

**Rhode Island Special Education
Advisory Committee
(RISEAC)**

**Annual Report
2017-2018**



STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS

Gina Raimondo, Governor

RHODE ISLAND BOARD OF EDUCATION

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<p>GREEN, Esq., Rachelle (Council on Postsecondary Education)</p>
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McCONAGHY, Daniel , Chair

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(Council on Elementary and Secondary Education)

MarcAurele, Joseph J.

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WILLIAMS, Reverend, Jeffery A.

(Council on Postsecondary Education)

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(Council on Postsecondary Education)

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(Council of Elementary and Secondary Education)

RHODE ISLAND DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Ken Wagner Ph.D., Commissioner

The Board of Education does not discriminate on the basis of age, sex, sexual orientation, gender identity/expression, race, color, religion, national origin, or disability.

**RHODE ISLAND
BOARD OF EDUCATION
REGULATIONS
GOVERNING THE EDUCATION OF
CHILDREN WITH DISABILITIES**

State Advisory Panel

300.167 State advisory panel.

RIDE must establish and maintain an advisory panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the State.

300.168 Membership.

(a) *General.* The advisory panel must consist of members appointed by the Commissioner of Elementary and Secondary Education, be representative of the State population, and be composed of individuals involved in, or concerned with the education of children with disabilities, including—

- (1) Parents of children with disabilities (ages birth through twenty six (26));
- (2) Individuals with disabilities;
- (3) Teachers;
- (4) Representatives of institutions of higher education that prepare special education and related services personnel;
- (5) State and local education officials, including officials who carry out activities under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act, (42 U.S.C. 11431 *et seq.*);
- (6) Administrators of programs for children with disabilities;
- (7) Representatives of other State agencies involved in the financing or delivery of related services to children with disabilities;
- (8) Representatives of private schools and public charter schools;
- (9) Not less than one representative of a vocational, community, or business organization concerned with the provision of transition services to children with disabilities; and
- (10) A representative from the State child welfare agency responsible for foster care; and
- (11) Representatives from the State juvenile and adult corrections agencies.

(b) *Special rule.* A majority of the members of the panel must be individuals with disabilities or parents of children with disabilities.

300.169 Duties.

The advisory panel shall—

- (a) Advise the SEA of unmet needs within the State in the education of children with disabilities;
- (b) Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities;
- (c) Advise the SEA in developing evaluations and reporting on data to the Secretary under § 618 of the Act;
- (d) Advise the SEA in developing corrective action plans to address findings identified in Federal monitoring reports under Part B of the ACT; and (e) Advise the SEA in developing and implementing policies relating to the coordination of services for children with disabilities.

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Message from the Chair

June 22, 2018

As the 2017-2018 work year of the Rhode Island Special Education Advisory Committee comes to a close, I would like to thank all of the membership for sharing their time, knowledge, experiences and commitment to our mission of serving as an active voice for students with disabilities. It is truly a privilege to work with such a great committee of dedicated members who are committed to improving the quality of education for students with disabilities.

I am especially grateful to our leadership team. I would like to thank Maria Silvestri-Golotto, Vice Chairperson, Susan Donovan and Lori Wilbur, Recording Secretaries and Sheryl Reedy, Corresponding Secretary for all of their tireless efforts and guidance which was essential to our work this year.

Our committee is very appreciative of all the work that Kerri Sorensen, Rhode Island Department of Education's liaison provides to RISEAC. She has been invaluable to our work. Her caring support, excellent organizational skills and consistent follow through has been so helpful to our work throughout this year. She, along with several OSCAS staff, were critical in identifying valuable resources and information which benefited our work throughout the year. The work of the committee cannot be accomplished without the support of these dedicated state partners.

The Rhode Island Special Education Advisory Committee would like to extend our most sincere gratitude to Director J. David Sienko, Office of Student, Community and Academic Supports, for providing us with monthly updates on Rhode Island Department of Education activities which kept us abreast of current issues and allowed us to have more informed discussions on the issues we are focused on. We are very grateful for David's dedication to RISEAC and for all his help with our work this year.

Sincerely,

Patti A. Hien

Chairperson, RISEAC

Mission Statement

*The **R**hode **I**sland **S**pecial **E**ducation **A**dvisory **C**ommittee is an active voice in advocating that all students receive superior educational services enabling each student to achieve optimum success throughout their school years and into the world of adulthood.*

ROLES AND RESPONSIBILITIES

The Rhode Island Special Education Advisory Committee (RISEAC) provides the Commissioner and Board of Regents for Elementary and Secondary Education policy guidance with respect to special education and related services for children with disabilities in the State. The RISEAC advises the SEA on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education (RIDE) in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities.

Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes Individuals with disabilities: Teachers: Representatives of institutions of higher education that prepare special education and related service personnel; State and local education officials, including who carry out activities under subtitles B of Title VII of the McKinney-Vento Homeless Assistance Act: Administrators of programs for children with disabilities: Representatives of private schools and public charter schools: Representatives of a vocational, community, or business organization concerned with the provision of transition services to children with disabilities: Representative for the State child welfare agency responsible for foster care: and Representative from the State juvenile and adult corrections agencies.

The RISEAC meets monthly from October through May, from 6:30 PM to 8:30 PM, and hosts a New Member Orientation Meeting in August, a Strategic Planning Work Session in September, and its Annual Dinner Meeting in June.

Rhode Island Special Education Advisory Committee

*Patti Hien
Chairperson*

*Maria Silvestri-Golotto
Vice Chairperson*

*Sheryl Reedy, Corresponding Secretary
Susan Donovan & Lori Wilbur, Recording Secretaries*

Membership List 2017-2018

Eileen Botelho	Jennifer Connolly, Ph.D
Sharon Bissonnette	Lori DiPina
Susan Donovan	Esther Boucher
Gillian Elliott Pearis, Ph.D	Deborah Garneau
Patti Hien	Rosemary Gomes
Heather Kennedy	Denneese Seale
Maria Silvestri-Golotto	Paige Ramsdell
Lynn Bouvier, Kapiskas	Patricia Murtagh
Edward Angilly	Sheryl Reedy
Jean Ann Shields	Lori Wilbur
Kevin Plunkett	Barbara Irons
JoAnn Nannig	Douglas Pierson
Cindy Duckworth	

**Rhode Island Department of Education (RIDE)
Office of Student, Community & Academic Supports (OSCAS)**

J. David Sienko	RIDE/Director of OSCAS
Kerri Sorensen	RIDE/OSCAS Liaison

**RHODE ISLAND SPECIAL EDUCATION
ADVISORY COMMITTEE (RISEAC)
MINI BIOS 2017- 2018**

Sharon Bissonnette, Related Service Provider (SLP)

Sharon is a certified speech and language pathologist who works in the Newport County Regional Special Education Program. She earned her Ph.D. in education and conducted research on preschool students with and without Autism and other social communication disorders. (Start date 2013)

Eileen Botelho, RIDE – Title VII McKinney-Vento Homeless Assistance Act

Eileen is a Title I Education Specialist and the State Coordinator for Homeless Children and Youth. (Start date 2010)

Jennifer Connolly, Director of Special Education

Jennifer has been involved in the education of children with special needs since 1998. She is the Director of Special Education for the Warwick School System and serves on the Executive Board of the Association of RI Special Education Administrators (ARIASE) as the West Bay Regional Coordinator. Additionally, she serves as the Policy and Advocacy Coordinator for the RI Council for Exceptional Children (CEC), (Start date 2010)

Lori DiPina, RI Department for Children, Youth and Families

Lori is the Educational Services Coordinator for DCYF. She is responsible for education related issues that are impacting children from Early Intervention to Post Secondary years. (Start date 2013)

Susan Donovan, Director of Parent Training & Information Center at RIPIN

Sue is a parent of 3 children of which 2 have special needs. Professionally, she provides technical assistance to the Special Education Advisory Network and has served on the RI Transition Council, State Rehabilitation Council, Developmental Disabilities Council, Individuals and Families Advocacy Committee and the Family Engagement Advisory Board for the Governor's office. (Start date 2010)

Gillian Elliott Pearis, Parent

Gillian is the parent of a child with autism and also has a private practice in child, adolescent and adult psychiatry. In her practice she cares for patients with emotional and learning challenges. (Start date 2011)

Deborah Garneau, RI Department of Health

Deborah is the State Title V Special Needs Director and the Chief of the Office of Special Health Care Needs at the RI Department of Health. In this position, she is responsible for the supervision, management, and leadership of the Office's program areas. These areas include; medical home enhancement, youth medical transition, emergency preparedness for people with disabilities, service delivery system development, establishment of linkages between primary and specialty care, provision of parent support, health promotion for people with disabilities, resource development for parents and professionals, and comprehensive surveillance and building of

quality, performance-based systems of care. Deborah will also serve as the liaison to the Interagency Coordinating Council for Early Intervention. (Start date 2009)

Rosemary Gomes, Parent

Rosemary has been a Special Educator at Shea High School for twelve years. She has taught Life Skills to students in a self-contained setting for the last nine years. Rosemary is the mother of four children, of which two have special needs. She has a Master's Degree in counseling and is certified as a RI elementary education as well as a special educator for Kindergarten through grade 12. (Start date 2012)

Patti Hien, Special Education Teacher

Patti is a parent of an adopted child with special needs and a Special Education Teacher in Lincoln Public Schools for the past 26 years and previously at St. Aloysius Home in Greenville, RI. She is a strong advocate for Common Core State Standards based IEP goals and objectives. Patti is the CPI instructor for the Lincoln Public Schools. Patti has served on various committees associated with RIDE with respect to Alternate Assessment and Alternate Grade Span Expectations. She is a member of the Local Advisory Committee in Lincoln. Patti is also the Educational Coordinator for the Holy Family Home for Women and Children. (Start date 2010)

Barbara Irons, Parent

Barbara is a parent of a young adult with a disability and a special education teacher and leader providing transition services. (Start date 2013)

Heather Kennedy, Parent and person with a Disability

Heather is a parent of a child with a disability, as well as a person with a disability. Heather is a disability advocate and is involved and runs several groups and nonprofits that work with the special needs community. She is involved with military families, mental health counselor for children at risk. Heather serves as the Local Advisory Chair for the Northwest Regional Special Education Programs. (Start date 2015)

JoAnn Nannig, Office of Rehabilitation Services

JoAnn is the Statewide Transition Coordinator for the Office of Rehabilitation Services (ORS). She was the Providence Transition Counselor for ORS for five years. She is a member of the Providence Youth Council. She is a Nationally Certified Rehabilitation Counselor. JoAnn is coordinating Rhode Island's Project Search. (Start date 2009)

Paige Ramsdell, Higher Education Representative

Paige is a psychologist at the University of Rhode Island in the Disabilities Service Center. Paige has published research and presented at national conference about transition from high school to college for students with disabilities. She has attended Local Advisory Committee meetings and presented about transition. Paige is a member of URI Student Success Team, RI Association of Disability Services Providers in higher education, National Association of School Psychologists and Association on Higher Education and Disability. (Start date 2015)

Maria Silvestri-Golotto, Special Education Teacher

Maria has been involved with special education since 1999. Maria is a Special Education Specialist for the Providence Public Schools.

Lynn Bouvier-Kapiskas, Parent

Lynn is parent to a child with high functioning autism/Aspergers and a neurotypical child in college studying occupational therapy. She is the chairperson of the Woonsocket Special Education Local Advisory Committee (SELAC) and is an attorney licensed to practice in both Rhode Island and Massachusetts. Lynn is returning to RISEAC after an absence to care for an elderly family member. Started (again): 2016

Patricia Murtagh, Parent

Patricia Murtagh is a parent and speech-language pathologist (SLP). Besides working with middle and high school students in Scituate, RI public schools, she is involved in policy and advocacy pertaining to at-risk students. She is an active member in the Rhode Island Speech and Hearing Association (RISHA), which also supports this mission of advocacy. She has also completed her fifth year in the URI/RIC doctoral program.

Lori Wilbur, Parent & Special Ed Teacher

Lori Wilbur holds a degree from Rhode Island College in Elementary Education with a concentration in Special Education Elementary/Middle and Middle/Secondary. She is also certified to teach students with Significant Intellectual Disabilities, all grades. For the past eight years, Lori has taught special education at Charles E. Shea Senior High School in Pawtucket. Lori is a member of the district's Transition Team and coach for the Self-Determination Initiative.

Kevin Plunkett, Private School Rep

Currently Director of Education and Special Education at Ocean Tides Schools, RIDE ILP and SSST Team Member, Past Director of Secondary Special Education at Woonsocket Education Department, Past Coordinator of Secondary Programs at Pathways -J. Trudeau Center.

Sheryl Reedy, Parent & Service Provider

Sheryl Reedy, Parent & Service Provider

Sheryl is a parent of three children who receive special education services. She is a social worker at the Cumberland School District and is an advocate for responsive policies. In addition, Sheryl has owned a private practice for over ten years (Start date 2016).

Edward Angilly, Parent

Edward is the parent of a son with a disability. Edward is the chairperson of the Cranston LAC and he volunteers and assists with Special Olympics. (Start date 2013)

Cindy Duckworth, Parent

Cindy is a parent of a high school student with a disability. Cindy has chaired the Narragansett LAC for several years. (Start date 2013)

Douglas Pierson, Retired Principal, Special Education Teacher and Administrator

Doug is a person with a disability as well as a former principal, special education administrator and special education teacher. (Start date 2013)

Jean Ann Shields, Parent

(Start date 2017)

BY-LAWS OF THE RHODE ISLAND SPECIAL EDUCATION ADVISORY COMMITTEE

ARTICLE I: Name

The name of the Panel shall be the Rhode Island Special Education Advisory Committee (RISEAC). The RISEAC exists under the authority of the Rhode Island Department of Education to comply with all requirements of Subpart F of the IDEA regulations with regard to state administration and to ensure compliance with the IDEA.

ARTICLE II: Functions and Responsibilities

§300.652 Advisory Panel Functions

(a) General

The Rhode Island Special Education Advisory Committee shall advise the RIDE of:

- (1) The unmet needs within the State in the education of children with disabilities;
- (2) Comment publically on any rules or regulations proposed by the State regarding the education of children with disabilities;
- (3) In developing evaluations and reporting on data to the Secretary of Education under Section 618 of the Act;
- (4) In developing corrective action plans to address findings identified in Federal monitoring reports under IDEA Part B;
- (5) In developing and implementing policies related to the coordination of services for children with disabilities; and
- (6) The education of eligible students with disabilities in adult prisons.

ARTICLE III: Operating Procedures

§300.169 Advisory Panel Operating Procedures

- (a) The advisory panel shall meet as often as necessary to conduct its business.
- (b) By July 1 of each year, the advisory panel shall submit an annual report of panel activities and suggestions to the RIDE. This report must be made available to the public in a manner consistent with other public reporting requirements of Part B of the Act.
- (c) Official minutes must be kept on all panel meetings and must be posted on the Secretary of State website.
- (d) All advisory panel meetings and agenda items must be announced in advance of the meeting to afford interested parties a reasonable opportunity to attend. Meetings must be open to the public.
- (e) Interpreters and other necessary services must be provided at panel meetings for panel members' participation.
- (f) The advisory panel shall serve without compensation, but the State must reimburse the panel for reasonable and necessary expenses for attending meetings and performing duties.
- (g) A majority of the members appointed and holding office of the RISEAC shall constitute a quorum.
- (h) All decisions of the RISEAC shall be made only after a vote of a majority of its members in attendance, provided a quorum is present.
- (i) Parliamentary authority shall be Robert's Rules of Order at all regular meetings of the committee.
- (j) The standing sub-committee of the RISEAC shall be:
 - A. Leadership Team: Composed of Chairperson, Vice Chairperson, Corresponding Secretary and Recording Secretaries. The Leadership Team will establish Workgroups.

BY-LAWS OF THE RHODE ISLAND SPECIAL EDUCATION ADVISORY COMMITTEE

1. These Workgroups shall perform all functions necessary to enable the RISEAC to conduct business, adhere to its by-laws and perform other functions related to committee operations.
2. Workgroups: Established on an ad-hoc basis to focus on particular issues. The Workgroups will be facilitated by a RISEAC member and composed of any members who are interested in that issue. The Workgroup will exist for as long as the topic is active.

ARTICLE IV: Members

Section 1: Membership

§300.168 Membership

- (a) General. The membership of the Rhode Island Special Education Advisory Committee will consist of members appointed by the Commissioner of Education, and be representative of the State population, composed of individuals involved in or concerned with the education of children with disabilities, including –
 - (1) Parents of children with disabilities;
 - (2) Individuals with disabilities;
 - (3) Teachers;
 - (4) Representatives of institutions of higher education that prepare special education and related services personnel;
 - (5) State and local education officials, including officials that carry out activities of McKinney-Vento Homeless Act
 - (6) Administrators of programs for children with disabilities;
 - (7) Representatives of other State agencies involved in the financing or delivery of related services to children with disabilities;
 - (8) Representatives of private schools and public charter schools;
 - (9) At least one representative of a vocational, community, or business organization concerned with the provision of transition services to children with disabilities; and
 - (10) Representatives from the State juvenile and adult correction agencies.
- (b) Special rule. A majority of the members of the panel must be individuals with disabilities or parents of children with disabilities.

Section 2: Application of Members

- A. Applicants to the RISEAC shall apply in writing to the Chairperson of the Membership Sub-Committee, or the Chairperson of the RISEAC.
- B. The Membership Sub-Committee shall, as a part of that process interview interested applicants and shall make recommendations to the Leadership Team as described in Section 3.

Section 3: Appointment of Members

- A. The Commissioner of Education shall appoint all members of the RISEAC. Recommendations for such appointments shall be made by the Leadership Team, with the advice and consent of the full membership of the RISEAC.
- B. Solicitations for new members shall be initiated by the Membership Sub-Committee in February of each year. The Leadership Team shall make recommendations and seek the advice and consent of the full membership of the RISEAC at the regular May meeting of the RISEAC.

BY-LAWS OF THE RHODE ISLAND SPECIAL EDUCATION ADVISORY COMMITTEE

- C. Each appointment shall be effective on July 1 of the appointment year. Membership is not transferable or assignable.

Section 4: Term of Office

RISEAC members shall be appointed to a term of three (3) years, except when an appointment is to fill an unexpired term. Members shall serve no more than two (2) consecutive terms. This term limit will begin with new members for the 2016-2017 year. An exception of the term limit will allow RISEAC Members recruited prior to the 2016-2017 year up to three terms. If the RISEAC is unable to fill required roles, the Committee has the option of voting a member in good standing to serve in that designated role for an additional term.

Section 5: Voting Rights

Each member shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the committee. Proxy voting and absentee ballots shall not be permitted.

Section 6: Termination of Membership

Membership may be terminated for any member who is absent from three (3) regular meetings within one year by a majority vote of the RISEAC. Other cause for removal shall include failure to carry out those responsibilities assumed by acceptance of the appointment to RISEAC. Members who may have their appointment terminated shall be notified in writing by the Chairperson at least fifteen (15) days before a meeting at which time the termination vote takes place and they shall be given an opportunity prior to the vote to provide information to the membership as to why they should not be terminated. A vote to terminate a member's appointment may be appealed in writing to the Commissioner of Education. The Commissioner may request the resignation of any member or remove a committee member upon a majority vote of the full RISEAC or the Commissioner may remove a member if there is just cause.

Section 7: Resignation

Any member may resign by filing a written resignation to the Chairperson of the RISEAC who will inform the Commissioner.

Section 8: Vacancy

Any vacancy on the committee may be filled for the remainder of the unexpired term by a candidate recommended to the Leadership Team and appointed by the Commissioner.

ARTICLE V: OFFICERS

Section 1: Officers

The officers of the RISEAC shall be a Chairperson, Vice Chairperson, Corresponding Secretary and up to two (2) Recording Secretaries.

Section 2: Election and Term of Office

The officers shall be elected bi-annually by a majority vote of a quorum. The officers' two (2) year term commences July 1 of the year they were elected. Officers cannot hold the same office for more than two (2) consecutive terms.

BY-LAWS OF THE RHODE ISLAND SPECIAL EDUCATION ADVISORY COMMITTEE

In the event that a member is elected to an office whose term extends past the expiration date of their membership term they will be permitted to stay on RISEAC to complete their term of office.

Section 3: Removal

Any officer of the RISEAC who is absent from three (3) regular meetings within one (1) year may be removed by a majority vote of the RISEAC. Other cause for removal shall include failure to carry out those responsibilities assumed by acceptance of the appointment of the RISEAC Leadership Team. Officers who have their appointment terminated shall be notified in writing by the Chairperson at least fifteen (15) days prior to the meeting at which time the termination vote takes place and shall be given an opportunity prior to the vote to provide information to the membership as to why they should not be terminated. A vote to terminate an officer's appointment may be appealed in writing to the Commissioner of Education. The Commissioner may request the resignation of any officer or remove an officer upon the majority vote of the full RISEAC or the Commissioner may remove a member if there is just cause.

Section 4: Vacancy

A vacancy in any office because of death, resignation, removal, disqualification, or otherwise shall be filled by the committee from existing members for the unexpired portion of the term by the majority vote of a quorum.

Section 5: Duties and Responsibilities

The Chairperson shall preside at all RISEAC meetings; may sign all letters, reports, and other communications of the committee, and is generally responsible for directing and coordinating the affairs of the committee. In the absence or resignation of the Chairperson, the Vice-Chairperson shall have all the powers and duties of the office. The Recording Secretary shall keep the minutes of each meeting and shall serve in such other capacity as Chairperson shall direct. The Corresponding Secretary shall be responsible for the written correspondence of the Committee at the direction of the Chairperson. In the absence of the Recording Secretary, the Corresponding Secretary shall keep the minutes.

ARTICLE VI: Amendments to the By-Laws

Amendments to the by-laws shall be made as follows:

A written proposal shall be submitted to the RISEAC at the regular meeting. A vote on the proposal shall be taken at the next regular meeting. A majority vote of a quorum is necessary for passage of the amendment.

ARTICLE VII: Effective Dates

The by-laws and any subsequent amendment thereto shall become effective upon approval by the Commissioner.

Approved: 
Dr. Ken Wagner
Commissioner
Rhode Island Department of Education

9/18/2015
Date

SECTION II

Meeting Schedule

RISEAC Annual Priorities and Goals

Key Activities

New Member Orientation

September Strategic Planning Day

Commissioner's Visit

Agendas and Minutes

RISEAC Letters of Support and Priority

Rhode Island Special Education Advisory Committee

*Patti Hien
Chairperson*

*María Silvestri-Golotto
Vice Chairperson*

*Sheryl Reedy, Corresponding Secretary
Susan Donovan & Lori Wilbur, Recording Secretaries*

RISEAC Meeting Schedule for 2017-2018

New Member Orientation

August 17, 2017

4:00-5:30 P.M.

