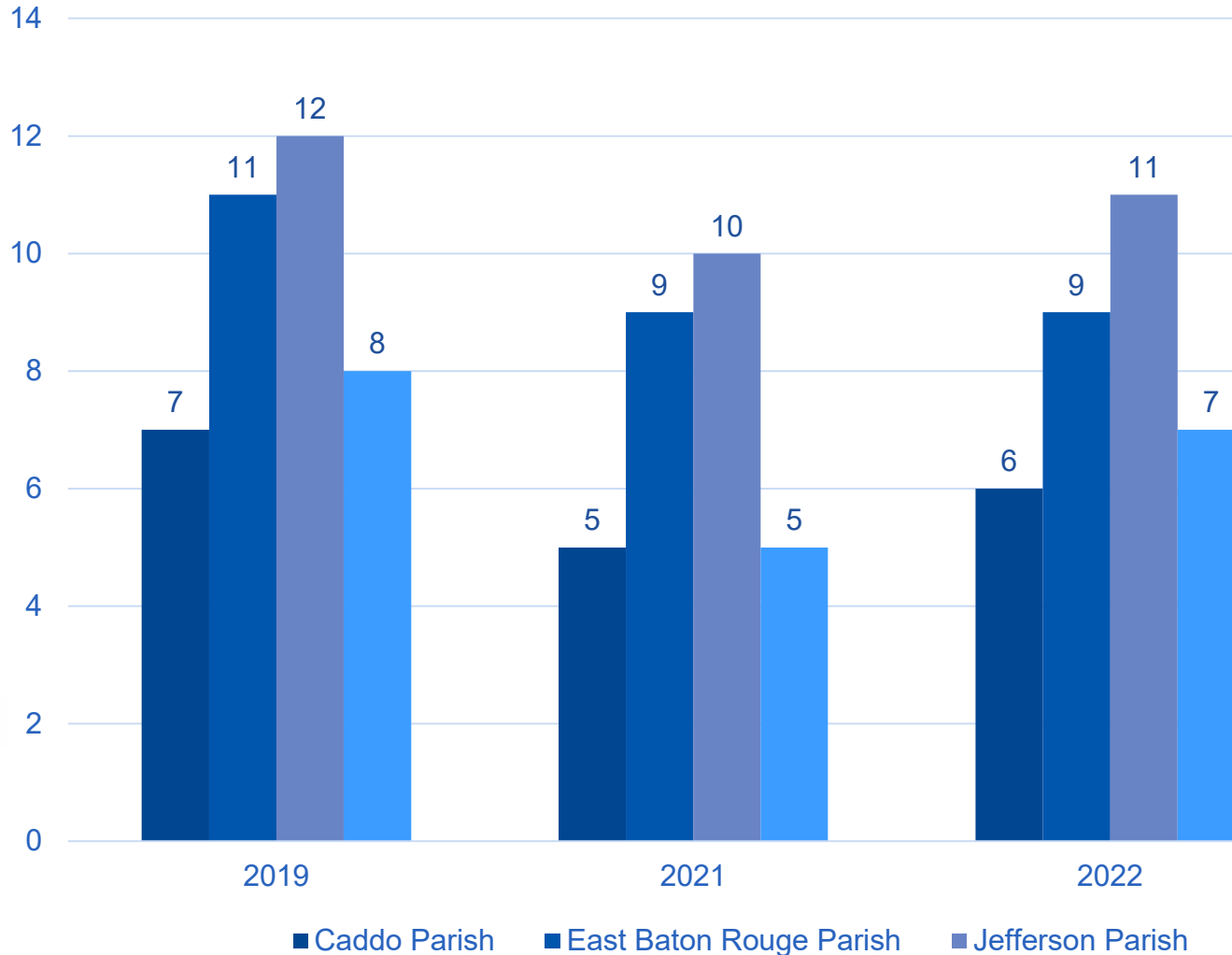
Top Primary Exceptionality Categories





How Does EBR ESS Performance Compare to Districts with Similar Size and Demographic?

