

COUNCIL ON EDUCATIONAL SERVICES
FOR EXCEPTIONAL CHILDREN

Raleigh, North Carolina
June 8, 2016
9:41 a.m.

TRANSCRIPT OF QUARTERLY MEETING

The quarterly meeting of the Council on Educational Services for Exceptional Children was held on the 8th day of June, 2016, in the State Board of Education Board Room, Education Building, 301 North Wilmington Street, Raleigh, North Carolina, commencing at 9:41 a.m.

APPEARANCES

COUNCIL ON EDUCATIONAL SERVICES FOR EXCEPTIONAL CHILDREN
BOARD MEMBERS PRESENT:

Nicole Jimerson, Chairperson
Dale Carpenter
Cynthia Daniels-Hall
Leanna George
Jennifer Grady
Laura Hall
Mary LaCorte
Teresa Mebane
Lisa Phillips
Elena Roberts
Vicki Simmons
Greg Singleton
Gina Smith
Rick Smith
Jennine Vlasaty
Jason Vogler

STAFF:

Tish Bynum
Carol Ann Hudgens
William Hussey
Heather Ouzts
Heather Reynolds

VISITORS:

Eric Hall
Adam Johnson

COURT REPORTER:

Rebecca P. Scott

Reporter's Note: Any quoted material is reproduced as
read or quoted by the speaker.

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1 Thereupon, the following proceeding was held:

2 THE CHAIRPERSON: Good morning. It
3 is with great pleasure that I welcome you this
4 morning -- this is Wednesday, June the 8th -- to
5 our quarterly meeting, the meeting of the Council
6 on Educational Services for Exceptional Children.
7 This is our final meeting for this academic year,
8 as many of us are wrapping up in our schools and
9 preparing -- well, some of us will get to have a
10 summer vacation and some of us will be back at it
11 in a few days. But welcome. Thank you so much
12 for being here this morning.

13 We just have a couple of items that
14 we want to -- a couple of reminders for everyone
15 because this is new for us. We're here in the
16 State Board of Ed meeting room, and so there are
17 just a couple of housekeeping items, again,
18 because this is so very new and so very different.

19 Number one is, we want to remind
20 everyone to please, when you speak, to speak
21 directly into the microphone, and that's because
22 these meetings are audio-streamed. I'm not sure
23 if that information went out with your agenda and
24 your other documents, but all meetings held here
25 now will be audio-streamed, which means people can

1 go online and listen to -- listen in to our
2 meetings. So that, then, I also remind you that
3 the mikes are hot, so we want to be mindful of our
4 conversations. Everything is being heard.

5 Secondly, once you fill out -- we
6 still need for you to fill out your transportation
7 reimbursement forms. Tish has those. The thing
8 that's different about this, this time is now,
9 when you're leaving, you're paying for parking as
10 you exit. So if you would mail in the actual
11 ticket, the receipt. They need the original hard
12 copy. So if you'll forward that to the Division,
13 and then you will also be reimbursed for that.

14 Another change for us or a point
15 that's new for us is, Council Members will
16 absolutely have the ability to call in to
17 participate now for discussion, to vote, to listen
18 to the meetings. So that is an option that you
19 will have, and going forward, they will -- your
20 leadership will work with the Division in order to
21 make sure that you have that information ahead of
22 time.

23 Now I do want to remind everyone that
24 the expectation is you physically attend these
25 meetings. We met quarterly. There are four

1 meetings a year, and there are -- we will still
2 follow our attendance guidelines as outlined in
3 our bylaws. So the expectation is that you be
4 here, but life happens, all right, and so at least
5 now you have a method -- an alternative method to
6 participate. And I think that's all I have as far
7 as housekeeping is concerned.

8 Again, welcome and thank you so much
9 for being here. I would like to call to order our
10 quarterly meeting, and if we could begin with
11 introductions. We're right on time. It's 9:45.
12 If we could begin with introductions. I'll start,
13 and if you would just give us your name and the
14 area that you represent.

15 So my name is--- Did I really look
16 on the paper to see what my name was? Really?
17 Did I really look down for that? My name is
18 Nicole Jimerson. I am a parent representative,
19 and I represent the North Central Region, what
20 used to be Region 3.

21 MS. SIMMONS: Hi. My name is Vicki
22 Simmons. I'm an adapted PE teacher in Guilford
23 County Schools. I represent the Piedmont Triad,
24 Region 5.

25 DR. CARPENTER: I'm Dale Carpenter.

1 I'm the IHE representative. I represent Region 8.

2 MR. SINGLETON: I'm Greg Singleton.

3 I represent the Northeast Region, Region 1.

4 MR. SMITH: Yes. I'm Rick Smith and

5 I represent the North Carolina Department of

6 Public Safety. And today with me, I brought a

7 visitor Mr. Adam Johnson. He is our new Director

8 of Exceptional Children's Program for the

9 Department of Public Safety.

10 THE CHAIRPERSON: Welcome.

11 MS. HALL: I'm Laura Hall. I

12 represent Region 6 and live in Mooresville, North

13 Carolina, and I'm a parent representative.

14 MS. GEORGE: I'm Leanna George. I'm

15 from Johnston County, North Carolina, Region 3,

16 and I'm a parent.

17 MR. HUSSEY: Bill Hussey, EC Division

18 Director.

19 MS. OUZTS: Heather Ouzts. I'm

20 Parent Liaison for the EC Division.

21 MS. HUDGENS: Carol Ann Hudgens,

22 Section Chief for Policy, Monitoring, and Audit.

23 MS. DANIELS-HALL: Cynthia Daniels-

24 Hall, a parent representative for Region 3, the

25 North Central Region.

1 MS. SMITH: I'm Gina Smith, and I
2 represent Region 6, the Southwest Region.

3 MS. ROBERTS: I'm Elena Roberts. I
4 represent Region 4, the Sandhills.

5 MR. VOGLER: Jason Vogler. I'm the
6 Assistant Director of the North Carolina Division
7 of Mental Health, Developmental Disabilities, and
8 Substance Abuse Services.

9 MS. MEBANE: I'm Teresa Mebane, and I
10 am from the Southeast Region, Region 2, and I'm
11 also a parent.

12 MS. PHILLIPS: And I am Lisa
13 Phillips. I'm the State Coordinator for the North
14 Carolina Homeless Education Program, which is part
15 of the Department of Public Instruction's Federal
16 Program Monitoring and Support Division.

17 MS. GRADY: I am Jennifer Grady. I
18 am a trade rep and I work for Blue Cross Blue
19 Shield of North Carolina, and I am also a parent.

20 THE CHAIRPERSON: Excellent. Thank
21 you again.

22 All right. If we could just take a
23 look at our agenda that we have for today, and for
24 our visitors and just for reference, our meetings
25 are generally formatted to presentations in the

1 morning -- in the mornings, whether it's a
2 presentation regarding a topic maybe from the
3 indicators of -- a review of one of indicators
4 from the State Performance Plan or if there has
5 been a request to cover a specific topic such as
6 testing of kids with significant cognitive
7 disabilities or what have you.

8 We generally have presentations of
9 some sort in the morning with lunch, and following
10 launch in the afternoon, those are our work
11 sessions where we break out into committees and we
12 do committee work. And then we reconvene to
13 adjourn.

14 Today what we will do -- it's still
15 very similar; however, it's what we'd describe as
16 an extended agency report of sorts, whereas Bill
17 and his team will provide us with -- because
18 there's a lot going on and they're going to
19 provide us with quite a few updates, and we'll
20 talk about the next phase of the SSIP as well as
21 updates regarding what's happening with the Parent
22 Handbook. Again, we'll have lunch, and following
23 lunch, you guys will nominate and vote for a new
24 Council chairperson, and we will review our public
25 comment and bylaws.

1 What I would like to ask of the group
2 is, the agenda -- and we didn't catch that until
3 this morning -- it reads that the meeting was
4 going to be from 9:30 until 4 o'clock. Our
5 meetings usually run from 9:30 until 3:30, and
6 I've already been approached since I arrived about
7 the possibility of us adjourning at 9:30 [sic]
8 primarily because there's some other things
9 happening over in the area.

10 So some of the members would like to
11 attend some the other activities here and the fact
12 that this will be the first time for several of us
13 who drove in to actually have to drive out, and so
14 we'd like to get a head start. Vicki wants to get
15 a head start on her half-hour walk back to her
16 car. So we will look to make some adjustments to
17 our afternoon session. So after lunch we'll touch
18 base again to see how the time needs to be
19 adjusted if that is -- if that's okay with
20 everyone here. So I think there needs to be a
21 motion.

22 MS. ROBERTS: I would make a motion
23 to adjourn early in the afternoon.

24 THE CHAIRPERSON: Okay. Excellent.
25 Finally I would draw your attention to the minutes

1 from the last meeting. All right. So what was
2 e-mailed to everyone was an actual -- was the
3 transcript. Did you guys -- did you get this?

4 **(Multiple affirmative responses.)**

5 THE CHAIRPERSON: All right. So
6 there's going to have to be some discussion about
7 this. You, along with your new leadership team,
8 will have to decide what happens with this
9 transcript. It turned out to be 196. So there.

10 So that is not included in your
11 packet today that you have. What you have today
12 is a Summary of Actions, and this is on the --
13 what color is this?

14 MS. BYNUM: Buff.

15 THE CHAIRPERSON: Buff. Thank you.
16 It's on the buff colored paper here. So if
17 everyone could just, I guess, take a minute. Now
18 this is a little -- this is going to be different
19 as well because we need to review and vote on the
20 minutes from the meeting, and is this what we're
21 going to use?

22 MR. HUSSEY: I think that's going to
23 be a decision you-all need to make. I mean I
24 think we moved to the transcript piece so now we
25 have---

1 THE CHAIRPERSON: A summary?

2 MR. HUSSEY: Yeah. I mean that's
3 what this really is. What you've got is every
4 other word that ever got spoken in that
5 transcript. So I mean I think we just -- I think
6 you-all need to -- that was -- that's what -- at
7 least that's where I thought we were going, but
8 that's going to be you-all's decision about how
9 you want that done.

10 THE CHAIRPERSON: Okay. All right.
11 So for today, that will be what we'll -- that's
12 how we'll move forward. If everyone now could
13 just review the summary.

14 **(Council Members reviewed Summary of**
15 **Actions.)**

16 THE CHAIRPERSON: I'll open up the
17 floor for discussion on the summary. Being none,
18 is there a motion?

19 MS. HALL: I motion to approve the
20 Summary of Actions as the minutes.

21 THE CHAIRPERSON: A motion has been
22 made by Laura Hall to accept the Summary of
23 Actions for the minutes.

24 MS. MEBANE: I second.

25 THE CHAIRPERSON: It has been

1 seconded by Teresa Mebane.

2 MR. SINGLETON: Madam Chair, I was
3 absent on March 18th, so I request to be excused
4 from the vote and excused from -- I was not here.

5 MS. ROBERTS: Likewise, I was not
6 here.

7 MS. SMITH: And neither was I.

8 MR. SMITH: Neither was I.

9 THE COURT REPORTER: You-all need to
10 make sure I can tell who is saying what. I can't
11 see that far to see your names.

12 THE CHAIRPERSON: Okay. So we have
13 Greg Singleton, Rickey Smith, Elena Roberts, and
14 Gina Smith.

15 MS. GRADY: I wasn't there either.

16 THE CHAIRPERSON: And Jennifer Grady.
17 They all -- they were not in attendance and have
18 asked to abstain from the vote, which destroys our
19 quorum. Congratulations. No, I'm just teasing.
20 All right. So, then, what we will need to do,
21 then, at this time, since we do not have a quorum
22 to vote and approve the minutes, we will revisit
23 that this afternoon in the afternoon session. So
24 hopefully additional members will come in and
25 we'll be able to get that taken care of.

1 Right now, you'll see on your agenda
2 that it calls for public comments, and this public
3 comments section or time period is a time period
4 that we have designated to receive public comments
5 from the public. We have been working for some
6 time now to develop those -- the guidelines and to
7 have them incorporated into the bylaws.

8 We are still tweaking, we're still
9 working, but I'm pretty sure that we'll be able to
10 get that done relatively -- relatively soon. So
11 it remains on the agenda as a placeholder and a
12 gentle reminder for us that going forth, we will
13 have a public comment designated time.

14 And so actually we have now -- we're
15 ahead of the game a little bit. Bill, are you
16 ready to do this piece or do you want us to---

17 MR. HUSSEY: I am ready to answer
18 questions. I mean my understanding was that we're
19 going to -- based on the data -- I feel like I'm
20 back at the board meeting. I do this all the
21 time. I know this is new for you-all, but---

22 THE CHAIRPERSON: Second nature?

23 MR. HUSSEY: Yeah. Yeah. So I'm
24 ready to move forward with answering any questions
25 people have regarding the SLD policy.

1 THE CHAIRPERSON: Okay. So we
2 didn't -- well, it's not in the packet, but it was
3 e-mailed---

4 MR. HUSSEY: Right.

5 THE CHAIRPERSON: ---I think -- last
6 June, I think it was, when we started those
7 discussions about the SLD policy. The Council
8 presented the Division with a list of questions.
9 Do you at least remember receiving them in the
10 e-mail last week?

11 **(Multiple affirmative responses.)**

12 THE CHAIRPERSON: So there was a list
13 of about 30 -- 30 questions that we presented to
14 the Division regarding some specifics, and we did
15 finally receive the response back from the
16 Division, but included in that response was a
17 massive document.

18 MR. HUSSEY: We gave you pretty much
19 all the data you could ever want to see.

20 THE CHAIRPERSON: Right. All the
21 data. Right. And so I think today we really only
22 wanted to go back and -- we just wanted to review
23 the questions specific to the data, and again, it
24 could just be asked and answered---

25 Okay. So a couple of the questions

1 did say, "Refer to -- refer to Attachment A," and
2 Attachment A was that massive document.

3 MR. HUSSEY: Right.

4 THE CHAIRPERSON: And so I guess the
5 hope was that you would be able to provide just a
6 summary, and I think that's what I shared with you
7 during our last conversation. Just a summary.
8 The question actually was where the highest
9 concentrations of LD kids are in North Carolina,
10 and it does just say, "See Attachment A," but is
11 that information that you have?

12 MR. HUSSEY: Yes. I mean I think the
13 highest concentrations are going to be in the
14 largest districts. And so as you move -- but
15 let's go back and start and say that it is the
16 largest population of children within the
17 Exceptional Children's group, so the 14 different
18 categories, and -- but as we get into
19 concentrations, you're going to find them in Wake
20 County and Charlotte-Meck and Winston-Salem and
21 Greensboro, so the largest numbers of children
22 there.

23 And we average -- just so you have a
24 sense. Wake County has basically 20,000 EC kids,
25 so when we think about -- and you guys are about

1 16 or 17,000---

2 MS. SMITH: 14.

3 MR. HUSSEY: 14. 14,000. So when
4 you're looking at those numbers, LD represents
5 somewhere between, in the population, anywhere
6 from about 25 percent to about 40 percent of the
7 population depending on where you are and what
8 we're looking at. So it's -- so that's kind of
9 where we are with that. I mean it is the
10 predominant identification throughout the state.

11 THE CHAIRPERSON: All right. And so
12 the same for the next question -- and you did
13 provide some information in the charts, but the
14 next question was regarding the students
15 identified at the secondary level, and that data
16 is not available, but in the future going forward,
17 you said that it will be -- will be switching to a
18 different system.

19 MR. HUSSEY: Yeah. Right now through
20 CECAS, we can't pull the information on that as
21 cleanly as we'd like, but as we move into the
22 ECATS piece, which is part of my update as we move
23 forward, we will be able to pull that information.
24 The other piece of information just for your
25 knowledge is, right now, if you ask a question

1 about OCS, I have to go to every single LEA in the
2 state to draw that information. That information
3 will be in the new system. So there just --
4 historically we've not had that data available in
5 a way that we would like.

6 But, again, when you think about
7 secondary, very seldom do we get -- children are
8 identified primarily by the third, fourth grade,
9 and the LD population, based on the old way, it
10 was really -- we never really identified them much
11 until the third grade because what you had there
12 was a discrepancy -- it was developmentally an
13 issue that we had to wait until the children's
14 achievement dropped 15 points below their IQ
15 score.

16 And so that was one of the issues
17 that we talked about in the process of changing
18 the definition, was that a lot of times, we were
19 having to wait for children to fail before we
20 could actually identify them, and one of the
21 reasons why we wanted to move to the other system
22 was to be able to have, you know, more
23 intervention earlier.

24 So, again, third grade -- from there
25 forward is where we identified, but once you get

1 to high school and really into middle school, it
2 precipitously drops, the number of children
3 identified. So we're identifying most of the kids
4 pretty much as they come over pre-K into
5 kindergarten, the ones that we already know that
6 are designated as developmentally delayed, and
7 then the other part of the population -- the LD
8 part of the population picks up at about third
9 grade and really pretty much third grade to middle
10 school, and then the kids drop pretty
11 significantly after that.

12 THE CHAIRPERSON: So, then, that did
13 address the OCS question, and that was, I think, a
14 explanation or a great explanation for question
15 number 6 regarding the graduation -- graduation
16 rates for kids with -- kids with LD. Was that
17 something that -- I can't remember. So if
18 somebody could help refresh my memory. Was that
19 something that we reviewed during the last review
20 of the State Performance Plan? Did we have -- did
21 we set that target?

22 MR. HUSSEY: Yeah, the SPPAPR, and
23 that's also our SIMR. So for our State Systemic
24 Improvement Plan, our measure -- the measure we're
25 using to actually look at for progress is in our

1 graduation rate, and basically at this point in
2 time, I think this year is 69. We were at 67 last
3 year when we started in our graduation rate, and
4 we're trying -- our SIMR we're moving to in the
5 five-year period to 78 percent. So we're trying
6 to approximate the 80 percent, which is what is
7 considered to be the goal, and in five years, we
8 should be close to that 78 percent.

9 So, again, we'll talk a little bit
10 about that in the upcoming presentation, but that
11 is kind of where we're moving. We had good
12 progress over the last two years, and we've been
13 making progress. But what we wanted to do in the
14 original part was to close the gap because as
15 we're making progress, so is everyone else, and so
16 we're not catching them this way.

17 But the feds wouldn't allow us to --
18 we just had to set a goal and go for it. We
19 couldn't set a goal of closing the gap; we had to
20 actually set a percentage. So that's what we
21 ended up doing, was setting one, and we can, at
22 any point in time, come back and show you that
23 chart because we have that chart of our
24 progressive steps forward over the next five
25 years.

1 THE CHAIRPERSON: Okay. Are there
2 any other questions?

3 (No audible response.)

4 THE CHAIRPERSON: Okay. Thank you.

5 MR. HUSSEY: Well, let me just give
6 you a little beyond that. So we are moving
7 forward obviously as the definition was passed and
8 the change in policy was made. We will, this
9 coming year, be working with school districts
10 across the state trying to help them understand
11 what needs to happen in the context of that change
12 in policy, what it means. We're in the throws of
13 MTSS, and that's part of my update which I'll talk
14 to you a little more about, but in the third
15 part -- the third module of that training in MTSS
16 is where we get to the definition piece.

17 So we are doing -- there will be
18 multiple sets of training around the SLD both
19 through the MTSS process and then what Lynn and
20 other folks will be doing across the state with EC
21 directors and with folks within districts trying
22 to focus on what's happening with just the process
23 because this is a big change from everybody, going
24 from a well-understood traditional process to one
25 that's different.

1 And so we'll be working -- we want to
2 work with directors, and then we want to work
3 inside of the director network with that group of
4 people who are going to be focused on Specific
5 Learning Disabilities and working with them to
6 understand the process so that they're helping
7 teachers and helping school officials work through
8 that process.

9 So I didn't know whether that was --
10 I just wanted to make sure you-all knew where --
11 we had continued steps moving forward, that it
12 wasn't we passed the policy and now we're moving
13 on, but we've got to -- obviously got to do
14 training this year to make sure we're out in front
15 of that.

16 THE CHAIRPERSON: And so, then,
17 regarding the training with the other people, so
18 working with the EC directors and that group.
19 Again, could you speak to members -- members of
20 the general ed population? Will these teams
21 have -- who forms these teams within the district?
22 Because that was always the -- was the concern,
23 was that most of the work is going to have to be
24 done by gen ed. We would really need for them to
25 step up to the plate and to make sure that these

1 interventions are being implemented and that the
2 documentation is being maintained.

3 But we have -- we as special
4 educators have the expertise, I guess, so to
5 say -- so to speak. So just any information about
6 how are you working with these teams, who makes up
7 the teams, you know, that you'll be training?

8 MR. HUSSEY: The MTSS teams are the
9 regular ed side of that process, and so what's
10 happening right now, the first two cohorts were
11 rolled out this year. So Cohort 1 started in
12 August. Cohort 2 started in January. Cohorts 3
13 and 4 have been identified and information has
14 been sent, so Cohort 3 will start in August and
15 Cohort 4 in January.

16 At that point, we're 97 percent
17 through the regular, so there's obviously going to
18 be a Cohort 5 because we didn't get all 100
19 percent and they all have to participate, but we
20 do have 97 percent of the regular LEAs and a large
21 number of the charters. So Cohort 5 is going to
22 be made up of the rest of the charters and the
23 remaining three percent of the LEAs.

24 What happens is, we've got regional
25 people. Initially, the MTSS team was the director

1 and four individuals. We moved four people out of
2 the special ed group into the MTSS team to give
3 them aid and to also make sure that we were
4 covering not only the academics but the behavioral
5 component through PBIS. So we gave them that
6 support network.

7 Those eight people by region are
8 developing regional teams, and the regional
9 teams -- inside of those regional teams are
10 representatives of every LEA district team, and
11 then the district team help support school-based
12 teams as it goes down. So there's an
13 infrastructure there. We are using implementation
14 science in the context of how we are rolling
15 things out.

16 So we've got a very well-defined
17 plan, and that process is underway. Like I said,
18 it starts at the district, goes from the district
19 to the LEA, from the LEA to schools, and goes --
20 so it goes that way. So those teams are being
21 developed, they're being looked at, they're being
22 reviewed. There's ongoing training face-to-face
23 as well as online training in trying to make sure
24 that there's always access. The online training
25 is facilitated. So it's not something you can

1 just go out and do, but it's facilitated by the
2 team. So there's a way of accountability and
3 feedback in that part to make sure that people are
4 going through it and getting the information.

5 THE CHAIRPERSON: Okay. Greg?

6 MR. SINGLETON: Bill, I have a
7 question---

8 MR. HUSSEY: Sure.

9 MR. SINGLETON: ---about the
10 information you provided. My question is, can you
11 show us what the driving force is behind the
12 increase in graduation rates for exceptional
13 children?

14 MR. HUSSEY: Well, I think -- that's
15 a good question, and I wish I had the -- I'd like
16 to have that nugget in my hand that we could say
17 it was because of this, but really, I think it's
18 the overall processes that are in place moving
19 forward. I think it does show collaboration
20 between special ed and regular ed. It does -- we
21 are nowhere near where we want to be, but that is
22 moving forward and that communication is going
23 back and forth.

24 I think what we've done through our
25 SSIP, State Systemic Improvement Project, which is

1 to increase both Reading and Math Foundations to
2 teach teachers what the conceptual framework is
3 around learning reading and learning math, has
4 been significant, and we are moving teachers
5 through that in significant ways. This year, in
6 particular, we're going back and redoing both of
7 those and certifying all of our trainers, having
8 them go back through to become trainers again but
9 with the updated information.

10 We're also then going to take that
11 out and build coaching collaboratives through
12 demonstration sites and start to work with more
13 and more -- my challenge to them was how do we do
14 what the federal government is asking us to do but
15 also get down on the ground and get infrastructure
16 out in the LEAs to support that, and they done a
17 nice job of turning that around.

18 I think what we've done to help
19 support regular ed teachers through that
20 process -- because we teach about as many regular
21 ed teachers as we do special ed teachers in both
22 the Math and the Reading Foundations, and I truly
23 believe that as they begin to understand what we
24 do in specially designed instruction and what
25 happens in the way of intervention and they begin

1 to translate that back to content, we're making --
2 we're making progress.

3 But, like I said, you know, if you
4 look at our proficiency rates, they still stink,
5 and you know, we still have to work on that and
6 try to do something with that to make it better.
7 But obviously we were growing these kids from a
8 skill perspective, and that's showing up in the
9 graduation rate.

10 MS. SMITH: Is it appropriate for me
11 to add something to that, Bill? Is it appropriate
12 for me to add something to that?

13 MR. HUSSEY: It's more than
14 appropriate if you'd like to speak, yes.

15 MS. SMITH: Because in Charlotte, our
16 graduation rates made a jump that our new
17 accountability officer said, "Okay. So what's the
18 story here? You know, how did this happen?" And
19 it really was a cross-functional effort deeper
20 than even what Bill shared between EC teachers at
21 the high school, counselors at the high school, an
22 administrator from each of the high schools and
23 even our Partners in English Language Learning.

24 So they -- this summer, they'll go
25 through all of our high school -- all of our EC

1 high school students' transcripts, IEPs, and
2 schedules, and they'll make sure that the kids
3 have the classes that they need and that they get
4 scheduled first and that there is somebody who's
5 responsible for just making sure that all of that
6 tracks.

7 And then we'll go back -- whatever we
8 find that needs to be changed, that's all
9 recorded, given to the principal and counselor at
10 that school. We go back about the middle of
11 September and check to be sure that that happened,
12 and if it didn't happen, then we go back to the
13 principal and say, "We've got to get these
14 schedules right."

15 So I think when we expected something
16 different in terms of how our students got classes
17 and were able to move through that, we got a
18 really nice result from that, and it also built
19 relationships with counselors that we hadn't
20 necessarily had in that way before. So I think
21 for us it was that -- being really intentional
22 about what it takes for a student with a
23 disability to graduate and making sure they get
24 that.

25 MR. HUSSEY: I'm going to jump from

1 there.

2 MS. SMITH: Sure. Absolutely.

3 MR. HUSSEY: Because I didn't how
4 much detail you want. Our SIMR where we're going
5 with that, we're looking at three buckets to
6 improve graduation rates, and the three buckets
7 have to do with academics, which is kind of what I
8 was talking about more than anything else, and the
9 behavior component, but then engagement and
10 transition.

11 And engagement and transition is
12 that. And, you know, in my own district, before I
13 became a director here, we had something we called
14 a five-year plan, and we started in middle school
15 mapping out the entire schedule of every EC
16 student all the way through high school. Two
17 things happened there -- and I think we're pushing
18 from our end on that piece now -- is trying to
19 help parents buy in to what needs to happen for
20 their child so that when their child who wants to
21 be just like everybody else in high school says,
22 "I don't want to take that course. I don't want
23 to do that intervention to help do that," but then
24 to also make sure that we've got that child in as
25 many intervention opportunities as possible for

1 Algebra I or Math I now -- and I'll speak to why
2 we don't want to call it Algebra I ever again
3 based on a law over there right now -- but Math I
4 and English I because you want to make sure -- you
5 want to look at every one of those records.

6 You want to make sure that you
7 understand that kid's four years behind in math,
8 and if you try -- if you stick him in Math I and
9 he fails two times, three times, you're pretty
10 much done with that kid and that kid is done with
11 you whether -- that's not what anybody wants, but
12 that's the reality of what happens.

13 And so we've got to make sure that we
14 structure intervention for those children in a way
15 that supports step-by-step progression, and a lot
16 of times not having kids get into Math I until the
17 second semester of their sophomore year, meaning
18 they had multiple sets of intervention prior to
19 that point, that piece is going to make the
20 difference. We can focus on the academics and we
21 can focus on the behavior, and those things are
22 going to be significant, but it is that engagement
23 both with parents and the child and having them
24 understand.

25 And we're pushing -- intervention has

1 always been -- or transition has always been
2 postsecondary from the special ed world. That's
3 always been what we've talked about. We're
4 talking now from preschool to kindergarten, third
5 grade, fifth grade, eighth grade. We've got to
6 have structured intervention around what
7 transition looks like and how we do it and what
8 makes sense.

9 I mean, if you think about it, it's
10 got to be that far back so that we work with
11 what's happening with those kids so that it makes
12 sense at each of those development levels, as we
13 make those changes, why we do what we do. Right
14 now, we just do something. I mean write it in the
15 IEP, and we do it because we've done it that way
16 for years. We've really got to look at it. Her
17 word is perfect. It's intentional. It has to be
18 intentional and it has to move forward.

19 So we think we're going to jump right
20 by our 78 percent. I think our graduation rate
21 will improve more than what we put it down as, but
22 it really is that work and then, you know, that
23 whole communication with regular ed. So I'm glad
24 she spoke -- allowed me to give you more detail.
25 I didn't know how much you wanted, but what Gina

1 said is absolutely correct. And the schools are
2 really -- I mean people are paying attention now,
3 and it's really making a difference.

4 So we did a Cohort 1. It's nice to
5 be fed information. We did a Cohort 1. In our
6 first year of the SSIP project, we actually went
7 out and, with a rubric, we picked school districts
8 that we really saw were successful in one of those
9 three buckets I mentioned: behavior, academics,
10 this transition component, and what Heather just
11 said, the other things that were going on there
12 that she's talking about now -- that Gina's
13 talking about now are decision-based decision-
14 making -- database decision-making, I mean, use of
15 teams. We were already using teams, that
16 communication and collaboration and coaching in
17 some way, shape, or form.

18 So what we found in that Cohort 1
19 group that's continued to be successful -- so we
20 brought them out to take a look at them, and they
21 continue -- their graduation rates are going up
22 and they're going up faster than the state rates
23 are. And, again, these are the four things that
24 they're doing. We had focused -- we had two --
25 three in transition or three in academics?

1 MS. HUDGENS: Three in academics,
2 three in transition, and two in behavior.

3 MR. HUSSEY: Yeah. So out of our
4 eight, we had three and three and two -- academics
5 and behavior and then transition -- two in
6 transition or three -- two in behavior. So -- but
7 these are the common factors that they're all --
8 that every one of them has. So that's probably
9 more than you wanted to know. Yeah?

10 MS. HALL: Can I ask a question? I
11 missed something. You talked about focusing on
12 database decisions, teams, something, and then
13 coaching. What was that?

14 MR. HUSSEY: Communication and
15 collaboration so that the whole thing is working
16 with the regular ed programs, going in -- one of
17 the things she said is having -- at the high
18 school -- and, Nicole, you know this because you
19 work in high schools -- if you don't -- if you
20 don't plan and schedule for your EC populations
21 first, then it doesn't work, and you've got to go
22 into that building and schedule those kids in
23 first, get them into their classes, and that way,
24 you've got -- you've got an opportunity to
25 actually have inclusion.

1 You have an opportunity to make sure
2 that your pullouts are there so that whatever
3 intervention pieces can be concurrent with what
4 their academic needs are so that if they're in
5 Math I, they've got a Math I intervention going at
6 the same time to support them with a way to do
7 that. But you've got to do that first, and it
8 seems like such a simple thing, but it really is
9 hard.

10 THE CHAIRPERSON: But it really is
11 not, is it?

12 MR. HUSSEY: No. And it's hard to
13 get principals to understand why, but it makes it
14 so much easier if you do. Again, just being an
15 administrator, we ended -- we tried to get them to
16 do it. They didn't. So a person from my team and
17 myself went to every high school in my county --
18 and, of course, I didn't -- couldn't come close to
19 what they have, but you know, we went in every one
20 of them, sat down, and basically scheduled their
21 high school EC schedules for them because that's
22 what we needed to do because they weren't doing it
23 right. And once we got somebody trained in the
24 building and they'd go on and do it, it was
25 amazing how quickly it went and how successful

1 those kids were.

2 MS. HALL: So is that one specific
3 step now being taken throughout the four cohorts
4 that are in?

5 MR. HUSSEY: Well, most of these guys
6 are doing some of that. One of these is Wake
7 County, so I can't speak for that across all the
8 schools. But I mean, again, where we're seeing
9 work happening, a good number of those schools are
10 doing that. Yeah?

11 MS. ROBERTS: You talked about in
12 high school that they're scheduling the EC kids.
13 What about middle school; is that a similar model?
14 Is that being encouraged as well?