Rhode Island Parent Information Network

Annual Strategic Planning Session

Saturday, September 23, 2017

8:30-3:30 P.M.

Save the Bay Center, Providence RI

Monthly Meetings

Will be held from 6:00-8:00 P.M.

Conference Room

RI Parent Information Network

1210 Pontiac Avenue, Cranston, RI

October 19, 2017

November 16, 2017

December 21, 2017

January 18, 2018

February 15, 2018

March 15, 2018

April 26, 2018

May 17, 2018

Annual Dinner Meeting

June 21, 2018

5:00-7:00 P.M.

Location to be determined

The Rhode Island Special Education Advisory Committee is an active voice in advocating that all students receive superior educational services enabling each student to achieve optimum success throughout the school years and into the world of adulthood.

RISEAC 2017-2018 Annual Priorities and Goals

At the Annual Strategic Planning Meeting held on September 23, 2017 RISEAC identified the annual priorities and goals for the upcoming year. Subcommittee Work Groups were formed to address each priority. The 2017-2018 priorities identified by the RISEAC membership were: Secondary Regulations, Every Student Succeeds Act (ESSA) and Curriculum and Professional Learning Standards.

Key Activities

Every Student Succeeds Act (ESSA)

The ESSA workgroup reviewed the Every Student Succeeds Act and shared the key components with the full RISEAC committee. The workgroup focused on transportation responsibilities for students in foster care. A letter was written to Jessica Roche, RIDE Chief Legal Council, to request that if RIDE convenes a stakeholder committee to review laws, regulations and policies regarding students in foster care, RISEAC would like to participate.

Secondary Regulations

RISEAC's work in this area focused on the methods of awarding of diplomas v. certificates for students with disabilities statewide. Cali Cornell, Education Specialist in the RIDE Office of Career and College Readiness presented an update on current policies with regards to Secondary Regulations at the February RISEAC meeting. RISEAC requested that OSCAS conduct a Local Education Agencies survey including secondary charter and state operated schools to determine the number that are awarding diplomas vs certificates to students with disabilities particularly those students participating in the RI Alternate Assessment. In addition, RISEAC requested information on the determinations made by each district for the 2018 graduating year. The results of this survey were shared with Commissioner Ken Wagner at the March RISEAC meeting and were summarized in a memo by OSCAS Director J. David Sienko on March 29, 2018. Director Sienko reviewed a draft statement from the Commissioner at the May RISEAC meeting regarding the importance of having clear graduation policies for students with disabilities.

Curriculum and Professional Learning Standards

Daniel Ochs, Education Specialist - Educator Excellence and Certification at Rhode Island Department of Education attended the December RISEAC meeting to share information regarding the Professional Learning Standards. Mr. Ochs shared that the Professional Learning Standards are designed to support teachers utilizing adult learning theory. The goal is to deepen teacher content and pedagogical knowledge while utilizing models for the classroom. RISEAC was provided the opportunity to contribute concerns and offered recommendations.

State Performance Plan

Dr. Susan Wood from the Rhode Island Department of Education, Office of Student, Community and Academic Supports presented the draft of the RI State Performance Plan to RISEAC for review and comment. Dr. Wood distributed the template that included the SPP indicators, as well as providing the data that RIDE must submit as required by the Office of Special Education Programs (OSEP) in Washington, DC. The handout included highlights of each indicator and they were each reviewed in detail. Dr. Wood also answered members' questions. RISEAC provided comments to Dr. Wood in writing within the requested time frame.

Commissioner's Visit to RISEAC March 2017 meeting

Commissioner Ken Wagner attended the RISEAC March, 2017 meeting to discuss the year in review. The Commissioner expressed his satisfaction with the results of the revisions to the secondary regulations. Instead of assigning a mandatory state test as a requirement for graduation, RI will now use:

1. Course requirements
2. Portfolio (or Senior Project).

In addition, students will have pathway options by pursuing "designations". The pathway endorsements will be based on the student's interests. Currently they include; STEM Humanities/Art Public Service/Teaching Languages/bi-literacy The Pathway components include:
1. Academic (study) 2. Skills (show us) 3. Life ready (career interest alignment).

The concern was shared at this meeting about whether students who were previously on Alternate Assessment would be eligible for a diploma in RI. The Commissioner acknowledged that graduation requirements are a local decision, and expressed that he would be surprised if any districts did not utilize the federal flexibility of allowing students (previously on Alternate Assessment) to earn a diploma. Dr. Wagner also shared the need for competency-based learning, which allows students to personalize their education experience and meets the need for integrated courses.

The Commissioner also encouraged RISEAC members to sign up for the Commissioner's weekly field memos. The Commissioner shared some positives updates, such as the small grant for Social and Emotional Learning through CASEL, the Governor's college tuition proposal, the focus on all students reading on grade level by third grade, and the goal of connecting the K-12 work with higher education. When asked what RISEAC can do to support the Commissioner's work, he concluded that it is to everyone's benefit to have access to higher education (and ways to support retention of students for completion), and that education and information sharing with legislators is important.

Rhode Island Special Education Advisory Committee

*Patti Hien
Chairperson*

*Maria Silvestri-Golotto
Vice Chairperson*

*Paige Ramsdell Interim Corresponding Secretary
Eileen Botelho and Susan Donovan, Recording Secretaries*

New Member Orientation Session
August 17, 2017
4:00 – 5:30 PM
Rhode Island Parent Information Network
1210 Pontiac Avenue, Cranston, RI

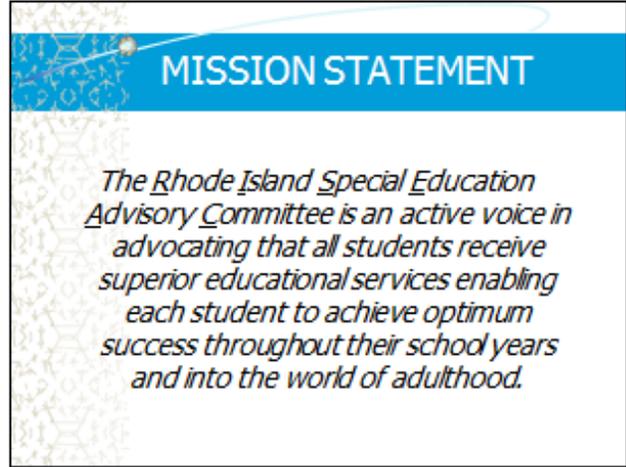
Kerri Sorensen	Welcome, Introductions and Material Review
Maria Silvestri-Golotto	RISEAC Mission, Purpose, Federal and RI Regulations
Patti Hien	State Indicators of Compliance (SPP, APR, SSS) RISEAC Structure and Leadership Team Role and Review of Issue Forms
Kerri Sorensen	Membership and Membership Committee Role Role of State Director and Office Liaison from Office of Student, Community and Academic Supports
Maria Silvestri-Golotto	RISEAC Annual Priorities and Goals RISEAC Procedures
Patti Hien	RISEAC Links with Other Partners

The Rhode Island Special Education Advisory Committee is an active voice in advocating that all students receive superior educational services enabling each student to achieve optimum success throughout the school years and into the world of adulthood.



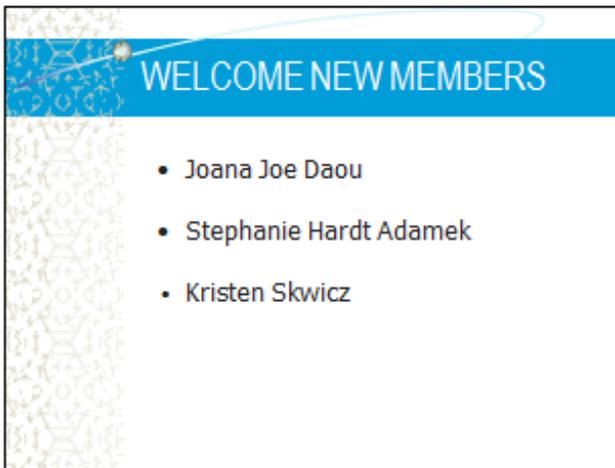
RISEAC
**RHODE ISLAND SPECIAL
 EDUCATION ADVISORY
 COMMITTEE**

New Member Orientation
 August 21, 2018



MISSION STATEMENT

The Rhode Island Special Education Advisory Committee is an active voice in advocating that all students receive superior educational services enabling each student to achieve optimum success throughout their school years and into the world of adulthood.



WELCOME NEW MEMBERS

- Joana Joe Daou
- Stephanie Hardt Adamek
- Kristen Skwicz



RISEAC PURPOSE

The Rhode Island Special Education Advisory Committee advises the Commissioner and the Board of Education on the following:

- The unmet needs within the State in the education of children with disabilities;
- Any rules and regulations proposed by the State regarding the education of children with disabilities;
- Developing evaluations and reporting on data to the Secretary of Education under section 618 of the Act and the SPP/APR;
- Developing corrective action plans to address findings identified in Federal monitoring reports under Part B of IDEA;
- Developing and implementing policies relating to the coordination of services for children with disabilities and
- Advise on eligible students with disabilities in adult prisons.

FEDERAL REGULATIONS

- Individuals with Disabilities Education Act (IDEA 2004)
- The US Department of Education, Office of Special Education Programs (OSEP) is responsible for monitoring all states to ensure compliance with the Individuals with Disabilities Education Act (IDEA).
- Sections 300.167, 300.168 and 300.169 of the Federal Regulations outline the requirement of the State Advisory Panel

State Indicators of Improvement and Compliance of the Law

- Implementation of State Regulations
- State Performance Plan (SPP)
- Annual Performance Report (APR)
- School Support System (SSS)

OSCAS and IDEA

- 7 IDEA Part B staff
- 1 Early Childhood staff
- A number of consultants and contractors
- The Team manages:
 - Monitoring of districts, charter & state schools
 - Administer discretionary funds
 - Approve and monitor local IDEA funds
 - Manage all compliance matters
 - Coordinate with all statewide initiatives
 - Collect data and report on SPP/APR

State Performance Plan (SPP)

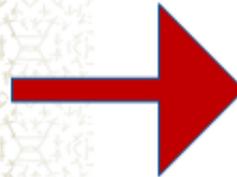
- The Federal Office of Special Education Programs (OSEP) requires each state to have a State Performance Plan
- The SPP is data driven and contains 20 indicators addressing federal monitoring priorities
- RISEAC receives an annual presentation from the Rhode Island Department of Education (RIDE) on SPP.

What is the State Systemic Improvement Plan?

- The State Systemic Improvement Plan (SSIP) is a comprehensive, multi-year plan that focuses on improving results for children with disabilities.
- The SSIP will be reported in the state's SPP/APR (Indicator 17 for IDEA Part B) beginning with the SPP/APR due April 1, 2015.
- State Identified Measurable Result (SIMR)

State-Identified Measurable Student Result (SIMR)

Long Term Desired Outcome: Improving intensive and individualized instruction for students with disabilities, particularly children in Grades 3-5 who are Hispanic and African American with specific learning disabilities in urban settings, to improve their performance on statewide math assessments



SSIP Activities by Phase

Year 1- FY 2013 Delivered by April 2015	Year 2- FY 2014 Delivered by Feb 2016	Years 3- FY 2015-18 By 2017- 2020
Phase I Analysis	Phase I Plan	Phase I Evaluation
<ul style="list-style-type: none"> • Data Analysis • Identification of the Focus for Improvement • Infrastructure to Support Improvement and Build Capacity • Theory of Action 	<ul style="list-style-type: none"> • Infrastructure Development • Implementing EvidenceBased Practices • Evaluation Plan 	<ul style="list-style-type: none"> • Results of Ongoing Evaluation • Ident of Progress • Revisions to the SPP

We are here

ANNUAL PERFORMANCE PLAN (APR)

- Each state reports to OSEP annually on its progress in reaching the outcome or compliance targets established in the SPP
- OSEP responds to each state's APR
- State Special Education Director updates RISEAC annually on the findings of the APR

SCHOOL SUPPORT SYSTEM (SSS)

The School Support System is a collaborative focused monitoring system that evaluates the quality and effectiveness of special education, and the extent to which the Local Education Agency (LEA) meets special education laws and regulations.

ADVISORY



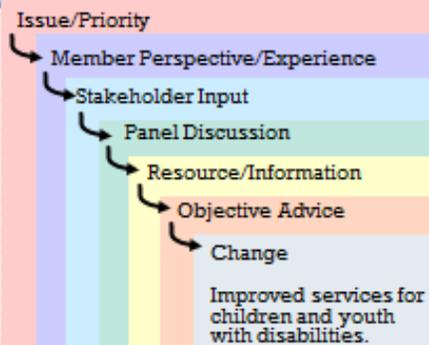
- To give advice
- To inform
- To counsel
- To recommend
- To suggest
- To guide

A PANEL ROLE

RISEAC STRUCTURE

Through annual strategic planning the RISEAC identifies and prioritizes specific goals and activities for the upcoming year. Work groups are identified to address targeted outcomes related to RIDE'S Strategic Plan and clearly defines our role with educational reform efforts.

Exercising Advisory Responsibilities



RISEAC PROCEDURES

- Meetings are facilitated by the Committee Chairperson, guided by Roberts Rules of Order consistent with the RISEAC By-Laws
- Roberts Rules of Order guides discussion and voting to approve motions by majority
- Official meeting agenda, attendance, and minutes are kept, available and open to the public on the Rhode Island Secretary of State's Website
- Attendance is key to the Committee's efficient functioning and the By-Laws are specific about attendance requirements

RISEAC BY-LAWS

- Attendance is key to the Committee's efficient functioning and the By-Laws are specific about attendance requirements.
- Membership may be terminated for any member who is absent from three (3) regular meetings within one year by a majority vote of the RISEAC.

PROTOCOL for MONTHLY MEETINGS

- Committee Meetings
 - ✓ @bernlive
 - ✓ Public Meetings
 - ✓ Meetings
 - ✓ Minutes
 - ✓ Leadership Team – Agenda
 - ✓ Robert's Rules of Order
 - ✓ Binders
- List Serve
 - ✓ Attendance/Excused Absence
 - ✓ Missing 3 unexcused meetings
 - ✓ Print and Bring Agenda and Minutes (limit copies)
- Issue & Resolutions Review Forms
 - ✓ Submit to Chair or Vice Chair



RISEAC PROCEDURES (cont.)

- Interpreters and other necessary services are provided at committee meetings upon request at least 72 hours prior to each meeting
- Each year the RISEAC submits an Annual Report of the committee's activities and suggestions to the SEA
- All meetings are open to the public. Meeting Calendar, Agenda's and Minutes are posted on the RI Secretary of State website

RISEAC MEMBERSHIP COMPOSITION

Membership of the Committee is composed of individuals involved in or concerned with the education of children with disabilities. **Parents of children with disabilities maintain the majority of the Committee membership.** The membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities, foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and state child serving agencies.

RISEAC MEMBERSHIP COMMITTEE

The Membership Team is a standing committee of the Leadership Team which annually plans and facilitates the new member recruitment activities, consistent with RISEAC By-Laws and the IDEA.

RISEAC LEADERSHIP TEAM

The RISEAC Leadership Team facilitates the operations of the committee in regards to all federal and state requirements in maintaining the overall committee responsibilities, functions, issues and operations. The team is composed of elected officers and representatives of the general membership as determined on an as needed basis.

MEMBERSHIP COMMITTEE ROLE

The membership committee...

- Prepares public notices and invitations;
- Facilitates new member interviews;
- Presents new member recommendations to the full committee to then present to the Commissioner of Elementary and Secondary Education for appointment, and;
- Monitors attendance and provides the necessary follow-up with committee members.

ROLE of OSCAS DIRECTOR and OFFICE LIAISON for OSCAS

- Ex-Officio members
- Provides information & updates on RIDE'S Strategic Plan to the membership
- Reports to the advisory members on relevant, topical issues concerning Special Education
- Provides an Annual "State-of-the-State" report
- Assists in the development of the annual agenda and priorities.

ISSUE REVIEW

In order to facilitate the functioning of the full committee meetings and to address topical issues that arise regarding the unmet needs of children with disabilities as directed by IDEA, an Issue Review process has been established.

ANNUAL PRIORITIES and GOALS 2017-2018

- The priorities of interest for 2017-2018 were identified by the membership through modified consensus at the Annual RISEAC Strategic Planning Meeting. Follow up from 2016-2017 priorities were monitored, as well as additional topics that may have been identified throughout the year.
- Professional Development;
- Every Student Succeeds Act (ESSA) with emphasis on students in foster care;
- Secondary Regulations

ISSUE REVIEW PROCESS

- Members of the RISEAC document (on an issue review form) a special education issue
- The Leadership Team reviews the information and determines action to be presented to the full committee and/or individual member for further review, research or table
- All proposed actions are brought to the full committee for approval



RISEAC LINKS with OTHER PARTNERS

Partnerships critical to our work

- Parent Organizations – RIPIN & PSN
- Technical Assistance Partners – Sherlock Center and Educational Collaboratives
- Professional Organizations – ARIASE & RIAPSES



RISEAC Web Site

- Quick Tour of the RIDE/OSCAS and RISEAC web site.
- www.ride.ri.gov
- <http://www.ride.ri.gov/StudentsFamilies/SpecialEducation/AdvisoryCommittees.aspx>

Rhode Island Special Education Advisory Committee

Part B:

State Performance Plan/Annual Performance Report (SPP/APR) Indicators

1. Graduation - Present (%) of your with Individualized Education Plan (IPEs) graduating with a regular diploma.
2. Dropout - Percent (%) youth with IEPs who drop out of school.
3. Statewide Assessment - Participation and Performance
4. Suspension/Expulsion - Suspension/Expulsion Rates
5. Least Restrictive Environment (LRE) Placement - Percent (%) of children aged six to 21 removed from regular class, served in public or private separate schools, residential, homebound, or hospital.
6. Preschool Setting - Percent (%) of preschool children with IEPs in settings with typically developing peers.
7. Preschool Skills - Percent (%) of preschool children with improved positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors.
8. Parent Involvement - Percent (%) of parents with child receiving special education services who report schools facilitated parent involvement.
9. Disproportionate Representation in Special Education - Percent (%) of districts with disproportionality due to inappropriate identification.
10. Disproportionate Representation in Specific Disability Categories - Percent (%) of districts with racial and ethnic disproportionality in specific disability categories as a result of inappropriate identification.
11. Child Find - Percent (%) of children determined eligible within 60 days.
12. Part C to B Transition - Percent (%) of children with IEP by third birthday.
13. Secondary Transition with IEP Goals - Percent (%) of youth age 16 and over with IEP measurable, annual IEP goals, and transition services.
14. Secondary Transition/Post School Outcomes - Competitive Employment, Enrolled in School - Percent (%) of youth who had IEPs and are no longer in secondary school and who have been employed, enrolled in postsecondary school, or both within one (1) year of leaving high school.
15. State Systemic Improvement Plan (SSIP) - the State Systemic Improvement Plan (SSIP) is a multi-year plan that focuses on improving results for children with disabilities. While the primary focus of the SSIP is on improved outcomes and results. States must also address how they will use their general supervision systems to improve implementation of the requirements of Parts B of the IDEA.
16. Timelines of State Reported Data and Reports - State reported data are timely and accurate.



Ken Wagner
Commissioner

State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

Rhode Island Special Education Advisory Committee (RISEAC)

Strategic Planning Session

Saturday, September 23, 2017

8:30a.m. – 12:00 p.m.

Save The Bay, Providence, RI

Projected Outcomes:

- **Awareness of IDEA mandated role, ground rules & procedures that support RISEAC to operate in fulfilling the advisory board role.**
- **Common understanding of issues which the RI Department of Education (RIDE), Office of Student, Community and Academic Supports, (OSCAS) would like RISEAC's advice and assistance with over the coming year.**
- **Identification of priority topics for RISEAC's work plans for the year.**
- **Enhanced relationships and teamwork among members and opportunity to enjoy working together.**

Director's Slides - September Strategic Planning Day

RISEAC Annual Planning Retreat RIDE Update

September 23, 2017

What OSCAS Does...

- Title I
 - Title III
 - Safe and Supportive Schools
 - School Health
 - Extended Learning Opportunities (21st Century Learning Communities)
- AND...

IDEA

OSCAS and IDEA

- 6 IDEA Part B staff
- 1 Early Childhood staff
- The Team manages:
 - Monitoring of districts, charter & state schools
 - Administer discretionary funds
 - Approve and monitor local IDEA funds
 - Manage all compliance matters
 - Coordinate with all statewide initiatives
 - Collect data and report on SPP/APR

State IDEA Administration Quiz

- What is SPP?
- How many Indicators is the state responsible to collect performance data on and report annually?
- When are the results (Annual Performance Report) typically reviewed with RISEAC?
- One of the Indicators is know as the SSIP, what does SSIP stand for?
- The SSIP has a targeted improvement area. What is Rhode Island's improvement area?
 - English language arts
 - Math
 - Graduation rate
 - Other

State IDEA Administration Quiz

- What is the SIMR?
 - Long Term Desired Outcome:
 - Improving intensive and individualized instruction for students with disabilities, particularly children in Grades 3-5 who are Hispanic and African American with specific learning disabilities in urban settings, to improve their performance on statewide math assessments

Results Driven Accountability – Our feedback from OSEP and what are we doing?

- SPP/APR determination letter from OSEP “Needs Improvement”
 - Data Reporting
 - Participation rates in State Assessment
- 2014 Comprehensive Needs Assessment to shift resources for Training and Technical Assistance
 - Invest resources from Compliance only to Performance
- How is this being done:
 - MTSS Cohorts included 21 schools – will end this year as SPDG ends
 - Did not receive SPDG funding. Working on “Plan B”
 - New Math initiative 6 schools last year, added 4 this year (so far)
 - Assistive Technology Cohort Training
 - CEDAR training for higher ed faculty
 - Early Childhood Special Education Itinerant Service Delivery Model
 - Mentorship program for SE Administrators

Due Process Hearing Decisions

- IDEA Regulation 34 CFR 300.513(d)
- IDEA requires that the State Departments to transmit hearing decisions to the State Advisory Panel
- RIDE Website

<http://www.ride.ri.gov/StudentsFamilies/SpecialEducation/WhenSchoolsandFamiliesDoNotAgree.aspx#1228621-search-due-process-decisions>

What's the big initiative in IDEA this year?

