

COUNCIL ON EDUCATIONAL SERVICES
FOR EXCEPTIONAL CHILDREN

Raleigh, North Carolina
March 15, 2017
9:41 a.m.

TRANSCRIPT OF QUARTERLY MEETING

The quarterly meeting of the Council on Educational Services for Exceptional Children was held on the 15th day of March, 2017, in the State Board of Education Boardroom, Education Building, 301 North Wilmington Street, Raleigh, North Carolina, commencing at 9:41 a.m.

APPEARANCES

COUNCIL ON EDUCATIONAL SERVICES FOR EXCEPTIONAL CHILDREN
BOARD MEMBERS PRESENT:

Leanna George, Chairperson
Walt Caison (for Vogler)
Diane Coffey
Cynthia Daniels-Hall
Jennifer DeGen
Jennifer Grady
Katie Holler
Susan Humbert
Christy Hutchinson
Mary LaCorte (via telephone)
Teresa Mebane
Tim Montgomery
Lisa Phillips
Vicki Simmons
Greg Singleton
Jennine Vlasaty
Unnamed representative for
Senator Barefoot (via telephone)

STAFF:

Tish Bynum
Jenny Eigenrauch
William Hussey
Nancy Johnson
Heather Ouzts
Tracy Riddle
Nancy Woytowich

VISITORS:

Public Speaker #1
Public Speaker #2
Public Speaker #3
Jacqui Hawkins (via Telephone)
Carla McNeil (via Telephone)

COURT REPORTER:

Rebecca P. Scott

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

TABLE OF CONTENTS

PAGE NO.

Call to Order..... 4

Introductions..... 4

Review of Agenda..... 8

Review of Meeting Minutes..... 9

Poll Council Members re: Advisory Council
 Training..... 12

Agency Update by Bill Hussey..... 15

EC Funding Presentation by Tracy Riddle..... 51

Lunch Recess..... 101

Public Comments..... 102

Annual Performance Report Data Presentation
 by Nancy Johnson..... 116

Communication Plan - Deaf/Hard of Hearing
 Presentation by Nancy Woytowich..... 131

Communication Needs - Autism Presentation by
 Jenny Eigenrauch..... 135

Committee Work..... 147

Meeting Adjournment..... 147

Certificate of Reporter..... 148

- - - - -

1 Thereupon, the following proceeding was held:

2 THE CHAIRPERSON: This meeting of
3 Council on Educational Services for Exceptional
4 Children will come to order. I know we have a few
5 new members on the board today or commission or
6 council for this upcoming year starting in July.
7 There are a few that are here today, and we'd like
8 to welcome them to the group. If we can all go
9 through the Council, introduce yourself, and a
10 little bit about yourself, I'd appreciate it, so
11 that the new members can get familiar with the
12 people who are here.

13 My name is Leanna George. I'm from
14 Johnston county. I'm the mother of two children
15 with exceptional needs. My daughter has autism
16 and intellectual disabilities. She's in a group
17 home in Marion, North Carolina, and I have an
18 eleven-year-old son who is homeschooled, but he
19 also has exceptionalities.

20 MS. SIMMONS: Hi. My name is Vicki
21 Simmons. I'm an adaptive PE teacher with Guilford
22 County Schools. My caseload is mostly
23 significantly cognitively impaired children.

24 MR. MONTGOMERY: Good morning. My
25 name is Tim Montgomery. I'm head of the Piedmont

1 School in High Point, North Carolina. We're a
2 school that specializes in working with students
3 with attention deficit disorder and other
4 language-based learning disorders.

5 MS. PHILLIPS: Good morning. I'm
6 Lisa Phillips. I'm the state coordinator for the
7 North Carolina Homeless Education Program which is
8 part of the Federal Program Monitoring and Support
9 Division with NC DPI.

10 MS. DeGEN-ROSS: I'm Jennifer DeGen-
11 Ross. I am a facilitator at East Mecklenburg High
12 School and Charlotte-Mecklenburg Schools.

13 MS. GRADY: I am Jennifer Grady. I
14 am a business rep on the Council. I work for Blue
15 Cross and Blue Shield of North Carolina, and I'm
16 also the parent of two Wake County students, one
17 that has autism.

18 MS. HUMBERT: I'm Susan Humbert. I'm
19 the EC Director of the Expedition School in
20 Hillsborough, North Carolina, and I'm also the
21 parent of an adult with autism.

22 MS. BYNUM: I'm Tish Bynum. I'm the
23 administrative assistant for this Council and the
24 Exceptional Children Division.

25 MS. SCOTT: I'm Becky Scott. I'm the

1 court reporter making a record today.

2 MS. OUZTS: I'm Heather Ouzts. I'm
3 the Parent Liaison for the Exceptional Children
4 Division, and I have serve as a support to the
5 Council.

6 MR. HUSSEY: I'm Bill Hussey. I'm
7 the Director for Special Education.

8 MS. DANIELS-HALL: I'm Cynthia
9 Daniels-Hall. I'm a parent from Wake County. I
10 have six children, one adopted and two that have
11 autism.

12 MS. COFFEY: I'm Diane Coffey, and
13 I'm a parent from Watauga County, and I have two
14 children. One has autism and one has RAD.

15 MS. HUTCHINSON: Christy Hutchinson.
16 I'm the EC Director at Lincoln Chart School. I'm
17 the Charter School rep that will start taking over
18 in July.

19 MR. SINGLETON: Good morning. I'm
20 Greg Singleton. I represent the Northeast Region.
21 I'm a parent of two students who have exited
22 special education services. I'm a former EC
23 director, and I currently serve with the Beaufort
24 County Schools as Executive Director for Federal
25 Programs.

1 MR. CAISON: Good morning. I'm Walt
2 Caison. I'm chief of the section -- Community
3 Mental Health Section at the Division of Mental
4 Health, Developmentally Disabilities, and
5 Substance Abuse Services, and I'm here this
6 morning representing Jason Vogler, who's the
7 Interim Senior Director of the Division.

8 MS. VLASATY: I'm Jennine Vlasaty, a
9 parent in Wake County. I have two children. My
10 youngest has Down syndrome and several other
11 medical issues. I also serve on several advocacy
12 councils to help support inclusion in regular
13 education classrooms.

14 THE CHAIRPERSON: Okay. And do we
15 have anybody that's currently on the phone with us
16 from the Council?

17 MS. LaCORTE: Leanna, I couldn't hear
18 what you said.

19 MR. HUSSEY: She's asking if you were
20 there.

21 THE CHAIRPERSON: Okay. Can you-all
22 hear me now?

23 MS. LaCORTE: Hi, everybody. Good
24 morning. This is Mary LaCorte, and I am the
25 Assistant Director of ECAC Parent Center, and TPI

1 Project Director that -- and we are the federally
2 designated parent training and information center
3 for the state of North Carolina right through
4 IDEA. And I'm also a parent of an adult with
5 significant experiences with disabilities.

6 MS. HAWKINS: Jacqui Hawkins. Sorry.

7 MS. OUZTS: Go ahead.

8 MS. HAWKINS: Jacqui Hawkins, parent
9 liaison with Guilford County Schools.

10 MS. OUZTS: Okay. We have someone
11 from the legislature also on line, and if you
12 could just comment in the chat who you represent,
13 and we'll make sure that that attendance is noted
14 as well.

15 THE CHAIRPERSON: Okay. All right.
16 Let's take a minute to review the agenda. We've
17 got a very packed agenda today including agency
18 updates, discussion on EC funding, a little bit
19 more information about the annual performance
20 report, and public comments later this afternoon
21 as well as reviews of the communication plans for
22 Deaf and Hard of Hearing and a discussion of
23 communication needs for children with autism, and
24 some committee time later in the day.

25 We'll take a minute now also to

1 review the minutes from our last meeting.

2 MS. LaCORTE: Leanna, may I ask an
3 agenda question?

4 THE CHAIRPERSON: Yes.

5 MS. LaCORTE: I'm sorry. This is
6 Mary LaCorte. Do we know if there are any folks
7 signed up to provide public comments for today?

8 PUBLIC SPEAKER #3: Yes. [Public
9 Speaker #3].

10 THE CHAIRPERSON: At least one that I
11 know of. [Public Speaker #2], are you commenting
12 today?

13 PUBLIC SPEAKER #2: Yes.

14 THE CHAIRPERSON: At least two people
15 who will be commenting later today at that time.

16 MS. LaCORTE: All right. Thank you.

17 MS. OUZTS: Just a reminder to you
18 guys, the September minutes is in here because we
19 didn't have enough for a quorum the last meeting,
20 so---

21 THE CHAIRPERSON: Okay. It's noted
22 as a Summary of Actions. All right. Would you
23 first take a look at the September minutes, review
24 of those, and when you're ready, kind of look up
25 and I'll know if we're ready to make a vote on

1 that for approving.

2 (Pause from 9:48 a.m. to 9:50.)

3 THE CHAIRPERSON: Is there any
4 discussion on the September minutes?

5 MR. SINGLETON: Madam Chair, I'd ask
6 to be excused. I was absent at that meeting.

7 THE CHAIRPERSON: Okay. Do I hear a
8 motion to approve the minutes?

9 MR. MONTGOMERY: So move.

10 THE CHAIRPERSON: So moved. Do I
11 hear a second?

12 MS. LaCORTE: I have a question.

13 THE CHAIRPERSON: Okay.

14 MS. LaCORTE: And it may just be, you
15 know, just a little semantics here. The top of
16 the September document says, "Meeting Minutes,"
17 and the top of the December document says,
18 "Summary of Actions." Does that need to be
19 reflected differently or is that -- they're not
20 the same, but I think they are the same.

21 THE CHAIRPERSON: Ours all say
22 "Summary of Action."

23 MS. BYNUM: She's probably looking at
24 the attachment sent out via e-mail versus your
25 hard copy. So I did make that correction prior to

1 running the hard copies.

2 MS. LaCORTE: Okay. Great. Thank
3 you.

4 THE CHAIRPERSON: Do I hear a second?

5 MS. DANIELS-HALL: Second.

6 THE CHAIRPERSON: All in favor?

7 **(Multiple members replied aye.)**

8 THE CHAIRPERSON: Okay. So moved.

9 Has everyone had a chance to look at the December
10 minutes? Is there any discussion on those? Is
11 there a motion to accept the minutes as written?

12 MS. LaCORTE: I so move. This is
13 Mary.

14 THE CHAIRPERSON: Okay. Is there a
15 second?

16 MS. PHILLIPS: I second.

17 THE CHAIRPERSON: Okay. All in
18 favor?

19 **(Multiple members replied aye.)**

20 THE CHAIRPERSON: Okay.

21 COURT REPORTER: Madam Chair, I
22 didn't hear who seconded.

23 MS. PHILLIPS: Lisa Phillips.

24 THE CHAIRPERSON: Lisa Phillips. You
25 need a name tag.

1 MS. PHILLIPS: It vanished. I can be
2 Dale today.

3 THE CHAIRPERSON: I can find a blank
4 piece of paper and fold it in half and do it that
5 way.

6 MS. PHILLIPS: Would you like for me
7 to do that?

8 THE CHAIRPERSON: That might be good.
9 It might be helpful for the court reporter.

10 There is right now tentatively
11 scheduled for June -- let me look at the exact
12 date. It's the Tuesday before our next meeting,
13 June 13th to have a training session that will go
14 over the IDEA, how the Council operates, goes
15 through the bylaws. Give me a second and I'll see
16 if I can't pull up that e-mail and I can be a
17 little bit more descriptive.

18 MS. OUZTS: It's through the Center
19 for Technical Assistance for Excellence in Special
20 Education.

21 THE CHAIRPERSON: And that's going to
22 be all day on June 13th, so the Tuesday before the
23 next meeting. On the Wednesday, we will have a
24 half day meeting followed by, if anyone needs to
25 meet as committees, additional committee time.

1 I'm pretty sure that the Council can find hotel
2 reimbursements and things like that for anyone
3 coming from out of town. But the question is, is
4 that going to be a good date for most of the
5 membership? So that's June 13th. If everyone
6 would take a moment and check your calendars.

7 MS. LaCORTE: Leanna?

8 THE CHAIRPERSON: Yes.

9 MS. LaCORTE: This is Mary. Did I
10 understand -- I'm having a real hard time
11 understanding. I don't know what's different, but
12 that's okay. Did you say that June 13th is
13 training for State Advisory Panel members
14 conducted by the TA Center?

15 THE CHAIRPERSON: Yes.

16 MS. LaCORTE: Okay. Thank you.

17 THE CHAIRPERSON: I was just
18 verifying that the majority of the Council will be
19 able to come on that day.

20 MS. PHILLIPS: Leanna, the location
21 for that?

22 THE CHAIRPERSON: It will be right
23 here in this room.

24 MS. OUZTS: Well, actually, it will
25 be Room 504, I believe, on the fifth floor, but

1 it's a large room.

2 MS. BYNUM: It will be at DPI.

3 THE CHAIRPERSON: It's going to be
4 here in this building. Maybe not this room, but
5 this building. Okay. I stand corrected.

6 MS. DeGEN: And the following day is,
7 then, this Council meeting all day?

8 THE CHAIRPERSON: Yes. Probably a
9 half day Council meeting, followed by committee
10 time, if the committees need to meet, if they get
11 inspired and eager to work based on our training
12 sessions, and we hope that we are.

13 Is that date going to work for
14 everybody? I see some nods.

15 MS. OUZTS: And we highly encourage
16 the oncoming members that start July 1 be able to
17 attend because he has done training in 25 other
18 states with State Advisory Panels, and so I think
19 it is going to be really beneficial.

20 THE CHAIRPERSON: It's going to be
21 excellent training.

22 MS. HOLLER: What time does it start?

23 THE CHAIRPERSON: Was it 9:30 to
24 3:30?

25 MS. OUZTS: I think we said we'd try

1 to keep it, yeah, the same time, 9:30, for those
2 who want to just drive in.

3 THE CHAIRPERSON: Yeah. So it looks
4 like that's going to be good.

5 Okay. Bill Hussey would like to come
6 up and present our Agency Update. We are running
7 on time. Yay.

8 MR. HUSSEY: Good morning. Bill
9 Hussey, State Director. I want to thank our folks
10 who are here for public comment. I know this has
11 been a long haul for the Council to get this
12 organized and getting it to happen, but it is
13 happening, and I think that's -- being able to
14 reach out beyond this group to get public comment
15 in to help us focus on issues and concerns is
16 important. So I'm glad we were able -- you-all
17 were able to that and able to facilitate that here
18 today.

19 A couple of things to kind of just
20 talk a little bit about before I get to the real
21 meat of what I want to talk about before. I went
22 for a little bit -- I don't know even know what
23 day it is?

24 FEMALE SPEAKER: Wednesday.

25 MR. HUSSEY: Wednesday. I guess it

1 was Monday to Wrightslaw. It was an opportunity
2 for parents and school districts to listen to Pete
3 Wright who is an accomplished attorney
4 primarily -- well, for the most part now for
5 parents. I felt like, at least what heard -- I
6 was there for part of the afternoon -- it was very
7 well done.

8 You know, it's odd being the State
9 Director sitting there listening to strategies
10 about how parents can leverage an IEP meeting, but
11 really what he had to say was very good and how he
12 covered the law and the specifics of what he went
13 through was important.

14 I think -- and so I just want to
15 basically give my hat off -- give my hat off to
16 Heather because we now have 26 districts, 23 LEAs
17 and three charter schools, who have actually said
18 they would like to volunteer to create either
19 advisory councils or special education PTAs across
20 the state, and that's just the beginning wave.
21 That's the first bunch we were able to pick up.

22 What's so important about things such
23 as Wrightslaw and what we hope to be able to
24 cultivate with these groups across the state is
25 parents' understanding of the law. The more

1 parents know what it is that's going on in their
2 child's life relative to an IEP allows you to ask
3 very specific questions. The more specific the
4 questions, most of the time, the better a school
5 district is to be able to answer what your
6 concerns are. Obviously, it goes at times beyond
7 that, but that gives us an opportunity to begin to
8 build, at a local level, trust the district and
9 the parents in that if these groups are working
10 together in concert and sharing, communication
11 begins to happen and things work much more
12 effectively and efficiently if in that
13 communication an ongoing conversation is there
14 around concerns and issues.

15 So, again, Wrightslaw is an important
16 piece. I certainly suggest it, and I had never
17 heard him before. A good speaker, a little bit
18 much like a professor, though. He went through it
19 as if he was teaching a college course, but he hit
20 all the high points. He was clear on what he
21 could actually give opinion to and what he could
22 say he believed in, and I thought that was pretty
23 important.

24 And I think that's really a crucial
25 piece in trying to communicate, is making sure

1 that -- if you understand the law, then the pieces
2 there that are real, that are actual, that are the
3 law, you can talk about, and those other things
4 that coalesce around that, which a lot of times
5 are people's fears and opinions, can be utilized
6 and talked about in the context of the facts, and
7 I think it becomes important.

8 So, anyway, I really thought after
9 that meeting the other day, knowing what we're
10 trying to do in setting up this group, that these
11 groups of folks across the state, it would just be
12 important to kind of talk about that.

13 The other thing, moving forward then
14 into agency updates, we just finished our March
15 Institute, and we basically -- if you remember,
16 over the last couple of years, we've talking about
17 working through paperwork and trying to look at
18 the IEP and make the IEP a little more friendly, a
19 little more logical, and a little more sequential
20 in how you work through it.

21 So we spent -- it's really been two
22 years since we started the first grade. We had
23 parents there. We had advocates there. We had
24 attorneys on both sides of the coin. We had
25 teachers. We had directors. We had a fairly

1 significant population of folks to just start the
2 conversation, and we went through and worked very,
3 very hard.

4 In the March institute, two weeks
5 ago or a week -- yeah, it's just a week ago -- we
6 spent Monday afternoon, Tuesday, and Wednesday
7 morning going through the various forms with
8 charter schools and LEAs to give them a brief
9 introduction to what these forms will look like
10 and the process pieces that are part of that. And
11 it was really a reset that was what we were
12 attempting to do, and I think we did, by just
13 going through policy again and talking about it
14 relative to each of the elements of the form so
15 that you could see what was happening and what was
16 going on.