% Mastery & Above by Students with Disabilities (All grades/All subjects)



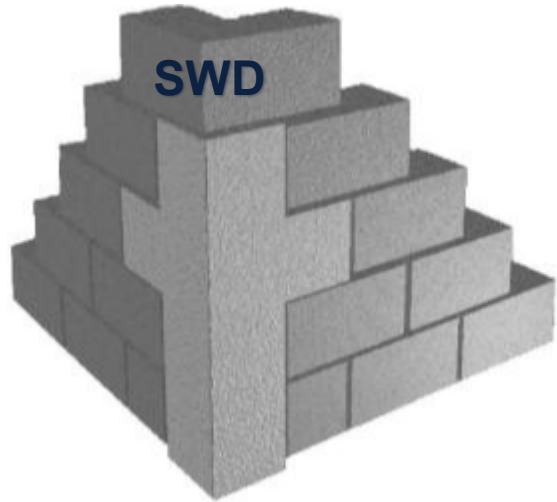
Comparisons by Total Enrollment & %Economically Disadvantaged			
District	Total Enrollment	% ED	Feb. 22, 2022 Count DPS
Caddo	34,850	70.3	71.3
EBR	41,418	81.1	66.5
Jefferson	47,648	84.1	74.4
Orleans	43,875	86.3	66.6



What Are The New Organizational Shifts?



Student Achievement



Pupil Appraisal

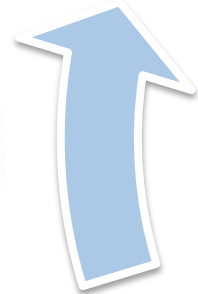
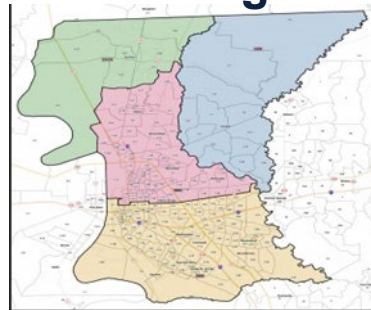