- **Disproportionality**
 - Currently in public hearings
 - Written public comment through October 5th
 - Would welcome comment from RISEAC
 - Recommendation from advisory group (RISEAC represented)
 - Will create final rule, submit to OSEP

What is Disproportionality

- Each State must collect and examine data to determine if significant disproportionality based on race and ethnicity is occurring with respect to
 - Identification
 - Placement/Least Restrictive Environment (LRE)
 - Discipline/Suspensions or Removals
- Many states reported this differently
 - Some states had little disproportionality
 - Rhode Island historically had rigorous standards
 - OSEP began to question the methodologies being used
 - Set about creating new rules to improve consistency

Timeline

- What OSEP is Requiring
 - States must implement the standard methodology in school year (SY) 2018-19.
 - States must identify LEAs with significant disproportionality under in SY 2018-2019
 - States may, at their option, accelerate this timetable by one full year.
- What Rhode Island is doing
 - Work group met last year
 - Developed recommendations
 - Public input underway
 - In order to implement fully in SY 2018-19, RI will apply the new methodology to the analysis of December 2017 census data with determinations made by March or April of 2018 to allow planning in the FY19 IDEA Part B grants due in May of 2018

Other Initiatives RISEAC may want to watch for or participate in...

- RIDE
 - Guidance on Secondary Regulations
 - Pathway for all students
 - Social & Emotional Learning (SEL) Standards
 - Going to Council in October
 - Public support welcome
 - Curriculum – high quality and viable curriculum
 - Professional Learning Standards
 - ESSA State Plan
 - Submitted to US Ed
 - Implementation is next

Other Initiatives RISEAC may want to watch for or participate in...

- ESSA Foster Care requirements
 - MOA
 - Implementation plans
- SurveyWorks
 - Integration of SE parent information
- Implementation of Employment First Policy
- New state assessments
 - RICAS
- Medicaid – federal discussion

Commissioner's Visit to RISEAC March 2017 meeting

Commissioner Ken Wagner attended the RISEAC March, 2017 meeting to discuss the year in review. The Commissioner expressed his satisfaction with the results of the revisions to the secondary regulations. Instead of assigning a mandatory state test as a requirement for graduation, RI will now use:

1. Course requirements
2. Portfolio (or Senior Project).

In addition, students will have pathway options by pursuing "designations". The pathway endorsements will be based on the student's interests. Currently they include; STEM Humanities/Art Public Service/Teaching Languages/bi-literacy The Pathway components include:
1. Academic (study) 2. Skills (show us) 3. Life ready (career interest alignment).

The concern was shared at this meeting about whether students who were previously on Alternate Assessment would be eligible for a diploma in RI. The Commissioner acknowledged that graduation requirements are a local decision, and expressed that he would be surprised if any districts did not utilize the federal flexibility of allowing students (previously on Alternate Assessment) to earn a diploma. Dr. Wagner also shared the need for competency-based learning, which allows students to personalize their education experience and meets the need for integrated courses.

The Commissioner also encouraged RISEAC members to sign up for the Commissioner's weekly field memos. The Commissioner shared some positives updates, such as the small grant for Social and Emotional Learning through CASEL, the Governor's college tuition proposal, the focus on all students reading on grade level by third grade, and the goal of connecting the K-12 work with higher education. When asked what RISEAC can do to support the Commissioner's work, he concluded that it is to everyone's benefit to have access to higher education (and ways to support retention of students for completion), and that education and information sharing with legislators is important.



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DEPARTMENT OF EDUCATION
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Ken Wagner, Ph.D.
Commissioner

Rhode Island Special Education Advisory Committee

The Rhode Island Special Education Advisory Committee is an active voice in advocating that all students receive superior educational services enabling each student to achieve optimum success throughout the school years and into the world of adulthood.

October 19, 2017

6:00 pm – 8:00 pm

RI Parent Information Network
1210 Pontiac Avenue Cranston, RI 02920

Meeting Agenda

- | | |
|----------------------|---|
| 6:00 - 6:05pm | Call to Order, Welcome |
| 6:05 - 6:10pm | Approval of Minutes – June 2017 |
| 6:10 - 6:15pm | Announcements <ul style="list-style-type: none">• Transition 101 ~ Parent Conference – December 1, 2017• Susan Wood ~ January 2018 meeting• Advocates in Action - October 26, 2017 |
| 6:15 - 6:30pm | Director's Report - J. David Sienko, Director - OSCAS |
| 6:30 - 6:50pm | New Business <ul style="list-style-type: none">• Identification of Three Priority Areas – <i>Social Emotional Learning; Professional Development and Curriculum Design; and Every Student Succeeds Act (ESSA)</i>• Google Docs-work plan template |
| 6:50 - 7:00pm | Old Business: <ul style="list-style-type: none">• Update on Strategic Planning event- <i>RISEAC Leadership Team</i>• Workgroups finalized with identified outcomes and action steps• 2016-2017 Annual Report Finalized and VOTE |
| 7:00 - 7:20pm | Workgroups |
| 7:20 - 7:30pm | Report Out |
| 7:30 - 7:50pm | Advisory Time- <i>Congressional Letters, Disproportionality, SEL Standards, Curriculum Feedback, ESSA</i> |
| 7:50 - 8:00pm | Public Comment |
| 8:00pm | Adjournment |



Ken Wagner, Ph.D.
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October 19, 2017

6:00 pm-8:00 pm

**RI Parent Information Network
1210 Pontiac Avenue Cranston, RI 02902**

Present: Maria Golotto, Heather Kennedy, Sharon Bissonnette, Kevin Plunkett, Paige Ramsdell, Patty Murtagh, Denneese Seale, Lynn Kapiskas, Patti Hien, Jen Connolly, Sheryl Reedy, Gillian Pearis, Esther Boucher, Jean Ann Shields and Susan Donovan

Absent: Lori DiPina, Barbara Irons, Deborah Garneau, Eileen Botelho, Lori Wilbur, Douglas Pierson, JoAnn Nannig, Cindy Duckworth, Rosemary Gomes, and Edward Angilly

RIDE Attendees: J. David Sienko

Welcome, Call to Order and Agenda Review: The meeting was called to order at 6:08pm by Patti Hien.

Updates: October and June minutes to be reviewed at next meeting.

Positive feedback from Strategic Planning meeting evaluations.

Susan Wood has been confirmed to speak at January meeting on the SPP/APR.

Advocate's in Action conference scheduled for October 26th 2017 and is piloting a youth strand this year.

Parent Conference scheduled for Friday December 1st 2017.

Congressional letter regarding healthcare concerns shared.

Director's Report: OSCAS/IDEA to RISEAC October 19, 2017

- 1. Curriculum Definition Stakeholder Input and Honor Colloquium**
- 2. Teacher Assistants' Conference A Success**
- 3. SEL – Standards before the Board of Education**
- 4. Survey Works 2.0**
- 5. Social Work Conference**
- 6. Transportation Update**
- 7. Enrollment of displaced students from Puerto Rico**
- 8. Education for undocumented children**
- 9. National PANS/PANDAS Awareness Month**
- 10. National Disability Employment Awareness Month**
- 11. National Dyslexia Awareness Month**

12. National Drop Out Prevention Awareness Month

13. Commissioner's Decision

1. Curriculum Definition Stakeholder Input- Members of the OSCAS Team are working on the RIDE cross office workgroup to write a state definition of curriculum. The workgroup needs your input. Later in the meeting I have a protocol to follow designed to elicit a targeted response. (See handouts) **Feedback on Curriculum Definition during Advisory time.**

Honors Colloquium on Curriculum- There are a series of four events about curriculum and include the following topics: **Focus on Coherence; Promising Practices and Debunking Myths.**

Included below are some resources to address equity, inclusion and opportunity:

- Success Gaps Toolkit for addressing equity, inclusion, and opportunity <https://toolkits.ideadata.org/> and Rubric <https://ideadata.org/resource-library/54611b49140ba0d8358b4569/> . The toolkit includes meeting agendas, facilitation guides, multiple tools such as the rubric.
- Indiana's culture iceberg graphic: <http://www.msdt.k12.in.us/msd/wp-content/uploads/2011/10/iceburgofculture.pdf>
- High Leverage Practices in Special Education: <http://cedar.education.ufl.edu/wp-content/uploads/2017/07/CEC-HLP-Web.pdf>

2. 2017 Rhode Island Teacher Assistants' Fall Conference October 14, 2017

The 2017 Fall Teacher Assistant Conference provided an opportunity for paraprofessionals in RI to earn up to 7 hours of professional development time. This conference is designed to provide hands-on strategies and techniques that Teacher Assistants may implement within the classroom to support student success. This was the 5th Statewide Teacher Assistant Conference with over 150 attendees. OSCAS and the Office of Educator Quality lead this work at RIDE.

3. SEL – Standards before the Board of Education on October 3, 2017- OSCAS staff has led the work at RIDE about Social Emotional Learning and just a few weeks ago presented SEL standards to the Board of Education where endorsement was discussed. The OSCAS Team appreciates the continued support of practitioners throughout the state and the RISEAC in this work. Below is a training opportunity about improving SEL.

- The [Youth Restoration Project's](#) fall training series offers a Certificate of Initial Mastery in Restorative Practices, hosted by the Sargent Center in Warwick. RIDE has taken up the challenge of improving Social and Emotional Learning (SEL), and these trainings offer participants an opportunity to become confident Restorative Practitioners. Learn simple social-emotional habits that build relationships, reduce and manage conflict and engage the creative cooperation of families and communities. Conflict offers opportunities to bring important issues to light and to find healing solutions to difficult situations. Practitioners restore a sense of community by helping people identify and agree on collective values. Our training empowers individuals working toward these goals, and helps them connect with others engaged in this effort. The [schedule](#) and a more complete [description of each session](#) are available online. [Register now.](#)

4. First SurveyWorks Forum was held on Tuesday, October 10

A panel of school administrators, students, and community leaders discussed how they are supporting social emotional learning in their communities! This first [SurveyWorks Forum](#) on will focused on social emotional learning and was held from 5:30 to 7:30 p.m. at Park View Middle

School in Cranston. The forum was free and open to the public. We encouraged parents, students, educators, community members to join this candid conversation. Spanish language interpretation services were available as requested. OSCAS Team members are integral to this work and developing connections to the special education parent survey.

5. 2017 Annual School Social Work Conference

Friday, November 3, 2017 at the RI Shriner's Imperial Room

1 Rhodes Place Warwick, RI from 8:15 am-3:30 pm.

6 CEU's and RIDE CE's will be available.

To register online by credit card go to www.rinasw.info (CE page).

For more information contact naswri@socialworks.org.

6. Update on Statewide Out-of-District Transportation and Veterans Day

Veterans Day is observed on different dates this year by the federal and state governments. At the federal level, Veterans Day is observed on Friday, 11/10/17. At the state level, the holiday is observed on Monday, 11/13/17. Districts have already adopted school calendars that show the observance on different days. The Statewide Out-of-District Transportation Program will be open and providing transportation on both dates. Notifications will be sent out to placement schools shortly confirming transportation availability. If you have questions, please contact Cynthia Brown at (401) 222-4257 or cynthia.brown@ride.ri.gov, or Nicole Martin at (401) 222-5038 or nicole.martin@ride.ri.gov

7. Enrollment and educational services for displaced children from Puerto Rico and other areas

Following multiple catastrophic weather events, we have begun to receive questions from districts regarding the potential arrival of displaced students and families who are seeking refuge in Rhode Island. We must ensure that any student displaced by disaster has access to school and other necessary support services. Our state is home to a sizable Puerto Rican community, in particular, and Rhode Island families may be called upon to help care for and support relatives arriving here in light of the devastation caused by Hurricane Maria. Our schools must likewise be ready to support these students to provide stability and ensure minimal disruption to their education. To expedite the enrollment process, families that expect to host displaced children and have questions on enrollment should [contact their home district](#). Superintendents and school leaders with questions can contact RIDE at (401) 222-8700. We will continue to provide guidance as it becomes available. The National Center for Homeless Education has [additional resources and guidance](#) that can assist schools and districts in providing services and support to students who have been displaced by disasters and may classify as "unaccompanied homeless youth."

8. Educational services for undocumented children

Undocumented children, like all U.S. citizen children, have the right to attend school full-time if they meet the age and residency requirements established by state law. In a 1982 decision, the U.S. Supreme Court recognized that children who are undocumented immigrants cannot be denied a free public education if they are, as a factual matter, district residents (*Plyler v. Doe*, 457 U.S. 202; see *Appeal of Plata*, 40 Ed Dept Rep 552, Decision No. 14,555).

RIDE does not collect or possess information related to the citizenship status of any Rhode Island student. If RIDE were to receive a request for information related to student documentation status, we would treat that request consistent with the Family Education Rights and Privacy Act (FERPA), which includes strong protections for the security and privacy of all education records. FERPA

allows for the transfer of education records only to authorized parties with a “legitimate educational interest.”

RIDE stands with nearly 800,000 Dreamers nationwide, and we are saddened by the decision to disrupt the lives of so many young people who have lived and loved and learned in homes and communities across Rhode Island and beyond. It is our sincere hope that Congress will work together to resolve this situation as soon as possible.

Frequently Asked Questions, including guidance on how to approach the unlikely event of a school-based immigration law enforcement request, will be posted on our [home page](#) on Tuesday.

In the meantime, let’s continue to build communities of teaching, learning, and love for each of our children in all our schools.

9. PANS/PANDAS Awareness

2017 Walden Center Annual Conference PANS/PANDAS and Eating Disorders: A Paradigm Shift

[Peggy \(Margaret\) Chapman, MSN, PHMCNS-BC](#)

A subset of eating disorder patients have a sudden onset of reduced and restricted food intake that is caused by infection, referred to as Pediatric Acute-Onset Neuropsychiatric Syndrome (PANS) and its subset, Pediatric Autoimmune Neuropsychiatric Disorder Associated with Streptococcal Infections (PANDAS).. Outpatient providers will gain insight so they can properly identify patients who might meet PANS/PANDAS criteria. The integration of PANS treatment and traditional psychological interventions for eating disorder treatment will also be discussed.

Thursday, October 26, 2017

8:00-5:00

Waltham, MA

<https://www.waldencenter.org/conference-schedule/>

[Manifestations of PANS in the School Setting - Symptoms & Supports](#)

Before & After PANS - Some visual, behavioral & academic cues

<http://www.nepans.org/beforeafter-pans---examples.html>

Resources for School Staff (Nurses, SLPs, School Psychologists, and more) and Families

- <http://www.pandasnetwork.org/research-resources/school/>
- <http://www.nepans.org/school-resources.html>

Books related to the education of children with PANS/PANDAS

Doran, P.R. (Ed). (2016) *PANDAS and PANS in the school setting: A handbook for educators*. London: Jessica Kingsly Publishers.

Candelaria Greene, J. (2016). *PANS, CANS, & Automobiles: A Comprehensive Reference Guide for Helping Students with PANDAS and PANS*. Sarasota, FL: First Edition Design Publishing.

10. The Rhode Island Department of Education Joins Broad Effort to Observe National Disability Employment Awareness Month Nationwide campaign!

Please share.

Dear Colleagues-

The Rhode Island Department of Education Joins Broad Effort to Observe National Disability Employment Awareness Month Nationwide campaign!

RIDE and the Regional Transition Centers today announced its participation in National Disability Employment Awareness Month, an annual awareness campaign that takes place each October. The purpose of National Disability Employment Awareness Month is to educate about disability employment issues and celebrate the many and varied contributions of America's workers with disabilities. This year's theme is "Inclusion Drives Innovation."

The history of National Disability Employment Awareness Month traces back to 1945, when Congress enacted a law declaring the first week in October each year "National Employ the Physically Handicapped Week." In 1962, the word "physically" was removed to acknowledge the employment needs and contributions of individuals with all types of disabilities. In 1988, Congress expanded the week to a month and changed the name to National Disability Employment Awareness Month.

"Americans of all abilities must have access to good, safe jobs," said U.S. Secretary of Labor Alexander Acosta.

"Smart employers know that including different perspectives in problem-solving situations leads to better solutions. Hiring employees with diverse abilities strengthens their business, increases competition and drives innovation."

Reflecting this year's theme, throughout the month, the Regional Transition Centers in collaboration with various stakeholders will be engaging in a variety of activities to educate transition specialists on disability employment issues and its commitment to an inclusive work culture. These efforts include resources, videos, webinars, trainings, and technical assistance highlighting inclusion driving innovation in the community.

"RIDE and the RTCs are proud to be a part of this year's National Disability Employment Awareness Month," said Jane Slade. "We want to spread the important message that we value all perspectives, including those of individuals with disabilities."

Employers and employees in all industries can learn more about how to participate in National Disability Employment Awareness Month and ways they can promote its messages — during October and throughout the year — by visiting www.dol.gov/ndeam.

11. National Dyslexia Awareness Month

October is National Dyslexia Awareness Month, and we want to share resources with educators and families so that we can all play a role in better supporting students who struggle with this

challenge. The International Dyslexia Association and the National Institute of Child Health and Human Development define dyslexia as being characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. We want to help parents and teachers recognize the warning signs, understand the evaluation and intervention options, and ensure that students with dyslexia get the support they need. The International Dyslexia Association has resources that can serve as a good starting point both for [teachers](#) and [families](#). The [U.S. Department of Education](#) blog highlights the importance of teachers in making a difference to students with dyslexia. We've been sharing literacy tips in the Field Memo each week because we recognize that the ability to read fluently is a critical skill for our students, and if we want to move the needle on proficiency, across the board, we have to get kids reading joyfully and on grade level. This also fits in with our Third Grade Reading Challenge. We know that a child who does not read on grade level by third grade is significantly less likely to graduate high school, and more likely to face a host of challenges in the future. We cannot accomplish that goal without working with all students, including those with specific learning disabilities. In the coming weeks, RIDE will be sharing additional resources with the field around supporting students with dyslexia.

12. National Dropout Prevention Center shares resources for National Dropout Prevention Month

October is National Dropout Prevention Month! The National Dropout Prevention Center, a part of Clemson University's College of Education, has created free posters, tent cards, and book marks that can be downloaded and distributed to your schools to help increase awareness and templates for press release and a PSA. There's even a dropout prevention message from 2016 National Championship Coach Dabo Sweeney that can be downloaded and used. Help spread the word by tweeting, emailing, or otherwise raising awareness that attaining a high school degree has lifelong positive consequences.

13. Commissioner's Decision posted

The following Commissioner's Decision has been posted to the RIDE website:
Assigned bus stop location for a junior high school student is not suitable. Parent's request to add a stop to a pre-existing bus route is not burdensome to the district. [Read the full decision](#).

Old Business: ESSA workgroup letter reviewed and members gave written input. Annual Report finalized and approved.

New Business: Cali Cornell will be scheduled for an update at a future meeting. It was suggested to have Cali and Jane Slade present on the same evening based on content.

Advisory Time: Committee broke into workgroups to review the definition of Curriculum and complete design templates for *definition, characteristics, examples, and non-examples*.

Public Comment: none

Motion to adjourn: Sharon Bissonnette and seconded by Paige Ramsdell

Meeting was adjourned at: 8:10pm

Respectfully submitted by Susan Donovan, Recording Secretary



Ken Wagner, Ph.D.
Commissioner

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DEPARTMENT OF EDUCATION
Shepard Building
255 Westminster Street
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Rhode Island Special Education Advisory Committee

The Rhode Island Special Education Advisory Committee is an active voice in advocating that all students receive superior educational services enabling each student to achieve optimum success throughout the school years and into the world of adulthood.

November 16, 2017

6:00 pm – 8:00 pm

RI Parent Information Network
1210 Pontiac Avenue Cranston, RI 02920

Meeting Agenda

- | | |
|----------------------|---|
| 6:00-6:05pm | Call to Order, Welcome |
| 6:05-6:15pm | Announcements <ul style="list-style-type: none">• Senator Whitehouse's reply• Advocates in Action feedback• Transition 101 Parent Conference, December 1, 2017 |
| 6:15-6:35pm | Director's Report <p>J. David Sienko, Director ~ OSCAS</p> |
| 6:35 – 6:40pm | New Business <ul style="list-style-type: none">• Vote on Annual Report• Vote on October 19, 2017 minutes |
| 6:40-7:40pm | Workgroup Time and Report Out |
| 7:40-7:55pm | RISEAC Advisory Time <ul style="list-style-type: none">• RISEAC Schedule of Presenters• Correspondence to Legislators |
| 7:55-8:00pm | Public Comment |
| 8:00pm | Adjournment |

Lori Wilbur and Susan Donovan, Recording Secretaries
RISEAC website: <http://www.ride.ri.gov/StudentsFamilies/SpecialEducation/AdvisoryCommittees.aspx>



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November 16, 2017

6:00pm - 8:00 pm

RI Parent Information Network

1210 Pontiac Avenue Cranston, RI 02902

Present: Edward Angilly, Sharon Bissonnette, Eileen Botelho, Esther Boucher, Lynn Bouvier-Kapiskas, Susan Donovan, Gillian Elliott-Pearis, Patti Hien, Barbara Irons, JoAnn Nannig, Kevin Plunkett, Sheryl Reedy, Denneese Seale, and Lori Wilbur

Absent: Jen Connolly, Lori DiPina, Deborah Garneau*, Rosemary Gomes*, Maria Golotto*, Heather Kennedy*, Patricia Murtagh*, Douglas Pierson, Paige Ramsdell*, and Jean Ann Shields*

**Denotes that prior notice was given regarding absence*

RIDE Attendees: J. David Sienko

Call to Order Welcome and Agenda Review: The meeting was called to order at **6:10 pm** by Patti Hien.

Announcements:

- Patti Hein announced:
 - Correspondence from Congressman Whitehouse regarding healthcare.
 - Advocates in Action Feedback
 - Transition 101 Parent Conference - December 1, 2017

Director's Report: OSCAS/IDEA Director's Report to RISEAC November 16, 2017

1. New Dyslexia Resources webpage on RIDE website
2. Special Education and ELs
3. Rhode Island Social and Emotional Learning Standards endorsed by Council
4. Secondary Transition and Employment First
5. Commissioner's Decisions posted
6. Hands & Voices- RI's New Chapter
7. Save the Date for SurveyWorks

1. New Dyslexia Resources webpage on RIDE website

In support of National and Rhode Island Dyslexia Awareness Month, we have created a new [Dyslexia Resources webpage](#) within the RIDE website. It includes resources for families and educators to gain a general understanding of dyslexia as well as to become more aware of instructional supports, accommodations, and technology resources that can be used in school and at home to assist students. Many of these resources have already been embedded within our [Rhode Island Comprehensive Literacy Guidance](#). Our new dyslexia resource page will also highlight supports and resources of prominence as additional information within dyslexia research is brought to the forefront. This information will help educators and families all work together as we better support students who struggle with dyslexia.

