

COUNCIL ON EDUCATIONAL SERVICES
FOR EXCEPTIONAL CHILDREN

Raleigh, North Carolina
March 14, 2018
9:37 a.m.

TRANSCRIPT OF QUARTERLY MEETING

The quarterly meeting of the Council on Educational Services for Exceptional Children was held on the 14th day of March, 2018, in the State Board of Education Boardroom, Education Building, 301 North Wilmington Street, Raleigh, North Carolina, commencing at 9:37 a.m.

APPEARANCES

COUNCIL ON EDUCATIONAL SERVICES FOR EXCEPTIONAL CHILDREN
BOARD MEMBERS PRESENT:

Leanna George, Chairperson
Vicki Simmons, Vice Chairperson
Diane Coffey (via teleconference)
Cynthia Daniels-Hall
Christy Hutchinson
Adam Johnson
Carla McNeill
Teresa Mebane
Virginia Moorefield
Jennifer Mullis
Lisa Phillips
Kelli Terrell (for Rickey Smith)
Jennine Vlasaty
Paulett Wall (via teleconference)

STAFF:

Sherry Bell
Tish Bynum
Nancy Carolan
Carol Ann Hudgens
Bill Hussey
Dreama McCoy
Heather Ouzts
Laurie Ray

VISITORS:

Eric Hall

COURT REPORTER:

Rebecca P. Scott

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1 Thereupon, the following proceeding was held:

2 THE CHAIRPERSON: Good morning.

3 Thank you everybody for attending today. I know
4 the weather out west has been kind of hectic
5 lately and especially yesterday was.

6 I'm Leanna George. I'm the
7 chairperson of this committee. I have two
8 wonderful children. Both of them are on the
9 autism spectrum. My daughter also has
10 intellectual disabilities. And I'm a parent
11 obviously, and that's who I am.

12 If we can go around and do quick
13 introductions so everyone can get to know each
14 other, and we will continue from there.

15 MS. DANIELS-HALL: I am Cynthia
16 Daniels-Hall. I'm a parent from Wake County, a
17 parent of six children with autism, and I'm a
18 special education advocate and I serve families
19 across the state of North Carolina.

20 MS. SIMMONS: Hi. My name is Vicki
21 Simmons. I'm an adapted PE teacher from Guilford
22 County Schools.

23 MS. TERRELL: Kelli Terrell in for
24 Rick Smith, Education Services.

25 MR. JOHNSON: I'm Adam Johnson with

1 North Carolina Department of Public Safety,
2 Director of Education for Juvenile Justice.

3 MS. VLASATY: Jennine Vlasaty, Wake
4 County. I have two children -- two children here,
5 our youngest is EC with Down syndrome.

6 MS. MEBANE: I'm Teresa Mebane, and I
7 have -- I'm from New Hanover County. I have three
8 boys on the autism spectrum, and I also work for
9 the Autism Society of North Carolina and Family
10 Support Network.

11 MS. MULLIS: I'm Jennifer Mullis. I
12 am a facilitator at a high school in Charlotte-
13 Mecklenburg Schools.

14 MS. HUDGENS: Good morning. I'm
15 Carol Ann Hudgens. I'm the Section Chief of
16 Policy Monitoring and Audit here at the
17 Exceptional Children Division.

18 MS. OUZTS: Good morning. I'm
19 Heather Ouzts. I'm the Parent Liaison in the
20 Exceptional Children Division.

21 COURT REPORTER: Good morning. I'm
22 Becky Scott. I'm the court reporter making a
23 record of the meeting today.

24 MS. BYNUM: Tish Bynum,
25 Administrative Assistance for this Council.

1 MS. MOOREFIELD: Ginny Moorefield.
2 I'm a teacher and interpreter for the deaf as well
3 as a parent of a child with severe traumatic brain
4 injury.

5 MS. OUZTS: And, Leanna, we have two
6 people on the phone, if they want themselves.

7 MS. WALL: For Lisa Phillips.

8 MS. COFFEY: Diane Coffey.

9 THE CHAIRPERSON: Thank you for
10 attending today, all of you.

11 Let's take a moment to review the
12 agenda. There will be one slight change. The One
13 Percent Alternate Assessment Participation Waiver
14 presentation is going to be moved up to during
15 committee work or just after lunch. We'll try to
16 start that as soon as we can after lunch because
17 they had a conflict that came up at the last
18 moment.

