

COUNCIL ON EDUCATIONAL SERVICES
FOR EXCEPTIONAL CHILDREN

Jamestown, North Carolina
March 16, 2016
9:49 a.m.

TRANSCRIPT OF QUARTERLY MEETING

The quarterly meeting of the Council on Educational Services for Exceptional Children was held on the 16th day of March, 2016, at Haynes-Inman Educational Center, 200 Haynes Road, Jamestown, North Carolina, commencing at 9:49 a.m.

APPEARANCES

COUNCIL ON EDUCATIONAL SERVICES FOR EXCEPTIONAL CHILDREN
BOARD MEMBERS PRESENT:

Nicole Jimerson, Chairperson
Dale Carpenter
Deanna George
Laura Hall
Cynthia Daniels-Hall
Susan Humbert
Mary LaCorte
Ronda Layman
Lisa Phillips
Dennis Riddell
Vicki Simmons
Sherri Vernelson
Jennine Viasaty
Jason Vogler

STAFF:

Tish Bynum
Heidi Carico
Dreama McCoy
Heather Ouzts

VISITORS:

Erin Carr
Kevin Carr
Linda Creamer
Eric Hall
Sue Harvey
Jacqui Hawkins
Patricia Lentz
Ned McMillan
Joanna Rudder
Nancy Ruth
Donna Whiteman

COURT REPORTER:

Rebecca P. Scott

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Reporter's Note: Any quoted material is reproduced as
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1 Thereupon, the following proceeding was held:

2 THE CHAIRMAN: We know that -- we are
3 fully aware of her commitment and her dedication
4 and how much she cares for her kids, and so I'm
5 just so glad that we could be here today to come
6 and see some of the things that she's been talking
7 about over the past several years. So I'm happy
8 about that.

9 I'm also happy that this is the first
10 time that the Council has moved the meeting out
11 away from Raleigh or -- well, I guess it's
12 central -- still kind of central, but away from
13 Raleigh and into other parts of North Carolina.
14 So this is a historic meeting for us.

15 We're going to try to -- you guys
16 will try to do -- each year I've asked that we try
17 to provide access to this body to citizens across
18 the state, to parents, caregivers, self-advocates
19 across the state, and do that by hosting the
20 meeting in one -- in a different region at least
21 once a year. So congratulate -- we're here, we're
22 doing it, we're moving in the right direction, and
23 it's all about access.

24 I would like for us to begin --
25 because we have several new council members here

1 today, and so we want to just start by introducing
2 ourselves. And then we will take the tour of the
3 school, and we'll come back and we'll try to
4 follow our agenda as written.

5 Of course, my name is Nicole
6 Jimerson--- I probably should have said that
7 first. Sorry. ---Nicole Jimerson. I am a parent
8 of a 19-year-old who lives with autism -- 19. He
9 stands six-one and a half, he's 248 pounds, and
10 he's doing great. I couldn't be more proud of
11 him.

12 But, okay, because I also have other
13 children, I must say I also have a daughter.
14 She's starting to get on me about that a little
15 bit more and more. She's a 21-year-old junior at
16 Carolina. Go Carolina. And I also have a 12-,
17 soon to be 13-year-old sixth-grader. So I'm proud
18 of them as well. That's on the record, right?

19 Which way should we go?

20 MS. SIMMONS: My name is Vicki
21 Simmons. I'm an adaptive PE teacher here at
22 Haynes-Inman Education Center. I have the best
23 environment for teaching and learning, and I am so
24 glad that you-all chose to come to Haynes-Inman.
25 Our principal is Kevin Clark, and he's going to do

1 a tour in a few minutes. My colleague -- our
2 school counselor is Joanna Rudder. She's the one
3 who set up the room -- the balloons, the food, and
4 the lunch. This deluxe baked spaghetti. It was
5 deluxe. It was not just regular baked spaghetti.
6 So, please, when you see her come in, please thank
7 her for helping me set everything up.

8 I'm glad you-all found our -- the
9 balloons and found our school. We couldn't be
10 happier to host our friends in partnership towards
11 our exceptional children.

12 THE CHAIRMAN: Absolutely.

13 MS. VIASATY: Hi. Good morning. I'm
14 Jennine Viasaty, a parent advocate. I have two
15 children, a daughter Ocean, who is about to be 11
16 and rising into six grade, middle school. We're
17 starting that journey. And then our youngest son
18 Nicholas, who will be nine this month, and he's my
19 EC kiddo. So I'm new to the Council and very
20 excited to be here.

21 MS. VERNELSON: Hi. Good morning.
22 I'm Sherri Vernelson. I'm a section chief in the
23 Exceptional Children Division at DPI. I support
24 the Sensory Support and Assistive Technology
25 Section which oversees the consultants for deaf

1 and hard of hearing as well as vision impairment.
2 And I'm happy to be here for Bill and Carol Ann
3 today as they couldn't be here. So thank you.

4 MS. McCOY: Good morning, everyone.
5 My name is Dreama McCoy. I'm also a section chief
6 under Exceptional Children Division. I support
7 the Supporting Teaching and Related Services
8 Section, which is about 15 consultants, all of
9 related services, four autism consultants, IDEA
10 consultant, intellectual disability and secondary
11 ed consultant, LD/ADHD consultant, deaf-blind
12 consultant, charter school consultant for
13 interventions, and I think I'm probably missing
14 one person. So I apologize, but it is a very
15 large section.

16 And I am very happy to be here as
17 well, and isn't this exciting to come on-site?
18 I've worked closely with Vicki, and so I'm very
19 familiar with her and the population. And so I
20 appreciate being here in Bill and Carol Ann's
21 absence. And I can't believe he's 19 already.

22 THE CHAIRMAN: He's 19.

23 MS. CARICO: I'm Heidi Carico. I'm
24 an autism consultant with North Carolina
25 Department of Public Instruction, and I cover the

1 northwest and western regions, and I'm also on a
2 charter school committee for that aspect as well.

3 MR. RIDDELL: Dennis Riddell. It's
4 my privilege to be the legislative representative
5 on this council. My first meeting, glad to be
6 here, good to see everybody, and looking forward
7 to learning a lot.

8 MR. VOGLER: I'm the Assistant
9 Director of the North Carolina Division of Mental
10 Health, Developmental Disabilities, and Substance
11 Abuse Services -- one of the long names to get
12 out -- and I actually have several different
13 teams. I have the adult and child mental health
14 teams, the IDD teams, traumatic brain injury, deaf
15 services, and crisis services, so a lot going on
16 in all of that. And I'm new on the Council and
17 very happy to be here. It's exciting stuff.

18 THE CHAIRMAN: Good to have you.

19 MS. LENTZ: Good morning. I am
20 visiting today. I work with Lisa Phillips at
21 North Carolina Homeless Education. I am a program
22 specialist. And it's a pleasure to be here. I'm
23 Patricia Lentz. I think I said that.

24 MS. OUZTS: Good morning. I'm
25 Heather Ouzts. I am the parent liaison for the

1 Exceptional Children's Division statewide, and I
2 also serve as a support to this Council. I'm
3 happy to be here as well.

4 MS. SCOTT: I'm Becky Scott. I'm the
5 court reporter taking down the record today.

6 MS. BYNUM: I am Tish Bynum. I am
7 the administrative assistant for EC Director Bill
8 Hussey, and I also serve as admin support for this
9 Council.

10 MR. CARPENTER: Good morning. I'm
11 Dale Carpenter. I'm the Dean of the College of
12 Education and Allied Professions at Western
13 Carolina University, and I'm also a special
14 education professor. I'm the IHE, the Institute
15 of Higher Ed, representative on this Council.
16 Thank you.

17 MS. PHILLIPS: Good morning. I'm
18 Lisa Phillips. I'm the State Coordinator for the
19 North Carolina Homeless Education Program -- thank
20 you for catching my chair -- and we are under
21 Federal Program Monitoring and Support Division
22 with the Department of Public Instruction.

23 MS. HALL: I'm Laura Hall. I'm a
24 parent of adult children with disabilities. I'm
25 also a new grandmother, second grandbaby, first

1 son, but I have an adult child and son-in-law with
2 disabilities who are -- who have been married five
3 years and have had their first child. So I just
4 hope that gives hope to the parents in the room.
5 So I'm a happy, happy person.

6 MS. HUMBERT: I am Susan Humbert. I
7 am the EC Director of a charter school in
8 Hillsborough, North Carolina, and I am the parent
9 of a 23-year-old son with autism.

10 MS. DANIELS-HALL: I'm Cynthia
11 Daniels-Hall. I'm a parent of children with
12 autism. I'm also an advocate across the state for
13 children with disabilities.

14 MS. GEORGE: And I'm Leanna George.
15 I'm finally on the Council, and I'm the parent of
16 two children both of whom have autism. My
17 daughter also has severe intellectual disability.
18 My son, he's easy. And I just started here, and
19 I've also served on several other committees and
20 things. So---

21 THE CHAIRMAN: Wonderful.

22 MS. SIMMONS: Eric, do you want to go
23 first? Eric, will you introduce yourself?

24 MR. HALL: Okay. I'm Eric Hall and
25 I'm Cynthia's Husband.

1 MS. SIMMONS: Nancy Ruth?

2 MS. RUTH: I'm Nancy Ruth on the
3 Guilford County Board of Education, but I'm a
4 former EC teacher and school principal for 18
5 years at that job, and a little bit of everything.
6 So I call myself retired, but somehow I never get
7 away from education.

8 MS. SIMMONS: How about Linda?

9 MS. CREAMER: I'm Linda Creamer, and
10 I'm a grandparent of two special needs children
11 and also a teacher for children with autism.

12 MS. HAWKINS: My name is Jacqui
13 Hawkins. I'm from Guilford County. I'm the
14 Exceptional Children Parent Liaison. I am a mom
15 of five. Three of my children have had IEPs and
16 received special education. And I have -- let me
17 get this right -- five grandchildren, and one has
18 pretty severe autism.

19 MS. WHITEMAN: I'm Donna Whiteman. I
20 am actually the Parent -- Title I Parent Liaison
21 at Oak Hill Elementary. I'm also on an EC parent
22 committee. I am a parent of a special needs
23 daughter who has Down syndrome, and she'll be
24 seven on Friday. Where has the time gone?

25 MR. McMILLAN: I'm Ned MacMillan.

1 I'm a retired elementary teacher and an advocate
2 for special needs children. I'm also an
3 unprofessional clown. We entertain at this site
4 here. I have an IEP. Thank you.

5 MS. RUDDER: I am Joanna Rudder. I
6 am the school counselor here at Haynes-Inman, also
7 Special Population Coordinator, and I serve on the
8 Board of Directors at Gateway, which is a day
9 program here in Guilford County.

10 MS. CARR: My name is Erin Carr. I'm
11 a volunteer.

12 MR. CARR: She is and does a great
13 job, and I'm Erin's dad. And I'm the luckiest guy
14 in the world, right? Welcome to Haynes-Inman.
15 We're so glad that you're here. It's a beautiful
16 building, and when you get out there and see all
17 the kids, we've cornered the market on cuteness.
18 We've got some of the best kids, most supportive
19 families, most creative teachers and staff in the
20 world, and I'm just pleased to be able to be here
21 and to support them on their journey.

22 We are so excited. This year we were
23 one of four schools in the state to be named a
24 State School of Character. That's a pretty cool
25 accomplishment for exceptional children. It was

1 nice to be able to compete for that with all the
2 other schools in the area, and I hope you see that
3 we do a good job with that.

4 And as we opened the building and met
5 as the staff, one of the things that we talked
6 about was the importance of treating people with
7 dignity and respect, and we hope that that's the
8 way that you were welcomed today. And I hope that
9 you like our banners in the back, when you see
10 that, that we kind of came up with as a staff as
11 well. So I look forward to walking around and
12 sharing more about our school. And welcome to
13 Haynes-Inman.

14 THE CHAIRMAN: Thank you. I think
15 that's a great segue, and we're almost on -- on
16 schedule. If it's okay with you, we would love to
17 take the tour now.

18 MR. CARR: Absolutely.

19 THE CHAIRMAN: And then we'll come
20 back and we'll review our agenda and start our
21 meeting.

22 MR. CARR: Before we go, here's a
23 little background. When I first walked into the
24 building the very first day, it was all empty and
25 they were still building. I walked in this room

1 with Nancy and we looked around, and it was so
2 green. And Nancy said -- what did you say when we
3 walked in here?

4 MS. RUTH: I said how someone would
5 have to mow.

6 MR. CARR: Actually it was really --
7 it was kind of a cool story, though, even with the
8 building, and Nancy was involved with it even
9 before I was. I came in May before it opened.
10 But there used to be a little white house on the
11 corner where you pulled in and there were some
12 balloons and things up there, and that house was
13 where Thurman Haynes lived.

14 And the school just happens to be
15 named after his granddaughter Meredith Lee Haynes
16 who was a former student with special needs. Also
17 named after a pretty cool educator Bennie Lee
18 Inman, who actually helped start Gateway Education
19 Center. Originally it was the Greensboro Cerebral
20 Palsy School and it became Gateway. So a perfect
21 name -- a student and a former educator here.

22 But Thurman -- how Guilford County
23 Schools knew to knock on his door and ask to buy
24 the land, I'll never know, but he -- he did when
25 he found out the type of school that it was. But

1 then not only did he sell the land, he pulled his
2 lawn chair out and he parked it right there where
3 they were building and watched them every day. He
4 got to know the builders. They gave him a hard
5 hat. He got the tours.

6 The people that built the building,
7 they weren't just swinging hammers. He made sure
8 they knew what they were building it for. The
9 school board made sure they went through Gateway,
10 another school similar to ours, and saw what they
11 were doing. So it was really neat. The day that
12 we opened, we had a number of construction workers
13 that had to be here, and they helped our kids get
14 off the bus. And it was just like oh, my gosh.
15 You can't buy that kind of stuff.

16 And then Thurman, well, he stayed
17 with us and he stayed for our first four years,
18 and every day he would be one of the first to
19 arrive. He would also help with bus duty, and
20 then he got Vicki, and he would go into the gym
21 and help -- help set up the gym and help our kids
22 with PE. Thurman -- he ended up being the
23 national senior volunteer of the year his last
24 year here. It was just amazing, and he worked up
25 until the day he passed away. He was 97 years

1 old, I mean, and he outwalked most of us on all of
2 those days.

3 But, you know, to have that family
4 just brought in from the very, very beginning, and
5 we even for the four years also had -- Meredith's
6 mother worked as a receptionist. So it was that
7 constant reminder of, you know, we've got to do
8 things right and we've got to take care of these
9 guys there. So it was pretty cool.

10 Well, let's walk on out here and I'll
11 show you how they built the school.

12 MS. RUTH: I want to add one thing.
13 I have a good friend that when things happen and
14 you think, well, you know, wasn't that
15 interesting, her term is it was meant to be, and I
16 think Haynes-Inman and where it's located was
17 meant to be because we looked all over the county
18 and considered all kinds of things, and nothing
19 was just quite right or quite the right location.
20 And then suddenly this -- this happens.

21 MR. CARR: And we found just a
22 beautiful place.

23 MS. RUTH: Thank you.

24 MR. CARR: Yeah, really cool. Thank
25 you for all of that. What's interesting is that

1 it was for access, and you'll meet one of our
2 students John as we walk around. He's going to
3 graduate this year. So six years ago, he was 16.
4 He had been unable to make the bus ride to Gateway
5 before. He had been out of school and had
6 received homebound instruction from the time he
7 was six to 16. So they have that access, and he
8 came -- I think he's the happiest kid in school
9 now. He's here all the time now.

10 The other interesting thing is, is
11 how important that community is to folks. We'll
12 do dinners from time to time, you know, at Chick-
13 fil-A or CiCi's or all that. We were at CiCi's
14 Pizza once, and we had the place packed, and it
15 was really kind of neat because you're walking in
16 with your child with disabilities, and everybody
17 says, "Hey. Come over here." Because often you
18 get sat next to the kitchen or someplace else or
19 whatever.

20 So it was really cool to have this
21 place full of family, and then I looked around and
22 it didn't even hit me. Most of our kids couldn't
23 eat there. You know, there are so many kids on
24 special diets or tube fed, but just that chance to
25 get out and see one another was really an

1 interesting thing. So I mean we're lucky to be
2 here. Let's go look at the place.

3 (A tour of Haynes-Inman Education
4 Center was conducted from 10:06 a.m.
5 to 10:46 a.m.)

6 THE CHAIRMAN: So, again, I would
7 really, really like to thank Mr. Carr and his
8 staff. If you would give them a round of
9 applause.

10 (Applause.)

11 THE CHAIRMAN: And, again, I cannot
12 thank -- and I'm just going to say Joanna -- I
13 can't thank you enough for pulling this together
14 for us.

15 MS. RUDDER: It was my pleasure.

16 THE CHAIRMAN: I have to share this,
17 and I'm going to try to say it without crying
18 because I feel like -- my son was diagnosed when
19 he was two and a half years old, and the first
20 doctor or psychologist that first round of
21 assessments that we went to, they told me that --
22 and at that time, he was displaying severe
23 behaviors. He just -- he didn't understand how to
24 interpret the world around him. He just couldn't.

25 So -- and, as we know, all behavior

1 is a form of communication, right? And so he was
2 just reeling. And the doctors at that time told
3 me that that was the best I was going to get --
4 forgive me -- and they said to me that I should
5 just prepare to have my son rocking, screaming,
6 and tantruming, and that would be his life.

7 But I kept going, I kept going, and
8 some very, very wonderful people came into my life
9 and came into Ari's life, and they taught me how
10 to teach him. And as we were going through the
11 classrooms, I could see the different
12 instructional strategies that were given to me,
13 and I could see and feel the enthusiasm and the
14 commitment from the teachers. And that's what my
15 child had, and it made all the difference in the
16 world. It set us on a completely different path.

17 And, like I shared earlier, he's 19
18 and a half. He's learning vocational skills.
19 He's working. And I don't mean, like, working at
20 a sheltered workshop, and there's nothing wrong
21 with that, but I'm saying he's working. He works
22 at -- does training at Cafe Carolina, a
23 restaurant. He weighs the meat portions and
24 bags -- every time you go into a restaurant, you
25 see portions and salad cup holders and containers.

1 That's what my son does. He trains at Marshall's
2 Department Store. He sorts clothes. He puts tags
3 on things.

4 And he's well on his way to having a
5 really good life because of the types of programs
6 much like you offer here. What you're doing for
7 these kids will set their lives and the lives of
8 their families on a completely different path.
9 The hope that you're giving to these parents and
10 their families is priceless. So on behalf of all
11 of them, I thank you and I thank your staff and I
12 sincerely mean that.

13 I'd like to call the March meeting of
14 the Council on Educational Services for
15 Exceptional Children to order. Thank you again
16 for being here, everyone. We've done our
17 introductions already. If you would please review
18 the agenda, and I know we're a little behind so
19 we're going to make some -- we'll make some
20 adjustments as we go along. But there are couple
21 of things that we absolutely want to hit before
22 lunch.

23 And I'll just make note. You'll see
24 twice on the agenda -- there's a section here for
25 public comments. In our effort again to make the

1 Council or make this body accessible to our
2 citizens across the state -- parents, caregivers,
3 and self-advocates -- a public comment time will
4 now be incorporated into the Council agenda, and a
5 part of what we're going to do this afternoon will
6 be to review what's being proposed as policies for
7 how we're going to do that. So we'll talk about
8 that a little bit later.

9 But also we want to -- we'll have
10 Ms. McCoy help us with that OSEP public comment
11 opportunity there. There's some, I guess, rule
12 changes being proposed.

13 MS. McCOY: Yes. Notice of proposed
14 changes of rules.

15 THE CHAIRMAN: Okay. And so we'll do
16 that as well, as well as hear from Ronda Layman.
17 I haven't--- She's here? Okay. All right.

18 MS. OUZTS: She's here.

19 MS. McCOY: She's here. She's
20 working two meetings right now.

21 THE CHAIRMAN: All right. So she'll
22 cover that, and we'll follow that with our agency
23 update and then lunch. And then we'll take a look
24 at where we are at lunchtime, and we'll adjust our
25 afternoon accordingly.

1 Right now, if I could have you,
2 please, just review the minutes that should be in
3 your folders. They were e-mailed to you also, so
4 you should have had an opportunity to kind of read
5 through them already, but I will give you just a
6 couple of minutes to review.

7 There are two sets of minutes here.
8 The first is from the December meeting, and that
9 was a full-fledged meeting of the Council in
10 December, and the second is -- the second is the
11 minutes from the conference call that we had in
12 January that was necessary in order to vote on our
13 statement to the Board on the proposed policy
14 changes. So you have two sets of minutes.

15 Yes?

16 MS. DANIELS-HALL: Nicole, the
17 visitors and the public people who were on the
18 conference call are not listed.

19 MS. BYNUM: Say that again?

20 MS. DANIELS-HALL: People from the
21 public and the visitors who were on that
22 conference call, they're not listed. I know I was
23 on the call, Eric was on the call, and there was
24 someone else.

25 MS. OUZTS: I don't think we

1 called -- I don't think we asked---

2 THE CHAIRMAN: I don't think we took
3 roll or incorporated that because it was a little
4 difficult to do that. I think for the purpose of
5 that meeting, we needed to make sure that we had a
6 quorum, right, and wanted to account for the
7 staff.

8 MS. DANIELS-HALL: Okay.

9 MS. PHILLIPS: Do we need to make a
10 notation that we had people from the public
11 participate and listen in on the call?

12 THE CHAIRMAN: I think that would be
13 good.

14 MS. PHILLIPS: Okay. Make a
15 notation---

16 MS. BYNUM: Say that again.

17 MS. PHILLIPS: Make a notation that
18 there were public participants who listened in on
19 the call.

20 MS. LaCORTE: Nicole?

21 THE CHAIRMAN: Yes.

22 MS. LaCORTE: I was thinking -- and
23 it could have been this meeting or one before --
24 that I brought up and I think most were in
25 agreement about having our minutes reflect the

1 actions taken up front and then all of the rest
2 behind. So we could identify real quickly --
3 like, the summary sheet would come first that
4 would have all the actions and the vote or
5 anything else like that so we can just pull those
6 out really quickly, especially if there's further
7 work, but I don't see that in the contents.

8 THE CHAIRMAN: Okay. And that was
9 during the December meeting that we talked about
10 having a summary of sorts at the very beginning of
11 the minutes that would capture actions taken or
12 votes held, very similar to an at-a-glance section
13 for that.

14 Are there any other comments? Do you
15 guys need another couple of minutes?

16 Okay. Regarding the December 2015
17 meeting minutes, is there a motion on the floor?

18 MS. DANIELS-HALL: I motion to accept
19 the meeting minutes.

20 THE CHAIRMAN: There has been a
21 motion that we accept the meeting minutes.

22 MS. DANIELS-HALL: From December 9th.

23 THE CHAIRMAN: All right. For
24 December 9th.

25 MS. PHILLIPS: I second the December

1 9th minutes.

2 THE CHAIRMAN: All right. A motion
3 has been made and has been properly seconded that
4 we accept the December minutes. All those in
5 favor?

6 (All council members responded aye.)

7 THE CHAIRMAN: Opposed?

8 (No response.)

9 THE CHAIRMAN: All right. And it
10 carries. Regarding the January 2016 conference
11 call minutes, is there a motion on the floor?

12 MS. DANIELS-HALL: I motion that the
13 meeting minutes from the January 13th conference
14 call [inaudible].

15 THE CHAIRMAN: A motion been made
16 that we accept the January conference call
17 meetings -- meeting minutes. Second?

