



Ken Wagner
Commissioner

State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminister Street
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.

November 19, 2015

6:00 pm – 8:00 pm

RI Parent Information Network
1210 Pontiac Avenue Cranston, RI 02920

Present: Edward Angilly, Sharon Bissonnette, Eileen Botelho, Cris Brodeur, Jennifer Connolly, Lori DiPina, Susan Donovan, Patti Hien, Barbara Irons, Heather Kennedy, Robert Mattis, Jennifer Munroe, JoAnn Nannig, Douglas Pierson, Brian Quigg, Paige Ramsdell, Maria Silvestri-Golotto,

Absent: Cherie Cruz, Cindy Duckworth*, Deborah Garneau*, Elliott Pearis Gillian*, Rosemary Gomes*, and Sharon Ursini-Quimby*

**Denotes that prior notice was given regarding absence*

RIDE/RITAP Attendees: David Sienko, Beth Pinto and Kerri Sorensen

Call to Order, Welcome, and Agenda Review: The meeting was called to order at **6:05 pm** by Sue Donovan. Sue welcomed all members, reviewed the agenda.

Announcements:

- Sue Donovan announced that Transition 101 on November 13, 2015 received glowing evaluations, two hundred parents attended and student siblings panel was well received.
- The middle school level Dare to Dream event went well, about 436 students attended, ages twelve to fourteen.
- Tarin Byrne, Jennifer Gladding, and Robin Pacheco have resigned from the RIESAC membership.
- RISEAC currently has 23 members and will look at possibly recruiting new members.

New Business:

- Finalized 15-16 Members' biographical and contact information.
- Approval of October 15, 2015 minutes with noted corrections. **Motion** by Jennifer Connolly **Seconded** Douglas Pierson. All approved. **Motion passed.**
- David Sienko, RIDE, Director OSCAS presented Stakeholder Input for State Systemic Improvement Plan – Implementation Planning
 - Any comments/feedback please email- Karen Lovett at Karen.Lovett@ride.ri.gov
 - RIDE reviews quarterly and annual and sends data to the FEDS.
- Sue will be calling members to recruit for the Membership Sub committee

- Dr. Lynch will provide a presentation on PARCC assessment to the RISEAC membership on December 17th

- Email feedback on questions for Dr. Lynch presentation to Sue Donovan by December 4th
- Dr. Wood will provide a presentation to the RISEAC membership in January.

Director's Report:

RISEAC November Director's Report

1. OSEP is celebrating 40 years of the Individuals with Disabilities Education Act (IDEA) (sent out)

As part of the celebration, OSEP wants to hear from individuals with disabilities, teachers, researchers, and other IDEA stakeholders about the personal impact this legislation has had.

How has IDEA made a difference to you?

What do inclusion, equity, and opportunity look like for you?

Please share your art, photographs, and writing with us for possible use during the upcoming 40th Anniversary events. You may submit your documents and personal stories up to November 8th. Please share your art, photographs, poetry, and written stories with us for possible use during an event in Washington DC to celebrate the 40th Anniversary of IDEA.

You may submit your documents and stories on our 40th Anniversary website, <https://www.osep-meeting.org/ideaanniversary/> . Please send any questions to IDEAanniversary@air.org .

2. OSCAS Announces New Hires

The OSCAS Team is pleased to announce that the vacancy in the IDEA team will be filled by Kerri Sorensen beginning the first week of November. Kerri is a Rhode Island native and has most recently been managing the secondary transition programs for Anaheim County Public Schools (9 high schools) in California. Kerri is very excited to be coming back to RI and joining our IDEA team.

The OSCAS Team is pleased to announce that the recent vacancy in the Special Education Call Center will be filled by Katie Torres. Her anticipated start date is the third week of November. Katie has most recently been part of the temporary team in the RIDE Call Center and she has experience in working with families in Providence. Katie is very excited to be part of our team and assisting families in both Spanish and English.

3. RIDE releases PARCC results

Education Commissioner Ken Wagner announced the state's first set of PARCC results, which confirm that improvements are needed in teaching and learning in English language arts and mathematics.

About 36 percent of students in grades 3 through 10 are meeting expectations in English language arts and about 25 percent of students are meeting expectations in mathematics. Approximately 75,000 students participated in the assessments, with approximately 80 percent completing the assessment on a computer.