19 Let's see. But apart from that,
20 that's what the agenda is for today. Everybody
21 should have a copy of that, hopefully. It's the
22 peach sheet.

23 And we have our minutes from the
24 December meeting. Take a few minutes and review
25 over those. If there's any corrections that need

1 to be made, let that be known and then we'll --
2 I'm not sure if we have a quorum to vote, but---

3 MS. BYNUM: On the meeting minutes, I
4 would like to say there is a difference from what
5 you have in your packet versus what was sent out
6 via email, and the difference is, is under
7 committee reports. That one in the packet has
8 committee reports information versus the one that
9 was emailed out did not have complete committee
10 report information.

11 (Pause from 9:40 a.m. to 9:45 a.m.)

12 THE CHAIRPERSON: Is there a motion
13 to approve the minutes as written?

14 MS. DANIELS-HALL: Do we have quorum?
15 We've got ten.

16 THE CHAIRPERSON: And there's, what,
17 17? Let's see. We'll just hold off on that until
18 later this afternoon and see if more people come
19 in.

20 All right. I'd like to introduce
21 Laurie Ray. She's going to come and present on
22 adapted PE.

23 MS. RAY: Good morning, Council.
24 Thank you so much for inviting me to come and
25 speak about adapted PE this morning. I am Laurie

1 Ray, and I am your liaison for adapted physical
2 education. I also have two other roles I serve
3 for you as consultant for physical therapy, and I
4 also share consulting with Lauren Holahan from
5 Medicaid Cost Recovery in Schools. So if you have
6 questions about that, not for this time, but in
7 general, I just wanted you to know that there's
8 other areas that I cover for you as well.

9 So I prepared some remarks, but I do
10 want to say too that I'm happy to go off script
11 and answer any questions you have. I'd really
12 like to provide you with whatever information you
13 need about adapted PE, but I see you have Vicki
14 Simmons, and she's ably equipped to speak on the
15 issue better than I, but I'm happy to answer any
16 questions you have. If they come up, please don't
17 hesitate to interrupt and ask whatever question
18 you'd like.

19 So, first of all, adapted physical
20 education is part of our Healthy Active Children
21 Policy that is under the Whole School, Whole
22 Community, Whole Child Model, where we're not just
23 interested in teaching our children what they need
24 to know to be readers and workers, but also that
25 they can be healthy and active and engaged

1 community participants. So that takes the whole
2 community, and we're very invested in making sure
3 our children are not only healthy but also happy
4 and learning.

5 There are some board policies that I
6 wanted to highlight for you. The Healthy Active
7 Children Policy, Section 4 talks about PE
8 throughout the school year and specifies the
9 elementary school and middle school
10 recommendations. It also is very clear that it
11 needs to be provided in a supportive environment,
12 and there should be two bullet points there at the
13 bottom. Supportive environment is one. The
14 second is that more than 50 percent of the time
15 should be in vigorous to moderately vigorous
16 activity, so not just talking and looking at your
17 phone, but actually really getting your heart rate
18 up. So that's the expectation there.

19 Section 5 talks about whether recess
20 and physical activity should be taken away as a
21 form of punishment. That is not permissible under
22 board policy. As well as the daily minimum
23 activity level, it also establishes that recess
24 and physical activity should not be taken away as
25 a punishment but, additionally, that exercise

1 should not be assigned as a punishment, to make
2 sure that our students know that exercise is not a
3 punishment but something that is a great part of
4 life and make sure there's real positive
5 associations with that.

6 So the importance of adapted physical
7 education is that for those students who require
8 something more to participate and progress through
9 our curriculum for PE, that they are able to
10 learn, practice, and master skills. Anybody who's
11 taken PE knows that it's not just about motoric
12 skills. I learned a lot of social skills and
13 abilities when I was in physical education.