15 MR. HUSSEY: Well, the transition has
16 to occur there. The way those things are
17 scheduled are different because you don't have
18 your independent courses. You've got -- you know,
19 you've got periods and you've got math and English
20 and social studies and science and things going
21 on.

22 What really happens in middle school
23 more times than not is that a child who's in a
24 pull-out situation is actually having to be
25 removed from some time frame -- because of the

1 schedule not being as flexible as high school
2 is, you actually have them pulled out of some part
3 of their academic day to get that resource
4 support.

5 MS. ROBERTS: What we're typically
6 seeing -- what we're typically seeing is that
7 they're pulling them from the electives and
8 related arts, gym, PE, you know. So a lot of
9 these EC kids aren't participating the same as
10 their nondisabled peers. So that's why I was
11 curious.

12 MR. HUSSEY: And that shouldn't --
13 so, again, that's one of those things that
14 district by district people will have to deal with
15 that. I mean they make some changes inside
16 building level with the administrators, but again,
17 EC directors have different levels of
18 communication and ability to go into a building.

19 We talked often to them about, you
20 know, parity there. I mean that's -- you've got
21 to do something different than that. You can't
22 exclude those kids from all of those elective
23 courses which they would a lot of times find
24 successful, and it's one of those few places that
25 they may be successful. And so if you just don't

1 allow them to participate in that, then it doesn't
2 work.

3 But that's a building-level decision,
4 and so the EC directors are having to push in and
5 talk to them about that as they move forward, and
6 again, that's an issue.

7 MS. ROBERTS: It's not exactly a
8 related question, but so one of the things you
9 talked about was engagement from the parent and
10 the child. I know what everybody else's
11 experience is, but as a parent and as somebody who
12 helps parents with the school districts and
13 getting services for their children, what I see is
14 there's a breakdown in trust particularly by the
15 time you get to middle and high school. By that
16 point, the parents don't trust the administrators
17 or the school staff.

18 And so how do you overcome that?
19 Because you've had years of being told that they
20 can't do this or they can't do that or the
21 school -- our policy says we can't do that or
22 either there's no policy, I mean, and that's
23 pretty widespread. I've seen that not only in
24 North Carolina, I've seen it in Virginia, DC, and
25 Nevada.

1 So this is a pretty common thing, and
2 what we often also see is the blaming of the child
3 where it's -- you know, as opposed to looking at
4 the techniques for instruction or methodology,
5 it's the child's fault somehow, some way.

6 So in terms of that engagement, do
7 you have plans to sort of address those recurring
8 issues?

9 MR. HUSSEY: That's kind of the
10 reason we hired this lady right here. I mean
11 seriously we want -- we want more special
12 education PTAs. We want more parent advisory
13 groups. We need to have a parent voice in every
14 district that basically says what you're saying,
15 and what does that in the context of how we make
16 change. So it's got to be a voice that can be
17 heard, help move things forward, but at the same
18 time, working with the system.

19 I'll give my own example again. When
20 I first moved into Alamance, one of the things I
21 did was changed the autism classroom structure
22 which went over like a lead balloon. You know,
23 people didn't like what I did. Basically what I
24 did was I regionalized it. We had two different
25 kinds of settings set across the district, and

1 kids were traveling all over everywhere. So we
2 created a different system that ended up being
3 liked, but it wasn't liked by the initial group.
4 So the initial group, one of them ran for the
5 school board and basically had me fired.

6 So one of the things we did was to
7 work through our family group to include these
8 guys and bring them in, and he actually -- I just
9 read my little book yesterday. By some chance, I
10 picked it up. They gave me a book when I left,
11 and basically this guy became a very real partner
12 of mine in how we did what we needed to do to move
13 things forward. You know, it was never personal
14 on my part, but it appeared to be, and once we
15 were able to kind of work through that and work
16 around that element of trust, we were able to make
17 a difference.

18 And so I truly think the more we can
19 get parent groups working within districts to be
20 working with the system -- you know, Heather was
21 also -- you know, I stole her and brought her up,
22 and she worked with me down there. She can
23 attest -- I mean we didn't always see eye to eye,
24 but we had to work through stuff, and you know, we
25 had an open group where people could pretty much

1 argue what they needed to say and do. I think in
2 the end -- you know, again, I think that built the
3 trust, and I think that's the important part.

4 So I do think those things can
5 happen, and I do think it's possible and that is
6 why we hired Heather to start working on trying to
7 develop more of those relationships and more of
8 those organizational structures in the districts
9 to do just that because I agree with you. Lots of
10 you-all don't know, but I'm one -- I was chair of
11 Families Can. My daughter was traumatized in the
12 ninth grade in a very significant assault, and I'm
13 a parent of a child with severe emotional
14 disabilities, and I started a family group there
15 and was part of the beginning of Families United
16 that's there now.

17 So I have a real belief in parent
18 voice and think it has to be there and understood,
19 and I've sat on the other side of the table even
20 as a special educator where people were
21 challenging me around my own child. So I've done
22 all this at some point, and it's real important
23 that, you know, we have that voice and we have
24 that understanding and we know what's going on.
25 So it's a key part of what we're trying to do.

1 THE CHAIRPERSON: I just want to add
2 too -- and it goes right along with what you're
3 saying -- that all of these solution seem simple.
4 Why can't EC kids be scheduled first in high
5 school? I mean it's almost like a no-brainer.
6 You know, these are kids that -- they have
7 required courses that they need to take, they have
8 needs that we're trying to address. What on earth
9 is the problem? Why can't we get them scheduled
10 as they should in the beginning?

11 It's almost a no-brainer that we need
12 to have relationships -- you know, good
13 relationships with the people that are working
14 with our children, but what seems -- what should
15 be a no-brainer isn't. And it is -- it's
16 mind-boggling. I do sit on both sides of the
17 table and I have for over 15 years now. But to
18 fully -- fully engage with IEP teams, with school
19 teams, with parents, with administrators, it can
20 be quite -- it can be quite a challenge.

21 So, you know, Heather, hopefully one
22 of the things that will come out or come from this
23 group is that the relationship that this Council
24 can have with you. We're fortunate enough to have
25 the ECAC here at the table to start talking about

1 some of the strategies and some of the
2 interventions that have been successful for
3 families going into this. It is a very
4 intimidating atmosphere, process when you walk
5 into the room as a parent and there are ten other
6 people there ready to tell you everything that
7 your child cannot do.

8 MS. ROBERTS: And it's your fault.

9 THE CHAIRPERSON: And it's -- well,
10 even if it's not your -- even if it's not your
11 fault, more often I hear that it's the kid's
12 fault.

13 MS. ROBERTS: That too.

14 THE CHAIRPERSON: You know, it's the
15 child's fault that things aren't falling in line.
16 So it's a relationship. But as far as the
17 Division is concerned -- and the questions started
18 about a question -- Greg had a question about the
19 graduation rates. One of the points that I would
20 like to make is that we look a little bit behind
21 graduation rates and let's start putting some
22 emphasis on outcomes. What are these kids doing
23 when they graduate? That, for me, is the heart of
24 everything.

25 I've worked in -- I've worked in a

1 couple of districts. I've worked in public. I've
2 worked in charter. I've seen a team make it
3 happen when a kid needs to graduate. When the
4 order comes down, "This child needs to graduate
5 this year. Let's make it happen," then it
6 happens. By hook or by crook, it happens.

7 And so as we are -- you know, as we
8 are looking at increasing the rate of graduation
9 and everybody is moving forward, I know that tends
10 to be a conversation that we usually have in
11 December with Nancy when we're reviewing some
12 things, but outcomes are really important, be it,
13 are the kids employed, are they participating in
14 postsecondary ed programs, are they receiving
15 additional vocational training? Those are the
16 type of things that I don't think we need to
17 forget because that's what this, I think, is all
18 about.

19 MS. ROBERT: Do we track that
20 information now? Do we know?

21 MR. HUSSEY: We have surveys, and we
22 don't get very good results from the surveys. We
23 actually have two of our larger districts who are
24 basically deciding to go on their own and that I
25 think we're going to eventually have pretty much

1 everyone go on their own. Other states are doing
2 that now. We're getting much better information.
3 School systems are where these people are, and
4 they're not getting a call from New York from
5 somebody and they don't know who it is, you know,
6 asking them to do a survey, which is what we've
7 got right now.

8 So, yeah, we are tracking, and we're
9 asked to track whether they're in school or
10 employed. There are several things in that
11 transition piece that we look at. You know, we
12 don't have bad results on what we get. We just
13 don't get enough to give you really valid
14 information.

15 MS. SMITH: We do have the National
16 Transition Center at UNCC now, and so we -- the
17 surrounding counties to UNCC as well as CMS are
18 really working a plan for how we do that, and one
19 of the things that's come out of that is that --
20 it's called Circles, but it's where the voc rehab
21 person comes if the student has a case manager
22 from any other agency, the folks who might have
23 postsecondary options for students, they have a
24 meeting. The student prepares a little
25 presentation of what they think they'd like to do,

1 and then this team of people commits what they'll
2 do to support.

3 So I think -- that's a really small
4 scale, but those are the kinds of things that the
5 Transition Center at UNCC wants to -- and
6 nationally wants to help schools be able to
7 accomplish.

8 MR. HUSSEY: And I think a
9 self-advocacy individual helping kids figure out
10 how to voice their own future the way they want to
11 go and getting people to help them do that is
12 huge, and I think -- that seems like, again, one
13 of those logical things that would be very easy.
14 High school kids should be able to run their IEP
15 meetings. I mean they've been in a thousand of
16 them, but it's hard to get people to let go.

17 And I just want to go back to that.
18 It is so logical that all these things should
19 happen, but if there's a fear behind what happens
20 in special ed because you can get sued -- and we
21 never talk about that out loud, but that's a
22 significant reason why when you get into a school
23 situation, administrators are -- I mean they're
24 backing up because they don't want to get engaged
25 in that or they want to put an end to that piece.

1 And I think, you know, again, the
2 more -- the more we can educate parents around
3 what it is that needs to happen, the fewer real
4 due process hearings we will have, the less that
5 will happen. So I think it's significant that we
6 work towards parent education, but also, we've got
7 to work with building-level principals to rid them
8 of this fear. You know, all you have to do is go
9 to LRP or any of the legal conferences, and
10 they'll scare you to death. I mean they scare you
11 to death.

12 And so it's really trying to figure
13 out how we do something -- I feel like I'm doing
14 the State of the Union up here. I mean, but it
15 really is -- it's about how we begin to break
16 those -- those are huge barriers, but they're real
17 and those school folks, they're scared.
18 Nobody else can come after them the way that
19 people in special ed can, and so---

20 THE CHAIRPERSON: Well, it depends
21 because, again, what's -- the unspoken part of
22 that would be it depends on the school and it
23 depends on the district where -- what type of fear
24 we're talking about.

25 MS. ROBERTS: And there's a lot less

1 worry about being sued if you're actually
2 participating and doing what you're supposed to be
3 doing.

4 MR. HUSSEY: Absolutely.

5 MS. ROBERTS: Because as a special ed
6 attorney as well as a special ed parent, I can
7 tell you that where I run into those problems is
8 (a) the school is not doing what they're supposed
9 to do and (b) it becomes a very -- it becomes
10 offensive on the part of the teachers and
11 administrators understandably. I understand a lot
12 of these folks take it personally, but you know, a
13 simple "I'm sorry" or "Let's try something
14 different" or a lack of "Well, we can't do that
15 because we've never done that" would be a huge
16 difference.

17 MR. HUSSEY: Absolutely.

18 MS. ROBERTS: Because most parents
19 just -- they're not out to get the school.
20 They're trying to get some assistance, but what we
21 see is we can't do that or -- well, for military
22 kids, this comes up a lot. You know, what we see
23 is, "Well, we don't know what that other district
24 did so we're going to start from ground zero, and
25 even though we have a parent here and records to

1 show us that it wasn't effective or the child
2 didn't make progress" or "We're not going to trust
3 you on that. We have to start from the
4 beginning."

5 And you see it even in the transition
6 within a district, elementary to middle school and
7 middle school to high school. And so even though
8 a methodology has not been shown to be effective
9 for a child, we're starting all the way back at
10 ground zero, you know, and there is a -- there is
11 a large attitude from a lot of administrators --
12 and not all -- I mean there are some that are very
13 engaged, but there is a large consistency of
14 dismissal of the parent and the parent's expertise
15 about their child and their experience with their
16 child.

17 And that's the thing that I think is
18 really hard because I think what I see is, I think
19 teachers feel like when a parent says, "This isn't
20 working," they're saying, "You're a bad teacher,"
21 and instead of saying -- instead of recognizing
22 that there's not that personal component to it,
23 and I think that's where we see a lot of
24 difficulty between parents and teachers and
25 administrators, is the parents are saying, "This

1 isn't working for my kid," and what is being heard
2 is, "You're bad at your job," instead of "Oh, this
3 isn't working for this kid. Let's look at other
4 things. Let's be creative. Let's see what else
5 we can do."

6 THE CHAIRPERSON: I love that, and I
7 know we have to move on, but actually we're right
8 on time, but -- and my final point to that would
9 be, I completely agree. But if we get back to
10 what I guess would be the unspoken piece of this
11 again, there has to be -- we have to address the
12 culpable piece of this, and it's not only about
13 working with families to empower and to educate --
14 educate families, it is recognizing and it is
15 acknowledging that the African-American parents
16 approach the IEP team -- what they face is very
17 real and very different from what many Caucasian
18 families or parents face.

19 When white families go to IEP
20 meetings, it has been my experience and what I'm
21 seeing is that the school -- they often do -- they
22 tend to feel attacked. The teachers feel
23 attacked, and I think that's when you start seeing
24 walls go up and barriers being put in place
25 because we are now defending ourselves because

1 this mom -- you know, I do think they
2 acknowledge -- you know, they may actually know
3 what's happening and what's best for the kids, but
4 that is not the experience of an African-American
5 family when you go into these meetings. The
6 tables turn a little bit, and the conversation or
7 the feeling that you're left with is that, you
8 know, I know nothing about my kid and now not only
9 am I fighting, you know, to be heard, it becomes
10 more and more difficult to get appropriate
11 services.

12 So there's a cultural piece in this
13 thing that we have to acknowledge. It needs to be
14 addressed if we're going to see the graduation
15 rates increase for EC kids across the board, and
16 I'm not so sure we've done a very good job -- a
17 very good job of that.

18 MS. SMITH: I do have to just say
19 that's not just a special education problem,
20 though---

21 MR. HUSSEY: Right.

22 MS. SMITH: ---Nicole. That's a --
23 from my perspective, gen ed parents do the same
24 thing, and as a district, that's an issue that as
25 a district our superintendent has said we're

1 taking that on because we don't have the cultural
2 proficiency that we need to be able to address the
3 needs of the family. Not that we, along with
4 Heather, can't make great strides and be leaders,
5 because I think that we can, but I don't -- I
6 don't want to let that moment pass. It's not just
7 us.

8 THE CHAIRPERSON: Well, within this
9 context -- and we are here for EC kids---

10 MS. SMITH: Yes. Absolutely.

11 THE CHAIRPERSON: So what I'm saying
12 is, while we're talking about family engagement
13 that we need to make sure that we put that
14 cultural piece on the table and address it
15 appropriately.

16 MR. HUSSEY: We can take advantage of
17 some of the situations. We're held to
18 disproportionality, and so you've got a real
19 number out there. But if you take that number and
20 you walk outside of our world and into the regular
21 ed world, that number is tenfold, and we really
22 only get to measure it inside our house because
23 it's the only place anyone asks the question. So
24 I think that is a place where we can leverage and
25 make moves on that.

1 With discipline, we get caught in the
2 EC world, and we need to -- I mean we need to do
3 something, but when you go into -- when you go and
4 look at the rest of the population, the
5 disproportionality relative to suspensions beyond
6 the world of special ed is huge. So it's a
7 great -- I mean I do think we have leverage points
8 that we can move with, but it is so much bigger,
9 and that's why it's so hard for us to turn it
10 around in EC because we're only dealing with that
11 little piece of that. And it's really the bigger
12 issue that's out there, which is very cultural,
13 that we haven't been able to make any inroads in.

14 MS. LaCORTE: Can I just say
15 something? I apologize for being late. I know I
16 missed a good part of this conversation.

17 MR. HUSSEY: It's gone from here to
18 there, so---

19 THE CHAIRPERSON: It sure has.

20 MS. LaCORTE: One of the things I
21 think is important, too, just a tiny bit of
22 history going back to when the first structured
23 law 94-142 happened and the parents had a little
24 information and the educators had a little
25 information, I think they tried harder to do some

1 things, and it wasn't quite so hard for families
2 to get services they thought were important or
3 they thought were beneficial because everybody was
4 new to it.

5 And the further it went through the
6 years with different reauthorizations and things
7 being identified as needing to be fixed, rules put
8 around things, boxes put around things, we've
9 evolved into a system -- LRP is a perfect example.
10 Those conferences are often -- if you look around,
11 you realize it's lots of ways for lawyers to tell
12 you how not to get in trouble, but I'm sure how
13 the lawyers trying to tell you to really enhance
14 the education of the children to work better
15 together.

16 One of the things that we've seen is
17 that we're talking about people and humans and
18 emotions, and everyone in an IEP meeting is coming
19 to that table with a different set of experiences,
20 whether cultural, educational -- in any way,
21 everyone's coming with a different set, and we
22 don't have a lot of rules and boxes that help us,
23 which I'm not sure that rules and boxes would do
24 it -- to help people get to visions and values,
25 and it's with those visions and values that

1 there's often a conflict.

2 And so people are coming to these
3 team meetings, and the team dynamics are ruled by
4 lots of misinformation about (a) what the rules
5 really are, what we can and cannot do, what we
6 should do, but also how to get to the heart of
7 what Congress intended, that people would come
8 into a room, really talk about the needs, and
9 figure it out to create an individualized plan.

10 And there's such -- you can think,
11 too, if you go back to early intervention,
12 preschool and kindergarten and on through, if the
13 expectations and the values were set then for
14 whether it's student participation in the IEP,
15 whether it uses self-advocation, self-
16 determination, really involving everyone that
17 should be involved and moving forward, then you
18 would get to these transition ages with a
19 different set of experiences, expectations, and
20 the mind-set of we can do this together rather
21 than whoa, we can't promise too much or a family
22 having a different expectation, or a family with a
23 different cultural experience in a room with
24 someone who has no capacity or has not yet had
25 access to something that would give them the

1 skills and tools they need to make sure that
2 things happened.

3 So we've got a system that's got
4 rules. We've got rights. LEAs have rights,
5 teachers have rights, parents have rights. We've
6 got a way to solve those problems, but the big
7 factor is the values and the humanness on this and
8 the expectations, and everybody's coming with
9 different sets of expectations. It's like the
10 telephone game. You can -- Nancy Johnson used to
11 do some of the best IEP training there was on the
12 planet, and I can tell you now she did this
13 outstanding training and that training was to a
14 group of people who would go back to their schools
15 and districts to train.

16 By the time the classroom teacher
17 hears it all, there's a different message or just
18 at least a different understanding, and so
19 sometimes people are coming to the table with
20 expectations that, in their mind, are as
21 absolutely as well-intended as the parents' are,
22 but it's a disconnect. So we have to figure out
23 how to fix some of those disconnects, and we know
24 the heart's there to do it, so---

25 MR. HUSSEY: I think -- and I'm going

1 to sit down, but I think it starts with that
2 movement from -- into preschool where the
3 conversations -- that's where the conversations
4 have to start with parents and the honesty about
5 what's going on and what's going to be expected.

6 I mean I would go in and sit in
7 meetings, and people tried so hard to protect me.
8 I mean people wouldn't say things that they needed
9 to say at that moment that would have made a
10 difference and it would have made a difference all
11 the way through had the honesty been there, and it
12 was well-intended because it was like -- you know,
13 but we've got to get honest. We've got to have
14 open voices, and it's got to start there. That's
15 the whole piece on the transition component of
16 what we're trying to do. It's got to start with
17 that first transition.

18 MS. ROBERTS: There's a significant
19 military population in this state and a
20 significant number of military kids that are here,
21 and when you're talking about transition, are not
22 those typical transition points? You have
23 transition throughout. You have transition, you
24 know, in every single grade at every single time.

25 And one of the things that I was

1 seeing a pattern of that I hope that it's
2 something that you-all can think about in your
3 larger plan is that the delay of getting services,
4 the delay in getting a new IEP in place because
5 they come from out of state, it's significant. It
6 is three, four, five, six months, and it needs to
7 not be that long. So---

8 MS. LaCORTE: Those military
9 families' children in high school are not in DoDDS
10 schools.

11 MS. ROBERTS: No.

12 MS. LaCORTE: They're in---

13 MR. HUSSEY: No. They're in high
14 schools.

15 MS. ROBERTS: Right. And I say that
16 just as a military parent of an EC kid, as
17 somebody that deals with a lot of military
18 families, it's a significant issue, and if it's
19 not something that you guys have thought of -- I'm
20 sure you have, but I think that in terms of your
21 core pieces, it's something that needs to be
22 factored in.

23 MR. HUSSEY: Okay. And I agree with
24 you. Again, that's one of those laws that
25 changed. You know, we went from basically being

1 able to do reevaluations when kids came in and
2 moved to having to start initial evaluations, and
3 whatever happens in that context does seem to
4 complicate it and move the process through.

5 So it's -- and these are things that
6 have come up in this conversation today that I
7 hope you guys as a group can also take advantage
8 of because these are things that we will need help
9 in supporting and trying to make change, and it
10 could be some of these agenda items that you-all
11 chose as priorities to move forward because I mean
12 we've hit some pretty big buckets here today for
13 this conversation, and that is -- those are the
14 needs -- unmet needs that we're talking about that
15 you can look at relative to some of those
16 priorities. So I'm really going to escape from
17 here now.

18 THE CHAIRPERSON: I've got to cut us
19 off now because we were doing so well, and we're
20 just a little bit behind. I just want to provide
21 a gentle reminder if we could help our reporter.
22 If you could just -- before you -- make sure you
23 speak into the mike -- and I think everybody's
24 doing well with that -- but for -- especially the
25 people on this side of the room, if you could just

1 say your name before you speak and that will be a
2 great help to her. Thumbs up? Thank you.

3 Okay. So, Heather Reynolds, are you
4 ready to walk us through the next phase?

5 MS. REYNOLDS: Sure. Let me adjust
6 that because I'm so infinitely shorter than Bill.
7 Good morning.

8 THE CHAIRPERSON: Good morning.

9 MS. REYNOLDS: It's great to see
10 everybody, some familiar faces and some new ones.
11 So my job today is kind of to give you guys an
12 update about the State Systemic Improvement Plan
13 which, as you remember, is the new Indicator 17
14 that's part of the State Performance Plan Annual
15 Performance Report when OSEP made kind of the last
16 set of revisions. To that process, that added the
17 State Systemic Improvement Plan.

18 So the slides that I'll be using this
19 morning, along with the full and complete Phase 1
20 and Phase 2 reports, should you have any interest
21 in reading those 60 or 70 pages, along with a
22 slightly different style of summary are all at
23 this link that's on this first slide. So I'll
24 give you a second in case, you know, you want to
25 take that down or if anybody wants to jump there

1 now.

2 We are currently in Phase 3, having
3 begun that with the submission of the Phase 2
4 report on April 1st. So I'm watching. Are you
5 guys ready to move on?

6 **(Multiple affirmative responses.)**

7 MS. REYNOLDS: Okay. So I thought I
8 would start with just a quick review of what the
9 three phases look like. Phase 1 was really about
10 analysis and problem-solving for us, so taking a
11 look at the data that we had, really reviewing how
12 our current infrastructure was working for us, and
13 then identifying a focus for improvement or that
14 State-Identified Measurable Result -- that's what
15 that SIMR thing stands for -- and then coming up
16 with a theory of action or what we could do to
17 improve in that area.

18 Last year, we spent a lot of time
19 thinking about how to make our infrastructure work
20 better for us and how we were going to begin to
21 build LEA capacity to implement evidence-based
22 practices and really start to do some improvement
23 around that area that we selected, which was the
24 five-year cohort graduation rate.

25 I think one of the things I really

1 appreciate about this process and, in particular,
2 that Phase 1 time that we had to explore together
3 is that it allowed us some time to really get a
4 lot of stakeholder feedback and actually shaped
5 our SIMR.

6 We were looking at a four-year
7 graduation rate because that's what Indicator 1
8 is, and we had to pick something that was related
9 to one of the indicators. That was one of the
10 requirements for us, but our stakeholders really
11 kind of drove us in that direction of looking
12 instead at the five-year cohort graduate rate, and
13 OSEP gave us permission to do that, so that's how
14 we decided to move forward.

15 In Phase 2, this past plan -- most
16 recent plan that we submitted, we also had to
17 detail our evaluation plan. So how are we going
18 to know that the work that we're doing is making a
19 difference so that we know if we need to change
20 it, right, because we're not going to keep doing
21 things that we know and have enough evidence to
22 show us are not working. And the next year, we'll
23 really begin to put that evaluation plan in place.
24 So looking at past data as a baseline, continuing
25 to collect additional data from LEAs, and using

1 that to help us figure out are we making a
2 difference with the support we're providing to
3 LEAs.

4 At that point, we recognize that we
5 may need to make some revision to our process,
6 right? You guys have been part of problem-solving
7 and improvement efforts before. That's just part
8 of the deal, right? You have to look and see is
9 this working; if it's not giving us the outcomes
10 we want, how do we need to make changes.

11 So, again, just a little bit of
12 review. Phase 1 conclusions, here's what we
13 figured out. First of all, we're taking an
14 approach that the State Systemic Improvement Plan
15 is just one part of the larger results-driven
16 accountability work that we're already focused on.
17 I would say probably not every other state is
18 taking that point of view, but we felt like this
19 needs to be one part of the larger puzzle that
20 we're working on.

21 As we do that, we also recognized
22 that, as Bill mentioned before, the graduation
23 rate for students with disabilities in this state
24 has been on an upward trend. Okay. That's been
25 true for several years. The problem is, there's a

1 fairly persistent, about 11-percentage-point gap
2 between the graduation rate for students with
3 disabilities and the overall graduation rate in
4 our state. Again, that's been persistent over
5 five, six, longer years, and that's not okay with
6 us. We feel like we need to not just improve the
7 graduation rate, but we need to improve it more
8 quickly so we can start to close that gap.

9 One of the things we had to do was
10 take a look at root cause. Why is it that we feel
11 like the graduation rate is not where we want it
12 to be, and we did do some of that at the state
13 level. That's where we came up with those three
14 buckets of academics, behavior, and transition,
15 but we left those fairly broad at the state level,
16 that was very intentional because we do recognize
17 that LEAs are going to need to determine their own
18 root causes.

19 That's been a big part of what folks
20 are doing in the LEA self-assessment work that
21 they've been engaged in this year. That really
22 gives them a chance to do some of that same kind
23 of data and infrastructure analysis that we did do
24 in Phase 1 of this project.

25 We also know that we can't do this

1 work alone. Any improvement efforts that we make
2 have got to be more strongly tied, linked, and
3 aligned with other agencywide work, and we're
4 going to need better partnerships from outside of
5 the EC Division to really make sustainable change.
6 So that's part of why our State Systemic
7 Improvement Plan project includes a link to MTSS,
8 right, because we know that that is one of the
9 major agency initiatives and something that needs
10 to be connected to this work.

11 Finally, we determined that we're
12 going to have to look very broadly at graduation
13 rates for students with disabilities because as
14 tempting as it is to select a particular subgroup
15 on which to focus, that is not going to give us
16 the kind of change that we want statewide. When
17 we really -- we drove deep into the data analysis.
18 Some of those of you who were a part of that
19 process can attest to that. We looked all the way
20 down to African-American students who were SED and
21 resource and separate settings so just to -- I
22 mean that's just one example, right, but that's
23 how deeply we went into the data.

24 But what we figured out is, a
25 population like that, as much as we want to make

1 changes in the graduate rate for that population,
2 is so small, what about all those other kids,
3 right? So we determined we're going to have to
4 really focus on graduation as a whole. Now
5 particular LEAs may find that they have gaps, that
6 it does makes sense to focus on a subgroup.
7 That's why that LEA determination of root cause
8 and data analysis becomes so critical because it
9 may look very different in any one spot in our
10 state.

11 Okay. So based on those conclusions,
12 we moved forward into Phase 2 and established a
13 goal of increasing the five-year adjusted cohort
14 graduation rate for students with disabilities
15 and, as I said before, reviewing that really as
16 part of this whole measurement of results-driven
17 accountability. And we know that to create
18 change, we're going to have to provide different
19 kinds of supports to LEAs than maybe we have done
20 historically.

21 So some of the particular outcomes
22 that we're looking for here. One, we want to
23 improve LEA capacity for systemic improvement and
24 make sure that that's a line to MTSS
25 implementation. So this is really about

1 increasing problem-solving and implementation
2 capacity in the LEAs. So how do we do that?

3 Well, that's really where the LEA
4 self-assessment had come into the process this
5 year because we've spent this whole year -- as I'm
6 sure you guys have heard and some of you have
7 participated in -- really walking through a
8 structured problem-solving process, asking LEAs to
9 do data and infrastructure analysis, think about
10 where they need to improve, where they need to
11 focus their efforts, and then come up with a
12 multi-year plan to do that.

13 Because we've stretched it across the
14 entire year, it's given us an opportunity to
15 really sit with LEAs at regional meetings in
16 smaller groups, working together with other LEAs
17 of like sizes or alike in other ways along with
18 our staff. So we really could have some deep
19 conversations about the work that's happening now
20 and where they need to go next.

21 So the other outcomes are more
22 specifically related to those three buckets,
23 right? So the first one is about academic
24 performance. We know that we need to increase
25 student academic performance particularly in

1 reading and math so that kids can earn the credits
2 they need to graduate, right? For this area,
3 we're primarily going to be focused on continuing,
4 building, strengthening Reading and Math
5 Foundations.

6 We do -- have seen some success with
7 those things across the state, but the saturation
8 level is not necessarily there. Everybody is not
9 participating in this or maybe they're just
10 getting started, they need a little bit more time
11 to get up to fidelity and really see changes in
12 outcomes. That's where our primary focus is going
13 to be around reading and math is with Reading and
14 Math Foundations.

15 The second area is student behavior.
16 Again, we're going to try and build on existing
17 programs that have shown success. So positive
18 behavior intervention and support and CSEFEL.
19 That's the Social and Emotional Foundations for
20 Early Learning process which I always think of as
21 kind of PBIS for the younger kids, right, so pre-K
22 and that area. But, again, these are things that
23 have shown success for implementers that are doing
24 this at high fidelity. We just need to build on
25 that. We need to bring it more widely across the

1 state and then support implementation at high
2 fidelity because that's really what makes the
3 difference in changing outcomes.

4 Finally, as we've talked about
5 before, engagement and a true continuum of
6 transitions supports is kind of our final big area
7 of outcome for the SSIP. And this is really about
8 how do we do all of -- how do we address all of
9 those issues that you guys have just been talking
10 about, how do we make sure that we're not losing
11 kids and families at any step along the process.

12 So while historically when we've used
13 the term transition, we've been thinking more
14 about that postsecondary transition. The reason
15 that we're calling it a continuum of transition
16 and focusing on engagement is because we really do
17 want to look very broadly. So starting all the
18 way at that first transition from Part C to Part B
19 for the kids for whom that applies and then that
20 transition into kindergarten, those transitions
21 between elementary and middle, middle and high
22 school. That's where we are starting.

23 I do hope that once we kind of get
24 some firmer ideas around that, and we've got a
25 group that's working on that right now and on the

1 16th. We'll be able to dig into some of those
2 other kinds of transitions, things like military
3 families, but also just kids who move a lot or are
4 maybe experiencing a transition back from, you
5 know, a group home, foster placement, PRTF,
6 whatever, right?

7 So we do want to really think broadly
8 about how we keep kids and families engaged
9 throughout all of those kinds of transitions that
10 may be happening for them, and keeping them
11 engaged in a way that there's good communication
12 back and forth between the school and the family
13 so that everybody can work together because we
14 know that's what it takes for kids to really be
15 successful, right? Everybody's got to be in this
16 together.