“These latest results track closely with previous data from other assessments such as the SAT and with college-readiness rates, and these results show, once again, that we have work to do,” Wagner said. “We must prepare our students for their futures with challenging coursework and great teaching tailored to their strengths and interests. If we stay focused and work together, we will be successful.”

To advance this work, the R.I. Department of Education (RIDE) will lead efforts to:

- invest in our teachers through high-quality preparation programs and continuous professional development;
- empower our principals to lead strong school communities;
- ensure that every student has access to rigorous coursework that builds upon their strengths and interests and prepares them for their futures; and
- partner with parents and families.

As with previous statewide assessments, achievement or **opportunity gaps** persist between the results of the state as a whole and various student groups. In English, 6 percent of students with disabilities and 7 percent of English learners met the expectations for their grade level. In mathematics, 4 percent of students with disabilities, 6 percent of English learners, 10 percent of Native American students, 10.5 percent of black students, 11 percent of Hispanic students, and 12 percent of economically disadvantaged students met the expectations for their grade levels.

Gaps persist as well between results in the core urban communities (Central Falls, Pawtucket, Providence, and Woonsocket) and all other districts. In the core urban communities, 18 percent of students met expectations in English and 11 percent met expectations in mathematics; in all other communities, 43 percent of students met expectations in English and 31 percent met expectations in mathematics – leading to gaps of 25 percentage points and 20 percentage points, respectively.

Assessment **results varied across schools**. Of the 283 Rhode Island schools that participated in PARCC testing, 14 schools had 70 percent or more of their students meet or exceed expectations on the English language arts assessment and 4 schools had 70 percent or more of their students meet or exceed expectations on the mathematics assessment. Three elementary schools in South Kingstown – Matunuck, Peace Dale, and Wakefield – had 70 percent or more of their students meet or exceed expectations on both assessments.

In two PARCC subject-area mathematics tests, 25 percent of Rhode Island students met or exceeded the Common Core expectations in Algebra I and 14 percent met or exceeded expectations in Geometry. (Students took these mathematics assessments if they were enrolled in the appropriate course, regardless of their grade level in school.)

More information on the PARCC results, including a score report with information by school and by school district, is available on the RIDE website, at:

<http://www.ride.ri.gov/InstructionAssessment/Assessment/AssessmentResults.aspx>

Additional information about the PARCC results, including a guide to understanding the test results and a set of questions and answers for parents, is available at:

<http://understandthescore.org/>

Appendix: Additional material on the 2015 PARCC assessment results

RIDE administered the PARCC assessments for the first time in the spring of 2015. The PARCC assessments are designed to measure whether students met the expectations of the Common Core State Standards in English language arts/literacy and mathematics. The 2015 results establish a starting point or baseline from which RIDE will measure progress in future years. RIDE will not use 2015 PARCC

scores for school classifications or for educator evaluations. Under state law, assessment results may not be used for decisions about graduation until the Class of 2017 at the earliest.

Information on NAEP and PARCC:

The 2015 PARCC data on the percent of students meeting or exceeding expectations in **reading** is similar to the percentage of students attaining proficiency on the National Assessment of Educational Progress (NAEP), which the U.S. Department of Education released last month: Grade 4: 38 percent on PARCC, 40 percent on NAEP; Grade 8: 35 percent on both PARCC and NAEP.

The percent of students proficient in **mathematics** on NAEP in grade 4 is higher by 10 percentage points than the percent of students meeting grade-4 expectations on PARCC. (Note: Grade 8 PARCC results in mathematics do not represent the full performance of students at that grade level, as approximately 26 percent of the students in grade 8 took the Algebra 1 assessment rather than the grade-8 mathematics assessment.)

Note on students who did not participate in the assessments:

Nonparticipating students were similar in profile to participating students, so the results are representative at the statewide level. There are anecdotal reports, however, that some students who took the test did not give it their full attention, in part because of the public discourse over testing policy, and that some students were not yet fully familiar with the features of online test administration.

In the tested grades in English (grades 3 through 10), 90 percent of all eligible students participated in the assessments, although **participation rates** were below 90 percent in the high-school grades: 80 percent in grade 9 and 76 percent in grade 10.

Similarly, in mathematics 91 percent of all eligible students participated, but participation rates were below 90 percent in the subject-area tests, which were primarily for students in grades 9 and 10: 85-percent participation in Algebra 1 and 80 percent in Geometry.