14 And I also have a high regard for
15 adapted physical educators because often PE is the
16 place where our students with disabilities thrive.
17 They can be leaders. They can be the ones that
18 are in front and leading the class, and it's an
19 area of strength on occasion, and we want to make
20 sure that our students that have disabilities have
21 an opportunity to be in a class with typically
22 developing peers and leading that class, and so we
23 want to make sure that we offer that and our IEP
24 teams are very clear on that, that there's a
25 continuum of services. We'll get into that a

1 little bit later.

2 We also want to build a capacity for
3 our students to be active for their lifetime, not
4 just while they're in school, but to be citizens
5 that actively participate in life and to provide
6 that physical activity that's required by our
7 board policy. So not only is it important, but
8 it's part of being an adult. Many times sports
9 and participation in sporting events are things
10 that make you have friends, commonalities, and
11 gain relationships. So we also know the
12 importance of adapted physical activity to develop
13 skills and competencies, but also to meet friends
14 and practice social skills in a really natural
15 setting for our students.

16 I did -- I forgot it on the title
17 slide. I took a blood oath that I have to tell
18 you about that I would always, in front of every
19 group, say it's adapted PE, not adaptive PE. So I
20 have to fulfill that oath because adaptive
21 indicates that something is adapting to its
22 environment on its own, whereas adapted requires
23 an activity, someone to do it. It's a verb. So
24 adapted physical activity requires a person to do
25 it, and I just wanted to clarify that because we

1 often hear adaptive PE used interchangeably, and
2 that's an incorrect term. Behavior is adaptive.
3 PE has to be adapted. Okay. So I've fulfilled
4 that oath.

5 So our President's Council -- this is
6 a little bit of a disturbing statistic that I like
7 to bring out -- reports that even though we know
8 our children across the board aren't physically
9 active enough, they aren't getting the physical
10 activity we want them to get, and additionally,
11 our students and youth with disabilities have a
12 physical activity level that's 4.5 times lower
13 than their peers. So even though their peers
14 aren't getting sufficient activity, we know our
15 students with disabilities are getting less.

16 So every student can benefit from
17 physical education, and adapted PE can be also an
18 important component of postsecondary transition
19 planning to start to look at independent living,
20 community engagement, what is available in the
21 community, and to do some work in that regard in
22 planning for that student to be able to play on a
23 community league or participate in a church
24 softball team or whatever might be of interest to
25 them. So that can be an important part of

1 transition as well.

2 This is just for your bedtime
3 reading, some policy for you to enjoy. We do
4 have -- specially designed instruction in physical
5 education is mentioned specifically in the policy
6 and is clarified as to what that means, and it is
7 the only curricular area that's specified. So I
8 think that demonstrates it is an important area we
9 need to pay some attention to.

10 I do find on occasion there's some
11 confusion about adapted physical education in that
12 it's seen somewhere between a related service and
13 special education. It's like there's special
14 education, there are related services, and then
15 adapted PE is somewhere. And I want to clarify
16 that it's actually not in the middle of anything.
17 It is specially designed instruction. It supports
18 a curriculum like English/language arts or any
19 other curricular area.

20 And so it is indeed special education
21 directly serving children. It's not a related
22 service and it's not an accommodation. You can
23 have accommodations in PE, but that does not mean
24 it's adapted PE. Not all students that have
25 disabilities require adapted PE. Just because you

1 have a wheelchair doesn't mean you require
2 specially designed instruction in PE. So it does
3 require the same eligibility type of review, and
4 I'm going to walk through that with you just in
5 case you need it, and if you don't, just say the
6 word and we can change to another topic. I'm
7 happy to talk about anything you would like.

8 MS. MULLIS: Can I ask a question?

9 MS. RAY: Sure.

10 MS. MULLIS: So like all of mine are
11 in self-contained extension programs, so all --
12 typically when they come in, on all their IEPs on
13 the ninth grade year, we put, you know, is taking
14 it or has adaptive PE -- sorry -- adapted --
15 that's a good point. I like that. And then after
16 in their IEP, we put they have met their goal, but
17 I mean if they -- that's just the typical thing
18 because we all say that they need it because of
19 the program that they're in, but---

20 MS. RAY: Right. There is a
21 requirement for students to have one credit of PE
22 for high school, but it can be a part of a high
23 school program for any child. It's up to the IEP
24 team to determine if it's required for them in
25 order to benefit from their education or needed

1 for them in their transition plan. Yeah, so an
2 individualized plan means individualized and it
3 should be really reviewed by the team to see
4 what's required and how best we can get some
5 success in the postsecondary transition. Thank
6 you for that question.