17 And we took lots and lots of
18 feedback. We had, for the most part, a successful
19 piece, but we hit some bumps as people saw it and
20 looked at it and thought it through. And so we're
21 going to take that feedback, go back and address
22 it, adjust the forms, and then meet with that
23 group one more time to basically let them see what
24 we did relative to the feedback.

25 In reviewing the feedback, even

1 though we hit some bumps in the road around some
2 policy considerations, for the most part, it was
3 pretty positive, just changes here and there, a
4 little something, and so, you know, we are moving
5 through that. Once we get that done, obviously,
6 we would love to be able to do a similar -- not
7 two and half days -- but a similar shorter version
8 to let you guys take a look at it and to have an
9 opportunity to ask questions and go through that
10 part of the process.

11 That fits into what is a very happy
12 announcement. We actually have signed a contract
13 with ECATS. Our vendor is Public Consulting
14 Company or Group, PCG, and we are very excited.
15 We're meeting all day Friday to begin the in-depth
16 look at how we're going to be working those forms
17 together inside the process that they already
18 have, but also looking at the systems that we have
19 purchased from them and talking about integration
20 of data.

21 You know, at some point, it's going
22 to leave me because we're going to quit talking
23 about concept and get into the technical side of
24 this thing, which I don't understand at all, but
25 you know, we are very excited to be moving down

1 the road. Our hope is that we will start with the
2 new forms in January of '18, but it is also very
3 likely that it may be August of '18. We don't
4 want to go that far out if we don't have to, but
5 we don't want to repeat the mistakes of the last
6 large rollout in the state relative to systems --
7 electronic systems and have constant problems in
8 that beginning piece; we want it to work when we
9 get it on the ground.

10 Just for some of you-all who may not
11 remember, ECATS really is a three-part system.
12 We've got MTSS and all of what it will provide
13 relative to data and support and progress
14 monitoring up through the special ed component and
15 connected to that is Medicaid. So all districts
16 have to -- charters and LEAs -- have to utilize
17 the special education component, but they can
18 either choose to be a part of or not the MTSS
19 component and the Medicaid.

20 Which brings me to a significant
21 concern that I want to voice to you guys around
22 Medicaid. I'm not sure how many of you are
23 keeping up with what's going on in Washington
24 right now, but in the American Health Care Act,
25 there is a significant potential -- I'll start

1 that way -- potential overhaul of Medicaid, and
2 that, for the most part, is a bigger picture piece
3 relative to health and medical concerns, but way
4 down in the very bottom of that is school-based
5 Medicaid.

6 And right now there is a significant
7 fear and a very real possibility that school-based
8 Medicaid could completely disappear, and if that
9 happened the impact in North Carolina is a direct
10 reduction to LEAs of about \$50 million. And that
11 sounds like a lot. When you work in the budgets
12 we work in, 50 million's not a lot, but what it
13 does is significant to LEAs because, as most of
14 you know, the majority of the funds we get from
15 the both state, federal, and local go to
16 positions.

17 I would dare say it's above -- it's
18 certainly above 90 percent for most districts and
19 for a good number of districts, and particularly
20 those who do not have much in the way of local
21 money, which is primarily your smaller districts,
22 from the medium to your smaller districts, it's
23 above 95 percent or better of the dollars that we
24 get from both state and federal that go directly
25 to positions.

1 So I'm just going to give you an
2 example, and I don't know how real these numbers
3 are in Alamance now, but this is where it was when
4 I was there. Our fee-for-service dollars were in
5 the neighborhood of 300 -- and I'm going to
6 lowball it --- the neighborhood of \$300,000 a
7 year. Then what you get, as a result of doing the
8 fee-for-service, is you also get dollars that --
9 Medicaid administrative costs. They call it MAC.
10 And basically what that is, it talks about and
11 covers the cost of administering the actual
12 Medicaid dollars.

13 So you look at a random moment
14 survey. I'm going to give you more information
15 that you really want to know, but a random moment
16 survey, basically, you go out and you contact
17 people and you see what they were doing in that
18 particular moment in time, and if it had to do
19 with an IEP, then there were additional dollars
20 that are brought down through that situation that
21 are added into the actual total cost of Medicaid.

22 And Superintendents get that MAC
23 money as a direct amount of dollars into the
24 general fund. Special ed then gets a fee-for-
25 service, which is OT, PT, speech and language,

1 psychology, audiology, and orientation and
2 mobility. Those presently are what we can bill
3 for. Those dollars come directly back to special
4 ed.

5 Then there's something called cost
6 reporting which basically is a reconciliation
7 between what you do when you're billing and what
8 the service itself actually costs, and so there's
9 a significant behind-the-scenes formula and
10 process that we go through to establish what that
11 is, but it's really about 66 percent more than
12 what you got for fee-for-service. So if I got
13 300,000 in total, I would get somewhere in the
14 neighborhood of seven hundred and fifty to
15 \$900,000 on the cost reporting.

16 Now that sounds like a whole lot of
17 money, and you certainly want it in your
18 retirement, but when you start spending in a local
19 district, that's not a lot of dollars, but it
20 covers hospital beds, it covers all of the
21 equipment that we need for HI and VI. You know,
22 it covers lifts. It covers training for nurses.
23 It covers gloves. We have to buy plastic gloves.
24 It covers all those costs plus things that we need
25 to do from a curriculum point of view. So if

1 we've got a reading or math piece, it covers that.
2 It covers the training of staff for that.

3 So if we lose this money, what's
4 going to happen is, you're going to have districts
5 with no other means to retrieve those dollars
6 other than to either start to expand class size,
7 expand caseloads, reduce the numbers of staff.
8 You're going to have to do something, and in
9 Alamance that would have been a million bucks. So
10 if you want to just look at it as teachers, that's
11 20 teachers that would have to come out of the
12 system to basically look at trying to recover
13 those monies to be able to spend for programs.

14 Now, obviously, you would do
15 everything you could not do that, but the reality
16 is some portion of that number would have to go.
17 There's just no way to do it. So this is an
18 important concern, and I don't know which groups
19 you belong to, each and every one of you, but
20 being able to advocate to people becomes
21 important.

22 Two things to think about -- it's a
23 potential right now so it doesn't mean it's going
24 to happen, but the bigger part of what's happening
25 with Medicaid is that they're looking at a

1 capitated sum of money and a block grant process
2 by which they would basically look at sources of
3 money and sums of money for individual situations
4 based on what's presently happening, and the state
5 would get all of that at one time, and then when
6 it got down to the state level, they would have
7 the decisions to make relative to how they spend
8 it.

9 So the first thing would be not to
10 have it removed at the federal level. The second
11 thing we need to think about is if it, in fact,
12 gets -- well, if it gets removed, it gets removed.
13 So we want to keep it there, and then when it gets
14 down here, part of the other piece of this would
15 be the option for the state to determine how they
16 would spend the capitated dollars they got, and
17 that would be an issue here that we would want to
18 keep in front of people.

19 Again, fee-for-service, all of that
20 basically gets us in the neighborhood of \$50
21 million. Our Medicaid monies prior to this
22 situation where we're talking about doing the
23 capitated process at the federal level first and
24 then bringing it forward -- and I could be wrong
25 on this, but if I'm wrong, I'm wrong low -- is

1 about \$15 billion is our total amount of money
2 that's coming in now. You know, as I tried to say
3 to someone yesterday, it's not even a half a drop
4 in the bucket, you know, when you look at 50
5 million.

6 And I was just talking to a director
7 who has a child -- a parent who's concerned about
8 what this is going to do with their child, and
9 part of what I said to her was -- and I think what
10 we need to think about in the messaging -- is how
11 important that 50 million is, and you just heard
12 why, how important that is, and if we're only
13 talking about 50 million out of 14 or 15 billion
14 and whatever the reduction is, it's still going to
15 be billions, how we at the state level can get so
16 much out of what we have, both from the sense of
17 what it's going to directly do to children and for
18 children. And also, you know, that's not a PR
19 thing people want to hang on their hats, that we
20 did away with these dollars.

21 So I think it's important as an
22 advocacy group to talk about this. You know,
23 there are political concerns now in the state
24 relative to expansion of Medicaid and you read
25 about it in the newspapers. I think the important

1 thing for you to hear about this is this is not
2 expansion. There is no expansion. We're not
3 talking about increasing a single number in the
4 way of children. We're going to just deal with
5 the children already enrolled in Medicaid.

6 So we're not talking about expanding
7 the numbers, and we're also talking about services
8 that are already able to be billed in the state of
9 North Carolina. So we're not expanding service
10 delivery. You've heard me say we need to expand
11 what some of those services are, and that's not
12 still not expanding beyond what's already
13 allowable in North Carolina. It's just that we,
14 as a school, are not able to bill for that, and so
15 we do want to increase our options within the
16 plan, but we're not expanding.

17 So if you're talking, that's a key
18 piece of information to put out there because
19 right now the buzz is expansion, and we're not
20 talking about that. We're talking about -- one,
21 we're talking about keeping what we've got. Two,
22 if we're talking about increasing those services,
23 we're not expanding anything; we're just getting
24 access to something we've not had before that's
25 already available in the rest of the state.

1 And the other part of this which is
2 key is that schools -- with our present Medicaid
3 dollars, the other thing relative to leveraging
4 this in a conversation, our PRC funds, our Special
5 Ed 32, you know, we can't use our federal monies
6 because we're drawing down federal Medicaid, but
7 our state dollars, whatever those state monies
8 are, they act as our match. So we already draw
9 those monies down for positions, and we don't have
10 to go to the State to talk about match.

11 And that's the big issue with -- if
12 you expand, the State has to spend more state
13 dollars to offset the one-third that doesn't come
14 down from the feds. So to be able to do this
15 with, again, special ed dollars, there's no
16 contribution from the State beyond what's already
17 presently here. And so, again, if you're going to
18 leverage a loss, leverage where you -- you know,
19 leverage where you don't have any liability, and
20 that's us. There's no liability on the State
21 other than what's already there.

22 So questions about this before I step
23 anywhere else about anything else? Yeah?

24 MS. SIMMONS: I think everybody's
25 willing to advocate for our students, but I think

1 what we need is the words. You gave a great
2 monologue on what to say, but in a paragraph form,
3 who -- is it federal level? Is it state level?
4 Can you help us with that part?

5 MR. HUSSEY: Not really right now.
6 So I can direct you to where you can find it, but
7 all I can do is share with you the information. I
8 can't -- so---

9 MS. GRADY: Federally, the bill is in
10 the House currently, and they're aiming to have
11 that work done by the end of March, and then it
12 will go to the Senate.

13 MR. HUSSEY: And that's the issue, is
14 that this thing is coming with tremendous speed,
15 and they're actually saying we really don't care
16 whether we get it right the first time or not, and
17 I understand that. As a philosophy, it's better
18 to get something out there and start moving on it,
19 fixing it, but that speed and that concern from my
20 end on how fast it's moving is making it very hard
21 to get a coordinated response back and
22 particularly around certain small issues.

23 Kids are 46 percent of all Medicaid
24 recipients, so they're 46 percent on the rolls.
25 Out of that 46 percent, they only spend 19 percent

1 of the total dollars, and only one percent of that
2 goes to special ed and school-based mental
3 health -- not school-based mental health --
4 school-based Medicaid. Obviously, my bias goes to
5 through there on the expansion issue, you know.
6 You know that already, but the Medicaid piece is
7 only one percent.

8 So, again, we're talking -- you know,
9 it's really not a whole lot, so why worry about
10 it. That's one philosophy, which is what right
11 now is the philosophy that seems to be gaining
12 momentum. The other one is, it's so little bit of
13 money, why are you doing this. You know, you've
14 got lots of other things you can do and lots of
15 other places you can cut. Why are you -- why are
16 you going after this.

17 And also know, while I'm up here
18 spouting facts, we only get about 18 percent of
19 what it is that the federal government said we
20 were going to get for special ed. Tracy's going
21 to talk a little more about EC funding in a
22 minute, and are you going to talk about what we're
23 doing with---

24 MS. RIDDLE: A little bit, yeah. I
25 have just some brief slides.

1 MR. HUSSEY: Yeah. So we are trying
2 to push a change in our funding formula forward in
3 the legislature right now to increase the dollars
4 and also to do something with the cap. And so
5 right now we're capped at 12 and a half percent,
6 so what you also need to know is any county in the
7 state of North Carolina who's over 12 and a half
8 percent, they only get the dollars for the
9 children under that cap. So however many kids are
10 above that, those kids get no dollars, period, at
11 all, and what happens then is the dollars have to
12 be spread among all of that.

13 So your per-child headcount allotment
14 goes down based on the numbers of children above
15 that number. So the significance of these
16 dollars, as much as it may sound like, it's really
17 not a lot of money per district, but the
18 significance of that becomes even more important
19 when you realize that we're operating under these
20 other restrictive environments that are already
21 creating difficulties for us with headcount.
22 So---

23 MS. LaCORTE: Bill?

24 MR. HUSSEY: Yes. It was a little
25 weird, out of nowhere. I'm sorry.

1 MS. LaCORTE: Sorry. Hi.

2 MR. HUSSEY: It's okay.

3 MS. LaCORTE: I was trying to
4 [inaudible] but not interrupt.

5 I didn't know if you had seen it. I
6 just sent to you and Heather a document called
7 "Cutting Medicaid: A prescription to hurt the
8 neediest kids," by the School Superintendents
9 Association. You may have seen that document, but
10 in case you haven't and the rest of the Council
11 hasn't, that might be a document that would be
12 good for review.

13 It really talks about special ed is a
14 huge issue in there along with kids in poverty and
15 every other kind of situation where children in
16 communities might be using Medicaid.

17 MR. HUSSEY: And I will say only one
18 more thing about that. Thank you. There's lots
19 of those out there. I spent about an hour online
20 yesterday just going from one article to another
21 reading and trying to get specifics. I actually
22 went to the whatever they call that accounting
23 group that just put out the money numbers. Is it
24 CBL?

25 THE CHAIRPERSON: CBL.

1 MR. HUSSEY: Yeah. And read that,
2 which I don't suggest you do that. But the other
3 part of this is, if they capitate this and they
4 bring it down and they remove the dollars from
5 schools, every other agency that's out there that
6 presently bills Medicaid will do that under a
7 capitated rate, but they will be able to do that.
8 The one group who will not be able to bill
9 Medicaid will be schools and special education.

10 So, again, if that happens, you know,
11 to me, there's a leverage point in there and I
12 won't voice it out loud, but I think you can see
13 the issue, that every other group will continue to
14 be able to bill except inside the schools for kids
15 with disabilities.

16 PUBLIC SPEAKER #2: Mr. Hussey, I
17 just want to make sure that I got the number
18 right. So 50 million is the money that you get on
19 the federal for the schools services?

20 MR. HUSSEY: For Medicaid, yeah.
21 And it's through a series -- those include
22 fee-for-service, cost reporting, and we're not
23 sure if MAC's included in that or not. I've got
24 an e-mail into the Division of Medical Assistance
25 here to get actually the breakdowns of those

1 numbers. When we got numbers from CMS
2 yesterday -- that's the Centers for Medicare and
3 Medicaid Services on the federal part of this --
4 their numbers were a little higher than ours, and
5 so we're trying to figure out -- they're the ones
6 who send the money down, so they have an
7 accounting of where that money goes and what it
8 is.

9 We're just trying to make sure that
10 our numbers at the state level jive with their
11 numbers, so we're trying to work that out now.

12 PUBLIC SPEAKER #2: Yes. If you can
13 get the number, that would be a lot easier for us
14 to advocate.

15 MR. HUSSEY: Okay. I can tell you
16 the 50 million is real.

17 PUBLIC SPEAKER #2: That's a lot of
18 money.

19 MR. HUSSEY: It's not -- until you
20 talk about what it does at the local level.

21 PUBLIC SPEAKER #2: Right. For us,
22 it's a lot of money, but on the federal
23 [inaudible].

24 MR. HUSSEY: Oh, I know, and even
25 from the State. I don't know you-all remember me

1 talking about this, but they left us out of the
2 plan last year. We discovered that by accident.
3 I was in a senator's office talking about
4 something, and I was with my liaison from the
5 Department, and when we left, I said, "We're not
6 in that plan. Based on what he just said to us,
7 we're not in that plan," and sure enough they had
8 left us out because we were so small.

9 And so they left us out. We got
10 reinserted. We're in there now. If you go
11 through the actual Medicaid piece last year, they
12 have reinserted DPI and school-based Medicaid and
13 they did it fee-for-service. So that's the
14 difference. We can still bill fee-for-service.
15 The rest of the state is capitated. And I don't
16 understand yet, and I don't anybody does, what the
17 effect of two capitated systems is going to be
18 because we've already capitated here, which means
19 we created a rate structure and a process by which
20 these dollars are allocated, and then it's going
21 to be capitated at the federal level.

22 So, you know, working with Blue
23 Cross, you may have a better sense of that than I
24 do, but that's -- those two pieces folded together
25 will be another level of impact that we don't

1 quite understand yet. And so just for the bigger
2 picture piece.

3 MS. PHILLIPS: Bill, in response to
4 Vicki's question, there's an e-mail that went out
5 to the Council on the 9th, Tish sent it, and it
6 addresses the questions that she had and the
7 support she's looking for. It has talking points,
8 it has who to contact, and it also has an example
9 letter that you can use. If you do not have it,
10 check your spam folder, and if you still can't
11 find it, then feel free to e-mail me and I'll just
12 forward it to you. Okay?

13 MR. HUSSEY: Thank you. Okay. The
14 mental health plan, you-all have known we brought
15 forward a policy, I think -- yeah, February 1st --
16 we bought it forward in February. We got a lot of
17 pushback on it. Primarily, they were concerned
18 that it was an unfunded mandate. Really, what
19 happened was we tried to voice the concerns of the
20 school mental health initiative group inside the
21 policy. So we truly tried to address issues and
22 concerns they were seeing, but we were using most
23 of that as a means of providing examples as to
24 what really needed to happen.