18 MR. CARPENTER: Second.

19 THE CHAIRMAN: It has been moved
20 and---

21 MS. LaCORTE: Were you going to add
22 that piece about other people being there?

23 MS. BYNUM: I have to add public
24 participants were also included on the call.

25 MS. DANIELS-HALL: As amended.

1 THE CHAIRMAN: Okay. As amended. We
2 have it. All right. So it has been moved and
3 properly seconded that we accept the January
4 minutes with the amendments. With no further
5 discussion, all those in favor?

6 (All council members responded aye.)

7 THE CHAIRMAN: Opposed?

8 (No response.)

9 THE CHAIRMAN: The ayes have it.
10 Thank you.

11 At this time, I'd like to turn it
12 over to Dreama McCoy who will talk to us about
13 what OSEP would like to do now.

14 MS. McCOY: So I'm going to reference
15 you to -- in your packet, there is a yellow sheet
16 that indicates the notice for proposed rulemaking
17 changes. I want to give you just a few minutes to
18 kind of look over that. You'll see what exactly
19 the notice is indicating and what exactly North
20 Carolina currently has in place, and then I'll
21 provide some talking points or some information
22 that Nancy has shared so that we can just kind of
23 continue to look at that and assess and review
24 where we are. I'm going to give you just a few
25 minutes to kind of look over that information.

1 MS. LaCORTE: (Inaudible).

2 MS. OUZTS: It should be the yellow.

3 MS. McCOY: Yes, I thought it was
4 yellow.

5 MS. LaCORTE: The purple should have
6 been taken out because there was an omission in
7 the first copy.

8 MS. McCOY: So some of you-all are
9 lucky enough to have two copies, but the newest
10 one is the yellow one, yes.

11 (Pause.)

12 MS. McCOY: I'm going to do the
13 teacher response and say are we thumbs up or
14 thumbs down? Do I need to proceed or are you
15 still processing? It's a lot of information to
16 process. Thumbs up if we're good to go ahead and
17 start talking.

18 THE CHAIRMAN: Let's talk through it.

19 MS. McCOY: Let's talk through it.
20 It's a lot of information. It made me want to go
21 drink a number of cups of coffee when I first
22 looked at it. But, again, remembering with OSEP
23 and these proposed changes, we've done some of our
24 changing already back in 2011 when OSEP first
25 started the requirement. And so we've made

1 changes in processes to already look at our
2 determinations for significant disproportionality.

3 In many ways, our processes are
4 reflected in the proposed changes as you're seeing
5 as you're doing that side-by-side crosswalk. For
6 example, North Carolina already includes
7 thresholds for reasonable progress in prior
8 consecutive years when making those determinations
9 for significant disproportionality.

10 So if this passes -- if the notice of
11 the proposed changes passes, our process for
12 determining significant disproportionality in
13 discipline will need to be revised from using our
14 state average with a risk ratio currently or
15 alternate risk ratio in previous years as a
16 comparison. So we are calculating looking at
17 those ratios for discipline and looking at similar
18 results to twice the state average for rate
19 calculation.

20 One of the things that Nancy has
21 indicated is that at some point she'd like for you
22 to -- if you have the time and opportunity -- to
23 review the comments -- there's a link at the
24 bottom -- so that you can provide some input at a
25 later time. And she's also available so that's

1 why her e-mail information is down there. She's
2 available for you to e-mail her your information
3 once you kind of review it and really take a hard
4 look at what the changes are indicating.

5 Two areas of concern that will really
6 impact North Carolina's determinations are the
7 proposed requirements using a minimum cell size of
8 ten. North Carolina currently uses 30. So we're
9 really going to have to look at that, and that's
10 going to really impact the determination as you
11 look at small districts. The larger districts may
12 not be such a big impact, but the smaller
13 districts really may take a hit on that. So we
14 need to kind of really focus on that and review
15 that information closely.

16 The second big piece is looking at
17 including three to five years. Currently North
18 Carolina only looks at ages six to 21. So as you
19 begin to look -- drill that down, we don't have
20 any other comparison states or anything else to
21 compare that to, which is really going to take a
22 turn in how we're reviewing this information as
23 well.

24 So, again, we invite you to look at
25 the comments. This is just a side-by-side of

1 where it is. I love the quick snapshots because
2 that always helps me with okay, what do I really
3 need to focus my -- my efforts in. But all the
4 entire information of what they're proposing is
5 available for you to look at, and we really do --
6 we really will need your input at some point on
7 how we continue to move forward, what are the best
8 changes that the Council and North Carolina sees
9 that's best for our children.

10 North Carolina is supportive of the
11 proposal to expand the funds for CEIS to include
12 students with disabilities from ages three -- I'm
13 sorry -- from ages three through grade 12 so that
14 you're looking at that pre-K all the way up
15 through grade 12. So those comments will be due
16 on or before May 16th. So if you have additional
17 questions, comments that you'd really like to make
18 sure that are included, please contact Nancy for
19 that information.

20 MS. OUZTS: And, Dreama, I know she
21 also mentioned that if you would like to make
22 those comments directly to OSEP, to log in, and do
23 those there so that you can have that input now as
24 to what they actually decide to do. So that link
25 will take you to the place to do that.

1 MS. McCOY: So this is again a lot of
2 information. I did want to make sure you had the
3 opportunity to kind of glance over it, but kind of
4 really go back and study it. I've had to read it
5 three or four times like, whoa, this is a lot.
6 But it's available for you, and you know, we're
7 here to provide additional information as needed.

8 THE CHAIRMAN: So, Dreama, let me ask
9 a question. Oh, I'm sorry.

10 MR. CARPENTER: That's okay. Go
11 ahead. I have a question after you.

12 THE CHAIRMAN: Okay. If we're going
13 to take this information back to our regions or
14 back to our districts, then, who would you
15 recommend that we start having these conversations
16 with? Would it be--- Because I see it says
17 the -- "to promote equity in IDEA with significant
18 disproportionality." So is there any particular
19 group, person?

20 MS. McCOY: I say the EC director and
21 if there are parent groups that are also included
22 because it will have an impact. The EC director
23 always knows when they're on that warning list of
24 hey, you need to make some changes. This is
25 happening. That information also is -- you know,

1 we have that readily available for them. But I
2 would start there. There could be some parent
3 groups that they have already created, and so they
4 may need to -- need to know that information as
5 well. Good question.

6 MR. CARPENTER: I think you explained
7 this. So the fourth one where it requires states
8 to use standard minimum cell size of not more than
9 ten and we use 30, and the note there is that
10 North Carolina has a waiver under ESEA. So I'm
11 interpreting that to mean that the waivers that
12 North Carolina has will not continue. Is that
13 what you were saying?

14 MS. McCOY: I believe, if it passes,
15 that may be the possibility, but again, Nancy can
16 answer that a little closer with that waiver.
17 Like you stated, we've got the cell size of 30,
18 and it's going to have to change at some point.
19 That's why we really need the Council's input, how
20 do we need to address this and how do we move
21 forward.

22 MR. CARPENTER: And I interpreted
23 that to mean any other waivers we might have
24 would -- if there are changes proposed, that they
25 would not continue either, that we would have to

1 address that.

2 MS. McCOY: I know we are still
3 reviewing and assessing the Every Student Succeeds
4 Act, ESSA, and so that information has not been
5 completely decided upon. They're still reviewing
6 a lot of that, and they are asking certain people
7 in certain states for input. So hopefully we can
8 have some input into what currently is -- what we
9 currently have in place in our state. So I can't
10 answer that completely because it's still kind of
11 up in the air for review.

12 And they haven't given us specific
13 guidance. What they'll say is, "Well, we're still
14 reviewing the information to see how it's going to
15 affect states."

16 THE CHAIRMAN: Any other questions?
17 I just one more question. Regarding that same
18 bullet about the minimum cell size, I know earlier
19 you said it will impact the small districts. How
20 are we determining small districts? What numbers
21 are we looking at for that?

22 MS. BYNUM: It is based on that
23 capacity, but I don't know what that breakdown is.

24 VISITOR: What did you say? I
25 couldn't hear you.

1 MS. BYNUM: It was based on
2 capacity -- like, student capacity, but I don't
3 know what that breakdown is.

4 MS. McCOY: Yeah, I don't know the
5 breakdown. I apologize. But, you know, we have
6 our small, medium, and large, and so -- and it's
7 probably going to be your population size of the
8 district the way they're kind of pretty much set
9 up now. So, you know, I can't give you the
10 specifics on that. That's a good question,
11 though.

12 THE CHAIRMAN: And then maybe if
13 that's something you guys could just follow up on,
14 just with that particular piece, because those
15 will be the areas that we really want to start
16 having those discussions with. We need to make
17 sure that this information makes it to the smaller
18 districts, however we're defining them.

19 MS. McCOY: And I might can provide
20 that information to you towards the end of the
21 meeting. I can, you know, get on text -- thank
22 God for technology -- and try to get you that
23 information because I really do want you to have
24 as much as possible and be informed moving
25 forward.

1 MS. LaCORTE: I was just going to say
2 one way which that is probably going to impact
3 smaller districts -- it won't be just in one
4 way -- is that when schools are spread out and the
5 smaller the population of special education
6 students, if the students aren't all concentrated
7 or even if they are all concentrated, breaking
8 that down from 30 to ten is going to make a big
9 impact on a number of schools where the population
10 is -- has always kind of fallen into that 30 which
11 will no longer apply.

12 MS. DANIELS-HALL: Can I ask for a
13 deeper explanation of that -- of what you're
14 saying, Mary, just to---

15 MS. LaCORTE: Sure. So say, for
16 instance, you have a high school and the high
17 school has 30 students -- 30 or more students.
18 When they're reporting out, the scores and all
19 those things are not going to impact the same way
20 because if their cell size is larger than 30 or
21 under 30. So when the cell size is smaller, that
22 means you're going to report more data on students
23 ten or less in a school on a smaller cell size.

24 So right now, for those who have --
25 say they have 25 students, those report outs are

1 going to look a little bit different in the whole
2 because you have to kind of pull them out
3 separately instead of them just falling into the
4 whole. And I'm probably making that more
5 confusing than I meant to.

6 But the cell size -- it's about what
7 has to be reported specifically out of the group.
8 So when you're looking at student performance as a
9 whole, how they're doing on different scores, any
10 kind of -- there's a number of populations, not
11 just students with disabilities that you look at.
12 And so if you're reporting out those scores and
13 you're kind of falling in the -- you know, in the
14 current cell size, some of those things may just
15 get kind of caught up in the whole of the
16 reporting, and now they may come to light.

17 They may become, like, a specific line
18 item now so you'll be able to see them very
19 specifically, how did those -- that group of
20 students do in that school, and then it's kind of
21 put into the LEA's report and then to the State's
22 reports.

23 MS. DANIELS-HALL: And so may I ask
24 another question? What is -- what is the thinking
25 behind this proposed change? Why are they -- why

1 are they -- I'd like to understand what they're
2 thinking as making this proposed rule change and
3 why.

4 MS. McCOY: So I'll be very honest
5 with you. I can't tell you the thinking behind
6 OSEP and where they're moving with this. This
7 is -- we're just trying to handle and address
8 what's being given to us as a state and how we're
9 going to move forward. So, yeah, I don't know.
10 You know, I'm sure it has to do with the Every
11 Student Succeeds Act and how they're moving
12 forward, but I can't tell you specifically on
13 that. That's a deeper question than I can answer.

14 THE CHAIRMAN: And perhaps that would
15 be something that we could -- we could e-mail
16 Nancy that. I think that's a great question as a
17 body and then have the response come back to the
18 group. I think that would be---

19 MS. McCOY: And so with that, as
20 you're thinking about your questions and that
21 information, if one person compiles those and
22 sends it to her, then she can respond to all of
23 those specifically. I haven't been a part of
24 those meetings, and so I really can't share that
25 with you. Sometimes we'll go off to other states

1 and hear what OSEP is indicating and what is the
2 idea or the premise behind why they're making
3 these changes, but I haven't been a part of that.

4 MS. LaCORTE: And these are
5 federal---

6 MS. McCOY: Yeah. It's not the
7 State. It's -- this is federal. So it's larger
8 than what we're doing. But you can also see
9 further, if you go back to the policy changes, you
10 can look to see. Sometimes they will add in this
11 is the rationale behind why we're proposing this.
12 So I really, again, invite you to review that
13 information online.

14 Are we helping you catch up with some
15 time here?

16 THE CHAIRMAN: Thank you. All right.
17 For the benefit of those who do have questions,
18 that actually would fall under the Policy
19 Committee. So, Susan, what we would like to do
20 is, if we would forward our questions to you, if
21 we have questions, and then maybe if you could
22 just put that in one document and just forward
23 that to Nancy, and then that will help us just
24 trim the e-mail a little bit, and I'm sure Nancy
25 would appreciate that as well.

1 Ronda, hi. Very nice to meet you.
2 Thank you for being here.

3 MS. LAYMAN: Oh, sure. Thank you for
4 having me. I'm going to move over here so I don't
5 talk to anybody's back. I'm Ronda Layman. I'm
6 the consultant for significant cognitive, multiple
7 disabilities, and assistive technology. And I
8 know there have been some questions surrounding
9 testing of this population so I kind of wanted to
10 talk this morning about why we test, what we're
11 doing, where we're going, and just kind of update
12 you on those things. So if you have questions
13 along the way, please feel free to stop me.

14 All right. So bless their hearts.
15 Federal and state -- and I have to walk when I
16 talk, so I'll just go ahead and warn you-all.
17 Federal and state law does require all students to
18 be tested on the standards on which they receive
19 instruction. That goes for every student that is
20 there, but we are firm believers -- and you-all
21 know -- that every student can make success and
22 progress through proper instruction.

23 And honestly in the last probably ten
24 years, we have really looked at let's move away
25 from sympathy and bless their hearts, we just want

1 them to be happy to success because the research
2 does show that these students can be very
3 successful.

4 So in talking to teachers -- having
5 conversations with teachers and parents about
6 this, because we do get a lot of phone calls from
7 parents and we do get a lot of phone calls of why
8 do we need to test this group of students, but
9 that is important to evaluate every student. We
10 need that knowledge. We need to understand where
11 they are presently and look at where we need them
12 to go in the future, and if we don't evaluate
13 that, then we're not going to be able to make good
14 instructional decisions.

15 Hopefully all teachers are doing some
16 progress monitoring and evaluating students along
17 the way and not just waiting for that last test,
18 but also -- and I had a good conversation with a
19 parent the other week, and she said, "I just don't
20 want my child to take this test. Where's my opt
21 out option?"

22 And I said, "North Carolina does not
23 have the opt out," I said, "but when you think
24 about this," I said, "we want all teachers to be
25 held accountable for providing appropriate

1 instruction of our students. It doesn't matter
2 whether they're teaching our gifted students, our
3 students that are going to become our
4 neurosurgeons or if they are working with our
5 exceptional children students. All of our
6 students deserve the best instruction that they
7 can have.

8 So this does help them -- help us
9 ensure that they're being instructed on the
10 standards as well as functional skills because we
11 always get the question of well, what happened to
12 the days of teaching them to tie their shoes and
13 feed themselves and toileting skills? We haven't
14 gotten rid of that, but we are required to give
15 them the academics and the content knowledge as
16 well.

17 And the research has shown that
18 students across the board can make progress in
19 reading and in math, and those are actually
20 functional life skills. So we haven't gotten rid
21 of the old functional curriculum, as people used
22 to say, although it needs to be so much more than
23 that now. So our assessment data throughout the
24 year should be informing the instruction of our
25 teachers, and we think that that is a critical

1 component to student progress.

2 So currently for our students on the
3 certificate pathway or those that are instructed
4 on the extended content standards are taking the
5 Extend 1. And our Extended Content Standards are
6 our alternate achievement standards that are based
7 on the North Carolina Common Core Standards. I
8 realize there is some change that is taking place
9 when they're looking at our common core standards.
10 Once any new standards or changes have been put in
11 place, we will then look at the Extended Content
12 Standards to see if we need to make any changes,
13 revisions, additions so we will still be in
14 alignment with those.

15 So our Extend 1, I want to talk a
16 little bit about that, and I'm going to show you
17 some examples of what that looks like in a few
18 minutes, but it does satisfy our federal mandate
19 to test all students. Now the data that we get
20 from the Extend 1, right now we're not using for
21 student growth or towards teacher evaluation. And
22 currently the way our test is---

23 VISITOR: We are not. Okay.

24 MS. LAYMAN: We are not. No, we are
25 not. And our students who are significantly

1 visually impaired and our blind students, right
2 now unless they are reading Braille -- and
3 typically this population does not get to a lot of
4 fluent Braille reading -- do not have access to
5 this test, and they are given a medical exception.
6 And once you see the test, you will see that
7 there's no way they could access it. So they are
8 not penalized, and it does not count against the
9 school participation rate.

10 But we test our students in
11 English/language arts, we test them in math, and
12 then just as general ed does, three, five, and
13 ten, we have--- I think it's supposed to be eight
14 and ten. I left that out. ---three, five, eight,
15 and ten, we do science as well. So what I thought
16 I would do---

17 VISITOR: Before you move on to that,
18 is the only medical exception for very low vision
19 or blind?

20 MS. LAYMAN: No, it is not. There
21 are other medical exceptions, and that is
22 submitted by the school district to a team at DPI,
23 and there's six of us and we review them based on
24 some medical fragility. It's not just with the
25 Extend 1 population. It's with all -- it could be

1 concussions from sports, anything there, but we do
2 have a committee that does review those annually.

3 VISITOR: Okay. Thank you.

4 MS. LAYMAN: We have what we call
5 automatic -- like we know -- if a child is truly
6 blind, we know -- there's not going to be a lot of
7 discussion. They can't access the test.

8 So what I've got linked here is some
9 forms because I wanted you to see kind of what
10 this looks like. I know a lot of times what's not
11 familiar is a little scary, and realize that any
12 accommodation that is given to any other child in
13 an IEP can also be used for the Extend 1. Some
14 are naturally built into the Extend 1, like the
15 multiple sessions are naturally built in, being
16 able to -- with Extend 1, you can actually stop
17 after you've -- you may do two questions and the
18 child can't handle any more. You can stop,
19 bookmark it, take it back, and start again another
20 day. So there are some built-in accessibility
21 accommodations there.

22 If you'll pull up the first one.
23 This is just--- I got kicked off a minute ago.
24 You may have to go back on there.

25 But I'll talk to you a little bit

1 about this while she's getting that up. With the
2 Extend 1 test for English/language arts, the
3 children -- all students that take this are
4 required to read on their own the very last
5 selection that is provided. If the student truly
6 cannot read, it is still presented and they are
7 given the instructions to read that and answer
8 those questions. The others, the format is that
9 it is read to them, and if they make an error---

10 I can see it on your screen. It's on
11 her screen. It's just not there.

12 But they're given picture choices,
13 and you'll see that.

14 MS. McCOY: Is this what you---

15 MS. LAYMAN: Yeah, it's on there.
16 It's just not showing up on the screen.

17 If they do not get it right the first
18 time, they will take that choice out and they're
19 given choices of the remaining three cards. But
20 we do give -- there's 15 questions each time that
21 they are tested. And it's a really pretty plant,
22 but they--- No.

23 MS. McCOY: There we go.

24 MS. LAYMAN: Oh, good. Okay. So
25 right now this is the English/language arts

1 assessment for grade 4. So this is what students
2 will see. So the selection here is "The Garden,"
3 and these have been released. These are online so
4 we're not giving away any of our deep dark secrets
5 so that you-all can't ever leave the building
6 again because now you know what the test looks
7 like.

8 I want to show you just a little bit
9 of what the stories look like, and there is, like,
10 one sentence per page. They have a visual to go
11 with it. Keep going. I'm going to go quickly
12 through the story because I don't really think
13 you-all really want to see the story, but you do
14 see the type of story, and it is in black and
15 white. It is not in color. So you're actually
16 seeing a released item here that has been used.

17 The teacher in the first part reads
18 this to the students. They can request that it be
19 reread at any time, and then you have -- teachers
20 have manipulatives that they are -- that are
21 provided by DPI and you have your cards, and they
22 tell the teachers exactly what they're supposed to
23 say just like you do on the regular -- the general
24 ed, and then they put the cards for them to see.

25 Go back up just a little bit. All

1 right. So it will tell them what, you know, Card
2 A is, and you can tell them that, you know,
3 here's -- Card A says, "They plant seeds." Card B
4 is, "They watered the seeds." You keep going, and
5 then if they miss it, it actually tells the
6 teachers exactly what to do next so that they know
7 what to remove or if there's no response, and
8 then -- you can go up -- and then they get a
9 second trial.

10 You can keep scrolling.

11 VISITOR: So they can have one second
12 trial---

13 MS. LAYMAN: They have a second
14 trial; yes, they do get a second trial if they do
15 not get it correct.

16 Okay. I think that probably is the
17 end of that one. And then I will show you---

18 MS. McCOY: Sorry.

19 MS. LAYMAN: That's okay. Go back
20 up. Keep going. Go back down. It's that one,
21 number 6.

22 So I'll show you what math looks like
23 so you can just -- so we can have some more
24 technology issues. There you go. So we'll go to
25 math, and this is middle school math, and then I'm

1 going to show you a biology one so you see what
2 high school is like as well.

3 But we also have -- I know that you-
4 all may have heard that eleventh graders take the
5 ACT. We also have an Extend 1 ACT for our
6 eleventh graders, and they are required to do that
7 as well. I will tell you that the students -- you
8 saw what the teachers have, but the students will
9 have four, like, index size cards with the
10 pictures of the answers on there. That is what
11 they are given. Sometimes there are words on
12 those cards that they would have to read.

13 VISITOR: I'm sorry. Has the Extend
14 1 ACT been available since the Extend 1 came
15 about?

16 MS. LAYMAN: It came about -- about a
17 couple of years ago. It hasn't been around too
18 long, but it's been a couple of years. Because
19 federal law says when we test general ed, we need
20 to test all students.

21 There's math. Okay. Yes, I'm ready.
22 So I'm going to go -- a quick what the math looks
23 like. So, again, the teacher gets the
24 manipulatives. It's the cards again, and the card
25 shows one table, four chairs. "What's the table

1 to chair ratio?" So this is a middle school math
2 problem for our students, and then, again, you can
3 read that to them. If it doesn't work, they don't
4 get it right, then you -- they have a second trial
5 there as well.

6 And then we'll just kind of briefly
7 show them biology if it will come up.

8 MS. McCOY: Okay. So we're done
9 here?

10 MS. LAYMAN: Yeah. I just wanted
11 them to kind of have an idea of what those looked
12 like.

13 MS. SIMMONS: Ronda, is your
14 PowerPoint available?

15 MS. LAYMAN: Yes.

16 MS. McCOY: We can have Tish to send
17 it out.

18 MS. LAYMAN: Yes. And there's more
19 released items on the DPI Web site if you go under
20 "Testing and Accountability" or you can just
21 Google, "Released test items NC-Extend 1," if you
22 want to explore those further.

23 MS. McCOY: I just did a copy and
24 paste---

25 MS. LAYMAN: Okay.

1 MS. McCOY: I figured that was
2 easier.

3 MS. LAYMAN: Yeah. And those will
4 actually show them where they all are. Okay.
5 There's the -- that's English.

6 MS. McCOY: Go down?

7 MS. LAYMAN: Well, that's English II.
8 That's okay. English II is fine. So you see they
9 have a poem there that they read, so it does go
10 along -- the Extended Content Standards are
11 aligned to the Common Core State Standards so we
12 also make -- they try to make sure that our
13 testing is aligned to those requirements as well.