ESS Instructional Support Specialists

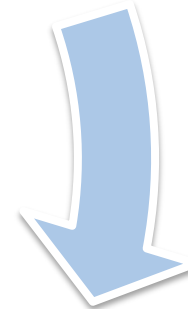
Employee Development



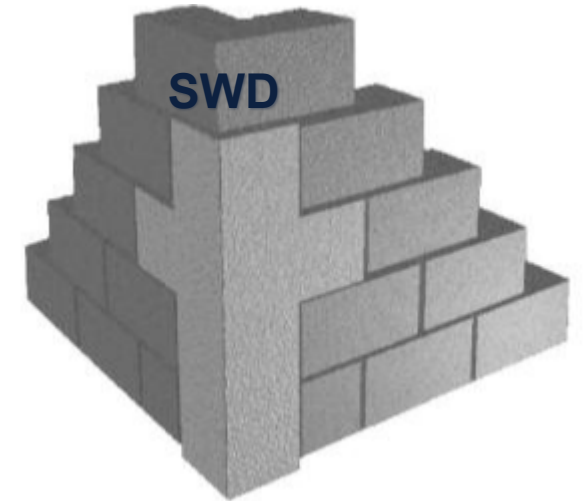
School Regions



ESS Student Counseling Support



ESS Behavioral Specialists



Operational Excellence



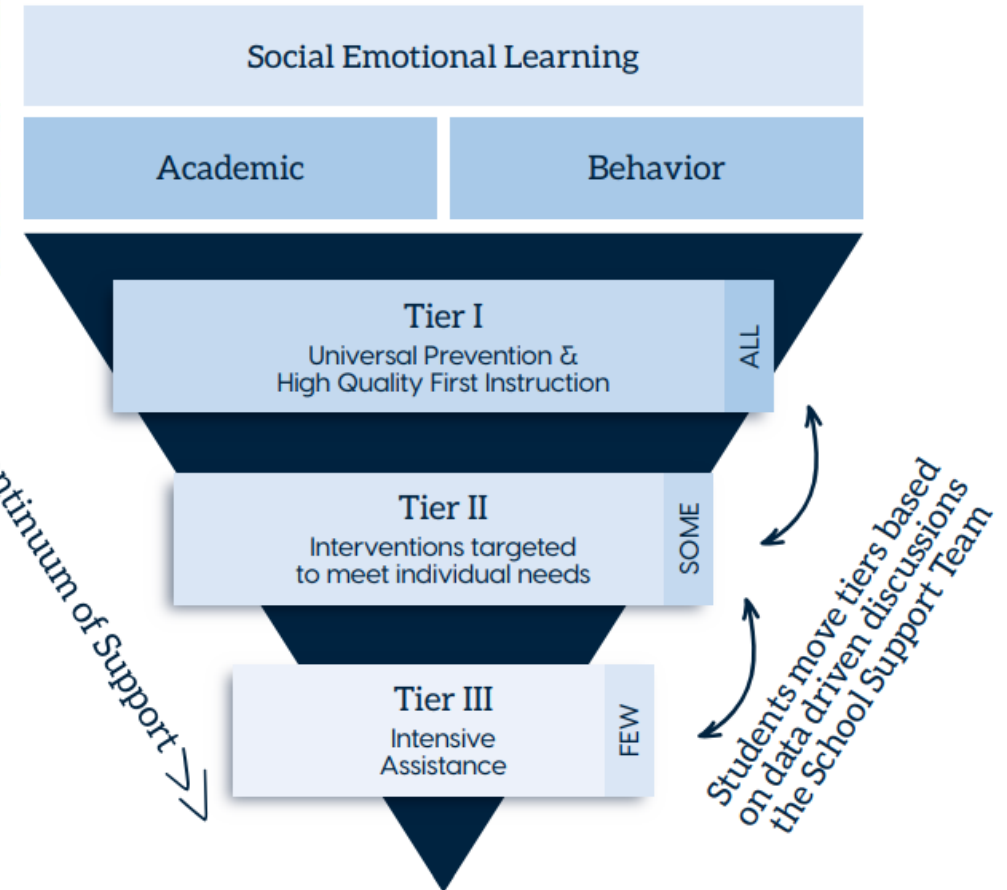
Why Shift From A Single Student Support Team (SST) To A Multi-Tiered Systems of Supports (MTSS)?

Key Finding: The district's planned use of a single student support team (SST) reflects a significant change from the past, which involved multiple teams meeting to address student concerns through PBIS, SEL, instructional, school-based level committee, etc.

Tier III
Individualized intensive interventions

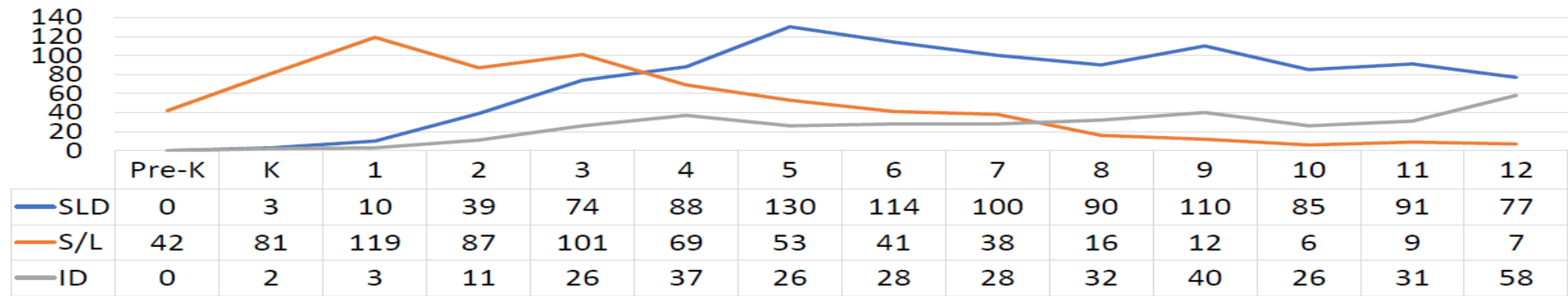
Tier II
Targeted small group interventions for at-risk students

Tier I
Whole class research-based core instruction



Why Are There Increases In Numbers For Specific Learning Disability (SLD), Intellectual Disability (ID), Speech or Language Impairment?