25 So we backed off of that and

1 basically held onto the three major components of
2 the plan, and really, let me kind of walk through
3 those. One is that every person in a school that
4 has contact with kids is trained around the issues
5 of mental health. Certified and licensed staff
6 would basically be trained in prevention and
7 primary intervention. So we had tiers of response
8 there, and that still exists inside the plan.

9 The second big component of the plan
10 was to create a continuum of services, and it
11 wasn't that a school or charter school had to do
12 that on their own. They could do that through
13 working with LMEs and MCOs in their community or
14 organizational structures that were already in
15 place. But in that, we wanted to look at
16 prevention, we wanted to look at intervention, and
17 we wanted to look at reentry and referral.

18 And really what we want out of this
19 is for districts and charter schools to put into
20 writing a description, a plan of how they're going
21 to provide training, what they're going to do
22 relative to this continuum, and in the continuum,
23 it's about access. It's not about direct services
24 because we're not asking schools to provide direct
25 services. What we're saying is, if you recognize

1 that you have a child who has mental health
2 issues, how do you promote access to services for
3 that child and their family.

4 And the last major piece in that is
5 creating a stakeholder group. In the initial
6 part, we had a fairly sophisticated concept of
7 evaluation that freaked people out, honestly, and
8 so we removed that piece because of the concerns
9 about liability and HIPAA and FERPA, but what we
10 kept in there is really through the stakeholder
11 group and would be the ability for coordinated
12 councils to be developed and brought together, and
13 it didn't have to be something new if you already
14 had that, so just providing access to a system
15 that basically would look at what was happening
16 within the context of children with mental health
17 issues in the system and what could be done to
18 improve it and what could be done to ensure that
19 it continued.

20 So we got some pushback also from the
21 North Carolina School Board Association, which
22 represents superintendents and LEAs, and also from
23 the charter school equivalent state organization.
24 We have been working over the past month and a
25 half to work with those two primary groups to look

1 at language and to try to get language that all of
2 us could agree to but also maintain the integrity
3 of the original policy.

4 I just yesterday sent back --
5 probably the fifth or sixth rewrite of this
6 policy -- back to those two organizations.
7 Interestingly enough, they put back in most of
8 what we pulled out the first time, but they
9 changed the language around some of that so that
10 it was clear what we had intended from the
11 beginning that these were examples, these were
12 elements that needed to be included, but the
13 mandate and the sense that you had to create
14 positions and new people to do all this, they
15 helped us with language that cleared that up.

16 So, really, it's probably much more
17 like what it looked like when we first submitted
18 it in February even though we caught the most
19 grief for that, and it looks like at this point --
20 I'm waiting for final word from them. At which
21 point I will ask from letters from them that they
22 are accepting and approving as something that they
23 will pass, and we will go back to the school board
24 in April with an attempt to get it passed.

25 This is one of those, back to we're

1 not going to get it perfect the first time, but if
2 we can get a policy on the books and something
3 that we can work with, then we have opportunity
4 over time to explain basically expand what we're
5 doing, bring best practices to bear. Continually
6 we have people come before the board to talk about
7 places where it's working and how it's working,
8 and with that, being able to move that -- expand
9 that. I think we can add to the policy.

10 So the first -- what we need to do is
11 get one in, and that's what I think will be
12 accomplished in April. If we see we're running
13 into the problems, we will probably hold it off
14 till June -- I mean till May, and that would, you
15 know, give us that much more time. One other
16 thing in this, charter schools are delayed by a
17 year in implementation. So we'll regularly LEAs
18 on, and we'll move charter schools a year later.
19 In the first year, we will do planning on how
20 we're going to do training, and it will be a
21 planning year for both LEAs, and then when
22 charters come on, for charters so that we can get
23 all of what needs to be done in order.

24 We also, from the Special Ed
25 Department, for a while will fund, hopefully with

1 support from the regular world, but we will fund a
2 position to basically work towards the
3 coordination of this, and eventually, that
4 position will go to either MTSS or Safe Schools or
5 to Healthy Children so that this piece that you
6 can see over here of whole community, whole
7 school, whole child. There's a whole group of
8 folks there.

9 So it doesn't need to stay in special
10 ed. This isn't about special ed, but we're
11 committed to making sure that this works and we've
12 got something out in front of this, and as that
13 moves forward, we will transfer that position over
14 into these other -- another division and move
15 forward from there.

16 ESSA. Who knows? We just got
17 another letter from our new Secretary at the
18 federal level with new templates, so we're going
19 to have to come back and redo all of what we've
20 done to fit the new templates. We really don't
21 know, in the end, what will actually be there.
22 Again, there's a bill that's already gone through
23 the House, and it's now in Senate, where they are
24 basically determining which regulations inside of
25 ESSA will actually be -- will remain and which

1 ones are going to be removed. Once that is
2 determined, it will go to the President, and he
3 has already said he will sign it.

4 And so really at that point, we will
5 have the final word on what it is that ESSA will
6 be, but in the meantime, we continue to look at it
7 and work on towards it and redo and redo and redo.
8 So this will be the third template that we've
9 gotten since we started writing this. And we also
10 meet on Friday to talk about that in the
11 afternoon, so we'll get a better interpretation of
12 what the new Secretary is actually saying. But
13 the implications are, we're going to have to flip
14 everything that we've done to this point, pretty
15 much, and kind of move forward from there.

16 I think that's pretty much what I
17 had. Are there any questions about any part of
18 this?

19 FEMALE SPEAKER: Do you know the bill
20 number that you just mentioned about ESSA that's
21 in the Senate?

22 MR. HUSSEY: I do not know the Senate
23 number, I do not, and it's already passed. So I
24 would---

25 FEMALE SPEAKER: [Inaudible].

1 MR. HUSSEY: Yes. Yes. There
2 doesn't seem to be a whole lot of issues with what
3 they're doing. Basically, you know, it's pure
4 politics. Right before Obama went out, they
5 pushed a lot of regulations into that. The new
6 administration is in. They're pulling a lot of
7 those out. So it's simply just a procedural
8 process which they have the authority to do. It
9 just leaves us like this at the state level trying
10 to figure out what it is we're supposed to do and
11 when we're going to do it and how. Yeah?

12 MS. SIMMONS: You had a meeting of EC
13 directors and human resource folks on retention
14 and recruitment of EC teachers a couple of weeks
15 ago?

16 MR. HUSSEY: Yes, we did.

17 MS. SIMMONS: Can you summarize that
18 for us?

19 MR. HUSSEY: Yeah. We need help.
20 I'll go into more detail. Obviously, we're kind
21 of in a perfect storm right now, even though there
22 is a bill that I just saw that's coming -- two
23 bills that are coming forward, and that's that
24 they're going to redo the teacher -- yeah, teacher
25 fellows. Thank you. I just drew a blank. They

1 are open up to teacher fellows again, and they're
2 also looking to put a bill forward to pay for
3 master's pay. So both of those things, if they
4 come true, will be helpful.

5 Right now what we basically did there
6 was to get LEAs and we had partners there. So we
7 had our directors -- special ed directors and our
8 HR people. And so we went through a series of
9 things. We created a process by which they had to
10 take a look at several problems and come up with
11 solutions around that. We got all that
12 information, we're basically going to get it back
13 out, but what we're trying to do is hold them
14 accountable to the plans that they put into play,
15 and it's really both about recruitment and
16 retention.

17 So that, you know, each district came
18 up with a different set of plans around what they
19 wanted to do with recruitment and then what they
20 were doing to also maintain the teachers that they
21 presently have. So it was a good day. I mean we
22 were there all day, and we broke into like-size
23 districts. So as we went through the discussion
24 points of the various issues, we did that inside
25 of big LEAs, middle size LEAs, and little LEAs

1 because the similarities of the issues that of
2 them were facing were obviously more like than if
3 we had Wake and Hyde together. Obviously, those
4 are two very different situations, and what they
5 could do and why they would need to do it would be
6 very different.

7 But it was -- it was a productive
8 meeting. I think people felt good leaving, that
9 they had something in hand that they could take
10 back and try to figure out where to go.

11 MS. SIMMONS: Did any new strategies
12 come up?

13 MR. HUSSEY: I mean lots of people
14 are talking about how to get to teachers before
15 they get to college, so I mean there's lots of
16 conversations about how do we start talking to
17 high school students about their interests, and
18 teaching fellows becomes a real piece of that
19 because there's -- we're talking about \$8,000 a
20 year going towards that person who chooses to go
21 into the teaching profession and move through that
22 fellows program.

23 But, really, how do we begin to catch
24 folks and particularly in local areas and
25 particularly in smaller districts because we got

1 some factual information that basically said if
2 you're from a smaller district, the likelihood, if
3 you were going to be a teacher, that you would go
4 home to teach was much higher. And so if that's
5 the case, then how do we help -- how do we get to
6 those people who show a propensity for that or an
7 interest in that and begin to work with them so
8 that we get them back to where they came from to
9 be a teacher because the likelihood that retention
10 would occur in that situation was significant.

11 I will also tell you, when we talk
12 about funding, one of the things we're looking
13 at -- and I've mentioned this to you-all before,
14 but it's becoming a reality now. I've already
15 gone over to talk with several legislators who are
16 overseeing the budget around this issue. And that
17 is that we've got to begin to regionalize because
18 we've got resources out there that just don't
19 exist anymore, and maybe they'll get better as we
20 move forward, but right now what we don't have are
21 speech people, OTs, PTs. We don't have HI and VI
22 teachers, you know, and then we have a shortage --
23 as you know, of adaptive -- teachers certified in
24 the adaptive area.

25 And we've got to increase those

1 numbers, and for smaller charters and smaller
2 LEAs, one of the only ways that's going to happen
3 is if we create a means to provide a resource, and
4 that would take -- there would be a couple of
5 things that we could do. One, we could hub out of
6 big districts who have more resources and actually
7 help support smaller areas or we go back to a
8 RESA-like setup specifically for special ed and
9 start looking at what we could do to create
10 communities of professionals that we could then
11 utilize in areas to go out and help support.

12 So right now we've asked the
13 legislature to -- again, the slide going to be
14 there -- but to help us both with the cap and the
15 lack of funds immediately, but then to let us work
16 on a plan where we look at cost per service versus
17 a common -- just a set amount per headcount all
18 the way across that will allow us to become as
19 cost neutral as possible but still have us meet
20 the needs of each LEA based on what their service
21 delivery model is.

22 And in that, we've looked at this
23 whole concept of regionalization, and we've asked
24 them to give us three years to let us plan this
25 out to get it in place. So that is a big next

1 step, so it's -- you know, we're going to come up
2 with a solution around one or the other of those
3 things as a way of helping the smaller districts,
4 and now actually the larger districts as well
5 because, particularly in the related service end,
6 we're not finding those people anywhere anymore.
7 So those are things we're looking at working with.

8 PUBLIC SPEAKER #1: I have a
9 question. What would the effect be on home and
10 community-based care waivers? Would you be able
11 to use that in the school system? Like if they
12 took school-based Medicaid, is there a way to use
13 those waivers from the families?

14 MR. HUSSEY: That has not been the
15 case prior to this point. Essentially the
16 opposite, that those home situations, there's been
17 a separation of those dollars and those
18 professionals being able to be utilized at school.
19 So right now that would be a no. Whether or not
20 that's going to be a part of that, as we move
21 forward, I don't know. But right now they've
22 boxed that off, separated that out.

23 PUBLIC SPEAKER #2: I could be wrong,
24 but the new plan -- the health plan is cutting
25 back for that as well. I could be wrong, but I

1 read it somewhere.

2 MR. HUSSEY: Well, what they are
3 doing is the capitated piece again. So they are
4 going to capitate dollars around individuals and
5 basically give a lump sum of money, which will be
6 less than what it presently is, and that's going
7 to be in the package they're going to send down
8 that's going to be the total number of dollars.
9 So not only are the dollars coming down going to
10 be less, but some of those are going to be
11 packaged by individual situations and less, and
12 then that's going to be what's provided.

13 So there's -- yeah. I won't get into
14 the bigger part of that. I think I'm -- unless
15 there are other questions? Okay.

16 THE CHAIRPERSON: Thank you, Bill.
17 Would you-all like to take a short break for
18 about five minutes? Okay. Let's take about a
19 five-minute break and then return.

20 (A brief recess was taken from 10:47
21 a.m. to 11:03 a.m.)

22 THE CHAIRPERSON: Can we come back to
23 the meeting, please, and reconvene. I'm trying to
24 preserve lunch, okay?

25 MS. OUZTS: Leanna, we're having some

1 technical issues.

2 THE CHAIRPERSON: Technical
3 difficulties?

4 MS. OUZTS: Yes, ma'am.

5 THE CHAIRPERSON: Okay.

6 **(Pause from 11:04 a.m. to 11:10 a.m.)**

7 MS. RIDDLE: I'll get started. I'm
8 just sad because I had interactive stuff. So I'm
9 going to talk about funding money. Tracy Riddle.
10 I'm the Section Chief for Special Programs and
11 Data, and Heather had contacted me and said you
12 were interested in hearing more about funding, and
13 I know Bill gave several updates about funding and
14 specifically Medicaid and what we're doing with
15 state EC funding.

16 So I just did an overview of the
17 funding that we currently have received for
18 2016-17, and you know, the first thing I did
19 was -- you know, the purpose of the special ed
20 money -- and, of course, as Bill talked about, we
21 have state funding and state EC funding and
22 federal funding, and then we have some special
23 pots of funding that I'll talk about.

24 He did also talk about Medicaid which
25 is not in my presentation. That's federal

1 dollars. I really didn't talk a lot about the
2 federal Medicaid dollars, but I did talk a little
3 bit about federal dollars, and I just want to make
4 sure I'm clear to the audience that when we look
5 at students with disabilities, we look at -- they
6 are students first.

7 So when we look at all students, all
8 students get average daily membership funding. So
9 every student regardless of what they are gets
10 average daily membership, and then our students
11 get an additional amount of funding in state EC
12 funding, and I'll talk about that.

13 So I'm seeing my slides, which is a
14 good thing. But is there any way that you can --
15 so there's nothing you can do but that. Okay. I
16 don't know if you-all can read that. Just the
17 purpose is to ensure that students three through
18 21 have available to them a free and appropriate
19 public education in the least restrictive
20 environment and to ensure that the rights of the
21 students are protected.

22 So when we're looking at funding,
23 when we look at state funding, we have funding for
24 three- through five-year-olds, and we have funding
25 for six- through 21-year-olds, and with federal

1 money, we also have a funding for three- through
2 five-year-olds and six through 21.

3 So a question that I often get is or
4 I got the other day is, we're going to be starting
5 school on August 26th -- I'm sorry -- we're going
6 to be starting school on August 29th and the
7 student turns 22 on August 26. May he start
8 school because we have teacher workdays during
9 that time, and my response was no, because school
10 doesn't start until the 29th. That's when the
11 instructional day starts, not the teachers come in
12 for teacher workdays.

13 And so if that was switched and
14 school started on August 26th and the student
15 turned 22 on August 29th, they could start school
16 and they could stay in school through that year,
17 if they chose to. You know, that would not have
18 any funding for December 1 because they would be
19 22 on December 1 and on April 1, but that's next
20 year's funding. So that is a question that we
21 often get. So I just wanted to present it to
22 you-all.

23 All right. So we're making sure that
24 we with this additional funding, state and federal
25 exceptional children's funding, that we are able

1 to meet the needs of the students with
2 disabilities, and that's really the purpose.

3 So we have several laws, policies that
4 help protect students with disabilities, and of
5 course, the federal law is the IDEA that was
6 reauthorized in 2004. Yes, that's 13 years ago.
7 We had hoped -- typically, as you know, federal
8 laws are reauthorized every five years. IDEA is
9 usually a little bit behind that, a longer than
10 that, but we had hoped that sometime during the
11 Obama administration that the act would get
12 reauthorized, but it was not. And so I'm not sure
13 what's happening with Donald -- with President
14 Trump and what's going to be happening with IDEA.

15 I think with the changes with the new
16 Education Secretary and the changes to ESSA that
17 at some point in the next year or two that we
18 would see reauthorization of IDEA and hopefully a
19 different funding formula because IDEA uses a
20 funding formula for school-age children. It's the
21 1999 child count that's the base. It's the 75
22 percent base of the funding, and then they look at
23 the LEA's ADM and their free and reduced -- I'm
24 sorry -- their free and reduced lunch count so
25 their poverty count, and that's how that's

1 calculated.

2 And then for children with
3 disabilities that are three through five, they
4 would get the 1998 child count as the base and
5 then ADM and children in poverty. So that's --
6 it's an interesting formula. So we're hoping with
7 the reauthorization IDEA, whenever that happens,
8 there will be a change in the formula for the IDEA
9 formula.

10 And then, of course, we have our
11 state laws, Article 9 that is regarding students
12 with disabilities -- education students with
13 disabilities and, of course, policies regarding
14 services for children with disabilities and that
15 those policies updated. When the IDEA was
16 reauthorized in 2004, our policies came out in
17 2006, and then, periodically, we do update those
18 policies. And that is what helps us, guides us to
19 make the right decisions about children with
20 disabilities.

21 I wanted you to have an idea of about
22 how many children with the disabilities we had on
23 the December 1, 2016 child count. It was 199,604
24 students with disabilities on the December 1 child
25 count, and you can see the different disabilities

1 areas. I know you-all can read. Of those 199,604
2 students, 9,096 of those students are students
3 with disabilities in our charter schools. I
4 thought that information was helpful.

5 MS. GRADY: Can you repeat that?

6 MS. RIDDLE: Sure. Sure. I'm sorry.
7 Let me go back to the figure. Of that 199,604
8 students with disabilities on the December 1, 2016
9 child count, 9,096 of those students are students
10 with disabilities in charter schools. So it's a
11 little less than 5 percent, and that's just an
12 interesting fact, not anything other than that.