14 And then, again, "Which line of the
15 poem describes the speaker's feelings about loving
16 someone?" So it does go into some content areas.
17 The same format, high school is a little harder,
18 as you see. So I just wanted you to kind of get a
19 feel for what those look like. Biology didn't
20 pull up. Actually that was the link for biology,
21 and it didn't pull up, but that's okay.

22 So moving -- looking at alternate
23 assessment -- we will always be required to assess
24 these students. What are the options that are
25 available for alternate assessment? There's the

1 Dynamic Learning Maps also known as DLM. That is
2 a computer-based program that is available.
3 There's probably about 16 states participating in
4 that right now, and all of the assessments are
5 provided online on the computer.

6 There's also NCTSC, and I would like
7 to tell you what that stands for, but right now, I
8 can't. But it is a format similar to the Dynamic
9 Learning Maps format that's also national.
10 There's probably, I think, 11 states operational
11 doing that right now.

12 I will say the one thing with NCTSC
13 that they do different than Dynamic Learning Maps
14 and different than what we do in North Carolina is
15 they determine if a child is -- has the
16 communication skills and are ready to test. That
17 could be someone in third grade, that could be
18 someone in twelfth grade, and if they are not at a
19 certain point with those communication skills,
20 then they are not participating in the assessment.

21 So -- and then there's state-created
22 tests, which is currently what the Extend 1 is.
23 There are other states that do their own
24 state-created test. There's some states that join
25 together and partner with other states and do some

1 state-created tests. So that's where we currently
2 sit under state-created.

3 MS. McCOY: Can I make a comment
4 while you're there?

5 MS. LAYMAN: Yes.

6 MS. McCOY: So with the DLM, we
7 actually have been in the pilot -- one of the
8 pilot states for years. It is very costly. It's
9 1.5 million dollars to -- I think it's 1.5 -- to
10 be a part of it, and so we might -- we are more
11 than likely ending up our last year as far as
12 piloting with them, but right now, the teachers
13 and the State still has access to review the
14 information online, but because of the cost, we
15 are looking at possibly doing another
16 state-created and trying to see how we kind of
17 continue to move forward with that, so---

18 MR. CARR: The nice part about that
19 DLM, though, is how it adapts to [inaudible].

20 MS. McCOY: And all our standards are
21 based -- that we currently have was -- DLM used
22 and adopted many of North Carolina's standards,
23 but we're still kind of, you know, continuing on
24 in providing that information, so -- okay.

25 MS. LAYMAN: So right now, we are

1 exploring what the options are. We're having
2 discussions about those options, and when we think
3 about ESSA, they done a little changing with their
4 requirement for assessments. So I want to talk a
5 few minutes about that.

6 So when you look at the academic
7 assessments in the new ESSA -- and, again, North
8 Carolina in my later slides is still in the
9 process of figuring out what our response and plan
10 for ESSA is. We're still doing the assessments in
11 math and reading and language arts. Still doing
12 the science. That's not changed. Still must have
13 appropriate accommodations. That has not changed.
14 States can chose a single summative, which is what
15 we currently do, or multiple statewide interim
16 assessments.

17 And I know that there's been some
18 talk of proof of concept with general ed, and some
19 of the general ed population -- I think they
20 piloted that already for proof of concept, which
21 are some of those interim assessments -- that
22 would result in a single summative score.

23 And then the assessments -- all
24 assessments must be developed, to the extent
25 practical, using the principles of Universal

1 Design for Learning, and if you're not familiar
2 with Universal Design for Learning, it is multiple
3 means of representation, multiple means of
4 engagement, and multiple means of expression. And
5 that's a whole other -- that's a whole other
6 PowerPoint.

7 But they are -- ESSA is full of
8 using the principles of UDL and not just a
9 one-size-fits-all. Yes?

10 VISITOR: Who actually writes the
11 test items for the Extended 1?

12 MS. LAYMAN: The TOPS -- we contract
13 with Testing -- what's that stand for?

14 MS. McCOY: Testing and -- what does
15 TOPS stand for?

16 MS. LAYMAN: TOPS, uh-huh.

17 MS. McCOY: Oh, I don't know, but
18 that is who we typically use in conjunction with
19 EC as well as Accountability.

20 VISITOR: At North Carolina State?

21 MS. LAYMAN: Yes.

22 MS. McCOY: Yes.

23 MS. LAYMAN: At one time teachers
24 were helping to write those, but I think any new
25 items that have been created in the last five

1 years have been -- have come out of TOPS
2 completely.

3 All right. Go to the next one. So
4 when we start thinking about alternate
5 assessments, of course, they have to be aligned
6 with the Alternate Achievement Standards, which we
7 already are looking at that, and then it has to be
8 that the IEP team determines that they will
9 participate in the alternate assessment. We
10 already have that criteria that is out. It is
11 online.

12 We are currently in the process of
13 reviewing that criteria and trying to make it
14 maybe more user friendly, maybe define it a little
15 better to make sure that we are in compliance and
16 that it is -- we're using it for good decision-
17 making.

18 And then the one thing that they have
19 added -- and we've always stressed this to
20 educators, but it must -- parents have got to be
21 clearly informed in the IEP process that
22 participation in an alternate assessment will most
23 likely delay or otherwise affect them from
24 receiving a regular high school diploma. So
25 making sure that that is there.

1 Of course, UDL again has to be within
2 the alternate assessments, and then the other
3 thing that they have put in here is that it
4 doesn't -- students with significant cognitive
5 disabilities are not precluded just because they
6 take this to complete the requirements for a
7 regular diploma, but it would greatly affect or
8 delay their ability to be able to complete course
9 work.

10 Okay. Yes, ma'am?

11 MS. HALL: Is it possible to do that
12 course work within the amount of time that a
13 student may remain in school? Is it truly
14 possible if they can go to age 21 or through their
15 twenty-first year?

16 MS. LAYMAN: If a student is truly --
17 has been -- truly has a cognitive disability and
18 has been instructed on the Extended Concepts
19 Standards all through up till high school and have
20 not been in the general ed curriculum, the gaps
21 probably are going to be huge that they would not
22 be able to meet those requirements. And if
23 they've been instructed that way up until high
24 school, but all of a sudden actually do the course
25 work for high school and complete it, there would

1 be some questions there around that.

2 MS. HALL: Whether it's even
3 possible?

4 MS. LAYMAN: Right. Knowing what is
5 required for the future [inaudible] if a student
6 has not had that instruction all along, I would
7 find it -- I think it would be very difficult. I
8 won't say impossible, you never know, but I think
9 it would be very difficult for that to actually
10 take place.

11 MS. HALL: If I might ask another
12 question, then.

13 MS. LAYMAN: Uh-huh.

14 MS. HALL: If there is -- so the
15 determination for is this made at a much earlier
16 age, I assume?

17 MS. LAYMAN: Not always, but
18 sometimes, yes. I mean there are some students
19 that are so physically and cognitively involved
20 and have not been able to show progress in the
21 general curriculum, that early on, we realize that
22 this is the pathway that they need to take. There
23 are some that actually have struggled and supports
24 have been in place and been in place, and they
25 still want to give them that change.

1 Some follow that direction in middle
2 school, and then we do have some that come into
3 that in high school, some of those that you look
4 at that have really done well in the inclusive
5 environment as far as socially and enjoying the
6 participation in those classes, but just do not
7 have the skills to get to the high school diploma
8 track.

9 So when we look at what's next, we
10 are in the process of looking at ESSA. If you
11 ever need any good reading material, it's about
12 1,084 pages long. So it's -- we've been fortunate
13 that there are people that that's their job to go
14 through and pick out the main parts, and they're
15 kind of filtering some of that for us, although I
16 know that we have people in the Department that
17 will read all of that. I would like to say I'm one
18 of them, but I'm not going to stand up here and
19 lie to you.

20 But we will have a plan, and there
21 will be groups that meet to make sure that we
22 implement the ESSA requirements as directed. We
23 do meet with our Testing and Accountability staff
24 on a regular basis, and it is nice having them in
25 the building because at any time we run down or

1 they run up and we talk. Our Accountability
2 person right now is a former -- a teacher from a
3 public separate school. She is wonderful. She
4 has very good knowledge of the significant
5 cognitively-involved population. So any changes
6 that need to be looked at to be reviewed or
7 undated, we will do that.

8 So, again, our goal is to have each
9 student learn, to have them grow. We want them to
10 be happy, successful adults. We do not want these
11 students, when they leave high school, just
12 sitting at home doing nothing. We want to really
13 push to prepare them to do all that they can do.
14 We want them to be able to thrive in their
15 environment.

16 It was really interesting. I was
17 scrolling Facebook this morning before I got here,
18 and somebody had posted an analogy that I thought
19 was really -- I might use it. So any teachers
20 that end up in my training, they'll hear this
21 again.

22 But it talks about children's with
23 disabilities -- all children with disabilities and
24 how a lot of times we kind of peg them into this
25 is who they are, this is their present level, and

1 this is who they're going to be. And so they made
2 the analogy to a flower seed, and so when you get
3 the seed, this is the current state that they're
4 in. This is their present level.

5 So you plant it and you water it and
6 you give it sunlight and you talk to it and you
7 really nurture it and you watch it grow, and that
8 that's what we're charged with doing with all of
9 our students, every single one of them. And so I
10 thought that actually is a perfect analogy so that
11 we don't get -- we don't get stuck looking at the
12 disability, but we always need to push to their
13 potential.

14 All right. I think that was my last
15 slide. Are there any questions?

16 MS. VIASATY: I have a question.

17 MS. LAYMAN: Yes.

18 MS. VIASATY: I don't know if it's a
19 proper time, but not so on the significant
20 disabilities but -- so the Extend 1 is for that,
21 but then you have the population and, LD mild or
22 resource setting where often EC children are --
23 say, if they're in a K-2 or 3-5, they can be,
24 like, in a second-grade age range but be
25 instructed at a kindergarten instruction level---

1 MS. LAYMAN: Right.

2 MS. VIASATY: ---but, yet, they're
3 given the second-grade -- let's go with third
4 grade because we'd be testing in third grade. So
5 they could be, you know, age five grade,
6 instructionally third grade, but they're still
7 given a fifth-grade end-of-grade test when they've
8 never been introduced or exposed to that.

9 So testing in that scenario just
10 seems highly inappropriate for the child, to put
11 material in front a student that they've never
12 seen, never heard of, and even if you give the
13 accommodations with multiple test sessions or
14 extended time, that's just prolonging their agony
15 because they still have never seen it. I mean, is
16 anything being done for those populations?

17 MS. LAYMAN: I can tell you -- so
18 when you think back when we had Extend 2 and the
19 federal government said no more, and the federal
20 government from our meetings -- and North Carolina
21 participates in a consortium called ASES. It's
22 around assessing students with special needs, and
23 we do get to meet with the Department of Ed and
24 OSEP. They come when we have these discussions,
25 and we have great work around the ESSA.

1 The Extend 2 is not ever going to
2 come back, and I will give you their rationale and
3 then talk a little bit more about your questions.
4 Extend 2 was only a different format. It was
5 never different content. It was still grade-level
6 content, but it was shorter passages and fewer
7 choices.

8 So they felt like with accommodations
9 that the needs of those students could be met and
10 the Extend 2 really was irrelevant. That really
11 upset a lot of people, and our fear at DPI was
12 that there was going to be a mass movement into
13 Extend 1 for students who really didn't need to be
14 there.

15 So when you think about assessment --
16 and I know assessment is important and I firmly
17 believe in it, but we have to look at where the
18 child's least restrictive environment is. If it
19 is in a general ed classroom and if they, with
20 accommodations and some push, can reach to achieve
21 those standards, we always want to push them up
22 mainly because it does usually direct their
23 pathway towards after school.

24 And what I have to tell teachers and
25 principals -- and I have some principals in

1 here -- I have to tell them a lot of times it's
2 not about a test they can pass; it's about making
3 sure that we're testing the knowledge that they
4 have received during instruction.

5 So not all of our general ed
6 populations passes the test that don't have IEPs
7 and so not all of our special ed will. We do
8 recognize that. We know that it's a struggle. We
9 know it's very frustrating for students. And so
10 testing, yes, is always a big deal, but I think,
11 for some of our students, they are more than
12 likely going to demonstrate their knowledge --
13 their knowledge throughout the year with formative
14 assessments in the classroom and through IEP goal
15 progress. And that's kind of the direction we
16 have to look at for those students.

17 So we do recognize that it's a
18 struggle and it gets frustrating, but usually
19 their progress again in my mind with one set of
20 results doesn't determine any child, whether they
21 be general ed or special ed. So---

22 VISITOR: I just want to piggyback on
23 your comment or your question or -- as one of the
24 schools that piloted DLM, the beautiful part of
25 that was that we were able to access to student --

1 well, find the student's access point. And so
2 while they may be in fifth grade, their access
3 point may have been at a kindergarten level, and
4 we were able to successfully assess and use that
5 information to drive our instruction.

6 So I'm really -- and I just have to
7 say -- because you know I'm gong to speak my
8 mind -- I'm very disappointed that we're not going
9 to be able to move in the direction of the DLM
10 based on financial reasons because it really truly
11 has been a wonderful tool, and I'm disappointed
12 that we're not moving in that direction.

13 My question, though, to go with that
14 is, we're looking at UDL, is the portfolio going
15 to be a consideration as far as alternate
16 assessment? Would that fall under Universal
17 Design for Learning?

18 MS. LAYMAN: So it could be under
19 ESSA. That is one of the things that they do. We
20 have not had that conversation with Testing and
21 Accountability. I know -- you know, long ago, we
22 did the portfolios, for those of us that have been
23 around forever, and you know, it's a very -- it
24 could always be an option, but right now, our
25 discussions are not in that direction.

1 MS. McCOY: And the other thing, we
2 are -- we are with Accountability a lot lately,
3 more so than I think ever before, because we are
4 trying to make sure that we're going through and
5 looking at what are the best state assessments
6 that we need to either provide, what's ESSA
7 indicating, and we've looked at NCTSC. We've been
8 in conversations with them about what they're
9 providing. We've definitely been in conversation
10 with DLM.

11 And so we've continued those
12 discussions and we have not stopped, but in
13 truthfulness, in looking at the amount that it is,
14 we don't know yet, but more likely may not be
15 moving that way. So that's really just being
16 honest and putting it on the table.

17 We're also going to be talking with
18 TOPS, which is Technical Outreach for Public
19 Schools. You asked that earlier. We are going to
20 be in conversations with Accountability on what
21 would it look like if we created a state
22 assessment, who needs to be involved. So nothing
23 is off the table, but I'm just being realistic in
24 letting you know this is where we're looking at.

25 And there are -- the other -- the

1 other big thing was, we're trying to stay away
2 from consortiums because our state doesn't move --
3 we're not in that because of our legislation. So
4 we look to see what's best for our students in
5 this state, and that to me is the best thing that
6 we can look at. What's going to be best and how
7 do we continue to move forward. We do like the
8 DLM. We've been a part of it, and it is a very
9 sound instructionally embedded assessment. So
10 nothing's off -- completely off the table. We're
11 just looking at the reality of it.

12 MS. LAYMAN: If you find that pot of
13 gold tomorrow. I'm going to come back to you
14 because he had his hand up a minute ago.

15 VISITOR: Is the through-the-year
16 testing a done deal? Are we going to have that---

17 MS. LAYMAN: That is not a done deal.

18 VISITOR: Okay.

19 MS. LAYMAN: That is not a done deal.
20 They're still in talks about that.

21 VISITOR: If it is, is Extend 1 going
22 to be a part of that?

23 MS. LAYMAN: If they assess all
24 students throughout the year, we will have to look
25 at assessing these students throughout the year as

1 well.

2 VISITOR: Okay. Last question. Will
3 there be individual student information provided
4 from that?

5 MS. LAYMAN: There is individual
6 student information provided -- for the Extend 1
7 or for proof of concept? I am not sure how all of
8 their reporting will come out, but my
9 understanding is that it would be. It would be a
10 growth component in there for them. Yes, ma'am?

11 VISITOR: As a teacher that has done
12 the portfolio and Extend 1 for five years, I find
13 that the portfolio gave me more with my progress
14 monitoring, and my teacher evaluations gave me
15 more information to direct my IEP than the
16 Extend 1 ever did. I never got any type of
17 information from that Extend 1 that could help me
18 direct instruction, and that is a still a real
19 concern of mine for cognitively -- significantly
20 cognitively disabled students.

21 MS. LAYMAN: And I've heard that from
22 many teachers throughout the state as well. Okay.
23 Any more questions?

24 MS. LaCORTE: I was trying to pull it
25 up real quickly and I have discussed this with

1 Mr. Hussey -- and this would be perfect, Ronda,
2 maybe for you to look at. On the form, the North
3 Carolina Testing Program Summit to Assessment
4 Options either 9 through 12 or 3 through 8,
5 whichever, on the back side, we've had a lot of
6 concern because there's a statement that's
7 happening -- playing out now in a way that it
8 wasn't intended.

9 And it says that Extend 1 is not
10 appropriate at all for students who are instructed
11 in any or all grade-level courses, and that means
12 a student for whom they are eligible or Extend 1
13 is probably an appropriate assessment. But, say,
14 they're in their school in elementary or perhaps
15 second grade, third grade, fourth grade, and
16 they're going to the regular art class. That's
17 playing out now where teachers are saying they
18 can't be on Extend 1 because they're going to an
19 art class that's regular ed, and that's really
20 counter to the LRE requirements of IDEA.

21 MS. LAYMAN: Right. And I hear that
22 a lot, and I actually have had many discussions,
23 actually just one last week of that very
24 discussions, and you know, what -- first of all,
25 special ed is not a place, so I will say that.

1 What that means -- what that is supposed to
2 mean -- and, again, we are revisiting the criteria
3 because of that and a couple of other things that
4 are very subjective and are interpreted in
5 different ways.

6 But what that was meant to say was,
7 if I'm going to give you an alternate assessment
8 in reading, math, science, then at some point
9 during your day, your instruction needs to be on
10 the Extended Content Standards. It's not to say
11 you can't participate with general ed. It's not
12 to say you can't receive that instruction in a
13 general ed classroom. You do need to have a
14 teacher that is certified to teach that.

15 But it has been misinterpreted many
16 times. I've heard, "They can't even go to PE. We
17 can't do inclusion." It is not to exclude them at
18 all. It is just saying that if I'm in general
19 ed -- because we have a lot of our children who do
20 participate with general ed classrooms which is
21 wonderful for them, so beneficial, and the
22 research supports that.

23 But it wants to make sure that we
24 didn't just do third-grade reading and we never
25 pulled back and said, "Here's what your reading

1 standards say and we're instructing you on that."
2 So that is one of the things we are looking at as
3 we revisit that, so yes.

4 MS. McCOY: And actually we have a
5 meeting scheduled, I believe, next month to
6 discuss some of the language with that.

7 MS. LAYMAN: Anything else? My
8 contact information will be here. Feel free to
9 contact me if you have any questions. I hope
10 you-all have a good day. I was thinking I was
11 standing between you-all and lunch, but I think
12 Dreama and Sherri are standing between you-all and
13 lunch.

14 THE CHAIRMAN: All right. So in
15 keeping with our agenda, we will---

16 MS. VERNELSON: Do you want us to go
17 ahead?

18 THE CHAIRMAN: Please go ahead with
19 our agency updates.

20 MS. VERNELSON: Again, I'm Sherri
21 Vernelson. I'm one of the section chiefs in the
22 EC Division, and Dreama and I are here on behalf
23 of Bill Hussey and Carol Ann Hudgens today. They
24 had to be back, I think, at the office in a
25 meeting around our ECATS system that we're going

1 to talk about a little bit later that we're very
2 excited about, but they send their greetings to
3 you and hope to see you next time.

4 So I'm going to -- we're going to
5 kind of switch back and forth between slides here
6 as we give an update, but for those of you who are
7 new, let me just talk about the big pictures a
8 little bit and what we're doing in the division.
9 So the Results Driven Accountability system, is
10 there anybody in here who is not familiar with
11 what that is?

12 (No audible response.)

13 MS. VERNELSON: So it is this the
14 accountability framework for special education out
15 of the Office of Special Education under the
16 Education Department at the federal level, and in
17 the past couple of years -- well, it's always been
18 very compliance-oriented, and in the last couple
19 of years, they have said we want to focus more on
20 results. What a novel idea, right? And so -- and
21 then as a part of that RDA work, the SSIP, or
22 State Systemic Improvement Plan, was something
23 that -- every state had to identify an area where
24 we wanted to improve.

25 And so through data analysis, North

1 Carolina decided that we wanted to look at
2 improving graduation outcomes for students with
3 disabilities, and so as a part of that work, we
4 had to have a way, a framework to support LEAs and
5 then be able to measure what we're doing in that
6 work.

7 And so the LEA self-assessment was
8 created to look at six core elements, and then
9 LEAs -- also they were encouraged to develop a
10 team through their LEA and not just an EC team.
11 This is an LEA team because our kids are general
12 ed students first, and so we wanted them to bring
13 in people from the general education side as well
14 to look at the practices that they are using in
15 their LEA and basically rate themselves. Okay?

16 And later you can actually go to our
17 EC Division Web site, and if you scroll down on
18 that home page, there's a link to the LEA
19 self-assessment that takes you to a wiki, and it
20 really outlines it very nicely for you if you
21 would like some more information on what the
22 self-assessment itself looks like.

23 But the LEA and this team, they look
24 at data and they begin to analyze it and they rate
25 themselves on how they're doing, and you know,

1 we're telling them, "This is not a gotcha. We're
2 here to support you, and so it's okay if you have
3 zeros or ones in a particular area because that's
4 how we're going to help you be able to improve."

5 MS. McCOY: Can I make a comment?

6 MS. VERNELSON: Yeah.

7 MS. McCOY: So there are three
8 elements to that rubric. It is zero, it's not in
9 place; one, partially in place; and two, it's in
10 place. And so as Sherri indicated, they are
11 assessing themselves on what pieces are in place,
12 what's not in place because you really do have to
13 take a hard look at your data and say, "I need to
14 look forward in this area, and we're not doing so
15 well in this area, and how do I begin to drive
16 that professional development in order to ensure
17 all students are successful but especially our
18 kids with disabilities."

19 MS. VERNELSON: So just to step back
20 one step, as we were identifying through, you
21 know, improving graduation rates for students with
22 disabilities, we had to identify what were sort of
23 those root causes that were causing students maybe
24 not the graduate at better rates.

25 And so through our data analysis, we

1 looked at or identified three core areas, so
2 academics, behavior, and a continuum of
3 transitions, and then kind of all-encompassing
4 around that is engagement because if you're not
5 engaged -- the students are engaged or we don't
6 have parents engaged, then affects all three of
7 those areas. So as they're rating themselves and
8 their practices, they're looking specifically at
9 those three areas.

10 MS. McCOY: With that engagement
11 piece, you know, there are times when naturally if
12 you have a student without a disability that
13 parents become disengaged because "Oh, they're
14 moving towards adulthood. We don't -- you don't
15 need to be included."

16 We want to make sure that parents are
17 engaged from the very beginning from preschool all
18 the way up through twelfth grade or a little
19 beyond. What are the critical components of those
20 intermittent times that parents really have to be
21 involved in?

