East Greenwich Special Education Advisory Committee
Meeting Date: Tuesday, November 28, 2023
Meeting Time: 6:30 pm - 8:00 pm
Hybrid Meeting
Archie Cole Middle School Library, 100 Cedar Drive, East Greenwich, RI

1. Introduction
2. Success Stories
    a. Sensory Friendly Trunk or Treat - MFE (and likely other schools) specifically went out of their way to make this event accessible.
    b. Successful and inclusive homecoming dance a bit back. Also the HS Unified Volleyball Team won and it is the most amazing program.
    c. One parent shared that her child/student started the school year with a new teacher and new principal and (even though change is hard), he is happy and that is a reason to celebrate.
3. Old Business (5 min)
    a. SEAC curriculum issue per policy 7210 (December 2022) - on our new business today and Mr. Munoz is here tonight, policy subcommittee chair, to note the feedback.
    b. (from Parent Workshop last year) Parents recommended formalizing (e.g., required template/process) (December 2022) - Mr. Marcaccio has some draft letters that go with each phase of the draft letters. Child Find/Initial Referral, Evaluation Process, Initial IEP, 3 Year ReEvaluations, and Transition. This will have great questions to ask during this stage of the process. These have been gone over with most staff and this is important for that internal consistency. Early 2024 launch. There are also age band parent questionnaires that should be used consistently - coming soon. There will also be advanced copies of IEP draft provided consistently (right now it is by request only)
        i. Action Step - Looking for SEAC feedback. Volunteers can contact Mr. Marcaccio, if interested in helping (nmarcaccio@egsd.net).
    c. Individual Learning Plans (ILPs) and student with IEPs families saying their children don't have ILPs (April 2023) - All students with IEPs should have both and Individualized Learning Plan *and* an IEP Transition Plan. The IEP Transition should build upon the ILP. The ILPs are done by the school counselors and the transition planning is the IEP team/Special

Educator. The ILP platform is called Naviance. It can be printed/hard copy. ILP is all students 6th grade and up. Transition (through the IEP) is planned by at least age 14 and up.

4. Action Items (require a vote & quorum)
    a. SEAC Chair Recruitment - No one in attendance submitted themselves or anyone else for the open chair position(s).
5. New Business
    a. Advice regarding Curriculum Policy Draft (30 min) - SEAC attendees reviewed a draft of initial bullet points to provide questions and feedback with regards to their family members/students with IEPs. The feedback included:
        - Remove acronyms or spell out fully
        - Looking for this policy to push acceptance, support, and sense of community; this comes off cold; where is teaching kids to truly value others, diverse others - where is that in here?
        - Another parent echoed that this came up in past discussion about Vision of a Graduate and that the affirming neurodiversity, for example, can connect there. It should connect there - under the connected category of the VoG. Agree that the policy should align with acceptance and valuing all.
        - “Curriculum will be modified for all students with IEPs”. Why do we have to make it special only for special education? Why do we teach students with disabilities to fit the nondisabled mold rather than expecting those without disabilities to fit a world that values diversity?
        - Terms should be defined
        - Keep the VoG language without specifics and instead maybe link in case it gets updated or revised through the years
        - Bullet about modifications - wondering about the language; is it only modified or accommodation is valid, too, without reducing the expectation; some students need modification, but some don’t; like to see the continuum referenced (sliding scale of what we expect them to master); should read modified and accommodated
        - Can it say - ALL staff need to implement the IEP (which defines necessary modification and accommodations based on the child’s unique profile)?
        - Key language is “customize teaching” based on the student need; my child’s teachers are so rigid/this is key and can this stress that the IEP is such customization

- 3rd page - expectation of annual curriculum review to the SC gets to heart
- How do we keep that annual review from becoming a “dog and pony” show?
- MTSS is not reflected in this policy currently, but there is a fairly widespread perception (per the Special Ed Audit) that this is how we ensure the curriculum is effective (e.g., screening data/STAR - are most students meeting benchmarks). Will this be added?
- Last bullet - parents have the right to “opt out” - does the school have any responsibility on what to do at that time? (e.g., frog cutting or religious reasons for missing sexual education - specific examples from the state, not just anything)
- Please send any additional feedback on this policy draft to Mr. Munoz, Policy SubCommittee Chair at tmunoz@egsd.net

b. Audit Next Steps/SEAC’s Recommendations (45 min) - The group participated in an activity to solicit ideas for a formal letter of advisory to the School Committee regarding the Special Education Audit next steps.
c. Director’s Updates (10 min) - Discussed staffing issues; 9 open positions right now; this is easily 50% of the Director’s time trying to fill these positions, but still need to ensure quality professionals; one person’s suggestion was to offer the job as a part time option; contractual obligations bind us from being able to divide roles up with multiple provider
d. School Committee Updates (5 min) - Joint Budget Committee is Tuesday, December 12th 6pm at Swift Gym. Come early (5:30) to see athletic awards.

Minutes taken by Nicole Bucka, School Committee Member