2. Special Education and ELs Bilingual Education

Special Education and EL Bilingual Education Specialist, Cristina Sánchez-López of the Illinois Resource Center and Paridad, Inc., discusses culturally and linguistically responsive instruction and support for ELLs who are struggling, as well as considerations for identifying and serving dually-identified students. <http://www.colorincolorado.org/special-education-and-ells-event-archive> Video interview highlights organized by topic:

<https://www.youtube.com/playlist?list=PLoU659hwTdDbmPLXRbCDXZK7qUBEv04ya>

For questions related to ELs with disabilities or evaluating ELs for special education, please contact Emily.Klein@ride.ri.gov or 222-8985.

3. Rhode Island Social and Emotional Learning Standards Endorsed by Council

The Council for Elementary and Secondary Education has endorsed the [Rhode Island Social and Emotional Learning \(SEL\) Standards: Competencies for School and Life Success](#) at the Council monthly meeting last week. The endorsement of the SEL Standards by the Council is an important step in meeting the [2020 Vision for Education: Rhode Island's Strategic Plan for PK-12 & Adult Education, 2015-2020](#) and the goal of creating globally competent graduates who possess the social and emotional skills necessary to persevere through challenging circumstances, to work in partnership with others, and to develop a growth mindset.

RIDE is very excited about the launch of these important learning standards which will help schools anchor the supports they are providing to address student's social and emotional needs to state endorsed expectations. RIDE will be developing connections of the standards to instructional strategies and resources over the next several months.

The SEL Community of Practice will be meeting on November 16, 2017, from 4:00 to 6:00 p.m. at Save the Bay in Providence. The newly-endorsed RI SEL Standards will be discussed. Participants will learn how to connect their work to the SEL Standards and learn new ways to incorporate SEL skills into their teaching. Find out more through this [downloadable flyer](#). There is no cost to attend, however [registration](#) is required. All are welcome.

4. Secondary Transition and Employment First

Employment First

Teachers of Life Skills Network Training - "Systematic Instruction & Documentation in Community Vocational Experiences"

Secondary Transition

8th Annual Parent Transition Conference, Friday December 1, 2017, 8:00-3:00, Radisson Warwick. PrepareRI Summit Resources This page collects all of the resources that were shared at the PrepareRI Fall Summit on October 21, 2017. Whether you attended the Summit or not, these resources should help you understand and implement PrepareRI. (Live Links!) <https://www.prepare-ri.org/summits-overview/>

Overview of Prepare RI

- PrepareRI [one-pager](#) and [brochure](#)
- [PrepareRI for businesses and community groups](#)
- [PrepareRI for elementary and middle schools](#)
- [PrepareRI for high school counselors, school-based coordinators, and support staff](#)
 - [Action plan for ILPs](#)
- [PrepareRI for high school principals and school-level leaders](#)
- PrepareRI for CTE teachers
 - [CTE Regulations](#)
 - CTE Board Standards (updated July 2017) - [full document](#) or [summary](#)
- [PrepareRI for school district leaders](#)
- [PrepareRI for postsecondary institutions.](#)

5. Commissioner's Decisions Posted

The following Commissioner's Decisions have been posted:

- Cranston student was denied admission to CTE program in pre-engineering/robotics offered at North Kingstown High. Decision is upheld because student applied to the program as a junior and could not attend for the three years necessary to complete this program and obtain the credential. [Read the full decision.](#)
- Commissioner granted the claims of a private non-profit provider of alternative learning plan services and required two school districts to pay the provider the tuition bills of students they had referred pursuant to RIGL §§ 16-19-1 and 16-67.1-3, but denied the provider's claim for an award of litigation expenses under the state's Equal Access to Justice Act. [Read the full decision.](#)

6. Hands & Voices - RI's New Chapter

RI is pleased to announce an initiative to create a Hands and Voices organization in RI. Hands & Voices is a non-profit parent-driven organization dedicated to supporting families of children who are deaf or hard of hearing. Please disseminate the attached flyers, available in English and Spanish, to families within your district. For more information contact rihandsvoices@gmail.com or call 401-222-6146.

7. Save the Date for SurveyWorks

The administration window for SurveyWorks will be here before you know it! The survey will be open from **January 16 to March 30, 2018**, so work is already underway to help our school communities prepare. For the first time, RIDE is combining SurveyWorks and the Special Education survey into one survey. We hope that this will lessen the burden on parents and school officials.

To learn more about SurveyWorks and explore data at the state, district, and school levels, visit our [SurveyWorks webpage](#) on the RIDE website. We had more than 113,000 students, educators, and families participate last year, and as the survey window approaches, we're hoping to build momentum and continue to increase participation. Together, with the support of your school teams and school communities, we can reach record numbers on SurveyWorks!

New Business: Approval of Annual Report, June 15th, 2017 Annual Meeting Minutes and October 16th, 2017 Meeting Minutes

Approval of Minutes: Approval of Minutes – June 2017 – **Motion to accept (as corrected)** by Kevin Plunkett **Seconded** by _____ All approved. **Motion Passed.** Approval of Minutes – October 2017 – **Motion to accept (as corrected)** by _____ **Seconded** by _____ All approved. **Motion Passed**

Approval of Annual Report: Approval of 2016-2017 Annual Report – **Motion to accept (as corrected)** by _____ **Seconded** by _____ All approved. **Motion Passed**

Advisory Time: Patti reviewed the work plans for each of the three priority areas and then gave instructions for the work groups so that they could break out to update and further develop the plans. Committee broke into workgroups. After that, each group reported out on their plan and indicated revisions which reflected the most up-to-date participants, actions, and dates to be updated in the plans.

Public Comment: none

Motion to adjourn: Kevin Plunkett and seconded by Sheryl Reedy. All approved.

Meeting was adjourned: 8:10 pm

Respectfully submitted by Lori Wilbur, Recording Secretary

*Recording Secretaries:
Lori Wilbur and Susan Donovan*

RISEAC website: <http://www.ride.ri.gov/StudentsFamilies/SpecialEducation/AdvisoryCommittees.aspx>



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December 21, 2017

6:00 pm – 8:00 pm

RI Parent Information Network
1210 Pontiac Avenue Cranston, RI 02920

Meeting Agenda

- | | |
|---------------------|--|
| 6:00-6:05pm | Call to Order, Welcome |
| 6:05-6:20pm | Announcements/Discussion <ul style="list-style-type: none">• Transition 101 Parent Conference ~ December 1, 2017• Annual Report Meeting with Commissioner Wagner ~ December 19, 2017; Delivery of Annual Report to RISEAC• SurveyWorks ~ <u>Combined Survey</u>, Administration is January 16 to March 30, 2018 |
| | Old Business
Vote on November 16, 2017 minutes |
| | New Business
Confirm RISEAC Monthly Speakers (April & May, 2018) |
| 6:20-7:20pm | Professional Learning Standards
Daniel Ochs ~ Educator Excellence and Certification Services, RIDE |
| 7:20– 7:40pm | Director’s Report
J. David Sienko, Director ~ OSCAS |
| 7:40-7:55pm | RISEAC Advisory Time |
| 7:55-8:00pm | Public Comment |
| 8:00pm | Adjournment |

Lori Wilbur and Susan Donovan, Recording Secretaries



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**December 21, 2017
6:00 pm-8:00 pm
RI Parent Information Network
1210 Pontiac Avenue Cranston, RI 02902**

Present: Maria Golotto, Paige Ramsdell, Patty Murtagh, Denneese Seale, Lynn Kapiskas, Patti Hien, Sheryl Reedy, Esther Boucher, Barbara Irons, Jean Ann Shields and Susan Donovan

Absent: Heather Kennedy *, Lori Wilbur*, Rosemary Gomes*, and Edward Angilly* Kevin Plunkett*, Jennifer Connolly*, Sharon Bissonnette*, and Gillian Pearis*

RIDE Attendees: J. David Sienko

Welcome, Call to Order and Agenda Review: The meeting was called to order at 6:05pm by Patti Hien.

Updates:

Guest Speaker: Dan Ochs, RIDE

Input and Feedback Session RI Professional Learning Standards presentation

Dan collected our feedback forms

Approval of Minutes: did not have a quorum

Announcements:

Transition Conference 12/1/2017 – strong turnout, 200 parents. Panels most popular included: work/college students, Project Search, and Social Emotional Learning.

Leadership Team meeting with Commissioner Wagner was cancelled due to travel and will be rescheduled in the near future.

Survey Works- combined survey this year of Special Education and general population.

Speakers- January: Dr. Susan Wood

Director's Report: OSCAS/IDEA to RISEAC December 21, 2017

1. US Ed announces release of Q&A on the Supreme Court Case *Endrew F. v. Douglas County School District Re-1* ([HANDOUTS FOR RISEAC/Emailed RISEAC on 12/18](#))

On March 22, 2017 the U.S. Supreme Court issued a unanimous opinion in *Endrew F. v. Douglas County School District Re-1*, 137 S. Ct. 988. In that case, the Court interpreted the scope of the free appropriate public education (FAPE) requirements in the Individuals with Disabilities Education Act (IDEA).

The Supreme Court reversed a lower court decision that Endrew, a child with autism, was only entitled to an educational program that was calculated to provide "merely more than *de minimis*" educational benefit. In rejecting the lower court's reasoning, the Supreme Court determined that, "[t]o meet its substantive obligation under the IDEA, a school must offer an IEP [individualized education program] that is reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances."

On December 7, 2017 the US Department of Education released a document; *Questions and Answers (Q&A) on U. S. Supreme Court Case Decision Endrew F. v. Douglas County School District Re-1* (<https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/ga-endrewcase-12-07-2017.pdf>).

2. **RESCHEDULED: Student Town Hall**

The Student Town Hall originally scheduled for December 12, at Hope High School, is being rescheduled for after the New Year. RIDE understands that this is a busy time of year. The decision to reschedule was to maximize engagement and allow RIDE to include as many students as possible, representing every community across the state.

RIDE so grateful for the students who expressed an interest and RSVP'd to attend, and RIDE hopes that they will stay engaged and participate on the new date, which will be determined in the coming weeks. RIDE especially wants to thank the students who submitted questions for the event. RIDE will hold on to those questions for the new date.

3. **Secondary Transition**

SAVE THE DATE- 14th Annual College Planning Forum- March 3, 2018 8:00-1:30 @ Providence College, Ruane Center for the Humanities- this is a free full day conference designed for students with IEPs in high school, their parents and school personnel. Registration information will be sent after January 1, 2018.

4. **Special Education Parent Survey Update**

This is the first year that Special Education Parent Survey and Survey Works are being **combined**. The combination of the two surveys will create a unique opportunity to compare data.

Below are a few reminders:

- Panorama Education is the vendor

- Survey window is from January 16th through March 30th, 2018
- One survey will be distributed to all parents within the same survey window
- Surveys distributed to parents with children with IEPs will have additional questions specifically relating to IEP services
- If RIDE has a parent email on file - surveys will be emailed on January 16th
- Parents are encouraged to check their SPAM email folder – email with survey link will come from Panorama Education
- Paper surveys for those parents without email addresses – mailed January 16th
- Support for parents is still available through RIPIN - 401-270-0101 or at 1-800-464-3399

Any questions may be directed to Kerri Sorensen at 401-222-8341 or at kerri.sorensen@ride.ri.gov

5. Teachers of Life Skills Network Trainings:

January 11, 2018 8:30-2:30 @ West Bay Collaborative- Repeat PATH TOT: Planning Alternative Tomorrows with Hope- This session is intended to train educators to facilitate PATH and to train colleagues. See attached flyer for registration and additional information.

January 18, 2018 12:00-2:00 @ West Bay Collaborative- LINKING THE CDP, IEP & IPE- This session will review the components of the Career Development Plan (CDP) in relation to the components of the Individualized Education Plan (IEP) and the Individual Plan for Employment developed by ORS at school exit. Registration is required with Nikki Honauer nhonauer@westbaycollaborative.org.

6. PrepareRI launches work-based learning internship pilot

As part of the PrepareRI career readiness initiative, RIDE and the Governor's Workforce Board are piloting a statewide paid internship program with top Rhode Island employers to host 100 rising seniors for 8-10 week internships in Summer 2018. Participating students will be prepared and matched to high-quality work experiences in fields such as healthcare, technology, manufacturing, and financial services.

Through this internship, students will be able to understand and experience the real world of work and develop and apply academic, technical, and professional skills. The internship pilot is fully funded by the Governor's Workforce Board and is an integral part of the Governor's commitment to prepare all students for college and career through high-quality work-based learning experiences. The application is expected to open in March 2018.

7. Governor's Workforce Board awards grants to increase adult education opportunities

The Governor's Workforce Board recently awarded six additional Real Pathways grants exclusively to increase access to rigorous adult education opportunities. Adult Education in Rhode Island plays a critical role in ensuring that all students, no matter their age, are prepared with necessary academic and career skills to succeed in today's economy.

The additional investment of \$425,000 would reduce the estimated wait list by at least 25% or more as programs have projected to provide services to approximately 750 students. Rhode Island's Adult Education current waiting list is estimated between 1,300 to 2,000 students.

Partnerships will use funds to increase class space and capacity, engage new wait list entrants immediately to better understand their needs and potentially refer them to more appropriate available services and hire staff to serve disconnected foster youth in pursuit of their high school degree.

8. Adult Education: PRE-EMPLOYMENT TRANSITION SERVICES:

The 2014 Workforce Investment Opportunities Act (WIOA), requires ORS to provide five Pre-Employment Transition Services (PRE-ETS) to students with disabilities. Students with disabilities are not exempt from the order of selection requirements for vocational rehabilitation services. Students with disabilities, based on an IEP or 504 plan, regardless of application status with ORS, have access to five PRE-ETS Services provided on a fee for service basis. These PRE-ETS Services are limited services that fall under Job Exploration, Work Based Learning, Counseling On Opportunities For Enrollment in Comprehensive Transition or Post-Secondary Educational Programs, Workplace Readiness Training and/or Self Advocacy.

There are some complicated nuances to RSA expectations on how ORS manages the Wait List and the provision of PRE-ETS Services:

Students with disabilities are not exempt from the Order of Selection prioritization for vocational rehabilitation services.

If a student did receive a PRE-ETS service prior to being determined eligible and placed in a closed priority category upon eligibility determination then he/she may continue to participate ONLY in the five PRE-ETS Service while on a waitlist.

If a student did not receive PRE-ETS services prior to eligibility determination, assigned to a closed order of selection category and placed on a waiting list, then he/she cannot receive PRE-ETS Services. These students will be required to wait for pre-employment transition services until they are removed from the waiting list and an Individualized Plan for Employment can be developed.

More info in Pre-ETS here: <http://www.wintac.org/topic-areas/pre-employment-transition-services>

9. Legal: Commissioner's decisions issued

[DCYF v. North Smithfield School Department, RIDE No. 17-21](#)

Under ESSA, school district which placed eighteen-year-old foster child with disabilities in an out-of-district "school of origin" remains responsible for ensuring that the student is provided with a FAPE even after she was moved to an independent residential living program located outside of the district.

[DCYF v. Pawtucket School Department, RIDE No. 17-22](#)

Case involving sixteen-year-old foster child with disabilities was remanded by the Commissioner with instructions that: (1) the state child welfare agency comply with mandated procedural requirements applicable to “best interest determinations” under ESSA; and (2) pending such compliance, the school district where the school of origin is located be responsible for providing the student with a FAPE.

And

Impossibility of return to school of origin, effectively rebutted ESSA’s presumption that it is in the best interest of a foster child, to continue attending his or her school of origin, and thus state residency rules were applicable and contrary to state child welfare agency’s best interest determination, the town where the child’s new residence was located, was responsible for ensuring that the child was provided with a FAPE.

Old Business:

RISEAC will respond to Brian Darrow’s email regarding which districts are awarding diplomas or certificates to students on alternate assessment.

New Business:

During advisory time in January meeting we will review data from Brian Darrow’s response.

Advisory Time: Public Comment: none

Motion to adjourn: Lynn Kapiskas and 2nd by Barbara Irons
Meeting was adjourned at: 7:50pm

Respectfully submitted by Susan Donovan, Recording Secretary

Recording Secretaries:
Lori Wilbur and Susan Donovan

RISEAC website:
<http://www.ride.ri.gov/StudentsFamilies/SpecialEducation/AdvisoryCommittees.aspx>



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Meeting Agenda

- | | |
|---------------------|--|
| 6:00-6:05pm | Call to Order, Welcome |
| 6:05-7:00pm | SPP/APR

Dr. Susan Wood, Ph.D., Senior Administrator, Quality Assurance Services at OSCAS |
| 7:00-7:15pm | Announcements/Discussion ~ RISEAC Leadership Team <ul style="list-style-type: none">• Membership Announcement• Supported Decision Making Conference Update, January 11, 2018 ~ RIC• SurveyWorks ~ <u>Combined Survey</u>, Administration is January 16, 2018 to March 30, 2018• Meeting with Commissioner Wagner and RISEAC Leadership Team Rescheduled ~ January 31st• College Planning Forum ~ March 3rd at Providence College• 6th Annual Transition Institute ~ March 8th at Rhode Island College |
| 7:15– 7:30pm | Director’s Report
J. David Sienko, Director ~ OSCAS |
| 7:30-7:40pm | Approval of November & December, 2017 RISEAC Minutes |
| 7:40-7:55pm | RISEAC Advisory Time |
| 7:55-8:00pm | Public Comment |
| 8:00pm | Adjournment |

Lori Wilbur and Susan Donovan, Recording Secretaries
RISEAC website: <http://www.ride.ri.gov/StudentsFamilies/SpecialEducation/AdvisoryCommittees.aspx>



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6:00 pm-8:00 pm
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Present: Heather Kennedy, Patty Murtagh, Kevin Plunkett, Lynn Kapiskas, Patti Hien, Sheryl Reedy, Esther Boucher, Sharon Bissonnette, Gillian Pearis, Eileen Botelho, and Susan Donovan

Absent: Maria Golotto*, Paige Ramsdell*, Lori Wilbur*, Rosemary Gomes*, Denneese Seale*, Edward Angilly*, Barbara Irons*, Jennifer Connolly*, and Jean Ann Shields*, Deborah Garneau, Lori DiPina, Joseph Murphy*, and Douglas Pierson*

RIDE Attendees:

J. David Sienko and Kerri Sorensen

The meeting was opened at 6:00pm by Susan Donovan on behalf of Patti Hien.

Guest Speaker: Dr. Susan Wood

Reporting Session for RI SPP/APR -Template was passed out and notes taken, based on questions, throughout presentation.

Vote to have Director's Report presented after guest speaker 1st approval Kevin Plunkett and seconded by Eileen Botelho

Approval of November and December Minutes: *did not have a quorum*

Announcements/Updates

Membership - now underway - discussion on numbers and lack of quorum. New RISEAC member Joseph Murphy, Administrator of Vocational Rehabilitation at the Office of Rehabilitation, is to replace JoAnn Nannig.

The meeting with the RISEAC Leadership Team and Commissioner Wagner has been rescheduled to 1/31/2018.

Survey Works Update – Survey window began on January 16th. On the 2nd day of administration 276 special education family surveys had been completed. Cranston leading the way with 39 responses with Warwick following with 27 responses. RIDE is monitoring the live survey dashboard.

February guest speaker - Cali Cornell from RIDE's Office of College and Career

Director's Report: OSCAS/IDEA to RISEAC January 18, 2018

Update on RISEAC Diploma/Certificate Questions

OSCAS and the Office of College & Career Readiness are working in collaboration to survey to all school districts with following questions:

1. Does your district offer a diploma or certificate for students with disabilities, (particularly those who participate in the Alternate Assessment) upon school exit?
2. If you offer a certificate versus a diploma, is there a district policy that establishes the criteria by which a certificate or diploma are determined?
3. If yes, where could a student or parent view this policy?

Responses are due by Friday, 2/9/18. RIDE expects to have these results available for the RISEAC February meeting.

2. Parent and family engagement in the intensive intervention process

RIPIN and the National Center on Intensive Intervention (NCII) collaborated to produce 3 Infographics on parent and family engagement in the intensive intervention process. Educators providing intensive intervention can use these infographics to help parents and families understand the supports their child is receiving and how they can engage in the process. All three infographics are available on the NCII website:

Intensive Intervention Overview <https://intensiveintervention.org/resource/intensive-intervention-overview-parents-and-families>

Questions Parents and Families Can Ask

<https://intensiveintervention.org/resource/intensive-intervention-questions-parents-and-families-can-ask-when-talking-their-childs>

Tips for Families: How Can You Support Intensive Intervention?

<https://intensiveintervention.org/resource/how-can-you-support-intensive-intervention-tips-families>

National News of Interest

The [RAISE Family Caregivers Act](#) passed the Senate and is expected to be signed into law shortly. It recognizes the value of caregiving and develops an advisory council and

information, education, training, supports and nationwide strategies for respite, hospice, etc for families with a member with a chronic or other health condition, functional limitation or disability.

The NPR Series on abuse of people with intellectual and developmental disabilities that started runs through Thursday, January 18th. The [series](#) schedule is as follows and can be found at www.npr.org:

- Jan 8: Morning Edition: Correspondent Joe Shapiro talks about the series with host Steve Inskeep.
- Jan 8: All Things Considered: The epidemic of sexual abuse of people with intellectual disability. Numbers obtained by NPR show they are sexually assaulted at rates more than 7 times those for all adults without disabilities.
- Jan 9: Morning Edition: A visit to a Sex Ed class for people with intellectual disability. They talk about how they want relationships, but how the sexual violence of their past often gets in the way.
- Jan 10: All Things Considered: On cases that go unnoticed when people have difficulty communicating.
- Jan 16: All Things Considered: Police and prosecutors are often reluctant to take these cases. NPR goes back to Essex County, New Jersey, where the first case to get widespread attention--in Glen Ridge, New Jersey, 25 years ago--was prosecuted. And look at what prosecutors have learned since.
- Jan 18: Morning Edition: Therapists Nora Baladerian and Karyn Harvey talk about the stunning violence in the lives of their clients.
- Jan 18: All Things Considered: Self-advocates speak of the effects of sexual violence. This piece is entirely in the voices of people with intellectual disability (plus Joe Shapiro).

4. Office of Rehabilitation Services: PRE-EMPLOYMENT TRANSITION SERVICES

The 2014 Workforce Investment Opportunities Act (WIOA) requires ORS to provide five Pre-Employment Transition Services (PRE-ETS) to students with disabilities. Students with disabilities, regardless of application status with ORS, have access to five PRE-ETS

- Job Exploration,
- Work Based Learning,
- Counseling On Opportunities For Enrollment in Comprehensive Transition or Post-Secondary Educational Programs, Workplace Readiness Training and/or
- Self-Advocacy.