22 I know with my child being a senior,
23 and she was -- the guidance counselor was like,
24 "No. You know, she's got this." No, she doesn't.
25 She's still not a complete adult. I need to

1 know -- I need to be engaged in that process along
2 the way.

3 So our parents of students with
4 disabilities definitely have to be engaged. We
5 have to stay involved in that process to ensure
6 that our child -- the outcomes that we want to see
7 for our child being functional, working, what are
8 the postsecondary outcomes that we're trying to
9 see. We have to know along the line this is my
10 child's dream, this is their interest, now how do
11 you help me get to that point -- that endpoint.

12 MS. VERNELSON: So this LEA
13 self-assessment, we have been working in regional
14 teams this year with all the LEAs. So, you know,
15 through the State Board of Education, we're
16 divided into eight regions, and every quarter, we
17 have regional meetings with all of the EC
18 directors throughout the state as well as the EC
19 coordinators from charter schools, and they come
20 together in their region. And then in our offices
21 or our division, we've actually sort of
22 reorganized ourselves, if you will, into regional
23 support teams for each one of these regions.

24 You know, historically we've really
25 worked in silos in the EC division. You know,

1 here's my little deaf and hard of hearing world or
2 VI world or whatever. And I remember as a
3 consultant being in a school system and passing by
4 another DPI consultant, and I was like, "Hey.
5 What are you doing here?" You know, we -- if we
6 had known it, we could -- kind of were there for
7 similar purposes, but we were so much in our silos
8 that we didn't realize it.

9 And so we've organized into regional
10 teams with consultants cross-sectionally to
11 support, you know, the region. And so through our
12 meeting this year with them, we've walked them
13 through this LEA self-assessment process, and
14 they're currently in the phase where they are
15 building their improvement plan, and they will be
16 submitting those plans to us by July 1st.

17 And then what our regional teams are
18 going to be doing is reviewing those improvement
19 plans and looking, you know, as a region, what are
20 those areas that this region is saying they need
21 support with in academics, behaviors, or
22 transition -- continuum of transitions, and then
23 we are going to be providing support based on
24 those needs. So no longer will we just be, you
25 know, going in to provide PD that has nothing to

1 do with what those needs are. It has to connect
2 back to what an LEA or a region identifies as
3 their specific needs in order to improve
4 graduation rates for students with disabilities.

5 VISITOR: May I ask a quick question?

6 MS. VERNELSON: Uh-huh.

7 VISITOR: With the LEA
8 self-assessment, is there a way to pull
9 information if you are seeing in a certain LEA
10 there's been concerns from several people about
11 one issue, okay? Is there any way that you can
12 look -- and so this would be pulling in the
13 perspective from family members.

14 So I'm just wondering about, is there
15 a way that you-all are looking at cross-
16 referencing -- and let's just say there's a
17 certain LEA that there's been a lot of state
18 complaints about them not following part of IDEA.
19 Is there a way you-all are actually looking at
20 results based on dispute resolution-type data with
21 how the LEA sees themselves?

22 MS. McCOY: So our section chief
23 Carol Ann tries to -- for Policy Monitoring and
24 Audit -- tries to monitor that information
25 especially if there's a systemic complaint in a

1 particular area.

2 With the LEA self-assessment, it is
3 really looking at that school pulling their own
4 data and then doing their own assessment of
5 identified areas of concerns.

6 VISITOR: And, hence, bingo, and
7 that's the reason that's my question.

8 MS. McCOY: Right. Yeah, I see where
9 you're going.

10 VISITOR: Because what I'm wondering
11 is, I might see myself as the best looking woman
12 since Halle Berry, but I don't think many other
13 people, unless you love people who have a unique
14 persona, might not agree with me. But, hence, you
15 hit the nail on the head. That's my concern, is
16 that how an LEA is assessing themselves might be
17 totally different.

18 MS. McCOY: It's based on data. We
19 have -- one of our consultants has created a
20 PowerPoint for them to be able to go through
21 CEDARS, to know where do I pull this data down,
22 and they have to match that up. You can't just
23 say, "This is where I am in this area," and just
24 make a hypothesis. We've been doing that for too
25 long. You have to use data-based decisions --

1 data in order to drive whatever decision you're
2 making. So it's---

3 VISITOR: So here's my thing. So if
4 we have an LEA where we have -- there are several
5 requests for mediation, facilitated IEP meetings,
6 state complaints, is that part of the data points
7 that are being shared with the LEAs?

8 MS. OUZTS: I'm looking under the
9 policy complaints and monitoring core element. I
10 know that the dispute resolution consultants are
11 on the regional teams as well, and from what I've
12 heard Carol Ann say, they are going to continue to
13 have targeted focus and monitoring, all these
14 types of things. They are very aware of any---

15 VISITOR: Right. Okay.

16 MS. McCOY: And the other thing is,
17 because they are involved in -- you know,
18 switching up regionally has really changed the way
19 we do business, period. And so because you have a
20 dispute resolution consultant on -- in those
21 regions, you kind of know -- the same with my
22 statewide people -- you know, there's been a lot
23 of issues over in that area, and as I'm looking at
24 their data, I'm sure if that matches up. Again,
25 that's us from an outside view, but you have to

1 really look at the data.

2 And so we're going to review that
3 information. It's no longer, as a state
4 consultant, I'll go in and say, "This is what you
5 need." It really has to be based on those
6 decisions and the data that they have in their
7 area. We're able to pull down that data as well.
8 If we see there's an issue in IEP development and
9 it's systemic and it continues, we may say, "in
10 this particular area, Sherri Vernelson's LEA, you
11 know, we think you may really -- based upon your
12 data and what we have reviewed, you may benefit
13 from this training."

14 So it's not just going to -- the
15 districts, yes, they have their data, but we're
16 also a part of that in trying to help them move
17 forward with reaching the most bang for their
18 buck.

19 THE CHAIRPERSON: I just want to ask,
20 is the LEA self-assessment -- is that mandatory?
21 Is that required of every LEA?

22 MS. VERNELSON: Yes, ma'am.

23 MS. McCOY: And charter.

24 MS. VERNELSON: Yes, charter schools.

25 THE CHAIRMAN: And charter. And

1 that's under your umbrella to kind of look at
2 things and interpret what's coming out of that?

3 MS. McCOY: Yes. So once the
4 submissions go in, if we have identified -- and
5 we've kind of done a finger on the pulse already
6 last month of, you know, where districts or LEAs
7 and charters are, have they begun processing and
8 identifying their areas and really looked at that
9 LEA self-assessment. If they have not done any
10 submission or not been a part of it, then we're
11 doing a phone call. Hey, where you at? Do we
12 need to come in and help you and support you with
13 that?

14 We know charters are a little
15 different and we're going to have to look at that
16 a little differently, but everybody's going to be
17 required to be a part of this process in order to
18 move the State forward.

19 THE CHAIRMAN: Got you. The only
20 other piece that I'll add to Gerri's question is,
21 in December, this body receives a report from
22 Dispute Resolution that surmises the state
23 complaints that have been filed, and there's a
24 breakdown of sorts. So we have access to that
25 information.

1 Now unfortunately for us, we receive
2 that now during that December meeting. Our
3 December meeting is so heavy, and I think that's
4 one of the things that we want to -- we want to
5 talk about, you know, moving forward because not
6 only do we get that Dispute Resolution Report, we
7 also receive -- that's our time to review the
8 State Performance Plan. So there's a lot going
9 on.

10 But just keep in mind -- and now may
11 be the time to have those discussions about how we
12 as a body -- especially when we're working with
13 the parent organizations and advocacy groups and
14 different parents -- how we may be able to assist
15 or to look at the data that's provided to us and
16 align that with experiences or those anecdotal
17 records that we're -- reports that we're coming
18 back with, and then we might be able to contribute
19 to the conversation as well.

20 VISITOR: And that's it because I
21 know it stays so -- it's not that I lied. I just
22 had one more thing to add to that.

23 THE CHAIRMAN: You're fine.

24 VISITOR: Because here's my
25 concern -- because I did -- and I looked at the

1 report because I'm dealing with this stuff right
2 now with families, and that's my concern, that
3 sometimes we collect data, but -- and, like you
4 said, hence, it's why people are moving to
5 regionalization. You collect the data in this
6 pocket, but we don't -- just like folks on the
7 autism spectrum -- but we're not generalizing that
8 across settings.

9 And that's why I asked the question.
10 I just want to make sure that if we are collecting
11 data, we are using it in a manner that makes sense
12 because I'm running into so many folks who are
13 just saying, "I just give up. I just give up
14 because I'm doing this, that, and the other.
15 We've got these things in place, but it's not
16 working for me."

17 MS. McCOY: But that's the reason why
18 we went regional because it's going to drive the
19 PD, the professional development, for next year.
20 And, again, I have -- the majority of the state
21 consultants -- autism are the only areas that were
22 broken up in regions, but we would come in and
23 say, "You know what. We kind of did a -- sent out
24 a survey and this is what we think you need." You
25 know, there may still be some cases of that, but

1 it really is going to be based on what are the
2 needs of that region and how do we address that.

3 You know, there are many times I
4 would get calls from EC directors, "Hey. Can you
5 come out and do this training?" But what is that
6 really based on? Are you just filling a slot? So
7 we have to make sure that it is driving home how
8 do we improve services, supports, and education
9 for our students. So that's really why we're
10 moving towards this way.

11 THE CHAIRPERSON: And I'll just make
12 one last comment, Gerri. And another piece of
13 data that we have access to -- it's on the Web
14 site as well -- the results from the due process
15 hearings. They are redacted. They are on --
16 they're online, and they're reported each year.
17 So if you're having or you're experiencing or
18 seeing, you know, issues that you think may be
19 systemic, then maybe you could take a look at
20 those and see if they've been addressed by an ALJ
21 or whomever, and we can use that information as
22 well, all in an effort to make good sound
23 recommendations.

24 VISITOR: Very good.

25 MS. McCOY: I'm going to make one

1 more comment on that data piece, is that there
2 were times within the districts that EC directors
3 may not have had access to certain pieces of data,
4 and so now we're trying to make sure they know how
5 to go and pull down their own data. You don't
6 have to wait on someone else. I know -- I know
7 how to look at this. I can read this. Now I'm
8 able to really make those sound decisions as I
9 look at all of my students.

10 MS. HUMBERT: I just want to speak to
11 the LEA self-assessment and it being charter
12 school friendly because it's not. We are not
13 able -- and I've sat at a table with charter
14 school EC directors at the March Institute. But,
15 for example, CEDARS, the data on there, it only
16 goes up to '13-14. My school wasn't even in
17 existence at that time, and that was the same
18 problem that they were having. And the other
19 component is that not all charters go through high
20 school.

21 MS. VERNELSON: I was just going to
22 mention that as well. That has been -- you know,
23 some charters have mentioned that, and so we are
24 looking at what -- because the practices that you
25 do have for the ages that you to have do carry

1 over. Then when they leave you and go -- so we're
2 helping -- trying to help charters look at that
3 and understand those particular needs. But thank
4 you for that feedback.

5 MS. HUMBERT: Because if you put a
6 zero in that spot about the graduation, then it
7 lowers your score.

8 MS. VERNELSON: Yes.

9 MS. McCOY: Right. In doing so,
10 that's where we have to take into account -- we
11 created a whole charter school team to try to make
12 sure we help charters build that infrastructure,
13 and so it is six consultants on that team. So
14 we'll definitely try to work with you on
15 supporting your needs.

16 Here and then here?

17 VISITOR: I'm going in a different
18 direction sort of, but it's still related to what
19 you guys are talking about. If you want to do
20 that first.

21 VISITOR: Well, I -- mine was on the
22 engagement part of it, you know, keeping families
23 engaged. I also sit -- I'm from Wake County, so I
24 sit on the Special Education Advisory Council for
25 Wake County as a member agency, and kind of what

1 Dreama mentioned, keeping families engaged is very
2 difficult. Being on the Council what we found,
3 Wake County sent out a parent survey last year.
4 Wake County has 20,000 students with disabilities.
5 We received less than 2,000 replies back. They
6 also hold a yearly workshop. Less than 200
7 families or individuals came out to that.

8 Through the Council meetings, we've
9 also found that as children age, less parents
10 attend IEPs, that they're not even physically
11 present. They just ask for the IEPs to be sent
12 home. So they're just relying on the schools and
13 the IEP teams to make the decisions for their
14 children, which as a parent with young elementary
15 kids, it's frightening because I can't imagine not
16 being involved in their lives. Even my gifted
17 daughter, you know, still I feel I'm going to play
18 a role in her future.

19 So, you know, as this rolls out,
20 again, how would that be communicated? If there
21 are any best practices or there are areas that do
22 a really good job of keeping the parents engaged,
23 it would be very helpful to get that message out.

24 MS. VERNELSON: Go ahead.

25 MS. McCOY: So out of that -- that's

1 a great comment and question -- we have on our
2 SSIP team, our State Systemic Improvement Plan --
3 we have a team that is looking at transition and
4 engagement, and so we're looking at that research.
5 There's not a whole lot out there, I'm going to
6 tell you right now. So, as we talk about the
7 continuum of transition, we are pulling what's out
8 there and we're also looking to see how do we help
9 districts have a better understanding.

10 And so our plan is to -- this past
11 March, we had the first portion of some training
12 around continuum of transition or we termed it
13 intermittent transition at the time, but it really
14 is a continuum. And so we have Preschool
15 involved. We have someone from CMI involved. I'm
16 involved. Beverly Colwell, who's our Intellectual
17 Disabilities and Secondary Ed consultant who
18 focuses on transition -- she's involved. Policy
19 Monitoring is involved.

20 We also have a person with Research
21 who's on that team as well. So we're really
22 trying to take a good look at that. At our March
23 Institute, we had districts who were doing
24 different things and they have right now really
25 good results with graduation in the way they're

1 looking at transition.

2 We had our first training with them
3 at our March Institute, and our plan is to have
4 them and some more identified districts who are
5 doing well come back as a stakeholder group. Now
6 how do we begin to train this statewide because we
7 have to keep that engagement piece. You've got to
8 stay there, but it's also starting at preschool,
9 and it goes all the way up through.

10 So, like I said, there's very little
11 research out there, but we're really trying to
12 focus on that. That's a big focus and push for
13 us. And Heather is on there too as a parent rep.

14 MS. LaCorte: And we're working
15 closely with ECAC around that.

16 MS. McCOY: Yeah. I'm always with
17 Mary, I think, between her and Accountability.

18 THE CHAIRMAN: Just a couple of
19 points, and I really want to emphasize that the
20 question really geared towards engagement -- that
21 parent engagement, and that has been a huge issue
22 and, in part, for the reason you just stated, that
23 this should start and often -- for many of us did
24 start, you know, at preschool and at kindergarten,
25 and that is a long row to hoe, so they say, from

1 preschool up until age 21, 22.

2 And so I think that contributes to
3 the fallout that you start to see at secondary ed
4 and high school. Parents are exhausted. The red
5 carpet is not often rolled out for parents when
6 you're trying to secure services for your kids,
7 and it just gets -- and I hate to say battle, but
8 it is. It's one battle after the other trying to
9 get the services that you're entitled to and that
10 your child -- your child needs.

11 So we really want to hone in and
12 transition -- and I understand how those two are
13 tied together, but we really want to emphasize
14 that the parent -- the engagement piece. A part
15 of our State Performance Plan, one of the
16 indicators is Indicator 8, and that's parent
17 involvement. Historically Indicator 8 has been
18 very difficult for us. We've been looking at that
19 for a very long time.

20 So when you say 20,000 EC kids in
21 Wake with a 2,000 survey response rate, our
22 numbers as a state didn't look that good, and we
23 haven't addressed Indicator 8 in a while. We went
24 from visiting that indicator annually to now I
25 think it's on some type of rolling system -- we

1 used -- as a body, we used to discuss the results
2 of Indicator 8, again, every December, and it kind
3 of -- I think it fell by the wayside, and I
4 thought it was because it was a cycle or so many
5 districts would be surveyed per year, and then
6 maybe every five years, there would be a new cycle
7 of surveys to LEAs. But my point is, just
8 historically, that has been an issue.

9 We even tried to come up with some
10 options or we were brainstorming ideas at one
11 point how could we get that parent feedback
12 outside of a survey, and that didn't advance very
13 well, you know, with this group, but it may be
14 something that we need to revisit. If surveys
15 aren't successful, then what is?

16 MS. McCOY: One thing about with the
17 engagement -- and, like I said, it originated out
18 of transition, but we also have that on every
19 slide now that all of our consultants are training
20 on academic behavior transition, and then on the
21 side, you see engagement. That serves as a visual
22 prompt and reminder of we've got to stay engaged.
23 Yes, definitely with the parents, but we also want
24 to keep our students engaged academically, we want
25 to keep them engaged behaviorally, and we also

1 want to make sure that engagement is they're
2 current with transition.

3 Because engagement can -- students
4 can start becoming disengaged, and now I've got
5 another issue. So we need to keep them engaged
6 and the parents and looking at even the
7 stakeholders. What does it take to help support
8 this community, this district, and our strategy?
9 So it really is on every slide that we're now
10 promoting with our trainings in professional
11 development. It may be that Sherri is training on
12 behavior and so that will highlight it, but you
13 still see those first three main slides of this is
14 the purpose and the reason and the rationale
15 behind why we're doing what we're doing. So I
16 want to make sure I come back to her.

17 VISITOR: I know you guys are talking
18 about graduation, but what about secondary --
19 postsecondary outcomes? Because when you're
20 talking about graduation, you're eliminating the
21 kids that are not receiving a diploma, correct?

22 MS. McCOY: No. We're looking at
23 postsecondary as well. Graduation was one of the
24 bigger things as far as a bucket of moving the
25 state forward, and so we looked at certain --

1 certain subgroups and populations of if I only
2 address African-Americans in resource setting, am
3 I really moving the entire needle? And we
4 weren't. So we're looking at everything across
5 the board, graduations included, but we're also
6 including postsecondary. We can never leave that
7 behind.

8 VISITOR: My point is because our
9 kids receive certificates. So I just want to make
10 sure too that we're looking at the postsecondary
11 outcomes for those students as well because
12 there's not a lot of options out there across the
13 state.

14 MS. McCOY: And that sits under my
15 section, and so I am aware of that. But we are --
16 I mean we're looking at that and trying to address
17 it and to assist our kids with what else is out
18 there, how do we -- and it's not just functional.
19 You heard Ronda say that. It is making sure that
20 they're teaching to the standards because what's
21 more functional than knowing how to count and
22 understand literacy.

23 You know, you went through this
24 facility, and you saw a lot of Karen Erickson's
25 work. We promote that in our training every

1 summer. We even moved last summer to an advance
2 training beyond just the normal literacy. So we
3 are really focused on that as well, and we have
4 the same thing with math.

5 So I'm a huge advocate for children,
6 and it's never far from where we are and what we
7 are thinking about. But that's a good comment.
8 Mary sees me all the time, like I said, in trying
9 to see what we can do.

10 MS. LaCORTE: I just wanted to
11 piggyback on a couple of things. Nicole is right
12 in terms of the discussion around other options
13 for doing the parent -- the Indicator 8 data, and
14 actually I'll tell you almost every state is
15 engaged in conversations about what to do because
16 surveys were something every state was doing, and
17 it's just not working in a lot of places, not just
18 North Carolina. So ten percent is actually not
19 the worst number I've ever heard [inaudible]
20 surveys.

21 I also wanted just to briefly say,
22 Gerri, you do look like Halle Berry.

23 VISITOR: Don't make me get up.

24 MS. McCOY: She brightened up when
25 you said that.

1 VISITOR: You don't have your glasses
2 or your contacts in.

3 MS. LaCORTE: Not in here, but I can
4 tell.

5 I was also going to say on the SSIP
6 team and all that work, there is a wonderful
7 representation of families, stakeholders, charter
8 schools, public schools, and DPI staff. So it's a
9 real rich voice in diversity among the team really
10 trying to move the -- move the needle and North
11 Carolina forward.

12 THE CHAIRPERSON: I was trying to
13 move us forward a little bit, but I want to make
14 sure that we are capturing, like, the questions --
15 the core of the questions here because this is
16 something that I think we need to ensure that we
17 address, and I think what I heard her ask, how are
18 we capturing the outcomes of students that are not
19 necessarily receiving that four-year graduation
20 certificate. That was the question.

21 VISITOR: Right. And just making
22 sure too that we're looking at how do we -- how do
23 we change what limited outcomes or possible
24 outcomes there are out there, and I know it's
25 not -- shouldn't be a DPI thing. It should be a

1 statewide issue that needs to be addressed.

2 THE CHAIRMAN: And if I'm not
3 mistaken -- and, again, this may be -- this may be
4 a Nancy question -- Nancy Johnson. She's, like,
5 our guru of data.

6 MS. McCOY: I'm going to tell you-all
7 that's not me.

8 THE CHAIRMAN: But if I'm not
9 mistaken -- and, Mary, you may know as well --
10 isn't there a group out of UNC Charlotte that's
11 looking at postsecondary outcomes for---

12 MS. GEORGE: In Step.

13 THE CHAIRMAN: What's the name of it?

14 MS. GEORGE: Is it In Step?

15 MS. LaCORTE: NTTAC. That's
16 national.

17 MS. McCOY: It moved to NTTAC now.

18 MS. LaCORTE: We do look at that, but
19 that's a national study.

20 THE CHAIRMAN: So I mean that would
21 be one source of -- could possibly be an
22 information source---

23 MS. McCOY: So what they do is --
24 we're trying to really look at that a little
25 closer because what they do is they make calls to

1 parents of their students once they have already
2 exited out of school.

3 Well, the hit-or-miss rate around
4 that is very small because numbers are no longer
5 working. That person may have moved. It could
6 have been a not working number from the beginning.
7 And so we're looking at how do districts or can
8 districts begin making those calls because they
9 know their students, they know their community,
10 but all of that is preliminary.

11 One of the other things that we are
12 looking at regarding transition and beyond is, we
13 have -- we created a transition toolkit for the
14 state, but only right now those -- a point of
15 contact has been identified or a lead person.
16 Every area and LEA has been trained, and so they
17 have access to that toolkit of looking at this
18 postsecondary -- it takes you back to NTTAC, which
19 used be NSTTAC, which is our National Technical
20 Assistance Training Center. So it looks at all of
21 that.

22 It looks at the new Workforce
23 Innovation Opportunity Act, which is now called
24 WIOA. It looks at VR and how do we -- when do we
25 begin inviting VR into this process. Deaf/Blind

1 also is looking at and focusing on transition as
2 well because that's a population that typically
3 has not been as included with VR because VR
4 typically -- they don't always -- they work with
5 the kids who they know they can get the most
6 success from many times, and so it becomes a
7 little difficult. How do we make sure that we are
8 including all students? How do we begin to focus
9 on that?

10 So, again, we're trying to create
11 that and look at that. That toolkit is available
12 for right now only LEAs, and then later on, we'll
13 take -- we'll allow that to be opened across the
14 state. We're trying to collect our data on how
15 they're accessing it, how many times they're
16 accessing it, because they now -- once they get
17 trained this summer, they have to go back and
18 train their district on all these resources that's
19 available. Does that answer you a little better?
20 Does that help you out?

21 MR. VOGLER: So I actually wanted to
22 sort of provide an update to folks, and I don't
23 know if very many people know about this. I'm
24 going to say the number so I get it right, but
25 there was a bill passed in November of 2015. It's

1 called Education Opportunities for Students with
2 Disabilities. The title's a little misleading.
3 It's Session Law 2015-241.