Actions planned over the next few weeks:

Over the next several weeks, families will receive individual score reports for their children, which will include detailed information about each child's performance on the various sections of each test. Teachers will also have access to reports on each of their students. The information in these reports can help family members and teachers provide personalized instruction and support that meets each child's learning needs.

The Council on Elementary and Secondary Education has authorized RIDE to have a statewide conversation over the next few months about possible changes to graduation requirements to better support multiple pathways for students to demonstrate preparedness for postsecondary education and their chosen careers.

In addition, the team at RIDE intends to visit every school district and charter public school in the state to build shared visions of success and strong school communities focused on continuous feedback and improvement, grounded in partnerships among teachers, principals, and students and their families. Next steps in the implementation of the Rhode Island Strategic Plan for education include focused professional development for teachers, principal empowerment coupled with accountability, and student access to rigorous coursework that builds upon their strengths and interests.

4. Report finds R.I. making progress on early-childhood programs

The U.S. Departments of Education and Health and Human Services issued a “progress update” on the Race to the Top – Early Learning Challenge grants. The report found that Rhode Island is making progress toward building and enhancing early-learning programs by increasing the number of preschool programs and increasing the number of children, including children with high needs enrolled in high-quality preschool programs.

Through our quality rating system and through the award of program-quality improvement grants, we have provided resources and incentives to help early-learning programs improve the quality of instruction and child care. In keeping with the goals of our strategic plan, we need to continue to expand the Rhode Island Prekindergarten Program, publicize the availability of high-quality preschool, and form district and community partnerships to promote and invest in high-quality prekindergarten programs – and we will work hard to keep this early-learning initiative in the forefront. The report is posted here: <http://www2.ed.gov/programs/racetothetop-earlylearningchallenges/2014apr/rtt-elc-2014-apr-progress.pdf>

5. NAEP results for Rhode Island: Strong performance in reading, decline in mathematics

On Wednesday morning, the U.S. Department of Education released the results of the 2015 National Assessment of Educational Progress (NAEP). The results were mixed for Rhode Island. Rhode Island reading scores remain above the national average:

- Grade 4: 40 percent proficient, 5 points above national average; 16th in the country based on scale scores
- Grade 8: 35 percent proficient, 2 points above national average; 29th in the country based on scale scores

Rhode Island mathematics scores, however, are at or below the national average:

- Grade 4: 37 percent proficient, 2 points below national average; 35th in the country based on scale scores
- Grade 8: 32 percent proficient, same as the national average; 29th in the country based on scale scores

Rhode Island results this year mirror the national trends. Rhode Island mathematics scores declined since the previous NAEP administration (2013), as did the national scores in mathematics. Based on the percent of students attaining proficiency, Rhode Island reading scores improved slightly (up 2 points) in grade 4 (national average up only 1 point), and were down by 1 point in grade 8, in line with the national scores.

As with the nation as a whole, our scores have improved dramatically over the past two decades of NAEP assessments. The decline this year in mathematics scores is of concern; it is not clear at this time why scores in mathematics scores declined, both locally and nationally. Clearly, we have much work to do to improve our outcomes, but we should not draw any hard and fast conclusions based on the results of this single year of assessments.

NAEP results are posted here: http://www.nationsreportcard.gov/reading_math_2015/#?grade=4

6. Board of Education approves five-year strategic plan

The Board unanimously approved the 2015-2020 Rhode Island Strategic Plan for Public Education. The plan includes three sections: the “2020 Vision for Education: Rhode Island’s Strategic Plan for PK-12 & Adult Education 2015-2020,” “Sailing Ahead: Strategic Plan for Postsecondary Education (2015-2020),” and a section on “areas of joint work,” which identifies priorities that require shared commitment across all education sectors, prekindergarten through secondary and adult education and postsecondary education.

This strategic plan includes the thoughts and ideas of thousands of Rhode Islanders who contributed their insight and guidance throughout the planning process. The result is a powerful set of values and priorities that will help us redesign our high schools, support our teachers and school leaders, improve school facilities and the funding formula for aid to education, and expand pathways to lead students toward career readiness. I look forward to working with all stakeholders to ensure that we are providing our students with the preparation they need for success in postsecondary education and in challenging careers.