13 So this is -- first of all, Bill
14 talked a lot about exceptional children's
15 funding -- state funding, and right now the amount
16 per child for state funding is like \$4,093.86,
17 okay? So he talked about those LEAs that are over
18 cap and LEAs that under cap. So if you are under
19 the 12.5 percent cap for the students that are on
20 your April 1, 2016 child count, you'll get funding
21 at that rate for all those students.

22 And for charter schools, just to be
23 clear, because people are not always clear, if a
24 charter school is in an LEA that is not over the
25 12.5 percent cap, but their LEA is a little bit

1 over, they're still funded based on the number of
2 children in the LEA in which their charter school
3 resides. So, for example, Charlotte-Mecklenburg
4 is not over the 12.5 cap, so all the children with
5 disabilities in Charlotte-Mecklenburg and all the
6 children with disabilities in the charter schools
7 in Charlotte-Mecklenburg are going to get funded
8 at that -- at that full amount.

9 And, as Bill talked about, you know,
10 basically LEAs that are over that 12.5 percent cap
11 only get funded for that number of students, but
12 the reality is, that it's really looking at the
13 students and spreading the funding out across all
14 students so it shows up as a lesser amount per
15 child. So instead of \$4,093.86, it might look
16 like \$3,900 per child, but technically, they're
17 only funded for those children up to the 12.5
18 percent. So that's just an important thing to
19 know.

20 MS. HOLLER: What is the purpose---

21 MS. RIDDLE: Katie, right?

22 MS. HOLLER: Yeah. ---purpose of
23 having a count in December and April?

24 MS. RIDDLE: Okay. Great question.
25 Thank you. So the December 1 child count -- and

1 the reason it was on there is because it is the
2 most recent. The December 1 child count is used
3 for federal funding technically. I know, Katie,
4 we just talked about that being an old child
5 count, but we do have to turn in the December 1 --
6 the December 1 child count to the federal
7 government. So the Office of Special Education
8 Programs asks us for that information, and we have
9 to use that information for all the reports that
10 we give to the Office of Special Education
11 Programs.

12 The April 1 child count is the child
13 count for state funding, so April 2017 will be the
14 child count that we use for the '17-18 school year
15 for the state funding. Does that help?

16 MS. HOLLER: Yes.

17 MS. RIDDLE: Thank you. Thank you
18 for asking. So we do have two pots of money, and
19 oftentimes LEAs will say -- and I'm not going to
20 pick on Greg because I know Greg, but LEAs will
21 often say that they don't have any money for
22 preschoolers, and they do have money for preschool
23 students with disabilities, and that comes down in
24 what we call Program Report Code 032. So they get
25 a pot of money for preschoolers, well, children

1 three to five and then school-age children six to
2 21. And it is different allotment. I think the
3 allotment for preschoolers is \$3,023 and change,
4 but they do get it, but it all comes down in one
5 big pot of money in PRC 32. So that's just
6 explaining on your handout the difference between
7 the funding that comes down in PRC 32 for
8 preschoolers and the funding that comes down for
9 school-age children. So that's what that slide is
10 about.

11 And then we have a number of
12 different states funding opportunities. So
13 all LEAs are going to get -- I'm sorry -- all LEAs
14 including charters are going to get funding in PRC
15 32. In Charter schools, just so you know, that
16 funding comes down in the Program Report Code 036,
17 but it's broken down the same way. So students
18 with disabilities get a set amount of money, and
19 then it drops down into the charter schools 032
20 funding.

21 Okay. So -- yes, Katie?

22 MS. HOLLER: I have another question.

23 MS. RIDDLE: No, that's fine.

24 MS. HOLLER: So let's say a child,
25 like, starts out in the public school system and

1 they're on that April 1st count, and then they are
2 counted and then they move to, like, a charter
3 school. So how does that work?

4 MS. RIDDLE: Great question. So we
5 have what we call the -- it's call the Children
6 with Disabilities Head Count Transfer System, and
7 it's specifically for -- it helps charter schools.
8 So if a student transfers from a traditional LEA
9 to a charter or transfers from a charter to a
10 traditional LEA within the first 60 instructional
11 days, they can request both state and federal
12 exceptional children's funding because they
13 weren't counted on their child count.

14 However, your question was different.
15 Your question was they started in a traditional
16 LEA and then came to charter perhaps beyond the 60
17 instructional days. Typically, if it's a student
18 with pretty significant needs -- and when I say
19 this, Katie, what I mean is, if an LEA has
20 committed all their exceptional children's funding
21 for their existing children, we do have a special
22 fund that I'll talked about called special state
23 reserve funding.

24 So let's say a student comes into a
25 charter, and they need speech-language pathology

1 services. They need special education, but it's
2 special education that -- they already have a
3 teacher. The child kind of come into the system.
4 They may request Special State Reserve funding for
5 that related services support because they've used
6 up all their money. But you might have a student
7 that comes in and has pretty significant needs,
8 maybe they need an interpreter, maybe they need a
9 Brailist, something, then they can ask for
10 Special State Reserve funding, which is state
11 funding, to help support that person to the end of
12 the school year.

13 MS. HOLLER: Don't they just have to
14 financially provide that? Like, the other problem
15 we have is special transportation. Don't they
16 have to provide that just like the public school
17 does to get funding?

18 MS. RIDDLE: Well, I mean some
19 charters have it written into their charter that
20 they don't provide transportation. And let me
21 clear -- and Alexis is probably the better person
22 to talk about this, but when the funding drops
23 into PRC 036 for the charters, it's really all
24 state funding. So there's a component for
25 transportation that the traditional LEAs get, but

1 as far as special transportation, if you're
2 talking about a student with a disability and
3 there the reason they need transportation as a
4 related service is because they're in a wheelchair
5 or they have some motoric delays that do not allow
6 them to get to school any other way, then that's a
7 related service.

8 But if it's just a student coming to
9 school, because they're a student with disability,
10 and the charter says we don't provide
11 transportation, that's certainly okay too. So I
12 want to make sure I'm clear and not throwing
13 anybody under the bus, so to speak. Do you know
14 what I mean? So in the beginning of the school
15 year, if that happens, Katie, they can request
16 special -- it's called the Children with
17 Disabilities Headcount Transfer System, and we
18 make sure that they're very well-aware of this
19 because they can get funding -- federal funding
20 for students that were on the December 1 headcount
21 and they can get state funding for students that
22 were on April 1 child count.

23 Now sometimes a parent is
24 dissatisfied with a traditional LEA -- I'm just
25 saying -- and so they were on the December 1 child

1 count, and they pull them from school in January
2 or February or March to homeschool them for a
3 period of time. So then they're not getting
4 counted on that April 1 child count. So when the
5 child comes to the charter school, they can get
6 the federal dollars but not the state dollars.
7 And so there's -- you know, there's a combination
8 of things we can do.

9 I always say to all LEAs, but
10 especially the charters that I work with, to
11 please call me if you have an issue with a child
12 that's come in and you're wondering how you can
13 fund. But we do have that special pot of funding
14 for all students with disabilities so whether they
15 come into a traditional LEA or charter.

16 So we have a couple of different
17 funding sources. We have Behavior Support
18 funding, which is 029. That's typically to
19 support behavior, support folks, and it's the old
20 Willie M. funding that used to be available. This
21 does require a plan, and most of the funding, as I
22 said, goes straight to salaries for behavior
23 support persons.

24 We have Group Home/Foster Home that
25 comes down in 032 and 060. What that is, is for

1 children that come to the LEA, whether it be a
2 traditional LEA or a charter, from a group home or
3 a foster home who were not on that LEA's -- they
4 weren't enrolled in that LEA the previous year.
5 So what this is, is funding to help support the
6 school. So it's funding that provides -- it comes
7 in 032 and 60. It's about what ADM funding, state
8 EC funding, and state and federal funding would
9 cover. It's about \$10,000 -- a little more than
10 \$10,000 a year, and it's prorated if the student
11 comes in after the fact.

12 But this is not based on the 60
13 instructional days. So if a student comes in from
14 a foster home at the beginning of the school year,
15 they can request the funding. If that student
16 leaves and another student replaces them, they've
17 already gotten funding for the whole year, so
18 they're not going to get additional funding. But
19 if they had a student in and then another student
20 come in January, they could request that funding
21 and get about six months' worth of that funding.
22 So that funding is available to everybody. Now it
23 says 032, but of course, if it's a charter school,
24 it will come in 036 and 060.

25 There's Developmental Day funding

1 that comes to LEAs. Right now we don't have any
2 charters that use developmental day funding.
3 That's funding that we used to call in-and-out
4 funding. We had community-based developmental
5 days. If an IEP team made a recommendation that
6 that's where they needed to receive their special
7 education and related services, then they can
8 request funding for that.

9 Community Residential funding is a
10 little bit different. Community Residential
11 funds, LEAs have no control over where the
12 community residential centers, but LEAs do have
13 the authority with an IEP team to meet as an IEP
14 team and determine are we going to provide the
15 special education and related services in the
16 community residential center or are we going to
17 provide those services -- even though the child
18 lives in the community residential center, are we
19 going to provide those special education and
20 related services in a school in our LEA.

21 If they determine they're going to
22 provide the special education and related services
23 in the community residential center, they get
24 funding for that service, and then every five
25 years or more -- or less -- every five years or

1 less, we do review those community residential
2 centers and their programs because they're
3 considered nonpublic schools. And Glendora Hagen
4 is one of the people that -- I worked with her
5 when I was in another position, but she's one of
6 those people that does that.

7 And then the Special State Reserve
8 funding that we talked about earlier, and I've
9 explain what those are.

10 Apparently my clicker's not working,
11 but it's okay. If you'll just move forward.

12 There we go. Okay. So this is a
13 resource for children with more complex behavioral
14 needs. It's a competitive needs-based grant
15 application. Supplies and materials are not
16 included in this; however, if you have a little
17 bit of funding at the end, because it's state
18 funding, you can use it for supplies and
19 materials.

20 Next slide. And then this is Group
21 Home/Foster Home. We talked about that. Funding
22 is available up to ten months. It is about
23 10,000 -- a little more than \$10,000 a year.

24 Next slide. Thank you. Special
25 State Reserve. This is child-specific. It's

1 available the first -- the initial year of
2 enrollment. So, as I said, if a child comes in
3 but the LEA has pretty much budgeted all of their
4 funding for children with disabilities, they can
5 ask for this additional funding.

6 Next slide. Thank you. And
7 Developmental Day, we've talked about that. Next
8 slide. And Community Residential, and these are
9 typically for 12 months including ESY.

10 Next slide, please. And this is
11 "Show Me the EC Funding." So for this year,
12 allocations year to date for PRC 29 was a little
13 over \$12 million. For PRC 032, this goes to the
14 traditional LEAs, about \$750,000,000. For 036,
15 which is -- which is EC funding to the charter
16 schools, about 32 -- 32 and half million dollars.
17 And then for PRC 63, which includes all the things
18 we talked about -- Special State Reserve,
19 Community Residential, and Developmental Day --
20 about \$25 million dollars, and lot of that goes --
21 is in-and-out funds for Development Day funding.

22 So this is the Finance and Business
23 Web site, and one of the things I wanted to show
24 you is on this site -- so this is an allotment
25 site that is available to the public. It's

1 available to you. So if you go into Business and
2 Finance -- if you go to the Finance and Business
3 Web site and go to school allotments and click on
4 the public site, you can pull up an LEA.

5 Alamance-Burlington is up there, and
6 you can see -- so you can see allotments.
7 Heather, if you'll just scan down just so they can
8 see. So this is state allotments for
9 Alamance-Burlington. Sorry, Bill. It's the first
10 one on the list. This is their allotments
11 year-to-date, and these are their federal
12 allotments. And what I want to point out to you
13 in the federal allotments -- state funding and
14 federal allotments, the federal allotments will
15 tell you how old the allotment is.

16 So, you know, sometimes we have money
17 that we need to allot to LEAs, so we're not going
18 to keep it here, but as you know, federal dollars
19 have a shelf life of 27 months. So we get the
20 funds in October so the federal fiscal year is
21 October 1 to September 30th. So we may have some
22 funding from the '15-16 school year, which would
23 be considered fiscal year '16, that we need to
24 allocate. So when you go into the public
25 allocation Web site, you can see what money is old

1 money and what money is new money. So I just
2 wanted to point that out to you and just let you
3 know that.

4 So here's the slide -- so Finance and
5 Business Services, this is the public allotment
6 site. So you can go into this site and you can
7 see what allotments -- the LEA which you're
8 working with -- what allotments they've received
9 year-to-date. So I just wanted to make sure you
10 had that one.

11 So Bill talked a lot about the state
12 funding and what we're doing with the state
13 funding. We have an EC funding stakeholders group
14 that's been meeting for almost two years now
15 working on funding formulas for state funds for
16 children with disabilities, and there was a report
17 that has gone to the legislators. There's both a
18 short-term, which Bill was talking about, raising
19 that 12.5 percent cap and looking at a short-term
20 solution and then looking at a long-term solution
21 of looking at funding -- state funding based on
22 the services children need.

23 So working through that, we have a
24 matrix. I just sent it out to Bill with built-in
25 formulas to see if that would be easier to use.

1 So we are working on making some changes to the
2 state funding. I could talk longer, but they only
3 gave me 30 minutes.

4 So Katie had asked this question
5 about transportation funds, and of course, there
6 are funds for transportation for children five
7 through 21, but for preschool students, a lot of
8 times, they use their federal or state preschool
9 program allotment funds for that service, although
10 many of the LEAs are very gracious, and if they
11 have a bus route that's going in the direction
12 where that preschool child might be needing to
13 picked up and taken to school, they'll include
14 them on that bus. So we're really fortunate that
15 LEAs have really worked with us and the
16 transportation folks have really worked with us.

17 When we talk about state funding --
18 you know, Bill talked about all the different
19 funding sources and Medicaid possibly going away.
20 So when we meet with our LEAs and they ask us
21 about state funding -- because they have to report
22 to us and we have to report the federal
23 government, the Office of Special Education
24 Programs, under maintenance of fiscal effort. So
25 they have to report on how much state and

1 federal -- I'm sorry -- state and local dollars
2 they spent on students with disabilities the
3 previous year.

4 So a lot of times LEAs say, "We don't
5 get enough in our EC state funding to support our
6 program. What do we do?" So this is something
7 that we suggest for their ADM funds, which are PRC
8 001, we suggest that perhaps they could use some
9 of the ADM funds generated by children with
10 disabilities to support perhaps a teacher in a
11 separate classroom.

12 So let's say you have 100 students in
13 a separate classroom that spend very little time
14 in the general ed classroom. They may want to
15 consider three or four teachers' salaries coming
16 out of 001. And then PRC 002 is central office.
17 Again, as an EC director, partial funding of my
18 salary could come out of the central office fund.
19 It's just a suggestion. We're not saying you have
20 to.

21 PRC 007 funds---

22 MR. HUSSEY: Back to that 001, just
23 the rationale behind that is that those kids are
24 with that teacher---

25 MS. RIDDLE: Most of the day.

1 MR. HUSSEY: ---most of the day. So
2 just like any other teacher that draws down ADM
3 dollars -- Average Daily Membership -- those
4 teachers are doing the same thing, and so that's
5 the rationale behind that.

6 MS. RIDDLE: And it used to be in
7 policy or in the manual. It's not longer, so it's
8 a recommendation.

9 MR. HUSSEY: It says you may now.

10 MS. RIDDLE: Must, should. You may.
11 So we encourage that Central Office funds.

12 007 funds are instructional support,
13 so we often say because psychologists help us with
14 Child Find, but they also help with students in
15 the general ed curriculum. So we suggest perhaps
16 psychologists or school guidance counselors that
17 might be working with students with disabilities
18 come out of 007 funds.

19 And then, of course, some LEAs, not
20 all LEAs, generate low wealth funds, which are
21 031. You know, we certainly -- you might consider
22 supporting a teacher or a teacher assistant or
23 some other funding with low wealth funding. So
24 those are the suggestions we give so that we can
25 ensure that LEAs meet their MOA.

1 I talked about the formula. If you
2 want to flag this page, it's kind of convoluted
3 bizarre formula. It is based on -- the formula
4 includes a base payment which is based -- it's 75
5 percent, and it's based on old child count. It's
6 actually the 1999 child count, and then the
7 Section 619 grant is based on the 1998 child
8 count. So that the base payment, and then ADM.

9 Now just an FYI, 619 -- the IDEA 619
10 grant will now be available to charter schools.
11 It hasn't been before because we interpreted this
12 as being only for children three through preschool
13 five, and OSEP made sure that we were clear
14 there's funds for children three through five
15 which includes children with disabilities that are
16 five years old in kindergarten and not yet six on
17 the December 1 child count.

18 So we are opening up the IDEA 619
19 grants to charter schools. We have about 233
20 five-year-old children with disabilities that were
21 on the December 1 child count in the charter
22 schools, and of those 233 students, we have no LEA
23 that has more than five. So if the amount per
24 child is approximately 400 to \$500, the charter
25 schools can choose not to do this grant

1 application, but we have to make it available.

2 So, you know, we're not dissuading any charters
3 from doing this, but again, based on the formula,
4 it may not be a great deal of money, but we all
5 know \$500 or \$2,000 is a lot of money in some
6 LEAs. So just to make you aware, this is new this
7 year.

8 So it is -- December 1 child count is
9 where we get our federal dollars, and that is for
10 children three through 21. And the 611 grant is
11 for children three through 21, and the 619 grant is
12 for children three through five. And we also have
13 other funding opportunities through the federal
14 funding. We have Out-of-District funding that
15 comes out of PRC 060, Group Home/Foster Home, the
16 North Carolina State Improvement Project, Risk
17 Pools, Targeted Assistance funds, and PreK Targeted
18 Assistance funds.