4 What part of that called for was, it
5 actually charged the Division of Mental Health,
6 Developmental Disabilities, and Substance Abuse
7 Services to be the lead agency but partnering with
8 DPI, Division of Voc Rehab, the University of
9 North Carolina, the Community College System,
10 North Carolina Postsecondary Education Alliance,
11 and several other groups, to say the least, social
12 services.

13 And what we are -- the whole charge
14 of that group is to pull together and to look at
15 postsecondary education and employment with the
16 big focus being employment first, trying to get
17 people connected. It's connected -- we have sort
18 of an arm that's connected to the WIOA. I'm
19 trying to stop calling it that, but connected to
20 that as well as, you know, we're looking at some
21 of the work that Beyond Academics in Greensboro
22 has done.

23 That group is staff by Holly Riddle,
24 who is one of my policy -- she's the IDD policy
25 advisor, but the two cochairs are Vice Chancellor

1 Terry Shelton from UNCG and then Claudia Horn,
2 who's the Senior Director for Employment Services
3 for the state.

4 And so the whole goal is to try to
5 collect information, sort of see where we are as a
6 state, and what the opportunities are, to make
7 recommendations then that go back to the General
8 Assembly because they were the ones who charged us
9 with doing so.

10 So it is sort of this comprehensive
11 effort. It is made up of groups -- representation
12 of people, like, from The Arc of North Carolina,
13 the Autism Society. I mean the list of people
14 that are a part of this group is very broad and it
15 really covers multiple different stakeholder
16 groups.

17 MS. HALL: Is this -- and this was a
18 question I wanted to ask both of you -- is that I
19 don't feel like this area can be addressed without
20 bringing in partnerships with private businesses
21 and stuff. So is that a part of -- I mean, what
22 is the -- you're talking about stakeholders, which
23 is great, but if you don't bring in the private
24 sector, it's not going -- and you don't educate
25 the private sector. You know, what are -- is that

1 a piece of the puzzle?

2 MS. McCOY: It is a piece, and the
3 Workforce Innovation Opportunity Act also
4 addresses that you've got to create those
5 community partnerships in order to do -- in order
6 to really move forward with that. So as a state,
7 like he said, we're still trying to figure it out,
8 but we are -- we are trying to address it and move
9 forward with it.

10 There's Project Search which you
11 didn't mention, and they're increasing across the
12 state. I've seen really great results with them,
13 and we're also trying to look to see how we can
14 continue to partner with them. They are on their
15 third year of their cycle with the North Carolina
16 Developmental Disabilities Council.

17 So after that, they are charged with
18 how do they build the capacity to continue those
19 increasing opportunities and not to stop. I know
20 there's been some concern with them of many times
21 they're linked with hospitals typically because
22 that's how they grew out of, but they are --
23 that's how they got started -- they are trying to
24 grow that. And so you've got to have those
25 community partnerships and those other

1 stakeholders involved.

2 MR. VOGLER: They're partnering with
3 Wake County right now.

4 MS. McCOY: They're in, like, five or
5 six major areas, and they are -- they've started
6 slow, but they are increasing and they're great.
7 I've seen those kids, and I mean what they're
8 doing is really phenomenal.

9 MR. VOGLER: So your point is good,
10 and certainly under WIOA involving the Chamber of
11 Commerce, the Business Leadership Network -- there
12 are a number of other groups. Of course, that --
13 and I know this related to a Department of Justice
14 settlement that we're working through on the
15 Mental Health side. It's very -- because we're
16 trying to get people into housing and get people
17 jobs, and we can't make people give them a place
18 to live or a job.

19 And so it's all -- that's where it's
20 all about a different form of engagement and it's
21 about relationships, and there are some exciting
22 other sort of really the traditional idea of
23 community and sort of grassroots stuff that people
24 have done to try to help build these
25 relationships, and that's what's so key, is not

1 losing any voice. Just like we never want to lose
2 parents in the process, we never want to lose the
3 voice that people have in their communities
4 because that makes more things happen, and I think
5 we -- I think we take that for granted how much
6 that makes things happen sometimes.

7 MS. McCOY: Yes, ma'am?

8 VISITOR: I know that you're looking
9 at postsecondary and everything else. My concern
10 is for the Extend 1 students. How are you
11 tracking those students and what are -- you know,
12 I know that the Department of Mental Health and
13 all of them are looking at employment and things
14 like that, but we have too many of the Extend 1
15 students that are graduating at 21 and then
16 sitting at home all the time.

17 So how are you tracking those
18 students because they don't have a diploma or they
19 don't have OCS?

20 MS. McCOY: Right. And so Project
21 Search really does address a number of those kids
22 who are on -- who took the Extend 1. We're hoping
23 at some point to look at doing a little more
24 partnering once their grant is up on this third
25 year. We have seen the work that they do and how

1 great it is starting -- I know in
2 Alamance/Burlington, which is where Bill
3 originally came from, it just kind of continued to
4 grow. It's still a work in progress, is all I can
5 really kind of share. I don't have anything else
6 on that.

7 THE CHAIRPERSON: All right. So we
8 are way over. We went from being almost on time
9 to way behind. So if it's okay with everyone --
10 and Dreama and Sherri are fine with that -- if we
11 can now just break for lunch, but we're going to
12 continue the discussion through lunch. We want to
13 let them finish their presentation. Is that okay
14 with everyone? Is everyone okay with that?

15 I think this group is accustomed to
16 kind of working through lunch because people just
17 keep asking questions, Halle Berry.

18 **(A lunch recess was taken from**
19 **12:39 p.m. to 1:00 p.m.)**

20 MS. McCOY: We're going to back to
21 engage in a conversations and continue moving
22 forward with the presentation. So I think we've
23 kind of closed out the first slide. Only a few
24 more to go. Only a few more to go.

25 Some additional miscellaneous pieces

1 that we wanted to just kind of make sure you're
2 aware of. Some of you are; some of you may not
3 be. The SLD policy did pass February 5th, and
4 it's not expected to be in full implementation
5 until 2020. So we just wanted you to know that.

6 As DPI is currently creating SLD --
7 an SLD implementation guide, and so we'll have
8 that ready soon. We've got a lot of projects that
9 we have going on. We'll have that ready to
10 present out and share information. Just like the
11 white paper -- we posted that online for you to be
12 able to access that information -- we'll also do
13 that as well and do some training with the
14 districts on that.

15 The other big piece is, professional
16 development will be provided through the MTSS
17 cohorts. There are three cohorts that have been
18 set up. They've completed, I know -- or they're
19 still working on Cohort 1, I think they've already
20 started training with Cohort 2, and the cohort
21 training for the third group -- the last group
22 would be, I think, a little later on starting off
23 with the Module 1. We're trying not to supersede
24 that process, allowing them time to do the
25 training, really look at effective implementation

1 science on ensuring that it's being built the
2 correct way, and they're able to install those
3 processes.

4 They're looking at -- with the
5 professional development, they're looking at a
6 number of ways of providing that. It's not only
7 face-to-face; it's also online. So there's
8 blended opportunities for districts to be able to
9 have that understanding and to be able to be
10 trained within MTSS.

11 The other piece is, we're -- the
12 third module of MTSS will be around the SLD
13 eligibility. I know we're currently working on
14 finishing up that training in conjunction with
15 MTSS consultants, and so we're providing some
16 support with that or providing a lot of support
17 with that. There's also going to be some
18 standalone professional developments that MTSS is
19 also including.

20 They've got a set training plan of
21 how they're going to move forward with, by 2020,
22 everyone being fully engaged in that MTSS process,
23 and MTSS being Multitiered System of Support. In
24 EC, we use all kind of acronyms, so I want to make
25 sure I indicate that. Multitiered System of

1 Support.

2 As a division, we are also looking at
3 making sure we are increasing the knowledge with
4 dyslexia. A lot of times, we have not really
5 talked a lot about it, but it's there and so it's
6 embedded in our literacy training. And so we are
7 making sure we're intentional around using the
8 messages of saying we -- it's not like we're going
9 to say, "We don't do dyslexia." We do dyslexia.
10 It's there. And so we want to make sure that the
11 State and different groups as well as teachers and
12 EC directors hear that. We are creating some
13 PowerPoints and some training around that that we
14 hope to roll out in the fall around dyslexia and
15 what does that look like.

16 Again, a lot of the training
17 components -- it's built in closely and it's
18 already embedded in our literacy trainings that we
19 do across the state now. We want to make sure
20 that we're careful to say it's not like we don't
21 do this because we do it. We do it. It's there
22 and we want to make sure that we address it. We
23 don't want to turn a blind eye to it.

24 You heard some discussion already
25 about the Every Student Succeeds Act with IDEA

1 with the notice of proposed changes. Ronda
2 mentioned some with the one percent population.
3 The other big change that we're looking at as well
4 is the HQ status. In the ESSA, that HQ term is
5 going away so you won't hear that, but that does
6 not mean that we are not still addressing it in
7 North Carolina. You may not see that term, but
8 teachers will still be required to go through the
9 same assessment and licensures that they have --
10 they currently are going through now. And so
11 although the term isn't there, it's still a
12 requirement that we're making sure will be
13 included with our tests.

14 Next slide. So our funding with our
15 stakeholder group, right now, we are continuing to
16 look at our funding formula. Bill is really
17 trying to make sure that he increases the
18 knowledge about it. Currently it's about -- I
19 think back in 1993 when they first looked at the
20 funding for Exceptional Children, it was around
21 1.9 percent, which equates out to \$3,900 per
22 student, but the more kids you have, the less
23 money you get.

24 And so we don't feel that that is
25 current to the national average. So he's looking

1 at other states to see exactly how their funding
2 formula was created. He's also trying to talk
3 with legislation around how do we increase those
4 dollars. We know with charter schools we have got
5 to do something different because the
6 infrastructure that they have there and the amount
7 of money that they receive really is a struggle
8 for them in order to support students with
9 disabilities.

10 So we know that has to -- we have to
11 look at that closely, but we have to look at that
12 in all of our LEAs and our districts in order to
13 support our students. It takes more funding than
14 \$3,900 for our students to be supported through
15 resources and then on up through.

16 We're closer right now, as far as
17 funding, to the 2.3 percent of what many districts
18 are spending out. So, again, he's just looking at
19 that to make sure how do we begin to increase
20 those numbers. This was done back in the early
21 90s, and so something has to change. Nothing has
22 changed for EC in our population. So just know
23 that he's looking very closely at that and trying
24 to make some changes.

25 Next slide.

1 MS. VERNELSON: So mental health in
2 the schools, this is a very robust topic right now
3 out there, and it's getting a lot of attention and
4 we're glad that it's getting a lot of attention.
5 So just basically what we want to do is to propose
6 some recommendations to the legislature around
7 some issues in mental health and hopefully, you
8 know, some legislation and some policies will be
9 looked at for that.

10 We have developed a stakeholder group
11 around -- with Mental Health. It is different
12 than the Governor's group that he has. However,
13 Bill has met with the lead person there, and we're
14 very much aligned in the things that we're looking
15 at, the things that we're talking about, which is
16 very exciting that we're on the same page there,
17 but it is a different group.

18 In this group, the four committees
19 have been -- sort of subgroups of committees have
20 been formed to look at evaluations, talk about
21 communication, surveys, and focus groups.

22 Recently -- this is a little bit of an old slide,
23 but a survey was developed and was sent out a few
24 weeks ago, and all of the -- the response was---

25 MS. McCOY: Far greater than what we

1 initially thought.

2 MS. VERNELSON: ---far greater than,
3 you know, what we anticipated with over 2,500
4 responses. That's right, right? I got that
5 number right? Over 2,500 responses. And so the
6 focus of the next meeting, then, will be looking
7 at -- analyzing what those responses are saying
8 and then looking at the critical areas and the
9 things that we need to talk with the legislature
10 about in hoping to get some legislature or some
11 policy around that. So this is -- that's already
12 been done.

13 THE CHAIRPERSON: Sherri---

14 MS. VERNELSON: Yes.

15 THE CHAIRMAN: ---just a quick
16 question.

17 MS. VERNELSON: Yes.

18 THE CHAIRMAN: I received the survey
19 from multiple sources, from different parent --
20 you know, different parent groups and I think a
21 couple of people on the Council received it from
22 other sources as well. Not real sure that it was
23 sent to this body, and if it was, it didn't come
24 through. So we want to make sure, you know, that
25 the Council is included on those -- on those

1 communications.

2 The other piece of that too is for
3 the focus groups or the groups that are working on
4 this, is there Council representation on those
5 groups?

6 MS. OUZTS: The focus groups were
7 done across four different locations across the
8 state, and that was open to the public. That's
9 not really -- they weren't stakeholder groups.

10 THE CHAIRPERSON: I'm speaking
11 specifically of the DPI---

12 MS. OUZTS: It has a name. It's
13 called School Mental Health Initiative---

14 THE CHAIRMAN: Oh. Excuse me.

15 MS. OUZTS: ---and the name -- I tell
16 you that because that's the way you'll hear it in
17 your communications. And it is not a DPI
18 stakeholder group. We are -- we are very active
19 in that group, but it's comprised of different
20 agencies across -- from DHHS to DMA. I mean
21 there's---

22 MS. McCOY: Social workers, nursing.

23 MS. OUZTS: We have people from all
24 areas. We have advocacy groups. I know -- Mary,
25 are you on it? You're not. Okay. I'd have to

1 look.

2 THE CHAIRPERSON: And that's fine,
3 but I'm just going back - you know, Sherri
4 explained that the Governor has a mental health
5 initiative, and I thought it was that DPI had a
6 mental health initiative as well, and I just
7 wanted to see if there is, you know, Council
8 representation on that group or if there's an
9 opportunity for the Council to be represented on
10 one of those groups because we have a couple of --
11 one of our new members is the director of NAMI.
12 Am I saying that right?

13 MS. DANIELS-HALL: NAMI.

14 THE CHAIRMAN: NAMI. Is everyone
15 familiar with NAMI? Not only would I like to
16 suggest that she -- Cynthia, do you see me
17 volunteering you? -- I would like to throw out
18 there -- suggest that, but there may be someone
19 else who's here who might be interested in
20 participating as well. So we can discuss that
21 later, but if you would just make a note.

22 MS. OUZTS: Yeah. It's not, like I
23 said, DPI.

24 MS. VERNELSON: And that was my
25 misunderstanding. Sorry.

1 MS. LaCORTE: A lot of people feel
2 that way, so there is a lot of confusion.

3 MS. OUZTS: Yeah. It seems that way,
4 I know, because, you know, Bill -- you know,
5 Bill's passion is school mental health services,
6 and so he's definitely very involved in
7 spearheading that. However, I don't think there's
8 a problem at all. You just need to contact --
9 just e-mail Bill with your suggestions of who
10 would like to participate.

11 MS. VERNELSON: I have that written
12 down too.

13 THE CHAIRMAN: You do have it written
14 down? And I volunteered Cynthia, but if there's
15 someone else who has that same passion and would
16 like to serve, just let us know after the meeting
17 and I'll forward your name as well.

18 MS. McCOY: So the Governor's task
19 force that Sherri mentioned as well, Ben Matthews
20 sits on that, and so he's under Safe and Healthy
21 Schools under DPI. And so that is, you know,
22 selected only by the Governor who he had -- who he
23 created -- well, the group he created with that.
24 So I know Ben and Bill also have been in talks
25 around that. Ben has been to some of the meetings

1 as well just to make sure, again, that we're
2 moving forward.

3 There has been a big cry of I want to
4 be involved with this because this is -- it's
5 huge, and so although they -- I think this may
6 have been, like, one of the largest responses that
7 we have probably received with survey results,
8 which, you know, very -- it's a little different,
9 but we have people still constantly contacting us
10 saying, "Can I be a part of this group," because
11 it has -- you know, I have a mental health history
12 as well.

13 I worked in -- yeah, I know. I also
14 say I was incarcerated. I've been to prison.
15 I've been in mental health. I've been all over.
16 No. I worked in the prison system for five years,
17 and then I worked in the community mental health
18 area program -- that's my story and I'm sticking
19 to it -- the area program for five years before I
20 started in the school system.

21 And so coming from where you just had
22 the area program to system of care and now how
23 that's kind of broken up a little bit, it is
24 now -- everybody's trying to figure out how can we
25 address the same population of students and help

1 move them forward. So it is a huge cry. So we'll
2 definitely have that noted, and we'll move
3 forward. I'm out of prison now, so---

4 MS. VERNELSON: Did you have a
5 question?

6 VISITOR: Yes. With regard to mental
7 health services in the school, in meetings that
8 I've been going to -- I'm a school social worker
9 here in Guilford County Schools -- the focus is
10 only on the student.

11 Is there any conversations being had
12 about the family support because the student is
13 definitely being impacted by the family and
14 parents?

15 MS. OUZTS: Absolutely. Yeah, I
16 would say most every focus group definitely
17 brought up the communication with families and how
18 to involve them in the process. Basically the
19 focus groups were to collect the data and get a
20 good lay of the land, what is out there. What you
21 have in Wilmington may look very different than
22 Morganton.

23 So we're just in the beginning stages
24 of collecting information, what the needs are,
25 what's going well, what's the barriers. So that

1 is what the group is looking at to help inform
2 them in making some recommendations.

3 MS. LaCORTE: So are surveys still
4 being accepted?

5 MS. OUZTS: The survey has closed.
6 There is a Spanish version that is still open
7 because it was later getting distributed, but---

8 MS. LaCORTE: Until March 25th.

9 MS. OUZTS: Until March 25th.

10 THE CHAIRMAN: I mean there was a
11 massive push to get responses in by the 7th, I
12 think it was, I mean, because it came through --
13 like, I saw it, like, three or four times in one
14 day. So I know -- 2,500 responses, I'm not
15 surprised.

16 MS. McCOY: But the goal again is to
17 make those recommendations to see what -- what
18 changes can be made and how do we begin looking at
19 that. There are some districts that have mental
20 health in schools and a lot of them don't. And
21 we're talking about a whole child and the whole
22 community. It's not broken up. So I definitely
23 understand the fragmentation of services that's
24 occurring right now.

25 MS. VERNELSON: So in terms of

1 teacher recruitment, I was trying to look back
2 through the minutes to see if Bill had updated you
3 last time about that, but it doesn't look like it.
4 So there's a significant shortage of special
5 education teachers in general and not just -- I
6 mean we always know that there's a shortage of low
7 incidence teachers such as deaf and hard of
8 hearing, visual impairment, deaf/blind, speech --
9 not necessarily low incidence but speech, OT, PT,
10 but across the board.

11 And so we are really looking at this
12 issue to sort of figure out what can we do about
13 that, what can we do to draw people in to our
14 universities to entice them to want to be special
15 education teachers because it's so fun. It's
16 really, really fun to work with these kids and
17 just to see what they can do every single day and
18 how they surprise you. I miss it sometimes. I
19 got to be in schools yesterday, and it was so
20 great seeing all the kids.

21 And so we just contracted with
22 Teachers to Teachers, which is an organization,
23 and the LEAs had access to use that to recruit
24 teachers. But really -- as we began looking at
25 the data and as EC directors were talking to us

1 about how they were using it or not using it, you
2 know, we really began analyzing is this -- are we
3 getting the most bang for our buck, is this the
4 best use of our resources, or can we use it in a
5 different way, you know, what -- we need to do
6 something different.

7 And so we put together another
8 stakeholder group. I sometimes have trouble
9 remember all the stakeholder groups we have, but
10 it's really great to have, you know, people
11 involved because we did not always necessarily
12 before. But in three groups, they're looking at
13 research and development and the data that we need
14 to connect; marketing, what are we doing, like I
15 said, to get teachers or people interested in
16 wanting to work with students with special needs;
17 and then also IHE piece as well.

18 We're looking at supporting a pilot
19 to see how we can draw people into the
20 universities. I'm not exactly sure what that
21 would look like at this point, but then there's
22 also talk and consideration about regionalizing
23 support out there. So, you know, in the far east
24 of our state and in the far west of our state,
25 there's just not that many, you know, teachers out

1 there to support and the kids. And so how can we
2 get LEAs to work together to support one another
3 to support their children, especially for the
4 low-incidence populations. So, like I said, we're
5 talking about that right now to see the
6 feasibility of that and how that might work.

7 VISITOR: Are you looking at
8 retention separately than teacher recruitment?

9 MS. VERNELSON: Well, I think it's
10 kind of all encompassing.

11 VISITOR: I just wanted to make sure
12 because that's a separate issue.

13 MS. McCOY: Right. As you look at
14 the regionalization of possibly supporting those
15 positions, both areas -- you've got Tennessee,
16 you've got Virginia. You know, they're pulling a
17 lot of our teachers because of the higher pay, and
18 so---

19 VISITOR: Well, that's what I was
20 going to tell you. Rule number one for retention,
21 don't let them outside states come here,
22 especially Texas.

23 MS. McCOY: Yeah, because they took a
24 whole lot, yeah, so we -- and we're looking at, I
25 mean, not just the teacher positions but also

1 related services. It's all impacted and it has a
2 huge -- there's a gap there, so--- Mary?

3 MS. LaCORTE: Is one part of your
4 discussion looking at building-level leadership?
5 Because we hear a lot from teachers who may go
6 through and get their teaching certificates and
7 that's what their plan is, and then they arrive in
8 buildings and the support's really not what's
9 needed. So I didn't know if principals were even
10 a part of the conversation for that building-level
11 leadership, not just LEA leadership but the
12 building level.

13 MS. McCOY: We're going to write that
14 down, and we'll try to make sure we include that
15 in the conversation, and I didn't really think
16 about it to that degree.

17 VISITOR: Especially the
18 self-contained classroom because a lot of the
19 principal's don't understand self-contained
20 classrooms, and it's the first time that they've
21 had one, and if you only have one in that school,
22 then that teacher has no support whatsoever.

23 MS. McCOY: You know, sometimes it's
24 a little difficult to get on the principal's
25 agenda. We have tried -- Ronda has been trying

1 for the last two, three years to get their agenda,
2 and it's not high on their priority, but it's not
3 for lack of us trying to. So she now has -- we
4 believe in small increments for change, and we're
5 making some movement with some of the ways that
6 she's providing PD and professional development in
7 getting an audience in front of the
8 administrators. So not for lack of trying.

9 MS. SIMMONS: First of all, Gerri's
10 point is very valuable. Retention is extremely
11 important and very different from recruitment.
12 How are you going to keep the veteran EC teachers
13 in the classrooms with the current climate they're
14 in?

15 And the second thing is, some of the
16 most valuable people that we've had at our school
17 were once teacher assistants, but how do we train
18 teacher assistants -- how we do the professional
19 development to get them from being a teacher
20 assistant with two years of college to the
21 experience of a teacher in special ed.

22 MS. McCOY: You know, that's out of
23 our hands. Part of that is in with legislation
24 and how that's---

25 MS. SIMMONS: Professional

1 development especially for TAs.

2 MS. McCOY: We advocate as much as we
3 can, so -- all right.

4 MS. VERNELSON: We appreciate you
5 being here today and to be able to sit in on those
6 meetings and to hear this information to be able
7 to share with your colleagues the struggles that
8 we're having. So we do appreciate you being here.

9 VISITOR: And I promise this is a
10 quick follow-up. But, you know, it's just like
11 you had said earlier, Dreama, about making sure
12 that some professional development slides actually
13 have this is what we're working on.