17 So we're working on tools,
18 checklists, resources, kind of a toolkit, if you
19 will, that we can share with LEAs. As part of
20 that process, we've also been doing work with ECAC
21 to pilot some focus group process with a few LEAs,
22 and basically the outcome of that project will be
23 that we'll be developing resources together that
24 can be shared with LEAs so they can do their own
25 focus groups.

1 So once you've done all that data
2 analysis at the LEA level and you've identified
3 some areas where you want to work, then how do you
4 bring folks in from the community -- parents,
5 families, community partners -- in to sit with you
6 to tell you, "Hey. This is what we -- this is
7 what we know about the issue you're working on.
8 This is information you need to be able to fix
9 this," okay?

10 So we would be able to provide,
11 again, tools and resources to help LEAs structure
12 those processes so they'll be successful, and
13 that's work, as I said, that we're doing with ECAC
14 to be able to really kind of reach beyond some of
15 those education only settings, right? ECAC has
16 some connections to community and family groups
17 that, you know, don't always exist previous to,
18 you know, these efforts to work together. So that
19 lays out the outcomes from Phase 2.

20 The other thing we had to report on
21 in Phase 2 was how we're doing with
22 infrastructure. So I will tell you a big part of
23 that has been changes in how we as a EC Division
24 staff are supporting LEAs. The biggest and most
25 obvious change there has been kind of realignment

1 into this regional structure. Now we've had
2 regional consultants in particular areas for a
3 number of years.

4 The thing that's a little bit
5 different about this is that everybody on staff,
6 even those folks who are statewide consultants,
7 have been assigned to one of these regional teams.
8 We did that for a lot of reasons. One of the
9 biggest was we knew we had a heavy lift this year
10 with the LEA self-assessment rolling out, and we
11 knew we were going to need all hands on deck to
12 provide support around this new process, right,
13 that we were asking folks to do.

14 Well, I say new. For some folks, it
15 felt pretty familiar, right? For others, it just
16 seemed like, "We've got to do what," right? What
17 we've heard from LEAs, though -- I got an e-mail
18 this morning from a director who had submitted her
19 LEA self-assessment and said, "Hey, you know,
20 listen. Thanks for the support that you guys
21 provided. It made a huge difference being able to
22 have those conversations and regional meetings.
23 It really was helpful."

24 So we feel like the shifts that we've
25 made in infrastructure have contributed to folks

1 being able to successfully complete this and have
2 the support they needed to feel confident in doing
3 it. As we move toward Phase 3, as we kind of get
4 geared up for that, those infrastructures -- those
5 regional structures will be really important
6 because what we want to do with the results of
7 those LEA self-assessments is actually create a
8 tiered model of LEA support.

9 So based on what LEAs are telling us
10 they're going to be working on next and what they
11 need to be able to do that, that will drive how we
12 support them. So, you know, if you guys are
13 familiar -- you know, folks in the past requested
14 training. "Hey, we need work on this. When are
15 you doing this training? We're going to come and
16 be part of it."

17 The shift here is that now we're
18 going to look at their LEA self-assessment, at
19 what's documented there, and use that information
20 to build regional and statewide training and
21 professional development and technical assistance
22 support plans so that everything's going to flow
23 out that LEA self-assessment which is based on the
24 data analysis that the LEA did. Make sense so
25 far?

1 MR. HUSSEY: I will tell you that's
2 been more difficult inside our own house than it
3 has been outside.

4 MS. REYNOLDS: Yes. It has been a
5 shift for everybody involved, and sometimes that's
6 a little uncomfortable for folks.

7 As part of that process our staff did
8 say to us, "Hey, listen. This sounds like we're
9 going to be doing a whole lot of coaching for
10 these LEAs. Can we get a little bit more on that?
11 Can we get some PD on that?" So we responded to
12 that during our kind of regional planning meeting
13 time. We did go through some activities to
14 strengthen coaching skills and really think about
15 okay, how do we ask questions, how do we prompt
16 LEAs to get them thinking more deeply about some
17 of these areas.

18 So the final piece of the Phase 2
19 report included the evaluation plan. So how are
20 we going to know what we've done is helpful and if
21 it's working, and our evaluation plan is really
22 built around these five questions. So, one, have
23 measures of family engagement improved? That's
24 how we're going to take a look at those transition
25 pieces and engagement pieces. To do that right

1 now, we're primarily going to be using transition
2 indicators. Overtime, as we're able to develop
3 more sophisticated measures, we may add other
4 things as well.

5 This is also true for the second
6 question you see here, have measures of transition
7 improved? So are we seeing change based on the
8 work and support that we're providing for LEAs.
9 Third question, is the incidence of student office
10 referrals and suspensions decreased and attendance
11 increased? That's going to be our primary
12 evaluation question to get at changes in behavior,
13 right?

14 Down on that second row, do students
15 exhibit an increase in academic achievement as a
16 result of the shorter-term outcomes? Things like
17 better teacher content knowledge based on Reading
18 and Math Foundations. So that helps us measure
19 that academic bucket. And then, finally, are LEAs
20 better able to use data to engage in systematic
21 problem-solving? We're going to use data from the
22 LEA self-assessments to measure that in a couple
23 of different ways. There's a practice profile or
24 a rating that LEAs do as part of that LEA self-
25 assessment, so we'll be using that data. We also

1 have developed a staff review tool, and part of
2 that review tool is about collecting the
3 information about the supports LEAs will need.

4 There's also kind of a checklist part
5 of it, like, particularly because this is the
6 first year we've done this, you know, did
7 they fill in all the blanks, right; did they
8 identify strengths; did they identify needs; did
9 they document the analysis that they did; you
10 know, do they have a complete improvement plan;
11 does it include, you know, these types of items,
12 things like specific goals, strategies, timelines,
13 roles that are responsible for these things?

14 So we'll be using some data from that
15 as well just to measure over time change, right?
16 Are we seeing improvements, right? Are the plans
17 getting stronger and what does that tell us about
18 the support that we need to provide next? You
19 know, are we doing a good enough job supporting
20 LEAs in being able to accomplish these tasks?

21 And we also had to report progress on
22 our SIMR target. So you'll notice that we started
23 at 67.82 percent of students with disabilities
24 graduating within five years, and our target, we
25 actually surpassed just a smidgen. That's a

1 highly technical data term there -- smidgen. And
2 if you'll notice, the way we set these targets,
3 the change -- the amount of change between each
4 year is smaller over here on the left side because
5 we knew we were going to need some time to put
6 some strategies in place, right?

7 This first year we knew we were going
8 to be spending mainly on LEAs doing the
9 assessment, right, LEAs doing analysis,
10 identifying priorities, planning for improvement,
11 but we won't actually begin to see the outcomes of
12 that, you know, for a couple of years, right? So
13 we did make the change -- the amount of change a
14 little bit smaller up front and then looking for
15 larger changes down the road.

16 So based on the evaluation results
17 when we put that plan in place, we'll use that to
18 kind of refine and improve our support plans for
19 LEAs. We'll also be looking, of course -- as they
20 update those LEA self-assessment improvement plans
21 each year, right, we ask them to write plans for
22 two to three years, knowing that at the end of
23 next year, we'll need them to submit an update.
24 Hey, what you did this first year? How did it go?
25 Does that change anything that you need to do next

1 year? We know you were planning to do this in
2 Year 2, but based on what actually happened in
3 Year 1, do you need to make any changes?

4 As we move into Phase 3, there are
5 several things happening right now. So the first
6 is around the LEA self-assessment. Those are
7 coming in, quite literally, as we speak, and they
8 will be reviewed by our staff between now and
9 about August 15th, give or take a couple of days.
10 We are pulling data off of those as they're coming
11 in.

12 As I said, we've developed a review
13 tool for our staff to use. We'll be compiling all
14 of that, and then our EC Division staff will be
15 spending a couple of days together in August
16 really sifting through all of that information and
17 beginning to develop those regional and state
18 support plans for the next year. So a good time
19 to be had by all then, no doubt.

20 As we do that, we also, as I
21 mentioned earlier, want to really build a
22 continuum of support for LEAs. So how are we
23 thinking we're going to do that? Well, we know
24 that there are going to be some things that
25 everybody needs. The top of those lists, ECATS,

1 right? If you've got a new system, we know we're
2 going to have to train everybody on that.

3 Specially Designed Instruction, some
4 of that training has already started. It has been
5 a big hit. There have been a lot of requests for
6 it. We anticipate needing to do a whole lot more.
7 We also know that we have some folks that may want
8 some additional training on problem-solving and
9 good implementation practice just based on
10 conversations that we've had at regional meetings
11 this year and what we're starting to see come in
12 on those LEA self-assessment improvement plans.

13 And we also want to make sure that
14 we're matching the correct expertise from the
15 regional team to the specific LEA needs that
16 they've identified. So a couple of examples here.
17 We have -- some LEAs have said, "You know what?
18 We have a certain way that we do things for EC,
19 but it's probably not written down anywhere, and
20 if I didn't come into work tomorrow, I'm not sure
21 if anybody else would know how to do that stuff."

22 So part of what they've included in
23 their LEA self-assessment improvement plans is,
24 "Hey, we probably need to write those policies and
25 procedures that we typically use down," right, and

1 then make sure everybody knows what they are, you
2 know, what the procedure should look like, things
3 like that, and then also sometimes in a specific
4 capacity.

5 So we know that if we have folks that
6 are requesting PBIS training or Math Foundations
7 or, you know, one of those very specific topic
8 areas, that we'll need to match expertise from our
9 division with that LEA to support them in that.
10 And then we also know that we want to ensure
11 capacity for specific populations. So making sure
12 that students with visual impairments can take
13 full advantage of math initiatives, right? It's
14 work that we've long done and, of course, must
15 continue and want to continue to do.

16 But that gives you sort of a
17 beginning idea of how we're planning to move
18 forward. So there will be some things that we'll
19 provide for every LEA, and then based on needs
20 they identify, we may group some LEAs to provide
21 specific information to that group of LEAs or
22 maybe develop some communities of practice around
23 a particular topic or topics.

24 And then we know we have a few LEAs
25 that are going to need more intensive support for

1 one reason or another. You know, sometimes that's
2 as simple as there's been a recent change in
3 leadership, and we have a new leader that just
4 needs some additional support, right? The idea is
5 we're really trying to put that strategic vision
6 in place. The whole notion of customized support
7 for LEAs, this is where we start to really bring
8 that to life.

9 The other thing that's really
10 happening in Phase 3 and getting kicked off in a
11 serious way is the evaluation. Now what you see
12 in the background here is the evaluation logic
13 model. You can see a version that's large enough
14 you can read either in the Phase 2 report or in
15 the graphic display that is on that Wikispaces
16 page that I gave the link to at the beginning of
17 the presentation.

18 Things I want you to know about it.
19 We're really trying to make sure that we're
20 keeping track not just of that five-year cohort
21 graduation rate but, as I mentioned earlier,
22 student behavior, transition and family
23 engagement, PBIS, NCSIP for Reading and Math
24 Foundations, that LEA self-assessment data,
25 student reading and math performance.

1 So we want to look not just at
2 outcomes but also at fidelity measures along the
3 way. How are we doing what we're doing? Are
4 things being implemented to a level at which we
5 should be able to expect changes in outcomes
6 because we know we've got to look at both of those
7 pieces, right? Any questions for me?

8 THE CHAIRPERSON: I just have one,
9 and it's funny because as I was writing my
10 question down, you mentioned it, and that's
11 regarding the ECATS training, new the system.
12 Everybody is going to require some training on it.

13 MS. REYNOLDS: Sure.

14 THE CHAIRPERSON: But one of the
15 things -- you know, as I started out as an EC
16 teacher, one of the things that blew my mind as I
17 was finishing up my program was -- you know, I
18 went through my entire teacher prep program, and
19 not once had I, you know, heard of, talked about,
20 seen anything related to CECAS. And I finished, I
21 graduated, and I went to work, and I was ready to
22 write my IEP goals and I knew how to assess my
23 kids, and I get this stack of files, and they're
24 saying, "Okay. This is your caseload. IEPs are
25 due, and you've got to get them in CECAS by a

1 certain date." And I was floored.

2 So I guess my question was, is it
3 possible or has there been any discussion -- I
4 guess, first of all, is it even possible to
5 incorporate some type of ECATS orientation,
6 training, seminar, workshop into the teacher prep
7 programs. And I know we're struggling right now
8 with, you know, recruiting EC teachers and EC
9 teachers aren't staying here in North Carolina,
10 and things of that nature, but has there been any
11 discussion about doing that type of work with the
12 teachers?

13 MS. REYNOLDS: I'm going to turn this
14 over to Carol Ann since she's really more in
15 charge of kind of planning how that training
16 rollout is going to look.

17 MS. HUDGENS: So a comment to start
18 with is that previously and currently in this
19 state, the LEAs have the choice of what type of
20 software that they want to use to manage IEP
21 programs. So that has been a barrier historically
22 toward a concerted effort on navigating through
23 the system, and the State's perspective has been
24 focused on the programming and the meat involved
25 in the IEP, not so much the data entry.

1 Of course, that is important for what
2 we pull out of it, but our focus has been mostly
3 on writing well thought out present levels of
4 performance, appropriate goals and objectives that
5 are measurable, and services that are
6 appropriately addressing those unique needs. And
7 so moving forward, since we have the Uniform
8 Education Reporting requirement now in place, that
9 assists us as a state to be using one database for
10 the development, the tracking, and the data
11 collection for our IEP process.

12 So I think that your comment is well
13 timed in the planning that we're approaching going
14 forward about how we're going to roll out the
15 entity that's selected to manage this for us in
16 terms of electronic records and looking at IEP
17 process as a whole because the training is really
18 two-faceted. It's not only understanding how to
19 interact with the ECATS system, but it's going
20 back to that core training of appropriate IEP
21 development that's based on data.

22 And so it's really another good
23 opportunity for the State to refocus and have that
24 really good comprehensive content-based training
25 about IEP development. It's been a number of

1 years since that has been rolled out collectively
2 as a state. Mary, you rolled out some training
3 that Nancy Johnson did, and we do that on an
4 as-needed basis.

5 Certainly as a result of monitoring,
6 there might be specific components of those IEPs
7 that need to be trained, but this will be a
8 collective rollout for the state and really trying
9 to recalibrate and realign to what the
10 requirements are, but in addition to that, the
11 outcome's focus of writing really good programs
12 for students with disabilities that is highly
13 specific to their unique needs and that the
14 specially designed instruction that is provided is
15 really focused again on how that student -- that
16 disability impacts their involvement in the
17 general curriculum.

18 DR. CARPENTER: I can't speak
19 obviously for all the preservice programs, but
20 when we used CECAS, the State worked very well
21 with our university and I think with others in
22 providing access to the program as well as
23 assistance with us developing training, and so we
24 did -- we've been doing that for all of our
25 preservice folks at my university.

1 And when we talked about ECATS, I
2 think, in Jamestown at the last meeting, where you
3 talked about that some, I did ask about that, what
4 were the plans for the IHEs and the preservice
5 institutions, and you know, so we got that there.
6 So I think it's a good point, but I feel like the
7 State's done well with that, at least with our
8 institution in the past, and I'm hoping that we'll
9 have the same thing as we go forward.

10 MS. HUDGENS: I anticipate those
11 opportunities as well, and one of the nice
12 features now about being in a uniform reporting
13 system is that we can establish a whole other
14 realm of resources available because one of the
15 big things that we're worried about as a state is
16 capacity building with turnovers with teachers in
17 the field and then the training time that LEAs
18 have to engage in to help reinforce the skills of
19 the new teachers coming in.

20 And so now that we have the
21 opportunity to get things more uniform, that gives
22 us the opportunity to make available some real
23 specific training modules virtually that
24 preservice teachers can engage in or teachers, who
25 might perhaps need a refresher on a particular

1 area based on a particular specialty or unique
2 need, can plug into, too, to be able to have that
3 consistent message again in training.

4 And to what Mary spoke about a little
5 bit earlier, sometimes the Train-the-Trainer model
6 can have a little different perspective once it
7 gets down to the teacher level. So, again, in our
8 planning going forward, we're looking at
9 mechanisms that can get consistent training down
10 to the teacher level that can be interacted with
11 in a variety of formats and upon demand or need.

12 MS. SIMMONS: Hi, this is Vicki.
13 This is a really good summary of what you've been
14 teaching us for the last few months. I was
15 looking for information on students with
16 significant cognitive disabilities in the summary,
17 and I know you had to select some slides, but can
18 you catch us up on significant cognitive
19 disabilities? They're not on the graph because
20 those are graduates.

21 MS. REYNOLDS: So I think---

22 MS. OUZTS: Do you want to go back?

23 MS. REYNOLDS: Yeah, if you'll go
24 back one more. So in the same way that we look
25 at -- the example here is about making sure that

1 students with VI can access, but I think that also
2 applies to any, you know, more specific population
3 or group of students that -- you know, we want to
4 make sure that everybody is successful, and
5 because we'll be tracking some of those transition
6 indicators as part of this process, I think that
7 gives us a way to account for students that may
8 not appear in the numerator as graduates, right,
9 for the cohort rate.

10 Because I don't know how familiar you
11 guys are with how that thing is calculated, but
12 you know, everybody that starts in a particular
13 year, every student gets counted in the
14 denominator of that equation, but of course, if a
15 student is not eligible to receive a diploma,
16 right, then they won't be counted in the numerator
17 of that, and I think that's what Vicki is alluding
18 to. I think, because we're going to be tracking
19 those transition indicators as part of the overall
20 evaluation, that gives us an opportunity to take a
21 look at that group of students as well.

22 MR. HUSSEY: There's also some other
23 things going on right now with the extended
24 content standards where we're going back and
25 making reviews on how that's going to be looked at

1 and what's going to be taught.

2 So there are other things -- DLM --
3 we're trying to figure out -- we want to do it.
4 We've just got to figure out how to afford it.
5 It's over a million dollars a year just as an
6 assessment tool. So there are lots of things out
7 there that we are doing that won't necessarily
8 show up in our summary of this, but will be things
9 that we're moving forward on.

10 So the fact that you don't see him
11 doesn't mean that things are being done. It's
12 just not in the -- not in the big structured
13 pieces that you're seeing here.

14 MS. REYNOLDS: So things like
15 universal screening and progress monitoring tools
16 that are being developed. Ronda Layman came and
17 asked me kind of a question about that, right?
18 "Our kids with significant cognitive
19 disabilities -- will folks be able to use those
20 tools for that population?"

21 And I said, "Well, I would think so,
22 but here's who I want you to talk to that's on the
23 team that's developing that assessment suite,
24 right, so that we make sure that that actually
25 happens. My assumption is yes. Go double-check

1 with this person."

2 So we do want to make sure that
3 anything we're developing encompasses, you know,
4 the full range of students with disabilities.

5 MS. SIMMONS: I had another question.

6 MS. REYNOLDS: Uh-huh.

7 MS. SIMMONS: Is ECATS going to be
8 required for every LEA and every charter school or
9 will there be choices?

10 MS. REYNOLDS: That's what that
11 uniform system---

12 MR. HUSSEY: UERS, Uniform Education
13 Reporting System, basically has made ECATS the
14 only system available for charter schools or for
15 regular schools for the special ed component only.
16 There's three parts to it, but because we can't
17 require the other people to participate in the
18 other two parts, they can have choices. They have
19 to pay for the other pieces where they can get
20 this for free, but---

21 MS. REYNOLDS: And the other two
22 parts are?

23 MR. HUSSEY: The other two parts are
24 the MTSS component and Medicaid billing, and I'm
25 going to give you a little bit of an update when I

1 get back up.

2 THE CHAIRPERSON: Mary?

3 MS. LaCORTE: This is Mary again.

4 I'm pretty sure I've got this right. So the --
5 working at that broad stroke is where we're going,
6 and I remember Nancy describing this very well in
7 terms of moving any one of those subgroups was not
8 going to move the needle very far. So we're
9 looking at moving all of them, but the data
10 systems will still really provide an excellent way
11 for LEAs to look at the subgroups and create
12 targeted strategies to use and targeted methods to
13 use to move those subgroups along as well to
14 really -- and that might actually -- you may be
15 able to see then almost a little bit of an
16 accelerated achievement, which is, I know, hoped
17 for.

18 MS. REYNOLDS: Absolutely. So one of
19 those requirements of the system is that we need
20 it to be able to disaggregate that data and
21 hopefully to do it in a way that's much easier for
22 LEAs to use than maybe some of the previous
23 methods of getting to that information.

24 MS. LaCORTE: I'm looking forward to
25 that also, including being able to really look at

1 what the data shows about outcomes for students on
2 the occupational course of study, which I know you
3 haven't been able to do quite so easily yet.

4 MR. HUSSEY: That will -- it's just
5 going to pop up there, which will be nice.

6 MS. REYNOLDS: Thank you.

7 THE CHAIRPERSON: Thank you. So
8 we're scheduled to have lunch at 12:00 and it's
9 11:37. Is it okay if we just make an adjustment
10 here, Heather, have you review the handbook update
11 after lunch so that we can at least get started
12 with the full agency update, or would you like
13 to -- I don't want us run out of -- run out of
14 time. We have probably about 20-some minutes
15 to -- and, Bill, you actually have---

16 MR. HUSSEY: We've talked about a
17 whole lot of this, so---

18 MS. OUZTS: Mine's pretty short also.

19 THE CHAIRPERSON: Okay. So you feel
20 like you'll be okay?

21 MS. OUZTS: Mine's pretty short also,
22 so I think---

23 THE CHAIRPERSON: Okay.

24 MS. OUZTS: You're probably apt to
25 get more questions than I am, but it's -- whatever

1 your preference is.

2 THE CHAIRPERSON: We'll follow your
3 lead. I mean whatever you think. I just want to
4 make sure you have sufficient time for your
5 presentation.

6 MS. OUZTS: Good morning. Mine is
7 very much just an update. As you know, the
8 Division has been engaged -- I've only been here a
9 few months, and this is one of my activities. So
10 one of those projects has been looking at the
11 Handbook on Parents Rights. We are in the final
12 stages of revision. It's a work in progress. We
13 are very close to having a final draft, definitely
14 down to nitpicking the revisions at this point.

15 But this was done with input from a
16 stakeholder group that included parents, advocacy
17 groups, LEAs, school attorneys, parent advocate
18 attorneys, all of those people, ECAC. We had --
19 one of the Council Members was very active in this
20 group. It is scheduled to be ready July 1st. So
21 you should be seeing it coming your way shortly.

22 Just to give you a good idea, it
23 looks different. There's a title change. This
24 was from the group's input. They really wanted
25 parents to understand that this is about their

1 rights and responsibilities. As you notice, my
2 first slide, I should have pointed out, said,
3 "Notice of Procedural Safeguards," because that is
4 the real purpose of this document.

5 And so lots of members thought it was
6 important that the title reflect that this is
7 about parents' rights and responsibilities. It is
8 the Notice of Procedural Safeguards which means
9 that the content is pretty much set. There's a,
10 you know, standard, which I'm going to talk about
11 in a minute, content that needs to be included.

12 Now some of the things that have
13 changed are the format. Visually it looks
14 different. The sequence of the procedural
15 safeguards, the group decided as a whole what
16 order they should be presented in the book. One
17 of the requests was an expanded table of contents.
18 I know as a parent liaison I don't know if I'd
19 ever -- advocacy groups had this -- a lot of
20 people had a hard time finding certain topics in
21 the handbook. It's a small book, but it's a lot
22 of information.

23 More simple, visually easy to
24 understand, an acronyms page -- these are some
25 that things that were added in this edition.

1 Content, as I said, has not changed. What we
2 decided to do is to rely very heavily on OSEP's
3 model forms for procedural safeguards. That is
4 for the section that is strictly the notice of
5 procedural safeguards.

6 Something that we know as a group,
7 after the first meeting, parent friendly is not as
8 easy as it sounds when you're talking about this
9 content. Everyone had the best of intentions. We
10 were like yes, we're going to make this parent
11 friendly, and then you start wordsmithing and you
12 realize there's only so much you can change in
13 that statement without changing the legal
14 ramifications of what you're saying.

15 So parent friendly language is a
16 challenge in this document. We did, I think, do
17 our best to make it so. We did run it through to
18 make sure of the reading level, and it came
19 between, like, 8.5 and 9.7 on the scale, and I
20 think that's probably due to some -- some sections
21 are easier to understand and some are more
22 difficult. We tried to be mindful of that, but it
23 is difficult content to change.

24 There's a new section that is taking
25 the place of the "In other words" of the current

1 handbook. We had stakeholder group members
2 provide recommendations for each of the sections
3 that coincide with the procedural safeguards
4 section. There are cross-referenced page numbers
5 in those places so that they can go back and check
6 it either -- in either section. That section is
7 grouped by prior written notice, discipline.

8 So the intent -- I think the quote I
9 remember from our last meeting from one of the
10 legal advocacy groups was, "I really think we
11 could sit down and go through these five pages
12 with a parent and they could get what they needed
13 from these -- from this section in a general
14 sense." So that is the hope. That is the intent.
15 It is a little bit longer than the current one,
16 but not egregiously so.

17 But one of the main things I think to
18 share with you guys, as we move forward -- some of
19 you may be interested in participating in this
20 work -- was that the group really decided okay,
21 we're going to keep this to the procedural
22 safeguards, but there's other things we need to
23 provide for parents, right, which I'm in total
24 agreement with. So there will probably be
25 different avenues supporting that. One of the

1 things is a supplemental parent guide where you
2 can really get away from just the procedural
3 safeguards and go more into helping parents
4 through the process in general, possibly videos,
5 all kinds of other ways to get the information and
6 make it more parent friendly.

7 So in the transition -- this is my
8 last slide -- the only thing you need to know
9 probably is that we have a message to LEAs that
10 they can use up their current quantities of the
11 current handbook. This will be made available
12 starting July 1st. We hope that by the end of the
13 year, all of them will have transitioned to using
14 the new version, but there will not be a
15 compliance issue.

16 And we will message this on our -- I
17 mean on our website, and we'll appreciate any help
18 that you guys may have in messaging. The content
19 has not changed. The procedural safeguards have
20 not changed. So if an LEA gives someone the
21 current handbook and they go online and see ours
22 looks different, the information is the same. It
23 just is in a visually different format.

24 So does anyone have any questions?

25 **(No audible response.)**

1 MS. OUZTS: Okay. I will gladly
2 forward it to the Council when it's ready to be
3 released so that you can have a better look.

4 Anything else? I know Mary's in the
5 group that provided some input. So do you have
6 anything?

7 MS. LaCORTE: I was just going to say
8 it was a very diverse group of ideas, opinions,
9 capacities, and perspectives, so I think that was
10 a really -- it was not only a good thing, but I
11 think it was a very wise thing to use stakeholders
12 in that way, and I was just kind of wondering.
13 You said it's kind of down to the nitpicky kind of
14 really looking at little typos, spaces, periods,
15 and things like that at that point.

16 MS. OUZTS: Yeah, that's what it is
17 now.

18 MS. HUDGENS: I just wanted to
19 elaborate on the compliance piece after we thank
20 Heather for her tremendous work on this work and
21 this activity. We thank her for pulling together
22 the stakeholder group that met to do this and
23 thank you for your participation on that as well.

24 I do want to reemphasize the
25 compliance piece. The part that is not different

1 are the parent rights. Of course, the
2 reauthorization has not occurred so the parent
3 rights remain intact. So the parent handbook is
4 really two parts, the notice of procedural
5 safeguards, which are the parents' rights that
6 have not changed, and then the parent friendly
7 language, which has changed to be more parent
8 friendly. And so it's changed, but it's not.

9 So I just want to make sure that
10 that's really crystal clear. The rights are the
11 same. The way that they have been recorded in the
12 handbook is according to OSEP's suggested way to
13 do that. We wanted to get right back to what the
14 federal government expects and how they have
15 chosen to use that language. And then the parent
16 friendly language is, of course, all of the
17 information used from the stakeholder group to
18 explain those rights.

19 And from a compliance point of view,
20 one of things you can really help us with is that
21 visually it is going to look a little differently
22 to parents. And while LEAs are sunsetting their
23 copies that they have already been purchased
24 through printing, it may cause some other parents
25 to be alarmed about "Has something changed? I

1 don't necessarily understand what is going on. It
2 looks different. Why am I not getting the new
3 copy?" And if you could just reassure them that,
4 again, their rights remain intact from all the
5 other meetings that they have participated in.
6 This is just an effort to make sure that we are
7 messaging well how parents can actively engage in
8 their child's program.

9 THE CHAIRPERSON: Vicki?

10 MS. SIMMONS: Heather, you said this
11 would be available online on or after July 1st?

12 MS. OUZTS: Yes.

13 MS. SIMMONS: Okay. So we can share
14 it with parents on or after July 1st and they
15 would have a copy electronically if not in hand,
16 is that correct?

17 MS. OUZTS: Yes, it will be available
18 on the website, and we are going to try to make
19 attempts -- because, as you know in the current --
20 we will probably, like, a more large print
21 electronic version available as well because --
22 because of this amount of content, it's hard to
23 get it in a nice pretty font that's accessible.
24 So---

25 MS. DANIELS-HALL: And will it be

1 translated in Spanish? Will it be translated in
2 Spanish?

3 MS. OUZTS: Yes, it will be.

4 THE CHAIRPERSON: That was my
5 question.

6 MS. HUDGENS: That will be a little
7 lag.

8 MS. OUZTS: That may not happen on
9 July 1st. We will do our best to get it done as
10 quickly as possible.

11 THE CHAIRPERSON: Any other
12 questions?

13 **(No audible response.)**

14 THE CHAIRPERSON: Okay. Thank you,
15 Heather, and we do appreciate your work on this.
16 Thank you.

17 MR. HUSSEY: Okay. I'll try not to
18 stand in front of your lunch. I am very pleased
19 with where we are with the School Mental Health
20 Initiative. Right now, as of the 15th, we have --
21 the final recommendations are being -- will be
22 done on the 15th. So we've got -- if you
23 remember, we did the survey and got it out. We
24 had over 2,600 responses. We've aggregated that
25 data, and in the process, we basically broke it

1 down into six different working groups, and I
2 should have written those down, but basically
3 we're looking at personnel, we're looking at
4 program, we're looking at communication and
5 collaboration, we're looking at blended funding,
6 we're looking at assessment, and there's another
7 one.

8 But we've got six workgroups that
9 have been working. The purposes of the workgroups
10 are to come up with recommendations both for
11 policy and then for potential legislation in a
12 long session. So on the 20th of this month, we
13 will meet, take all the recommendations, bring
14 them together, and basically go through, take out
15 the duplications, help within the subgroups to
16 prioritize, sequence those in a way that we'll be
17 able to kind of begin to draw down legislative and
18 policy changes.

19 THE CHAIRPERSON: Bill, it just
20 occurred to me -- I'm sorry -- we have some new
21 attendees, first-time attendees, and I'm not sure
22 that it's been expressed -- clearly expressed what
23 the purpose of the School Mental Health Initiative
24 is. So if you could just say, you know, what it
25 is. And I apologize, but as I looked around the

1 room, there's a lot---

2 MR. HUSSEY: I'm sorry. The School
3 Mental Health Initiative is a coalition of school
4 folks, everybody under DMH -- not DMH but -- not
5 just DMH, Division of Mental Health, but everybody
6 under DHHS, private providers, MCOs, parents,
7 attorneys, advocacy groups, just -- it's a huge
8 group of folks, and we're adding all the time
9 because we see this as a long-term initiative.

10 We don't see it as just a one-time
11 shot to get something across the legislative bow
12 and through policy change but an ongoing group.
13 Because what we've got in these recommendations --
14 it's really based on how to provide access to
15 children earlier within the school environment so
16 that we can ensure that we don't lose children
17 through the cracks because they didn't get
18 connected to the one right, now, portal of entry
19 which is through the MCO. So we're really trying
20 to make sure that we do what we can do there to
21 begin to facilitate that transition and support.

22 We're not -- this group's not trying
23 to become another system to serve children in the
24 sense that we're competitive or trying to compete.
25 It's just trying to figure out ways in which we

1 can assess case management support. The school
2 part is primarily going to be prevention and
3 primarily intervention and then trying to help
4 facilitate connections to the broader MCO system
5 to get children who are in more dire need into
6 system supports that will help them.