Key Finding: Change in numbers of students with SLD, S/L, and ID by 3rd grade.



Waves bye bye



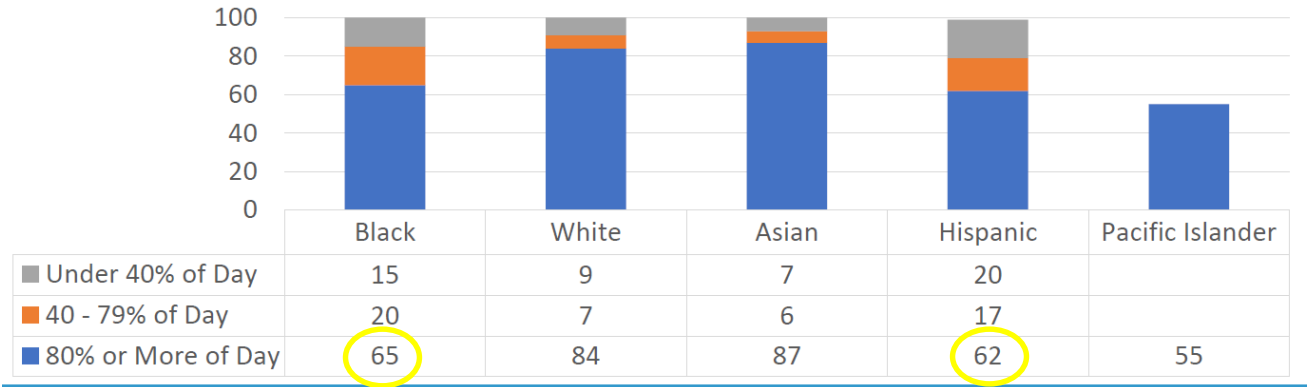
Points to ask for something



Names things in a book when you point

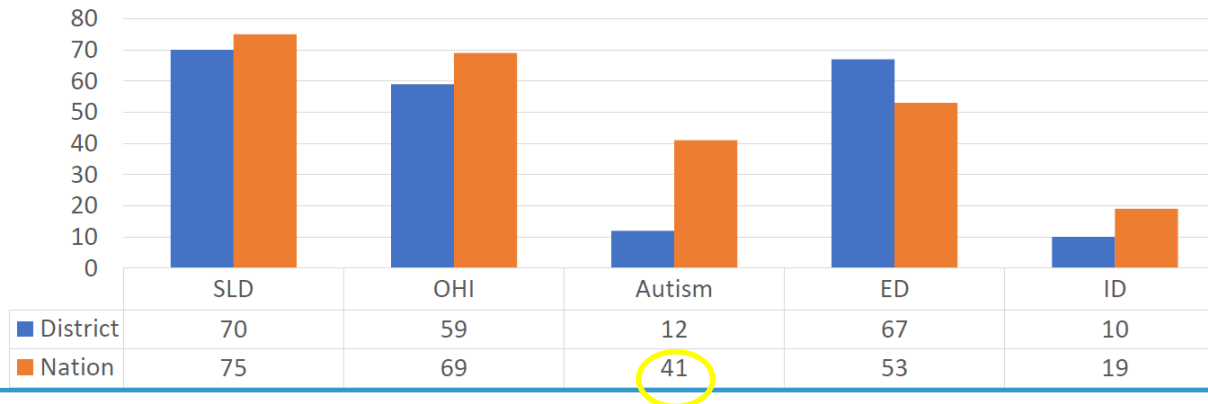
How Is EBR Addressing Least Restrictive Environment (LRE)?