14 If retention is truly embedded in
15 here, then I say that we should say "and
16 retention," because, once again, make sure people
17 don't miss stuff, and just by seeing it and make
18 sure that -- you might not have Gerri/Halle in the
19 room to say "What about retention?" How did you
20 like that?

21 You know, if it is embedded, then it
22 should be up there because that's huge, and not to
23 just say recruitment.

24 MS. McCOY: Right. We'll take all
25 the suggestions and make sure we go back when we

1 debrief with Bill.

2 All right. Assessment Suite, so as
3 you look at this information, what we're doing --
4 we've received permission to work with UNCG on
5 developing universal screening tools that will
6 measure growth in the IEPs as well as tools for
7 the MTSS initiative.

8 And so one of the things that we know
9 is that it will take us four years to complete
10 with the around \$800,000 for the four years, but
11 we also know of the large districts in the state
12 is spending \$800,000 a year. So we want to try to
13 get this created and have it free for LEAs and
14 districts to use. And so we're going to work with
15 UNCG on the creation of this assessment and try to
16 move forward with that within the next four years.

17 Private school scholarships. Two big
18 points here that I want to make, and then I'm
19 going to leave it at that. That's been a lot.
20 The IEP team is required to conduct reevaluations
21 of students who are parentally placed in private
22 schools under IDEA. So the team has to create --
23 or is required to conduct those reevals for the
24 three-year. But once that student leaves and
25 they're no longer -- they're in that private

1 school and they're receiving that scholarship, the
2 IEP team -- if they choose to not come back to
3 school and stay where they are, then the IEP team
4 has to close that out -- that reeval, and the
5 parent can elect to go to a clinical psychologist
6 in the community in order to get that evaluation
7 piece to determine can they continue on in this
8 status of receiving services.

9 There's a lot around that. We're
10 just trying to make sure we cover that piece
11 that's under IDEA with legislation. So I know
12 Bill and Carol Ann were very active and busy with
13 that last year, and so we just want to make sure
14 districts know their obligation of what they have
15 to do.

16 MS. VIASATY: I'm sorry. Could you
17 repeat that?

18 MS. McCOY: Yes. Okay. So when a
19 student -- when a parent wants their child to go
20 to a private school, the IEP team has to
21 convene -- convene and determine that they're
22 eligible to receive those services. Once that
23 parent then takes that information, the IEP
24 document, and they go to the private school and
25 they're in there, when they're up their reeval,

1 they don't come back to the team and say, "Hey.
2 Do this -- you know, indicate that my child is
3 still eligible for these services." They'll go to
4 a community licensed psychologist -- because the
5 IEP team has not been viewing that person or
6 assessing where they are or they may not have
7 those existing documents.

8 That clinical psychologist will
9 review the information that's coming for the
10 private school, and they will continue on with
11 that determination if they indicate this child
12 needs this. So the IEP team is then -- they're
13 removed out of that process once they go to the
14 private school.

15 THE CHAIRMAN: At whose expense?

16 MS. McCOY: The LEA has to provide
17 that first initial -- now I'm not sure whose
18 expense it is once they go back to the clinical
19 psychologist.

20 MS. SIMMONS: Well, that's the
21 question.

22 MS. McCOY: Yeah.

23 MS. VIASATY: You said they're
24 responsible for the years---

25 MS. McCOY: They're responsible for

1 closing it out after that third year because then
2 they're no longer -- they're not a part of that
3 process anymore. They can get it initially, but
4 after the third year, they have to close that out
5 from the school system.

6 MS. VIASATY: Okay. So, like, for
7 example, if I decided to put my son in private
8 school this year, when his three-year eval would
9 come up---

10 MS. McCOY: The IEP team closes that.

11 MS. VIASATY: ---the school---

12 MS. McCOY: Yes. And so you'll --
13 the parent will go to a psychological -- not a
14 school psych or they could be a school psych and
15 dually licensed -- a clinical psychologist in the
16 community, and they will determine whether that
17 child is still considered eligible under IDEA.

18 MS. LaCORTE: What does that do to
19 the LEA's obligation for Child Find?

20 MS. McCOY: Oh, we still have to --
21 we're still obligated under Child Find.

22 MS. LaCORTE: So you have to know
23 these kids exist, so---

24 MS. McCOY: Right. Right.

25 MS. LaCORTE: ---the eligibility

1 requirement that you're talking about, though, is
2 attached to being eligible for the scholarship?

3 MS. McCOY: For the scholarship only,
4 yes. This is only when they want to -- we want
5 this -- I forgot how much money it is that they
6 can -- 7,000 or 6,000.

7 MS. LaCORTE: Because the scholarship
8 says they have to be a student with an IEP?

9 MS. McCOY: With an IEP, uh-huh.
10 Yeah, but Child Find still continues on.

11 MS. LaCORTE: What I'm hearing you
12 say is if the child is transferring from public
13 school to a private school?

14 MS. McCOY: To a private school, and
15 they want to apply for an Opportunity
16 Scholarship, I believe is what the term is, yes.
17 And that's only in this case that the IEP team
18 will make sure that all the documents are there,
19 and they'll do that initial evaluation. And that
20 parent takes that IEP, and they go to the school
21 and say, "I'm applying for this scholarship," and
22 so that money goes with them.

23 But then the IEP team, after that
24 third year, they have to -- they close it out
25 because they're no longer a part of it at the

1 local level or that district. The private school
2 is now the responsible agent for that as far as---

3 VISITOR: But it's not children
4 already enrolled in a private school, and we still
5 have to do that initial eval?

6 MS. McCOY: Oh, I don't know about
7 that. We're going to have to document that
8 question and get back to the Council on that.

9 THE CHAIRMAN: That is the question
10 because if my---

11 MS. LaCORTE: I was going to say I
12 thought the requirement was that they had to have
13 had an IEP for a year.

14 MS. McCOY: Yeah, a year, but---

15 MS. LaCORTE: They would have to have
16 been in public school at some point with an IEP
17 receiving services.

18 MS. McCOY: Yeah, I can't speak in
19 any more detail.

20 VISITOR: Yeah, you're right. That's
21 what it is.

22 MS. VIASATY: This wouldn't apply,
23 though, then, to parents who take the scholarship?

24 MS. McCOY: Right.

25 MS. VIASATY: So if I don't take the

1 scholarship, in three years, I call my local
2 school and---

3 MS. McCOY: Oh, yes, all that
4 continues on. This is only if they're applying
5 for the scholarship and going to a private school.

6 MS. VIASATY: What if I go to a
7 private school and don't take the scholarship
8 and---

9 MS. McCOY: Oh, then---

10 MS. VIASATY: ---they wouldn't close
11 out my---

12 MS. McCOY: No. But you can always
13 come back for -- if you're coming back into --
14 because private schools aren't required to really
15 follow that same process. And so if you're coming
16 back and you're saying, "Well, you know, my child
17 needs this service or the supports. We'd like an
18 evaluation," then we'd start that process as well.
19 Yeah, they operate totally different than what the
20 public schools -- how they operate.

21 MS. VERNELSON: Okay. ECATS. So
22 ECATS stands for Exceptional Children's
23 Accountability Tracking System, and I think last
24 time Bill -- I was looking at the notes, and he
25 had updated you-all about this system. And there

1 was a question about what happens in order for it
2 to be mandated statewide, and so correct me if I'm
3 wrong, but the State Board of Education passed --
4 I can't remember the---

5 MS. McCOY: Unified Education
6 Reporting System.

7 MS. VERNELSON: ---Unified Education
8 Reporting System, UERS, so that will mandate one
9 system for the whole state, okay? So, yes, it is
10 going to be -- for the IEP special education
11 component. The ECATS system also includes an MTSS
12 component as well as a Medicaid component, and
13 those are offered at a base -- it's free at a base
14 rate -- not rate, but at a base level that
15 hopefully is going to be very enticing. It's a
16 pretty generous, I think, base, but if LEAs want
17 to continue with the current same Medicaid system
18 that they're currently using now and they don't
19 want to transition over to the new -- to the
20 ECATS, they can do the Medicaid system on their
21 own, but they have to pay for it.

22 So in our system, there's a base that
23 will be offered, and then, again, it's pretty
24 generous, but if they want to add anything on to
25 that, then they can. They'll just pay for any

1 add-ons that they want. Does that make sense?

2 THE CHAIRMAN: And that was my
3 question during the last meeting, you know, how do
4 we mandate this. So this is good, but I still
5 don't think the heart of the question -- I'm not
6 hearing the answer to that, and let me just give
7 you an example. Like, right now, we have CECAS.
8 Everybody's familiar with CECAS, right?

9 MS. McCOY: Right.

10 THE CHAIRMAN: Okay. And so CECAS is
11 our state's system, okay? Not every district is
12 required or mandated to use CECAS except for
13 headcount reporting. So on December 1st and on
14 April the 1st, every district must enter their
15 data so that it can -- so that we can produce --
16 get the numbers we need and all the information we
17 need for headcount.

18 Okay. So my question for the ECATS
19 system continues to be, will that be the same
20 scenario where -- and I know you're saying that
21 it's passed and we have this unified system now,
22 but will this unified system require districts to
23 only put in -- every district must use ECATS to
24 submit headcount information, or are we saying
25 that all districts must enter all of that IEP --

1 because what we thought was so great was all of
2 this information and your ability to monitor goals
3 and your ability to see how kids are performing,
4 and we can get better information for outcomes,
5 but if districts are not required to input that
6 part into the system, then we're kind of right
7 back where we were. So that's my question. Does
8 that makes sense?

9 MS. McCOY: It does.

10 MS. VERNELSON: So my understanding
11 is, yes, that they are being required to do that
12 for the special education component which includes
13 the IEPs with UERS, the State Board has said we
14 will have one system.

15 MS. McCOY: And so CECAS will be
16 gone.

17 THE CHAIRPERSON: That's fine. CECAS
18 is gone. What will be required -- what will be
19 input? The entire IEP or headcount information?

20 MS. McCOY: I believe it's the entire
21 IEP.

22 MS. VERNELSON: The entire IEP as
23 well.

24 MS. McCOY: Right. And so what some
25 systems did was, because CECAS to them wasn't as

1 friendly, didn't have all the components they
2 needed, they went to other options like EasyIEP or
3 another vendor. And so we're hoping that we have
4 captured everything and with these presentations
5 that are going on today -- that's why they're not
6 here -- we're hoping to capture all that
7 information.

8 THE CHAIRMAN: But there's a flip
9 side to that, Dreama. Yeah, that's true for the
10 highly populated areas or for the larger counties.
11 But when you start thinking about the rural
12 counties and you start thinking about eastern --
13 the eastern part of the state -- that's what I'm
14 thinking about right now. They didn't utilize
15 CECAS because they didn't -- it wasn't accessible
16 for them. So even though districts -- they had to
17 go to, like, the public library just to get --
18 just to get the headcount information in.

19 So for the districts -- and I'm
20 thinking, again, eastern North Carolina and there
21 may be others -- western---

22 MS. McCOY: It's the extreme ends.

23 THE CHAIRMAN: Right. So how -- if
24 we couldn't require them to use CECAS for that,
25 then, how are we now going to require them to use

1 ECATS? I think it's -- I think it's a great
2 program. I like it a lot. You know, that's just
3 me, my own -- it doesn't mean two cents.

4 MS. McCOY: I understand. It's---

5 THE CHAIRMAN: But I'm just
6 questioning---

7 MS. McCOY: It's that mandating
8 piece -- that's where you're---

9 THE CHAIRMAN: We want to make sure
10 it's accessible to everybody, right? Dale --
11 Dr. Carpenter? I'm sorry.

12 MR. CARPENTER: Dale is fine. I just
13 want to -- since I'm the only IG person here --
14 hope that it's been into the plan -- when we
15 rolled CECAS out, we had training available for
16 preservice folks. So when they got in schools,
17 they wouldn't have to do that all over again. We
18 still haven't gotten over the Power School---

19 MS. VERNELSON: And we are trying to
20 account for that.

21 MR. CARPENTER: Yeah, we'd like the
22 help with---

23 MS. McCOY: I think I just got a
24 black eye with that one.

25 MR. CARPENTER: ---but it's probably

1 better if it works before we train them on how to
2 do it.

3 MS. McCOY: Right.

4 MS. VERNELSON: Yes.

5 MR. CARPENTER: So when ECATS is
6 adopted and rolled out, I hope there will be, you
7 know, a component there for all the forty-some
8 preservice programs in the state to be able to
9 orient their folks on the system.

10 MS. VERNELSON: I believe that we --
11 that there have been talks about that has been
12 brought up.

13 MR. CARPENTER: It was a great system
14 with CECAS, and so I hope it does the same thing
15 with ECATS.

16 MS. VERNELSON: Yes. Yes. And there
17 is a plan in place to not have the Power School
18 thing happen. So the original---

19 MS. McCOY: I struggle when I say it.
20 I'm sorry.

21 MS. VERNELSON: So as soon as --
22 they're looking at the vendor presentations today,
23 and hopefully by April, we will know who that
24 vendor's going to be, and then they're going to
25 start---

1 MS. McCOY: Piloting and rolling
2 that---

3 MS. VERNELSON: ---with the system.
4 And then in the fall, they're looking at some
5 LEAs, maybe one or two schools, a few children in
6 each school in each LEA who will double entry, so
7 into the new system as well as their current
8 system, to ensure that we can work out the bugs
9 before we, you know, put it out there for
10 everybody to use.

11 MR. CARPENTER: And the IGs would say
12 help us help you---

13 MS. McCOY: Right. Right.

14 MR. CARPENTER: ---by preparing those
15 people before---

16 MS. McCOY: Before they get in. And
17 I think a good pilot -- and I don't know who they
18 are because, again, that's a different committee.
19 I think a good pilot might be one of those eastern
20 schools who have struggled previously with CECAS,
21 and so in identifying that, if they can work it
22 out, then we know our larger districts can work it
23 out. So Sherri's taking notes so we can try to
24 look at that.

25 So a little over an hour later -- and

1 we said about 15, 20 minutes---

2 MS. VERNELSON: From our original
3 time that we came up here.

4 VISITOR: [Inaudible] grades and all
5 that stuff. Now for parents of EC children, I
6 know we can access a limited amount of
7 information, but how as a parent -- and I'm
8 speaking as a parent here -- be able to access the
9 IEP information if we wanted to without having to
10 go directly to the teacher or whatnot? I mean, is
11 there---

12 MS. McCOY: Is there a unique ID that
13 would be allowed for parents? I don't know if we
14 have created that, and so I have to be honest,
15 yeah. But it is a good question to ask. That
16 might be something that could indicate that hey,
17 you have this ability, but I don't know because
18 I'm not on that committee.

19 MS. PHILLIPS: And that turns into
20 another way to increase parental involvement.

21 MS. McCOY: It is. You guys have got
22 some great questions.

23 VISITOR: I want that, you know, and
24 would be able to have access to that without
25 having to always go to the teacher.

1 MS. McCOY: Well, since Power School
2 will feed into this, there may be that option of
3 that unique ID. I just don't know.

4 Thank you.

5 THE CHAIRMAN: Thank you.

6 MS. VERNELSON: We're at least cuter
7 than Bill, right?

8 THE CHAIRMAN: All right. So we want
9 to just give everybody -- if you need a couple of
10 minutes to kind of take your -- remove your lunch
11 plates and drinks and regroup.

12 **(A brief recess was taken from 1:41**
13 **p.m. to 1:49 p.m.)**

14 THE CHAIRMAN: We're back in session.
15 Okay. So we're really at a good place where we
16 can make some adjustments for our time to be sure
17 that we adjourn as planned. The rest of the
18 afternoon, we want to -- we're going to combine
19 our committee work along with the viewing of the
20 public comments and the bylaws portion of it, and
21 then I think we'll be in a good place.

22 What that means is -- Laura is
23 distributing the public comments piece. At the
24 beginning of the meeting, I kind of explained that
25 we were working to give the public -- parents,

1 caregivers, and self-advocates or community at
2 large -- the opportunity to share information with
3 the Council, and one of the ways we decided we
4 would be to incorporate a public comment period
5 into our meetings as in most open public meetings,
6 that opportunity will be given at the beginning of
7 the meeting. And so before we could actually
8 start that, we needed to establish policy or
9 guidelines for how that would be conducted.

10 So what you have in front of you is
11 what's being proposed by the Unmet Needs
12 Committee. This is something that the Unmet Needs
13 Committee took charge of, and they have generated
14 a draft for what is the public comment policy
15 period. This is a draft. It's where the thoughts
16 are of how we want to -- how we may want to
17 approach this, and so in Teresa's absence --
18 Teresa Mebane heads that committee -- I'm going to
19 now turn it over to Laura Hall, who worked on this
20 with that committee, and if you could just walk us
21 through it a little bit, Laura---

22 MS. HALL: Sure.

23 THE CHAIRMAN: ---and provide us the
24 opportunity for some discussion, and we'll go from
25 there.

1 MS. HALL: Okay. What we did,
2 especially Mary and I, was combined in researching
3 other councils' public comment policies. It was
4 probably close to 30 that we looked at between the
5 two of us, and there was a gamut of very little
6 written to some really good -- about five councils
7 had really detailed plans. We looked at that
8 after -- we looked at that. We sent that out.
9 Kind of had some feedback going back and forth.
10 We had a period of time for comment, which I just
11 found out Mary, for some reason, did not get that
12 e-mail so -- with this.

13 Anyway, it's -- it is a compilation
14 of what seemed to be the best policies around. So
15 this is a draft. It is completely a draft for
16 adjustment. I just wanted you to know that it was
17 compiled from looking at a lot of other councils'
18 work, not just their state councils, our
19 counterparts in other states. So I'll just run
20 through this.

21 General guidelines: "Public comment
22 may be made verbally, in person, or in written
23 form to be read by the Chair." I will also say
24 that there were some councils who also allowed for
25 call-in. I left that off, but that's something

1 that can be discussed.

2 "Public comment is limited to no more
3 than five minutes per person." That was -- five
4 minutes was more commonly used than three, but
5 there were some who used three.

6 "Written comments and written
7 materials for verbal presentation should be sent
8 to COSEC Secretary at, to be determined---" You
9 know, in other words, we don't know who the person
10 that it's going to be sent to is. Who is our
11 secretary?

12 MS. BYNUM: (Indicating).

13 MS. HALL: That's what I thought. So
14 I wasn't sure that that was -- you know, but
15 that's basically -- that, in general, is what was
16 done. ---"by 4:00 p.m., three business days prior
17 to the regularly scheduled --" you can go on a
18 read that.

19 "Comments should be focused on
20 relevant topics.

21 "All public comments will be taken
22 under advisement but will not receive verbal or
23 written response."

24 They'll be summarized in the minutes
25 of the meeting, and "The Executive Committee will

1 review public comments and decide on appropriate
2 action, if any, according to the Council's
3 mission.

4 "Making Public Comment in Person: A
5 sign-in sheet will be available at the
6 registration table." If you look at the next
7 page, that is the draft of our design for that.
8 What's required, your name, et cetera.

9 "Comments should be factual,
10 objective.

11 "Maintain confidentiality and privacy
12 standards.

13 "Members of CESEC will not interrupt
14 the speaker during the allotted five minutes of
15 time."

16 And then this is how to submit
17 written public comment.

18 So are there any questions about --
19 about this or comments?

20 THE CHAIRMAN: I think the -- and I
21 see now. The only question I had initially was
22 about the written piece of it, and I know that we
23 talked earlier about securing a Council e-mail
24 address. And so when I think about the e-mail, if
25 someone is going to use that as a method of

1 providing written communication, then we do need
2 to spell out, I think, how that e-mail is going to
3 be handled, and that was one of the -- one of the
4 issues that slowed down the process on actually
5 obtaining the e-mail because we didn't know how we
6 would address that. So---

7 MS. HALL: Right. And I knew that in
8 the back of my mind as I compiled the information,
9 but without knowing were we going to have an
10 e-mail address -- you know, this again is a draft.
11 So we will need to put it in -- we will need to
12 make it fit that structure if that's the structure
13 we want to go through.

14 So there is the question of what is
15 the e-mail address, who does it actually really go
16 to, how it's filtered to the Council. You know,
17 in most cases, the public comments are -- are --
18 as far as what is done with them, goes to the
19 Executive Committee to determine what's to go
20 forward, but I would think with us it would be --
21 you know, we have an Unmet Needs Committee. So it
22 would probably go first there, then back to
23 Executive -- and then if there's policy
24 recommendations, back to -- you know, to Policy or
25 whoever.

1 THE CHAIRMAN: Go ahead, Jason.

2 MR. VOGLER: I was going to say, I
3 have a -- is there a specific legal counsel to
4 this council?

5 THE CHAIRMAN: Uh-huh.

6 MR. VOGLER: I was just going to say
7 because with my past experience with our division
8 is that when we've had an e-mail and people submit
9 in writing, it has to be in a place that they're
10 notified that anything that they submit to a state
11 e-mail address is discoverable and -- just so that
12 they know that ahead of time.

13 THE CHAIRMAN: So how we're going to
14 address that piece of it -- the legal piece of it
15 is we're to come up with -- what are we proposing
16 for this public comment period. We need to, you
17 know, just outline it and be specific like we've
18 done.

19 And then at that point, the Executive
20 Committee will then turn it over to our State
21 Board attorney -- and Katie Cornetto is who we've
22 been -- is who we've been working with in past --
23 and then at that point, Katie would review it and
24 say yea, nay, this works, this doesn't, and she
25 would then communicate back to us. So we would

1 have that legal eye on it because we want to make
2 sure that all parties are covered and protected.

3 MS. HALL: If I could interject, I
4 think there's some -- there were things that I
5 just -- as I compiled all this information that I
6 received, I looked at most common. So five
7 minutes per person was most common, but as a
8 council, we can decide three minutes. This is
9 just basically -- this is what most of the strong
10 councils on public comment look like. So I guess
11 if that is---

12 THE CHAIRMAN: Personally I think
13 it's great. I appreciate the work that the
14 committee did on it, and I think it does target or
15 address those areas that -- areas of concern that
16 we raised in previous meetings. We have a format
17 for in-person comment. We still might need to
18 spell out the e-mail.

19 And I think Tish even -- you secured
20 or we talked about exactly what the e-mail --
21 wasn't it CESEC at---

22 MS. BYNUM: DPI's stance -- and I
23 mean I'll check further into this -- in creating
24 this group e-mail address, number one, there are
25 some licensing issues, but I can tell you that

1 historically in the past when we've had these
2 group e-mail addresses, if there has been no
3 activity, they want to pull them---

4 THE CHAIRMAN: Yeah, that's
5 understandable.

6 MS. BYNUM: ---kind of thing. So
7 that would be my only off-the-cuff concern.

8 THE CHAIRMAN: The question that we
9 had before was whether or not it needed to be
10 COSEC@DPI--- Is that called like the domain name
11 or something? I'm not sure. ---or if we could
12 use just a regular, like, Gmail account. And I
13 think when we looked at -- I took a look at what
14 some other states were using, and most of the
15 other states were using their agency address, and
16 I think that's appropriate.

17 MS. OUZTS: Probably linked to the
18 issues that Jason was raising.

19 MS. HALL: What I did find in my
20 personal study -- and, Mary, you can jump in here,
21 but I did find in several of the ones that I
22 looked at that it was not just -- there was a
23 public comment policy that was available on the
24 Web site, but then it was -- it was deep -- within
25 the bylaws, it contained more -- even more

1 specifics. But I agree. If we use -- your
2 comment is really -- and I think that's something
3 we spoke about, was that people need to understand
4 that it is a public record.