The ORS has launched a “Wait List” for services based on recent budget reductions and this will begin to impact students transitioning from school to supported employment as early as this spring. There are some complicated nuances on how ORS manages the Wait List and the provision of PRE-ETS Services:

- Students with disabilities are not exempt from the Order of Selection prioritization for vocational rehabilitation services.

- If a student did receive a PRE-ETS service prior to being determined eligible and placed in a closed priority category upon eligibility determination then he/she may continue to participate ONLY in the five PRE-ETS Service while on a waitlist.
- If a student did not receive PRE-ETS services prior to eligibility determination, is assigned to a closed order of selection category and is placed on the wait list, then he/she cannot receive PRE-ETS Services. These students will be required to wait for pre-employment transition services until they are removed from the wait list and an Individualized Plan for Employment can be developed.

More info in Pre-ETS here: <http://www.wintac.org/topic-areas/pre-employment-transition-services>

5. Annual College Planning Forum

SAVE THE DATE- 14th Annual College Planning Forum- March 3, 2018 8:00-1:30 @ Providence College, Ruane Center for the Humanities- this is a free full day conference designed for students on IEPs in high school, their parents and school

6. SurveyWorks has Launched

Last year, more than 113,000 students, parents, and educators participated in SurveyWorks, a school culture and climate survey that helps illustrate what is working and what can be improved in Rhode Island schools.

Are students engaged in their learning? Do parents feel welcome in their school community? Are teachers included in decision-making with school leadership? These are the kinds of important questions asked through SurveyWorks, and this year, we want to engage even more Rhode Islanders in the discussion.

Here's what you need to know:

1. It's fast and easy. SurveyWorks uses a simple, easy-to-use platform that lets you quickly move from question to question, finishing the entire Survey in about 20 minutes.
2. It's anonymous. SurveyWorks results are reported at the district and school level, but your name is confidential. We want to hear your honest feedback!
3. This year, to make it easier for parents and school coordinators, we've combined SurveyWorks and the Special Education Survey into a single survey.
4. SurveyWorks is administered primarily online. A limited number of paper copies will be made available to schools, but to help with the efficient, effective processing of data, we encourage all students, parents, and educators to take the survey online.
5. Students will participate during the school day. Parents and educators will receive unique school codes to complete the survey when it is most convenient for them.

The SurveyWorks window will be open from **January 16 to March 30, 2018**, but schools will select an administration window that works best for their schedule. Throughout the

survey window, we will showcase the innovative and engaging strategies that schools and communities are executing in order to increase participation.

Help us build momentum off last year’s successful SurveyWorks by joining the conversation on social media using the hashtag, #SurveyWorks! Together, we can make SurveyWorks a success in order to help improve our schools for all Rhode Island students and families.

7. Rhode Island Comprehensive Assessment System (RICAS) Resources

Beginning this spring, Rhode Island will be administering the Rhode Island Comprehensive Assessment System (RICAS) in grade 3-8 in English Language Arts and mathematics. As LEAs prepare for this year’s administration, please visit the [RICAS Assessment page](#) on the RIDE website for resources including RICAS rubrics, practice tests, and fact sheets.

8. Update on SSIP Phase 3, SSIP Info Graphic

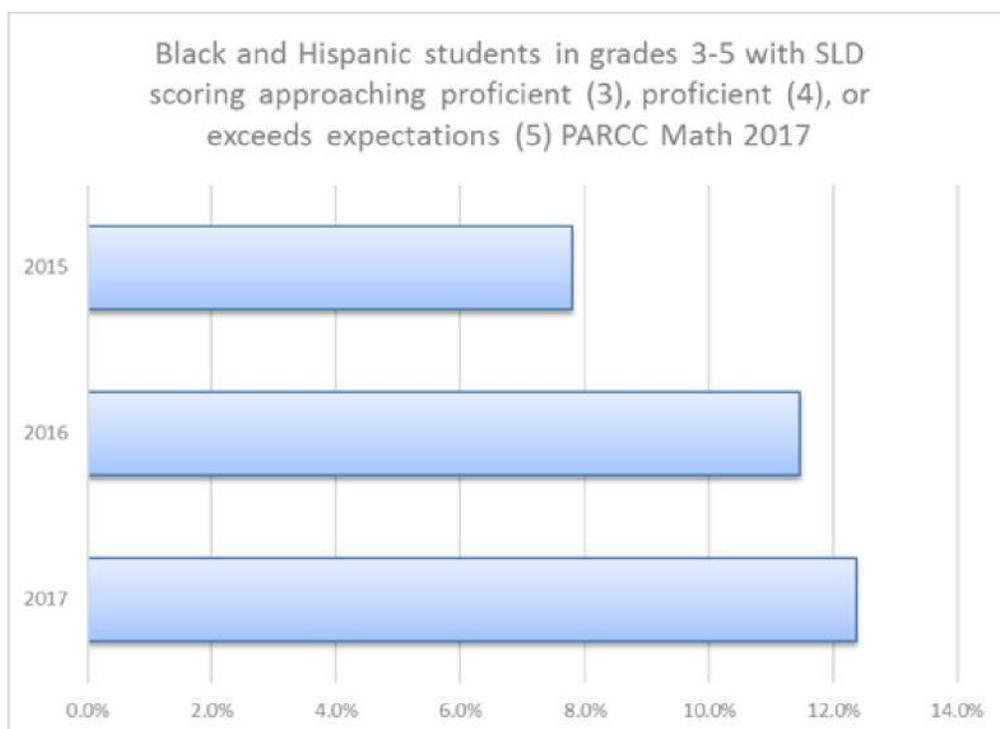
New SSIP info graphic can be found at:

<http://www.ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/Special-Education/Special-Education-Regulations/20170108RDAInfographicFINAL.pdf>

The next report on Phase 3 will be submitted for April and is currently in draft. Prior years’ submissions can be viewed on

<http://www.ride.ri.gov/StudentsFamilies/SpecialEducation/SpecialEducationRegulations.aspx>

RI has continued to show progress in Math performance for the targeted population for the SSIP (aka, our SiMR). The report to OSEP for Indicator 17 – the SSIP, is due April 1st. RIDE will provide RISEAC a summary report on progress shortly after we submit our report to OSEP.



9. ESSA and Students in Foster Care

In December 2015, Congress passed the “Every Student Succeeds Act (ESSA)” and thereby reauthorized the Elementary and Secondary Education Act of 1965 (“ESEA”). ESSA’s Educational Stability Provisions, which became effective on December 10, 2016, were designed to operate together with the Fostering Connections to Success and Increasing Adoptions Act of 2008.

This federal law requires that a student in state foster care remain enrolled in the “school of origin,” the school in which a child is enrolled at the time of placement in foster care, unless a best interest determination conducted in collaboration between DCYF and the LEAs and issued by DCYF determines that it is not in the child’s best interest to stay in the school of origin. Children should remain in school pending any disputes.

RIDE is aware of the confusion surrounding this change and recently released several commissioner decisions to clarify the implementation of the new provision. RIDE will post soon guidance that summarizes these decisions. Please share this information with your administrators and especially LEA enrollment personnel, including central office and school based enrollment staff.

10. Commissioner’s Decisions Issued

http://www2.ride.ri.gov/applications/RideDirectory/DOCS/2017/17-004_Kingston_Hill_Academy_v._North_Kingstown_SD_121217.pdf

School district must pay quarterly tuition invoices to charter school in full when due but may request and receive limited information about its resident students to verify their enrollment in the charter schools.

http://www2.ride.ri.gov/applications/RideDirectory/DOCS/2017/17-25_In_Re_Residency_of_K_Doe-Bristol-Warren_120717.pdf

A (14) year old student’s aunt and uncle could legally re-enroll him in Mount Hope High School, even though his legal guardian (his mother) had disenrolled him from the school in November of this year. This student had a substantial reason (other than school attendance) for living with his aunt and uncle in Bristol, had therefore established school residency there and the Family Court had determined that he could choose to live with them, rather than with his mother in Barrington.

Old Business:

Annual Report visit with the Commissioner of Education is rescheduled to January 31st 2018

New Business:

Advisory Time:

- SPP/APR feedback letter

- ORS cuts and educating legislators
- Supported Decision-Making legislation
- Sue: contact Catherine Sansonetti
- Kerri to email Joseph Murphy (need talking points for legislators)
- Indicator # 14- concerns – future ORS cuts outcomes for graduates
- Reading concerns – monitoring
- lawsuits that are outside of the IDEA system (discussion)
- Supported Decision-Making –connect with coalition for legislative progress in RI.

Public Comment: none

Note: Public will be encouraged to apply for membership (Katherine Kapiskas)

Motion to adjourn: Lynn Kapiskas and 2nd by Esther Boucher
Meeting was adjourned at: 8:10pm

Respectfully submitted by Susan Donovan, Recording Secretary

Recording Secretaries:
Lori Wilbur and Susan Donovan

RISEAC website:

<http://www.ride.ri.gov/StudentsFamilies/SpecialEducation/AdvisoryCommittees.aspx>



Ken Wagner, Ph.D.
Commissioner

State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
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Providence, Rhode Island 02903-3400

Rhode Island Special Education Advisory Committee

The Rhode Island Special Education Advisory Committee is an active voice in advocating that all students receive superior educational services enabling each student to achieve optimum success throughout the school years and into the world of adulthood.

February 15, 2018

6:00 pm – 8:00 pm

RI Parent Information Network
1210 Pontiac Avenue Cranston, RI 02920

Meeting Agenda

- | | |
|----------------------|---|
| 6:00-6:05pm | Call to Order, Welcome |
| 6:05-7:00pm | Pathway Endorsement Council Designations
Cali Cornell ~ Education Specialist, Office of College and Career Readiness
Jane Slade~ Education Specialist, OSCAS |
| 7:00-7:10pm | Results of Diploma/Certificate Survey |
| 7:10 – 7:20pm | Announcements/Discussion <ul style="list-style-type: none">• RISEAC March Meeting with Commissioner Wagner ~ Topics for Discussion• Further Recruitment for New Members• RISEAC Leadership Team met with Commissioner Wagner on 1/31/18• College Planning Forum ~ 3/3/18 at Providence College• 6th Annual Transition Institute ~ 3/8/18 at Rhode Island College• Update ~ SurveyWorks Special Education Family Survey |
| 7:20-7:25pm | Approval of November, December & January RISEAC Meeting Minutes |
| 7:25– 7:35pm | Director’s Report
J. David Sienko, Director ~ OSCAS |
| 7:35-7:55pm | RISEAC Advisory Time – ORS Discussion |
| 7:55-8:00pm | Public Comment |
| 8:00pm | Adjournment |

Telephone (401)222-4600 Fax (401)222-6178 TTY (800)745-5555 Voice (800)745-6575 Website: www.ride.ri.gov

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February 15, 2018
6:00 pm-8:00 pm
RI Parent Information Network
1210 Pontiac Avenue Cranston, RI 02902

Present: Heather Kennedy, Patty Murtagh, Lynn Kapiskas, Patti Hien, Sheryl Reedy, Sharon Bissonnette, Gillian Pearis, Lori Wilbur, Rosemary Gomes, Barbara Irons, Jennifer Connolly, Colleen Polselli, Joseph Murphy, and Susan Donovan

Absent: Paige Ramsdell*, Denneese Seale*, Edward Angilly*, Jean Ann Shields*, Lori DiPina*, Kevin Plunkett*, Esther Boucher*, and Eileen Botelho*

RIDE Attendees: J. David Sienko and Kerri Sorensen

The meeting was opened at 6:00pm by Patti Hien.

Guest speaker: Cali Cornell, Education Specialist, Office of College and Career Readiness accompanied by Jane Slade, Education Specialist, OSCAS

Pathway Endorsements – <http://www.ride.ri.gov/Portals/0/Uploads/Documents/Diploma-System/Council%20Designations/Pathway-Endorsement-Criteria.pdf>

Work-based learning definitions were voted on today by the DOLT and RIDE for alignment. See www.prepare-ri.org/wbl. Districts will set the requirements for the Pathways Endorsements Graduate by proficiency /learn broad and deeply focus on Personalization and Multiple Pathways. Council Designations- these can differentiate the high school experience: Commissioners Seal, Seal of Biliteracy, Pathway Endorsements

RISEAC can help by sharing information to families and schools -share information about tiers of training (within Pathway Endorsements) so that school teams can think outside the box (and the school building).

Motion to have Directors Report following guest speaker Barbara Irons made motion; Jennifer Connolly 2nd

OSCAS/IDEA Director's Report

RISEAC

February 15, 2018

1. State Directors Call for No Delay on Significant Disproportionality Rule
 2. SurveyWorks Update as of 2-9-18
 3. PrepareRI Summit ' March 24th
 4. RIDE Launches the Shadow a Student Challenge
 5. Department of Justice to Visit Public Schools for Employment First Efforts
 6. The National Center on Postsecondary Outcomes
 7. ORS Wait List Information ' *Will be addressed by Joe Murphy during advisory time*
 8. RI Community of Practice in Autism
 9. Notice of Public Comment: Proposed Regulations Governing Protections for Students Rights to be Free from Discrimination on the Basis of Sex, Gender, Sexual Orientation, Gender Identify, or Gender Expression
-

1. State Directors Call for No Delay on Significant Disproportionality Rule

The deadline for states to comply with the special education significant disproportionality rule is July 1, but the U.S. Education Department is considering delaying that deadline by two years.

One group that has a lot at stake in the issue is the National Association of State Directors of Special Education, which has now said it does not want to delay the rule's timeline.

In a statement issued Feb. 6, NASDSE wrote, "States are moving forward to implement the regulation as it is currently written, and NASDSE does not believe that implementation should be postponed from the current timeline contained in the regulation."

NASDSE's statement acknowledged the importance of addressing racial disparities in special education, but the group said that a number of states have concerns and questions about how the regulation addresses the calculation of disproportionality and that it wants OSEP to address those concerns.

NASDSE has previously said that calculating the potential risk ratio and other factors that would determine disproportionality rates in districts has been a complex and burdensome task. The 2016 significant disproportionality rule created a standard methodology for analyzing disparities in special education identification, placement, and discipline of students with disabilities based on seven racial and ethnic groups. Before that rule, states evaluated disproportionality in districts but could create their own methodologies.

OSEP has provided technical assistance regarding the rule through webinars and sessions at conferences and by producing a model timeline and an FAQ document (reported at 69 IDELR 254).

The rule requires states to start using the standard methodology and identify districts with significant disproportionality in SY 2018-19.

ED is expected to soon issue a Federal Register notice to request comments on the proposal to delay the significant disproportionality regulations.

"Through the regulatory review process, we've heard from states, school districts, superintendents, and other stakeholders on a wide range of issues, including the significant disproportionality rule," ED press secretary Liz Hill told Special Ed Connection® last year. "Because of the concerns raised, the department is looking closely at this rule and has determined that while this review takes place, it is prudent to delay implementation for two years."

See also:

- OMB receives request to delay July 1 significant disproportionality deadline
- States urged to work with stakeholders as they strive to meet disproportionality rules
- ED updates model timeline on disproportionality

Kara Arundel covers special education for LRP Publications.

February 6, 2018

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2. SurveyWorks Update as of 2-9-18

RIDE is three weeks in to the SurveyWorks window and has already heard from more than 40,000 stakeholders, including 6,300 families and counting! This year, the focus is particularly on increasing family participation, because parent voices are too often left out of the discussion when it comes to their child's education.

RIDE want to share important SurveyWorks announcements, events, resources, and other opportunities for families to get involved and amplify their voices, and we are asking for your help. Next week, RIDE will be reaching out to all principals asking them to identify a parent leader, such as a PTO president or School Improvement Team representative, who can help us get the word out about the importance of SurveyWorks. In the meantime, please continue to share best practices with us on Twitter, using the hashtag, #SurveyWorks, and tagging us at @RIDeptEd

3. Prepare RI Summit ~ March 24th

You can now [register online for the PrepareRI Spring Summit](#) and [view the PrepareRI Spring Summit agenda](#).

The Summit is free for all, and will be held from 8:00 a.m. – 2:00 p.m. at the Community College of Rhode Island's Warwick Campus (400 East St., Warwick, RI) on March 24, 2018.

The PrepareRI Spring Summit is focused on providing all stakeholders with the training, tools, and resources they need to plan for the next school year, including practical information on the following key topics:

- The new PrepareRI Internship Program and work-based learning
 - High-growth industries and "hot jobs" in Rhode Island, based on research
 - Individual Learning Plans (ILPs) and career counseling

 - Upcoming improvements to career and technical education (CTE)
- And much more

[PrepareRI](#) is a statewide initiative to build career pathways for all Rhode Island youth. If you have any questions, please visit www.prepare-ri.org or email spencer.sherman@ride.ri.gov. To stay updated on PrepareRI, make sure you subscribe to the [PrepareRI monthly newsletter](#).

4. RIDE Launches the Shadow a Student Challenge

Ever wonder what it would be like to spend a day in a student's shoes? Through the [Shadow a Student Challenge](#), over 2,500 educational leaders around the world will pack their backpack, lace up their sneakers, and immerse themselves in a student's life for a day to understand what school looks like through the eyes of our youth. Educators will meet students at the bus stop, go to their classes, sit with their friends at lunch - get a real understanding for what it's like to be a student in today's world – and then come together to empathize with students and take new kinds of action at their schools. RIDE is participating in the Shadow a Student Challenge and wants you to join, too! There are two ways schools can participate:

- [Sign up](#) to join the Shadow a Student Challenge and shadow a student at their school.
- Host a RIDE staff member to shadow a student at your school!

If you are willing to host a member of RIDE's leadership team or a RIDE staff member to shadow at your school on **February 26 to March 2**, please let us know by [completing this survey](#) by February 7.

RIDE staff will follow up with those willing to host a RIDE staff member by February 15 to confirm RIDE's participation of the Shadow a Student Challenge at your school.

If you have any questions, or want to learn more about this opportunity, please contact krystafer.redden@ride.ri.gov or visit <http://shadowastudent.org/>.

5. Department of Justice to Visit Public Schools for Employment First Efforts

RIDE has received correspondence from the US Department of Justice regarding an Employment First Consent Decree on-site visit scheduled for Monday, February 26, 2018 in Rhode Island public schools. The DOJ did not identify which schools will be visited, but they have indicated that they would be looking for evidence of compliance with the Consent Decree and they wish to meet with teachers, administrators, students and parents. The DOJ will work through the consent Decree Coordinator, Tina Spears, in identifying the schools. Once identified, OSCAS has been asked to provide the contact information of the Special Education Administrator for each of the identified district

visits. Arrangements for the visit will be made directly by the DOJ. OSCAS will reach out to each Special Education Administrator who may be contacted by the DOJ as soon as we are informed, (if we are informed). Questions may be directed to Jane Slade at jane.slade@ride.ri.gov or 222-8350.

6. The National Center on Postsecondary Outcomes

The National Deaf Center on Postsecondary Outcomes recently released a report, "[Postsecondary Achievement of Deaf People in Rhode Island: 2017.](#)" This report provides a look at the educational attainment, employment rates, and earnings of deaf individuals in our state. The data shows, among other things, that Rhode Island's educational attainment rates are slightly lower than the national trends, but the employment rates and median earnings are slightly higher.

7. ORS Wait List Information

Joe Murphy, Assistant Administrator at the Office of Rehabilitation Services (ORS) spoke at the ARISE meeting on January 12, 2018 explaining the wait List for Category 1, which became effective on 12/19/17. Please note that schools may continue to make referrals by completing the ORS referral packet and attaching the necessary documentation. ORS Counselors will be discussing options with the student and guardian/family whether to move forward with an application or begin with Pre-Employment Transition Services (ETS). Please share the attached message from ORS with your secondary faculty and staff. If you have questions, please contact the ORS counselor assigned to your school.

8. RI Community of Practice in Autism

The RI Community of Practice in Autism, Spring Meeting will be Tuesday, March 6th 4:00-6:00 at the Student Union Building, Ballroom at Rhode Island College,, please see the flyer attached for details

9. Notice of Public Comment:

Proposed Regulations Governing Protections for Students Rights to be Free from Discrimination on the Basis of Sex, Gender, Sexual Orientation, Gender Identify, or Gender Expression.

Pursuant to the provisions of Chapter 23-24.6 of the General Laws of Rhode Island, as amended, and in accordance with the Administrative Procedures Act, Chapter 42-35 of the General Laws, the Rhode Island Department of Elementary and Secondary Education (RIDE) gives public notice of proposed

rulemaking on the [Proposed Regulations Governing Protections for Students Rights to be Free from Discrimination on the Basis of Sex, Gender, Sexual Orientation, Gender Identify, or Gender Expression.](#)

The proposed regulation requires school districts to adopt a policy by **July 1, 2018**, to ensure that transgender and gender non-conforming student are free from discrimination. The [public notice of proposed rulemaking and regulation](#) can also be viewed on the Secretary of State's website.

All interested parties are invited to provide written or oral comments concerning the proposed regulations from January 12, 2018 until **February 16, 2018** to:

RI Department of Elementary and Secondary Education
c/o Angela Teixeira
255 Westminster Street
Providence, RI 02903

or by email to angela.teixeira@ride.ri.gov or by phone at 401-222-8435.