7 So the idea has been -- and we've
8 been meeting for about a year now -- to basically
9 get ourselves to the point where we are -- we will
10 create a paper that will look a lot like the
11 Government's Task Force recommendations. That is
12 a bigger broader piece. Also, we will create
13 specific policy statements for change inside the
14 school systems, and we will look for broader, more
15 general legislative changes about systems for the
16 long session that's next January and February.

17 We will have the recommendations done
18 on the 15th. The 20th, we'll meet. As I said
19 earlier, we'll look at duplication, we'll look at
20 what we need to do to make changes to kind of put
21 things into sequence and priority within each of
22 the six areas. We will then turn that over to a
23 group of folks that we have, and again, this is
24 all voluntary. No one -- everyone is doing this
25 just because they want to, which is tremendous.

1 Basically, we'll write that paper and we'll get
2 the recommendations in play.

3 We will present to the State Board of
4 Education in August. Because we are implying that
5 there will be change within the school system, we
6 want them to hear and see what we're talking
7 about. The State Board -- based on the Leandro
8 case, we've had to start talking about what we do
9 from a collaborative point of view.

10 And so I was actually in Savannah at
11 an OSEP meeting on the 1st when they did it, but
12 Tom -- not Tom -- Matt Hopkins and Lauren Holahan
13 basically presented about a ten-minute
14 presentation to the State Board on the 1st just
15 about doing more about collaboration and what
16 we're doing as an agency to collaborate with other
17 agencies, but it was on this topic. And based on
18 their response, I think they're going to be very
19 receptive in August, and they're very interested
20 in looking at what it is we can do to make
21 changes. So we're very excited about that.

22 We'll have everything done by August.
23 We will be ready to start. I was to meet with
24 Senator Barringer yesterday, and she had --
25 they've got a lot of stuff going on over there, so

1 I didn't get to meet with her. But we've met with
2 numbers of senators and representatives in support
3 of going forward with this, and we've got a lot
4 direct support there. So we're very excited about
5 what we may be able to do regarding that.

6 Medicaid funding in public schools---

7 THE CHAIRPERSON: I think you have a
8 question.

9 MR. HUSSEY: I'm sorry.

10 MS. SIMMONS: The Mental Health
11 Initiative, is it under EC or is it located in
12 the---

13 MR. HUSSEY: No, huh-uh. It's not
14 located anywhere. It's a coalition of people
15 who've come together. One of the things -- in the
16 recommendations that went forward in the
17 Governor's Task Force on Mental Health, there is
18 an attempt to create what's called the Children's
19 Cabinet, and actually I would love for this to sit
20 within that context.

21 The Children's Cabinet is not
22 cabinet-level people, but people at really my
23 level, at the division level that can actually
24 do -- you know, we're the worker bee people. We
25 actually have other people who are truly the

1 worker bee people, but we push them to work. So I
2 mean it's -- so hopefully that comes to fruition.
3 We've been talking -- when we meet with
4 legislators, we're saying -- and the reason -- the
5 purpose for that is to make sure that we've got a
6 place where we're all doing the same thing and
7 talking about the same thing and looking at policy
8 implications as we adjust ourselves by department.

9 And this came out of the Juvenile
10 Justice side that Billy Lassiter -- he was in
11 charge of the Governor's Task Force for the Mental
12 Health side, and he is -- he put that out there,
13 but we've joined hands with him. We think it's a
14 very important piece to have a multiagency group
15 overseeing the development of all these things
16 moving forward, and it's been something we've
17 needed for a long, long time. And, you know,
18 hopefully the Governor will see this and the
19 legislature as well and try to put something
20 forward.

21 So that's -- so right now, it doesn't
22 sit anywhere. It's a coalition. We meet here
23 because we have space, and so it's looked like
24 it's a special education thing, and we were the
25 ones who got it going, but we didn't try to get it

1 going as an educational piece. We got it going
2 trying to bring this coalition together because we
3 knew it wasn't something we could do from our end.
4 It has to be across all the agencies and it has to
5 be -- we have to have that groundswell and
6 something to push it forward.

7 THE CHAIRPERSON: Just regarding the
8 schools, since that's what we do, could you give
9 us an example of maybe what the hope will be---

10 MR. HUSSEY: Yeah. Okay.

11 THE CHAIRPERSON: ---of the impact
12 that we could see in the schools?

13 MR. HUSSEY: Well, I'm meeting this
14 summer with folks who are school counselors -- the
15 school counselor organization, the school social
16 worker organization, and the school psychology
17 organization to talk about what it is that we
18 already do for kids that are in need of mental
19 health services, and we do it -- we do a lot of
20 things already.

21 And basically an example would
22 be -- back to pre-K so our first transition. So
23 we've got kids coming out of zero to three who
24 have mental health issues, and they're moving into
25 the schools. If we're able to get school social

1 workers to be able to be billed for the case
2 management support of that, then when those kids
3 come into the schools, we're able to do
4 assessments, we're able to do case management
5 coordination to actually help connect those kids
6 to service delivery options inside the county,
7 inside an LEA, and help support the development of
8 programming and, therefore, also be there as part
9 of the school environment and helping to assist
10 moving those cases forward as they go. So that as
11 we develop child and family teams, we've got
12 someone from the school that are there to do that.

13 So that's an example of something
14 that would happen within the schools. We would
15 also work through PBIS and other structures to do
16 more in the way of awareness around mental health
17 issues, do what we can do for primary prevention
18 at that point, and then -- I'm going to use that
19 term again -- primary intervention, that first
20 level of intervention to start working with kids
21 that we know already have problems, that have
22 issues. And we're doing that now, but to be able
23 to kind of come back and -- it runs right into the
24 Medicaid in the schools piece.

25 THE CHAIRPERSON: Okay.

1 MR. HUSSEY: So I mean we're looking
2 to see what we can do with that. So that's an
3 example of what could happen and what it could
4 look like. There are some things like -- school
5 psychologists could actually -- if they do direct
6 service now -- I mean there are things that could
7 happen differently, but there are some things that
8 are already going on. The school social workers
9 and school counselors are already doing it in the
10 schools.

11 So the Medicaid piece. I think I
12 told you-all that they forgot about us. When they
13 did the big Medicaid reform, they forgot about
14 schools, and pretty much, you know, we just kind
15 of got -- we're only at \$54 million, so that's --
16 I mean that's not even a drop in that bucket.
17 It's part of a drop in the bucket when you look at
18 the total money.

19 So the very positive piece of this is
20 that the plan that went to CMS, which is the
21 federal Medicaid group, last week had us in the
22 plan. So we got ourselves back in the plan and we
23 got in the plan fee-for-service which means that
24 we're not under the capitated managed care
25 component of the broader plan, which would have

1 been very difficult to do within an IEP structure,
2 and right now, the only billing structures out
3 there are for special education.

4 While we were talking to them about
5 being forgotten, we gave them an opportunity to
6 talk to us about expanding services. So we made
7 it into the House bill -- House budget bill, not
8 only did we get in there -- well, we got into the
9 Medicare transformation bill too as law, but we're
10 in there not as a -- not as a capitated plan but
11 as fee-for-service, but we had, inside the budget
12 plan, two options for studies, one, to look at
13 expansion and, two, to look at the actual rate
14 structure because there's a difference there
15 within the rate structure that we've got to deal
16 with.

17 And that came across to the Senate.
18 Now the Senate has not put us in their budget
19 bill, and I'm not sure we're going to get in their
20 budget bill. But in the process of doing this, I
21 have been meeting with the Division of Medical
22 Assistance, which is the Medicaid state agency
23 here in North Carolina, and I met with them last
24 Friday. And so whether we get in the budget bill
25 or not, we have a promise from them -- and there

1 were way too many witnesses in there for them to
2 back away -- a promise from them to sit down to do
3 those -- to figure out how to do those studies.

4 So we are going to move forward to
5 look at expanding services both in the area of
6 special education but then more broadly for those
7 things I was just talking about where if we were
8 in any other agency other than the schools, we
9 could bill for that case management and that
10 support of that service for the pre-K. We could
11 bill for what the psychologists and social workers
12 and counselors are doing in that primary
13 prevention piece, and there is some that we could
14 do even -- I mean in the primary intervention
15 piece, and there's some we could even do in the
16 intervention piece.

17 So we're looking at potentially
18 another \$50 million that would be available to
19 public schools, and again, we're still right at
20 100 million, which may now equal a drop in the
21 bucket for Medicaid, but that is a significant
22 amount of dollars for schools. And, again, the
23 nice thing about it is we were able to sell it
24 because there's no increase in state dollars.

25 So when we talk about doing this, the

1 state dollars that are already present both
2 through special education that are allocated to
3 the systems are a match, where in the private
4 providers, there actually has to be a real match
5 on the other side of that -- well, it's really
6 about a third, I guess, because you get two-thirds
7 of that -- so about a third of from the State
8 that's a direct match.

9 And so we were able to sell the
10 legislature that you can give us new federal money
11 without putting any state money up, and a nice
12 buzz line when you're in there talking to them.
13 So it actually worked for them to understand. So
14 these two things are wrapped up together, the
15 Mental Health Initiative and this Medicaid piece.
16 They're both there in support of one another,
17 though they are two different things entirely at
18 some level.

19 THE CHAIRPERSON: May I ask a
20 question?

21 MR. HUSSEY: Sure.

22 THE CHAIRPERSON: So we're talking
23 about students who already -- who would already be
24 eligible for Medicaid?

25 MR. HUSSEY: Medicaid, yes.

1 THE CHAIRPERSON: So these are kids
2 who have Medicaid.

3 MR. HUSSEY: And not only just
4 eligible, but at that particular point in time,
5 are able to be billed for. The place where it's
6 going to change and be different where we're
7 really going to have to take a look at it is with
8 the regular ed kids that we're talking about --
9 not the special ed kids but regular kids---

10 THE CHAIRPERSON: Right.

11 MR. HUSSEY: ---and what we do in the
12 way of looking at medical necessity. Now they're
13 eligible for the services if they were in another
14 situation. So there's going to be some
15 adjustment. We're going to have to work through
16 this, and there are going to probably be some
17 things we would want that we won't be able to get.
18 But I think once we opened the door -- we've been
19 trying to do since about 1993. So we've finally
20 got the door open and they're willing to listen to
21 us, and so I think we've got a real good chance to
22 move it forward.

23 THE CHAIRPERSON: And be cognizant of
24 the situation that we discussed -- I think it may
25 have -- it may have been Laura who came to the

1 Council meeting, was it last year---

2 MR. HUSSEY: Uh-huh. Yes.

3 THE CHAIRPERSON: ---and was
4 explaining the conflict between -- I don't know if
5 it was a conflict -- but the issue between schools
6 billing for speech therapy and then---

7 MR. HUSSEY: And private providers.

8 THE CHAIRPERSON: ---and private
9 providers billing for speech because that's what I
10 was thinking. If the kid has Medicaid already and
11 the school is billing for, you know, services,
12 then, you know, is that -- or have you gotten that
13 far?

14 MR. HUSSEY: They would still be
15 eligible because these are different service
16 definitions so they can actually bill for
17 different things. And let me just give you an
18 update on that. If you remember, we were in a --
19 we are in a battle with DMA over that particular
20 piece, and right now, we have gone to CMS, and CMS
21 has notified DMA that they're looking into this.
22 And so were waiting for a ruling from CMS on
23 whether or not what they're doing is appropriate
24 under the policies.

25 So we don't know yet what they're

1 going to say. They were concerned. They've heard
2 our side. They've heard their side. Now
3 they're -- and they move about as quickly as our
4 government body does. So it could be awhile
5 before we hear, but they are doing an
6 interpretation of that.

7 THE CHAIRPERSON: Okay. So we're
8 right at 12:10, and you still have a couple of the
9 pieces left. So I'll leave it to you guys to
10 decide how you want to -- now, you know, at the
11 other location, we would have, you know, a working
12 lunch. This is new for us, so this is one of the
13 things that we'll have to decide. I think maybe
14 lunch was going to be in the back room.

15 So how do you want to handle it? Do
16 you want to take time and have lunch and come
17 back? Do you want to work through lunch?

18 MR. HUSSEY: I'll be glad to talk to
19 you while you're eating, if it's not going to
20 cause indigestion.

21 THE CHAIRPERSON: Is that okay with
22 everybody?

23 **(Multiple affirmative responses.)**

24 THE CHAIRPERSON: Okay. So if you
25 will just give us a couple of minutes and let us

1 get lunch, and then we'll be back.

2 (A lunch recess was taken from 12:09
3 p.m. to 12:32 p.m.)

4 MR. HUSSEY: MTSS, I think we talked
5 about that. I'll just review it real quickly.
6 We're now in the second year of implementation of
7 rollout, and as I said to you earlier, Cohorts 3
8 and 4 will start this year. Cohorts 1 and 2 -- 1
9 will finish by the beginning of January, 2 will
10 finish by the end of the year, and the other two
11 are starting up -- Cohort 3 in August and Cohort 4
12 in January.

13 I did want to say just one more thing
14 about the LEA self-assessment. She went through
15 that. I really -- the big thing is that everyone
16 looks to the State for data, but the State has no
17 data. What we have is local data, and we pull it
18 up and report it. So the LEA self-assessment was
19 really about our -- is our attempt to help LEAs
20 take a look at their priority issues, their
21 strengths and their weaknesses so that our
22 outcomes begin to change.

23 We can't -- we realize that -- and
24 it's pretty much driving our SSIP -- that we can't
25 impact by coming up with some strategy from here

1 about how we're going to make change in the LEAs.
2 We can't force that to happen. It's got to happen
3 at the LEA level around those pieces. So that is
4 what we're trying to do. And, like I said, it's
5 been very difficult for our guys up here who have
6 been sectionally-driven. That's section.

7 THE CHAIRPERSON: Thank you.

8 MR. HUSSEY: I wanted to clear that
9 up because I realized what I said. But as a
10 section, they always operated independent of one
11 another doing what they did by section, and what
12 we've now said is you've got to do this by region
13 based on the data we get from the LEAs on what
14 their needs are. We will customize our support
15 and what we do in the context of that information.

16 Obviously, there's been some -- and I
17 said it on the webinar yesterday -- I don't know
18 if you were listening, but I just flat out forgot
19 about the two weeks in the first of August before
20 school started. I mean we were basically saying,
21 "We're not going to train, we're not going to
22 train, we're not going to train. We're going to
23 wait till we do this." But we forgot about that
24 time which is so important for schools to get
25 certain pieces of information.

1 So we're adjusting that, but instead
2 of going through consultants, it's going through
3 our -- so individual consultants like -- we talked
4 about Lauren. So instead of OT things going
5 through Lauren's only, it has to go through the
6 regional consultant to say we need - we need OT
7 help so that we can begin to take a look at what's
8 happening and begin to organize that and the case
9 management.

10 All those plans are due on June 30th
11 or July 1, and we all, including myself, have 11
12 of those that we will read. So we've got a
13 hundred people in our division. Every one of us,
14 including myself and Sherri, will have 11 plans to
15 read to be able to give feedback on when we start
16 in August to look at the plan. So this is a
17 concerted effort on our part.

18 I want to jump to House Bill 657.
19 They actually were -- I almost gave you-all an
20 opportunity to get up and leave to go over there,
21 if you wanted to, to the legislative office
22 building, and stand just so that they would see
23 that people are interested.

24 MS. LaCORTE: Did they have---

25 MR. HUSSEY: So at 11:00 -- it was at

1 11:00. We were right in the middle of everything.

2 MS. LaCORTE: Okay. Did they have a
3 vote or just a discussion?

4 MR. HUSSEY: No. It's just in the
5 committee right now. It hasn't come out yet for a
6 vote. But basically what House Bill 657 is doing
7 is going back to Algebra I, Algebra II, Geometry,
8 and Trig, and the implications are immediate for
9 special ed. Virtual Public School, which
10 basically oversees the majority of our OCS
11 programming for children, will have no math
12 whatsoever because they have no way to get that
13 content up and ready by the start of school. So
14 all of our OCS kids would be without math.

15 It would dramatically impact any
16 child who has -- any child who has difficulties
17 with math in that we've got lots of kids who are
18 SLD in math who are exempt from Algebra I. Now I
19 want to make sure you-all hear this because being
20 exempted from Algebra I doesn't mean they don't
21 take the course. It just means that they're not
22 going -- not be able to not graduate if they don't
23 pass the course.

24 But what happens with most of those
25 kids is that we end up coming up with other maths

1 for them to take. Well, this bill also removes
2 CTE maths, which are the majority of the maths
3 that we end up participating in completely out of
4 the structure. So they're no longer going to be
5 allowed to be used as math substitutes. So that
6 not only impacts those exempted from -- because of
7 the SLD piece -- from Algebra I, but those other
8 kids who look at the waiver.

9 There's a waiver out there. A lot of
10 kids can get through Math I and Math II, but
11 really are not able to get through Math III, and
12 Math IV, and by taking the CTE courses away,
13 you've taken away the courses that they could go
14 back and do as substitutes. Now they could also
15 do Foundations and Introduction to Math -- if
16 they've taken those courses along the way, they
17 can come back and pick those up. So there is a
18 way for them, but it takes away a good part of the
19 possibility.

20 There's no real reason why this got
21 done other than they wanted to. So please -- we
22 sent something out yesterday through CASE. We've
23 contacted Disability Rights. We've contacted
24 ECAC. We contacted Duke Law. We contacted pretty
25 much anybody we could find out there who would see

1 this as an issue to speak, and obviously what it
2 also does, beyond that, is goes back and -- I
3 think certainly people have had issues with math
4 standards, but we just changed those standards --
5 the State Board just passed new standards in
6 June -- June 1. So it would go back and run in
7 conflict with that. They want to start it
8 immediately. You know, they want to go back to it
9 immediately.

10 So, anyway, please talk to your
11 representatives and to your senators and let them
12 know. We can send something -- we've got
13 information we've sent out. We will be glad to
14 send it out to each one of you-all. There's a
15 paragraph or so with specific implications and
16 issues with special ed, and then just last night,
17 DPI put something together that's broader for all
18 of -- all the children so you can see the impact
19 and influence of that. It's significant and
20 substantive and something that we need to work
21 with.

22 ESSA. I haven't gotten into calling
23 it "ESSA" yet or anything else. To me, it's still
24 "E-S-S-A." We just finished last Friday our first
25 round of public comment. The first round of

1 public comment was really intended to bring in
2 feedback. So we've gotten lots and lots of
3 feedback from people around the state around their
4 concerns and issues, priorities, things that they
5 want to see.

6 From now until the fall, we will be
7 working to basically take that information and put
8 it into a plan. So we'll have another round of
9 public comment in the fall that will basically
10 give you more of an idea of where we are as a
11 state around the various issues. I did sit on
12 that internal departmental committee and am a part
13 of the group that's going to be looking at what we
14 do for children with other learning needs or
15 alternative learning needs. So that's ELL, our
16 special ed kids, and our other kids with learning
17 difficulties.

18 So in the fall, we will basically
19 start that series again. Probably in December, I
20 will bring you what will be the draft of that
21 initial plan for you-all to take a look at and to
22 give comment to.

23 ECATS, we've been talking about it
24 all day. We are actually in the last round of
25 negotiations or last rounds of negotiations with

1 vendors. We've gone through the process of
2 review. It's called BAFO, best and final offer,
3 another acronym, and so we're in the process of
4 working with the vendors now to try to work out
5 specifics as to reporting processes and what's
6 happening. We hope to be done in the next month
7 completely with an identified provider.

8 I've teased with you guys before
9 about this whole concept of pregnant amnesia, you
10 know, when you forget about what it took to get
11 that baby out. I forgot the politics behind this
12 thing. This has just been a nightmare to get it
13 through, but we're now there. Two and a half
14 years later, we're almost done.

15 We will have it ready to roll, I
16 think -- not I think -- we will have it ready to
17 roll in the start of '17-18 stateside. We hope to
18 be ready to go in January of this coming year in
19 '17 to work out the kinks and get it into systems,
20 and as I said to you-all before, we will not go to
21 specific pilot sites to do it. What we will do is
22 spread out across the state both in charter
23 schools and regular schools and have them do
24 smaller bites so that we're not impacting anyone's
25 system too much and work our way through it that

1 way, but we're excited about that piece.

2 Teacher recruitment. We've all
3 alluded to it here today. This is the first time
4 in North Carolina history that anybody that I know
5 of can remember that we couldn't even find
6 elementary school teachers, so not just special ed
7 teachers but elementary teachers. It's bad.
8 We've got politics happening this year. There's a
9 big vote in November, so people are talking about
10 raises and other things. I'm hoping some of that
11 will help.

12 But, you know, we're at a 30 percent
13 decrease in the number of people engaging in our
14 colleges of education inside the state system. So
15 we're down -- the number of teachers available are
16 down, and that's going to be over the next several
17 years. So it's not going to get a whole lot
18 better quickly. I sit on a committee here, and
19 we're looking specifically at EC certification and
20 also reciprocity, which we are going to have to
21 engage in.

22 I don't have real answers for you on
23 either one of those pieces right now, but one of
24 the things we have suggested -- and we did get at
25 least some positive pieces here -- if you

1 remember, teachers coming into the state and
2 teachers who are -- for special ed and the general
3 K-12 classification for special ed have to take
4 both the reading and math test. We're having a
5 tremendous number of teachers not passing the math
6 test. So one of the things we're looking at is
7 utilizing Reading and Math Foundations that we've
8 talked as a way -- as an alternative potentially.
9 This is not a go yet, but we got some positive
10 feedback from that group, and there would have to
11 be a board policy change.

12 But it's very interesting because I
13 was here the year before I came into the
14 director's position as a representative of CASE,
15 which is the state organization of state
16 directors -- I mean of local directors, and trying
17 to get that done instead of the tests. Said let
18 us put teachers to work doing the work and having
19 experiential opportunities to do this so they can
20 understand what it is versus having them to take a
21 test. Smart kids can pass a test. They may not
22 know anything about reading and math, but they can
23 pass a test. And we put that out there.

24 This would not take the place of the
25 test, but it may be an alternative piece on kids

1 going through our -- and you can speak to this
2 from the Western Carolina perspective, but folks
3 have ramped up their support of those tests and
4 what needs to happen, and colleges are working
5 there. We would probably use this for teachers
6 coming in and lateral entry teachers as a way of
7 trying to support other things. We're not trying
8 to interfere with what the universities are doing,
9 but just looking at it as an alternative.

10 Another thing that we're looking at,
11 over the last couple of years, we've had --
12 actually for about ten years, we've had a group
13 called Teacher to Teachers and pushed people
14 towards North Carolina if they were interested in
15 teaching in North Carolina, but they never really
16 followed through beyond that. Once they got to
17 our system, there was no real interface with them,
18 and we weren't really sure how many people we ever
19 got out of that. So we've changed the contract
20 with them and reduced it quite significantly
21 because we were spending lots of money and we were
22 not getting outcomes.

23 What we're trying to do now -- what's
24 interesting that we've been talking to the
25 students, in the last couple weeks, with the

1 universities -- various universities and
2 [inaudible] that people are interested in doing
3 that come to us which I think is very significant
4 and very positive.

5 But in talking about that, we started
6 talking about teacher match and how do we begin to
7 profile teachers to understand better who they are
8 as a person and as a teacher and thinking about
9 looking for -- looking for volunteers at the
10 university level to do this with student teaching
11 to start with, to go and get profiles of teachers,
12 and it's like Match.com for lack of a better
13 analogy, but really looking at who they are
14 profile-wise and then profiling the schools that
15 we're putting them in as student teachers to try
16 to see if there's a way in which we can look at
17 match and see what the impact is in making that
18 connection and match, not only for that first
19 year, but how long do we keep teachers in schools
20 if we get a decent match.

21 Now we know the one variable is the
22 principal, and if the principal goes, we've got
23 problems. But we're just trying to figure out --
24 we've got to figure out something. What we're
25 doing right now, we're not getting enough and

1 we're not keeping teachers in schools. So what
2 can we do? So we are looking with this group to
3 do some pilot sites around the state, working with
4 the universities and systems to see if they would
5 be willing to do this as another means of looking
6 at how we retain teachers.

7 So we'll let you know, as that one
8 moves forward, how it's going to work and who
9 really our volunteers are and what we're doing,
10 but we've got to -- you know, we just have to step
11 outside of the box and do something different.

12 THE CHAIRPERSON: I have a question.

13 MR. HUSSEY: Sure.

14 THE CHAIRPERSON: I'm wondering -- I
15 don't know if we talked about this at the last
16 meeting or not, but has there been any
17 consideration given to some type of assistance, be
18 it -- I hate to say scholarship, but scholarships
19 or support or working with districts to help the
20 teacher assistants who want to become teachers but
21 who are facing barriers. What I've been noticing
22 in a couple of districts is that the TAs seem to
23 really outlast many of the teachers. Like, the
24 teachers is just a -- it's been a revolving door,
25 but the TAs have been constant.

1 And I've spoken with several -- I
2 talk to TAs all the time who really are interested
3 in teaching, but for whatever reason, be it
4 financial reasons or family obligations or
5 whatever, they can't go back to school to get what
6 they need in order to teach. So -- but that seems
7 to be a really -- it seems like it would be a
8 really good source, a place to look to start
9 developing some of the assistants into--- Did we
10 talk about this at the last meeting?

11 MS. SIMMONS: Yes.

12 THE CHAIRPERSON: We did?

13 MS. SIMMONS: Yes.

14 MR. HUSSEY: There are opportunities
15 for TAs to move forward. I don't -- do you do
16 anything at Western? There are various
17 universities across the state who are doing
18 that -- trying to do that now, and there is
19 support for them if they're interested in doing
20 that. There's some different things with tuition
21 costs. And so it is a good idea.

22 THE CHAIRPERSON: This is really
23 like -- it's happening now. Do we know what
24 universities or we can we identify which schools
25 or---

1 MR. HUSSEY: I can get that list for
2 you. I don't know them all off the top of my
3 head, but there are multiple ones doing it, yeah.

4 THE CHAIRPERSON: Okay. That would
5 be good information to have.

6 DR. CARPENTER: And one of the things
7 that the State has had in place for several years
8 is those folks who are teacher assistants, one of
9 the barriers has been the student teaching
10 semester. If the system is willing to let them
11 switch places with their teacher and be the
12 person, you know, who is -- you know, full-time
13 charges the kids or work somewhere else, you know,
14 during that time. That's been encouraged by the
15 State for years and years, but it's up to the
16 system to allow that to happen.

17 And so there are several folks that
18 if people want to, they will, and then there are
19 some that -- some systems that, for whatever
20 reason, they don't. But that's -- that alone has
21 been a major barrier, and the scholarship loan
22 that the state agency has provided has never been
23 used -- all of it for the -- and that may be that
24 folks don't know about it, they don't know how to
25 take advantage of it, or whatever -- and whatever

1 is there. So there are incentives and supports.

2 MR. HUSSEY: We offer money through
3 the Division for teachers, yeah.

4 THE CHAIRPERSON: I didn't know. So
5 I mean---

6 DR. CARPENTER: They don't always
7 know that, but it's a real good source, although
8 there are fewer of them than there were before.

9 THE CHAIRPERSON: Right.

10 DR. CARPENTER: It's a real good
11 source. And one of the things, you know, that
12 really helps -- the diversity of teachers is, you
13 know, 80 percent female and 80 percent white, but
14 the teacher assistant core is more diverse, and
15 that's a place to really make a difference.

16 THE CHAIRPERSON: It sure is. I
17 think the window of opportunity may really be open
18 now to start really. So maybe districts that
19 wouldn't consider it before may really be more
20 inclined to consider some of these options.

21 MR. HUSSEY: The vacancies are
22 tremendous. Did you end up -- how many at the end
23 of the year?

24 MS. SMITH: Oh, we probably had -- we
25 probably had at least 30, if not more.

1 THE CHAIRPERSON: To take advantage
2 of some of these---

3 MS. SMITH: 30 vacancies.

4 THE CHAIRPERSON: Oh. Okay.

5 MR. HUSSEY: Yeah. I mean it's---

6 MS. SMITH: This is Gina. So we
7 really are working with our TA groups and
8 supporting them to use the scholarship money as
9 well as principals are identifying their TAs that
10 they feel like really just need that extra
11 support. So we're willing -- principals are more
12 than willing to work with them to help them get
13 their student teaching or whatever it is they need
14 to do. So we're tapping into that, and I have
15 more -- the other thing that happened this year
16 that isn't ideal -- but it happened -- is we had
17 teacher assistants who were in schools that had
18 vacancies who were very -- who were very ready and
19 willing to work with other people on their teams.
20 So they ended up being long-term subs because they
21 could do that. We replaced the -- you know, we
22 finagled it so we had enough people, but you have
23 to be willing to think outside of the box a little
24 bit.

25 DR. CARPENTER: And, Gina, one other

1 factor that's kind of -- it's become more of a
2 barrier at least in some of the rural areas -- is
3 we have so many assistants that are driving buses
4 because they can't get anybody else to drive a bus
5 in the system, and that makes it harder to go to
6 school. I see people shaking their heads, so---

7 THE CHAIRPERSON: Laura and then
8 Elena.

9 MS. HALL: This is Laura Hall. As a
10 personal view into things as this ties to EC
11 children in the typical classroom in an inclusive
12 setting, my daughter is a second-year teacher and
13 had a large number of EC students within her
14 classroom this year, as did her teaching --
15 teaching -- you know.

16 THE CHAIRPERSON: Yeah.

17 MS. HALL: Okay. And they're both
18 about to quit. I mean they -- they're not going
19 to, but -- or one of them may. My daughter is
20 not. She's going back. But as it pertains to
21 melding regular ed with EC ed and support of
22 teachers and teacher retention, there's a big
23 problem there, and she's an exceptional teacher --
24 both of them are -- but ill-equipped to having the
25 supports.

1 And she has a sibling -- my
2 daughter -- other daughter, her sister, is a
3 young adult with disabilities now. So it's not
4 that she is ignorant of the needs in that, but I
5 think something has to be looked at not just with,
6 you know, getting new teachers, but with the young
7 bright teachers you have that at two years are
8 ready to say, "This is -- this is not worth it
9 even though I passionately they love this job. I
10 can't---"

11 MR. HUSSEY: How old are her kids?

12 MS. HALL: Second grade. And I
13 worked within a different school district as --
14 under at-risk category with second- and third-
15 graders as a tutor for several years, and I had
16 never seen a class -- it was---

17 MR. HUSSEY: Her classroom?

18 MS. HALL: Her classroom in that
19 setting. But the thing was, was that she wasn't
20 the only one experiencing it. It was multiple
21 classrooms. I think the thing I wanted to tie it
22 back to is what you talked about this transition
23 piece, and it beginning early and being
24 intentional. I think administrators really need
25 to be intentional in their placement of students

1 at that level and not overloading your young
2 teachers with -- you know, just because of
3 experience, they still need more time to not have
4 to try to manage that level.

5 MR. HUSSEY: If you're talking about
6 inclusion, I mean most of the time you're probably
7 looking at a third or less of that class being
8 special ed. You want it no more than that. And
9 so any time you see classrooms that are above that
10 threshold, then what you know is that someone
11 wasn't thinking, wasn't being intentional about
12 what they do.

13 And I will tell you that obviously
14 it's more difficult for a second-year teacher, but
15 it's difficult for any teacher when the majority
16 of their children are at risk and the level of
17 differentiation that you have to do within the
18 class to do what you need to do.

19 MS. HALL: That was her experience.
20 I think one problem in second grade too is, some
21 things are not yet identified, and so you have
22 emerging problems in second grade that are just
23 beginning to be identified. So your number that
24 you start with on paper is lower than it actually
25 is, but I'm just saying, from a standpoint of this

1 issue, I think the State's going to have a much
2 larger problem if this young teacher group is
3 not -- that you do have right now is not supported
4 and helped and a lot of intentional focus put on
5 their classrooms and what they look like.

6 DR. CARPENTER: A promising thing
7 that folks might not be aware of, UNC Charlotte,
8 UNC Greensboro, and us and some of the privates
9 also is the dual licensure programs. And so at my
10 institution, you can't -- as an undergraduate, you
11 can't major in special education by itself. It's
12 called inclusive education, and everyone does all
13 the things that the elementary ed students do as
14 well as all the things in special ed, EC general
15 curriculum K-6. We had to make room in four years
16 to do it, but we're not the only ones that are
17 doing that. I think that's helpful at the
18 preservice-level.