5 MR. CARPENTER: It's forever.

6 MS. HALL: That it is forever, yes.

7 MS. LaCORTE: Subject to public
8 records [inaudible].

9 MR. CARPENTER: My question has to
10 do -- you've kind of suggested a time limit -- a
11 proposed time limit for the comments in person,
12 but there's not one for the written, and so if
13 folks are going to read it, you know, are there --
14 in any of those that you looked at, were there any
15 limits for written comments, 1,500 words, not --
16 like, not 25 words and three links that lead you
17 to a hundred-page document?

18 MS. LaCORTE: That's a great
19 question. I didn't see that.

20 MS. HALL: I didn't either in the
21 ones I looked at.

22 MS. PHILLIPS: A 120 words equal one
23 minute.

24 MS. HALL: So, yeah, you could have a
25 word limit or could you say must be able to be

1 read---

2 MR. CARPENTER: I mean on letters to
3 the editor -- I mean that's not the same thing,
4 but they have limits on what they're going to do,
5 you know what I mean, because could submit a lot
6 of stuff, and nobody's going to read it.

7 MS. LaCORTE: Well, and if the
8 promise is they're going to be read, that's --
9 that's the issue. I think that people can
10 certainly submit something much longer that maybe
11 would not get read, but they have a right to
12 submit whatever they want to for this purpose.

13 MR. CARPENTER: Well, I would suggest
14 500 or -- 500 words -- 500 or 1,000 words,
15 something like that.

16 MS. LaCORTE: Something like that.
17 We'll practice, Laura. We'll get together and
18 practice and see how long it takes to speak so
19 many words.

20 MS. HALL: Well, I would like to know
21 what the Council would like---

22 MS. PHILLIPS: But I think it needs
23 to be in alignment with what you're giving people
24 to talk. If you're going to allow them five
25 minutes, then do 120 minutes per -- I mean 120

1 words per minute, period.

2 THE CHAIRMAN: 600. That's 600
3 words.

4 MS. PHILLIPS: Because if someone's
5 talking, they get cut off.

6 MS. HALL: Is that what -- what we
7 talked about is five openings -- Nicole, what you
8 had mentioned to the Unmet Needs Committee last
9 time was five individuals at three minutes each.
10 If you want to go, you know, five -- you know,
11 again, your number of minutes determines how long
12 your period is. So do you -- most councils had a
13 30-minute public comment period or they split up
14 15 minutes in the morning and 15 minutes in the
15 afternoon.

16 MS. LaCORTE: There's a number of
17 councils that meet for a two-day period so they
18 have -- they have more leverage, more time to work
19 with.

20 MS. HALL: Right. So the period --
21 depending on how -- for example, there was one
22 council -- and I can't remember which one -- they
23 met more frequently and they had 15 minutes for
24 public comment, but then the ones that met over --
25 you know, for a longer period had 30 minutes

1 somewhere in that day of meetings.

2 MS. LaCORTE: Some used a whole hour,
3 like a whole dinner period. They were really
4 longer.

5 THE CHAIRMAN: Okay. So the
6 thought -- the initial thought was to have the
7 public comment period in the morning so that the
8 guests wouldn't necessarily have to stay for the
9 entire meeting, and I think that's what the State
10 Board does. I think their public comment period
11 is like that, so we were just trying to align
12 ourselves with what the Board does. I think
13 that's what---

14 MS. HALL: What is their public
15 comment period? Is it 15 minutes, 30 minutes in
16 the amount of time? Do we know?

17 THE CHAIRMAN: No, I don't know that.

18 MS. HALL: There was one council that
19 basically just said their policy was in line with
20 the State Board of Education so it was, like,
21 exactly like that.

22 THE CHAIRPERSON: So that could be
23 something we could check or that could be
24 something that Katie would probably just know,
25 like, right off the top of her head, and she could

1 share that with us. Once we submit, you know, our
2 draft to her, she should be able to answer that
3 question or give us suggestions or ideas. Mary?

4 MS. LaCORTE: I think it may be
5 important too to distinguish the difference
6 between public comment policy and when we have
7 open -- we have guests here all the time who
8 participate freely and openly in the discussion.
9 I think it's important to distinguish.

10 THE CHAIRMAN: And we talked about
11 that as well. That once we implement the public
12 comment period, then our meetings would have to be
13 adjusted so that we would not have that frequent
14 flow or frequent exchange because, you know---

15 MS. LaCORTE: That's right.

16 THE CHAIRPERSON: We would just have
17 to move to a more formal format for our meetings
18 once we implement this public comment period. So
19 we talked about that.

20 MS. LaCORTE: Since we still have
21 guests, I thought it was important to say that.

22 THE CHAIRMAN: Yeah. We're going to
23 have -- we're going to have to make that
24 adjustment. Is that---

25 MS. DANIELS-HALL: That was my

1 question.

2 THE CHAIRMAN: That was your
3 question. Okay. So can I recap a little bit
4 where we are, and I know you guys will correct me
5 if I'm wrong.

6 MS. LaCORTE: Nicole, she had
7 something.

8 THE CHAIRMAN: Yes?

9 VISITOR: Then, I would rather not
10 have the public comment because then -- during the
11 time when you guys are having your discussion is a
12 time when I think of things, and I wouldn't know
13 it until the next three months to be able to say
14 it. That doesn't mean I'm going to be here every
15 time. I'm just -- I just think that this --
16 having the parents being able to say -- what
17 you're discussion is part -- we feel like we're
18 part of the group now, and then we would feel
19 unwelcome if we weren't allowed to say anything at
20 all during the meeting.

21 THE CHAIRMAN: You would not feel
22 unwelcome.

23 VISITOR: And then my other comment
24 was that you're going to have to figure out how
25 many written questions you would do and how many

1 people you would have because if you go ahead and
2 let five people speak, then you won't ever get to
3 the written comments.

4 MS. HALL: They were -- basically the
5 policy was that it was as they were submitted. So
6 it was -- but you could determine that. That
7 could be added into the policy. I think one of
8 the challenges of making this transition is that
9 we are moving to something more like Robert's
10 Rules of Order, which is -- which is really
11 required in a lot of ways. Certainly legislature
12 has to use that. So -- committees have to use
13 that.

14 THE CHAIRPERSON: And we are to
15 operate under the open public meeting law. So to
16 a great extent, we really should be and do follow
17 Robert's Rules. So, yes, when we make this
18 transition, this meeting will become a lot more
19 formalized. I don't know another way to say it.
20 And we have to -- and we're going to have guests
21 that -- and we want you to continue to come to the
22 meetings, but again, the purpose of having the
23 public comment was to provide access and a voice
24 to people across the state.

25 Everyone needs to have the ability to

1 contribute or to communicate with this body, and
2 so if that is the overarching goal, then we need
3 to figure out, you know, how to get this done.
4 And we've been talking about it for a while.

5 MS. HALL: If I might say too, this
6 is just the tip. The Unmet Needs Committee needs
7 to have a strategic plan going forward of how
8 North Carolina residents as a whole, but
9 particularly the stakeholders for our group, are
10 able to make comment and participate. So some are
11 able to participate by coming and listening, but
12 most of the state is not able to do that.

13 So this goes beyond -- this is just
14 the tip of getting policy in place so that then we
15 can go to our parent councils, we can go to our EC
16 directors, we can go to the public of North
17 Carolina and solicit more voices, more input.

18 THE CHAIRPERSON: Right. And that
19 goes back -- that's our number-one function that's
20 listed not only in the bylaws but under IDEA, is
21 that this body will advise the SEA of unmet needs.
22 And so when first started having these
23 conversations, you know, it was about how do we
24 allow people in the western part of the state to
25 communicate needs that are not being met or

1 matters that maybe should be addressed, how do
2 they communicate that information to this body,
3 and so we wanted to do that by having a public
4 comment period that consisted of in person, if
5 they could show up like our guests do, or via
6 e-mail or if they wanted to write.

7 And that's where -- that's where we
8 are. This isn't something -- and I know you guys
9 know it, but I'll just say it anyway. We're not
10 doing it just to be doing it; we're doing it to
11 carry out the functions that we are required to
12 do.

13 So those are three methods -- I think
14 those are the three methods. We have to decide --
15 let's look at them in that manner. Let's look at
16 in person, what are the outstanding questions that
17 need to be addressed; via e-mail, what needs to be
18 addressed; and via written response, what needs to
19 be addressed.

20 So in person, we set -- the question
21 is, do we just want to have it at the beginning of
22 the meeting, and do we want to put a word count --
23 I think Lisa said 120 words is one minute. So if
24 you're getting five minutes, that would be 60 --
25 600 words, if we want to put that at the

1 beginning. Any other outstanding for in-person
2 public comment?

3 MS. SIMMONS: If it was me, I would
4 want to know that you-all received my e-mail, that
5 I am coming. Because if I'm coming, I have to
6 plan ahead of time to leave school, take a day and
7 go -- not now, but take a day and go to the
8 meeting. And then I would hope it would be at the
9 very beginning because the parking deck is very
10 expensive. It was, like, \$16 the last time I left
11 for being there for a day meeting. So, you know,
12 have it first thing so they can just pay the very
13 beginning part of the parking.

14 THE CHAIRMAN: Now for me, that's two
15 separate issues.

16 MS. SIMMONS: Okay.

17 THE CHAIRMAN: If you're going to
18 come in person, then you're going to come in
19 person, then you're going to come in person, and
20 our policy is you're going to sign up on a sheet.
21 So if you---

22 MS. SIMMONS: Okay. What if I'm
23 number six, though, or number seven? Then, I have
24 to turn around and go home.

25 MS. LaCORTE: We did talk about that,

1 Vicki. We were concerned about that we had our
2 December meeting, and we haven't really played
3 that all the way out in terms of -- because we
4 wouldn't want someone to drive from Watauga or
5 Buncombe County and get here and go, "I can't do
6 this because too many have signed up." And that
7 was a concern of ours that we had that we needed
8 to come up with something to help to address the
9 issue that you're bringing up.

10 MS. GEORGE: Well, maybe what we can
11 do is [inaudible] e-mail and put you on a list,
12 and we'll say you're this number on this list.
13 Now if somebody does show -- you physically sign
14 in like we do as council members. And like, okay,
15 well, the first three people who are on the list
16 didn't show up, because you'll have that happen
17 too, but you're here so that moves you up to
18 number -- you know, to higher up on the list, so
19 you'd have a chance to speak.

20 MR. VOGLER: What if you broke it up
21 into 15 minutes at the beginning and 15 minutes at
22 the end? The end time is reserved for people who
23 show up in person. The beginning time is when
24 written comments are read if they've been
25 received, and if there haven't been any received,

1 you would take the first few written -- first few
2 people who are in attendance physically. That
3 way, the same amount of time is available, but you
4 are still -- you are sort of overcoming that what
5 if people show up.

6 Because more than likely if you -- if
7 I was showing up somewhere and wanted to make
8 public comment, I would rather listen to
9 everything that was said and make public comment
10 at the end because sometimes what I'm going to
11 comment on may change during the course of the
12 meeting.

13 MS. McCOY: If I can make a comment?

14 THE CHAIRMAN: Uh-huh.

15 MS. McCOY: I think that's a good
16 idea, but one of the things that I know from
17 driving across this large state is, if you're
18 coming from one of the outer areas, it's a long
19 drive for 15 minutes at 4 o'clock or five minutes
20 at 4 o'clock and then I have a four-hour drive
21 back home.

22 So just kind of think about that
23 because you can be in one area of the state -- and
24 I've driven trying to do a professional
25 development and it took me six hours, and I'm

1 cramped up in the car because I was leaving for
2 the western part and going to the eastern part.
3 So just kind of also keep in mind the length of
4 time that your person is traveling.

5 MS. HALL: Mary?

6 MS. LaCORTE: I was just going to
7 say, Laura, maybe it's good we get all the
8 feedback and then take it back and then bring back
9 to the next meeting.

10 MS. HALL: Okay. I was going to ask
11 a question of the Council if I could as far as how
12 do you view the e-mail -- what does that look
13 like---

14 THE CHAIRMAN: Okay. Are we ready to
15 move to e-mail now? Because we were doing in
16 person. Now let's get e-mail.

17 MS. HALL: Well, some of these
18 questions may be addressed if the e-mail can
19 address multiple needs, like a written comment
20 just -- you know, not to be read at the meeting
21 but somebody who just wants to make a comment.

22 THE CHAIRMAN: And that was -- and
23 that was the thought as well, that the e-mail
24 would be for someone who just wanted to say okay,
25 here's an unmet need, here's my experience, here's

1 a concern, or whatever, I'm sending it to the
2 Council.

3 Now we're not -- and one of the
4 recommendations or suggestions that I had was an
5 auto response be sent back because we're not going
6 to speak specifically to that person's issue.
7 What we're going to say is, "Thank you. Your
8 e-mail has been received. It will be -- it will
9 be forwarded to the [whatever]. Have a great
10 day."

11 We just need to have some type of
12 response just so the person knows oh, yeah, okay,
13 at least they got it, but we're not going to get
14 into that back-and-forth or we don't want anyone
15 to feel like we're providing them with any type of
16 advice or -- you know, we're not doing all of
17 that. It's just supposed to be a means for them
18 to communicate with us.

19 Now the second part of that was that
20 the Unmet Needs Committee would review the
21 e-mails and kind of categorize them: We had
22 six -- we had six e-mails from the western part of
23 the state and they were talking about this or, you
24 know, we received a lot of e-mails about seclusion
25 and restraint or something like that, you know,

1 whatever it may be.

2 And then at that point, the Unmet
3 Needs Committee could report that to the body for
4 us to take into consideration, but that's as far
5 as the e-mail was going to go. That was my
6 understanding of how the e-mail would go.

7 MS. HALL: And I remember you saying
8 that to us as a committee. So, again, do we want
9 to tease this out a little bit as far as for
10 public comment you have -- you have this -- you
11 have these two areas. It's in person or written
12 public comment that is submitted to something
13 different other than the e-mail or the e-mail is
14 used if that's what we want to do.

15 But there is also -- the e-mail is
16 actually -- the e-mail is actually not a part of
17 public comment policy for meetings is what I'm
18 trying to say, is that---

19 MS. VIASATY: I think it is because
20 I'm not going to handwrite or type up a letter if
21 I'm a parent with a public concern. I'm going to
22 go to the e-mail address and e-mail my written
23 concern in. You know, I wouldn't, you know, put
24 it in a letter form, put it in an envelope, and
25 mail it. That's kind of a little antiquated,

1 so---

2 MS. HALL: So how do we instruct the
3 public on how to use e-mail?

4 THE CHAIRPERSON: But wait. And I
5 don't mean to cut you off, but while this is on my
6 mind, we have to give the opportunity for people
7 to write because not everybody has---

8 MS. VIASATY: Yeah. But it could be
9 either/or, right?

10 THE CHAIRMAN: Right.

11 MS. VIASATY: That's what I'm saying.
12 It could be both.

13 THE CHAIRMAN: It's either in person,
14 e-mail it, or yeah, sit down and write a letter.

15 MS. VIASATY: Yeah, absolutely.

16 THE CHAIRMAN: And the letter -- we
17 need to have an address. Maybe the address would
18 be to the EC Division, and Tish could just kind of
19 put them all in a pile or -- you know, and we'll
20 go through them -- you know, the Executive
21 Committee, when we talk or whatever, we could kind
22 of go through them at that point. But I think a
23 written letter in an envelope needs to be an
24 option.

25 MS. VIASATY: Yeah, and I do too.

1 THE CHAIRMAN: And we could put a
2 page limit on that as well. Do you want to say
3 600 words or two pages?

4 MS. PHILLIPS: It has to be whatever
5 the time limit you're giving people to be
6 consistent.

7 MS. HALL: Yeah, I think it's 600
8 words to be the same for e-mail and written. So
9 it sounds like our committee needs to add a
10 section on e-mail public comment, and I will tell
11 you -- Mary, did you see any that actually had---

12 MS. LaCORTE: I think there were
13 some.

14 MS. HALL: I think there was maybe
15 one or two. So we'll have to go back and look at
16 that, but that's---

17 THE CHAIRMAN: Try Maryland, I think.

18 MS. HALL: I didn't find Maryland's,
19 but Mary, you did.

20 MR. CARPENTER: And we may be talking
21 about something we don't have to worry about.
22 There may be no comments. But you've -- you know,
23 I'm not sure that it needs to be consistent, but
24 just to -- if you've got a limit on the oral ones
25 in place and you've got a word count on the ones

1 that you can do, how many -- how many are you
2 going to read? If you get 100 500- or 600-word
3 ones, would you read all 100 of them and would you
4 spend all your meeting talking about those?

5 It's probably not an issue that we'll
6 ever have because there may never be any comments,
7 but---

8 MS. LaCORTE: I think one part of
9 that question, we can ask the attorney as well to
10 find out if there's any restrictions for limiting
11 public comment and the difference between limiting
12 public comment to that 600 words to be read
13 because of the amount of time or if you -- if we
14 actually legally can require someone to limit just
15 their thoughts -- we may not have that much---

16 MR. CARPENTER: Because if I can't
17 get it in 600 words, I'll just send you another
18 one with 600 words.

19 MS. LaCORTE: Exactly. So, you know,
20 what could be read, we can, I think, clearly
21 establish that based on our time frames, but Katie
22 will probably be able to help us---

23 THE CHAIRMAN: Okay.

24 MS. LaCORTE: ---if we can put a
25 governor on how long just a general -- someone's

1 general thoughts are.

2 MS. VIASATY: And you know what I
3 want to add too is, I don't think we really need
4 to, like, overanalyze this. There's so many --
5 you know, I mean I've spoken in front of the Wake
6 County School Board as public comment, you know,
7 and it would be really great if we ever ran into
8 the problem that so many showed up that we didn't
9 have time for them, but that might be a little,
10 you know, overaggressive.

11 So we need to start somewhere, and
12 I'm kind of concerned with okay, let's wait
13 another 90 days to come back and talk about it at
14 the next meeting. I think this is a really good
15 outline right now, and I'm concerned kind of about
16 the word count too. I'm a really fast talker, you
17 know, so I might be able to get in a lot more
18 words than someone, but then you're going to --
19 you know what I mean?

20 I think we're getting too nitty-
21 gritty with word count, and then some of this too,
22 written comment whether it's via postal or via
23 e-mail, is the intent that the Council's going to
24 discuss all these, or is it just for us to be
25 aware of them, which is the other difference.

1 So people could come and talk and
2 then we could have all these, but as a council
3 body, are we going to talk about every single one
4 that comes in?

5 MS. HALL: So our role would be to
6 analyze trends so that the trends would come
7 before the Council. So the Unmet Needs Committee
8 would do that. The one thing I would say from
9 some of my experience on councils, that we tried
10 to implement a public policy. We had a particular
11 issue. We ended up with 50 people there, and the
12 foundational public comment policy was not strong
13 enough to withstand that, and it caused -- it
14 caused a lot of problems.

15 So while it seems that we're being
16 nitpicky here, that's what were trying to avoid
17 because the last thing you would want to cause is
18 a lot of -- in such a passionate topic -- a lot of
19 division amongst your council or other
20 stakeholders.

21 MS. LaCORTE: We don't want to be
22 unclear about our policy because we failed to
23 address something. Not everything's going to
24 be---

25 MS. GEORGE: I almost wonder maybe,

1 okay, in-person comment definitely has priority.
2 We may or may not read written public comment or
3 verbally at a meeting. However, the written
4 public comment would be given to our council
5 members and may be published somewhere for anyone
6 in the public who wants to see. I don't know if
7 that would be something we need to do or not to
8 that extreme. But---

9 THE CHAIRMAN: For our purposes,
10 again, let's just go back to what we're called to
11 do. All right. Let's go back to our functions.
12 We need to be able to advise the Board on unmet
13 needs, and so this is a method of providing that
14 advice. So what we want to do is what Laura said.
15 We want to analyze what we have for trends. We're
16 looking -- is there a particular issue going on in
17 one part of the state, how can we support this
18 particular LEA, is there an outcry about something
19 from -- you know, that's what we're looking at.
20 We're looking at the big picture.

21 So I don't think we would really want
22 to get into, you know, publishing -- now, of
23 course, all of this information is going to be
24 maintained by the Division, so I think we'll
25 always have access to it, but whether or not -- I

1 don't think it's something that we're going to
2 publish.

3 MS. GEORGE: Even if it doesn't go as
4 far as publishing it publicly, but a way to ensure
5 that council members are aware of what comment was
6 made or written.

7 THE CHAIRPERSON: The entire -- okay.
8 So you've got to join a committee. So you might
9 want to join the Unmet Needs Committee.

10 MS. HALL: If I could say something
11 about that, this is really broad, and I don't know
12 that we have anybody on the committee yet who
13 knows how to capture data and put it in a program.
14 That is -- I mean something is going to have to be
15 inputted, you know, so I don't know where
16 that's -- what program that's going to be, but we
17 need -- we're going to need more people on the
18 Unmet Needs Committee.

19 THE CHAIRMAN: Well, we agree. We
20 agree, and that's why the Unmet Needs Committee is
21 the largest committee. Like, there was quite a
22 few members on that for that reason, because we
23 felt like they would need a lot of support. All
24 of the new members need -- they have not signed
25 up. So you'll need to sign up for one, and it

1 might need to be the Unmet Needs. I'm just
2 saying.

3 MS. PHILLIPS: And we could use
4 someone else, right, Dr. Carpenter?

5 THE CHAIRMAN: So in sum where we are
6 right now -- but I do agree with you, Jennine, I
7 don't think this needs to drag out, and the -- and
8 the committee -- at that last meeting, they
9 thought it would take, like, three months to get
10 it done, and you guys really jumped in and got it
11 done.

12 So what I'm hoping now and what we
13 wanted to do today was give everybody the
14 opportunity to kind of at least see what was being
15 proposed and, you know, have that discussion. So
16 if you could kind go back now and incorporate just
17 a couple of those pieces that we've discussed,
18 make sure that you guys are okay with it, and send
19 it to the Executive Committee, and we'll take a
20 look at it.

21 And what we may -- what we might can
22 do is probably -- I don't know if we want to do
23 another conference call or we might can arrange
24 something. I don't think we need to wait until
25 June to decide. We can send it out to the body,

1 if necessary, and vote on it that way.

2 After it comes to the Executive
3 Committee, we're going to have to then turn it
4 over to Katie and then Katie needs to sign off on
5 it, and then if it's okay, we'll send it out to
6 everybody and maybe vote on it at that time and so
7 that we'll be ready when June comes. Does that
8 sound like a good plan, Tish?

9 MS. BYNUM: I just have a comment.
10 As far as by 4:00 p.m., three business days prior,
11 I think that looks good on paper. In reality, for
12 people receiving them, reviewing them -- the Unmet
13 Needs Committee receiving them, reviewing them,
14 and able to report out to the Council, three days
15 from then, I think that's a little too short.

16 MS. GEORGE: Especially for a
17 volunteer council.

18 MS. HALL: A week, seven days?

19 MS. GEORGE: I'd say two weeks. For
20 written comment, two weeks.

21 MS. PHILLIPS: Within 30 days --
22 business days, that allows for summer breaks and
23 the time that Council's not meeting and things
24 like that.

25 MS. HALL: So ten business days?

1 MS. PHILLIPS: 30.

2 MS. HALL: 30 business days. Okay.

3 MS. PHILLIPS: You also need to write
4 "draft" on your papers, and then anything else
5 that you submit, if you'll stamp -- write "draft"
6 on it.