19 So Out-of-District funds, we don't
20 have a lot of LEAs that tap into this, but if an
21 IEP team decides to place a child in an
22 out-of-district placement, there's an application
23 that's required. It's child-specific, and at the
24 end of the year, after they turn in all their
25 invoices and canceled checks, they will be

1 reimbursed up to 50 percent of the educational
2 costs. But we caution LEAs because sometimes a
3 child is placed in an out-of-state placement, and
4 we had a student who's out-of-state placement was
5 about \$300,000 once you included travel to and from
6 for the child, travel to and from for the parents,
7 the educational costs, the additional one-on-one
8 shadow, and so we only paid about -- for that
9 particular student about \$79,000, \$80,000 of that
10 300,000.

11 So we always caution LEAs, if they're
12 considering out-of-district, to speak with their
13 head of schools, their superintendent, their board
14 before they make this decision and see if there's
15 perhaps something else they can do in their
16 district or see if there's a district close by to
17 them that might be able to meet the needs of that
18 student. So just be aware of that Out-of-District
19 funding.

20 For the group home, I know it was on
21 the state fund, but remember that funding comes
22 down in state funding and federal funding.

23 The NC SIP PRC 082 funds, the North
24 Carolina State Improvement Project, has changed
25 from years past, and it is about professional

1 development and program support benefits to enhance
2 the services to students with disabilities in North
3 Carolina. The big focus for the last -- this is
4 our twentieth year -- has been literacy and math,
5 and they do -- the funds are available to support
6 research-based practices in reading, math,
7 coteaching, adolescent literacy, leadership
8 development, and coaching support. We have best
9 practice centers now, demonstration centers, and
10 network partnership implementation sites. So a
11 plan is required, and we monitor those budgets
12 pretty closely to be sure they're using it for the
13 right reasons.

14 And then Katie brought up a student who
15 came in and the LEA wasn't expecting the student
16 and is there additional funding. We've talked
17 about special reserve funding. We do have Risk
18 Pool funding that's available for students with
19 extraordinary needs, and this funding is available
20 for up to five years. But, you know, students that
21 might need an interpreter and a nurse, that can be
22 really costly.

23 So an application is required. It's
24 child-specific. The student -- the application --
25 there's a rubric, and they have to meet the minimum

1 rubric score of 8, and it is available for students
2 with disabilities with extraordinary needs, and
3 that funding is available for up to five years.
4 The assumption is -- from the federal government --
5 they make us set aside Risk Pool funding -- is that
6 the LEA will be able to build capacity over those
7 five years to ensure that you still meet the needs
8 of the student. Unknown to some people, but it's
9 as always been there. It requires a yearly
10 application so just because Tracy got Risk Pool
11 funds last year does not mean necessarily she's
12 going to get them this year unless there's an
13 application. There has to be an application for
14 this.

15 Katie?

16 MS. HOLLER: What happens -- let's
17 say, for instance, you have, like, a surplus
18 [inaudible]. What happens then? Does it continue
19 to accrue for the next year?

20 MS. RIDDLE: So that's a great
21 question, Katie. [Inaudible].

22 MS. HOLLER: Sorry.

23 MS. RIDDLE: No. It's a great
24 question. So with the Risk Pool funding, let's
25 just say, unfortunately, a student passes away.

1 They have to revert those funds back to us. Let's
2 say that they did an application and they asked for
3 X number of dollars, \$45,000, and we know that they
4 get ADM for that child. So we take -- no, I'm
5 sorry. We don't take out ADM anymore. We take out
6 those students with disabilities federal and state
7 funding that they receive.

8 And so let's say they get \$40,000,
9 but let's say they hire a person and their cost is
10 less than the \$40,000, they have to revert the
11 funding back to us and then we put it out next
12 year. So let's just say every year -- and I'm not
13 saying we do, but I'm just using it as an
14 example -- every year we have about a million
15 dollars that reverts back to us. We add that to
16 the new pot of money and we push that out for the
17 next year. So the LEA doesn't keep this money.

18 And going back to Special State
19 Reserve funding, because it's state funding, it has
20 to be spent by June 30th. So that money is gone.
21 But the Risk Pool fund is the only fund that the
22 funding doesn't carry over in the LEA. It may come
23 back to us and carry over a little bit the
24 following year.

25 MS. HOLLER: [Inaudible].

1 MS. RIDDLE: Yes. We have to
2 report -- we have to report everything to the
3 federal government, and we -- the federal
4 government only makes us set aside about \$3
5 million, but we usually have about nine million in
6 our Risk Pool funding based on -- but we have to
7 let them know how that money is spent in the report
8 that they ask for.

9 The new funding that we have is
10 called Targeted Assistance. If any of you that
11 have been on the committee for a long time, this
12 used to be the [inaudible], but now we have it in
13 118, and it supports a number of initiatives:
14 Positive Behavior Support, Content Literacy,
15 Traumatic Brain Injury Registry, Recruitment and
16 Retention -- I'm not sure [inaudible] -- Autism
17 Problem-Solving Teams, Personnel, and Special
18 Projects.

19 And then we have funding for PRC 119,
20 and that's for SEFEL, Assessment Teams,
21 Professional Development, and Demonstration
22 Classrooms. So let me go back. So for most of
23 those fundings, it either requires a plan or a
24 communication. The Traumatic Brain Injury
25 Registry, if you have a psychologist that's going

1 through the supervision to get on the Traumatic
2 Brain Injury Registry [inaudible] and help cover
3 that supervision cost.

4 For related services, recruitment
5 retention, that is not -- you don't have to do a
6 plan for that. We give that money to charters and
7 LEAs every year so they can retain related services
8 folks or provide the services they need. Autism
9 Problem-Solving Teams requires a plan, which I
10 think they'll talk about later. Special Projects
11 would require communication with Bill and Sherry if
12 the LEA has a special project they want to
13 implement. And then Personnel is usually done at
14 the division level, Bill and Sherry, if there's
15 personnel that LEAs are willing to contract with to
16 have them in their region. But most of those
17 require a plan.

18 Katie?

19 MS. HOLLER: So this is the money
20 every LEA can just consider, okay, because we
21 have [inaudible].

22 MS. RIDDLE: They have to do a plan.
23 It's not like within their budget. If what the
24 State gives them [inaudible]. The only thing
25 that's like in their budget, so to speak, is the

1 related services recruitment and retention because
2 we'll issue that every year as soon as we get our
3 federal allotments in October. Typically, these
4 funds go out in November because we have a federal
5 allotment, and we have to kind of divvy it up, so
6 to speak, into each of the program report codes.

7 They have to complete a combined
8 expenditure report so that we know where the
9 funding is going. If we have questions on the
10 combined expenditure report, the consultants for
11 autism would contact the folks in any of those
12 areas if we had questions about what they put on
13 their combined expenditure report, question them or
14 get more information. They have to do a combined
15 expenditure report for these funds the end of
16 January and the end of June so we know what that
17 money is being used for.

18 MS. VLASATY: I have a question.
19 This is Jennine Vlasaty. Who determines these
20 initiatives? And I know they're going to -- I know
21 they're going to present the Autism
22 Problem-Solving Team. And my question is
23 specifically about intellectual disabilities. In
24 general, what we've been seeing is there is a
25 resistance for kids with intellectual disabilities

1 in a regular education classroom whether it's for
2 core academic classes or even specials. There's
3 some grouping of kids -- I mean they don't even
4 allow them to have music or PE with their
5 nondisabled peers.

6 So what are you -- and I've been in
7 two other states before I moved here -- is how do
8 we get a special project about inclusion
9 specialists here about how to train and develop
10 regular education teachers to allow our kids with
11 intellectual disabilities in their classroom?

12 MS. RIDDLE: As far as Targeted
13 assistance, I can say it was done through a needs
14 assessment a number of years ago. With the Sliver
15 capacity building going away [inaudible] do the
16 needs assessment, and based on the need of what
17 we're seeing, that's where this came from. But I
18 certainly encourage anybody to contact Bill or
19 Sherry if there's another initiative or special
20 projects or a pilot that your LEA might want to do
21 to help support something like that.

22 I'm not saying no to it, but I
23 think -- and that's why we have that special
24 projects which we've added. If some LEAs have just
25 a really incredible idea, send me that plan, and

1 see what we can do with it.

2 MR. HUSSEY: And, again, that's the
3 focus of this group to make recommendations like
4 that to us. So, again, with your committee
5 structures, you can look at those things and decide
6 what you guys want to bring up to the service and
7 bring forward. So -- you're sitting in a place for
8 that feedback to come from.

9 MS. RIDDLE: Thank you for the
10 question.

11 And then, again, how much have we
12 spent? So in Program Report Code 49, federal
13 dollars three through five, about 8.5 million. For
14 PRC 60, which is for the children three through 21,
15 about 288,000,000. PRC 082, which is a grant that
16 we do every five years, the State Professional
17 Development grant that Paula Crawford is wonderful
18 about doing, they distributed about 1.1 million,
19 1.2 million this year. In PRC 114, so far we've
20 distributed \$9.3 million to help support those
21 students was significant extraordinary needs. In
22 PRC 118, Targeted Assistance, it's about 2.5
23 million, and then in PRC 119, about \$750,000.

24 So you can see that in addition to
25 the PRC 60 and 49 funds, we do help support LEAs

1 with other federal funding that we have available.
2 In North Carolina, almost all of our federal
3 funding goes straight out to the LEAs in PRC 60,
4 49, or any of these other initiatives. We keep
5 very little here at the state level.

6 MS. DeGEN: I have a question.

7 MS. RIDDLE: Yes. Sorry.

8 MS. DeGEN: Oh, it's okay. This is
9 Jennifer DeGen. This might not be the right
10 question for you, but I know at the public school,
11 we're getting a huge influx of parents wanting
12 testing from private schools and charter schools in
13 order to help get the funding for their child
14 there. I have seven open right now, and I'm just
15 a, you know, 1,800-kid school, and we're having to
16 do the testing. So then it reverts to the MTSS
17 angle and---

18 MS. RIDDLE: Do you want to talk
19 about that because that's important?

20 MS. DeGEN: It's a huge thing because
21 we're taking our resources, but the kids are -- you
22 know, their charter school is actually in our
23 location.

24 MS. RIDDLE: And, technically, that's
25 not the way the legislation was actually intended.

1 MR. HUSSEY: I'm not sure---

2 MS. RIDDLE: That the LEAs would be
3 responsible for a child in a -- because I think
4 what I'm hearing you say---

5 MS. DeGEN: Private and charter,
6 right.

7 MS. RIDDLE: ---the child's in a
8 private school.

9 MS. DeGEN: Right. They're not in
10 their regular school, and like I said, these kids
11 don't even go to my school. They would just --
12 they're charter or their private school are in---

13 MS. RIDDLE: Right. Let me respond
14 school because I like Bill to be right here. So
15 for charter school, the charter school is
16 responsible for Child Find.

17 MS. DeGEN: Right.

18 MS. RIDDLE: So if a child's in a
19 charter school, that's who should be doing the
20 testing for Child Find.

21 MR. HUSSEY: I wasn't sure where you
22 were going, but that's correct.

23 MS. RIDDLE: Is that good?

24 MR. HUSSEY: Yes.

25 MS. RIDDLE: Yes. So that's what

1 should happen. As far as a private school, you're
2 right. In a private school, the LEA in which the
3 charter school -- I'm sorry -- the private school
4 is located could do the Child Find or the private
5 school -- the LEA that the child lives in could do
6 it, but both can't be asked to do it.

7 But, typically, the parent will come
8 to the LEA in which they live to ask for that Child
9 Find so that the LEA in which they live could offer
10 FAPE, this is what FAPE would look like if you
11 enrolled, but then the LEA in which the private
12 school is located would be invited to the meeting
13 to talk about what the private school services plan
14 might look like based on what they did.

15 But I thought you were speaking about
16 for -- I thought you were speaking about for just
17 scholarships.

18 MS. DeGEN: No. There's like a grant
19 or something that's coming down from the State
20 that's saying they will get a stipend to go to that
21 private school or to -- and it's coming from state
22 funding, and I just didn't know if it's from
23 here---

24 MR. HUSSEY: No.

25 MS. DeGEN: ---and we don't even

1 certify them. We do the testing, and which does
2 MTSS---

3 MR. HUSSEY: It's the North Carolina
4 Education Assistance---

5 MS. DeGEN: Okay. Because we've
6 never seen it, so I don't know if it was---

7 MR. HUSSEY: Right. And so that
8 happens. Now the other part of this is that right
9 about now -- we just started within the last week
10 talking with this group to bring the number of
11 children that have been evaluated and where into a
12 list. Because what happen is that there's also
13 money set aside, and that does come from here, to
14 actually compensate districts for the cost of
15 providing that.

16 So within the next month or so, there
17 will be a summation of the number of evaluations
18 that have been done by district, the cost based on
19 an average that we've -- I mean we went to the
20 School Psychology Association and said, "Tell us
21 what this is going to cost" -- have done that and
22 then those dollars will return back to the
23 district. So you are---

24 MS. RIDDLE: Special project.

25 MR. HUSSEY: Well, actually it will

1 just come straight up.

2 MS. RIDDLE: Will it?

3 MR. HUSSEY: Yeah, straight dollars
4 back captured inside of a letter that basically
5 says what it's for. Now what the LEAs do with that
6 money, I don't know, but that is what it's for.
7 So, again, I'm sure you've gone through the
8 procedures about what you're supposed to do and
9 when.

10 MS. DeGEN: Right. They're just
11 privately placed through our central office and
12 they come to us and we know what -- I just was
13 wondering where that money -- what that grant was.
14 I didn't know if it came from EC funding since they
15 request EC testing.

16 MR. HUSSEY: No. Yeah, the money
17 going out goes out through that association we
18 described. The money to compensate you for what
19 you've done comes directly from -- it's given to us
20 by the legislature, and then it goes back out to
21 you guys based on, as I said, that summary of the
22 numbers done.

23 MS. RIDDLE: But parents could also
24 choose to have outside testing.

25 MR. HUSSEY: Yeah. The issue is that

1 these evaluations should be -- you're required to
2 do a complete three-year reevaluation, and so what
3 that does is, it allows for those children who are
4 out to maintain potentially their ability to be
5 protected under IDEA if they come back into the
6 district.

7 If they're out and they choose to go
8 separately to be evaluated, then what happens at
9 that point is that those children no longer -- they
10 are removed from the special education rolls, and
11 basically at that point in time, if they reenter
12 the district at another point, they would have to
13 go through an initial evaluation; or if they
14 reenter a charter at another point, they would have
15 to go back through a reevaluation to determine
16 their eligibility again.

17 MS. RIDDLE: Did that help?

18 MS. DeGEN: It did.

19 MS. RIDDLE: So there's going to be
20 funding available, but that's not funding we give.

21 The other point that Bill was saying
22 is, we're responsible for the three-year reeval.
23 Some parents are leery that if we do the three-year
24 reeval, the children may not -- may no longer be
25 eligible. So they may choose to have that

1 three-year reeval done with an outside source so
2 they continue stay and get the funding.

3 Dale?

4 MR. MONTGOMERY: This is Tim.

5 MS. RIDDLE: Tim. Sorry. They're
6 off just a little bit. Thank you.

7 MR. MONTGOMERY: Okay. I have a
8 question related to that. Again, I'm head of the
9 Piedmont School, and we have students that come to
10 us from about five or six different counties, and
11 so there's just been a question before and I want
12 to be sure -- just a point of clarity. I
13 understood that the parent can either go back to
14 the district or the home LEA from where they live
15 or the one school -- where we are to have their
16 reeval done, is that correct?

17 MS. RIDDLE: Okay. So are we talking
18 about -- I was speaking about when a child is in
19 private school, so they're in a private school and
20 you have a private school -- each LEA has a Private
21 School Services Plan. So for Child Find, okay,
22 which is determining if the child is eligible, what
23 I said was, they can go to either the LEA in which
24 the private school is located or they can go to
25 their home school LEA, I mean, where they -- the

1 residence where they would reside to do the
2 evaluations to determine if they're eligible for
3 the Exceptional Children Program, and we can offer
4 FAPE -- as a home LEA, I can offer FAPE, but then I
5 would need the LEA in which the private school is
6 located to determine whether or not this child
7 qualified for a Private School Services Plan based
8 on their private schools plan that's in their IDEA
9 611 grant. As far as reevaluation, the same holds
10 true.

11 MR. HUSSEY: I want to make sure --
12 because we're talking about two different things.

13 MS. RIDDLE: Two different things.

14 MR. MONTGOMERY: Okay. Okay.

15 MR. HUSSEY: So I want to make sure
16 we are clear what your -- is your question related
17 to Child Find or---

18 MR. MONTGOMERY: The reason I was
19 asking was that I've had parents say that they went
20 back to their school when it was time to be
21 reevaluated and they were told that they needed to
22 go to the school where our school is located --
23 they needed to go to the home school in the
24 district where we are as opposed to their school
25 when it came time for---

1 MR. HUSSEY: Actually, that is---

2 MR. MONTGOMERY: They can't do that
3 either?

4 MR. HUSSEY: No. Well, they -- I
5 guess if the home LEA allows it, they could, but by
6 law, the LEA in which the school is located is
7 responsible for providing that. So, you know,
8 there are times when people do go back to their
9 home LEA and do that which confuses people. But
10 the law itself stipulates -- and that was in 2004,
11 I guess -- that you would be required to do the
12 testing there---

13 MS. RIDDLE: The reeval.

14 MR. HUSSEY: Well, and Child Find,
15 either way, they would be responsible. In
16 Alamance, we had folks that came from Virginia to
17 go to certain schools, and even though they were
18 from out of state, not just out of district, we
19 were responsible for doing that because they were
20 going to a school in my LEA, and so I was
21 responsible both for Child Find and
22 reevaluations -- based on the private school plan,
23 I was responsible for doing that.

24 MR. MONTGOMERY: Thank you.

25 MS. RIDDLE: So I muddied the waters.

1 MR. HUSSEY: No. It's just -- I mean
2 there's so many variables in there, I was just
3 trying to figure out which question you were
4 asking.

5 MS. RIDDLE: Right. But a lot of
6 times what happens is the LEA in which the private
7 school is located might tell them they have to go
8 to their home attendance area school for reeval,
9 and that's not the case.