Announcements/Updates

- We reviewed the Diploma vs. Certificates data from districts regarding students on Alternate Assessment. Do districts have policies in place for the Certificate criteria?
Districts have flexibility in offering diplomas based on coursework. The courses are not dictated by RIDE.
- Kerri Sorensen will send out Membership application for the New Membership drive via the list serve.
- Kerri Sorensen updated on Survey Works- 1600 responses so far. They would like to hit over 2300 based on last year's numbers.
- College Forum and Annual Transition Institute –Capacity Building Institute
- ORS update – Joseph Murphy every VR agency can applied for re-allotment money. RI usually gets 3.5, million, this year \$500,000. RSA funding got cut. We have 400 people on wait list. 15 % of ORS funding must be used towards Pre-ETS services. If students have not applied for services yet, they can access Pre-ETS through the IEP process. 26 adults with DD and 3 students with DD are currently on the wait list. ORS and BHDDH are working closely together to identify options. ORS anticipates 2400 folks on wait list by October 2018.
- RISEAC discussion- the group would like to write a letter to RI legislatures regarding ORS funding
Wait list- 400 anticipated students wait lists may wait 2 to 3 years
ORS- 40 % funding reduction
Job Coaching – critical need – State of RI –best practices / Employment First state
Questions/Topics- for the Commissioner:
 1. Review data from the survey
 2. ORS dire situation – as we create Pathways how can we support SWD –historically done –what options for SWD-
 3. PD priorities –teachers-proposal for new certification
 4. Successes and looking forward what his vision for SWD
 5. ESSA- Recommendations- out of state placement and ESSA affecting (group home)

Approval of November, December, and January Minutes: approved with edits

Public Comment: Public said the meeting was very interesting

Motion to adjourn: Barbara Irons and 2nd by Heather Kennedy

Meeting was adjourned at: 8:10pm

Respectfully submitted by Susan Donovan, Recording Secretary

Recording Secretaries:

Lori Wilbur and Susan Donovan

RISEAC website:

<http://www.ride.ri.gov/StudentsFamilies/SpecialEducation/AdvisoryCommittees.aspx>



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March 15, 2018

6:00 pm – 8:00 pm

RI Parent Information Network
1210 Pontiac Avenue Cranston, RI 02920

Meeting Agenda

- | | |
|----------------------|--|
| 6:00-6:05pm | Call to Order, Welcome |
| 6:05-7:00pm | Discussion with Commissioner Wagner

Dr. Ken Wagner, Ph.D. ~ Commissioner of Elementary and Secondary Education at the
R.I. Department of Education |
| 7:00 – 7:15pm | Director’s Report

J. David Sienko, Director ~ Office of Student Community and Academic Supports, R.I.
Department of Education |
| 7:15-7:25pm | Announcements/Discussion <ul style="list-style-type: none">• RISEAC Membership Application ~ RIDE Website• 6th Annual Transition Institute @ RIC ~ Rescheduled to May 10th• Update ~ SurveyWorks Special Education Family Survey, Window Closes March 30th• Documentary “Intelligent Lives” ~ NH Institute on Disability |
| 7:25-7:30pm | Approval of February 2018 RISEAC Meeting Minutes |
| 7:30– 7:55pm | RISEAC Advisory Time ~ Rhode Island Guidelines for Implementing Child Outreach Screening |
| 7:55-8:00pm | Public Comment |
| 8:00pm | Adjournment |



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March 15, 2018

6:00 pm-8:00 pm

RI Parent Information Network

1210 Pontiac Avenue Cranston, RI 02902

Present: Maria Silvestri- Golotto, Heather Kennedy, Sharon Bissonnette, Kevin Plunkett, Paige Ramsdell, Patty Murtagh, Denneese Seale, Lynn Kapiskas, Patti Hien, Jennifer Connolly, Sheryl Reedy, Esther Boucher, Jean Ann Shields, Barbara Irons, Eileen Botelho, Lori Wilbur, Barbara Mulligan, Rosemary Gomes, Colleen Polselli, and Susan Donovan

Absent: Lori DiPina, Ed Angiliy*, and Gillian Pearis*

RIDE Attendees: J. David Sienko and Kerri Sorensen

Welcome, Call to Order and Agenda Review: the meeting was called to order at 6:08pm by Patti Hien

Introductions-

Guest speaker: Commissioner of Education Ken Wagner

Co-chair Maria Silvestri-Golloto asked Questions for Commissioner:

What would you consider RIDE's/your accomplishments this year?

Answer: focused on pathways and opportunities of all students.

Vision for students with disabilities? I want student with disabilities to have the same ACCESS as kids without disabilities. The trends show a favor for white males. We need to change perceptions of academic equity for all kids.

Diplomas vs Certificates for students with disabilities on alternate assessment- the Commissioner recommends that RISEAC may consider working in concert with ACLU and we request what policy is

being used to determine the decision

Commissioner is perplexed by the lack of improved tracking and monitoring for students with IDD as recognized under the Consent Decree.

All CTE are statewide – we need to ensure SWD are accessing these programs

PD priorities March 27th RIDE to bring changes to Teacher Regulations

1. Teacher prep- need more hands on practical experience
2. Flexibility in hiring teachers – shortage areas- if certified in MA or CT, you can teach in RI & improve emergency certification process with longer work time available (7 years while making progress towards certification)
3. Ongoing professional learning- endorsement of certificates for teachers to support competencies and reintroduce an ongoing learning program with continued support

ESSA- placement change for students in state care should stay put, unless change is in better interest for the child. Best interest placements have not been consistent in practice. Transportation continues to be an area of confusion.

March 15, 2018 ~ RISEAC Director's Report

OSCAS/IDEA Director's Report

1. OSEP Symposium on High Expectations and Appropriate Supports: The Importance of IEPs
 2. IDC Parent Involvement Webinar
 3. DOJ Completes Employment First Visit
 4. Teachers of Life Skills (TLS) Network trainings
 5. BHDDH Releases New Guidebook on Behavioral Health for Youth in Transition
 6. Online Learning: Supporting Students with Disabilities in Tier 1
 7. Harnessing the Potential of Multiple Languages and Family Partnerships in Early Childhood Intervention & Special Education
 8. RIDE Presentation at CASEL Conference
 9. State of Education Address ~ March 19th
 10. Get help filling out SurveyWorks!
 11. RIDE Post the IDEA part B Grant Application
-

1. *Save the Date: OSEP Symposium on High Expectations and Appropriate Supports: The Importance of IEPs ~ April 9, 2018*

OSEP is hosting a virtual symposium on **High Expectations and Appropriate Supports: The Importance of IEPs** on **April 9, 2018, from 1:30–3:30 p.m. ET**. This virtual symposium will comprise presentations on key topics from a national perspective, and frame the importance of this particular issue for all OSEP grantees and stakeholders.

Questions?

If you have any questions, please visit the [symposium information page](#) on the OSEP Meetings [website](#), or contact the Symposium Planning Team at osep-meeting@air.org.

2. *IDC Parent Involvement Webinar*

Kerri Sorensen, OSCAS Education Specialist, and Susan Donovan, Director-Parent Training and

Information Center presented on the March 15th parent involvement webinar. Rhode Island and New Hampshire were selected to present on how stakeholders such as SAPs and Parent Centers have been involved in various aspects of the Indicator 8 data collection, analysis and use process. The IDEA Data Center (IDC) is developing a toolkit to help states improve the quality of their parent involvement data.

3. *DOJ Completes Employment First Visit*

The Department of Justice and the Court Monitor were in Rhode Island examining implementation of the RI Employment First policy (aka, the Consent Decree) the week of February 26. During the week, they visited

Woonsocket and Cumberland school districts as well as Mt. Pleasant High School/Birch Academy. Antidotal reports indicate that the visits went well; the DOJ team spoke with teachers, administrators, parents, students and visited community work sites. RIDE, BHDDH and DHS/ORS will look forward to the feedback in the coming weeks. Thank you to our administrators and the staff in the districts that were visited.

4. *Teachers of Life Skills (TLS) Network trainings*

"Employment First for Students with Intellectual/Developmental Disabilities"- May 4, 2018 8:00 - 2:00 @ Northern RI Collaborative. This full day session is for new educators or those who are new to the life skills classroom. We will provide a recap of the TLS sessions offered since the implementation of the Employment First. Please see the flyer for additional information and registration.

5. *BHDDH Releases New Guidebook on Behavioral Health for Youth in Transition*

BHDDH has written a new [Guidebook](#) to assist youth and those who support them in transitioning from the youth behavioral healthcare system into the adult system. BHDDH considers the transition to adulthood to be a gradual process that happens between the ages of 14-25, rather than a legal change that occurs at the 18th birthday. This Guide provides a roadmap, with information about resources that will be helpful in the transition process. There will be an overview of "[Take Charge of Your Behavioral Health: A Guide for Young Adults in Rhode Island](#)" at the Transition Institute on March 8th.

6. *Online Learning: Supporting Students with Disabilities in Tier 1*

RI MTSS has a new online learning module for educators on [Supporting Students with Disabilities in Tier 1](#). This offering will walk learners through the rationale for supporting students with disabilities in the general education classroom and will review legal aspects of Special Education and Students with Disabilities. The module will also review evidence-based practices for supporting students with disabilities in Tier 1 core instruction as well as in Tier 2 and Tier 3 interventions.

For questions related to MTSS, please contact Emily.Klein@ride.ri.gov.

7. *Harnessing the Potential of Multiple Languages and Family Partnerships in Early Childhood Intervention & Special Education*

This webinar, hosted by the National Center for Systemic Improvement (NCSI), presented research related to language development patterns in young DLLs, an early childhood program success story, and perspectives from a family-led organization. Presenters will address the importance of maintaining a young child's home language for their optimal development in all areas, including English language and literacy learning, and ideas for successfully partnering with families who speak a language other than English. For more information, see <https://ncsi-library.wested.org/resources/209>.

8. *RIDE Presentation at CASEL Conference*

RIDE presented at CASEL Conference 2/22 & 2/23 - Alice Woods and Mary Ann Snider attended.

9. State of Education Address ~ March 19th

Igniting the passions of Rhode Island students and educators is key to increasing engagement and improving outcomes, and that approach will take center stage at this year's State of Education address.

This year's address will take place on March 19. The evening will begin at 5:30 p.m. with a Student Showcase featuring schools from around the state, followed by the Commissioner's address at 6:00 p.m. After his speech concludes, there will be a student-led question and answer session, and we are [soliciting questions from students](#) across the state.

10. Get help filling out SurveyWorks!

We're at nearly 90,000 Rhode Island students, families, and educators who have participated in this year's SurveyWorks, but we're determined to surpass last year's number!

Survey window closes on March 30th

Need help filling out the survey? RIDE will have volunteers at the State of Education address on Monday, March 19, and Chromebooks set up to help parents complete the survey online. The event kicks off at Potter Burns Elementary School at 5:30 p.m. with a student showcase, and SurveyWorks volunteers will be ready to help individuals log in and complete the survey. Time will also be available to complete the survey at 7:00 p.m., after the speaking program and student-led Q&A.

11. RIDE Post IDEA Part Grant Application

Each year the Rhode Island Department of Education applies for a grant award under Part B of the Individuals with Disabilities Education Act (IDEA). A draft of the proposed application and accompanying use of funds spreadsheet are posted for a 60 day public review period and 30 day public comment period. The Rhode Island application and spreadsheet are available for public review and comment March 16, 2018 through May 10, 2018 at 4:00 p.m. Comments may be submitted through email to Karen Lovett at Karen.Lovett@ride.ri.gov or mailed to:

IDEA Part B Application – Public Comment

Attention: Karen Lovett

Rhode Island Department of Education

255 Westminster Street

Providence, RI 02903

General questions or requests for alternative formats of the application may be directed to Karen Lovett via email or by calling 401-222-8333.

- [Rhode Island Part B IDEA Grant Application 2018](#)

● [Rhode Island Part B IDEA Use of Funds Spreadsheet](#)

Old Business: Comments for Outreach Screening on guidelines and feedback due by Friday March 23rd

2018 to Sue Donovan will compile for Ruth Gallucci

Approval of the February minutes: Barbara Irons; 2nd Sharon Bissonnette

New Business: Membership Drive underway

Advisory Time: Advisory- Diplomas and certificates

Review policies that do exist. Can we share the data? Yes, let's package the data, and determine how to share with administrators. Office of Career and College Readiness is also a source of support for guidance.

Gather information and make public –informational form.

1. Repackage survey
2. RIDE please follow up with Career and College Readiness and the Office of the Commissioner
3. Collect existing policies & RISEAC can review
4. Barrington has a policy for awarding diplomas for all students approved by School Committee (let's consider this)

Public Comment: Two members of the public attended and said they were impressed by the work of the committee.

Motion to adjourn: Heather Kennedy; 2nd by Denneese Seale

Meeting was adjourned at: 8:10pm

Respectfully submitted by Susan Donovan, Recording Secretary
Recording Secretaries:
Lori Wilbur and Susan Donovan

RISEAC website: <http://www.ride.ri.gov/StudentsFamilies/SpecialEducation/AdvisoryCommittees.aspx>



State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminister Street
Providence, Rhode Island 02903-3400

Ken Wagner, Ph.D.
Commissioner

Rhode Island Special Education Advisory Committee

The Rhode Island Special Education Advisory Committee is an active voice in advocating that all students receive superior educational services enabling each student to achieve optimum success throughout the school years and into the world of adulthood.

April 26, 2018

6:00 pm – 8:00 pm

RI Parent Information Network
1210 Pontiac Avenue Cranston, RI 02920

Meeting Agenda

- | | |
|----------------------|---|
| 6:00-6:05pm | Call to Order, Welcome |
| 6:05-6:20pm | Announcements/Discussion <ul style="list-style-type: none">• Membership Update ~ Closing Date is 5/10/18• Dare to Dream Update• Transition Capacity Building Institute ~ Rescheduled - 5/10/18• SurveyWorks Data Update• WestEd Directors Webinar, IDC's Parent Involvement Toolkit ~ Rhode Island Featured• June RISEAC Meeting ~ Chelo's on the Water• Diplomas v. Certificates Update• Child Outreach Screening Letter |
| 6:20 – 6:40pm | Due Process Data Review
Kerri Sorensen, Education Specialist ~ Office of Student Community and Academic Supports,
Rhode Island Department of Education |
| 6:40 – 7:00pm | Director's Report
J. David Sienko, Director ~ Office of Student Community and Academic Supports, Rhode Island
Department of Education |
| 7:00-7:05pm | Approval of March 2018 RISEAC Meeting Minutes |
| 7:05– 7:55pm | Workgroups/RISEAC Advisory Time/Report Out |

7:55-8:00pm

Public Comment

8:00pm

Adjournment



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April 26, 2018

6:00 pm-8:00 pm

RI Parent Information Network

1210 Pontiac Avenue Cranston, RI 02902

Present: Lynn Kapiskas, Rosemary Gomes, Lori Wilbur, Colleen Polselli, Maria Silvestri- Golotto, Heather Kennedy, Sharon Bissonnette, Paige Ramsdell, Patty Murtagh, Denneese Seale, Patti Hien, Esther Boucher, Eileen Botelho, Joseph Murphy, Gillian Pearis and Susan Donovan

Absent: Lori DiPina, Ed Angiliy*, Kevin Plunkett*, Barbara Irons*, Jennifer Connolly*, Sheryl Reedy*, Jean Ann Shields*,

RIDE Attendees: Kerri Sorensen

Welcome, Call to Order and Agenda Review: the meeting was called to order at 6:07pm by Maria Silvestri-Golotto, Vice Chair

Presentations: Colleen Polselli presented: Dare to Dream update: 400 students are registered on day one and 300 on day 2. Students can register solo and attend with a parent or Pass Worker.

Announcements:

Paige Ramsdell- Member ship update- 2 interviews done, 2 are currently scheduled and one unobtainable.

Kerri Sorensen – presentation on RIDE/OSCAS Dispute Resolution and Due Process

See PowerPoint presentation.

Survey works – data closed waiting for release date. Accessible through RIDE website.

120,000 responses to date. Commissioner to announce details on May 3rd.

IDC toolkit on National Webinar for the toolkit. Collaboration in RI on SE parent survey Toolkit will be used for a national resource on line.

June 21st meeting-Chelo's on the Waterfront- buffet please RSVP for attendance

Diplomas vs Certificates – what are we doing with the information?

Woonsocket LAC has shared with School Committee and local advisory. Administrators are going to discuss (in the Northern Region) and collaborate. Let's discuss during advisory.

Child Outreach – input letter – we suggested to include a user-friendly fact sheet.

Approval of March minutes: Sharon Bissonnette, 2nd by Heather Kennedy

**April 26, 2018 ~ RISEAC Director's Report
Presented by Kerri Sorensen on behalf of J. David Sienko**

- 1. Update ~ OSCAS SE Administrators Briefing was April 5th**
 - 2. IDC Parent Involvement Toolkit ~ Presentation on OSEP Webinar**
 - 3. Secondary Transition and Employment First**
 - 4. RIDE Post IDEA Part Grant Application**
 - 5. Certificate/Diploma Update**
 - 6. Career Education Leaders Convene in Rhode Island**
 - 7. 2017 Graduation Rates released**
 - 8. RIDE helps launch Summer Meals campaign**
 - 9. Update on applications for RIDE-approved CTE Programs**
 - 10. SurveyWorks Update ~ Data Release Date TBD**
-

- 1. Update on OSCAS SE Administrators Briefing - Early Childhood Dual Language Learners with Disabilities ~ April 5th**

The OSCAS Team held the last Special Education Administrators Briefing of the year. It was a joint meeting with English Learner Directors/Coordinators and Early Childhood Coordinators. The great turnout was unexpected. A discussion was held about the identification and best practice supports for ELs with disabilities. Districts were encouraged to bring a team of 3: special education director, EL director or coordinator, and early childhood coordinator. OSCAS gained valuable feedback.

- 2. IDC Parent Involvement Webinar ~ Presentation on OSEP Webinar**

Kerri Sorensen, OSCAS Education Specialist, and Susan Donovan, Director-Parent Training and Information Center were asked to present on the OSEP April 12th webinar to State Directors on Rhode Island's successful

collaboration with RIPIN and RIDE to administer the special education parent survey. Rhode Island was honorably chosen for its work with Panorama Education and its increasing use of technology to increase response rates and produce quality data.

3. Secondary Transition & Employment First

RI TLS Network Training- Employment First for Students with Intellectual/Developmental Disabilities- May 4, 2018 8:00-2:00 @ Northern RI Collaborative. This full day session is for new educators or those new to the life skills classroom.

The RI State Transition Institute has been rescheduled from March 8th to Thursday, May 10th @ RI College.

4. RIDE Post IDEA Part B Grant Application

Each year the Rhode Island Department of Education applies for a grant award under Part B of the Individuals with Disabilities Education Act (IDEA). A draft of the proposed application and accompanying use of funds spreadsheet are posted for a 60 day public review period and 30 day public comment period. The Rhode Island application and spreadsheet are available for public review and comment March 16, 2018 through May 10, 2018 at 4:00 p.m.

Comments may be submitted through email to Karen Lovett at Karen.Lovett@ride.ri.gov or mailed to:

IDEA Part B Application – Public Comment

Attention: Karen Lovett

Rhode Island Department of Education, 255 Westminster Street, Providence, RI 02903

General questions or requests for alternative formats of the application may be directed to Karen Lovett via email or by calling 401-222-8333.

5. Certificate/Diploma Update

RISEAC had asked RIDE to report on the number of Local Education Agencies (LEAs) including secondary charter and state operated schools in Rhode Island, that were awarding diplomas versus certificates for students with disabilities, particularly those students who participate in the RI Alternate Assessment.

At the March 15, 2018 Rhode Island Special Education Advisory Committee meeting, it was requested that a summary of the LEA diploma survey conducted by OSCAS on behalf of the RISEAC be formally released. Director Sienko released a memo of the findings on March 29th, 2018. This topic has been addressed with Commissioner Wagner and OSCAS has scheduled a briefing with Commissioner Wagner.

6. Career Education Leaders Convene in Rhode Island, Media Advisory

From April 24 to 26, 100 educators and policymakers from around the country are in Providence for the New Skills for Youth Spring Convening, an event to celebrate, support, and expand career education nationally.

Representatives from 10 states will participate in the conference, which will feature work sessions on building industry partnerships, closing equity gaps, and sharing best practices in career education. The participating states are all recipients of funding under New Skills for Youth, a grant from JPMorgan Chase and the Council of Chief State School Officers (CCSSO).

Rhode Island was selected to host the convening thanks to our leadership on career education. The state's portfolio of career and technical education programs, work-based learning, course choice options, and advanced coursework falls under the umbrella of Prepare Rhode Island (PrepareRI).

To learn more about career education in Rhode Island, visit the PrepareRI website at www.Prepare-RI.org.

7. 2017 Graduation Rates released

The 2017 four-year graduation rate rose to 84.1 percent, a 1.3 percentage point increase over 2016, and an 8 point increase since 2010. Rhode Island saw slight improvements among certain subgroups in the Class of 2017, as well, including a 4.1 percentage point increase for black students, a 3.6-point increase for students with disabilities, and a 1.2-point increase for low-income students. The graduation rate for Hispanic students increased only slightly, by .3 percentage points, and went down 1.4 points for English learners.

While the overall trend in graduation rates is encouraging, the decrease among English learners underscores the challenge we face when it comes to closing equity gaps for our students. We need to ensure that all students, and especially our low-income students, students with disabilities, students of color and English learners, have the support they need and access to the kinds of challenging, engaging learning opportunities that will close achievement gaps and put them on a path to success.

In addition to the four-year graduation rate, another 8.5 percent of Rhode Island students either earned their GED or were retained in school, representing 92.6 percent of students. Under the Every Student Succeeds Act (ESSA), the federal education law that replaced No Child Left Behind, four-, five-, and six-year graduation rates will be recognized in the state's accountability index. The 2017 graduation rate data can be [viewed using Tableau](#), and accessed [through our website](#).

8. RIDE helps launch Summer Meals campaign

It is important to keep children healthy, well rested, and well nourished – not just during the school year, but throughout the year. During the school year, nearly 76,000 Rhode Island students receive meals daily through the National School Lunch Program, but far too often children eligible for free and reduced-price food services during the school year have fewer options – or none – in the summer. We cannot let these children go hungry.

Last year Rhode Island served more than 467,000 meals throughout the summer. These meals might be the only ones a child receives in any given day during the summer. To make sure that children have access to these healthy meals year-round, we are working with community partners on a statewide campaign that will invite families to take advantage of the free summer meals.

RIDE is hopeful that all can be a champion for healthy schools in communities by supporting the Summer Meals Program.

9. Update on applications for RIDE-approved CTE Programs

The RIDE Office of College and Career Readiness (OCCR) is currently reviewing 2017-2018 Career and Technical Education applications for CTE program approval. RIDE received a total of 59 applications from 26 different schools

RIDE's recommendations for the approval of accredited applications and traditional applications will be presented at the May and June CTE Board of Trustees meetings, respectively:

May 18 from 9:00 a.m. to 11:00 a.m. at William M. Davies, Jr. Career & Technical High School, 50 Jenckes Hill Rd., Lincoln, RI 02865

June 26 from 9:00 a.m. to 11:00 a.m. at Tides, Warwick Area Career & Technical Center, Building 5, 575 Centerville Road, Warwick, RI 02886

10. SurveyWorks Update ~ Data Release Date TBD

The SurveyWorks Window has closed. There were over 120,000 respondents including teachers & staff, students, parents and building administrators. There were 2,847 parents of students receiving special education services who responded and 18,487 parents of students receiving general education. This is an increase from last year.

A dashboard accessible to the public will be available on the RIDE website. This will feature an in depth analysis of the results. The anticipated date of release will after May 3rd. Commissioner Wagner will make a public announcement.