19 Once they get there, you're talking
20 about the supports too, and there are -- in the
21 UNC System around the state, we're doing more to
22 support beginning teachers. It's not everywhere,
23 but it's making a difference in the retention of
24 those folks and having coaches that know more
25 about those classrooms and can do that. UNC

1 Charlotte has a good program where they do that,
2 and it's making a difference.

3 MR. HUSSEY: I think her name is
4 Dr. Chapman, who is the person---

5 DR. CARPENTER: Yes, Dr. Chapman.

6 MR. HUSSEY: She was at a meeting we
7 had not long ago, and it's interesting because we
8 got lots of pressure from HR people at the local
9 level to go back to the old HOUSSE, which means
10 that we certify people somehow in some other
11 category, and what we said to them -- what I said
12 that day was, you know, "We don't want any part of
13 the HOUSSE anymore. We will leave that alone.
14 What we really need to do is look at the
15 university system accepting this dual
16 certification or dual licensure process as a way
17 to go."

18 And, of course, the first response
19 from the HR people was, "You're just going to lose
20 them all to regular ed because they're going to
21 leave."

22 And I said, "Well, that's -- we lose
23 them anyway. So what we really do need to do is
24 increase the N. If we increase the N, yes, we
25 lose them, but we've got more of them." And they

1 understand -- I think the big issue that we have
2 in special ed -- and I mentioned it earlier -- is
3 getting what we do in intervention back in the
4 content in regular ed. When you have people who
5 understand content and who understand
6 intervention, then the translation and the
7 generalization of those skills are available at a
8 way in which we're not doing it right now.

9 So, to me, that's the way to go, and
10 what we said to them was, you know, "That's what
11 need. We don't need to go to HOUSSE. We don't
12 need to set up some arbitrary system out there
13 that we can't have any control over accountability
14 just to find teachers."

15 You know, I hope they hear more and
16 more of that from many different sources because,
17 to us, that's the only way we're going to step out
18 of this mess.

19 DR. CARPENTER: And the other thing
20 that you mentioned earlier is about the matching
21 of what makes successful teachers and different
22 kinds of things. And so we don't have all the
23 answers yet, but the research in North Carolina is
24 going on to do that. So those things that we call
25 noncognitive, like personality things, you know,

1 we're engaged in a lot of research there, pretty
2 big numbers of folks, and we know a little bit so
3 far.

4 You know, it's not a surprise to you
5 that conscientiousness makes a difference, but you
6 really didn't know that before. You just expected
7 that that was true, but you didn't have the data
8 to do that. So we are finding some other kinds of
9 things. So that's -- it's not overnight work, but
10 it's going on, just to let folks know.

11 MS. ROBERTS: This is Elena Roberts.
12 You mentioned briefly -- like, you touched on
13 reciprocity, and I was just wondering. I know
14 that there are a number persons -- again, you
15 know, there's this huge military presence here and
16 a huge military spouse presence here.

17 MR. HUSSEY: Right.

18 MS. ROBERTS: And I know, for
19 example, there is an organization that has been
20 working across the states to get basically
21 provisional licenses for military spouse attorneys
22 so that I don't have to go through the same bar
23 admission process every state I move to. And I
24 didn't know if that was something that was being
25 looked at for teachers, you know, to open that

1 population.

2 MR. HUSSEY: Yes, it is. They are
3 looking, and actually there are processes by which
4 that could -- they get -- they can actually move
5 in quicker than others based on what's happening
6 right now, and I didn't want to go into a lot of
7 detail on reciprocity because I really want to get
8 into this first set of meetings with these guys.

9 For lots of folks who have been
10 around a long time like myself, reciprocity was a
11 much simpler deal many years ago, and we had
12 agreements with states and that was pretty much
13 was it. You came in from that state, and you were
14 certified. Life went on. You came in, started
15 work, and your license followed shortly
16 thereafter, and you were good.

17 That's not the way it works now, and
18 so we've really got to get back into it and see
19 what's happening. But it's a huge thing. We just
20 lost a VI teacher to another state because we
21 couldn't get her through the reciprocity piece in
22 a small county where finding that person again is
23 going to be next to impossible. So I mean we've
24 got -- we've got lots of issues, but I just kind
25 of wanted to give you-all an update on that.

1 I know I'm into your electing a new
2 person now, so -- but this is a big issue, and I
3 just wanted to make sure you-all knew that we
4 were moving forward with it. We're looking at it.
5 We're trying to make some decisions. We're
6 reallocating our dollars and just pushing people
7 here to try to find other things that we can do to
8 actually hold onto them once we do that.

9 And that's kind of it as far as my
10 updates.

11 MS. SIMMONS: I saw that emergency
12 permits were going to be allowed. Would that
13 affect special education?

14 MR. HUSSEY: Yes. Special ed is in
15 there. We're looking to make comment on that.
16 Obviously there are concerns about emergency
17 placements, but as I said to Carol Ann yesterday,
18 it's what we'll have to do right now. We have to
19 be able to talk about it, and we have to come back
20 and make our points. You know, obviously, from
21 our point of view, if you're not a special ed
22 teacher and you're delivering special ed, there's
23 a problem for the system.

24 So, you know, we're dealing with that
25 and we have to deal with that, but at the same

1 time, we don't have bodies. And so we've got to
2 have some bodies. And the one thing you need to
3 know about that emergency is that's one time and
4 one time only, and if you're not engaged in some
5 process at the end of that point in time to get
6 your license -- so if you're not already in
7 lateral entry or if you're not already in some
8 other process, you're gone.

9 And so it is a one-time thing, but
10 it -- you know, it just gives you some sense of
11 the straits we're in, and you know, that's one of
12 those things that we're dealing with. You know,
13 what we're really worried about are charter
14 schools where we don't have enough teachers to go
15 around for the previous system, and now we're, you
16 know, over 160 of those. You know, if you've got
17 people moving in and out of those, that's a
18 problem.

19 This emergency thing -- I mean one of
20 the things that could be problematic is that we
21 wouldn't have the same person repeating, but we
22 could have an emergency-placed teacher in that
23 school three years in a row, I mean, and that's
24 street legal, you know, according to the policy.
25 So I mean we've got to look at what it means for

1 the implications on our side in developing
2 programming. So, again, it's is a huge issue.

3 MS. SIMMONS: You mentioned
4 strategies for recruitment. How about retention
5 of EC teachers?

6 MR. HUSSEY: Well, again, I think
7 we've -- we're looking at this match piece
8 because, to me, that's about retention. The more
9 we figure out about who someone is and what those
10 skills are and matching them to schools where that
11 match works, then we've got recruitment
12 opportunities -- I mean retention opportunities.
13 And that's -- we see the need to do that, and like
14 I said, we're working with this one group to start
15 to look at some things.

16 Obviously, the colleges of education
17 are looking at that as well. We're realizing that
18 we've got to look at these attributes, we've got
19 to understand them, and we've got to understand
20 the integration of those attributes into the
21 school systems and what the impact of that is.
22 But, you know, that's pretty much what we're doing
23 right.

24 MS. SIMMONS: I heard in Laura's
25 voice her great concern for her daughter's class.

1 Is there any advice we could give her before
2 school starts next year to make her third year
3 better?

4 MR. HUSSEY: Without knowing the
5 circumstances, no. I mean I -- you know, I would
6 certainly -- if I was -- if I was the special ed
7 director in that county, the thing that I would be
8 doing would be talking to the principals about
9 numbers in classes. I mean that -- again, you
10 know, Charlotte is too big for Gina to get down in
11 the schools.

12 I had a perfect world in Alamance. I
13 was big enough to have some money to do something
14 and small enough that I knew every single
15 principal. So if that was happening in my
16 schools, we would go in and say, "Hey, you know,
17 that's crazy. You can't do that," and that's
18 why -- again, why we went in, in the high schools,
19 and in the first couple years, we did all the
20 planning so they could understand what it looked
21 like and why it would work that way if they did
22 it.

23 So I think if I was -- it would be
24 that special ed director's responsibility to go
25 talk to that building-level person because

1 that's -- like I said, it doesn't matter whether
2 you're a second-year teacher or there ten years,
3 if you get nothing but children who are at risk
4 that you're going to have to differentiate every
5 bit of the instruction that you provide, you know,
6 the possibility of losing that teacher is just
7 about as good for the ten-year, after a couple
8 years of that same experience, as a two-year.

9 MS. HALL: This is a question
10 regarding my role in Regions 6 as far as
11 connecting to those EC directors and those
12 principals. I've been focusing on connecting to
13 parents and teachers, but it seems that especially
14 in assessing unmet needs that I've got to get the
15 EC director and the building -- get the building
16 level connected.

17 MR. HUSSEY: We've had more open
18 dialogue today than I think we've had in the two
19 years that I've been here, and I will tell you the
20 buckets that we are uncovering relative to unmet
21 needs and things that you-all could advocate for
22 from this group have -- we're almost to the second
23 hand here today on a number of things to really
24 take on, I mean, because this is huge, and it's
25 about retention of teachers. I mean what do you

1 do to keep these.

2 And the concern about the whole
3 teacher recruitment/retention issue is a huge
4 thing that we could talk about from this group and
5 look at what you could do to organize by district,
6 start talking to folks, have you-all participate
7 in our regional meetings coming in to talk to
8 directors as reflection from the Council.

9 I mean there are lots of things that
10 are coming up here today that are just giving me
11 ideas off the top of my head of things that
12 you-all could do to move forward.

13 MS. HALL: And I did make an
14 initiative on meeting with the -- at the Region 6
15 EC directors meetings, but I was told to contact
16 somebody else, somebody who's like over that group
17 as opposed to -- just so I could be -- that my
18 name could be known, but that's not the same. I
19 don't want just my name to be known to them.

20 MR. HUSSEY: Reggie? Was the name
21 Reggie?

22 MS. HALL: I don't -- I've got the
23 e-mail. I can look.

24 MR. HUSSEY: So you're in 6. Oh.

25 MS. HALL: I'm in 6.

1 MR. HUSSEY: Okay. So that would be
2 Nance.

3 MS. HALL: Yes. Yes. And I have no
4 problem with connecting to her and making myself
5 known. I just -- I think it needs to come from
6 you that there should be a degree of openness to
7 us -- you know, not being at the whole meeting,
8 but being able to have some interaction.

9 MR. HUSSEY: I will talk to them and
10 make sure that if they hear from you guys that
11 they're okay with that because I'm basically
12 telling you to go there.

13 MS. HALL: Right. Exactly.

14 MR. HUSSEY: I think that's what I
15 just said. We'll make sure they hear that.

16 MS. HALL: Okay. Thank you.

17 MS. SMITH: And if you'll let me know
18 when you're going, I'll go too.

19 MS. MEBANE: This is Teresa. The
20 problem that I'm running into when I talk to EC
21 directors is the difficulty in effectively
22 communicating and engaging building
23 administrators. It's -- I mean EC directors have
24 no real power over building administrators.

25 MR. HUSSEY: And you don't. I

1 remember I had this mother who kept trying to get
2 me to fire a principal, and I kept saying, "I
3 can't do that. I don't have any control over
4 that." But---

5 MS. MEBANE: Are there any ideas of
6 how to reach these folks and make them understand
7 the importance?

8 MR. HUSSEY: We are going to host a
9 general ed piece in the fall so that we can start
10 talking to administrators about these things. We
11 talk about relationships. You know, I don't know
12 what else to tell you other than I mean I don't
13 think I had any kind of magical piece there, but
14 you had to go meet these people and sit and talk
15 with them. You had to hang with them through --
16 you had to help them problem-solve through other
17 stuff to where they'd learn to trust you.

18 Bottom line, they're in control of
19 their building. You know, they have to understand
20 that you're going to support them, but at the same
21 time, you've got to be supporting your program in
22 the context of that building. And so it's really
23 a matter of conversation more than anything else.

24 MS. SMITH: I also think it's -- my
25 struggle -- this is Gina. Part of my struggle is

1 generational because I have 168 principals, half
2 of whom only know and understand special education
3 from the experience that they had as a teacher.
4 So it's different from those of us who have been
5 in it longer and experienced it in a different
6 way.

7 And so we're really just sort of
8 backing up and regrouping in terms of how we are
9 providing professional development to our
10 principals, and a much more customized, like,
11 one-on-one approach with them because they -- what
12 was done to them is what they're doing, is kind of
13 what I see, and so just working through that
14 generational piece is something my team and I are
15 just coming to grips with here in the last little
16 bit.

17 And I think when it really hit me was
18 when Carol Ann -- when I saw Carol Ann's video,
19 the 40 years of IDEA, and I started to think about
20 how -- like, what I knew about it when I started,
21 and then I looked around me at the principals that
22 I'm working with now, and they were students in
23 classrooms. It's just -- it's just different.
24 And from what they came through, a lot of our
25 students were still in self-contained classes.

1 So they don't really -- it's just
2 a -- like, we're trying to really look at it --
3 and I have a daughter who's a high school science
4 teacher, and you better believe she keeps me
5 straight. She had a VI kid this year that we just
6 about had to take off the gloves.

7 But it's important we don't -- I
8 think one of things with her that I've realized is
9 we don't spend enough time with general education
10 teachers talking about IEPs and their -- their
11 part of the ownership of IEPs. And so that's the
12 other thing, is we're developing our revised IEP
13 training. Gen ed teachers, if we expect them to
14 be with our students the majority of the time,
15 then we need to have -- their voice needs to be
16 one of the loudest voices at the table.

17 So it's things like that that I think
18 we're just sort of transitioning into a new --
19 into a new era and a different -- and kind of a
20 different -- I don't know. Do you get that,
21 Mary, that feel?

22 MS. LaCORTE: I do. This is Mary. I
23 was going to say earlier that it was very
24 encouraging that probably four years ago,
25 something like that, we were invited to co-train

1 with a [inaudible] staff member, who's no longer
2 there anymore. I can't remember his name right
3 now. He was a dynamite guy.

4 There was a group of principals up in
5 the Wilkesboro area or a coalition. They belonged
6 to the same group, and they decided in their
7 own -- they had identified their need to know more
8 about special education so they could be more
9 supportive, and we thought that was outstanding.
10 And they really -- some of them came because the
11 group had come -- had come together and decided
12 this, and a few there were really thinking they
13 wouldn't learn anything.

14 But the co-training was great, and we
15 identified a number of resources -- and I'll be
16 glad to send them out to the whole Council -- on
17 helping school building principals and others, and
18 a lot of it was CEC things and some other things
19 about really supporting them in their growth
20 around understanding special ed better, but also
21 understanding what they could do in their
22 buildings to make things better, and I'd be glad
23 to share that.

24 It's not rocket science, but they've
25 got -- I think, Gina, you're a hundred percent on

1 target, is that special ed's important, but it's
2 not -- it's not a priority in terms of -- it is a
3 priority, but it's not the only priority. There's
4 conflicting priorities or competing priorities.

5 I was going to ask you, on the issues
6 of teachers, certainly North Carolina -- or I'm
7 guessing North Carolina is not unique in this
8 issue with losing teachers. Maybe through NASDSE,
9 the national special education association --
10 maybe someone's got some other ideas in maybe how
11 to do -- I'm sure it's a -- I'm sure it's a topic.

12 MR. HUSSEY: Well, there's --
13 actually on the 23rd of this month, there's a
14 meeting inside one of the subcommittees up there.
15 I actually may be the one from NASDSE to go and be
16 a part of that panel, but it's a huge national
17 issue.

18 MS. LaCORTE: Yeah, I would think it
19 would be.

20 MR. HUSSEY: And so it's going to be
21 interesting to see what happens.

22 DR. CARPENTER: This is Dale. I'm
23 going to use up my quota for the whole year this
24 afternoon. But folks may not realize this, but
25 when you talk about teacher shortage and talk

1 about dealing with the principals. There's a big
2 principal shortage in this state. Lots of systems
3 are having a hard time finding principals, and I
4 know there are schools that had vacant assistant
5 principal jobs almost all year long. I don't know
6 how it is in the areas where other people are, but
7 that's -- so it's not just teachers; it's the
8 principals.

9 MR. HUSSEY: We are the lowest paying
10 state in the union relative to principal salaries.
11 I don't know. I've used the word "union" a couple
12 of times. In the United States.

13 MS. HALL: How are you going to ask
14 for some information--- This is Laura Hall.
15 Throughout this process of your report today,
16 there have been several events that have been
17 mentioned of things happening. I wonder if there
18 might be some way for that to be captured for us
19 so that we have an awareness of what's going on in
20 the state, not that we could be at everything.

21 I mean some of the individuals around
22 this table probably already have a broad idea, but
23 as a parent advocate who does not work
24 professionally also in this area, it would be
25 helpful for me to know because there may be some

1 things that I would like to go to or at least
2 follow up on.

3 MR. HUSSEY: Well, the next big thing
4 is, the summer institute is in Greensboro, but I
5 think they're primarily full at this point.

6 MS. HUDGENS: There are some openings
7 for various things.

8 MR. HUSSEY: There may be a few
9 openings. Vicki and I were talking earlier.
10 There is a contact person Deanna Snead. She's on
11 the website. You can call and check to see what's
12 there. During the fall conference where we have
13 parent strands, but also a broad 3,000 plus people
14 every year who are there, and there are lots of
15 things of interest depending on where you are in
16 the way of behavior, academics, engagement of
17 parents. You name it and I mean it's pretty much
18 there.

19 MS. HALL: So that information can be
20 found on our website as far as---

21 MR. HUSSEY: It's on our website
22 under the fall conference and summer institutes.

23 MS. HALL: Okay.

24 THE CHAIRPERSON: Any other
25 questions?

1 MS. GEORGE: I actually have one
2 little question that kind of touches on some of
3 what has been discussed today. I was wondering if
4 in the LEA assessment -- self-assessment, is there
5 anywhere where we have any documentation about
6 the -- anything being done for Disability
7 Awareness Month which was mandated several years
8 ago in October, that the school districts would do
9 something?

10 So I'm wondering if that's really
11 being done in the classrooms across the state.
12 I'm thinking that might help bring awareness for
13 principals who may not be as aware of the unique
14 needs of our children.

15 MR. HUSSEY: It's not in the
16 self-assessment. It is -- different districts do
17 different things and different schools do
18 different things within the districts. We do
19 informational kinds of things coming out, but we
20 don't -- we don't do anything big for the---

21 MS. GEORGE: I just wondered if there
22 was any kind of data collection. When I walk into
23 my son's school in February, I see Black History
24 month all over the place. I walk in, in October,
25 I see crickets, you know.

1 MR. HUSSEY: Yeah.

2 MS. GEORGE: So I'm just wondering,
3 is the disparity there -- because that might be a
4 way of preventing [inaudible] and issues.

5 MR. HUSSEY: Yeah. It's an idea to
6 talk about.

7 MS. ROBERTS: And when you do see it,
8 it's often restricted to disabilities that can be
9 seen---

10 MS. GEORGE: Not necessarily mental
11 illness or---

12 MS. ROBERTS: ---which, you know, not
13 that that's not important, but it's harder for
14 kids to grasp.

15 THE CHAIRPERSON: Okay. Any other
16 questions?

17 **(No audible response.)**

18 THE CHAIRPERSON: Thank you, Bill.

19 MR. HUSSEY: You're very welcome.

20 THE CHAIRPERSON: You've certainly
21 given us quite a bit to think about. Okay, guys.

22 MS. OUZTS: Nicole?

23 THE CHAIRPERSON: Yes.

24 MS. OUZTS: Just as a reminder that
25 we need to review the minutes and vote because---

1 THE CHAIRPERSON: Do we have a
2 quorum?

3 MS. OUZTS: I'm not saying you have
4 to do it now. I'm just--- I think so.

5 THE CHAIRPERSON: Yeah. We actually
6 have 14 for the quorum. So---

7 MS. OUZTS: How many are abstaining
8 still?

9 THE CHAIRPERSON: Oh. 14 minus
10 four -- 14 minus five.

11 MS. GRADY: Do we have to abstain
12 just because we weren't there?

13 MS. HUDGENS: No, you do not.

14 MR. HUSSEY: No, you don't.

15 MS. HUDGENS: You do not.

16 THE CHAIRPERSON: You do not. Are
17 you okay with that? That still won't give us our
18 quorum, though, will it, because we need 13 for
19 the quorum.

20 DR. CARPENTER: Don't abstentions
21 count in the total votes?

22 MS. ROBERTS: Yeah, they do. Your
23 abstentions---

24 DR. CARPENTER: Yes, no, abstentions.

25 THE CHAIRPERSON: Okay.

1 MS. ROBERTS: Yeah. Your abstentions
2 still qualify -- I mean you still have a quorum.
3 The abstentions just don't vote as I recall from
4 Roberts Rules of Order.

5 THE CHAIRPERSON: Okay. Then let's
6 review. We can go ahead and do that now since we
7 did say we would come back to that after lunch.
8 Thank you, Heather.

9 So, again, I'll just draw your
10 attention -- for those who arrived a little late,
11 here's the hard copy of the transcribed meeting,
12 but the summary is buff. That's in the packet,
13 and if you just want to take a couple of minutes
14 just to review the summary, and then we will vote
15 on whether or not we'll receive these as the
16 minutes for the meeting in March. Was it
17 March? Yes, in March. So just take a couple
18 minutes to review that.

19 **(Council Members reviewed of the**
20 **Summary of Actions.)**

21 THE CHAIRPERSON: Okay. Yes, Mary?

22 MS. LaCORTE: This is Mary. Nicole,
23 I just want to make sure I'm understanding. We're
24 going to vote on the summary?

25 THE CHAIRPERSON: Okay. So my

1 understanding is that now that meetings are
2 transcribed, we have a verbatim account of what
3 happened during the meeting. So that, yes, a
4 summary has been provided, and we are voting on
5 the summary of the meeting. That is my
6 understanding. Does anyone understand anything
7 any differently?

8 **(No audible response.)**

9 THE CHAIRPERSON: Okay.

10 MR. HUSSEY: But I think it's going
11 to, then, be you-all's decision as to how you want
12 to move forward with whatever document you want to
13 derive from this.

14 THE CHAIRPERSON: We did make that
15 announcement at the beginning of the meeting --
16 no, I didn't mean it that way -- that there
17 probably should be another discussion as to
18 whether or not this is something that you want to
19 continue or how it will be used, but you can have
20 that conversation later.

21 MS. LaCORTE: Just a follow-up
22 question. I don't know if we have [inaudible] we
23 may have to ask Katie Cornetto about whether
24 that's adequate. That's all. I know that we had
25 talked about having a summary just so it was easy

1 to skip to what our action steps were, and then
2 what will be posted on the website is -- I'm not
3 sure -- minutes or a summary?

4 THE CHAIRPERSON: Those are questions
5 for -- those are questions for Katie. I started
6 communicating with her yesterday on some questions
7 that came up, and I sent a response back this
8 morning letting her know that I would follow up
9 with her after we met today. So more information
10 will be coming out, and for those of you who don't
11 know, Katie Cornetto is the State Board attorney
12 who kind of guides us through our procedures and
13 especially as we're making several transitions
14 right now.

15 MS. HUDGENS: You might consider
16 discussing what your preference might be in case
17 there is an option so then that way, we wouldn't
18 have to wait another meeting. If you knew your
19 parameters and what the Council's preference was,
20 then we can go ahead and post accordingly.

21 THE CHAIRPERSON: Absolutely, then,
22 we can open up the floor just for, I guess, a
23 brief discussion on our thoughts about the
24 transcript. I don't know how many people read it.
25 I read through it. I was looking for certain

1 things. I don't know if anyone read the entire
2 transcript or not. Tish said she read the whole
3 thing. I did hear a comment that it was thorough
4 and that, you know, it was very well-documented,
5 very well-recorded. So does anyone else have any
6 comments they'd like to make about---

7 MS. MEBANE: This is Teresa. I read
8 through most of it, and because I wasn't there, it
9 really made me feel like I knew what was going on
10 in the meeting.

11 MS. ROBERTS: And I think as far as
12 it being something that's accessible to the
13 public, I would -- I think the summary is a nice
14 recap, but I think as far as what's posted on the
15 website is that the transcript should be available
16 as an option.

17 MS. HALL: That was my thought, is
18 that if you have the transcription available to
19 the public, then a summary of actions should be
20 sufficient as minutes, and then we're not bogged
21 down in, you know, did this word get said right
22 and communicated correctly. We have a
23 word-for-word transcript that's available to the
24 public. I found it helpful. I didn't read all
25 the way through the entire thing, but I found it

1 helpful in refreshing, you know, my memory of what
2 occurred, and I think it's a good option.

3 THE CHAIRPERSON: You think it's a
4 good option. Okay. So a couple of points for us
5 to consider. One, now that we are actually here
6 in this facility, the meeting is being audio-
7 streamed; and, two, I received a note -- and I'm
8 not sure if it was from Tish or from Katie -- that
9 the requirement is that the audio version be
10 maintained for ten years. Now I do have to get
11 clarification on where it's housed or how it's --
12 you know, how it's to be maintained. That's a
13 Katie question. But just so you know, that it
14 is -- it will be available.

15 So now does that change your opinions
16 as to whether or not you want to -- you would like
17 to keep the transcribed meeting minutes?

18 MS. ROBERTS: This is Elena, and it's
19 probably the lawyer in me talking so discount that
20 if you want, but from a research perspective or
21 for somebody who's trying to get something,
22 listening to six, seven, eight, nine, ten hours of
23 audio is a much more difficult proposition than
24 having a document that you can search through or
25 that you can make searchable with your OCR

1 software and that kind of thing. It is also -- I
2 think it actually takes a lot less space as far as
3 being accessible to the public. A PDF of that
4 size is a significantly less amount of bandwidth
5 and space than an audio recording.

6 THE CHAIRPERSON: Tish?

7 MS. BYNUM: The ten-year record
8 retention is actually IT -- DPI's IT policy. So
9 when you have the public anything, that is their
10 schedule for retaining audio-streaming. So it
11 doesn't matter whether it's the Council, whether
12 it's the State Board, whether it's who is who in
13 the zoo; you know, that's their record retention
14 for audio-streaming.

15 MS. ROBERTS: So they're going to
16 retain that regardless?

17 MS. BYNUM: Right.

18 MS. ROBERTS: I think that -- I would
19 think just also in terms of accessibility since,
20 you know, we are concerned about the EC population
21 and accessibility [inaudible].

22 THE CHAIRPERSON: So am I hearing---
23 Do we take an official vote?

24 MS. HUDGENS: I think where I'm
25 interested is what you want posted on the website.

1 Do you want the transcription or do you want the
2 summary of actions or both?

3 MS. ROBERTS: I would put both in.

4 MS. GEORGE: I vote both.

5 MS. SIMMONS: Does anybody miss the
6 minutes -- the little four to six page minutes
7 that summarize---

8 THE CHAIRPERSON: That's a valid
9 question.

10 MS. LaCORTE: I see your point,
11 Vicki.

12 FEMALE SPEAKER: I kind of do. I
13 kind of do. I feel like -- you know, honestly,
14 the transcript is quite a bit to digest, and this
15 is not that much detail. So something in between
16 is nice.

17 MS. HUDGENS: So what I would offer
18 you for reflection is that we had three or four
19 meeting minutes that never were approved because a
20 consensus couldn't be reached by the Council. So
21 just consider that when you're weighing your
22 options of whether to go back or to continue.

23 MS. ROBERTS: I mean if it's a
24 transcript, you have a lot less concern about
25 whether or not what was said or how it was said or

1 what was meant. So if there is any dispute over
2 the summary or whatnot, you can easily go back,
3 and again, if it's printed, it's a lot faster
4 process than---

5 THE CHAIRPERSON: So I'll offer this
6 as well, that up until the last year or so, we
7 never had any issues whatsoever with the minutes
8 as they were summarized. You know, that was
9 really only an issue for, like, the past year, and
10 I think what made it such a significant issue was
11 all that was happening during the course of that
12 year.

13 So for the new members, first
14 attendees, that's how we got to the transcribed
15 copies of the minutes. So I'm just offering that
16 to say that it is -- you know, if you decide to
17 get back to the -- if you miss the five or six
18 pages, I think it's likely that we may not have
19 the situations that we just experienced over the
20 year. Does that make sense?

21 I mean I can't guarantee that, but
22 I'm pretty comfortable in saying, you know, we
23 never had the types of problems that we had over
24 the past year, and I've been with this group now
25 for -- this is year eight for me. I've never --

1 I've never experienced that before.

2 MS. HALL: I'm just concerned that
3 there are a lot of new transitions happening.
4 You're going to MTSS, you've got the State
5 Improvement Plan, and you've got a lot of things
6 going on and there's a lot being communicated to
7 us. If you lose the transcript, you lose a lot of
8 the ability to really go back and look. So
9 that's -- that's my only -- that's my only thought
10 on that.

11 MS. ROBERTS: If I can piggyback
12 on -- this is Elena. If I can piggyback on Laura
13 for just a second. The other thing is, thinking
14 about it from [inaudible]. You know, when we give
15 our input to these folks and other folks, when
16 they're looking for the support, we say this is
17 the viewpoint or the cross-section part of what we
18 as the Council function to do, being able to go
19 back and look at exactly what our words were and
20 how we expressed it orally, you know, being able
21 to go back into the verbatim is going to be a lot
22 more helpful for them in their advocacy as well.

23 So, you know, if they're reporting to
24 a legislative committee, they can say, "This is
25 what we got from the Council. This is the

1 response." You know, that gives them evidence to
2 support those assertions.

3 THE CHAIRPERSON: Rick?

4 MR. SMITH: This is Rick, and I guess
5 my question is, if we don't have the transcript,
6 will we still have the oral recording of what was
7 said during our meeting?

8 THE CHAIRPERSON: As long as---

9 MR. SMITH: So we will still have
10 that, so we do have something that captures the
11 comments that were made during the meeting.

12 THE CHAIRPERSON: Right. It would
13 just be a matter of---

14 MS. ROBERTS: It has to do with -- I
15 think it's accessibility, then, because if you're
16 talking about eight hours of streamed audio versus
17 I can search a 200-page document and I can do a
18 control F on my computer and find keywords. You
19 know what I mean? It's significant -- as someone
20 who reads legislative histories and committee
21 documents on a fairly regular basis, I would so
22 much rather have that than an audio recording.
23 I'll just be honest.

24 THE CHAIRPERSON: So it sounds like
25 what I'm hearing is that at least for now, we

1 would like to keep the transcript and the summary
2 and have them both posted online---

3 (Multiple affirmative responses.)

4 THE CHAIRPERSON: ---and have them
5 both posted online at least for now. Now you can
6 revisit this at any point, you know, if you feel,
7 you know, maybe at some point, you know, next year
8 or the year after, whenever you want to, you can
9 revisit this whole thing and decide to do
10 something else, but for now, is that the consensus
11 of the group?

12 DR. CARPENTER: Could I make a
13 suggestion? Because I'm not going to read the
14 transcript, but -- I mean you-all might read it,
15 but I'm not going to read it. So we're going to
16 probably say you agree with the one-pager, or
17 whatever it is there, and if we allow folks at
18 that time when you're approving the last meeting,
19 to say there was nothing said about this major
20 outcome and suggest wording for that, that they
21 could bring that and so amend that -- that
22 one-pager.

23 THE CHAIRPERSON: Oh, absolutely.

24 DR. CARPENTER: That's okay?

25 THE CHAIRPERSON: Absolutely. We can

1 do that. That's the hope that when they send out
2 the agenda and documents in preparation for the
3 meeting, that you will review the summary, if you
4 find it necessary, to go back and review the
5 transcript, and then when you come to a meeting,
6 be prepared to say, you know, "I would like to
7 add" or "We omitted. Can we please," and then do
8 it that way.

9 MS. LaCORTE: This is Mary. I just
10 had one comment. I think I might have been the
11 one that brought up the summary, but that had -- a
12 couple of times ago -- that had absolutely nothing
13 to do with [inaudible] or the transcript at all.
14 It was just my experience on several boards I've
15 sat on, is when you have a lot going on, it is so
16 great to look at your action steps.