10 MR. MONTGOMERY: I think that's some
11 of what's happening.

12 MS. RIDDLE: So I took you back to
13 the allotments page just because I want to remind
14 you that as of -- as the public, you can go to the
15 Finance and Business page and look at what the
16 allotments are for the LEA in which you're working
17 or interested in. It is not a secret. I mean we
18 try to be very transparent. So I just wanted to,
19 you know, take you back to this page. You can copy
20 that Web site and plug it in, and you can go there
21 and then just go to the LEA, the fourth tab across
22 the top, and get that information that I showed you
23 earlier.

24 I just think it's really helpful. I
25 think a lot of LEAs call me and say, "I have no

1 idea what our allotments are," especially charters
2 because they work with an organization. And so I
3 just wanted to make this available. I can
4 certainly see more on the site that's available for
5 me. I can see the revisions and that kind of
6 thing, but you can at least see what the allotments
7 are.

8 So I think you-all asked your
9 question. I know I'm way over my time, and I'm
10 glad that we were able to get the -- everything
11 working again. So I'm just going to flip the slide
12 so you know who you can contact in my division in
13 my section. Of course, myself, and then I have
14 Valencia Davis, Ronda Sortino, and Keashia Walker
15 who are my IDEA Part B consultants, and they can
16 help you in any way -- any way, shape or form.
17 We're available for you.

18 So before I give up the mike, does
19 anybody else have any questions about the state or
20 federal funding? Katie?

21 MS. HOLLER: Is there a deadline for
22 when counties or LEAs have to apply for the NC SIP?

23 MS. RIDDLE: There is. There is a
24 deadline, and I want to say -- I wish they were
25 here -- I think it's in May. I know that the

1 application hasn't gone out yet. We just changed
2 this year, so we went -- we moved from a different
3 way of funding to the demonstration sites, the best
4 practices sites, and network sites, so -- but that
5 application is due -- it has not gone out yet. I
6 haven't seen a memo for the plan, but it seems to
7 me that they work on it in the summer because I get
8 all that data together. So -- but keep eyes and
9 ears open. Sometime in April usually, I think,
10 information goes out about the NC SIP application.

11 MS. HOLLER: One of the things I
12 wanted to just bring up that I wanted noted was
13 that one of the things I've been doing a lot of
14 investigation on are implementation of
15 research-based practices that are being utilized in
16 high schools, and I've been finding that in middle
17 school, they're being told that these things are
18 not available in high school. I'm finding this
19 very troubling because a lot of kids, then, are
20 bumped from future ready into occupational course
21 of study when they're just not getting the
22 appropriate instruction. And so I just wanted to
23 be able to tell my LEA, "Hey, this is something---"

24 MS. RIDDLE: Sure.

25 MS. HOLLER: ---"additional training

1 funding."

2 MS. RIDDLE: Content Literacy is also
3 something we address at the middle school and high
4 school, you know, more so than at the elementary
5 level. So there is Content Literacy, and of
6 course, that is from Kansas and it's research rich.

7 MS. HOLLER: Okay.

8 MR. HUSSEY: Let me just make --
9 we've been talking. So let me just make a general
10 statement around that. There is no -- whether you
11 have a SIP project or no SIP project, your ability
12 to have intervention at the high school level is
13 always there, has always been there, will always be
14 there. So the issue is inside your LEA, and then
15 we just need to talk more, and we are.

16 MS. HOLLER: Okay. I have a meeting
17 tomorrow. I'm just going to listen, but honestly,
18 like, I've gone to all the different high schools,
19 and the e-mail responses I've got back, all these
20 things are very scary because I'm like how do I
21 address this without getting people in trouble, but
22 there's all these students that are not getting---
23 Anyway, sorry.

24 MS. HUSSEY: No. And so I mean I
25 think just, again, to give a general context, we've

1 been talking relative to how districts work. If a
2 child can't read well when they enter high school,
3 there's no reason for that child not to continue to
4 get supplemental support around reading, and that
5 is what most districts do.

6 And, again, my example to you was
7 that we took Curriculum Assistance and basically
8 paired it with English or math, whatever was going
9 on, and basically continued to provide intervention
10 through that time in research-based programs to
11 provide that ongoing support. So, you know, each
12 district may do it a little differently, but if
13 that's there -- and the other part of the problem
14 with high school is you've got semesters, but
15 semesters don't disqualify your need to learn to
16 read. So what you have to do across the year
17 becomes, you know, what you have to do across the
18 year based on your IEP and how you structure that.

19 So I mean I want to be clear that as
20 we're talking where we get monies here, there
21 really isn't a direct correlation.

22 MS. HOLLER: So they don't need to
23 get---

24 MR. HUSSEY: No.

25 MS. HOLLER: In order to implement

1 this stuff, they don't need to get money to train
2 their staff?

3 MR. HUSSEY: Oh, no, that's not what
4 I'm saying. But it doesn't directly relate to
5 these -- to this specific set of dollars. As I was
6 talking about earlier with the Medicaid monies --
7 again, I can only speak to my -- and we've both
8 been directors so we can talk about it in different
9 ways. But that's what I used my Medicaid dollars
10 for was to purchase programs.

11 So if we needed a reading program and
12 a math program for supplemental support, then we
13 purchased those through these dollars that we had,
14 and then we'd also train people or brought in
15 people or sent people out to be trained. So, you
16 know, we had trainers in Orton-Gillingham or
17 Wilson. We had trainers in various other
18 methodologies that we were using, and we built out
19 own infrastructure there to support what we did K
20 through twelfth grade.

21 And the other thing that you need to
22 be talking about when you're talking to folks about
23 this is how you plan for high school. In our LEA
24 self-assessment and what we're doing relative to
25 that piece, transition is a huge part of that.

1 We've all, most of the time, talked about
2 transition only in the sense of what's after high
3 school and what are we doing to help people there.

4 What we're trying to push back
5 through this planning process is how do we look at
6 when we transition from pre-K to kindergarten, how
7 do we transition from really second grade to third
8 grade because of the significance of what's going
9 on, what do we look at in fifth grade, what do we
10 look at in eighth grade, and we've got targeted
11 monitoring around our graduation rate.

12 When I was there, we were low, and so
13 we started working, and one of the things that we
14 did was create a plan that basically allowed each
15 parent to see their child's entire four years of
16 high school in their transition plan in the eighth
17 grade where we could stipulate in there what was
18 happening relative to when they would take Algebra
19 I, what they would need to support them in English
20 I, what they would need to support them in biology
21 and on through the years, just as a way to
22 basically say that we may not get to Algebra I
23 until the second semester of their sophomore year.

24 And basically, we would build in
25 interventions and also the two prerequisite

1 courses, Foundations and whatever the other one is
2 called -- I can't remember -- introduction to -- so
3 we built those things in so that they would have
4 that intervention all the way along with them, and
5 that's -- that's what's possible.

6 So I mean I think you just have to
7 talk through how you're looking at it and what
8 you're doing, but there is no -- there is nothing
9 that says things stop at the eighth grade. So I
10 just -- from a general perspective, I want to make
11 sure people hear that as a point of---

12 MS. RIDDLE: Before I walk away, with
13 the NC SIP -- and that's PRC 082 -- a lot of the
14 LEAs train all their teachers in Reading
15 Foundations and Math Foundations, and I don't just
16 mean K5. I mean they train all their teachers, and
17 that's what that funding is for. So, you know,
18 like Bill said, you don't necessarily need an NC
19 SIP grant, but a lot of the LEAs that have done
20 those grants in the past have built capacity by
21 making sure that all of their folks were trained in
22 Reading Foundations and Math Foundations.

23 MR. HUSSEY: And the regular ed
24 teachers as well.

25 MS. RIDDLE: Everybody, yeah.

1 Everybody, yeah, because the funding is available
2 to ensure that gen ed teachers get the training
3 too. So I've gone way over my time. Thank you so
4 much for your attention. And I will click out of
5 this.

6 THE CHAIRPERSON: All right. Who all
7 would be in favor of a working lunch because I know
8 we still have the Annual Performance Report before
9 lunch technically. Would that be okay if we take
10 about 20 minutes to eat and then in about 20
11 minutes go ahead and start the APR? Would that be
12 good for everyone?

13 Okay. We may end up also trimming
14 committee work down by about 20 or 30 minutes just
15 so I still get you out by three o'clock, if
16 possible, if that's doable for everybody. Okay.
17 All right. I say we adjourn till twelve-twenty
18 then, try to get some lunch, and come back. Thank
19 you for the presentation, Tracy.

20 (A luncheon recess was taken from
21 12:03 p.m. to 12:33 p.m.)

22 THE CHAIRPERSON: We're going to go
23 ahead and do Public Comment at this time so that if
24 we go long for the next session, if these two
25 lovely parents have to get home and take care of

1 children, they can do so without worry about not
2 making their comment, so---

3 I don't see [Public Speaker #3]
4 back there. Next on the list was [Public Speaker
5 #1]. If you'd like to come up. Just so you know,
6 all of your comments will be taken under
7 consideration but may not receive a verbal or
8 written response. You have five minutes for Public
9 Comment. Okay. Thank you for coming.

10 PUBLIC SPEAKER #1: Thank you. I'm
11 [Public Speaker #1], and I'm a mother of three
12 children who go to Wake County Public Schools, and
13 my young is in CCK, so he's in a special education
14 setting in kindergarten. And it's been a little
15 bit of a trial and error for the last three years,
16 and it's a little frustrating because I see what my
17 child needs and all the different IEP teams over
18 the last three years see something different. And
19 they think, okay, we can provide this child with
20 what he needs, and then they wait a year. Oh,
21 wait. That wasn't right. You know, so it's been
22 very frustrating.

23 I started advocating for my child a
24 little more seriously starting this past February,
25 and so I'm very grateful to be here amongst great

1 minds. I just wanted to comment that it would
2 be -- well, I first learned about MTSS about three
3 years ago, when it was in its infancy probably two
4 or three years ago, and I have a good friend who is
5 working on it, and she is actually in, I think, the
6 middle or high school level right now doing it.
7 She's not sure about what's happening in the
8 elementary school level.

9 So I wanted to find out, you know,
10 maybe when I can see either trials or
11 implementation of MTSS into the elementary grades
12 if that's -- I don't know if you could answer that,
13 but it would be interesting to see what it means
14 for [child]. I'm -- I don't understand if it's
15 something that's replacing a current method of
16 determining eligibility or if it's something that
17 is in addition to. I know it's a choice that the
18 LEA can be involved in, right? It's not a choice?

19 MS. HUMBERT: No.

20 PUBLIC SPEAKER #1: No? Okay. I
21 thought for some reason that it was---

22 MS. HUMBERT: It is a choice until
23 2020.

24 PUBLIC SPEAKER #1: Oh, I see. Okay.
25 That's good to know. Thank you. So I didn't know

1 if it was something that is in addition to what's
2 already being done for eligibility determination or
3 if it's something that is replacing -- maybe it's
4 replacing the RTI model. So it's only specific to
5 learning disabilities or is -- I'm at a loss of
6 questions. I don't know what -- how much we can
7 get into it, but those are some of my concerns.

8 And then because we've had, you know,
9 these last three years kind of struggling figuring
10 out what my child needs and especially
11 understanding the system and understanding the law,
12 understanding the procedures, it's been hard as a
13 parent, and I'm sure each you have experienced the
14 same thing. So I didn't know if there was ever a
15 consideration of, like, assigning an advocate to a
16 family when they are first recommended or entering
17 into -- you know, deciding the eligibility.

18 And I think if the parents knew what
19 decisions mean, just like what we advocates do for
20 our friends or for clients, let them know if you
21 choose this, this is a possibility of what this
22 means in the future for your child -- either close
23 near future or extended future because I know that
24 would have helped me make decisions. I didn't know
25 if that was something that has been talked about,

1 like, to assign somebody who could follow the
2 family or follow the--- Does that mean I have one
3 minute left?

4 And, you know, through their IEP, I
5 mean every single year, like, they would follow up
6 with the person from three to 21. I know that's
7 probably asking a whole lot caseload-wise, but I
8 didn't know if that had ever been given any
9 thought.

10 And then, lastly, so I went to school
11 for music therapy at East Carolina University, and
12 I graduated in 2005, and I play the trumpet so it's
13 not a very therapeutic instrument. I decided to go
14 the -- have a family route, and so I let my
15 certification expire shortly after I was certified
16 back in 2005. But I do at-home stuff with my
17 children, but there's so many new techniques and
18 methods out there, not just with music therapy but
19 with, you know -- I think we were talking about
20 earlier with the reading, you know, literacy and
21 research-based stuff.

22 And so I wanted to find out what a
23 protocol would be if -- if a school doesn't
24 typically offer that assessment, you know, for
25 either -- I don't know -- vision therapy or any

1 kind of recreational therapy, how can you even
2 determine if something is going to be useful to the
3 child unless it's been done in an assessment.

4 And I feel like in our situation --
5 last February [child] wasn't making any progress,
6 but I didn't know that until we had that meeting,
7 the yearly review, and it was just the teacher and
8 the speech therapist at this meeting -- at the IEP
9 meeting, and I said, "What more can we do for him,"
10 and they looked at me and they just shrugged their
11 shoulders.

12 And I said, "Okay. This looks like
13 it's going to be up to me. How about we look into
14 OT? How about we look into music therapy? How
15 about -- I don't know -- I don't even know what to
16 do." So they just literally took what I said about
17 OT and just started to put into place for that, and
18 I went back a month later and I said, "What about
19 music therapy?"

20 I got up with Jena Ramsey and she
21 asked me to put together, I guess, a dossier of
22 sorts about what music therapy is, and I feel like
23 I put one that---

24 THE CHAIRPERSON: Your five minutes
25 are up. You need to wrap it up here.

1 PUBLIC SPEAKER #1: So I just
2 wondered, you know, what does the school -- what is
3 the protocol? It doesn't seem like there is a
4 protocol in place because it's -- we've been
5 talking about it for a year, you know, and it's
6 like, well, you know, why hasn't it -- what more
7 can we do to push this forward, and maybe it needs
8 to be under, you know, a special programs kind of
9 budget. I'm not sure.

10 So I just wanted to let you know
11 those were my concerns, and thank you for listening
12 to me.

13 THE CHAIRPERSON: Thank you very
14 much, Stephanie.

15 And Public Speaker #2?

16 PUBLIC SPEAKER #2: Hi. It looks
17 like there's no three-minute buzzer, so I'm really
18 happy about that. Okay. My name is [Public
19 Speaker #2]. I represent Advocates for Inclusive
20 Education with Jennine, but most importantly, I'm
21 also a parent of a seven-year-old who's in first
22 grade. Her name is [child], and we just had a
23 parent-teacher conference this morning, and I'm so
24 happy with the degree of the progress she made in
25 the past couple of years. She was born with

1 [diagnosis], but I advocated her to be in the
2 general education classroom, and that was the best
3 decision that I've ever made, and I just want to
4 throw out there that are success stories out there.

5
6 However, I'm happy in a personal
7 level, but the system makes it very, very hard for
8 her to succeed in the coming future. And I just
9 want to address a couple of things that I came
10 to -- the things that we are working on for the
11 past six months or so. One is Wake -- specifically
12 Wake County Public School System, they changed the
13 policy for retention and promotion. I believe it
14 was in October.

15 In the past, they had a promotion --
16 they had a level of achievement that the students
17 have to achieve in order to be promoted, but the
18 students with an IEP were exempt from those
19 policies because they have disabilities and they
20 have IEPs, and it wasn't realistic for us to expect
21 every single student with an IEP to achieve the
22 standards that any other students are supposed to
23 meet.

24 However, they changed the policy.
25 Now a student with an IEP has to meet those

1 standards, and otherwise, they have to retain in
2 the same grade, which doesn't make sense to me
3 because my child could be stuck in third grade
4 for -- you know, up until like 16 years old or
5 something. So we really -- we wrote the statement
6 against that policy because, first of all, it's
7 inconsistent with the federal requirements
8 including IDEA and No Child Left Behind, same thing
9 with ESSA, even if it goes away, but the student
10 has to meet the progress in that grade. They don't
11 have to achieve the standards in order to be
12 promoted.

13 So we raised this question, and that
14 policy needs to be changed. I contacted the
15 Superintendent, the Board, and everybody pointed
16 out to the advisory council, that this needs to be
17 discussed in a special education advisory council,
18 and we've been talking about it for a couple of
19 months, and it's not going anywhere.

20 But I still think that this policy
21 needs to go away, so I just wanted to bring it out
22 there. I know this is a district problem, but you
23 know, for the State, I am not sure if the State
24 should allow this policy to go on because this is
25 not good for the students. This is not good for

1 the schools. This is not good for the teachers.
2 This policy does nothing for anybody. So just
3 wanted to throw it out there.

4 And the other issue is our favorite
5 topic ESSA. I know the accountability portion of
6 ESSA has been repealed. However, it's more
7 important for us to advocate in the state level,
8 and the State can do more than what the federal
9 government requires. So I submitted our comments
10 to the DPI Web site, and I received the comments
11 from [inaudible], and he said he was going to
12 forward this to the EC Department.

13 So I decided to come up here to
14 address that issue, and hopefully, you have a copy
15 of our statement, and if you don't, I have a copy
16 right here. We created -- I don't know -- 11 pages
17 of comments. So I just want to throw out there
18 that these comments are still valid no matter what
19 happens in the federal level. This is the thing
20 that we want for our children, and the main
21 thing -- and I can talk about this for all day, but
22 the main thing that I want to stress is that ESSA
23 indicates that states cannot preclude a student who
24 participates in the alternate assessment from
25 attempting to meet the requirements of a regular

1 high school diploma.

2 So the things happening in the state,
3 it seems to be like a package. So if the student
4 is off of the diploma course, then the student is
5 an alternate assessment and in a separate setting.
6 So that's not how it's supposed to be. And the
7 thing that I want to stress, there's only one
8 curriculum.