Public Comment: One member of the public attended and said the meeting was very productive

Motion to adjourn: Rosemary Gomes, 2nd Heather Kennedy

Meeting was adjourned at: 8:10pm

Respectfully submitted by Susan Donovan, Recording Secretary

Recording Secretaries:

Lori Wilbur and Susan Donovan

RISEAC website: <http://www.ride.ri.gov/StudentsFamilies/SpecialEducation/AdvisoryCommittees.aspx>



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Rhode Island Special Education Advisory Committee

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May 17, 2018

6:00 pm – 8:00 pm

R.I. Parent Information Network
1210 Pontiac Avenue Cranston, RI 02920

Meeting Agenda

- | | |
|--------------------|---|
| 6:00-6:05pm | Call to Order, Welcome |
| 6:05-6:15pm | Announcements/Discussion <ul style="list-style-type: none">• RISEAC Membership Update• Dare to Dream Update• SurveyWorks Data Release Update• Reminder ~ June RISEAC Meeting ~ Chelo's on the Water, 5pm• Community Information Session at RIPIN ~ College Student Panel |
| 6:15-6:35pm | Director's Report <p>J. David Sienko, Director ~ Office of Student Community and Academic Supports,
Rhode Island Department of Education</p> |
| 6:35-6:40pm | Approval of April 2018 RISEAC Meeting Minutes |
| 6:40-7:55pm | Workgroups/RISEAC Advisory Time/Report Out |
| 7:55-8:00pm | Public Comment |
| 8:00pm | Adjournment |

Lori Wilbur and Susan Donovan, Recording Secretaries

RISEAC website: <http://www.ride.ri.gov/StudentsFamilies/SpecialEducation/AdvisoryCommittees.aspx>



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May 17, 2018

6:00 pm-8:00 pm

**RI Parent Information Network
1210 Pontiac Avenue Cranston, RI 02902**

Present: Paige Ramsdell, Patty Murtagh, Lynn Kapiskas, Patti Hien, Rosemary Gomes, Joe Murphy, Sheryl Reedy, Gillian Pearis, Jean Ann Shields, Eileen Botelho, Colleen Polselli, Lori Wilbur and Susan Donovan

Absent: Maria Silvestri-Golotto*, Heather Kennedy*, Sharon Bissonnette*, Esther Boucher*, Kevin Plunkett*, Barbara Irons*, Jennifer Connolly*, Denness Seale* and Lori DiPina

RIDE Attendees: J. David Sienko and Kerri Sorensen

Welcome, Call to Order and Agenda Review: the meeting was called to order at 6:03 p.m. by Patti Hien, Chair

Announcements:

RISEAC Membership Update – currently 5 applicants could possibly increase to 6 applicants, committee in need of more parent members.

Dare to Dream Update – Registration closed with 700 registered for the first day and 400 registered for the second day of the conference.

Survey Works Data Release Update – Data released later than anticipated. Data will be released to administrators and special education administrators on Wednesday May 23rd. Data will be released to public release on Tuesday May 29th, with a round table discussion to follow.

Community Information Session at RIPIN – College Student Panel will present Friday, May 25th, 4-5 students currently attending along with Kerri Collins, Coordinator, Southern RI Regional Transition Center and Kerri Rossi-D'entremont, Director, Rhode Island College Disability Services. Panel discussion: Obtaining post-secondary accommodations. Sign up on RIPIN website.

Reminders –

- June RISEAC Meeting – Chelo's on the Water, June 21st, 5 p.m.
- September RISEAC Meeting – Save The Bay, September 22nd

May 17, 2018 ~ RISEAC Director's Report

Presented by J. David Sienko

1. **Diploma/Certificate Update**
 2. **SurveyWorks Data – Public Release**
 3. **Secondary Transition and Employment First**
 4. **Significant Disproportionality in FY19 CRP Applications**
 5. **Providence College Announces New Assistive Technology Course**
 6. **Zoo Camp Scholarship Fund**
 7. **RIDE Seeking Feedback on Newest Draft of the RI Professional Learning Standards**
 8. **RIDE Legal ~ Commissioner's Decisions Issued**
-

1. **Diploma Certificate Update**

RISEAC wrote Director Brian Darrow, Director of the RIDE Office of College and Career Readiness, on 11/16/2017 requesting information on the method of awarding diplomas v. certificates to students with disabilities particularly, those students who participate in RI Alternate Assessment. In addition, RISEAC requested information on the determinations made by each district for the 2018 graduating year.

A survey was conducted by RIDE showing that 34 LEAs award diplomas, 14 LEAs award certificates, and 3 LEAs award both. Of the 14 LEAs that award certificates, 3 reported that there is a district policy that establishes the criteria by which a certificate is determined. This was summarized in a memo to RISEAC from J. David Sienko including the results of the survey on 3/29/18. OSCAS has examined some of the district's policies.

Director Sienko and RIDE staff met with Commissioner Wagner to discuss RISEAC's on-going concerns on this topic. RISEAC formally invited Director Darrow to attend the May 17, 2018 RISEAC meeting to provide an update however, Director Darrow regrettably declined the invitation. The Commissioner is aware of RISEAC's continued concerns with this issue and is in the process of developing a statement that will be sent to the districts in the coming weeks. Director Sienko reviewed a draft of this statement at the RISEAC May 17, 2018 meeting, however the statement will not be released publically until it appears in the Commissioners Field memo.

2. **SurveyWorks Data – Public Release**

RIDE thanks districts, schools, educators, and families that made SurveyWorks a priority this year. There were more than 119,500 stakeholders that participated, giving all of our community's valuable information on the culture and climate of our schools. With this data, we are all more informed and better equipped to take action that improves the school experience of all students.

School site coordinators and district administrators should save the date for a SurveyWorks webinar on **Wednesday, May 23, at 11:00 a.m.** More details are forthcoming, but on that day, they will receive embargoed access to their data. Data should not be shared until the public release.

Statewide data will be available the following **Tuesday, May 29,** at which time RIDE will host a public release and roundtable discussion on this year's results.

3. **Secondary Transition & Employment First**

The RI Transition Institute was on May 10, 2018 from 7:30 am-3:00 pm at the Rhode Island College Donovan Dining Center.

The Providence Transition Resource Fair was on Thursday, May 10, 2018 from 5:30pm- 7:30pm at the Mount Pleasant High School Cafeteria.

4. Significant Disproportionality in FY19 CRP Applications

RIDE has notified the districts with disproportional representation by disability, race/ethnicity and discipline (SPP/APR Indicators 4 (suspension), 9 (by disability) and 10 (by race)) with the release of the Consolidated Resource Plan (the application districts use to apply for their federal funds). With the new methodology for calculating disproportionality applied, 13 districts are identified as having significant disproportionality. This is a 50% reduction of identified districts from previous years based on the old formula. The districts identified with disproportionality will be following up with RIDE and providing evidence of corrective action, and if necessary plans for the use of Early Intervening Service funds (EIS).

Districts who wish to review all 98 of their risk ratios by disability category, placement, and discipline category for each race should contact Emily.Klein@ride.ri.gov (401-222-8985) for an appointment.

5. Providence College Announces New Assistive Technology Course

Providence College has announced a new course; EDU 612, Assistive Technology in Special Education, is a three (3) credit course where participants will develop abilities to match features of AT products, devices and services with individual skills, needs and goals of K-12 students with disabilities, create AT solutions and develop knowledge about how AT is defined and addressed in state and federal laws.

This course will be offered at TechACCESS on Wednesdays from 4:00-6:30, and is open to non-matriculating students, as well as Providence College Master's Degree candidates. Please share this announcement with those who may be interested.

Questions may be directed to Barbara Vigeant, Providence College, Graduate Special Education at bvigeant@providence.edu or 401-865-2912.

6. Zoo Camp Scholarship Fund

The ZooCamp Scholarship fund for children with autism is a collaborative effort of the Paul V. Sherlock Center on Disabilities at Rhode Island College and Roger Williams Park Zoo with the objective to increase accessibility of summer ZooCamp to children on the autism spectrum while providing supports for success. The 2018 ZooCamp Scholarship fund for Children with Autism will provide twenty full one-week scholarships, five (5) full two consecutive week scholarships to Summer Adventures ZooCamp for children ages 6 - 10, and four (4) full one-week scholarships to children ages 11 -13 to Conservation Heroes ZooCamp. A full-time Inclusion Specialist works with ZooCamp staff to integrate campers into an inclusive, curriculum based ZooCamp Experience. This staff member supports all campers and staff, and will not provide consistent 1:1 support to any camper.

The application deadline is May 21, 2018. For more information, please visit the Sherlock Center web site.

7. RIDE Seeking Feedback on Newest Draft of the RI Professional Learning Standards

RIDE is excited to share a revised draft of the Rhode Island Professional Learning Standards (RIPLS). It is our hope that these standards will establish a vision for professional learning in Rhode Island that leads to sustained learning experiences that educators find useful and relevant, and that have a direct impact on student outcomes.

The current draft reflects significant changes since the first iteration was shared with the field in December 2017. These changes are a reflection of the trends identified in the feedback we received from hundreds of stakeholders across the state. Most notably, there are updates to the standards and indicators, as well as an introduction that explains the structure of the RIPLS document, and offers suggestions for its local use.

At this time, RIDE is offering three ways in which to provide feedback on this current draft of the standards:

Survey

You are welcome to complete a brief survey responding to the current draft of the RIPLS at - <https://www.surveymonkey.com/r/revisedRIPLS>

The survey asks a few general questions to get a sense of your agreement with the standards and provides an opportunity for open-ended feedback. It will not ask for the level of review seen in previous surveys, as our hope is that we have incorporated the trends generated from surveys at that level of detail already. This survey will close on **June 1, 2018**.

General Information and Feedback Webinars

These webinars will provide an overview of the current draft of the RIPLS, speak to our current conceptualization of their use, as well as time for participants to ask questions and offer feedback on the standards. Please register for a webinar through one of the following links; a recording will also be posted to the RIDE website after the webinars are completed:

- Register for the webinar on Wednesday, May 30 from 3:30 to 4:30 p.m. at – <https://register.gotowebinar.com/register/5986116625436854273>
- Register for the webinar on Thursday, May 31 from 9:00 to 10:00 a.m. at – <https://register.gotowebinar.com/register/7401972042175436545>

Email

If you have feedback or desire a level of engagement with this draft of the RIPLS that you feel isn't accommodated by the channels outlined above, please reach out directly to Dan Ochs at daniel.ochs@ride.ri.gov.

8. RIDE Legal ~ Commissioner's Decisions Issued

The following four Commissioner's decisions have been issued and posted on the RIDE website at: <http://ride.ri.gov/InsideRIDE/LegalSupport/CommissionersHearingDecisions.aspx>

- DCYF in re Student H. Doe v. Providence Public School Department

After finding that his jurisdiction under the interim order statute did not hinge solely upon a disruption, or potential disruption, of school attendance, the Commissioner held in an interim decision that under ESSA,

the school district responsible for making the out-of-district placement of a child with a disability was responsible for implementing an effective transportation plan and otherwise ensuring that the student received a FAPE under the IDEA during the pendency of any dispute between DCYF and the district concerning the child's best interests.

- DCYF in re Student N. Doe v. Pawtucket School Department

Pawtucket School Department, as LEA of school of origin for child in foster care, is ordered on an interim basis to provide Doe with transportation to school during the pendency of a dispute regarding DCYF's best interest determination under ESSA's educational stability provisions.

- DCYF in re Student C. Doe v. Woonsocket School Department and North Smithfield School Department

Child in foster care was moved from her mother's home in Woonsocket to a group home in North Smithfield per Order of the Family Court. Court also ordered that she was "not to return to school in Woonsocket as it is not in the child's best interest at this time". DCYF's determination of child's best interest, pursuant to the protocol in place for making school stability decisions under ESSA, was that it was in her best interest to remain in her "school of origin" in Woonsocket. Absent the Court's revisiting of its school enrollment decision, or an appeal of this decision, the Court's Order will be implemented through the issuance of an interim protective order requiring that this student be enrolled in North

Smithfield. Both school districts, and DCYF, were directed to provide additional information to the Court on the date scheduled for further hearing, so that the Court's decision could be informed by information available as a result of the collaborative process that Rhode Island has been put in place in accordance with ESSA's school stability provisions.

- B.Doe v. Providence School Department

Under the particular circumstances of this request for an interim order, Providence's responsibility for transportation as a related service to a special education student placed at the Sargent Center in Warwick extends to mother's home in East Providence on school days when student resides there.

Approval of April minutes: Paige Ramsdell, 2nd by Rosemary Gomes

Work Groups/Advisory Time/Report Out – Each work group created a summary of their plan to go into the annual report.

- Curriculum and Standards – Letter of thanks Mr. Oxx for facilitating. Ongoing: How will teacher certification be linked to professional learning standards; need to revisit in the fall.
- ESSA – Review documents, shared key components, transportation in foster care. Letter of willingness to take part in a state-wide group regarding foster care.
- Secondary Regulations – Diploma Survey, District Policies, inclusion in Commissioner's field memo, continue to stay informed and update with SEAN in the fall.

Public Comment: Two members of the public attended and one commented on the volume of information presented and work completed. Pattie Hien publicly thanked Paige Ramsdell for her work on the membership committee.

Motion to adjourn: Susan Donovan 2nd Sheryl Reedy

Meeting was adjourned at: 7:35 p.m.

*Respectfully submitted by Lori Wilbur, Recording Secretary
Recording Secretaries:
Lori Wilbur and Susan Donovan*

RISEAC website: <http://www.ride.ri.gov/StudentsFamilies/SpecialEducation/AdvisoryCommittees.aspx>



State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminister Street
Providence, Rhode Island 02903-3400

Ken Wagner, Ph.D.
Commissioner

Rhode Island Special Education Advisory Committee

The Rhode Island Special Education Advisory Committee is an active voice in advocating that all students receive superior educational services enabling each student to achieve optimum success throughout the school years and into the world of adulthood.

Annual Meeting

June 21, 2018

5:00 pm – 7:00 pm

1 Masthead Drive

Warwick, Rhode Island 02886

Call to Order, Welcome

Approval of Minutes ~ May, 2018

Announcements ~ Patti Hien & Leadership Team

- SurveyWorks Parent Survey – Final Response Rates & Reports Available to Districts
- RISEAC Orientation for New Members Presented by Leadership Team – 8/22/18 from 3pm to 5pm at RIPIN
- Strategic Planning Meeting - Save the Bay, 9/22/18, from 8:30am to 12:30pm
- 2018/2019 RISEAC Meeting Calendars

New Business

Closed Session

1. Membership Committee Report
2. Vote: New Members
3. Slate of Officers – No Change

Director's Report

J. David Sienko, Director ~ OSCAS

Open Session

1. Director's Celebratory Remarks ~ J. David Sienko, Director, OSCAS
2. General Membership Recognition
3. Transitioning Members Recognition
4. Annual Report – Draft will be Created

Public Comment

Adjournment

Telephone (401)222-4600 **Fax** (401)222-6178 **TTY** (800)745-5555 **Voice** (800)745-6575 **Website:** www.ride.ri.gov

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Ken Wagner, Ph.D.
Commissioner

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Rhode Island Special Education Advisory Committee

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**June 21st 2018
5:00pm - 6:00 pm
Year-End Meeting
Chelo's on the Waterfront**

Present: Sharon Bissonnette, Esther Boucher, Susan Donovan, Gillian Elliott-Pearis, Colleen Polselli, Rosemary Gomes, Patti Hien, Patricia Murtagh, Kevin Plunkett, Paige Ramsdell, Sheryl Reedy, Jean Ann Shields, Maria Silvestri-Golotto, Lori Wilbur and Joseph Murphy

Absent: Barbara Irons*, Heather Kennedy*, Eileen Botelho*, Ed Angiliy*, Denneese Seale*, Lori DiPina, Jennifer Connolly, and Lynn Kapiskas*

RIDE Attendees: J. David Sienko and Kerri Sorensen

Welcome, Call to Order and Agenda Review: the meeting was called to order at 5:15pm by Patti Hien

Survey works update was provided by Kerri Sorensen

Date confirmed for new member orientation 8/22/2018 at RIPIN

Strategic Planning date 9/22/2018 at Save The Bay - half day.

Review and voted on 2018-2019 meeting calendar

Diploma v. Certificate Policy Update – Commissioner's Field Memo Announcement

Vote on Slate of new members: closed session

Director's Remarks and Recognition of Members: OSCAS/IDEA to RISEAC June 21st 2018- Director Sienko thanked the members for their service and distributed certificates with Patti Hien

Old Business: Annual Report draft in in process and will be ready for review.

New Business: Leadership team to follow up with facilitator to discuss strategic planning session.

Advisory Time: N/A

Public Comment: Jean Anne Shields shared the beautiful Rhode Island Memorial Event that occurred after Chariho Regional School District lost a young woman on the soccer field.

Motion to adjourn: Rosemary Gomes seconded by Sharon Bissonnette
Meeting was adjourned at: 5:50pm

Respectfully submitted by Susan Donovan, Recording Secretary

Recording Secretaries:

Lori Wilbur and Susan Donovan

RISEAC website:

<http://www.ride.ri.gov/StudentsFamilies/SpecialEducation/AdvisoryCommittees.aspx>

June 21, 2018

RISEAC Director's Report

Presented by J. David Sienko

- 1. RIDE Awards Nearly \$1.2 Million to Increase Equity in Career Education**
- 2. 2018 SurveyWorks Results Released**
- 3. Request for Information Issued to Support School Building Authority**
- 4. RISEAC Member Recognized at RIPIN's 4th Annual Breakfast**
- 5. RISEAC Letter (*Certificate/Diploma Survey*) Results in Reminder in Commissioner's Field Memo**
- 6. RIDE Legal ~ Decisions Issued**

1. RIDE Awards Nearly \$1.2 Million to Increase Equity in Career Education

Thursday morning, RIDE announced the awarding of nearly \$1.2 million in CTE Innovation and Equity Grants, funds that will be used by new and existing career education programs to help expand access for historically underserved students. The eight recipient schools are spread out across the state and will each receive roughly \$150,000 in funding over two years, starting in the 2018-2019 school year. Across industry sectors, there are significant equity gaps in the demographics of students who complete Rhode Island programs, including a 27

percent gap for women in IT, a 27 percent gap for students of color in business, and a 26 percent gap for low-income students in STEM, for example.

The grants are supported by existing state funding for career and technical education (CTE). These funds were used in years past for schools that wanted to start new CTE programs. This year, recognizing that equity gaps persist in career education, RIDE is repurposing the funding to support schools with specific plans to increase equity of access. The agency received 26 applications, accounting for \$3.1 million in requests for the available funds.

The 2018 CTE Innovation and Equity Grant Awardees, and the primary student groups they identified in their proposals are:

- CHARIHotech: Female students in IT
- Exeter-West Greenwich High School: Students with disabilities in environmental science
- Warwick Area Career and Technical Center: Female students and students of color in IT
- Rhode Island Nurses Institute (RINI) charter school: English Learners in health care
- The MET School: Students of color and low-income students in finance
- Smithfield High School: Female students in IT
- East Providence Career and Technical Center: Low income students in construction
- Mount Pleasant High School: English Learners in defense and pre-engineering

2. 2018 SurveyWorks Results Released

More than 119,000 students, families, and educators (+ 20,000 Parents, +86,700 Students, +11,000 Educators, Staff and Administrators) participated in SurveyWorks! RIDE released the [2018 results](#) in a [roundtable conversation](#) with Commissioner Wagner that was livestreamed on the RIDE [Facebook page](#).

SurveyWorks results help inform RIDE policy, and the agency continues to emphasize the importance of school culture and its impact on educator satisfaction, family engagement, and ultimately, student achievement. For more information about SurveyWorks, please visit the [RIDE website](#) at:

<http://www.ride.ri.gov/InformationAccountability/RIEducationData/SurveyWorks.aspx> Response

Rate Dashboard:

https://tableau.ride.ri.gov/t/Public/views/SurveyworksRates_2018/responseDB?:iid=2&:isGuestRedirectFromVizportal=y&:embed=y



3. Request for Information Issued to Support School Building Authority

A Task Force formed by Governor Raimondo after the release of the [statewide assessment of the current condition of Rhode Island's 306 public school buildings](#) has developed a series of recommendations, which the Governor has incorporated into her FY19 budget proposal for school construction. These recommendations and the budget proposal contemplate a significant increase in the volume of school construction projects and their oversight, which will add substantially to the workload of the State's School Building Authority.

The Governor's FY19 budget proposal was sent to the General Assembly who has yet to release and vote on the state budget.

To that end, the State had issued a [Request for Information \(RFI\)](#) to gather comments, ideas, recommendations, conceptual frameworks, and indications of interest from potential firms to provide services to augment State staff and assist the School Building Authority with respect to upcoming school construction projects. The results of this RFI will be used to inform the creation of a RFP (or multiple RFPs) to procure the services necessary to accomplish the State's goal of partnering with Rhode Island cities and towns to support the design and construction of educationally-appropriate, flexible, sustainable, maintainable, and cost-effective public school facilities. The submission deadline was June 20, 2018.

4. RISEAC Member Recognized at RIPIN's 4th Annual Breakfast

Congratulations to RISEAC member Heather Kennedy for receiving the *Caregiver Leadership Award* at RIPIN's 4th Annual Breakfast on Thursday, June 7, 2018.

Heather is an Advocate and Parent Leader, Chairperson of the Northwest Regional Special Education Local Advisory Committee, and has been a contributing member of RISEAC. She has enabled other caregivers to be better advocates for all Rhode Islanders.

5. RISEAC Letter (*Certificate/Diploma Survey*) Results in Reminder in Commissioner's Field Memo

The following announcement was released in Commissioner Wagner's Field Memo on 5-252018:

["RIDE encourages districts to check/revise diploma policies for students with disabilities"](#)

In March, 2018, at the request of the Rhode Island Special Education Advisory Committee (RISEAC), RIDE surveyed districts about their graduation policies. The survey was, in response to the recently revised [Secondary Regulations](#), regarding the awarding of diplomas to students with disabilities, particularly for those students, consistent with their IEP, who receive instruction aligned to alternate learning standards and participate in the RI Alternate Assessment.

Through the survey 11 districts reported awarding certificates instead of diplomas for students with disabilities, particularly those that participate in the Alternate Assessment, and only three districts of the 11 reported having a policy available to students and parents detailing what determines the awarding of a diploma versus a certificate.

As the RISEAC's role is to advise RIDE on matters related to the education of students with disabilities, RISEAC has asked RIDE to encourage districts to revisit their policies in determining the awarding of diplomas versus certificates for students with disabilities.

RIDE encourages districts to acknowledge the accomplishments of students who, consistent with their IEP, receive instruction aligned with alternate learning standards, through the awarding of a diploma. At a minimum, all districts should have a policy in place that guides these diploma decisions. Barrington School Department recently revised its policy to clarify expectations for this population of students, and has offered to share [its policy](#) as an example for other districts.