The plan is posted on the RIDE website, at:

http://media.ride.ri.gov/BOE/BOE_Meeting_102815/Encl6a.pdf

7. **Funding Formula Working Group sets meeting schedule**

On October 22, Governor Raimondo established a Working Group to review all aspects of school spending and to recommend changes to the funding formula for aid to education. Through an executive order, Governor Raimondo asked the Working Group to examine whether the formula “is functioning as intended,” with a particular focus on funding for students with disabilities, for English learners, for career-technical education, and for charter public schools. The group held its initial meeting on Tuesday, and it has scheduled five additional meetings:

- Monday, November 16. New England Institute of Technology, Room S330, 3rd floor, 1 New England Tech Blvd., East Greenwich. 5 to 7 p.m.
- Tuesday, November 24. Northern Rhode Island Collaborative, Building B., Suite 104B, 640 George Washington Highway, Lincoln. 5 to 7 p.m.
- Thursday, December 10, East Bay Collaborative (Main Training Room), 317 Market St., Warren
- Thursday, December 17, New England Institute of Technology, Room S330, 3rd floor, 1 New England Tech Blvd., East Greenwich. 5 to 7 p.m.
- Monday, December 21, New England Institute of Technology, Room S330, 3rd floor, 1 New England Tech Blvd., East Greenwich. 5 to 7 p.m.

All meetings are open to the public. Follow the process on Twitter: #EdFundingRI. For more information about the Working Group, see the home page of our website, or:

<http://www.ride.ri.gov/FundingFinance/FundingSources/StateEducationAid/FundingFormulaWorkingGroup.aspx>

8. **RIDE issues Commissioner’s decisions on residency, homeless students**

Please see these summaries of three recent Commissioner’s decisions:

Residency

West Warwick School Department’s motion for summary judgment was granted by the Commissioner, who found that the City of Cranston was V. Doe’s residency for school purposes when there was no dispute but that V. Doe lived primarily in Cranston with her father, who shared joint custody:

http://www2.ride.ri.gov/applications/RideDirectory/DOCS/2015/015-15_W._Warwick_vs._Residency_of_V._Doe_v._W._Warwick-Ruling_on_Motion_for_Summary_Judgment%20102215.pdf

Homeless-Transportation

The Petitioner has not established that her daughter is entitled to transportation from Brockton to and from the Rhode Island School for the Deaf under the McKinney-Vento Act because she does not meet the definition of “homeless”; however, the family’s unstable living situation warrants the assistance of

the local liaisons and State Coordinators of Homeless Education because the family may soon become homeless:

[http://www2.ride.ri.gov/applications/RideDirectory/DOCS/2015/018-15 S. Doe v Pawtucket and Brockton 10262015.pdf](http://www2.ride.ri.gov/applications/RideDirectory/DOCS/2015/018-15_S._Doe_v_Pawtucket_and_Brockton_10262015.pdf)

9. Partnership Opportunity for Innovative Secondary and Career Readiness Program

P-TECH is an innovative education model that integrates high school, college, and career training. Through a seamless six year experience, students earn a high school diploma and industry-recognized associate's degree at no cost to the student. The P-TECH model prepares students for high-wage, high-potential jobs in a growing market or a four-year postsecondary-education institution, and P-TECH graduates are offered a guaranteed interview with the school's industry partner. Learn more about the model from this recent news article.

The RI Commerce Corporation and RIDE are looking for schools or communities to partner with us for during the launch of this initiative for the 2016-2017 and 2017-2018 school year. Please consider whether this model might work for your community alone or in collaboration with other school districts in your region. The following requirements for a P-TECH program may help you decide if it is right for your community: a willingness to host a cohort of between 50 and 100 9th graders and add a cohort of the same size for each subsequent year; a willingness to restructure budgets to provide a sustainable future for the P-TECH program beyond some potential funding for initial planning and implementation; and a commitment to a collaborative governance model for the P-TECH program with post-secondary-education and industry partners. Interested communities should contact Dan Sutton, P-TECH Manager at the Commerce Corporation at daniel.sutton@commerceri.com.

10. RIDE, Postsecondary Office to award grants to support data research, partnerships

RIDE and the Office of the Postsecondary Commissioner are pleased to announce a round of mini-grants to support outstanding research that investigates and leads to new directions in policy and practice aimed at promoting the well-being of children and youth, their families, and their communities while fostering long-term, policy-relevant research collaborations between state agencies and the Rhode Island longitudinal-data system. The total amount of funds available is \$150,000, which will support 10 to 15 grant awards.