7 MS. LaCORTE: I also think that in
8 keeping with the heart of our mission, [inaudible]
9 about this is changing that first sentence --
10 we're not going to wordsmith now, but where it
11 says "Public comments are a welcome and necessary
12 part," I know I read that in somebody else's, but
13 I would like us to change that to "essential part"
14 because it's an essential part of the function. I
15 think that speaks to not something we just have to
16 do, but something we really embrace.

17 THE CHAIRMAN: Okay. So it's 2:30.

18 MS. BYNUM: I have one---

19 THE CHAIRMAN: Oh, I'm sorry, Tish.

20 MS. BYNUM: And this is just a
21 logistical piece to consider. For in-person
22 public comment for the people walking in, let's
23 say they want to hang out. The logistics for the
24 food could -- it could---

25 THE CHAIRMAN: Well, I don't think

1 we're necessarily required to feed them.

2 MS. BYNUM: Then, are you going to
3 tell them to leave?

4 THE CHAIRMAN: Well, when the
5 Board -- when the Board breaks---

6 MS. BYNUM: Okay. Well, see, we're
7 not at that same location now. That's not how
8 it's going to roll out now.

9 THE CHAIRMAN: When the Board breaks
10 for lunch, they all go to the back. They all have
11 lunch. All of the guests, they go and have lunch
12 on their own, and then we reconvene at, you know,
13 whatever time they designate. So I'm thinking,
14 when it's time for lunch -- and especially since
15 we're now going to be in the boardroom. Do you
16 guys know that?

17 All right. We are done with Yonkers
18 Road.

19 MS. GEORGE: No more test kitchen.

20 THE CHAIRMAN: No more test---

21 MS. GEORGE: I love their deserts.

22 THE CHAIRMAN: I've said that to some
23 other people, and that's the first response that
24 I've gotten every single time. What about the
25 kitchen? What about the lunch?

1 So we're done with -- we're done with
2 Yonkers Road. So in -- this is a huge effort
3 being made by the Board to support the Council.
4 They are pulling us into the fold, so to speak.
5 So all future meetings will be held in the State
6 Board of Ed conference room. We're going to be in
7 the actual conference room with the galley for
8 visitors to come. And we will have full access to
9 agency staff. They're going to come -- they're
10 going to try to attend some of our meetings.

11 We'll just be there in the midst of
12 everything. We'll have access to the necessary,
13 you know, technology. I think that was -- you
14 know---

15 MS. LaCORTE: Where is that building?

16 THE CHAIRMAN: DPI.

17 MS. LaCORTE: The parking is so much
18 easier.

19 MS. PHILLIPS: And cheaper.

20 THE CHAIRMAN: I know. I know. So
21 starting in June, our meetings will be held at DPI
22 in the State Boardroom. So when it's time for
23 lunch -- so let's just say that the gallery is
24 overflowing with visitors or guests, right? So
25 when it's time for lunch, I assume we'll do as the

1 Board does, and we'll break and we'll go back --
2 there's a huge conference room. They all go back
3 and have box lunches or whatever they do, and then
4 they reconvene, you know. So visitors will have
5 lunch on their own.

6 Now that's what I'm thinking. I
7 don't think that we're obligated to feed the
8 guests. I think that's been a courtesy, and
9 that's another -- when we formalize this meeting,
10 sorry, dudes.

11 MS. PHILLIPS: Well, there's always
12 the legislative building.

13 VISITOR: And you-all have been very
14 generous because I do go to a lot of these
15 meetings, and---

16 **(Interruption.)**

17 VISITOR: So that's it in general.
18 Just by making it more -- more structured, that
19 will automatically take care of expectations for
20 lunch and all of that other stuff.

21 THE CHAIRMAN: Okay. All right. A
22 slight adjustment because we are going to get out
23 of here on time, and it is 2:35. We'll continue
24 to work with -- I have the Bylaws Committee.
25 There was a draft of what's being proposed as far

1 as edits for the bylaws -- for the Council bylaws.
2 Is it okay if we give you the draft and then you
3 take the draft with you and review it and then
4 e-mail me any questions or comments or edits that
5 you would like to make? Would that work? Okay.
6 And---

7 MR. CARPENTER: If you could send it
8 electronically, it would be easy to do it.

9 THE CHAIRMAN: What's in the packet,
10 they are the actual bylaws. What Lisa's handing
11 out will be the draft -- what's being proposed.
12 And I think what we wanted to -- please write
13 "draft" on it, and I think what we wanted to do --
14 one of the things we wanted to do was to make sure
15 that we incorporate our committees in our bylaws.

16 What's happened in the past is that
17 we've put a lot of time and energy into forming
18 working committees or standing committee, and it
19 would fall by the wayside, and maybe like two or
20 three years later, we'd go right back to the
21 entire process of getting the committees in. That
22 was just one example.

23 The Policies and Procedures Committee
24 which Susan chairs, they worked on this, so I
25 think it was Katie Holler and Greg Singleton --

1 they were instrumental in pulling this together
2 for us. So if you would just review those and
3 then send me your comments or recommendations or
4 suggestions, and we'll take that into
5 consideration.

6 And, again, this document -- any
7 changes to the bylaws, you know, it definitely has
8 to go through Katie and it has to be approved by
9 the Board. So we'll follow that same process.
10 We'll make sure that she has an eye on it and she
11 tells us what she thinks. We'll do that as well.

12 Okay. All right. And with that
13 being done, we would like to finish our day by
14 starting to frame our annual report, and it's very
15 simple, and I'll have to communicate with the rest
16 of the Council via e-mail as well because we're
17 going to need information from them. The annual
18 report should let the Board know all the work that
19 we have done over the course of the year. All
20 right. That's what it should be, and our reports
21 in the past haven't necessarily been that. So
22 this is going to be a little different for us.

23 So one of the things that I know I
24 want to incorporate is, we need to let -- we need
25 to let the Board know, you know, what is it

1 because -- especially those of us who have Board
2 appointments and you may talk with your Board rep
3 at some -- you know, at some point.

4 I try to let Kevin know, you know,
5 when I can, but we need to let them know -- or I
6 need to let Kevin know, "Hey, this is what I've
7 done in the north central region --" or it used to
8 be Region 3 -- "I have -- you know, I talked to my
9 EC director. I attended our local parent support
10 organization." So we need to know from you what,
11 if anything, that you've done in your area to
12 promote the work of the Council or to support
13 parents and students in your area. That's the
14 first thing.

15 The next thing we need to do is, we
16 need to know if you represent -- if you currently
17 or have represented the Council on any other
18 committee. So if you are the Council rep on the
19 School Mental Health Initiative -- if you're the
20 Council rep, then let us know that and give us a
21 blurb on what's been going on in that -- with that
22 initiative, you know, what's been the hot topic --
23 you know, what's been the topic of discussion, and
24 what are you taking away from that.

25 Another thing that this annual report

1 is going to do -- and you might see this a little
2 bit -- it's time for this body to start being held
3 accountable for the work that needs to be done in
4 the areas, and I know we all get together and we
5 do -- we do a lot. We haven't done a very good
6 job of capturing what it is that we do, but now we
7 definitely need to start doing that, and
8 especially since the next step is to present the
9 annual report to the Board. That's the next step.

10 The other councils are doing this
11 already. Like, I've seen -- in the past year, I
12 think I've seen the Advisory Council on Alien
13 Affairs Report, like, twice. Yeah, they're on it,
14 and so we need to be too. We need to be too.

15 Is there anything else that needs to
16 be -- but we will definitely include the work that
17 we've done around the whole policy thing. We want
18 to let them know we've had call meetings. You
19 know, we'll capture that, but any other
20 information that you think probably should be
21 incorporated, write that up, and send it to me in
22 an e-mail as well.

23 And what we're going to do is, we're
24 going to pull a draft together. The Executive
25 Committee said we were going to work with Heather,

1 and Tish is going to pull a draft to frame it up,
2 and then we'll send it out for your feedback, and
3 we'll go from -- we'll go from there. Does that
4 sound like a plan?

5 Can anybody think of anything else
6 that needs to be incorporated? I've looked at
7 some of the annual reports for the other states,
8 and they seem to follow along those lines, but
9 this is the time for you to rise and shine people.
10 What have you done? Please don't record that.

11 MS. PHILLIPS: She said it's too
12 late. I do think that's where the subcommittee
13 report comes in, which leads us into the next
14 section. So if you've been meeting, like the
15 Unmet Needs Committee has been working on
16 different documents, you need to be preparing this
17 and providing it to us -- the Chair's handle it.
18 And unfortunately I'm the only chair here.

19 So, anyway, those of you who are new,
20 we have a subcommittee reporting form that needs
21 to be completed each time you meet in your small
22 group. Those, I guess -- would you like those
23 sent directly to you and then included in the
24 annual report?

25 THE CHAIRMAN: I'm sorry. Let me

1 check the list.

2 MS. PHILLIPS: Or would you like for
3 me to take them?

4 THE CHAIRMAN: Reports and Data.

5 MS. PHILLIPS: You've got it. So
6 just submit them to me, and I'll send out an
7 e-mail to folks, and I'll condense them into the
8 annual report since I'm also on the Executive
9 Committee.

10 MS. HALL: Has that been sent
11 electronically?

12 MS. PHILLIPS: Yes, it has. We can
13 resend it. Tish, can you please send this form.

14 MS. BYNUM: No problem.

15 MS. PHILLIPS: Thank you. Okay.
16 That's all we have for our subcommittee, and if
17 you need a hard copy, I've got some with me today.

18 THE CHAIRMAN: Are there any other
19 questions, comments, or concerns? Tish? I'm
20 sorry.

21 MS. BYNUM: I just need a
22 question/clarification under the bylaws "E,
23 Procedures, Number 3," what---

24 THE CHAIRMAN: The actual bylaws or
25 the draft?

1 MS. BYNUM: The draft. So you're
2 wanting meeting minutes and -- in addition -- "In
3 addition to minutes, all meetings of the Council
4 will be recorded by electronic audio and a
5 transcription copy of the minutes will be
6 presented to each council member." So you're
7 looking for meeting minutes and -- and a
8 transcription. Can you distinguish the two for
9 me?

10 THE CHAIRMAN: What section is that,
11 Tish? I'm sorry.

12 MS. BYNUM: E3.

13 MR. CARPENTER: I think you want the
14 minutes, but the transcription is to -- if there
15 are any clarifications, issues, concerns, that's
16 the -- that's the backup for that. Personally I
17 don't think we really want to get into providing
18 the transcription to everybody.

19 MS. PHILLIPS: And I thought the
20 purpose was for the EC Division to actually
21 maintain---

22 MS. LaCORTE: I'm sorry? For the EC
23 Division to?

24 MS. PHILLIPS: Maintain the
25 recordings. In case there was a question that we

1 had about a year ago, that we could back and
2 review.

3 THE CHAIRMAN: I honestly don't know.
4 I didn't work on this, but I can ask for
5 clarification. I think we just -- I think the
6 intent was just to ensure that the---

7 MS. LaCORTE: Was this Katie's
8 suggestion maybe?

9 THE CHAIRMAN: Well, Susan and Katie
10 and Greg.

11 MS. VIASATY: And I think it's just
12 the verbiage. I think it should be a transcribed
13 copy of the meeting because what you're doing is
14 transcribing all of the comments during the
15 meeting will be represented and prior to the vote
16 on the minutes which are an abbreviated format.

17 I think that's what we talked about
18 last -- last meeting was because there was some
19 information that was left out of the minutes, and
20 really official minutes aren't always a
21 transcription of your meeting. It just captures
22 your highlights. So they are actually two
23 separate -- I don't think they should both be
24 called minutes.

25 MS. LaCORTE: And I think that was

1 Katie Cornetto's suggestion to basically tape
2 them.

3 MS. VIASATY: Yeah, a transcription
4 of the meeting itself.

5 THE CHAIRMAN: Well, and I think
6 too -- I think that this draft was written prior
7 to the decision maybe to relocate the meeting
8 because I think that's the benefit of now being in
9 the boardroom is that it's automatically -- will
10 have the ability -- it will be digitally recorded,
11 I think, is my understanding. So that might
12 address some of this, but what you can do is
13 just---

14 MS. BYNUM: It's on audio cassette
15 tapes.

16 THE CHAIRMAN: Just send me a -- I'll
17 ask for clarification. How about that?

18 MS. OUZTS: Something to think about
19 related to that too, Nicole, is if you want it
20 broadcast or not because that will be a question
21 from our IT, is do you want it broadcast live
22 during the meeting or not. That's something that
23 you guys need to decide.

24 MR. CARPENTER: Jennine's question --
25 I mean, Jennine, do you really want a written

1 transcription of an audio recording before you're
2 going to approve the minutes?

3 MS. VIASATY: No. I think it's just
4 going to be saved and available and something that
5 we can go back to.

6 MR. CARPENTER: Okay. Okay.

7 MS. VIASATY: Yeah, I'm not going to
8 compare it.

9 MR. CARPENTER: Yeah. Okay. And
10 Tish is going to -- who's going to transcribe all
11 that stuff? I mean there are programs to do that,
12 but they're pretty expensive.

13 THE CHAIRMAN: I don't know how the
14 minutes were captured from that conference call,
15 but I thought it was great.

16 MS. BYNUM: Audio cassette.

17 THE CHAIRMAN: And then you
18 transcribed it?

19 MS. BYNUM: Yes. And then I get to
20 sit---

21 THE CHAIRMAN: Oh, Tish.

22 MR. VOGLER: How many hours was that?

23 MS. BYNUM: Well, it took -- for the
24 couple of hour meeting, it took about six hours
25 because you have to stop, go back, stop, go back,

1 stop, go back, stop, go back. Then when you get
2 three or four people talking at the same time,
3 it's very difficult.

4 MR. CARPENTER: That never happens.

5 MS. BYNUM: Which is why I'm really
6 kind of honing in on this because of the logistics
7 of it.

8 MR. CARPENTER: I agree.

9 MR. VOGLER: According to the bylaws,
10 if we get to the point where we really have an
11 interpreter on-site doing sign language, you can't
12 have people talking at the same time. It has to
13 be---

14 MS. BYNUM: And we have had council
15 members that did require---

16 MR. VOGLER: It's hard for the people
17 doing sign to convey the---

18 MS. PHILLIPS: I was just thinking
19 too, you know, the attendance of membership has
20 not been as high as it's supposed to be. There
21 have been times we've been very concerned if we
22 had enough people for voting purposes. Would we
23 now be able to have a call-in feature for our
24 meetings?

25 THE CHAIRMAN: I think we should. I

1 think that's something that should be available.

2 MS. PHILLIPS: You can mute everyone.

3 No, I'm just kidding.

4 MS. OUZTS: The problem is with the
5 platform that we use, it is problematic often.

6 MS. PHILLIPS: You're talking about
7 the one that DPI uses?

8 MS. OUZTS: Uh-huh. I mean it's -- I
9 think it's related to the Internet service and
10 things within the building.

11 MR. VOGLER: It's state. Right
12 across the street, ours is the same.

13 MS. OUZTS: You-all have the same
14 problem? Oh, okay. That makes me feel better.
15 But, like, everything was tested and then it
16 just -- whatever happens throws things off, and
17 it's really hard to save that meeting. And then
18 if you have public people who were given that
19 number, that's problematic because now if you
20 change over to conference call or another -- how
21 do you communicate it once it's already---
22 There's just a lot of issues. I'm not saying it
23 can't be done, but it has problems with it.

24 THE CHAIRMAN: I'll ask, I mean,
25 because there have been board meetings where board

1 members have participated by conference call, and
2 since we're in the room now, that may be an
3 option. We can ask.

4 MS. PHILLIPS: But I think it is
5 something for us to consider. I mean times are
6 changing. Technology's changing. And we need to
7 have that as an option for our board members
8 because if you think about who is supposed to be
9 here -- those that are supposed to be here and the
10 ones that are not are the ones who are typically
11 not able to make it.

12 MS. OUZTS: I think some of the
13 things to ask---

14 MS. PHILLIPS: Then you have people
15 driving eight hours to get to a meeting.

16 MS. OUZTS: And some of the things
17 with that that we need to ask is, like, on a
18 conference call in the room, how many -- what's
19 the capacity of doing that because I know that's
20 why we ended up going to Go To Meeting or Go To
21 Webinar. So that's something we can check on.

22 MS. PHILLIPS: Right. And it may be
23 that we just say that the Board itself -- those
24 appointed to the Board call in, and anybody else
25 who happens to participate, that being the general

1 public, then they can attend the meetings, but
2 that could affect---

3 THE CHAIRMAN: I'm glad you said that
4 because I was supposed to announce and I didn't.
5 I completely forgot. Dr. Pharr -- Martin Pharr on
6 the Council -- he missed the January meeting and
7 he's not here today. He has been, like, really,
8 really sick. He had some type of severe
9 respiratory infection that caused other problems.
10 And so he's back at work.

11 I just spoke with him, and he's back
12 at work, but I didn't even want to be on the phone
13 with him very long because you can hear -- so he
14 wanted us to know he has not abandoned the Council
15 or his responsibilities. He just has been really
16 sick. Any other?

17 MS. HALL: I just had a question
18 regarding the conference call. Do we have any
19 information on the other councils and whether
20 they -- like councils and whether they do this and
21 how they do this?

22 THE CHAIRMAN: I don't know. I don't
23 have any of that information.

24 MS. PHILLIPS: Are you talking about
25 specifically EC councils for other states?

1 MS. HALL: Yes. I mean our
2 counterparts in other states.

3 MS. OUZTS: We could check as to how
4 they do it with the other advisory councils within
5 the agency.

6 THE CHAIRMAN: If they allow
7 conference calls or call-in participation. Now I
8 will tell you this. I spoke to Katie before about
9 members in attendance, and she was very clear that
10 the expectation is that members will show up. We
11 only meet four times a year, and so -- and that's
12 when she encouraged us to really follow our
13 attendance policies.

14 But I do understand sometimes
15 things -- things happen and you do at least like
16 to have the option. And we are, you know, at that
17 point where technology is available and is
18 utilized in other areas, and we're always talking
19 about 21st century this, 21st century that. So---

20 MS. HALL: I was going to ask, can
21 we -- could that be put in our bylaws like each
22 member is allowed one call-in per year as a part
23 of -- so that it's written into the bylaws so
24 there's an encouragement still for you to be
25 present, but there's an allowance for life.

1 THE CHAIRMAN: Okay. So I'll make a
2 note of that, but will you also e-mail me that as
3 one of your suggestions for the bylaws -- review
4 of the bylaws.

5 MR. CARPENTER: You mean if you call
6 in twice, you're going to be -- you're going to
7 get eliminated? I mean, what does that mean? If
8 you didn't show up twice, I mean---

9 MS. HALL: I guess what I'm -- we
10 currently have a bylaw that if you don't attend a
11 certain number of meetings a year, then you're
12 removed.

13 MR. CARPENTER: Have you ever done
14 that?

15 MS. HALL: Well, that's a good
16 question.

17 THE CHAIRMAN: Yes, we have. We just
18 did it.

19 MS. HALL: So it would be like -- it
20 would be policies such as that.

21 MS. McCOY: And that's kind of
22 consistent with some of the other councils and
23 committees that I am on. You have a 75 percent
24 rate that you have to be there, and you're allowed
25 to miss one. But in that call-in, you also kind

1 of want to make sure that you have clear is this
2 enough to meet the quorum, do you have to have an
3 in-person quorum, or can that quorum also include
4 a phone call, especially as you're looking at that
5 making decisions. I'm sorry to add to it, but I'm
6 just kind of thinking through that.

7 MS. LaCORTE: We're right in the
8 middle of redoing our bylaws [inaudible] this
9 discussions, and we really went a long way to
10 describe what presence means -- to define what
11 presence is and by what means you can be present.

12 MS. OUZTS: It does need to be
13 clarified, though, so that as we're taking
14 attendance, we know when, like, Nicole and I need
15 to send out the attendance letters. I mean we
16 need to be clear as to what counts.

17 MS. PHILLIPS: And that includes if
18 someone covers for you because this is my program
19 specialist. If I can't attend something, it's her
20 responsibility to cover on my behalf. So even
21 that is something to consider.

22 THE CHAIRMAN: Because she cannot
23 vote.

24 MS. PHILLIPS: She cannot vote.

25 THE CHAIRMAN: Right. Katie was real

1 clear about that.

2 MS. GEORGE: I don't have a coverage
3 person that I can send in my stead either, you
4 know, and if it's during the summer, I've got my
5 kids so---

6 MR. VOGLER: But that is a question.
7 So for those of us that are ex officio, I looked
8 and it wasn't spelled out. Typically if you're
9 ex officio, you don't vote---

10 THE CHAIRMAN: Right. And so---

11 MS. VOGLER: ---but it just wasn't
12 spelled out clearly. I wanted to make sure. I
13 did raise my hand earlier. Whoops.

14 THE CHAIRMAN: That's one of the
15 questions or that's one of the discussions that we
16 want to hold about the ex officio members having
17 voting rights.

18 MR. VOGLER: Typically we would not.

19 THE CHAIRMAN: Right.

20 MS. OUZTS: I think that would be
21 something that Katie would know better.

22 THE CHAIRPERSON: Yeah. We're going
23 to talk to her about that. This just keeps
24 getting longer.

25 MS. LaCORTE: So what is the

1 definition of quorum.

2 THE CHAIRMAN: Definition of quorum.

3 MS. LaCORTE: What is the definition
4 of quorum. Does the definition include a
5 representative of member.

6 THE CHAIRMAN: Okay. Anything---

7 MS. PHILLIPS: Well, and I think that
8 also the difference may be because we are
9 [inaudible] State Coordinator's Office -- she's
10 State Coordinator's Office, so she may technically
11 be allowed to vote on my behalf. I know. I'm
12 just throwing it out there. I'd rather know than
13 be uncertain. So it would be nice for Katie to
14 clarify that because I'm appointed to be here. I
15 don't get a choice. I can't miss ten meetings and
16 get kicked off.

17 MS. McCOY: Just send your alternate
18 that has voting privileges.

19 MS. PHILLIPS: Yes. Because I would
20 prefer that she does because I do share with her
21 the information. We are one.

22 THE CHAIRMAN: Okay. This is -- I
23 know we're being silly now, but this is really
24 good work and these are questions that we need to
25 have answered and especially right now because we

1 are really at a turning point in this body. I
2 think we're headed in a really, really good
3 direction, and so we want to make sure, as Laura
4 said earlier, that the foundation is in place for
5 us to do the work. So I appreciate you. Thank
6 you for staying and thank you for the discussion.

7 Is there anything else that we need
8 to address?

9 MS. SIMMONS: I move that we adjourn.

10 THE CHAIRPERSON: If there are no
11 more questions or concerns, is there a motion on
12 the floor?

13 MS. PHILLIPS: I just want to point
14 out that I think this is the first time in about
15 two years, we've actually ended early. It's 3
16 o'clock.

17 THE CHAIRMAN: Oh, really. Oh,
18 excellent.

19 MS. SIMMONS: I made a motion we
20 adjourn. Nobody seconded.

21 MS. PHILLIPS: I'll second it.

22 THE CHAIRMAN: All right. We are
23 adjourned.

24 **(At 3:01 p.m., the quarterly meeting**
25 **was adjourned.)**

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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
195, 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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indirectly in the matter in controversy, and am
not financially or otherwise interested in the
outcome of the action.

Certified this 17th day of April,
2016.



Rebecca P. Scott

Notary Number: 19940530133