The [Secondary Regulations](#) state that the determination of the awarding of a diploma resides with the local education agency. The regulations state (Sec 2.3.1 (1)):

Students who achieve modified proficiency standards applied to coursework requirements for students determined to be eligible for the alternate assessment under federal law, state rules and regulations, and as noted in the student's Individualized Education Plan (IEP), may, at LEA discretion, be awarded a diploma for graduation purposes.

ESSA provides new opportunities for awarding diplomas for students with disabilities, particularly those who participate in the RI Alternate Assessment in the ESSA accountability system. Additionally, RIDE, through the [Employment First Policy](#), as part of a Consent Decree with the U.S. Department of Justice to transition students with intellectual disabilities from school into supported employment, recognizes the earning of a diploma is an important milestone in a student's life and an important credential in obtaining post-school employment.

The RIDE team is available to assist if you have questions. Please contact Brian Darrow (brian.darrow@ride.ri.gov) and David Sienko (david.sienko@ride.ri.gov) if you need assistance."

6. RIDE Legal ~ Decisions Issued

The following four Commissioner's decisions have been issued and posted on the RIDE website at:

<http://ride.ri.gov/InsideRIDE/LegalSupport/CommissionersHearingDecisions.aspx>

- 18-043A (*Mr. and Mrs. Doe as parents and next friends of P. Doe v. South Kingstown School Committee*)

Superintendent was justified in affirming middle school principal's denial of gifted student's request for transportation to nearby high school so that she could continue attending math and foreign language classes since there was credible evidence that: (1) the cost of providing the requested daily transportation would have been significant; and (2) there were adequate alternative learning opportunities available at the middle school.

- 18-053K (*State of RI DCYF v. Newport Public School Department In re. to C.Doe*)

Since Commissioner found that DCYF's best interest determination rebutting ESSA's school of origin presumption was neither clearly erroneous nor procedurally defective, he held that the student should immediately be enrolled in the district where her group home was located. This district was also directed to provide the student with special education services after development of an appropriate IEP. The Commissioner clarified the educational responsibilities of districts in which assessment centers are located. Most importantly, the Commissioner clarified that Rhode Island's implementation of ESSA's school stability

provisions requires that foster students remain enrolled in their school of origin pending a best interest determination by DCYF and, if DCYF's best interest determination places a student in an appropriate school of the LEA in which their new foster placement is located, the student must be enrolled immediately, even if the district appeals DCYF's determination of the child's best interest.

☐ *18-056A (Mr. and Mrs. Doe on behalf of their son, B.Doe v. Johnston Public Schools)*

School committee's decision to affirm decision to prohibit student from participating in high school graduation ceremonies was affirmed even though two similar requests had been granted, since decision was neither discriminatory nor unfair, but rather based upon the Committee's reasonable conclusion that the student's excessive absences and tardiness evidenced a comparative lack of effort..

Stay-put order is entered against school district requiring it to maintain child's Extended School Year placement pending resolution of special education due process complaint. Read the full decision.

☐ *18-055P (State of RI C. Doe v. East Providence School Department)*

Stay-put order is entered against school district requiring it to maintain child's Extended School Year placement pending resolution of special education due process



Ken Wagner, Ph.D.
Commissioner

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Memo

To: Patti Hien, Chair, RI Special Education Advisory Committee (RISEAC)

From: J. David Sienko, Director RIDE/Office of Student, Community & Academic Supports (OSCAS)

Date: March 29, 2018

Re: Requested Summary of Diploma Survey

Dear Patti,

As requested at the March 15, 2018 Rhode Island Special Education Advisory Committee meeting, I have enclosed a summary of the LEA diploma survey conducted by OSCAS on behalf of the RISEAC. In summary, RISEAC had asked RIDE to report on the number of Local Education Agencies (LEAs) including secondary charter and state operated schools in Rhode Island, that were awarding diplomas versus certificates for students with disabilities, particularly those students who participate in the RI Alternate Assessment. The survey questions were as follows:

1. Does your district offer a diploma or certificate for students with disabilities? (Particularly those who participate in the Alternate Assessment) upon school exit, (if a diploma is awarded, the survey ends here, if certificate is the response, go to question 2).
2. If you offer a certificate versus a diploma, is there a district policy that establishes the criteria by which a certificate or diploma are determined? (If no, end of survey, if yes, go to question 3).
3. If yes, where could a student or parent view this policy? (Write in response; ex. student handbook, on the district web site, etc.).

The following is a summary of the results of the survey:

- The primary respondents to the survey were LEA Special Education Administrators.
- RIDE received 48 responses (98% survey completion rate)
- Of the 48 responses:
 - 34 LEAs award a diploma
 - 14 LEAs award certificates
 - 3 LEAs award both
 - Of the 14 LEAs that award certificates, 3 reported that there is a district policy that establishes the criteria by which a certificate is determined.
 - The following LEAs report issuing diplomas for students with disabilities, particularly those who participate in the Alternate Assessment:

Barrington	East Providence
Beacon Charter School	Exeter West Greenwich
Blackstone Valley Prep Mayoral	Foster
Bristol/Warren	Glocester
Central Falls	Highlander Charter
Chariho	Johnston
Coventry	Lincoln
Cranston	Met
Davies	Narragansett
Newport	Segue Institute for Learning
North Providence	South Kingstown
North Smithfield	The UCAP School
Nowell Leadership Academy	Village Green Virtual
Paul Cuffee Charter School	Warwick
Portsmouth	Westerly

**RI Nurses Institute Middle College Scituate
Charter School**

Trinity Academy for the Performing Arts

The following LEAs report issuing certificates for students with disabilities, particularly those who participate in the Alternate Assessment:

Academy for Career Exploration	North Kingstown
Burrillville	Pawtucket
Cumberland	Smithfield
East Greenwich	Tiverton
Middletown	Woonsocket
New Shoreham	

The following LEAs report issuing both certificates and diplomas for students with disabilities, particularly those who participate in the Alternate Assessment:

Blackstone Academy Charter School

RI School for the Deaf

Providence

Of the LEAs that report issuing certificates, the following report that they have a policy that establishes the criteria by which a certificate or diploma are determined:

Academy for Career Exploration

Smithfield

Providence

Of the LEAs that report issuing certificates, the following report that they do not have a policy that establishes the criteria by which a certificate or diploma are determined:

Burrillville

Cumberland

East Greenwich

Middletown

New Shoreham

North Kingstown

Pawtucket

Tiverton

Woonsocket

In addition to the summary of the survey data, you asked that I provide you with the sections of the relevant regulations that pertain to the questions the RISEAC has asked related to the issuing of diplomas versus certificates from the RI Secondary Regulations (Secondary Design: Middle and High School Learning Environments and the Rhode Island Diploma System, 204-RICR-20-00-06). Below are the relevant sections that may assist RISEAC in understanding the obligations of LEAs in implementing the Secondary Regulations,

http://www.ride.ri.gov/Portals/0/Uploads/Documents/CESE/Secondaryfichool_Regulations_Amendmen t 10 11 16.pdf.

6.3.1 Coursework requirements

(K.) Students who achieve modified proficiency standards applied to coursework requirements for students determined to be eligible for the alternate assessment under federal law, state rules and regulations, and as noted in the student's Individualized Education Plan (IEP), may, at LEA discretion, be awarded a diploma for graduation purposes.

6.3.6 Council on Elementary and Secondary Education approved diploma system

- A. The Commissioner reserves the right to establish protocols and criteria for reviewing LEA diploma systems to ensure that they are in compliance with all elements of this Part.
- B. The LEA is responsible for maintaining all records that demonstrate compliance with this Part.

6.3.7 Local educational agency notification to students, families, and community members of the requirements for graduation

- A. All notices in this Section must be provided in a format accessible to family and students.

1. LEAs shall provide full and effective notice of the state and local graduation requirements to administrators, teachers, students, families, and members of the community. Full and effective notice of the requirements for graduation and Council designations must be provided to students and their families no later than October 1 in the year in which said students enter the ninth grade (or at the time of enrollment into the LEA), after which the local and state diploma system requirements shall not be altered for the affected class. LEAs shall provide notice of the requirements to students enrolled by the LEA in nonpublic schools or programs and to students attending school in juvenile correction programs.
2. LEAs shall provide notification annually of the process by which parents/guardians can access their child's individual learning plan, including information regarding their child's progress toward graduation and Council designation requirements.
3. In the event that a student is in jeopardy of not earning a diploma, the LEA must maintain a record of multiple and timely individual notices to the student and his/her family that include:
 - a. Clear notification of the student's academic status; and,
 - b. The opportunity to meet and discuss the student's academic program, support, and planned interventions; and,
 - c. Regular updates of student performance and progress.

B. LEA failure to provide student and family notifications in the manner set forth in this Section may be addressed through locally managed appeals processes but shall not be presumed to result in the awarding of a diploma.

I hope this information is helpful to the RISEAC as they continue their work in advising the Commissioner of the unmet needs of students with disabilities in our state. Please let me know if you have additional questions or if I may be of further assistance.

Telephone (401)222-4600 **Fax** (401)222-6178 **TTY** (800)745-5555 **Voice** (800)745-6575 **Website:** www.ride.ri.gov

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Rhode Island Special Education Advisory Committee

*Patti Hien
Chairperson*

*Maria Silvestri-Golotto
Vice Chairperson*

*Corresponding Secretary-Sheryl Reedy
Susan Donovan & Lori Wilbur Recording Secretaries*

4/2/2018

Dear Rhode Island Legislators,

I am writing on behalf of RISEAC to express our grave concerns regarding the current funding shortage for the state's Vocational Rehabilitation (VR) agency; the Department of Human Services - Office of Rehabilitation Services (ORS).

ORS has initiated Order of Selection for their services. There is currently a wait list of 400 individuals with disabilities waiting for vital employment services and supports. As an Employment First state, it is critical for Rhode Island to provide these services to individuals; especially those with developmental disabilities as specified in the Consent Decree. Rhode Island was once a leader in best practices for the employment supports for people with disabilities, now we are lagging. Though Rhode Island students have access to Pre-Employment Transition Services (Pre-ETS) which include career exploration, they need access to the full array of VR services to prepare them for meaningful employment. Skills and opportunities are a necessary component to long-term employment success.

As you may be aware, approximately 33 million dollars in VR Federal funds was allotted to Texas last year due to hurricane disaster relief. This had a negative impact on re-allotment funds for all states. For FY18, \$3.6 million dollars was requested by Rhode Island and approximately \$500,000 (with another grant reduction of \$300,000) was awarded. This is a drastic reduction based on previous budgets. Please consider the effect on employment for Rhode Islanders and make this issue a priority.

The purpose of RISEAC (among others) is to advise the Commissioner and the Board of Regents for Elementary and Secondary Education on matters concerning the unmet special education needs of children with disabilities, to comment publicly on any rules and regulations proposed by the State regarding the education of children with disabilities, and to advise RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals appointed by the Commissioner who are involved in the education of children with disabilities. Parents of children with disabilities comprise the majority of the Committee membership. The membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools and charter schools, state and local education officials, administrators of programs for children with disabilities, foster care, students experiencing homelessness, students at vocational, community or business organizations, juvenile and adult corrections and state child serving agencies.

Sincerely,

Patti Hien, Chairperson

Rhode Island Special Education Advisory Committee

Rhode Island Special Education Advisory Committee

*Patti Hien
Chairperson*

*Maria Silvestri-Gollotto
Vice Chairperson*

*Sheryl Reedy, Corresponding Secretary
Lori Wilbur and Susan Donovan, Recording Secretaries*

Senator Jack Reed
728 Hart Senate Office Building
Washington, DC 20510

Dear Senator Reed,

On behalf of the Rhode Island Special Education Advisory Committee,(RISEAC) I would like to express our strong opposition to the Graham-Cassidy repeal and replace proposal that would cut Medicaid funding and eliminate the Affordable Care Act's Medicaid Expansion.

As you know, RI Medicaid provides health care services and supports for people with disabilities and special needs. Services may include comprehensive health care, premium assistance and/or long-term services and supports, depending on a person's needs. In addition, comprehensive Medicaid health coverage is available for children with a disability or chronic condition. In Rhode Island there are currently 203,289 aged and/or disabled individuals enrolled in Medicare Part A and/or B through Original Medicare or Medicare Advantage and other health plans during the calendar year specified.

We fear that these cuts will drastically affect the life of adults and children with disabilities in Rhode Island and we support your efforts to vote against this proposal.

The Rhode Island Special Education Advisory Committee advises the Rhode Island Department of Education and the Board of Education on issues involving students with disabilities. Our committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth to age 26 comprise the majority of the RISEAC committee membership.

The membership also includes individuals with disabilities, educators, state and local administrators who provide services and supports to children including those in foster care, those experiencing homelessness, and those enrolled in private schools, charter schools, as well as those who work in transition/vocational service providers and in the juvenile and adult corrections system.

Please feel free to contact us at any time.

Sincerely,

Patti Hien, RISEAC Chair
Maria Silvestri-Gollotto, Vice Chair

Susan Donovan, Recording
Secretary Lori Wilbur, Recording
Secretary Sheryl Reedy,
Corresponding Secretary

Edward Angilly

Sharon Bissonnette

Eileen Botelho

Lynn Bouvier-Kapiskas

Barbara Irons

Heather Kennedy

Jennifer Connolly

JoAnn Nannig

Lori DiPina

Douglas Pierson

Cindy Duckworth

Gillian Elliott Pearis M.D.

Paige Ramsdell

Jean Ann Shields

Kevin Plunkett

Deborah Garneau

Rosemary Gomes

Patricia Murtagh

Esther Boucher

Denneese Seale

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mason_heilman@reed.senate.gov>

3:48 PM

To gghien@cox.net

Good afternoon Ms. Hien,

Thank you for contacting Senator Reed's office. **I** wanted to reach out in response to your letter regarding funding for vocational training and resources in Rhode Island.

I have passed your message along to the Senator and was going to give you a ring, **but** unfortunately did **not** see a phone number listed for you in order to follow up. **I am happy to** speak more about your specific concerns if you like, please feel free to give us a **call if** we be of further assistance.

Best,

Mason

Mason Heilman

Correspondence Manager

Office of U.S. Senator Jack Reed

728 **Hart** Senate Office Building

Washington, DC 20510

202-224-4642

United States Senate

WASHINGTON, DC 20510

December 7, 2016

President-Elect Donald J. Trump
Trump Tower
725 5th Ave
New York, NY 10022

Dear President-Elect Trump:

We are writing to you to express our strong concerns that you have been remarkably inconsistent in your important campaign promise to protect and defend the Medicare and Medicaid programs and appear now to support policies that endanger the Medicare and Medicaid benefits that provide health care to tens of millions of seniors, people with disabilities, and low- and middle-income Americans. The nomination of Congressman Tom Price for Secretary of Health and Human Services underscores this concern.

During your campaign for President of the United States, you differentiated yourself from your 16 primary opponents by noting that you were the only Republican who would protect Medicare and Medicaid. After winning the election, you suddenly appear to be using language supporting policies that would gut the Medicare and Medicaid programs.

You could not have been clearer during the campaign about your opposition to program cuts to our nation's bedrock health care programs. Your campaign website proudly trumpeted that "Donald Trump won't touch your entitlements," and you claimed that "every other Republican is going to cut [these programs]," but "I'm not going to cut Medicare or Medicaid" (Figure 1).¹ It touted coverage that you "would exclude entitlement costs" from cuts to government spending (Figure 2).² It stated your policy in plain language: "Do not cut . . . Medicare benefits." And it rightly noted that "most Americans want to keep the benefits as they stand now" (Figure 3).³

This is the right policy. Over one hundred million Americans rely on these programs for health care. Low-income children and families and people with disabilities are the primary beneficiaries of Medicaid. Millions of seniors and individuals with disabilities have earned and rely on their Medicare benefits. Medicaid is the only assistance available to millions of low and middle-income families who have a loved one requiring nursing home care. As you noted when you extolled their benefits on your campaign website, cutting these programs would be devastating.

Donald J. Trump for President, "Why Donald Trump Won't Touch your Entitlements" (May 21, 2015) (<https://iwww.donalditrump.comitmedia/why-donald-trump-worit-touch-your-entitlements>).

The Rhode Island. *Special Education Advisolij Committee is an active voice in advocating that all students receive superior educational services enabling each student to achieve optimum success throughout the school years and into the world of adulthood.*

Rhode Island Special Education Advisory Committee

Patti Hien
Chairperson

Maria Silvestri-Golotto
Vice Chairperson

Sheryl Reedy, Corresponding Secretary
Lori Wilbur and Susan Donovan, Recording Secretaries

September 25, 2017

Senator Sheldon Whitehouse
530 Hart Senate Office Building
Washington DC 20510

Dear Senator Whitehouse,

On behalf of the Rhode Island Special Education Advisory Committee,(RISEAC) I would like to express our strong opposition to any proposal that would cut Medicaid funding and eliminate the Affordable Care Act's Medicaid Expansion.

As you know, RI Medicaid provides health care services and supports for people with disabilities and special needs. Services may include comprehensive health care, premium assistance and/or long-term services and supports, depending on a person's needs. In addition, comprehensive Medicaid health coverage is available for children with a disability or chronic condition. In Rhode Island there are currently 203,289 aged and/or disabled individuals enrolled in Medicare Part A and/or B through Original Medicare or Medicare Advantage and other health plans during the calendar year specified.

We fear that any proposed cuts will drastically affect the life of adults and children with disabilities in Rhode Island and we support your continued efforts to vote against these proposals.

The Rhode Island Special Education Advisory Committee advises the Rhode island Department of Education and the Board of Education on issues involving students with disabilities. Our committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth to age 26 comprise the majority of the RISEAC committee membership.

The membership also includes individuals with disabilities, educators, state and local administrators who provide services and supports to children including those in foster care, those experiencing homelessness, and those enrolled in private schools, charter schools, as well as those who work in transition/vocational service providers and in the juvenile and adult corrections system. Please feel free to contact us at anytime at 25 Edendale Dr. Lincoln, RI 02865 or at hienp@lincolnps.org to let us know how we can support you in this important work.

Sincerely,

Patti Hien, RISEAC Chair and

The Rhode Island. *Special Education Advisolij Committee is an active voice in advocating that all students receive superior educational services enabling each student to achieve optimum success throughout the school years and into the world of adulthood.*

Maria Silvestri-Golotto, Vice Chair Susan Donak!dn, Recording Secretary Lori Wilbur, Recording Secretary Sheryl Reedy, Corresponding Secretary

Edward Angilly

Sharon Bissonnette

Eileen Botelho

Lynn Bouvier-Kapiskas

Barbara Irons

Heather Kennedy

Jennifer Connolly

JoAnn Nannig

Lori DiPina

Douglas Pierson

Cindy Duckworth

Gillian Elliott Pearls M.D.

Paige Ramsdell

Jean Ann Shields

Kevin Plunkett

Deborah Garneau

Rosemary Gomes

Patricia Murtagh

Esther Boucher

Denneese Seale



November 6, 2017

Mrs. Patti Hien

Chair, RI Special Education Advisory Committee

65 Grandview Ave

Lincoln, RI 02865-2909

Dear Mrs. Hien:

Thank you for contacting me with your concerns about the Fiscal Year 2018 budget. I share your support for Medicare and Medicaid, and oppose Republican efforts to cut these essential programs.

As you may know, Congressional Republicans recently approved a partisan budget that proposes massive cuts to Medicare and Medicaid to pave the way for enormous tax breaks for the wealthiest Americans. The budget proposal would slash Medicare funding by \$473 billion and Medicaid funding by \$1 trillion. I voted against the budget and strongly oppose these cuts, which would put states in the difficult position of limiting benefits for children, seniors, and the disabled.

You may be interested to know that after the election I joined several of my Senate colleagues in sending a letter to President Trump calling on him to buck proposals by Congressional Republicans and to stay true to his campaign promise to protect and defend Medicare and Medicaid . Please know I will continue to fight Republican efforts to weaken Medicare and Medicaid benefits.

Thank you again for reaching out to me. I hope you will stay in touch about this or any other issue **of concern** to you.

Sincerely,

Sheldon Whitehouse
United States Senator

Rhode Island Special Education Advisory Committee

***Patti Hien
Chairperson***

***Maria Silvestri-Golotto
Vice Chairperson***

***Sheryl Reedy, Corresponding Secretary
Lori Wilbur and Susan Donovan, Recording Secretaries***

J. David Sienko
Director
Office of Student, Community and Academic Support
Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

RE: Significant Disproportionality under IDEA Part B -Public Comment

Dear Director Sienko,

On behalf of the Rhode Island Special Education Advisory Committee (RISEAC), I would like to extend our support for the proposed changes made to Significant Disproportionality under IDEA Part B as recommended by the Disproportionality Stakeholder Workgroup.

RISEAC agrees that a minimum cell size of 5 seems to be a reasonable balance upon examination of cell sizes for different races and categories of disproportionality across the LEAs in the state. Public reporting of disproportionality never reveals counts of children and only displays the type of disproportionality and progress and that making the change to 3 years of data better establishes a clear trend than only 1 or 2 years of data. We agree that risk ratios based on small numbers, such as those in RI, can be volatile and systemic change can take time.

Sincerely,

Patti Hien

RISEAC Chair

Rhode Island Special Education Advisory Committee

Patti Hien

Maria Silvestri-Golotto

Chairperson

Vice Chairperson

Sheryl Reedy, Corresponding Secretary

Lori Wilbur and Susan Donovan, Recording Secretaries

January 8, 2018

Daniel Ochs

Office of Educator Excellence and Certification Services, RIDE

255 Westminster Street

Providence, RI 02903

Re: Professional Learning Standards Presentation

Dear Mr. Ochs,

On behalf of the Rhode Island Special Education Advisory Committee (RISEAC), I would like to extend our appreciation for coming to our meeting on December 21 and sharing your presentation on RI professional learning standards. It was a great opportunity as a focus group to be able to participate in the discussion and

feedback session. We look forward to seeing the excellent results of this work.

Sincerely,

Sheryl Reedy

Corresponding Secretary

Rhode Island Special Education Advisory Committee

*Patti Hien
Golotto
Chairperson*

*Maria Silvestri-
Vice Chairperson*

*Sheryl Reedy, Corresponding Secretary
Lori Wilbur and Susan Donovan, Recording Secretaries*

September 23, 2017

Dr. Ken Wagner, Commissioner of Education
Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

Dear Commissioner Wagner,

On behalf of the Rhode Island Special Education Advisory Committee (RISEAC), I would like to express our support for the Social and Emotional Learning Standards developed by the Rhode Island Department of Education.

RISEAC recognizes that all students including those entering higher education need accessible *social and emotional* supports to ensure their academic success and program completion. RISEAC applauds the ongoing efforts that RIDE has put forth to support Social and Emotional Learning in Rhode Island and strongly urges the adoption of the standards developed.

Sincerely,

Patti Hien, Chair

RISEAC