17 It was attached to the minutes, but
18 it was just kind of that piece. And so I just
19 wanted to make sure nobody thought that the
20 summary had anything to do with the timing of
21 doing it by transcript or any other way, and it
22 was always attached. So---

23 DR. CARPENTER: And some people just
24 use the agenda and just put that the action or the
25 major outcomes right there, and that's---

1 THE CHAIRPERSON: And that's
2 sufficient.

3 DR. CARPENTER: ---and that's what
4 they approve.

5 MS. LaCORTE: Anything was
6 sufficient. It was just to be able to go quickly
7 to, you know, what steps or what actions were
8 taken.

9 MS. OUZTS: Could I offer -- to
10 piggyback on Dr. Carpenter's comment, you don't
11 have to call it summary of actions. I mean I
12 think more is -- if this format is sufficient,
13 this can be your minutes. You can amend it just
14 as you would, but it's much more straightforward
15 than what's done in the past.

16 MS. LaCORTE: Heather -- this is
17 Mary -- I think I might only disagree with that in
18 terms of calling it the minutes because this
19 doesn't really capture all the conversations. It
20 just captures all of the actions taken. That
21 would be the only difference.

22 MS. OUZTS: And I think there's
23 different approaches to what constitutes minutes.
24 Some are very brief, much more brief than this.

25 THE CHAIRPERSON: And that's -- and

1 that's what we experienced before. The minutes
2 aren't necessarily a verbatim account of all that
3 happened at the meeting.

4 MS. HALL: As a part of our meetings,
5 can we have a final page that has action plan --
6 summary of action plans determined from the
7 meeting, and then -- and then a more typical
8 minutes, though not as long. I think that that's
9 what I'm hearing from Mary is---

10 THE CHAIRPERSON: That's what this
11 is. We just need to---

12 MS. LaCORTE: No. I wasn't
13 suggesting something else. I was suggesting --
14 when I brought that up, it was just months and
15 months and months ago. Just that having the
16 actions separate is just something I appreciated
17 in some of the councils I sit on, which is
18 useful -- helpful and useful, but that was long
19 before there was any concerns.

20 THE CHAIRPERSON: Okay. All right.
21 So, again, what I'm hearing is that for now we
22 would like to keep the transcription -- the
23 transcribed meeting and the summary and have them
24 both posted online at least for now? Is that the
25 consensus of this group?

1 MS. SIMMONS: If you're asking for
2 preferences, I've got a preference. If it was my
3 preference, I would prefer minutes about four to
4 six pages with more information on it, and then
5 there be an attached sheet that says, "Bill will,"
6 "Mary will send," whatever, and so that everybody
7 knows what everybody is going to do. This is like
8 minutes with a skeleton instead of meat, and
9 that's -- you know, that's the whole body.

10 THE CHAIRPERSON: But these aren't --
11 these aren't minutes.

12 MS. SIMMONS: But I like minutes.
13 She asked for preferences.

14 MS. HALL: Might I make a motion that
15 we accept for today the summary of actions as our
16 minutes from the March meeting.

17 THE CHAIRPERSON: There is a motion
18 on the floor.

19 DR. CARPENTER: Second.

20 FEMALE SPEAKER: I second.

21 THE CHAIRPERSON: The motion has been
22 made and properly seconded. All of those in favor
23 of accepting the action -- summary of action for
24 the minutes for March meeting -- all in favor say
25 aye.

1 (Multiple members responded aye.)

2 THE CHAIRPERSON: All opposed?

3 (No audible response.)

4 THE CHAIRPERSON: And the ayes have
5 it. So thank you for that.

6 FEMALE SPEAKER: Any abstentions?

7 THE CHAIRPERSON: Oh, any
8 abstentions?

9 (Multiple members abstained.)

10 THE CHAIRPERSON: I'm sorry. I am so
11 sorry. All right. So we have four who have
12 abstained -- Greg, Rick, Jennifer, and Gina who
13 have abstained. I'm sorry. I always just kind of
14 look for somebody to do [inaudible] move forward.
15 All right. So thank you for that.

16 We have transitioned into the
17 afternoon work session very well, and so the next
18 thing that we need to do is to nominate and vote
19 on your new chairperson. It's time for new
20 leadership. So, you know, as I said before, this
21 is -- this is year eight for me. So I am done.
22 I've served two terms as a member, and I have been
23 appointed chair twice during two different
24 periods. And so as of June the 30th, my term
25 officially ends. Today is my last official

1 meeting. It's been great, guys. No, honestly, it
2 really has been.

3 And so I guess right now if we would
4 give some -- if you would give some consideration
5 to who you would like to nominate to be considered
6 for Chair. If we could just take a few minutes to
7 do that. Do we need me maybe, like, five minutes
8 or so? Do you want to discuss among yourselves?
9 I'm looking for---

10 MS. SIMMONS: I nominate Leanna
11 George for Chair.

12 THE CHAIRPERSON: Oh, you want to go
13 ahead and make the nomination. Okay. All right.
14 Leanna George has been nominated for chair. Are
15 there others? Oh, I'm sorry. Leanna George was
16 nominated by Vicki Simmons for Chair. Are there
17 any other nominations?

18 **(No audible response.)**

19 MS. SIMMONS: Do I get to say
20 anything?

21 THE CHAIRPERSON: Would you like to
22 say something? You may, absolutely.

23 MS. SIMMONS: I've gotten to know
24 Leanna a little bit in our associations with the
25 Council. She's a parent of a child with a

1 disability. She's been to numerous, numerous
2 meetings in the last three or four years. I met
3 her through Partners in Policymaking as well, so
4 she's had that kind of training. I think she
5 would be an excellent Chair for our Council.
6 She's been through legal processes with her child,
7 so she knows the ropes of that.

8 THE CHAIRPERSON: And I'll just
9 add -- and I'm smiling because -- I'll just add to
10 that -- because I think I just talked it over
11 with -- not too long ago -- talked it over with
12 members. I remember when you submitted your
13 resume and your letter of interest to join the
14 Council, and I felt then at that time that you
15 were a really, really strong parent advocate, and
16 that -- I've got to say Leanna has had better
17 attendance at our meeting than some of our sitting
18 members. So she's been working with the group for
19 a very long time, so I'm---

20 MS. ROBERTS: Do we need to second
21 the nomination?

22 MS. MEBANE: I'll second.

23 THE CHAIRPERSON: Okay. So the
24 motion has been made and seconded by---

25 MS. ROBERTS: Teresa did it. I just

1 asked if we needed to.

2 THE CHAIRPERSON: Okay. ---by
3 Teresa. Any additional discussion?

4 MS. LaCORTE: I was reading something
5 else. Leanna, will you accept that nomination, or
6 did we ask you?

7 THE CHAIRPERSON: Well, she doesn't
8 get to say no. Leanna?

9 MS. GEORGE: I accept the nomination.

10 THE CHAIRPERSON: She will accept the
11 nomination. All right. So all those in favor of
12 Leanna serving as the next Chair to the Council,
13 please say aye.

14 **(Multiple members responded aye.)**

15 THE CHAIRPERSON: All those opposed?

16 **(No audible response.)**

17 THE CHAIRPERSON: Any abstentions?

18 MS. GEORGE: I abstain.

19 THE CHAIRPERSON: Excellent.

20 Excellent. Thank you. Okay. In addition,
21 there's one other little -- a couple of
22 appointments. Well, I guess--- I'll tell you
23 what. If it's okay -- because I would like to --
24 she's going to chair this Council.

25 There are -- I was prepared -- I was

1 prepared to make appointments because Teresa is
2 going to -- expressed that she needs to surrender
3 her committee due to her family obligations and
4 some things that she's going through. So I was
5 prepared to actually appoint someone else to chair
6 her committee as well as Lisa. Lisa and I just
7 chitchatted a little bit about she surrendering
8 her chair of her committee due to some obligations
9 and things of that nature.

10 However, I will respect the
11 incoming Chair by saying if we could just take
12 a five-minute -- if it's okay to take a
13 five-minute break, I would like to consult with
14 her to see if she's okay with making the
15 appointments now or if you want to wait until
16 September. So can we just take a break, just
17 everybody give us a couple of minutes.

18 **(A brief recess was taken from 1:52**
19 **p.m. to 2:00 p.m.)**

20 THE CHAIRPERSON: Thank you for
21 giving me just a minute just to consult with
22 Leanna, and she's agreed that we can move forward
23 with the appointments, and I will help Leanna and
24 her team transition. I'll transition everything
25 with her so that they'll be ready to -- they'll be

1 up and running by June 30th and be able to carry
2 on with the duties and responsibilities of the
3 Council.

4 So the appointment for the Unmet
5 Needs Committee, which was Teresa Mebane, will now
6 be Laura Hall, and I did talk to Laura about that
7 and she has agreed to accept that -- accept that
8 appointment. Thank you. Laura has already
9 done -- you'll hear from her in a few minutes
10 because she's done a lot of work with Mary on the
11 public comment draft, and so we appreciate that
12 and thank you.

13 MS. HALL: Thank you.

14 THE CHAIRPERSON: Absolutely. For
15 the Reports and Data Committee that was being
16 chaired by Lisa Phillips, it will now be chaired
17 by Cynthia Daniels-Hall. I spoke with Cynthia
18 about that, and she has agreed to accept that
19 appointment. So welcome again. Thank you,
20 Cynthia.

21 The Policies and Procedures Committee
22 will remain the same. Susan Humbert still chairs
23 that committee, but I have to say, have to say,
24 have to say that--- That's right. I'm looking at
25 you, Greg. ---that Greg---

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(Interruption.)

MR. SINGLETON: Divine intervention.

THE CHAIRPERSON: ---that really Greg and Katie Holler have both done a tremendous job. They did a lot of work with the drafting of the -- with the bylaws, the amendments to the bylaws. I mean they -- they worked on it. They met, and they included the other members of the committee, but that was spearheaded by Greg. And so I want to thank him for the work that he's put into it, and he knows that I was looking at him. But we'll go [inaudible].

And, again, just to thank -- your vice chair will remain Vicki Simmons. I cannot thank Vicki enough for our support since I've been the Chair and just as a member. I have learned so much from Vicki. It's just been amazing, and there are a lot of days that I just don't feel like I would have made it without Vicki and others of you who are here, and I appreciate that so, so very much.

I think I might have been sharing with Lisa that one of the ways that serving on this Council that has really impacted me has been now when I look at leaders or when I see different

1 chairs or leaders of agencies or whatever capacity
2 they're serving in, now I rarely look at the
3 person in the front and I'm always paying very
4 close attention to the people who are beside them
5 because although that person is standing there,
6 you can't get anything done if you don't have the
7 support beside you in order to move everything
8 forward and get the work done.

9 I find myself doing that all the time
10 now. Wherever I go, I'm always not looking at the
11 person who is giving the talk or making the
12 presentation, but I'm looking to see, okay, who is
13 beside them because I know that's where their
14 strength is. So thank you and the two of you as
15 well. It's been a great ride, but this bus is
16 pulling out. Please strike that from the record.

17 MR. HUSSEY: And I'm going to take
18 this opportunity to thank you.

19 THE CHAIRPERSON: You have got to be
20 kidding me.

21 MR. HUSSEY: I could be, but I'm not.
22 We took, I guess, the liberty from the Council to
23 go ahead and get something for you, a plaque.
24 Basically it says presented to Nicole Jimerson for
25 dedicated service to the Council on Educational

1 Services for Exceptional Children, year 2016. So
2 we want you to have that.

3 And I'm just going to say a few words
4 if I could because I really do think we're moving
5 in a different direction, and I think you have
6 pushed this Council that way, and I think we're on
7 the road, and I think it's time for us -- so now
8 you have big shoes to fill.

9 MS. GEORGE: I've always had big
10 shoes to fill.

11 MR. HUSSEY: But I mean I really do
12 think -- and I want to thank you for creating what
13 I believe now is a much bigger voice from this
14 Council, a much clearer initiative about where
15 we're going in actionable steps. We've sat in
16 this Council for a long time and you-all listened
17 to us. We're now getting feedback.

18 Like I said today, this was one of
19 the best conversations I've had in the three
20 years, just talking about things and doing things
21 and you-all's honesty and willingness to talk
22 about things, and I think a lot of that is due to
23 your leadership and the way you pushed what we
24 needed to do, and I just wanted to say that out
25 loud in front of everybody. And so thank you very

1 much.

2 THE CHAIRPERSON: Thank you, Bill.

3 Thank you.

4 Okay. So it's now 2:10, and we want
5 to continue. I think we discussed earlier that
6 our goal for today is 3:30 and not 4 o'clock.

7 Let's see. The public comment draft.
8 Hopefully today we can put this to rest, okay?
9 We've been working on this for a couple of
10 meetings now, which is good because we started --
11 this was, you know, an idea that we had. We
12 wanted to be able to provide the public access to
13 this body, and that's who we represent. So we
14 wanted to increase the access, and we felt like
15 one of the ways to do that would be through having
16 or offering a public comment period.

17 So we had to move from that and to
18 draft -- to draft that policy, what would that
19 look like. So this is the second or third time, I
20 think, it may have -- it's come back to this
21 Council, and I think we're in really, really good
22 shape. So what I'd like to do is to ask Laura and
23 Mary if you would just review -- because I know
24 you tweaked it a little bit and you made a couple
25 of changes -- just hit the highlights for us on

1 that, and I think we'll be prepared this time to
2 really, really, like, really send it for legal
3 review.

4 I shared at the beginning of the
5 meeting, I think, that I had been in communication
6 just in the past day or so, like, with Katie, and
7 Bill and Carol Ann may have been in that e-mail as
8 well. My last note to her this morning was that I
9 would submit these documents to her following our
10 meeting today. So if we can go ahead take the
11 final review, that would be great.

12 MS. HALL: This is Laura. Mary and I
13 met together after our last meeting to take the
14 comments that were made at the last meeting
15 regarding public comment and tried to integrate
16 them into this document. The largest area of need
17 was a statement of how we would take e-mail
18 comments and what that would look like. Mary's
19 background and understanding is really very
20 helpful for that, and that's the biggest area,
21 would you say, that we made the adjustment or we
22 actually added to that -- what we had.

23 Basically, the document speaks for
24 itself. We took what you said -- the one thing we
25 did not change, because we felt like it was very

1 important to make this user-friendly to our
2 population, was it had been requested that there
3 be a 30-day period -- 30 business days to submit,
4 and we just felt like that was really not
5 user-friendly for our population. So we
6 originally had it at five days. We did extend it
7 to ten business days.

8 But I would suggest that everybody
9 take a moment to look over it. The one need that
10 we have is an e-mail address for -- for where
11 comments will be sent to. In other documents for
12 other states, it's the secretary. Tish functions
13 as our administrative assistant. So I don't know
14 if that's where we want them sent to or if we're
15 going to have our own e-mail address.

16 THE CHAIRPERSON: Previously we
17 discussed having our own e-mail address and that
18 the, I think, which would be you, of the Unmet
19 Needs Committee -- the Unmet Needs Committee would
20 be responsible for reading and summarizing the
21 e-mails that would come in, and that's why we---

22 MS. HALL: I think actually it's the
23 Executive Committee under -- under this, which is
24 what we wrote, "The Executive Committee will
25 review public comments and decide on appropriate

1 action, if any, according to the Council's
2 mission." Our committee -- as chair, I would
3 lead -- and that's typical actually of other
4 states.

5 THE CHAIRPERSON: Okay. Okay.

6 MS. HALL: But as chair, I would lead
7 our group in the implementation of those actions,
8 but the Executive Committee decides the course of
9 action. So as far as it being printed -- them
10 being printed out for the written submissions or
11 written by letter or written by e-mail, those
12 would go to Tish, I would assume, and then would
13 also be forwarded to the Executive Committee then.

14 Why doesn't everybody take a minute
15 and read through this, and that should be pretty
16 self-explanatory.

17 THE CHAIRPERSON: Okay.

18 **(Council Members reviewed draft**
19 **Public Comment Policy.)**

20 THE CHAIRPERSON: Are we ready or do
21 you need a couple of minutes?

22 **(No audible response.)**

23 THE CHAIRPERSON: First of all, I
24 have to say this is -- this is thorough. This is
25 good. I think this is a really good draft policy.

1 But I am going to ask, for my benefit, if you
2 would differentiate your instruction, please.
3 I've read it, but now will you walk -- will you
4 walk me through what will happen if someone from
5 my county e-mails the Council -- and we know we
6 have to get an e-mail address. So they e-mail it.
7 It's goes to the e-mail, and what happens?
8 Because that's where I'm unclear.

9 MS. HALL: Okay. Two things happen.

10 THE CHAIRPERSON: Okay.

11 MS. HALL: One is those are sent to
12 the Executive Committee in the order received.
13 Second is Tish would record them in the order
14 received. They were limited to 600 words in their
15 public comment. The order in which comments will
16 be received by the Council at our next meeting is
17 in person comments first according to sign-in
18 sheet and then written comments in order that
19 received up to six comments.

20 Right now on our schedule, we have 15
21 minutes for public comment. What we are proposing
22 is 30 minutes for public comment. If there aren't
23 that many public comments, then they would not --
24 you know, that time would be taken. What is sent
25 to the Executive Committee -- the written comments

1 sent to the Executive Committee are taken in by
2 the Executive Committee, and as it says here, they
3 review them and decide on appropriate action so
4 according to our mission.

5 THE CHAIRPERSON: Okay. So the
6 Executive Committee will be responsible for
7 checking the e-mail?

8 MS. HALL: Tish should send written
9 comments, I would suggest, at a designated time
10 once they've been received, which is ten days
11 prior to the meeting. They are sent to the
12 Executive Committee -- the written ones because
13 those are the only ones that will be stated at
14 that particular meeting, and as with those
15 comments and any that are given in person, the
16 Executive Committee decides what action needs to
17 be taken. There may be no action taken, maybe one
18 thing you decide. It may be sent back to the
19 Unmet Needs Committee. It could be sent to one of
20 the other committees because it has to do with
21 their scope of work. So that's that process.

22 THE CHAIRPERSON: So then the only
23 question I would have, then, if you go back to
24 when we were making plans for this originally, the
25 Unmet Needs Committee is the largest committee and

1 that was purposefully done because we really
2 wanted to be more active in identifying the unmet
3 needs across the state, and we were thinking -- we
4 anticipated that once word gets out about, you
5 know, there's this Council and you can e-mail or
6 write, we really would think it would be like the
7 floodgates would open.

8 So my only concern is that I don't
9 know if we want to put that responsibility on Tish
10 because she is one who helps us or if we would
11 like to actually find a way somehow for that
12 committee -- because that committee has ten or 12
13 people on it.

14 MS. HALL: In name.

15 THE CHAIRPERSON: In name. I
16 understand that. So but -- I mean but, you know,
17 as the chair for that committee, you could kind of
18 delegate that and figure out who's going to be
19 willing. I just don't know if we want to put that
20 type of -- I'm confident, you know, that once---

21 MS. HALL: What I would suggest for
22 Tish is that she take the written comments, holds
23 them in an e-folder, you know, electronically. I
24 don't know that she needs to do anything with them
25 other than being sure that they're -- the first

1 five are copied because no more -- first six -- no
2 more than six are going to be -- to be read at the
3 most.

4 THE CHAIRPERSON: To be addressed.
5 Carol Ann?

6 MS. HUDGENS: I just wanted to offer
7 that if we're able to establish the DPI e-mail
8 address, then we can also establish the recipients
9 of that e-mail so that there are not multiple
10 steps there because if it does take off, as you
11 mentioned, that could be a quite labor-intensive
12 task.

13 I know you're not necessarily going
14 to act but maybe on the first five, but I would
15 venture to say that there would be other folks
16 here that would be interested in what comments
17 were offered just as a matter of the business of
18 this Council, and so if you have established who
19 could be the recipient of that same mailbox, then
20 you kind of eliminate the need to establish more
21 procedure about getting it back and forth, and
22 then the appropriate persons can have and act in
23 real-time based on the information coming in.

24 THE CHAIRPERSON: Mary?

25 MS. LaCORTE: This is Mary. I was

1 just going to add one more thing too. It's not on
2 this piece of paper, but the Unmet Needs Committee
3 will take on -- take on the responsibility of
4 assembling all that in a way that's easily
5 reported to the Board in terms of the categories
6 and looking at the primary issues and seeing if we
7 can't use, you know, grids and rubrics to kind of
8 capture that. So we've received so many comments
9 on this topic and so many comments on this topic.

10 THE CHAIRPERSON: Yes.

11 MS. LaCORTE: That's not here.

12 MS. HALL: And that's not addressed
13 in this -- in this form.

14 THE CHAIRPERSON: But you're right.
15 That was the initial thought behind that.

16 MS. HALL: So what I hear you saying
17 is that you would -- you would want the Unmet
18 Needs Committee to review the public comments, and
19 it's not really our role to decide on appropriate
20 action.

21 MS. ROBERTS: Are you just looking to
22 screen, though? Is that what you're looking for?

23 THE CHAIRPERSON: Probably screen.
24 If you wanted to forward the five---

25 MS. HALL: Uh-huh, to the -- or six.

1 THE CHAIRPERSON: ---or six or, like
2 Carol Ann said, just give the Executive Committee
3 access and we could do it that way, but the
4 screening process would ultimately be the
5 responsibility of the unmet needs committee. Does
6 that make sense?

7 MS. ROBERTS: I think you guys are
8 talking about two different things. You're
9 thinking that -- and correct me if I'm wrong,
10 Laura. This is Elena. It sounds to me like what
11 she's saying is that the Executive Committee is
12 only ever going to see the first six for each
13 meeting. As far as all the rest of the e-mails
14 go, the Unmet Needs Committee will be looking
15 through all the rest of those and categorizing and
16 chopping that data down in a way to present to
17 everybody else in a way that's easily consumable,
18 is that right?

19 MS. HALL: That is correct, but the
20 one concern that I have is -- I mean, as a step,
21 it could come to the public -- I mean to the Unmet
22 Needs Committee first, but the Executive
23 Committee, as they receive data from us, has got
24 to decide on the appropriate action of the
25 Council.

1 THE CHAIRPERSON: Yeah. Okay. Okay.

2 MS. HALL: Okay. So am I capturing
3 that well?

4 MS. LaCORTE: Uh-huh, I think so.

5 THE CHAIRPERSON: So it would really
6 ultimately be -- it would be between the -- I'm
7 trying save Tish -- it would be between---

8 MR. HUSSEY: I'm going to make a
9 comment about that at some point.

10 THE CHAIRPERSON: Okay.

11 MS. HALL: That's fine. Just the
12 secretary in other -- is who -- so I'm just going
13 with our current setup, and this is fine. So I
14 just want to be sure our wording is right. The
15 Unmet Needs Committee will screen public comments?

16 THE CHAIRPERSON: Uh-huh.

17 MS. LaCORTE: Review.

18 THE CHAIRPERSON: Review.

19 MS. HALL: Okay. The Unmet Needs
20 Committee will review public comments and---

21 THE CHAIRPERSON: The Executive
22 Committee will determine what actions, if any,
23 need to be taken on the five that are going to be
24 presented at the meeting.

25 MS. HALL: How can we simplify that?

1 Just like the Unmet Needs Committee will review
2 public comments, forward actionable comments to
3 the Executive---

4 MS. LaCORTE: Two steps.

5 MS. GEORGE: What type of actions are
6 we proposing that the Executive Committee makes on
7 just these written public comments? Because I'm
8 reading in here that there's no response to an
9 in-person comment. So why are we doing any
10 response above and beyond documenting the concerns
11 and possibly reporting back any actions? So I say
12 we -- you know, I don't want to do actions on all
13 of them if we need to do actions because that's
14 what we need to do, right?

15 MS. LaCORTE: I don't think the
16 Executive Committee is going to any take actions
17 on the five or six. Those are just the five or
18 six that come in, in that order---

19 MS. HALL: So you know what's coming
20 in at the meeting. It's for your knowledge as the
21 Executive Committee.

22 THE CHAIRPERSON: Okay.

23 MS. LaCORTE: I think after the Unmet
24 Needs Committee reports to the Council on what the
25 issues were and if there are any unique or

1 particularly concerning trends, then the Council
2 can get that information and determine if the
3 Council makes any action on that.

4 MS. HALL: So for the sake of this
5 document, do we just need that sentence to say,
6 "The Unmet Needs Committee will review public
7 comments and decide on appropriate action,"
8 appropriate actions being whether it's forwarded
9 to the Executive Committee, put into a format of
10 trends. So we don't define appropriate action in
11 detail.

12 MS. GEORGE: When you say "action,"
13 people think you're going to act on it. That
14 might be---

15 MS. HALL: Appropriate action, if
16 any.

17 MS. GEORGE: Yeah.

18 MS. LaCORTE: This is Mary again. I
19 think we may simplify -- in the bullet above
20 "Making Public Comment in Person," I think we
21 might simplify this just by saying, "The Council
22 will review public comments and decide on any
23 appropriate action -- on appropriate action, if
24 any, according to the Council's mission."

25 MS. ROBERTS: Yeah. I'm not sure you

1 need a duplicative---

2 MS. LaCORTE: No, I don't think we
3 do. So I think if we just take that bullet and
4 where it says, "The Executive Committee --"
5 because this is for the public. This is the
6 external document rather than the internal
7 document. If we take that, then this is --
8 everything through here is about what the Council
9 will do, so I think that instead of the Executive
10 Committee, it'll be, "The Council will review
11 public comments and decide on any appropriate
12 action."

13 THE CHAIRPERSON: That's great.

14 MS. LaCORTE: That would be either in
15 the form of the first six or the report from the
16 Unmet Needs Committee to the Council, and that
17 just---

18 MS. ROBERTS: I don't even think you
19 need to do review. I think you just have to put
20 consider. "The Council will consider the public
21 comment---"

22 MS. LaCORTE: That's fine.

23 MS. ROBERTS: It doesn't say you're
24 going to do anything, just that you're going to
25 consider it, and then, you know, if there's any

1 additional action to be taken, the Council can do
2 that. I don't know that it needs to be set forth.

3 MS. LaCORTE: That's correct.

4 THE CHAIRPERSON: Jennifer?

5 MS. GRADY: Do we have a mission
6 statement?

7 THE CHAIRPERSON: Yes.

8 MS. GRADY: Okay. We have the
9 vision---

10 THE CHAIRPERSON: Oops. We have a
11 vision statement.

12 MS. HALL: But in this document, what
13 we suggested was put in this fourth bulleted point
14 where the mission of CESEC -- is that the mission
15 statement be stated there. So if you are in
16 "General guidelines for public input," the fourth
17 bullet point down, "Comments should be focused on
18 relevant topics to the mission of CESEC. (State
19 mission statement here or somewhere in the
20 document."

21 THE CHAIRPERSON: I think her point
22 is we have vision -- we created a vision
23 statement. We didn't create a mission.

24 MS. ROBERTS: But isn't that defined
25 by what the Council in fact is, though? Isn't it

1 already---

2 THE CHAIRPERSON: Our duties and
3 responsibilities.

4 MS. ROBERTS: It was created -- it
5 was created by legislation, so the purpose or the
6 mission of the committee is stated in the
7 legislation.

8 THE CHAIRPERSON: In IDEA.

9 MS. ROBERTS: IDEA.

10 THE CHAIRPERSON: Okay. So pull it
11 from IDEA.

12 MS. ROBERTS: Yeah. Well, pull it
13 from North Carolina statutes.

14 MS. HALL: And you could also put the
15 vision statement underneath the -- where it says,
16 "The Council on Educational Services for
17 Exceptional Children," you could put the vision
18 statement under there, and both Mary and I felt
19 like the -- that the -- I know our -- that we have
20 the headers be bold rather than -- because they
21 kind of are missed in this document.

22 THE CHAIRPERSON: That was in my --
23 my forwarding it to Tish. I just copied and
24 pasted that, but yeah.

25 MS. HALL: So those things would be

1 highlighted. Then the vision statement could be
2 added at the top. All right. So what I -- to
3 clarify, "The Council will consider public
4 comments and decide on appropriate action, if any,
5 according to the Council's mission."

6 Are there any other questions or
7 concerns?

8 MS. GRADY: This is Jennifer. Would
9 this be placed on the website, or how would be
10 communicating?

11 THE CHAIRPERSON: This will be -- I
12 think it should be put on the website, and once we
13 have the final document and everything has been
14 approved, I'm sure it will be a PDF, and everybody
15 on the Council can receive one and it can go out
16 that way as well.

17 MS. HALL: It also could be something
18 that could go out within our districts and the
19 parent thing with that so that they are made
20 aware.

21 THE CHAIRPERSON: Yeah. And that's
22 why I wanted to make sure that we were clear that
23 it just wouldn't be Tish's responsibility to check
24 the e-mail because I think once word gets out --
25 you know. Any other questions or comments?

1 MS. GEORGE: I just want to -- are we
2 sure we want to go with five minutes? Most public
3 comment periods are only three minutes in length.
4 Five minutes can be a very long time, having
5 presented testimony -- giving live testimony, five
6 minutes is a long time, so---

7 MS. HALL: In looking at other
8 states, it was about half and half. So -- so
9 three minutes would not be -- what do you think,
10 Mary?

11 MS. LaCORTE: Well, we did discuss
12 this as a group at some point, and part of it was
13 because of the distance people may come to a state
14 meeting and then the complexity of sometimes the
15 issues, that five wasn't really too much, that
16 three might be too little.

17 MS. GEORGE: At three, we could also
18 follow up on as well, and three would allow more
19 people to be able to present versus just six. If
20 we're allotting 30 minutes to it, that allows ten
21 people to present versus five.

22 MS. ROBERTS: Are you trying to limit
23 the number of public -- like, I mean, are you
24 trying to have -- like, is the goal to have at
25 least 30 minutes set aside for public comment and

1 hear from as many as possible in that time, or is
2 the goal to be able to hear from at least six
3 people per meeting? You know, like, what's your
4 gear point here because that affects it.

5 MS. GEORGE: Well, the more we hear
6 from people, the more, I think, we're fulfilling
7 our mission to finding unmet needs of the
8 community. However -- like, you know, and we can
9 get -- you know, we can do more by listening to
10 more people versus limiting it to just five. So
11 we could always follow up and if we wanted to
12 extend and ask more questions about a certain
13 issue or concern, we can do that, but you know---

14 MS. HALL: One thing that this
15 document does allow for is for the Chair to give
16 additional time. So, say, you have five people
17 who speak for three minutes each. They don't use
18 their time. You have 15 minutes. You can allow
19 for more comments to be -- to be presented. So
20 you might get more, but I think -- I know when
21 Mary and I did meet, we did discuss that and we --
22 especially for in-person comments, it's a long way
23 to travel for a lot of people for three -- for
24 three minutes. 600 words is -- also meets the
25 five minutes.

1 MS. LaCORTE: I think that was --
2 somebody had done that math.

3 THE CHAIRPERSON: We did that at the
4 last meeting.

5 MS. LaCORTE: Yeah. One of the other
6 thinkings was to -- was that this was moving --
7 prior to this, in all the years where we had
8 people sitting around the room, they could
9 participate and do lots of things, and so this was
10 stepping away from that.

11 And so I think we don't -- we don't
12 know until we do -- you know, it's one of those
13 things we don't -- we can predict, but we don't
14 exactly know how it might play out. And that's
15 kind of -- I think that's why we discussed that
16 time, I think, either in the committee or as a
17 group in a small way at one time.

18 THE CHAIRPERSON: And keep in mind,
19 you can revisit this. Once we implement it, you
20 can -- yeah, if it works too well.

21 MS. GEORGE: I know, like, the
22 commission I serve on in DC, we have actually have
23 two public comment sessions per meeting.

24 THE CHAIRPERSON: That was my
25 question. Were we saying 30 minutes at the

1 beginning, or were we saying 15 at the beginning
2 and 15 at the end?

3 MS. HALL: We did discuss that. Our
4 general thought from the group was that they
5 didn't want to have 15 minutes at the end, but
6 that is -- that is a -- I mean there's a different
7 group of -- I mean there's people here that
8 weren't there for that. So that is -- one state
9 that we looked at does do 15 minutes at the first
10 half and then 15 minutes in the second half.

11 MS. ROBERTS: Is it under your
12 discretion? I mean, do you have to set -- I mean,
13 you know, if the Chairperson looks at the agenda,
14 and says, "We're heavy here. We're late here,"
15 you know, they can move it around.