9 THE CHAIRPERSON: You need to wrap it
10 up, [Public Speaker #2]. Thank you.

11 PUBLIC SPEAKER #2: I'm sorry?

12 THE CHAIRPERSON: Wrap it up.

13 PUBLIC SPEAKER #2: Sure. So
14 basically there should be one set of competency
15 standards for all students but two achievement
16 standards on the state assessments. So if the
17 students -- let me make a point on just one thing.
18 So if the students without disabilities are
19 expected to achieve from A through E but the
20 students with disabilities are expected to achieve
21 just A and B, the student still has to have access
22 all the way from A through E.

23 What's happening is, they are only
24 provided just A and B and not having the access to
25 C through E, and the problem with this is that if

1 they don't have access to all the contents, we are
2 missing the chance that the student could achieve
3 C. He might skip D, but he might achieve E. So,
4 you know, this is the problem that we are having --
5 we've been having for years, and I wanted to
6 address those issues with the ESSA comments.

7 So I'm going to wrap it up, and the
8 rest of the comments you can review with the ESSA
9 statement, and I'm going to leave a copy here.
10 Thanks for your time.

11 THE CHAIRPERSON: Thank you, [Public
12 Speaker #2]. I noticed that [Public Speaker #3]
13 walked in at the end of yours. Did you still want
14 to make public comment, [Public Speaker #3]?

15 PUBLIC SPEAKER #3: Yes. Thank you.

16 THE CHAIRPERSON: All right.

17 PUBLIC SPEAKER #3: Hello. I'm
18 [Public Speaker #3]. I am the mother of a seven --
19 well, he was seven then -- an eight-year-old with
20 autism. I am here today because earlier William
21 Hussey talked about the importance of parents
22 knowing the law, but I am here to actually make you
23 aware of what happens when parents actually do
24 advocate for their children.

25 I had a due process hearing last year

1 June the 1st. It was at a community college in a
2 very small room, and there were four bailiffs on
3 the side me. So it was an intimidation tactic. I
4 was also made aware that the attorney that I hired
5 missed deadlines. The school district attorney
6 rushed to get any evidence out so that the case
7 would look like a silhouette, no substance.

8 I know the law and I do know that
9 hearing decisions have to be based on substantive
10 grounds. This was a case where there was a
11 deprivation of FAPE. There was abuse of not only
12 my son but the other seven children in the
13 classroom.

14 The second thing I want to inform you
15 about the hearing, the attorney that I hired, I
16 fired him at the hearing. He left a folder behind
17 where he had produced fraudulent documents, and
18 there was also a document that talks about
19 indoctrinating our children and making America into
20 a communist country.

21 The second thing is, I met William
22 Hussey at Partners in Policymaking, which I see a
23 couple of graduates here. I am informed William
24 Hussey at that time -- that was maybe two, three
25 years ago -- of what was transpiring in [child]'s

1 school. William Hussey decided to kind of sweep it
2 underneath the rug. Recently, I contacted William,
3 based on an office in DC's recommendation. I said,
4 "William, this has been going on for so long. What
5 can we do about it? How can we align on the
6 provision of FAPE and the safety of our children?"

7 I was expecting William to deal with
8 it head-on. Unfortunately, William took the easy
9 way, the coward's way, and deflected my comments to
10 Bill Elvey, who Bill Elvey was responsible for
11 sending me my evidence back so it would not be
12 accessible to you or accessible to the public.

13 The third thing I want to let
14 you know is that this issue has gone from serious
15 to severe very quickly. There are numerous
16 aggressive calls to my house.

17 THE CHAIRPERSON: That's the time.

18 PUBLIC SPEAKER #3: There are people
19 following me from the car---

20 THE CHAIRPERSON: [Public Speaker
21 #3].

22 PUBLIC SPEAKER #3: ---to my home.

23 THE CHAIRPERSON: Thank you.

24 PUBLIC SPEAKER #3: There are a lot
25 of things going on---

1 THE CHAIRPERSON: Your time has
2 elapsed.

3 PUBLIC SPEAKER #3: ---with the
4 situation. This is a situation based on safety,
5 not only my child's safety but other children's
6 safety in the classroom and my safety as well.

7 THE CHAIRPERSON: Thank you, [Public
8 Speaker #3].

9 PUBLIC SPEAKER #3: And this is a
10 direct reflection of insufficient leadership.
11 Until leadership says---

12 THE CHAIRPERSON: Thank you.

13 PUBLIC SPEAKER #3: ---enough is
14 enough, draws the line---

15 THE CHAIRPERSON: [Public Speaker
16 #3].

17 PUBLIC SPEAKER #3: ---and say I'm
18 going to hold myself to a higher standard, this
19 stuff will continue to happen.

20 THE CHAIRPERSON: [Public Speaker
21 #3].

22 PUBLIC SPEAKER #3: Thank you so much
23 for your time.

24 THE CHAIRPERSON: Thank you. And
25 that ends our Public Comment for today. Thank you,

1 ladies, for participating in our conversation.

2 Nancy?

3 MS. JOHNSON: Good afternoon. I'm
4 Nancy Johnson and I'm the coordinator for our State
5 Performance Plan and the Annual Performance Report.
6 For those of you who were not here with us in
7 December, you might not be aware, but I did do a
8 presentation overall on 16 of the 17 indicators.
9 At the time, we did not have data for our
10 assessment indicators, Indicator 3B and C. And I
11 know some questions came up, and I was asked to
12 come back so we could talk about that data. So
13 that's why I'm here today.

14 So let's get started. If you'll go
15 to the next one. As you know, our general
16 supervision responsibilities taken in a lot, and
17 one of those things is right at the tiptop, the
18 SPP/APR, State Performance Plan and Annual
19 Performance Report. For those of you who are new,
20 we do this on an annual basis and submit data on 17
21 indicators to the federal government.

22 Right now we submit February 1st of
23 each year for 16 of the indicators, and for
24 Indicator 17, which is our State Systemic
25 Improvement Plan, we submit right now April 1st.

1 That will eventually go into the February 1st
2 submission, but because that part's new the last
3 three years, they have given us extra time with
4 that.

5 Okay. The data for Indicators 3B and
6 3C, what we have to submit to the federal
7 government on these indicators is related to our
8 data for our -- how our students with disabilities
9 are performing on our statewide assessments in math
10 and reading. 3B -- Indicator 3B is regarding the
11 participation rate of students with disabilities,
12 and 3C is the proficiency rate. So I'm going to
13 talk about participation rate just briefly.

14 Our target for this is 95 percent,
15 but as you can see, in reading and in math, we were
16 at -- through grade eight, we were at the 99 plus
17 percentage participation rate. For high school for
18 students with disabilities, it was at -- reading
19 was 96.5 percent and math was 95.92 percent.

20 All of those rates -- North Carolina
21 has historically had a pretty high participation
22 rate for students with disabilities in our
23 statewide assessments. In all of those, we met our
24 targets. You can see that there was some slight
25 slippage -- what I'm referring to as slippage --

1 but slight decreases in percentages. However, what
2 OSEP, the US Office of Special Ed Programs,
3 considers slippage is you haven't met your target
4 and you've decreased by at least one percent or
5 more, and in no instance did we do that.

6 Now the other area, though,
7 proficiency is a little bit different. Reading and
8 math proficiency rates for -- and, again, this is
9 the 2015-16 school year so that complete school
10 year that we submitted February 1st. In the left
11 column, reading by grade levels again, you can see
12 our reading rates are still fairly low. We don't
13 have any reading rates that are at 20 percent of
14 our students or better. Now this is for -- so you
15 know, this is for Levels 4 and 5, which is college
16 and career ready. We're going to show you a slide
17 in a minute which will show you additional rates
18 for state proficiency.

19 This is what we have to report to the
20 federal government in the APR, is college and
21 career ready. This is what we report in our
22 Consolidated State Performance Plan that goes --
23 Report that goes into the federal government in
24 December for all students. Our target for reading
25 was at 39 percent for grades three through eight

1 and 39.8 percent for high school. So you can see
2 we did not, in reading, meet our targets, but if
3 you look at the difference column, we were
4 not -- we didn't -- we increased at a couple of
5 grade levels, five and six, and we didn't decline
6 in any grade level by one percent or more. So,
7 therefore, OSEP did not consider that slippage.

8 In math, the math scores are a little
9 bit higher by grade level. We did have some
10 increases by more than one percent in grades three,
11 four, and five and six. So we are seeing some
12 improvement there. We did have some slight
13 slippage at grade eight and grade -- or the high
14 school grade. And the targets for math were 38.8
15 percent for grades three, four, five, six, seven,
16 and eight and 36.7 percent for grade ten. So you
17 can see our percentages are still very low in
18 comparison to what the target is for students with
19 disabilities, but we did not have what OSEP
20 considers slippage because we did not have a
21 decrease in any area of one percent or more, and we
22 did actually have some progress at those -- at
23 several grade levels with math.

24 One of the patterns that we're seeing
25 the last three years -- now that we've been in our

1 new assessments -- I'm still referring to them as
2 new assessments -- is that our lowest grade levels
3 are grades six, seven, and eight, and that's -- now
4 we're seeing that pattern. That we do better in
5 the early grades and it declines and then we start
6 going up a little bit at high school.

7 Now this is the data for State Level
8 3 Proficiency. I just said the other percentage
9 rates were for Levels 4 and 5. There are five
10 levels in the state assessment, and Levels 4 and 5
11 are college and career ready. Level 3 is state
12 level proficiency, indicating that the child has
13 met state proficiency standards. And so these
14 rates would be in addition to the rates that you
15 just saw. So we do have kids who are at Level 3
16 state proficiency, but they didn't meet college and
17 career ready, but they are kids who, with some
18 additional interventions, if we continue to work
19 with them, may be able to bump into those Level 4
20 and 5 eventually.

21 These are about the same as they were
22 the past year in reading and in math. In grades
23 again six, seven, and eight in math, there's an
24 asterisk, and what that asterisk stands for is that
25 those were all less than 5 percent, and so the

1 State doesn't publicly report that for purposes of
2 personal identification. So those rates for math
3 are quite low, and those are areas that we're going
4 to continue to, of course, work on with our
5 interventions.

6 I think, though, the question that
7 several of you asked about was were data by
8 disability categories. Several years ago, we used
9 to report our state assessment data by disability
10 category. The State stopped doing that. They
11 changed the reporting procedures, and we don't
12 report that anymore that way.

13 Back in 2012 and '13 -- and that's
14 what this data is that I'm going to spend the rest
15 the time talking about -- when we had to first
16 submit our Indicator 17, our State Systemic
17 Improvement Plan, we were required to really drill
18 down and look at data across the board, a lot of
19 data, for determining what our State Systemic
20 Improvement Plan was going to be about.

21 And at the time, it was the first
22 year of our new statewide assessment. They were
23 not disaggregating data by disability category, but
24 they went the extra mile for us, took a lot of time
25 with several of their staff in Accountability to

1 disaggregate the data for us. Since that time,
2 they're not doing that for us anymore. So in the
3 future, when we have ECATS -- because we have
4 ECATS, our new accountability system for students
5 with disabilities, our reporting system, we will be
6 able to disaggregate this data in coming years so
7 that we can take a look.

8 But with that said, because our data
9 hasn't changed that much from year to year, we
10 suspect that this pattern related to disability
11 categories may still be similar. I can't say for
12 sure, but we anticipate that it might be, so I just
13 want to go over this a little bit.

14 The first group -- the first couple
15 of slides are six of the disability categories, and
16 these are because OSEP considers -- these are what
17 they refer to as -- they kind of say major and
18 minor disability categories. What they're talking
19 about is higher incidents, more numbers of students
20 and lower incidents.

21 So of the six disability categories
22 of higher incidents, that would be autism,
23 intellectual disabilities mild, students with other
24 health impairments, students with serious
25 disabilities, students with specific learning

1 disabilities, and speech/language impairments. And
2 that's in a note on the bottom of the slide.

3 Of those six disability categories,
4 students with speech/language impairments performed
5 higher than any of the other categories in reading
6 and in math, and they ranged -- and those ranges
7 are grade levels -- 36.7 percent to a low of 17.8
8 percent in reading and in math a high of 40.3
9 percent and a low of 17.2 percent. And one of the
10 things to note that's not on here is that every
11 disability category followed the same pattern as
12 the overall data. They were higher at the lower
13 grade levels, dropped somewhat dramatically at
14 grades six, seven, and eight, and then went back up
15 in high school. Every disability category did
16 that, so they followed that same pattern.

17 MS. HOLLER: I have a question.

18 MS. JOHNSON: Yes, ma'am.

19 MS. HOLLER: I have a question. I
20 noticed, like, multiple disabilities isn't on
21 there. So with those folks, did you just put them
22 in whatever category they flagged in?

23 MS. JOHNSON: No. Multiple
24 disabilities would have been in -- it will be in
25 the -- one of the later ones, and I can briefly

1 talk about it, but it didn't come out as being one
2 of the higher performers or lowest performers. So
3 it's---

4 MS. HOLLER: Thanks.

5 MS. JOHNSON: But I will mention it
6 when I get to that one.

7 Along with that, in those six major
8 disability categories, the second best performing
9 category, if you will, was the area of autism. So
10 that's good to note, that students with autism
11 performed higher in reading and math in all grade
12 levels compared to all the other students remaining
13 in those five disability categories,
14 speech/language first and then autism.

15 If you'll go on to the next slide.
16 These same six disability categories, it shows the
17 students who performed at the lowest levels.
18 Sometimes we think of these students as -- because
19 many of them have normal cognitive functioning that
20 they should be performing higher, and they are some
21 of our highest categories as far as numbers.

22 Students with specific learning
23 disabilities was our lowest performer -- were our
24 lowest performers in reading, and they were closely
25 followed by students with other health impairments.

1 You can see there ranges in grade levels. The
2 highest grade level in those early grades was 10.2
3 percent and the lowest was 5.6 percent. In math,
4 at most of the grade levels, students with other
5 health impairments were the lowest performers and
6 followed by students with intellectual disabilities
7 mild and students with serious emotional
8 disabilities. And then generally performing not
9 very well also were students with specific learning
10 disabilities.

11 So those are their ranges by the
12 grade levels which tells us a lot because we have a
13 lot of students with specific learning disabilities
14 and other health impaired and oftentimes in regular
15 classes getting services, and they're not
16 performing as well as we would like to see them
17 perform on statewide assessments.

18 Okay. Of the low incidence
19 disability categories -- and this is where students
20 with multiple disabilities would fall -- students
21 with visual impairments generally performed higher
22 in math at most grade levels -- 42.9 percent and
23 18.2 percent -- than compared to students with
24 other disabilities. And this was low incidence,
25 but when you look at those rates, you also see

1 students with visual impairments, even though it's
2 a low incidence population for us, they were our
3 highest performers in reading.

4 Of the other low incidence disability
5 categories, students with visual impairments,
6 orthopaedic impairments, and intellectual
7 disabilities moderate, each performed higher in
8 reading -- the other one was -- I did say math --
9 reading 50.3 percent on grade level with a low of
10 34.5 percent in reading at one or more grade
11 levels. So those students all outperformed our
12 other students with the higher incidences of
13 disabilities. So students with visual impairment
14 general outperformed all students by disability
15 category.

16 Now, again, we don't know that that's
17 true this year with the 2015-16 data, but because
18 our patterns have not changed that much, we did see
19 some increases in math by a few percentage points,
20 but we anticipate that next year when we're able to
21 start pulling our data again by disability
22 category, that we may see some more patterns. And,
23 again, for these students, even though their rates
24 were higher for students with visual impairments or
25 students with orthopaedic impairments, whatever,

1 again, they performed higher at the earlier grade
2 levels and lower at six, seven, and eight, middle
3 school grade levels, and then increased again back
4 at the high school level. Those middle school
5 years are tough years as we all know.

6 With that, students with multiple
7 disabilities, again, Katie, would be included in
8 these numbers, but they weren't the highest and the
9 lowest, so they're kind of -- or the highest
10 levels -- they're somewhere in between or a little
11 bit lower than these, but not enough that it
12 was -- there weren't enough data for us to pull out
13 and analyze it quite that way.

14 With that, I will entertain any
15 questions you might have. I believe when Heather
16 and Tish called to see -- and Bill called -- to see
17 if I could present, it was about the assessment
18 data that we had. I will tell you the slide
19 presentation that I used in December, we are
20 updating some of that data and we will send that
21 presentation back out to you. There's some data
22 that changed slightly, nothing significant.

23 Overall our Annual Performance
24 Report, from our perspective, was good. We did
25 submit by February 1st on time, and we did not

1 have -- I think we only had slippage in one area.
2 It was in preschool outcomes, but it was not
3 anything significant. We had to explain the
4 slippage, but it's an outcome indicator, and it's
5 not anything -- all of our compliance indicators
6 were in order. So we were relatively pleased with
7 our data.

8 Again, we didn't have slippage in
9 this area of assessment, but we are concerned about
10 our low scores. We're hoping that -- with the
11 districts' LEA self-assessments and everybody's
12 focus on interventions and things that they can do
13 to improve their data, that over the next couple of
14 years, we'll start seeing some real improvement in
15 reading and math scores.

16 Any questions?

17 PUBLIC SPEAKER #2: I have a comment.
18 I would like to see the data for least restrictive
19 environment for disability category because it's
20 really hard to -- I believe statewide, I believe,
21 like, 65 percent of students are included in
22 regular education 80 percent or more, but if you
23 look at the intellectual disability population,
24 only 16 percent of students are included in the
25 regular education.

1 And I feel like, you know, by
2 combining all the population, we're asking for
3 serious segregation of certain disabilities. So
4 that's the kind of report I would like to see.

5 MS. JOHNSON: And that is a report
6 that we would also like to see. That is something
7 that we've always wanted to be able to do, and we
8 will be able to do that with our new ECATS system
9 because students will be tracked by their ID number
10 and we'll have access to the data that we need in
11 order to disaggregate it in multiple ways -- by
12 disability category, by least restrictive
13 environment, by placement option, by disability
14 category, by race, a variety of ways.

