IDEA Part B

Preschool (Ages 3-5)
K-age 22
East Providence Continuum of Services

- Resource
- Intensive Support
- Highly Specialized
- Connections
- Therapeutic
- PreSchool
- Transition 14+
- ODP
- Related Services
  - Speech, OT and PT, Counseling, Transportation, Audiology Services, Recreation, O&M, Interpreting, Social Work, ETC.
DEMOGRAPHICS

National Identification Rate: 14%
State Identification Rate: 15.6%
East Providence: 19.8%
State Performance Plan/Annual Performance Report (SPP/APR) - Under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), states are required to report the progress of students with disabilities in important areas of performance.
Increase of 4.6%

- December 2020 Total 944
- December 2021 Total 990
- Homeschool
- Private and Parochial
- Head Start
12 DCYF
7 CRAFT
TOTAL 80
Based on the FY July 1, 2019 – June 30, 2020 State Performance Plan information on East Providence Public Schools Placement is as follows:

<table>
<thead>
<tr>
<th>Least Restrictive Environment (Indicator 5)</th>
<th>State</th>
<th>East Providence</th>
</tr>
</thead>
<tbody>
<tr>
<td>The percentage of students educated 80 to 100% of the time in general education settings</td>
<td>71.05%</td>
<td>71.12%</td>
</tr>
<tr>
<td>Percentage of students educated for less than 40% of the time in general education settings</td>
<td>12.5%</td>
<td>7.87%</td>
</tr>
<tr>
<td>Percentage of students educated in private separate schools, homebound/hospitalized and private residential schools</td>
<td>5.11%</td>
<td>5.39%</td>
</tr>
</tbody>
</table>
ELEMENTARY STAFFING

STUDENTS K-5 (373 +)
STUDENTS PREK (82+)
<table>
<thead>
<tr>
<th>School (# of IEP's)</th>
<th>Program</th>
<th>Teachers</th>
<th>SW</th>
<th>Psych</th>
<th>SLP</th>
<th>OT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Francis (47)</td>
<td>SC K-2, 3-5 Resource K-5</td>
<td>(2) (2)</td>
<td>1</td>
<td>.5</td>
<td>1</td>
<td>.5</td>
</tr>
<tr>
<td>Hennessey (52)</td>
<td>SC K-2, 3-5 Resource K-5 Inclusion K-1</td>
<td>(2) (2) (2)</td>
<td>2</td>
<td>.6</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>Kent Heights (47)</td>
<td>SC K-2, 3-5 Resource K-5</td>
<td>(2) (2)</td>
<td>1</td>
<td>.5</td>
<td>1</td>
<td>.5</td>
</tr>
<tr>
<td>Orlo (36)</td>
<td>Resource K-5 Inclusion 1</td>
<td>(1) (2)</td>
<td>1</td>
<td>+1 contracted .3</td>
<td>1</td>
<td>.4</td>
</tr>
<tr>
<td>Silver Spring (48)</td>
<td>TX K-2, 3-5 TX Coordinator Resource K-5</td>
<td>(2) (1) (2)</td>
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<td>1</td>
<td>.6</td>
<td>.4</td>
</tr>
<tr>
<td>Waddington (79)</td>
<td>SC K-2, 3-5 Resource K-5</td>
<td>(2) (3)</td>
<td>2</td>
<td>1</td>
<td>1.4</td>
<td>.8</td>
</tr>
<tr>
<td>Whiteknact (64)</td>
<td>HS K-2, 3-5 SC K-2, 3-5 Resource K-5</td>
<td>(2) (2) (2)</td>
<td>1</td>
<td>+1 contracted .4</td>
<td>2</td>
<td>.2 COTA .4</td>
</tr>
<tr>
<td>PreK (60+)</td>
<td>10 Integrated ½ day and 1 itinerant model</td>
<td>(6)</td>
<td>.5</td>
<td>.5</td>
<td>2</td>
<td>1</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>31</td>
<td>8.5</td>
<td>4.8</td>
<td>10</td>
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Prepared by: ACW

Dated: 04/26/22
SECONDARY STAFFING

STUDENTS 6-8 (198+)
STUDENTS 9-12+ (241+)
<table>
<thead>
<tr>
<th>School (# of IEP’s)</th>
<th>Program</th>
<th>Teachers</th>
<th>SW</th>
<th>Psych</th>
<th>SLP</th>
<th>OT</th>
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<tbody>
<tr>
<td>RMS (87)</td>
<td>SC 6-8</td>
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<td></td>
<td>CX 6-8</td>
<td>(6)</td>
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<td></td>
<td></td>
<td>COTA .4</td>
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<td></td>
<td>Resource 6-8</td>
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<td></td>
<td></td>
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<tr>
<td>MMS (111)</td>
<td>HS SC 6-8</td>
<td>(1) (6)</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<td></td>
<td>Resource 6-8</td>
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<td>EPHS (240)</td>
<td>Transition 12+</td>
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<td>Life Skills SC 9-12</td>
<td>(2) (2)</td>
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<td></td>
<td>CX 9-12</td>
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<td></td>
<td>Resource 9-12</td>
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<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>32</td>
<td>6</td>
<td>2.5</td>
<td>2.5</td>
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<td>COTA .4</td>
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</table>
Professional Development
2021-2022

- Powerschool Sessions
  - In and out of district
- QPR (Question, Persuade, Refer)
- SPI (School Suicide Prevention Initiative)
- Bi-monthly meetings by discipline, SLP, OT, PT, Psych/SW, Teachers
- Dr. Marilyn Friend, Inclusion and Collaboration Session 1 & 2 (TBD)
- CPI (Crisis Prevention and Intervention)
  - Refresher and Initial
- Right to Read Act
- Math AddVantage
- DLM Administration
- Ellen Flannery-Schroeder, Ph.D
EPLAC

- Major Topics of Discussion
  - Increasing Membership
  - Workshops
  - Inclusive Opportunities
  - EPLAC Awards
  - EPLAC BYLAWS 2022

EPLAC 13th Annual Awards Recognition Night
*Date: May 18, 2022*
Special Education at a Glance

Special Education Process

Referral → Evaluation → Eligibility → Placement → Annual Review → Instruction

Everything you need to know about Special Education and the IEP process!
The School Support System integrates multiple sources of information in order to develop a support plan that is directed at increasing student performance and is founded on proven practice.
Extended School Year (ESY 2021 Review)

The District had approximately 107 students of 944 total student receiving special education services recommended for ESY in 2021, (11.3 %). Of that number, 24 students, or 22.4% had parents decline ESY services.

The ESY service continuum is as follows:

1. Speech/Language and other related services by scheduled appointment
2. Social skills group by scheduled appointment
3. TVI and Orientation & Mobility services
4. Academic support in Reading, Written Language and Mathematics
5. Specialized, Highly Specialized and Therapeutic program
6. Transition services, including community work experiences
● CRP Amendment
● Planning for CRP 2023
● ARP Grant
● After School Events-Secondary
● ESY/Summer School
● Transition planning PK-K, 5-6, 8-9 meetings
● Student and staffing projections 2022-23
● Program review
● School Support Visit preparations and completion
● LEAP initiative
1. IMPROVE STUDENT OUTCOMES (INCREASE ELA AND MATH SCORES BY 2% PER YEAR)

2. PROFESSIONAL DEVELOPMENT (IMPROVE COMMUNICATION BETWEEN GEN ED AND SPECIAL ED TEACHER TO IMPLEMENT ACCOMMODATIONS FOR STUDENTS)

3. INCREASE INCLUSION OPPORTUNITIES FOR STUDENT