16 MS. GEORGE: Adjust it. If you've
17 got [inaudible] want to say something, then I
18 could open it up to public comment at the end as
19 well.

20 MS. ROBERTS: But, you know, I think
21 the thing is, when you set a time period, it means
22 that no matter what, you have to have that time
23 set aside.

24 MS. GEORGE: Uh-huh, for public
25 comment.

1 MS. ROBERTS: So, you know, that's
2 the thing as far as it goes. I mean, if people
3 are going to come in person, you know, you may
4 want to decide whether or not -- you know, I mean
5 it's a first come/first serve basis. If you put
6 it all together at one time period, at least
7 people know when to be here. Now whether you want
8 to do that first thing in the morning or you want
9 to do it in the afternoon, that's a different
10 story. You might do it just before lunch.

11 MS. LaCORTE: This is Mary. One
12 other way of doing that is for it to be up to 30
13 minutes for so many people. So you can use some
14 language that doesn't restrict you from -- you
15 would have guidance then about arrive -- when you
16 arrive. You know that you arrive, you know, at
17 the beginning of the period to be able to speak.
18 So people aren't thinking they can walk in at,
19 like, you know, five minutes left in the period
20 that we're going to -- that we'll do that. So
21 that additional guidance could be there if the
22 Council would like that.

23 MS. ROBERTS: I mean it seems to me
24 that you want to have people to know exactly when
25 they're -- when they're going to come in order to

1 be heard, and -- while I know that a great number
2 of people are incredibly dedicated when they come
3 for these things, you know, there's a prospect of,
4 like, if you're going to come -- if you're coming
5 from across the state to Raleigh. It's different
6 if it's moves around the state. You know what I
7 mean?

8 But, like, if you're going to have --
9 if you're coming from the western part of the
10 state and you're traveling, you know, four hours
11 or more to Raleigh, you know, to make a 9:30 a.m.
12 public comment period, you know, I mean you don't
13 want to -- I think the value of putting it
14 together is that you have consistency of knowing
15 when that period is, when you have to get there,
16 you know, so -- you know.

17 MS. HUDGENS: And may I offer
18 something as well? With your sign-in sheet, if
19 you're worried about someone coming in, in the
20 last five minutes of the comment period and maybe
21 business has moved on because they weren't --
22 weren't there, if you have a time set that they
23 have to be signed in, then they can arrive at the
24 appropriate time. They know that they've gotten
25 in, and then you have grounds to be able to

1 redirect a person's interest to make comments if
2 they didn't -- if they didn't sign in by the time
3 allowed for without it feeling to the person that
4 it was a subjective decision. If you have a
5 process there, you can, a little bit more gently,
6 say, "I'm sorry. Unfortunately, you did not sign
7 in by the 10 o'clock time. We're not able to
8 accommodate your request to comment."

9 MS. LaCORTE: I said that a minute
10 ago, but not nearly as -- I said we could have a
11 set time of arriving, so---

12 MS. ROBERTS: And I mean, like, I
13 think if you're going to do it, we're going to
14 have -- obviously [inaudible] today's meeting and
15 the committees, you know, often things take longer
16 or go less time, you know, so you want to, I
17 think, allow for flexibility. So setting a time
18 like, you know, after lunch or setting a time for
19 like 1 o'clock, having to be signed in, you know,
20 by 12:30.

21 MS. GEORGE: The public comments set
22 at 1 o'clock just before we start our work
23 sessions, that way, anyone who's running late
24 getting here because they're coming from Manteo or
25 Murphy---

1 MS. ROBERTS: And my thought too is
2 that that's the committee usually breaks for
3 lunch, and people coming in and out won't be
4 [inaudible] focus or distracting too. So that's
5 something else to think about.

6 MS. GEORGE: That's an idea.

7 MS. HALL: So what I'm hearing is the
8 public comment period will be---

9 MS. GEORGE: From 1:00 to 1:30.

10 MS. HALL: ---from 1:00 to 1:30.

11 THE CHAIRPERSON: And you have to be
12 signed in by---

13 MS. GEORGE: 12:30.

14 THE CHAIRPERSON: ---12:30.

15 MS. ROBERTS: And then we're going to
16 need some kind of disclaimer language like be
17 prepared that, you know, things may not run on
18 time since [inaudible]. You know, like, anytime
19 to you deal with government bodies, it's like,
20 yes, there's a set time you have to be there, and
21 there's a time that it's set for, but that doesn't
22 just always work out that way. So you need to
23 give yourself a little bit of leeway to say, you
24 know---

25 MS. GRADY: [Inaudible] involved

1 here.

2 MS. ROBERTS: Yeah, I mean -- yeah,
3 maybe I'm over thinking this, so if I am, feel
4 free to just be like, "That's nice," pat me on the
5 head, and go on.

6 THE CHAIRPERSON: I think that's
7 actually really fair.

8 MS. HALL: So if I put under "General
9 guidelines for public input," the first bubble or
10 second maybe because it's short, but "Public
11 comment is limited to no more than five minutes
12 per person with a maximum of six public comments
13 per meeting." Do we want to strike the maximum of
14 six public comments?

15 MS. ROBERTS: I think what you want
16 to do is set a time limit.

17 MS. HALL: Five minutes.

18 MS. ROBERTS: Well, I mean, if it's
19 five minutes per person, then 30 minutes will be
20 allowed for public comment.

21 MS. GEORGE: 30 minutes.

22 MR. SINGLETON: The period of time.

23 MS. ROBERTS: That's much more
24 [inaudible]. Thank you.

25 MS. HALL: All right. So "Public

1 comment is limited to no more than five minutes
2 per person---"

3 MR. HUSSEY: And will run from 1:00
4 to 1:30. You don't even have to say anything
5 else.

6 MS. HALL: ---"five minutes per
7 person beginning at---"

8 MS. ROBERTS: The first 30 minutes of
9 the afternoon work session is probably how I would
10 do it because then you're not -- and then, like,
11 if you start -- you know, if you run over in the
12 morning session and you start at 1:15, you're
13 not---

14 MS. HALL: All right. Let's try
15 this. "Public comment is limited to no more than
16 five minutes per person in the first 30 minutes of
17 the afternoon session. Sign-in must occur by
18 12:30 p.m."

19 MS. ROBERTS: Exactly. That works
20 perfectly, I think.

21 MS. LaCORTE: I do think there's
22 something to be said, though, for making it clear
23 enough that people can expect what that time frame
24 is. So people signing in by 12:30 don't
25 necessarily know that that starts at 1:00 and ends

1 at 1:30. I don't want to get so caught up in it,
2 but at the same time, what we talked about in the
3 last several meetings is making sure it was clear
4 enough that we didn't have to keep -- you know, we
5 didn't have to keep revisiting it too often except
6 if we found something really that wasn't working.

7 MS. HALL: What about this: "In the
8 first 30 minutes of the afternoon session,
9 generally 1:00 to 1:30."

10 MS. ROBERTS: There you go.

11 MS. GEORGE: That works.

12 MS. LaCORTE: How early -- excuse me.
13 This is Mary. How early are the -- can agendas
14 for the session be posted online? Because you
15 could also have a comment in there generally or
16 whatever, "See agenda for that meeting."

17 MS. HALL: What do we want?
18 Generally 1:00 to 1:30?

19 MS. LaCORTE: I'm just basically
20 asking---

21 MS. ROBERTS: Honestly, knowing
22 people and how you want to do it, I think I would
23 go with what Laura is saying and just put it in
24 there that it's generally 1:00 to 1:30 because
25 that's typically what it is. I don't think it's

1 necessarily helpful to refer them over to yet
2 another place to go, and again, like, the agenda
3 for today, you know, we had things at assigned
4 certain times, and we busted those pretty well.

5 So, you know, I don't want people to
6 have the -- you know, I want them to have a
7 general expectation. Like you said, you want them
8 to know I'm probably going to talk around 1:00 --
9 between 1:00 and 2 o'clock. Hopefully we're not
10 so far off course, but you know, I can plan to
11 speak between 1:00 and 2:00, and then I'll be free
12 to leave or then I'll be able to go home or what
13 have you.

14 But you don't want to tie it down so
15 much because -- the only reason I bring it up --
16 and this may be protecting again, like, you know,
17 the crazy strange element that you might run into
18 with people because some people get -- that you
19 run into where people actually look for reasons to
20 sue North Carolina government under whatever act
21 which requires -- you know, I'm just trying to
22 avoid that.

23 And if you build in a little -- what
24 we learn is called hedging -- a little hedge
25 language into some of your policy, that just gives

1 you a little bit of cushioning but yet provide a
2 clear expectation.

3 MS. LaCORTE: This is Mary. I
4 totally honor that. I just also want this
5 document to drive our behavior as well so that
6 we're aware that the agenda -- that we're really
7 also responsive to the public and to kind of try
8 to maintain -- no matter what we need to do to
9 make that time period the time period. We can
10 always, as we do any other time, hold our comments
11 [inaudible] a little before or a little after, but
12 I think if we -- if we're committed to doing this,
13 then I feel like maybe we can at least try by
14 committing to saying this is going to be our time
15 period.

16 THE CHAIRPERSON: Yes.

17 MS. LaCORTE: And then that will help
18 steer our behavior.

19 MS. HALL: So are we striking the
20 word "generally" or are we keeping it?

21 MS. LaCORTE: Generally is still
22 okay.

23 THE CHAIRPERSON: Generally is okay.

24 MS. ROBERTS: Generally is still
25 okay.

1 MS. HALL: All right. If I can
2 summarize the changes that I have thus far to this
3 document.

4 THE CHAIRPERSON: Okay.

5 MS. HALL: The first is that at the
6 top of the page under "The Council on Educational
7 Services for Exceptional Children," the vision
8 statement would be listed. The headers of "Public
9 Comment Policy, General Guidelines for Public
10 Input, Making Public Comment in Person, and
11 Submitting Written Public Comment," would be in
12 boldface.

13 The second bullet point under
14 "General Guidelines for Public Input," would be
15 "Public comment is limited to no more than five
16 minutes per person in the first 30 minutes of the
17 afternoon session, generally 1:00 to 1:30 p.m.
18 Sign-in must occur by 12:30 p.m."

19 In the fifth bullet down, "Public
20 comments will be --" I'm sorry -- the final bullet
21 point under "General Guidelines for Public Input"
22 will be "The Council will consider public comments
23 and decide on appropriate action, if any,
24 according to the Council's mission."

25 That is what I have for changes thus

1 far. Anything else?

2 MS. ROBERTS: The only other thing I
3 noticed was that under the written public comment,
4 you have that "Any individual may submit a written
5 comment via written letter or e-mail," and I'm
6 just not clear on if we're getting written comment
7 via e-mail and we're getting written comment via
8 letter, although I suspect those will probably be
9 much fewer and far between than e-mail, and you're
10 limiting the comments that will be done to the
11 first, you know, six comments.

12 Like, how are you going to log that
13 if you have competing systems?

14 MS. HALL: The reason that we did
15 this was for the sake of accessibility, is that
16 not everyone will have access to e-mail. I guess
17 the date it's received -- the letter is -- written
18 letter is received is the date that it's marked
19 has having come in, in the order that it's put in.

20 THE CHAIRPERSON: Uh-huh. And the
21 written correspondence would absolutely need to
22 come to the Division. So we would use the
23 Division mailing address, and then whoever is
24 responsible for the mail would log, stamp that
25 in -- stamp that in, and then it could be

1 incorporated.

2 MS. HALL: Then it could be scanned
3 and sent to the e-mail address for monitoring.

4 THE CHAIRPERSON: Yeah.

5 MS. ROBERTS: Okay. So if somebody
6 writes in, when it comes in the mail, whatever
7 kind of mail it comes in, somebody is going to
8 date stamp -- time stamp it both with date and
9 with time, and then we're going to -- and then
10 forward it on. That means, though, as the people
11 reviewing the e-mails in terms of looking for this
12 public comment, that you're going to have to look
13 at headers of e-mails and where that falls in your
14 written correspondence to see if it falls within
15 your number of comments that you're going to read
16 into the record.

17 THE CHAIRPERSON: Yeah, that's right.

18 MS. HALL: I don't think it will be
19 as large of a---

20 MS. ROBERTS: I don't think it will
21 be. I just want to make---

22 MS. HALL: ---of a problem, but---

23 MS. ROBERTS: Because we've specified
24 that that first X number, then we're actually
25 going to have to make sure that it falls within

1 that first X number, and I'm just making sure that
2 that was what was intended.

3 MS. HALL: Yes.

4 MS. ROBERTS: All right. Thanks.

5 MS. GEORGE: I have one more
6 question. Where it says, "Any written materials
7 for verbal presentation should be sent in early,"
8 apparently it sounds like for us to print out and
9 distribute. Is that the idea?

10 MS. HALL: I think that that is where
11 we would have to send to Tish to have -- because
12 Tish is who does our printing, is that correct?
13 This is Laura.

14 MS. HUDGENS: That is true, but what
15 I would offer is that you guys need to prioritize
16 and then send us what you want duplicated, and we
17 will just duplicate for the meeting purposes.

18 MS. HALL: So do we send to you or to
19 Tish?

20 MS. HUDGENS: Tish will be the
21 contact person, but all of the decisions around
22 the priority, the time-stamping and all of that,
23 we would like -- it would be helpful for you guys
24 to do that. Then we'll just print whatever it is
25 you ask us to print, and typically that comes from

1 to chair in preparation for the meeting.

2 MS. GEORGE: I was just saying that
3 it sounds like it's for someone who's planning to
4 present in-person public comment that had a
5 handout that they want to distribute. My concern
6 is, do you want to limit how many handouts, how
7 many pages? Because that can get -- for a
8 24-person body---

9 THE CHAIRPERSON: Well, we wouldn't
10 do that.

11 MS. GEORGE: A ten-page white paper,
12 that's 240-page, you know, printing cost.

13 THE CHAIRPERSON: No, we wouldn't do
14 that. They would bring -- if they wanted to bring
15 something.

16 MS. HALL: This is what was typical
17 in the other state documents is that if they
18 submitted handout material, then if they did so
19 within a time frame, it would be provided --
20 printed out and provided for by the Council.

21 THE CHAIRPERSON: Oh, well, here it
22 is. "The presenter will be -- the presenter will
23 be responsible for copies for distribution---"

24 MS. GEORGE: "If this timeline is not
25 observed."

1 THE CHAIRPERSON: ---"if this
2 timeline is not observed."

3 MS. HALL: Which is ten business days
4 prior.

5 MS. HUDGENS: And also on the back,
6 it says that your written comment is 600 words,
7 which is great for the written comment, but back
8 to Leanna's point, it doesn't speak to the
9 handouts. So I guess that could be a decision-
10 making piece here. Do you want handouts e-mailed
11 to you? I mean handouts can be fine, but if you
12 put it solely into the participant bringing it
13 with them and structure it a little bit
14 differently, then you don't have to worry about
15 the duplication part.

16 MS. LaCORTE: This is Mary. We might
17 want to strike "and any written materials" and
18 just leave it as their written comments.

19 THE CHAIRPERSON: I think so.

20 MS. MEBANE: Yeah, and if they do
21 choose to bring something, that doesn't mean we
22 reject it---

23 THE CHAIRPERSON: Can't receive it,
24 yeah.

25 MS. MEBANE: ---but I don't think we

1 should offer to print---

2 MS. GEORGE: Spending money to print.

3 MS. MEBANE: ---yeah, print handouts.

4 THE CHAIRPERSON: Strike that.

5 MS. GEORGE: 200-page transcripts.

6 MS. ROBERTS: Well, the other options
7 is if they want to submit any kind of handout, I
8 mean if you want to strike a balance, you can
9 always say that, you know, if there's any
10 materials that they want to provide attached, you
11 know, to their e-mail that's fine, but -- you
12 know, and it will get forwarded if it's part of
13 the public comment. But I don't know that you
14 would want to go there. I think you're better off
15 with---

16 THE CHAIRPERSON: I think we should
17 just -- just strike it.

18 MS. HALL: Strike it?

19 THE CHAIRPERSON: Just strike it.
20 And if someone shows up with something and they
21 want you to have it, you can receive it. You can
22 accept it. Just say thank you.

23 MS. ROBERTS: I think as the Unmet
24 Needs is going through it, you know, and it's not
25 when it actually gets to the meeting, but if

1 there's something you see that we want to know
2 more about or to see if they have any supporting
3 anything, we can always reach out and ask for
4 that.

5 MS. GEORGE: If they want to send an
6 attachment, that's fine, but don't expect us to
7 print it out and distribute it at a meeting. If
8 they're bringing in verbal, in-person comment,
9 they can bring whatever documents they want to
10 bring to support it.

11 THE CHAIRPERSON: Okay. So we want
12 to just strike that language.

13 MS. HALL: That is under "General
14 Guidelines for Public Input," bullet point three
15 will be struck.

16 MS. LaCORTE: No. Just the---

17 THE CHAIRPERSON: Just the one
18 about---

19 MS. LaCORTE: Any written materials.

20 THE CHAIRPERSON: Any written
21 materials.

22 MS. GEORGE: For verbal
23 presentations.

24 MS. LaCORTE: It's here. Written
25 comments---

1 MS. HUDGENS: So I have a question.

2 MS. LaCORTE: We're going to strike
3 "and any written materials."

4 THE CHAIRPERSON: Yes, Carol Ann.

5 MS. HUDGENS: Would you guys like to
6 consider some language around the fact that this
7 is to express unmet needs and not an opportunity
8 for pitching sales or something like that because
9 who knows. Someone may see this as a venue to
10 sell insurance or -- you know. I don't know. In
11 our world, those kinds of things are possible. So
12 a statement -- there is a lot of legal terms and
13 options around. No solicitation. I mean this is
14 not an opportunity to---

15 THE CHAIRPERSON: Oh, yeah. To put
16 on the document?

17 MS. HUDGENS: Yes.

18 THE CHAIRPERSON: Oh, sure.

19 MS. HUDGENS: That it's not a time to
20 offer goods and services.

21 THE CHAIRPERSON: Like autism
22 insurance or something like that.

23 MS. LaCORTE: That's a good point,
24 Carol Ann, and I think, though -- I don't know
25 that we have to keep it to the unmet needs because

1 we don't know until somebody's talked, but that's
2 a good point.

3 MS. HUDGENS: Sure.

4 MS. HALL: What if in the -- down
5 below where it says "If special assistance is
6 needed to participate," there be an additional
7 line of "No---"

8 MS. HUDGENS: Yeah, just at the
9 bottom.

10 MS. HALL: ---"No public comments
11 regarding solicitation." How would you word that?
12 How would word that bullet?

13 MS. HUDGENS: I don't know. You guys
14 have legal people on your team.

15 THE CHAIRPERSON: Yeah. Let Katie---

16 MS. ROBERTS: I would say ask Katie.

17 MS. HUDGENS: I was waiting for them
18 to---

19 THE CHAIRPERSON: We'll let Katie
20 just give us a sentence, a line to put in there,
21 and then we'll be done.

22 MS. ROBERTS: She'll know what to say
23 because, more or less, all doing is -- I mean we
24 haven't had the -- we don't have the wherewithal
25 or the authority to engage in anything like that

1 anyway. So, like, it had to be -- public comment
2 is really, really specific.

3 MS. LaCORTE: Right. And the fourth
4 bullet in the first section pertains to that.

5 "Comments should be focused on relevant topics to
6 the mission and see the mission statement --"
7 however that happens, what it says, and then at
8 that point, if Katie helps us with a sentence,
9 that would be the perfect spot for that sentence.

10 MS. ROBERTS: Yeah.

11 THE CHAIRPERSON: Okay.

12 MR. HUSSEY: I think you also need to
13 be careful that you don't -- it's about an issue
14 or a concern. It's not about a person.

15 MS. LaCORTE: It's in here, but if it
16 wasn't obvious, we'll make sure it's obvious.

17 MR. HUSSEY: Because I still think
18 that -- to me, that's the one place that I'm
19 afraid they're going to get---

20 MS. GEORGE: Start naming names or
21 something.

22 MR. HUSSEY: Yeah, and I---

23 THE CHAIRPERSON: And then I think it
24 would be the responsibility of the Chair to just
25 kind of say, you know, "Excuse me, sir/ma'am."

1 MR. HUSSEY: But there do need to be
2 a set of expectations that are said right before
3 the comments start---

4 THE CHAIRPERSON: Yes.

5 MR. HUSSEY: ---to make sure that
6 people are clear again what---

7 MS. GEORGE: What the ground rules
8 are.

9 MS. ROBERTS: That this is not a --
10 that this is a forum for you to bring forward
11 concerns you have about meeting the needs of
12 children with -- of exceptional children and
13 educational. You know, you want it so there won't
14 be some sort of pitter-patter that's just like a
15 this is what this is for, this is not a place to,
16 you know, blame. We don't have any power to --
17 like, the Council is not -- can't exercise any
18 authority over the Department of Education.

19 MR. HUSSEY: I mean I just get to
20 that lady who wanted me to fire the principal. It
21 wasn't about what was going on anymore. It got
22 personal, and that was what she wanted to have
23 happen, and it didn't really matter what the
24 causal effects---

25 MS. HALL: If I can note, in the

1 document under "Making Public Comment in Person,"
2 on the back page it says, the top bullet,
3 "Maintain confidentiality and privacy standards.
4 Do not mention the personal names of students or
5 school staff."

6 MR. HUSSEY: I hadn't turned it over
7 to see that part, but I just want to make sure
8 that -- as I sit and listen.

9 MS. ROBERTS: I'm not sure you can do
10 that, to be honest with you. I don't think you
11 can limit it that far in any -- obviously people
12 have to be careful about who they name, but
13 whether or not -- when you're talking about -- if
14 this akin to going -- like, if you went before any
15 legislative committee or any other public body
16 that is a state government, you know, institution
17 or branch thereof, the public free speech says
18 that they can name names. It may not be helpful.
19 We may not enjoy it, but they can name names.

20 MS. MEBANE: Yeah. I was getting
21 ready to say we can't stop them. You know, I
22 think that can be a guideline. I think we can put
23 it as a guideline.

24 MS. ROBERTS: We can tell them, you
25 know, "Please --" you know, "Please respect," or

1 you know, that kind of thing, but we can't mandate
2 that they don't name names.

3 THE CHAIRPERSON: I think we -- I
4 think we have what we need in order to send it for
5 the legal review. Let her take a good look at it
6 and let us know if any additional changes need to
7 be made, but I think pretty much it's a really
8 good policy.

9 MS. ROBERTS: You guys did a really
10 good job with it.

11 THE CHAIRPERSON: Yeah, I think so.

12 MS. MEBANE: You guys did great.

13 THE CHAIRPERSON: Thank you again for
14 that. Yes.

15 MS. HUDGENS: So for housekeeping,
16 this sounds like an action step, that based on the
17 feedback today, then, is this a correct assumption
18 that that document will come to us at your request
19 to have Ms. Cornetto review it; and if so, is
20 there a timeline associated with that that you
21 would like for us to adhere to?

22 THE CHAIRPERSON: Okay. So---

23 MS. ROBERTS: Can we get it reviewed
24 so we can -- because if we can get it reviewed, it
25 would be nice if at the next quarterly meeting, we

1 can adopt the policy.

2 MS. GEORGE: Might be able to
3 implement it the next meeting.

4 MS. ROBERTS: Yeah, that's what I
5 mean. Can we -- you know.

6 MS. HALL: If we vote on this as
7 acceptable per Katie -- Katie's---

8 MS. ROBERTS: Subject to Katie's
9 review.

10 MS. HALL: ---subject to Katie's
11 review so that it can be in place for the next
12 meeting? Can we do that?

13 MS. ROBERTS: Make a motion.

14 THE CHAIRPERSON: I would think so,
15 yeah.

16 MS. HALL: I'd make a motion---

17 THE CHAIRPERSON: Do we have
18 enough -- do we still -- do we have enough people?

19 MS. GEORGE: We still have 13.

20 THE CHAIRPERSON: Do we still have
21 13?

22 MS. HUDGENS: Is there anyone that
23 wants to see that clean, approved copy before they
24 adopt it? That's the only question I have here.
25 I mean I was just thinking in terms of process,

1 based on the edits that the Council has determined
2 as appropriate today, those edits will be put in
3 the hard copy. Then the hard copy will come to
4 DPI with the request for a legal review. We
5 initiate the legal review. Any comments from
6 Katie will be directed back to the committee, and
7 then the committee is going to determine if there
8 are issues that have to be amended before it's
9 adopted.

10 MS. HALL: Can we do a -- can we---

11 THE CHAIRPERSON: Yeah, you put a
12 couple of extra steps in there.

13 MS. HALL: ---can we do a conference
14 call in August?

15 THE CHAIRPERSON: Sorry. We forgot.

16 MS. HALL: I'm Laura.

17 THE COURT REPORTER: I know who you
18 are. Just, one at a time. I know who you are
19 now.

20 THE CHAIRPERSON: Okay. Here's my
21 recommendation -- all right -- and I'll just take
22 a little bit from Carol Ann and a little bit from
23 Laura. Okay. So, Laura, if you would clean it up
24 and get us a copy ready, I think the Executive
25 Committee can then forward it to Katie, and then

1 Katie will just let us know, you know, what she
2 thinks. She's reviewed it and here's -- this is
3 where we are.

4 All right. Once everything is okay,
5 then we simply need to do -- we can do a
6 conference call -- I think we may have talked
7 about this before -- just do a conference call --
8 send it out to everybody, do a conference call, do
9 a vote, and it's done because if we wait until
10 September, that's a couple of months away. I
11 think that this is something that could be done in
12 the next, like, week or so.

13 MS. SIMMONS: A couple of things. In
14 the Guilford County Schools for our school board
15 meeting, we have a little timekeeper so they know
16 when their three minutes is up.

17 THE CHAIRPERSON: Yeah. We'll have
18 to have that.

19 MS. SIMMONS: We have a security
20 guard in there, plainclothes, because you just
21 never know, and---

22 MR. HUSSEY: I'm too old.

23 MS. SIMMONS: ---there's also a
24 person that if somebody starts to get personal,
25 they say, "Would you please step outside the room

1 and address your comments to whoever," and that
2 way they don't have to go into the whole personal
3 story of whatever.

4 THE CHAIRPERSON: And, again, I just
5 think we just need to get it going. Let's start
6 down that road and then see if any changes need to
7 be made, if those types of things need to be given
8 consideration. But for now, just to get going,
9 just to get it started, I think we have what we
10 need.

11 MS. HALL: It sounds like it.

12 THE CHAIRPERSON: Okay. So the next
13 thing -- so, again, what will happen is, you guys
14 are going to clean it up, you'll send it to the
15 Executive Committee, or if you send it to me, I'll
16 make sure I include -- I keep doing like this --
17 I'll put it back in the Executive Committee. I'll
18 connect with the Executive Committee and Katie.
19 Katie will take a look at it. Once Katie says
20 everything is fine, we'll reach back out to the
21 full Council. We'll schedule a conference call.
22 It should take no more than ten minutes maybe just
23 to get everybody on the line, vote, and it's done.

24 MS. HUDGENS: Thank you. Because it
25 sounds like we'll wait until further notice --

1 from DPI's perspective, we'll wait until we hear
2 further directions from you or the Executive
3 Committee on the topic.

4 THE CHAIRPERSON: Okay. And I will
5 make sure that you guys are copied on the e-mail
6 as well. Is that okay?

7 **(Multiple affirmative responses.)**

8 THE CHAIRPERSON: All right. We're
9 moving right along. Okay. So the Council bylaws,
10 and that is goldenrod, not to be mistaken with
11 buff.

12 MR. SINGLETON: I should have paid
13 attention to that Crayola crayon box when I was a
14 little boy with 64 colors. I never learned all of
15 them.

16 THE CHAIRPERSON: So the first thing
17 that we can start with on the bylaws and then --
18 Greg, I didn't talk to you about this, but do you
19 want to just kind of touch on some of the major
20 points?

21 MR. SINGLETON: Sure.

22 THE CHAIRPERSON: Okay. Take a look
23 at it, and let me just start with -- let me start
24 by saying this. In preparation for the meeting
25 today, there was an attempt made for members to

1 call in, and we were kind of going back and forth
2 trying to figure out if that was possible, how we
3 were going to make it happen. It wasn't in the
4 bylaws.

5 So we reached out -- we reached out
6 to Katie who replied that because this is an open
7 public meeting, members are allowed to call in and
8 participate -- listen in, discuss, and vote.
9 That's all allowable whether it's explicitly
10 stated in the bylaws or not.

11 Last call for sandwiches and cookies.
12 If anybody wants to slip out and get something,
13 that's fine, but we're going to continue.

14 So whether it's explicitly stated in
15 the bylaws or not, it is permissible. So at this
16 point -- you know, from this point forward, when
17 the -- I'm thinking that when the agenda comes out
18 and all the supporting documents, you should
19 receive one -- we're going to ask -- and that's
20 something we'll have to work with the Division
21 on. We'll ask that the call-in information also
22 be provided, and that should be relatively simple
23 because it's something that's done already. So it
24 should be just a matter of getting the number.

25 MR. HUSSEY: It's just -- that

1 contraption right in front of you is it.

2 THE CHAIRPERSON: That?

3 MR. HUSSEY: That's it. That's the
4 call-in. So we basically would be able to do that
5 without any difficulty.

6 THE CHAIRPERSON: All right. And,
7 again, I want to reiterate the Council only meets
8 four times a year. This is a quarterly meeting.
9 The expectation is that you do everything that you
10 can possibly do to attend, to be physically
11 present, but in those instances where you just
12 can't, you now have an option. If you have to
13 leave early, you can still call in and listen to
14 the meeting as you're going on.

15 So having said that, I'm not sure if
16 we need to write that -- we'll let that be her
17 call, something we'll talk to her about, if there
18 will be a line that says that or not. We can
19 strike that from the list. That was one of the
20 questions that we had. Okay?

21 Next I will give it to Greg and just
22 let him hit the highlights.

23 MR. SINGLETON: Just a few things.
24 This actually grew out of the meeting that we had
25 in December. I was unable to be here for the -- I

1 was unable to be at Vicki's school for the March
2 meeting, but at the December meeting, there had
3 been some questions that had come up as far as
4 going back to previous concerns about the minutes
5 and audio recordings and so forth. And so Nicole
6 has spoken with our committee -- the Policies and
7 Procedures Committee, and we were charged with
8 going back and trying to add some language to the
9 bylaws that would hopefully take care of that.

10 There are only four of us on that
11 committee. Katie Holler, who was unable to be
12 with us today, resides in Pitt County and I'm in
13 Beaufort County. So we're next door to each
14 other. Martin Pharr and Susan Humbert are unable
15 to join us today. They don't live in close
16 proximity to us. So it became apparent it would
17 be easier for Katie and I to work together. We
18 were eventually able to connect a couple of times.

19 Katie Holler really deserves the
20 credit for this. She looked at what other states
21 were doing and the bylaws of similar advocacy
22 bodies in other states, and she basically brought
23 the information. I really just supplied my typing
24 ability which, as you can tell, is not that great.
25 What I tried to do was to strike through things

1 that we wanted to take out and to underline things
2 that we wanted to add just like the legislature
3 does when they're revising a bill.

4 So it was not a whole lot, but you
5 can -- and I'm not going to go through each one,
6 but you-all can read it. The biggest thing was to
7 clarify the number of folks on the committee and
8 who they were. It was 24 members and that the
9 Council Members -- there's 20 members who are
10 appointed by various entities in the state whether
11 it's the Legislative Branch, the Executive Branch,
12 or the State Board of Education. And then there's
13 four state agency representatives, and they
14 are actual standing -- we believe they're actual
15 standing members of the committee just like anyone
16 else, and that's the way it's listed here.

17 We've clarified that a majority is 13
18 when you're talking about 24 people. We clarified
19 that a vote must be taken about the minutes and
20 that it's recorded by an electronic audio device.
21 That's been solved by meeting here in the State
22 Boardroom. We clarified that we would add that
23 only those Council Members in attendance of a
24 meeting should vote on the minutes of that
25 meeting. That was something that we added and

1 that she had seen in other states.