Key Findings: Education Environment Percentages by Races/Ethnicity

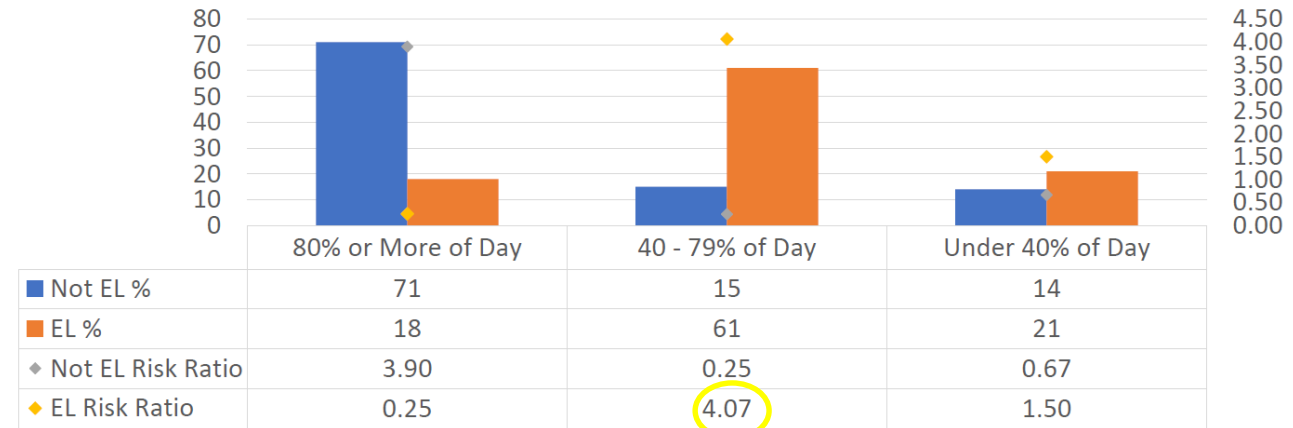


- Continue to educate admin and IEP teams on the LRE continuum/placement options.
- Institute pre-IEP meetings for students considered for self-contained settings.
- Create an entrance criteria for students recommended for Autism classroom placement.
- Implement Inclusion pilot program in three elementary schools.

Key Findings: District and Nation At Least 80 Percent of Day in General Ed.



Key Findings: Educational Environments by English Learner Status.



GLOSSARY OF TERMS

Autism Spectrum Disorder (ASD)

A developmental disorder characterized by abnormal or impaired development in social-communication skills and restricted and/or repetitive patterns of behavior.

Deaf-Blindness

A concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for students with deafness or students with blindness.

Developmental Delay

A disability in which students/children, ages three through eight, are identified as experiencing developmental delays in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development or adaptive development.

Deaf and/or Hard of Hearing

A loss of hearing, whether permanent or fluctuating, that adversely affects a student's educational performance.

Emotional Disability

Special education eligibility criteria for students who exhibit one or more of the identified characteristics to a marked degree over an extended period of time in a variety of settings that adversely affects a student's educational performance.

Intellectual Disability

A significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a student's educational performance.

Individualized Educational Program (IEP)

A written detailed plan developed by a collaborative team for each student ages 3-21 who receives special education services.

GLOSSARY OF TERMS

Least Restrictive Environment (LRE)

The concept in State and Federal law is that students with disabilities will be provided special education and related services in a setting which promotes interaction with the general school population and classmates who are typically developing, to a degree appropriate to the needs of both. The LRE is determined by the IEP team on an individual student basis.

Multiple Disabilities

A concomitant impairments (such as intellectual disability-blindness, orthopedic impairment-deafness, autism-orthopedic impairment, or emotional disturbance intellectual disability), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments.

Orthopedic Impairment

A severe orthopedic impairment that adversely affects a student's educational performance.

Other Health Impaired (OHI)

Means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment is due to chronic or acute health problems and adversely affects a student's educational performance.

Specific Learning Disability

A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Speech-Language Impairment (SLI)

A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that negatively impacts a student's educational performance.

GLOSSARY OF TERMS

Traumatic Brain Injury (TBI)

An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that negatively impacts a student's educational performance.

Visual Impairment

An impairment in vision that even with corrections adversely affects a student's educational performance. The term includes both partial sight and blindness.