15 PUBLIC SPEAKER #2: Great. Thank
16 you.

17 MR. HUSSEY: One of the other things
18 that we're going to do that won't speak
19 specifically to proficiency, but we're in the
20 process of developing -- we actually have out right
21 now in two sites being studied for implementation
22 process as well as -- as well as validity,
23 screening tools that we're going to be utilizing
24 both in math and reading.

25 And the interesting part about these

1 screening tools is it will give us the information
2 we need relative to risk about where kids are in
3 specific skills, but the other part of that will
4 give us rate of progress. And so from year to
5 year, given these screeners, we'll be able to see
6 where children are relative to specific skills as
7 they are identified through this process on the
8 IEP, which was the purpose for doing this.

9 This will also, though, expand and be
10 potentially utilized by MTSS programming so that we
11 have a constant way of looking at progress
12 monitoring of kids prior to entering into the
13 program and once they're there, and the nice part
14 about it is, once we get them developed, they'll be
15 free so we'll be able to give them to school
16 districts to use at no cost.

17 MS. JOHNSON: Any other questions?

18 THE CHAIRPERSON: Thank you, Nancy.

19 MS. JOHNSON: You're welcome. Thank
20 you.

21 THE CHAIRPERSON: I'm just excited to
22 see what ECATS shows us next year.

23 MR. HUSSEY: Well, if we have it in
24 place by next year.

25 THE CHAIRPERSON: Knock on wood,

1 right?

2 All right. Next on our agenda is
3 Nancy---

4 MS. WOYTOWICH: Nancy Woytowich.

5 THE CHAIRPERSON: ---with Deaf and
6 Hard of Hearing Communication Plans.

7 MS. WOYTOWICH: Good afternoon. my
8 name is Nancy Woytowich, and I'm one of the
9 consultants for the Deaf and Hard of Hearing, and I
10 am here this afternoon just to give a brief
11 overview of the Communication Plan Worksheet that
12 we use for students who are deaf and hard of
13 hearing.

14 So a little history behind how this
15 came to be was that originally a Communication Plan
16 Worksheet was developed by the teaching community
17 in Colorado for students with hearing loss, and
18 that was after the introduction of the special
19 factors into IDEA in 1997. So we did here in North
20 Carolina have a Communication Plan Worksheet that
21 was developed in 2006. At that time, this was not
22 required, but it was something that was recommended
23 to LEAs to help facilitate IEP team discussions.

24 So I'm going to refer you to the blue
25 paper that is in your packet because that is a copy

1 of House Bill 317. So the Communication Plan
2 Worksheet wasn't required until House Bill 317, and
3 you'll see on page 2 of that, bullet number (2),
4 that's where it references the Communication Plan
5 Worksheet, and it's just important to note that a
6 Communication Plan Worksheet is required for any
7 student with a diagnosed hearing loss regardless of
8 their eligibility category, and I also just wanted
9 to make it clear that the use of the Communication
10 Plan Worksheet was in effect once this became law,
11 and the IEP teams were using the form that was
12 developed in 2006.

13 The February 1st, 2015 date is when
14 the IEP teams had to use a new form that was
15 developed by a stakeholder group. And so that
16 group came together, and it was a group of various
17 agencies and LEAs, and they developed the new
18 Communication Plan Worksheet, and again, that was
19 really to comply with House Bill 317, and it was
20 also really used to help facilitate better
21 discussions during IEP meetings.

22 So you'll see that in your folder you
23 also have an orange paper, and that is a copy of
24 the Communication Plan Worksheet, and really what
25 this is, it's an expansion of the special factors

1 that are considered when there is a student with
2 hearing loss. And, again, just to reiterate, that
3 the goal of the Communication Plan Worksheet is
4 really for the IEP team to guide discussions. Its
5 purpose is for information. It does not
6 predetermine any services for the student, but we
7 do use it to identify language and communication
8 needs in order to develop appropriate IEP goals.
9 You know, the ultimate goal with our students with
10 hearing loss is to close the gap to help improve
11 language and communication outcomes for these
12 students, and this is just our sensory support and
13 assistive technology section.

14 And that was all that I had for
15 you-all. Do you have any questions for me?

16 THE CHAIRPERSON: Is there any kind
17 of documentation about how this has improved IEP
18 results for the students who have this in their
19 IEP? Because as a parent who has a child with
20 autism and significant communication needs, that it
21 seems like it's very -- usually just glossed over
22 in an IEP meeting, and I'm wondering if something
23 like this would be beneficial to more students than
24 just the deaf and hard of hearing population.

25 MS. WOYTOWICH: Right. Well, what I

1 can tell you is that currently right now with our
2 students with hearing loss, we are in the process
3 of collecting data across the state, and they're
4 looking at their language and vocabulary and
5 reading levels. Those are databases that the LEAs
6 are currently going through trainings to fill out,
7 and those will be submitted to us here at DPI on
8 July 14th.

9 What I can tell you, like I said,
10 right now we use the Communication Plan Worksheet
11 and current assessment data to, you know, guide the
12 team on language -- appropriate language and
13 vocabulary and reading goals. And Jenny is going
14 to be up here in a minute to discuss autism.

15 THE CHAIRPERSON: That's why I
16 requested both of them.

17 MS. WOYTOWICH: Oh, okay. Yeah.
18 Like I said, we're in the process of that data
19 collection, so---

20 THE CHAIRPERSON: Thank you very
21 much.

22 MS. WOYTOWICH: Sure.

23 MS. SIMMONS: Is this online, Nancy?

24 MS. WOYTOWICH: Yes. When you go to
25 the DPI Web site, it's under the forms.

1 MS. EIGENRAUCH: Hi. My name's Jenny
2 Eigenrauch and I'm one of the consultants for
3 autism here at DPI, and I was asked to join
4 you-all today to talk with you about how we're
5 currently supporting students with autism, and I
6 broadened it from just not related only to
7 communication but just so you can gain an
8 understanding of how we are supporting students
9 with autism from the State all the way down to our
10 local LEAs.

11 So, currently, we just within the
12 past month hired our fourth state autism
13 consultant. So now we have four, each covering two
14 regions across the state, and we each bring a
15 variety of backgrounds from the field of autism to
16 the state program. So I wanted you-all to have our
17 names, and at the end of the PowerPoint is our
18 contact information as well, and so you can see who
19 is responsible for what area of the state, although
20 I will mention and it's important to note that we
21 all do work statewide and are responsible for all
22 statewide initiatives.

23 From there, Tracy talked a little bit
24 about the 118 funding. So LEAs are encouraged to
25 apply for 118 funding. There is -- in order to get

1 118 funding under autism, teams need to develop a
2 strategic plan. This year the plan and probably
3 into next year, although we are constantly
4 reevaluating the best way for teams to develop a
5 strategic plan, we had teams develop goals in the
6 areas which were identified to us as a division as
7 to why -- core reasons why students weren't
8 graduating.

9 So they developed goals in academics,
10 behavior, engagement, and transition. We review
11 those goals and they talk about how they're going
12 to meet -- what they're going to be doing around
13 those areas, and then they receive funding.

14 Amounts of funding vary, and it's not
15 something that we determine the amount. And that's
16 given to us and then it's rolled out to them twice
17 a year. They do have to report back to us how
18 they're making progress on their goals or if they
19 need to change their goals. But it's just meant as
20 a way to drive their professional development and
21 how they're ensuring that our kids with autism are
22 going to graduate.

23 Okay. So from there, the primary
24 goal behind 118 funding is to promote -- build
25 capacity in their LEA. It's not to support a

1 specific student or specific classrooms. It's not
2 meant to -- resources for classrooms or for
3 students. The idea is that they're building
4 capacity. So with that, we provide a vast array of
5 professional development opportunities for all
6 educators in the LEA, and they can use their 118
7 funds to access our trainings.

8 Currently, most of our trainings are
9 focused on the receptive form of communication.
10 Everything is based in evidence-based -- or focused
11 on evidence-based strategies. I've listed out the
12 evidence-based strategies that we're currently
13 training on right now. We really are -- the very
14 bottom one that says Behavior as Communication,
15 that is not an evidence-based strategy. It's
16 actually a shift that we're trying to focus -- help
17 our teams focus -- to understand behavior as a form
18 of communication. So that's why I listed that one
19 right there.

20 Next year we're going to continue to
21 build off our current trainings that we have.
22 Those evidence-based practices that were just
23 listed before are met through our Foundations of
24 Autism training, Learning Styles and Visual
25 Supports. We offer one that's called Teaching

1 through Engagement where we focus on specific
2 teaching strategies.

3 We're building in collaboration with
4 our state's speech and language pathologist Perry
5 Flynn along with Ronda, who's the significant
6 cognitive disabilities coordinator, and then a deaf
7 and hard of hearing specialist -- we're building
8 Foundations of Communication training, and those
9 would be trainings that are going to be required to
10 move up into more specific training. So the idea
11 is that you're following a training trajectory to
12 build more specific skills -- more specific skills
13 in content area.

14 MS. HOLLER: Does it target just EC
15 teachers or are regular ed teachers targeted as
16 well?

17 MS. EIGENRAUCH: Everyone is
18 targeted. Everyone is encouraged to come. We have
19 had had a smattering of general education teachers
20 come over the past three years that we've been
21 rolling out our Foundations of Autism. We've had a
22 smattering of administrators come. Do we need more
23 out of EC coming? Absolutely. We absolutely do.

24 That's one role of our coaching teams
25 currently is to go back and try to build capacity

1 through providing training at schools throughout
2 the entire LEA, but I do know the teams struggle
3 with that because they're often wearing many hats
4 within their LEA. So it's often finding time.

5 Specifically to support students, as
6 you-all know, we don't have specific IEP
7 requirements such as a communication plan that
8 Nancy just talked about. We do recommend and we do
9 talk with our teachers about what we call an Autism
10 Curriculum, which are listed right there, which are
11 areas that are more specific to the disability such
12 as making sure that we're focusing on social
13 skills, communication skills, helping teachers and
14 SLPs understand that communication doesn't mean
15 language, it means communication in whatever form
16 that student can have -- can have a language,
17 focusing more curriculum and approaches on
18 flexibility, their attention, time and
19 organization, and then their sensory and motor
20 needs. So those are just recommendations that we
21 often talk about.

22 And then, again, here's our contact
23 information. I hope that I've given you just a
24 brief oversight of how things are laid out from the
25 autism team at the state level to our coaching

1 teams at the LEA level and then our statewide
2 training trajectory to support our students.

3 MS. MEBANE: So how do LEAs find
4 about the training?

5 MS. EIGENRAUCH: So currently once
6 our training is released, it's on a memo to our EC
7 directors. At that point, once the EC directors
8 receive it, then we also have our LISTSERV that we
9 send it out through, and it's also posted on our
10 wiki. And then that's how we can get it out there.

11 As far as, like, to general education
12 teachers, to new teachers, it's really up to the
13 LEAs, the coaching teams to get the information in
14 the right hands to the right people, but it is
15 something that I would agree that we struggle with.

16 MS. MEBANE: I work for the Autism
17 Society of North Carolina as a autism research
18 specialist, and I have, like, eight, nine counties,
19 and my rural counties don't seem to even know about
20 this. And I try to give them that information, but
21 they seem very hungry for this training, and I'd
22 like to come up with a solution as to how to make
23 sure they're getting this information.

24 I did a training for parents in one
25 of my rural counties, and I had three parents show

1 up and a dozen EC teachers show up. And it was
2 just like a newly diagnosed -- I mean they were
3 just -- I mean they were the ones with all the
4 questions after it was over. So, you know, they
5 needed way beyond what that was.

6 MS. EIGENRAUCH: Absolutely. And
7 what I can recommend is -- again, it goes to the EC
8 directors, and if they have a coaching team, then
9 it goes to their team. If they don't have a
10 coaching team, then it -- then it stops there at
11 the EC director unless the teacher or someone else
12 in that LEA has joined out LISTSERV or knows about
13 our wiki. It is shared through the regional
14 consultants at our regional EC director meetings,
15 but again, it's putting it back into that EC
16 director to get it back into their LEA.

17 Anyone is welcome to join and receive
18 our information, and anyone is available to access
19 our wiki. I'm realizing I should have put that up
20 there, but if you e-mail me, I'm happy to send it
21 to you. I don't know the wiki address off the top
22 of my head. And then I can also send you a link to
23 join our -- well, on the wiki is a link to join our
24 newsletters so that you do get our updated training
25 information as we send it out.

1 I would be very happy to
2 problem-solve or receive information of good
3 contacts in different communications to help get
4 this information into teachers' hands especially in
5 our rural communities.

6 MS. MEBANE: I'm really not quite
7 sure, you know, what the problem is with the rural
8 counties, if it's just that EC directors are
9 wearing multiple hats or -- I don't -- you know, I
10 don't know what that is, but it is concerning.

11 MS. EIGENRAUCH: And now that there's
12 four of us, our hope is that we're able to get into
13 and do more visits and do PR work on our part as
14 well to let all areas of the state know where we --
15 what kind of trainings we do. We do try to do
16 training -- especially our Foundations -- our basic
17 entry level training, the Foundations of Autism, we
18 do try to do that in all areas of the state. We
19 offer eight of those across the state so that we
20 try to make them accessible to all areas of the
21 state.

22 MS. MEBANE: Do you have some sort
23 of, like -- I don't know -- self-assessment that
24 LEAs could kind of -- you know, we do this, but no,
25 we don't do this, and we need more training on

1 this?

2 MS. EIGENRAUCH: As part of building
3 the strategic plan, they can access a
4 self-assessment that they can go through. That's
5 something to see where they -- where they want to
6 focus their energy on for the next year in
7 development of the strategic plan. Keep in mind
8 not every LEA accesses the 118 funding under
9 autism, so that's also something to think about.

10 But also as a state level autism
11 consultant, one of our jobs is to also work with
12 those coaching teams on self-assessment and helping
13 teams gather data, do reviews to help them look at
14 things more objectively within their LEA as to some
15 really good focus areas for the year.

16 Any other questions?

17 MS. DANIELS-HALL: So if we were
18 interested in an autism communication plan or
19 worksheet, would we begin with some type of
20 legislation that requires it or could we as a
21 Council consider pushing that up to Bill, his
22 office, about developing -- the possibility of
23 developing that?

24 MS. EIGENRAUCH: I think that's a
25 great question for Bill to answer. I don't want to

1 say the wrong thing.

2 MR. HUSSEY: Well, the first thing,
3 as always, we do much better without legislation
4 because we have people involved in legislation who
5 don't necessarily understand what it is we're
6 really trying to get to. You know, again,
7 legislation is always available, though. So when I
8 say what I say, it's just that's the simplest and
9 easiest way.

10 And I think -- you know, I just want
11 to thank Leanna for asking these questions to
12 create the agenda today because this is -- from a
13 programmatic point of view, this is a discussion
14 we've not had at the Council for -- I don't know
15 that we've had it -- where we're talking about
16 specific pieces that you-all can look at, and
17 earlier some of the questions were brought up as we
18 talked through other things to specifically give
19 you-all areas of concern or interest to formulate
20 within your committees' strategies to bring back to
21 us. I mean you-all's job is recommendations and to
22 advise and provide us feedback to plans we have,
23 but also to create those recommendations so that we
24 have a means to move forward.

25 So what I'm saying to you is think

1 about it, put it, you know, on paper so we can see
2 it, be as discrete about this as you can so we
3 understand what you're talking about, and then
4 bring it back. And, you know, again, I can't
5 promise that we can do what you're going to
6 absolutely want us to do, but we can certainly
7 start approaching that with effort behind us, you
8 know, to try to get one step done at a time to move
9 that forward.

10 MS. EIGENRAUCH: Could I add one
11 thing to that? In reference to the communication
12 plan, I would think about the broader scope and,
13 you know, children with significant and cognitive
14 disabilities and not just focusing on autism or
15 deaf and hard of hearing, but there's probably a
16 lot of kids that could benefit from a communication
17 plan.

18 Any other questions? Okay. Thank
19 you.

20 THE CHAIRPERSON: Thank you, Jenny.
21 Guess what? We're ahead of time now. Okay. Next
22 on our list is breaking into committee work, and
23 guess what? We're going back to a full hour.
24 Sorry, guys.

25 There was one -- Unmet Needs

1 Committee -- the Unmet Needs Committee is in need
2 of a new chair. I know there was some conversation
3 about possibly Mary LaCorte, but I think she wears
4 a lot of hats and I -- I've looked at what she had
5 responded earlier. So the Unmet Needs Committee,
6 when you meet, if you-all can address that need
7 that you-all have, that would be great, okay?

8 Is there any other concerns or
9 questions before we break out into committees?
10 Go ahead, Bill.

11 MR. HUSSEY: Yeah. If it's okay, I'm
12 going to let -- that was the superintendent that
13 just came by awhile ago and wanted to speak to the
14 group, and you-all were in the middle of things,
15 and so he didn't want to interrupt. But I'm going
16 to let him know that you're going to into
17 committees, if it would be okay for him to come up
18 and basically say something. I think he just wants
19 to say welcome more than anything else.

20 THE CHAIRPERSON: Do you want to look
21 at doing that at about two-thirty -- doing
22 committees till about two-thirty, then he could
23 come in, and that gives him a set time that he's---
24 That sounds good. All right.

25 MS. LaCORTE: Leanna?

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

THE CHAIRPERSON: Yes, Mary?

MS. LaCORTE: Leanna, this is Mary. I'm not sure how you're configured today, but if it's possible, could the Unmet Needs Committee meet where I can still hear?

THE CHAIRPERSON: Yes. So I guess the staff table is abandoning their ship for an hour.

(Committee Work was conducted from 1:36 p.m. to 2:14 p.m; and the Chairperson adjourned the meeting at 2:28 p.m.)

- - - - -

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

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 147, are a true record of the proceeding to the best of my knowledge and belief;

That I am neither related to nor employed by any of the parties or counsel employed by the parties hereto, nor interested directly or indirectly in the matter in controversy, and am not financially or otherwise interested in the outcome of the action.

Certified this 28th day of June, 2017.



Rebecca P. Scott

Notary Number: 19940530133