2 And then we just kind cleaned up
3 committee and task force. So it wasn't really a
4 whole lot to it, but we worked on it for several
5 hours one day. And we sent it to Nicole, I
6 believe, maybe in February, but there wasn't
7 enough time for this committee to vote on it
8 because there's a time frame if you're going to do
9 that. I was unable to be at the March meeting, so
10 I think that she sent it to everyone to look at.
11 So that's pretty much it.

12 THE CHAIRPERSON: Any questions or
13 comments, Carol Ann?

14 MS. HUDGENS: So in looking at the
15 procedures E3 and having the minutes posted on the
16 web page within one week of approval, just as a
17 matter of note for you-all, there is a five-
18 business-day processing request with the webmaster
19 to post things on the Internet. So that runs
20 really tight there in a week with two of them not
21 being business days. So I don't know if you guys
22 want to consider that.

23 THE CHAIRPERSON: Ten days?

24 MS. ROBERTS: Ten business days.

25 MS. HUDGENS: I guess I'm just asking

1 for a little more wiggle room so that we don't
2 violate the bylaws. Five business days is the
3 worse-case scenario, and a lot of times, we can do
4 better than that. But just---

5 THE CHAIRPERSON: What do you think
6 is reasonable? Is ten days reasonable?

7 MS. HUDGENS: Ten business days is
8 very reasonable.

9 THE CHAIRPERSON: Okay.

10 MS. LaCORTE: Just for clarification,
11 to not only generate them but also post them?

12 MS. HUDGENS: I didn't see the
13 generate and post. What I'm seeing is "All
14 approved minutes will be posted to the Council's
15 web page within one week." That's the part that
16 I -- I'm taking the assumption everything's done
17 at that point, we've all agreed, and then if we
18 could have ten business days to post it, I think
19 that's very reasonable.

20 MS. BYNUM: Web Publishing has
21 prerequisite requirements.

22 MR. HUSSEY: I guess I have two
23 comments. One, on the first page under "Council
24 Members," one of the things we did to get more
25 parents on the group, because we didn't have

1 vacancies, was to use the minimum of 24, meaning
2 that this was the group of people that had to be
3 there, 24, and because it was minimum, we could
4 bring extra people on, which is what we did the
5 last time.

6 So I'm fine with whatever you-all
7 decide, but I just want you to know that that has
8 been a benefit to you in the past, and you may not
9 want to limit yourself in that way. So just --
10 just as a reminder.

11 THE CHAIRPERSON: Okay.

12 MR. SINGLETON: And I'm fine with
13 that either way.

14 THE CHAIRPERSON: All right. So we
15 want to---

16 MR. SINGLETON: We want to take that
17 back out?

18 THE CHAIRPERSON: Take that out. So
19 it will read, "The Council shall consist of a
20 minimum of 24 members as follows."

21 MR. HUSSEY: And the only other thing
22 I was going to comment on was under -- page 2
23 under E, what we just did is not what this says.
24 So I just -- just comments.

25 THE CHAIRPERSON: Say that again.

1 MR. HUSSEY: What we just decided we
2 would do is not what this says.

3 THE CHAIRPERSON: Okay.

4 MR. HUSSEY: So just to make sure
5 that -- and I don't care how you reconcile it.
6 I'm just pointing out.

7 THE CHAIRPERSON: E3?

8 MR. HUSSEY: Yeah, 3E or E3,
9 whatever, yeah.

10 MS. HALL: In regards to having a
11 summary of actions and the transcribed---

12 MR. HUSSEY: Right. This is minutes,
13 and again, it's -- it may just be wording and
14 semantics that you want to correct, but it's --
15 what we decided just a moment ago is not what that
16 says. That's all I want you to be---

17 MS. SINGLETON: What would be some
18 suggested wording to change that?

19 MS. ROBERTS: You have to decide
20 what's going to be the minutes is the thing. Is
21 it going to be the full transcription or are we
22 going to have it be the summary or some other
23 permutation. I think that's what you're going to
24 have to -- if you're going to define it that way.
25 I mean what you could say is, you know, "Official

1 minutes must be kept on all Council meetings and
2 must be made available to the public on request.
3 At each meeting, the Council must vote on the
4 approval of minutes taken during the previous
5 meeting. In addition to minutes, all meetings of
6 the Council will be recorded and a transcribed
7 copy of the meeting will be -- you know, will be
8 posted to the Council's web page along with the
9 minutes," and that would give you a bit more
10 flexibility. You don't want to call that big---

11 THE CHAIRPERSON: Transcript.

12 MS. ROBERTS: ---transcript---

13 MR. SINGLETON: The transcribed copy
14 of the minutes, right.

15 MS. ROBERTS: You don't want to make
16 the transcript the minutes. So I think what---

17 MR. SINGLETON: A transcribed copy of
18 the meeting?

19 MS. ROBERTS: Yeah.

20 MR. SINGLETON: Okay.

21 MS. ROBERTS: I think that's -- as
22 long as you demarcate that, then that still gives
23 some discretion to the committee to determine what
24 will be the minutes, but we probably next meeting
25 will need to decide on what that standard form is

1 going to be as far as, you know, is it going to be
2 the summary of action, is it going to be four to
3 six page minutes with the summary of action page
4 included, is it going to be, you know,
5 hieroglyphics drawn by someone. You know, at some
6 point, we have to---

7 THE CHAIRPERSON: Based on what -- I
8 think Katie came to the -- not the March -- what
9 was the previous meeting -- the December --
10 December meeting when we were talking about this
11 whole thing with the minutes. And so we learned a
12 couple of things -- well, I learned a couple of
13 things there.

14 First of all, you know, namely that
15 the minutes are not a verbatim translation of
16 everything that happened. At that time, we were
17 even considering doing a posting on the website of
18 what had been offered as -- you know, as minutes.
19 It was a summary. I also learned that a statement
20 could be put on the website and the public, if
21 they really wanted to see or view the minutes or
22 the documents from that meeting, could simply
23 request to come and view them.

24 So I think what I'm saying is, we can
25 just check with her -- let her know what we

1 decided today that for now we would like to use
2 the summary of action and the transcription, and
3 then see what her advice will be for wording in
4 the bylaws. And I say that because, again, you
5 guys may revisit this, like, a year from now and
6 say, "You know what? We really don't need that
7 transcription," and then you would change -- alter
8 the bylaws to accommodate a temporary resolution,
9 and then you would have to go back through this
10 process again.

11 So let's make a note of that, and
12 then that will be something that I will ask, you
13 know, of her. "Here's what we decided to use
14 today. This is what we want to do. Now how
15 should that be reflected in the bylaws," and then
16 I'll push out -- I'll let everybody know what she
17 says about that. How does that sound? Because
18 the question -- it sounds like the question is,
19 you know, what are going to be the minutes, and so
20 just let her tell us, you know, "This is what we
21 want to do, and now how should that be effected?"
22 Is that okay?

23 MS. ROBERTS: Sounds good.

24 MS. BYNUM: Also, one other thing,
25 depending on the location, the recording by

1 electronic audio device may or may not be able to
2 occur.

3 MR. SINGLETON: Like if we go visit
4 another town like---

5 MS. BYNUM: You're right.

6 MS. ROBERTS: Then you just have to
7 put in the language "if available."

8 THE CHAIRPERSON: Okay. Well, make a
9 note of that too, and I'll put all of this in the
10 e-mail to her. The initial e-mail will go from
11 the Executive Committee and copy DPI, copy the
12 staff, and to Katie, so that when she replies,
13 everybody will see her response. And then we'll
14 inform the entire Council where we are. Does that
15 sound okay?

16 **(Multiple affirmative responses.)**

17 THE CHAIRPERSON: Okay. Any other
18 comments?

19 MR. SMITH: Yes. This is Greg Smith,
20 and just for accuracy purposes, on page 2, 5(c),
21 that should say "from the State Department of
22 Public Safety," not "Correction."

23 THE CHAIRPERSON: Okay. Thank you.

24 MS. LaCORTE: This is Mary. On page
25 2 as well under -- I guess it's 4(k),

1 "Representative from the State's Parent Training,"
2 it should say "and Information Center," and
3 that's Parent Training and the word Information is
4 capitalized as that's from OSEP, Parent Training
5 and Information Center.

6 MR. SINGLETON: Is Parent Training
7 and Information all capitalized?

8 MS. LaCORTE: Uh-huh. Well, the word
9 "and" is not.

10 MR. SINGLETON: Right. So P, T, I.

11 MS. LaCORTE: Yes, P, T, I.

12 THE CHAIRPERSON: I had -- I did --
13 when I read that, I had a question about that
14 because I was thinking about when we write -- when
15 you write IEPs, you're not allowed to name a
16 particular program or, you know---

17 MS. MEBANE: That's true.

18 THE CHAIRPERSON: You're not allowed
19 to say that the Wilson Reading Program will be
20 used or you're not allowed to say the specific
21 type of, you know, technology will be used. So I
22 was wondering if we should just leave it at a
23 representative from the State's Parent Training
24 and Information Center, and kind of not indicate
25 ECAC. Now I don't know, but that's what my

1 thought was.

2 MS. MEBANE: Yeah. I think that's
3 fine because we only have one.

4 THE CHAIRPERSON: Okay. Anything
5 else?

6 MS. SIMMONS: Page 3, number 7, "The
7 Council shall meet in offices provided by the
8 State Department of Public Instruction on a date
9 to be agreed upon." Does that leave us wiggle
10 room to meet in another school or another place
11 somewhere else?

12 THE CHAIRPERSON: Yeah.

13 MS. ROBERTS: We maybe need to say,
14 like, premises as opposed to offices.

15 MS. SIMMONS: Well, just that we met
16 in a school in March, so---

17 MS. ROBERTS: Right.

18 MS. HUDGENS: Or in a location.

19 THE CHAIRPERSON: Location.

20 MS. ROBERTS: Location [inaudible].

21 THE CHAIRPERSON: All right.

22 MS. LaCORTE: And this might have
23 come up -- this is Mary -- might have come up
24 already on the bottom of 3, F6 is making sure that
25 someone -- that attendance can be reflected as on

1 the phone or in person.

2 THE CHAIRPERSON: Yes.

3 MS. HUDGENS: And on that same item,
4 is there -- and I don't know how I want to phrase
5 this because it might be a Katie question, but if
6 you can't vote on it because you weren't in
7 attendance and you don't have a quorum to offset
8 those that can't vote, is that phrased in such a
9 way that there would be potentially occasions in
10 which your minutes would never be able to be
11 approved?

12 THE CHAIRPERSON: That is a Katie
13 question.

14 MS. LaCORTE: I wondered that as
15 well, Carol Ann, and I wondered if maybe members
16 not in attendance must abstain from the vote or
17 something that -- like happened today. People
18 abstained and be -- were counted, but it wasn't a
19 yes or a no.

20 MR. SINGLETON: There's three votes.
21 It's yes to approve, no to approve, and I abstain.

22 MS. LaCORTE: Exactly.

23 MS. ROBERTS: Right. So what -- I
24 guess the thing is, is instead of, you know, "Only
25 those Council Members in attendance may vote on

1 the approval," you know, what you would probably
2 need to say is -- phrase it in the negative.

3 "Council Members who did attend a meeting must
4 abstain," because either that or you have to allow
5 an exception for people who weren't there to count
6 towards your quorum. You know what I mean? So
7 you have to have---

8 THE CHAIRPERSON: We'll ask.

9 MS. ROBERTS: Because typically from
10 parliamentary stuff -- my memory on the
11 parliamentary stuff is fuzzy because I think I
12 discovered a couple of years ago that nobody
13 actually reads Roberts Rules of Order.

14 MS. HUDGENS: We're looking at them
15 right now.

16 MS. ROBERTS: Have you read all of
17 it, though? Yeah, it's painful.

18 MS. HUDGENS: I guess my bigger
19 question is, even if you are abstaining, do you
20 count in the quorum?

21 MS. ROBERTS: That's what I'm saying.
22 Typically, like, from -- from what I recall from
23 the Roberts Rules of Order -- my mind's really
24 fuzzy and Katie will have to give you the for sure
25 answer. Typically anybody in attendance counts

1 towards the quorum. Now whether or not they can
2 vote on a particular matter may be something --
3 whether or not they can vote yea or nay or have to
4 abstain is something else entirely.

5 And I think what it looks like on
6 this that you want is to require those that were
7 not in attendance to abstain from voting, but the
8 quorum can still exist. So those of us that
9 weren't at March's meeting would still count
10 toward your quorum. We just can't vote to
11 approve. So now the only type of situation you
12 can run into is if the quorum is 13 and seven of
13 them weren't at the last meeting---

14 THE CHAIRPERSON: That's not going to
15 happen.

16 MS. ROBERTS: Of course not. That
17 would never happen. But you know---

18 THE CHAIRPERSON: We'll ask.

19 MS. ROBERTS: You know, but so the
20 options is then to carry over to the following
21 meeting to approve the minutes if you can't
22 approve the minutes here. So---

23 MS. HUDGENS: All right. But it
24 seems like that would be the same situation
25 perpetuating itself because the same number of

1 people were not present at the meeting for which
2 the minutes are trying to be approved, even though
3 you -- it just keeps getting pushed along
4 potentially.

5 THE CHAIRPERSON: Okay. So we've
6 captured that, and I have that. We'll ask and
7 then we'll get a response back, and I'll let
8 everybody know.

9 MS. HALL: And going forward,
10 attendance will be counted as those who are here
11 in body and physically here---

12 THE CHAIRPERSON: And call in. You
13 can physically attend or call-ins count for
14 your -- for your attendance.

15 MS. ROBERTS: In another ten years,
16 we'll be able to do that thing where everybody is
17 talking on the screen.

18 THE CHAIRPERSON: Okay. All right.
19 So I promised -- I promised 3:30. We're going to
20 make it.

21 MR. HUSSEY: I don't want to throw
22 the anchor in the dirt here---

23 THE CHAIRPERSON: Uh-oh.

24 MR. HUSSEY: ---but I'm just trying
25 to make sure on the quorum, when I look at it,

1 that definitive number is 13, meaning what?

2 MS. ROBERTS: You have to have---

3 MR. HUSSEY: So is that the -- I
4 mean, is the quorum going -- regardless of whether
5 our numbers go up or down, is 13 what we've
6 established and will be there, or do we need to --
7 do we need to put it in such a way that---

8 MS. ROBERTS: Do you need to write
9 that a quorum will be---

10 MR. HUSSEY: A quorum is a certain
11 part of the group because---

12 MS. HUDGENS: Because at some point,
13 it could be the minority.

14 MR. HUSSEY: It could be the -- and I
15 tried to look it up to see if they gave us a
16 number, and they don't. They just -- they say
17 it's a definitive number, but I'm---

18 MS. ROBERTS: But it's something that
19 can be a calculation---

20 MR. HUSSEY: Right, of a set number.
21 That would -- it would give you more freedom to
22 get -- if you said two-thirds of your group is a
23 quorum or whatever number you want to assign
24 versus saying a discrete number.

25 THE CHAIRPERSON: The bylaws may be

1 amended by a two-third vote of those present at a
2 Council meeting. So is that the same---

3 MR. HUSSEY: But two-thirds is 16.

4 MS. ROBERTS: I believe the
5 requirement is that if only five people show up---

6 MR. HUSSEY: Well, no. I'm talking
7 about two-thirds of your -- two-thirds of you in
8 number. I looked at two-thirds of---

9 THE CHAIRPERSON: Two-thirds of the
10 24.

11 MS. ROBERTS: Two-thirds is kind of
12 high for what you're wanting to do. What you want
13 to look at is -- this is my suggestion, I should
14 say, but two-thirds is something you want to do
15 when you want to make things that are difficult --
16 you want to make things difficult. Changing your
17 bylaws is something you want to be difficult. You
18 don't want to be able -- for people to do it
19 willy-nilly. So we're requiring two-thirds of the
20 membership to be present in order to effectuate a
21 change in your bylaws makes sense.

22 If you want to able to make simple
23 actions, what you want to do is, you want to
24 specify -- when they're talking about a quorum,
25 you need to have a minimum number of people

1 present to take any action at all, and then
2 typically, in order for an action to proceed, you
3 need a simple majority of that quorum. So if
4 you've got ten people present, you need six people
5 to go yes.

6 THE CHAIRPERSON: So, then, the
7 question is, do we want the minimum number to be
8 13?

9 MR. HUSSEY: That's the question I'm
10 asking because---

11 THE CHAIRPERSON: Okay. Let's ask.

12 MR. HUSSEY: ---if the number -- if
13 the number is being reflected up -- I'm just
14 asking because I don't want us to get stuck
15 somewhere that we've got a defined number and
16 that's not there. And I may be over thinking it,
17 but I just wanted to clear it up.

18 MR. SINGLETON: Let me make one
19 point. The reason we had it at 13 was because on
20 the previous page, we had taken out "of a minimum
21 of 24." So since we have placed back in "a
22 minimum of 24," we can simply take out "13 or
23 more" and it's just a majority of however many
24 folks are on the Council at a time, whether it's
25 24 or more.

1 MS. ROBERTS: I'm not sure that for
2 actions items, though, because of the way the
3 Council can sort of grow and contract, I still
4 think what you want to do is you want to look at
5 your base -- your minimum number of people on the
6 Council, you know, and then base your quorum off
7 of that. I don't know. We'd have to check
8 Roberts Rules of Order.

9 THE CHAIRPERSON: So the minimum --
10 we've said the minimum would be 24.

11 MS. ROBERTS: So a quorum -- a quorum
12 can be larger, but you know, basically a quorum,
13 you know---

14 THE CHAIRPERSON: We'll ask.

15 MS. MEBANE: Everything -- every
16 committee that I've ever served on, a quorum was
17 one person over half.

18 MS. OUZTS: I was just going to just
19 say Roberts Rules says your bylaws should specify
20 the quorum. If they don't, Roberts Rules of Order
21 states that a quorum is a majority, more than
22 half, of all the members -- of all the members, is
23 what it says.

24 MR. SINGLETON: So why don't we just
25 strike the "13 or more."

1 THE CHAIRPERSON: We'll strike the
2 "13 or more" and put 50 percent plus one.

3 MS. HALL: Is that just simple
4 majority?

5 MS. ROBERTS: Simple majority.

6 MR. SINGLETON: Or a majority -- or
7 you could say "a simple majority of the members of
8 the Council."

9 THE CHAIRPERSON: "A simple majority
10 of the members of the Council."

11 MS. LaCORTE: And do we need to
12 specify voting members?

13 MS. ROBERTS: We have nonvoting
14 members?

15 THE CHAIRPERSON: Okay. So it is
16 3:31. I'm just teasing.

17 MR. HUSSEY: You have ex officio
18 members, but we're voting members.

19 THE CHAIRPERSON: That's the
20 questions, and that question has come up, like,
21 three times today as far as ex officio members
22 because I think there are other people here who
23 have served on Councils -- who serve on Councils,
24 and the ex officio members do not vote. So the
25 question was -- I mean we know that it's in the

1 bylaws, but does anybody know, like, the rationale
2 behind that or why that is?

3 MS. OUZTS: No, but I -- I mean I
4 don't know the background of why that was said,
5 but Roberts Rules says, a most frequency asked
6 question, "Can ex officio members vote?"

7 It says, "If an ex officio board
8 member is a regular member of the organization,
9 there is no distinction between the ex officio
10 member and the other board members. The ex
11 officio board member is counted in the quorum and
12 has the right to make motions, debate motions, and
13 vote on all questions. If an ex officio member is
14 not a member of the society, he or she is not
15 counted in the quorum. However, the ex officio
16 member still has the right to make motions, debate
17 motions, and vote on all questions."

18 THE CHAIRPERSON: Okay. All right.
19 So we'll just let it stand. Last call, questions
20 or comments?

21 MS. HALL: I have one question, and
22 that is, when can we expect an e-mail address?

23 THE CHAIRPERSON: That's a good
24 question.

25 MS. BYNUM: I sent that request to

1 IT, and I've not responded back because -- I've
2 not received a response back, and I sent a
3 follow-up e-mail today and then that person has an
4 automatic reply that they're out till Thursday.

5 THE CHAIRPERSON: All right. So
6 we're going to -- we're moving right along. So
7 summarizing the annual report. How about this?
8 We can do this electronically. We'll just send an
9 e-mail out, and pretty much we're just asking for
10 any information that you can provide as to your
11 participation on any committee, task force,
12 advisory group in which you are a representative
13 of this body.

14 We need to know, you know, the name
15 of that entity and just a little blurb about the
16 activities that have taken place. This will be
17 for the annual report--- I moved on. I'm sorry I
18 didn't say that. ---but for the annual report.
19 So what we're trying to do is we're trying to
20 collect the information to compile for the annual
21 report, and that annual report should be an
22 accounting of what we have done -- what we have
23 done as a body. I lost my train of thought. You
24 guys know what I'm talking about.

25 MS. ROBERTS: The annual report is a

1 reflection of what we have done as a body over the
2 year; is that what---

3 THE CHAIRPERSON: Yes. Thank you.
4 Thank you. So, for example, when -- Vicki and I
5 attended all three days of the Leandro hearings,
6 and so we could include that in our annual report
7 because we wanted to see, you know, the tie-ins
8 and we were hoping to hear something about
9 [inaudible]. But at any rate, that's an example.

10 Or if Teresa made an announcement at
11 one of her local parent organizations sharing
12 information about the Council, then she would
13 simply submit, you know, "In, you know, April
14 of -- or August of 2015, I shared with my local
15 body information about the Council, our purpose,"
16 and you know, things of that nature.

17 So anything that you have done that
18 will show how you have -- you know, what you've
19 done, how you've participated or acted on behalf
20 of this group, we need to know about it so that it
21 can start being put together in the form of that
22 report that is due September the 1st. And that
23 seems to be far away, but it's not, especially
24 when you're working with 24, 25 people. Yes,
25 ma'am?

1 MS. LaCORTE: This is Mary. A quick
2 question. The period of time -- I know when it
3 has to be submitted, but the period of time it
4 captures -- the report?

5 THE CHAIRPERSON: Okay. So the
6 report in September 2016 would be for the previous
7 year.

8 MS. OUZTS: I think it's July 1
9 through---

10 THE CHAIRPERSON: July to July.

11 MS. HUDGENS: July 1, 2015, to June
12 30, 2016. And the September 1 date, we have to
13 have it in advance to get it routed with the
14 Executive Committee pieces and paraphernalia so it
15 can be presented to the State Board. So is
16 September 1 taking in consideration that time
17 line?

18 MS. BYNUM: No. Any item to the
19 State Board of Education is generally due 30 days
20 prior to the board meeting, at least 30 days
21 prior. So I would actually need it by the first
22 part of August.

23 THE CHAIRPERSON: Well, I think the
24 report itself can be submitted by September the
25 1st, but one of goals for the Council was to do a

1 presentation of the report to the Board, and I
2 think that -- the actual presentation could --
3 could happen after that date. I think -- and I'm
4 just trying to give you a little bit more time.
5 But I'm thinking as long as the report is done and
6 submitted by September the 1st, you could ask to
7 present it at any time. They don't require us to
8 present by a certain date, right?

9 MR. HUSSEY: Is this actually
10 required to be submitted to the Board?

11 THE CHAIRPERSON: The annual report?
12 As far as I know, it always has been.

13 MS. HUDGENS: There wasn't one last
14 year.

15 MR. HUSSEY: Right. And my point is,
16 is it required or is it recommended?

17 MS. OUZTS: Well, the question
18 being---

19 MR. HUSSEY: The reason I'm asking is
20 that what Tish has said is correct. We would need
21 it August 1st if we were going to -- if we were
22 going to do it. But if it's not required, then we
23 can do it in September, and I think that's the
24 piece that I've got to figure out, is whether or
25 not -- if it's on the list of things that we have

1 to turn in. Do you know if it's on that list?

2 MS. BYNUM: Oh, it's not on the
3 chronological schedule.

4 MS. HUDGENS: It's not required, but
5 it has been the practice of this Council that it
6 has been the desire that it is presented to the
7 State Board. So, then, again, back to Bill's
8 point and your question, when you determine that
9 you want to present that information is up to the
10 Council. I was just asking if you wanted the
11 release date and the presentation date to be the
12 same in September, as a matter of your practice,
13 then it will have to back up some so we can make
14 that happen for you.

15 MR. HUSSEY: Yeah. I'd keep it at
16 September 1 that you get it done. We can get you
17 into the Board when we need to.

18 THE CHAIRPERSON: Right.

19 MR. HUSSEY: I think---

20 THE CHAIRPERSON: That was going to
21 be my recommendation.

22 MR. HUSSEY: ---based on what we've
23 got to do, that makes the most sense. If it's not
24 required September 1, then we figure out a way
25 after September 1---

1 THE CHAIRPERSON: So let's stick with
2 the bylaws and that the report should be done,
3 completed by September the 1st, but you can
4 schedule and work with the Division to schedule a
5 time to present it any time after that, and then
6 that gives you some more time to work with and
7 time to -- time to prepare.

8 Would it be too much of a bother if
9 we said from July -- July 1 to June 30th -- could
10 we back it up because we did not have that
11 report -- that last report -- could we do January?
12 So anything from January 1, 2015---

13 MS. HUDGENS: Sure. It's your
14 decision.

15 THE CHAIRPERSON: All right. Because
16 there may have been some meetings and stuff ahead
17 of that. So the time frame that we're looking at
18 for activities would be January the 1st of 2015 to
19 June the 30th of 2016. That's your time frame,
20 okay?

21 MS. GRADY: Did you say when you need
22 us to get that to -- to someone?

23 THE CHAIRPERSON: Yeah. I was just
24 going to -- I was just going to send out an e-mail
25 saying -- so you start thinking about it and

1 composing it and getting your stuff together, and
2 then when we send out the e-mail, it will have a
3 due date on it.

4 MS. HUDGENS: Well, I think she made
5 it clear too that she was done June 30th.

6 THE CHAIRPERSON: That's what I said.

7 MS. HUDGENS: So it might be soon.

8 THE CHAIRPERSON: So look for this to
9 come---

10 MS. OUZTS: Right. And if the
11 Executive Committee has to compile this, I would
12 suggest June 30th at least because it's going to
13 take some time for them to come up with it and go
14 through their process.

15 THE CHAIRPERSON: All right. So look
16 at everybody packing up. Okay. So I need the
17 record to show that I was ready ten minutes ago,
18 but you guys kept asking -- you guys kept asking
19 questions.

20 Okay. So my last comment and my last
21 official request of this body, because I was
22 thinking about that and I was thinking about the
23 recommendation from Mary about having the summary
24 of action and how we could capture the actions
25 that we've taken during the course of these

1 meetings.

2 When we attended the Leandro
3 hearings, Dr. Bill Harrison gave testimony, and
4 during his testimony, he was explaining that when
5 he served here on the State Board, he ended his
6 meetings by asking a question, what have we done
7 for kids today, and the response that he wanted
8 and received from the Board was all of the
9 actions, the actions that had been taken during
10 the course of that meeting.

11 So you guys can say no, but I would
12 like it very, very much if at the end of your
13 meetings, where it says that you will adjourn,
14 when you get ready to adjourn, if you would, just
15 ask, "What have we done for kids today? What have
16 we done for North Carolina's EC students today,"
17 and use that as the question to answer, what
18 actions have been taken, what decisions have been
19 made.

20 Everybody takes notes, and you may
21 not capture everything, and you really don't have
22 to because you got this transcript that you're
23 going to get, but at least that will be a nice way
24 to surmise what has happened, the important -- or
25 the highlights from the course of the meeting. Is

1 that something that sounds doable? Yes? Maybe?

2 (Multiple inaudible responses.)

3 THE CHAIRPERSON: All right. So if I
4 ask now, what have we done for kids today, do you
5 have any -- what actions have we taken on behalf
6 of our students?

7 MS. GEORGE: We have discussed
8 strategies about teacher recruitment and
9 retainment.

10 THE CHAIRPERSON: I love it.
11 Excellent. Mary?

12 MS. LaCORTE: We've moved one step
13 closer to having a way for the public to make
14 comment to meet the needs of the students.

15 THE CHAIRPERSON: Any other actions
16 taken today?

17 MS. SMITH: We added an unmet need in
18 terms of military families and what we need to be
19 doing.

20 THE CHAIRPERSON: That's a good one.
21 That's an excellent one. Any others?

22 MS. GRADY: Talked about items we may
23 want to discuss further in future meetings like
24 the October Disability Awareness Month and several
25 other topics that we might want to delve into more

1 deeply going forward.

2 THE CHAIRPERSON: Excellent.

3 MS. ROBERTS: I think we also
4 identified some of our key concerns to DPI as
5 they're [inaudible] these trainings and working
6 with the LEAs and whatnot that they can -- that
7 they know the parents and a lot of the folks -- EC
8 folks and our experiences so they can actually use
9 that to tailor those strategies when talking to
10 and getting buy-in from the building
11 administrators and stuff like that, so---

12 THE CHAIRPERSON: Excellent.

13 MS. HALL: We established new
14 leadership for going forward.

15 THE CHAIRPERSON: Excellent. That's
16 a good one. Thank you. Mary?

17 MS. LaCORTE: I was just going to say
18 we also spoke about the needs of students around
19 the issues being voiced by our legislature in math
20 and the importance of paying close attention to
21 that.

22 MS. GEORGE: In fact, we need to make
23 a letter of comment on that as a group, as a body.
24 I didn't mean to add something else to the agenda
25 today, but---

1 MS. ROBERTS: I was going to ask, is
2 there any way, like, for us to -- you had talked
3 about capturing events and whatnot. What I was
4 curious about is, you know, legislative action
5 items, to be able to help distribute that
6 information to our regions and to our schools and
7 our parents so that they can -- because I don't
8 know how many parents know about, you know, HB-62 over
9 there. You know, I'll be honest I didn't until I
10 got the e-mail that Laura sent. So those
11 legislative -- those hot legislative action items
12 might be something we want to visit next time.

13 THE CHAIRPERSON: Okay.

14 MS. ROBERTS: About a way to be able
15 to get that disseminated.

16 MR. HUSSEY: I mean I think we didn't
17 think about you-all as an entity to do that. I
18 mean we called -- we called Disability Rights, we
19 called ECAC. So I think, you know, what we do is
20 we just put you guys on the list.

21 MS. ROBERTS: That would be great.

22 MR. HUSSEY: So I mean I think that's
23 a simple thing. It's just that we really hadn't
24 thought about you-all with that in mind.

25 MS. ROBERTS: Because I'd like to be

1 able to get it out to my folks in my region.

2 MS. LaCORTE: And we were able to
3 send it to folks on our electronic mailing list
4 which is about 7,000, and then it came back
5 several ways. And then I think Facebook -- a lot
6 of families connect with Facebook, and Facebook
7 was 1,200 or so in a number of hours.

8 MS. SIMMONS: And I sent five e-mails
9 to senators about the bill based on what I got
10 from Mary the other day including Phil Berger.

11 MS. HUDGENS: But to Leanna's point,
12 yes, certainly the Council can collectively send a
13 letter of concern, response, or whatever, but
14 individually you can as well, and I think we
15 established earlier in the meeting that we would
16 be sending out the stuff that we talked about
17 today after this meeting so that you can have that
18 contact information.

19 MR. HUSSEY: We will -- I mean we'll
20 just put you on a list of people that we -- as the
21 Council as a whole. We do that frequently. If
22 something comes up, you know, we call -- we call
23 ECAC, we call Disability Rights. They're our
24 first two groups to go to because they've got a
25 widespread distribution, but we'll just look at

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you guys as another group.

THE CHAIRPERSON: All right. Okay.
If there are no other concerns or questions or offerings, is there a motion?

MS. LaCORTE: I make a motion.

MS. DANIELS-HALL: I second.

THE CHAIRPERSON: All right. We're adjourned.

(The quarterly meeting adjourned at 3:47 p.m.)

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CERTIFICATE OF REPORTER

I, REBECCA P. SCOTT, State-Certified
Verbatim Reporter and Notary Public, duly
appointed and qualified in and for the State of
North Carolina at large, do hereby certify:

That said proceeding was reported by
me and the foregoing pages, numbered 4 through
267, are a true record of the proceeding to the
best of my knowledge and belief;

That I am neither related to nor
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by the parties hereto, nor interested directly or
indirectly in the matter in controversy, and am
not financially or otherwise interested in the
outcome of the action.

Certified this 20th day of July,
2016.



Rebecca P. Scott

Notary Number: 19940530133