Applicants are encouraged to include at least one collaborative partnership and the applications must be based on the research questions developed by the Rhode Island Data Sharing Advisory Council. A list of these questions is included at the end of the RFP. More information about the RI Data Sharing project is available at ridatasharing.org.

There will be an open question period for prospective applicants. Questions must be submitted by 4:00 p.m. on Tuesday, November 24, 2015. Responses will be posted by 4:00 p.m. on Friday, December 4, 2015, at ridatasharing.org. Questions must be submitted electronically to: research@ridatasharing.org with the subject line "Joint Research Initiative Mini-Grant Questions."

11. Notice of Intent: Expanding Advanced Coursework Opportunities

SUMMARY: Beginning in fall 2016, Rhode Island public secondary schools will have the opportunity to expand the advanced level coursework available to their high school and middle school students through a new initiative, the Advanced Coursework Network. This initiative is intended to build upon the work that many of you have already done in this area. Enriching experiences with advanced coursework help students get a head start on post-secondary success, master the skills required of a lifelong learner, and be prepared for jobs in sectors critical to Rhode Island's future prosperity. However, LEA and school ability to offer a wide variety of advanced coursework to meet the diversity of needs for all students is often limited by time and resources. The Advanced Coursework Network is designed to help districts and schools meet this need by creating opportunities for Rhode Island students to envision, pursue and realize their individualized graduation pathway. As Network Members, schools and districts will enable students and their families to choose to enroll in formerly unavailable high value academic- and career-focused courses while they remain enrolled at their public school at no cost to the school, district or family.

Districts and schools will have the option of joining the Network as Network Providers, in which they extend existing or new courses to students from other LEAs and/or as Network Members, in which they allow their students to enroll in coursework offered by the Network.

High school courses will be offered in various modalities and middle school courses will be offered in virtual delivery methods to encourage the greatest participation from students in schools and districts that have chosen to participate in the initiative in its first year. RIDE anticipates the course offerings will include advanced science and mathematics courses, as well as Advanced Placement (AP[®]), world languages, career-focused and dual/concurrent enrollment courses. Coursework will be offered by Rhode Island LEAs, Community-Based Organizations and Institutions of Higher Education.

Beginning as early as December 2015, Superintendents and LEA leaders will be able to join as a Network Member. Information on how to become a Network Provider will be available shortly. Please save **Tuesday, December 1st @ 10:00 a.m., Friday, December 11th @ 10:00 a.m., and Monday, December 14th @ 9:00 a.m.** for informational Webinars. Webinar registration details will be shared the week of November 23rd.

INVITATION TO COMMENT: RIDE invites your comments on this new program to ensure that all considerations are made in the pilot year's implementation. **Please submit all comments no later than November 27, 2015.** The following are some questions intended to guide your comments:

1. The goal of the Network is to provide advanced opportunities for Rhode Island students in coordination with other initiative already in place to support this work. Based on your existing coursework, student interest or unmet needs, what type of coursework would you prefer to see offered in this Network?
2. Once offered, would you prefer to select certain coursework and modalities from the Network to make available to your students or would you allow your students to choose from the entire Network of courses (which have been vetted by RIDE and a Network Provider Review Team)?
3. If you are interested in providing your students with this opportunity, when is the latest that you would be willing and able to introduce this Network to your students for fall 2016

coursework? Please keep in mind this will be an optional program for LEAs and thus not mandatory to introduce at all.

4. RIDE is aware that logistical and other elements of this program will require administration accommodation and are working to address any necessary policy or guidance for schools that choose to be Network Providers and/or Network Members. While RIDE has an extensive list of considerations, we hope to get your thoughts to avoid anything being overlooked. What scheduling and logistical considerations would you like incorporated into the launch of this Network?

5. Would you be interested in extending course offerings at your school to other students across Rhode Island (Becoming a Network Provider) in exchange for a student tuition rate payment from the State?

FOR FURTHER INFORMATION: Address all comments about the intent to offer this program to Steve Osborn, Chief, Division of Accelerating School Performance, Rhode Island Department of Education, by email, stephen.osborn@ride.ri.gov or by phone, 401-222-8485.

12. Office of Special Education Program(OSEP) Issued Dyslexia Guidance

OSEP issued a Dear Colleague letter in response to request from several advocacy organizations seeking a clarification on the use of the term dyslexia in special education eligibility and the development of the IEP. The letter is available at the following link:

<http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-dyslexia-10-2015.pdf>. The letter reinforces the practices in Rhode Island including the use of MTSS, implemented with fidelity, and the guidance issued by OSEP and OSCAS in January, 2011 that a students may be referred for a special education evaluation; that participation in RTI cannot delay a referral (see: <http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/osep11-07rtimemo.pdf>).

In announcing the release of the letter, Greg Corr, Division Director of Monitoring and State Improvement Planning at OSEP sent the following statement:

The Office of Special Education and Rehabilitative Services (OSERS) released guidance to state and local educational agencies. This guidance clarifies that students with specific learning disabilities—such as dyslexia, dyscalculia, and dysgraphia—have unique educational needs. It further clarifies that there is nothing in the federal Individuals with Disabilities Education Act (IDEA) that would prohibit the use of the terms dyslexia, dyscalculia, and dysgraphia in a student’s evaluation, determination of eligibility for special education and related services, or in developing the student’s individualized education program (IEP).

It is our hope that the attached guidance will help families and educators work together on behalf of children.

13. US Department of Justice Consent Decree Update

The following events are planned to continue to support implementation of the Consent Decree:

Teachers of Life Skills Network (TLS)- THIRD offering of Career Development Scope & Sequence: From Awareness to ITWE's- December 4, 2015 12:00-2:00 West Bay Collaborative. This no cost session will present information and ideas for creating a Scope & Sequence for youth with IDD to build individualized, realistic, and meaningful Career Development Plans.

Work Incentives Public Information Sessions- November 17, 2015 at the Northern RI Collaborative: "Do you receive SSI or SSDI? Would you like to work but are concerned that working could affect your benefits? If so, this session may be for you..."

Session A : SSDI 5:30-6:45 PM

Session B SSI 7:00-8:15 PM

This session is an opportunity for students and families to understand the Social security Work Incentives. This also provides an opportunity for school personnel to assist students and families in the transition process with valuable information that they may pass along.

14. New Medicaid FAQ on Orientation & Mobility and Assistive Technology

A new FAQ has been developed to assist with Medicaid reimbursement for orientation & mobility services and assistive technology. This was developed in partnership with RITAP and the RIVESP to take full advantage of potential reimbursements for eligible services. The FAQ is attached to today's Update and available on the RITAP web site at: <http://www.ritap.org/medicaid/current-news-and-information>. If you have questions, please contact Denise Achin at denise.achin@ride.ri.gov or 222-8997.

Additionally, Special Education Administrators are reminded to review the Medicaid Parental Consent documents on the RITAP web site with staff to ensure parent consent is obtained consistent with federal and state regulations. Failure to maintain timely and accurate consent documentation could affect district reimbursements. Please visit <http://www.ritap.org/medicaid/current-news-and-information> and review the documents under the banner Parental Consent Documents.

Old Business:

- **Ruth Gallucci** of RIDE/OSCAS provided a presentation to RISEAC membership on the **EI/ECSE Comprehensive Assessment System**, which include a project overview, described the child outcomes measurement component and informed the group on child outreach screening. Questions and discussion were interwoven in the discussion and Ruth requested an additional opportunity to present further details at a future RISEAC meeting.
- Sue Donovan reminded the group of a letter that RISEAC had developed in the past to be sent in order to reach out to all **Rhode Island legislators** to introduce them to our advisory group and help them become familiar with our mission and goals; Sue asked for feedback on the idea of updating this letter in order to send it on an annual basis as a regular practice. **Motion** by Doug Pierson that RISEAC do this annual outreach to legislators by sending a letter in late January each year (following any elections, so that newly elected officials will receive) **Seconded** by Sharon Bissonnette. All approved. **Motion passed.**

Advisory Time: Brian Quigg proposed an extend work group time, a check in time and more time reporting out to be put on the agenda. Members agreed on a Total of a 45-minute advisory time.

Work Group Plan Review: The members reviewed protocol on action plans.

Public Comment: None

Motion to adjourn made by Eileen Botelho; seconded by Sharon Bissonnette. All approved.

Meeting was adjourned: 8: 00 pm