7 So when we're talking about whether
8 specially designed instruction is required, we're
9 going to ask what are the areas of need for this
10 student, do they qualify under one of the 14
11 educational categories, and then do they require
12 specially designed instruction for the Healthful
13 Living curriculum specifically in PE, is that
14 something that they need to learn and participate.

15 Adapted PE is a direct special
16 education service, and it's required by federal
17 law and by state policy. It's not a local option
18 or decision. It's not optional. It's a part of
19 special education. And then I have a slide here
20 that kind of runs through on an IEP, if you are
21 filling out an IEP currently, what we at the
22 Department think has happened when you indicate
23 yes, they need adapted PE---

24 "Does this child require adapted PE?"
25 Currently, on the DEC4 is a check, and when you

1 check "yes," that means that an evaluation has
2 been provided to the team with sufficient data,
3 that the IEP team has determined the student
4 requires that specially designed instruction, that
5 a present level of academic and functional
6 performance relative to this curricular area has
7 been developed, and there are goals developed by
8 the team -- and this is a key piece -- that the
9 team that's developing these goals needs to also
10 have someone who is knowledgeable about the PE
11 curriculum.

12 And often I find, as a physical
13 therapist, we get asked that. Just because we
14 have physical in our name, they feel that that's
15 sufficient for us to speak on this. Physical
16 therapists are not knowledgeable about the PE
17 curriculum. We're not trained on it. We don't
18 get exposure to it. And, therefore, you really
19 need, as a team, to have someone who knows the PE
20 curriculum who can talk about what adaptation may
21 be necessary.

22 Then we determine the least
23 restrictive environment. This should not be
24 dictated by the placement of the student but
25 should be a separate discussion about where these

1 services would best be provided to the student,
2 restricting them as little as possible. And so
3 this is an opportunity for our students to get
4 some exposure and some social interactions with
5 peers without disabilities. So I always encourage
6 teams to really base this on data and experience,
7 not opinion and expectation, but actual data and
8 observations.

9 And then the IEP indicates how the
10 student's progress on the goal will be reported
11 because it is taking the student off the PE
12 curriculum, so we need to track their progress
13 accordingly and make sure that they're progressing
14 sufficiently and trying to get them back to
15 grade-level physical education curriculum. And
16 then I have a little fancy thing to say this is
17 currently what's happening, but as you well know,
18 I'm sure, we have some changes to IEP forms coming
19 and this may alter.

20 So Step 1 is the evaluation. As a
21 curricular area, evaluation is not necessarily
22 required if the team has sufficient data and
23 information to develop the IEP in this area. What
24 I have found is often the teams aren't getting
25 data collected. As a common class, PE is not one

1 that collects a great deal of data necessarily,
2 and so often we do need an evaluation to inform
3 the team, and I gave you some areas that are
4 evaluation.

5 And this is why an occupational
6 therapist or physical therapist is insufficient
7 because, while we do look at motor skills,
8 participation, and endurance, we don't always
9 assess fitness and we definitely don't look at
10 sport skills. Ability to follow directions and
11 things like that may be commented on, but it's
12 looked at in a different way when you're talking
13 about a physical education class and that
14 curriculum.

15 So you either need to access the data
16 that's available or consider the need for an
17 evaluation, and currently, we don't have an area
18 that's called an adapted physical education
19 evaluation. Hopefully, on the new forms, that
20 will change, but right now you can check "other"
21 and indicate that you need an evaluation in PE or
22 adapted PE. Again, when you're looking at
23 eligibility, you should definitely have someone
24 who is a curricular expert who can speak to this
25 child's ability or needs when it comes to being in

1 PE class. So you need someone with firsthand
2 knowledge, if at all possible.

3 So I just gave you some ideas here
4 about guiding questions for team discussion when
5 you're talking about eligibility and adapted PE:
6 What are the areas of strengths the student has;
7 are they engaged; do they enjoy time with their
8 peers; do they enjoy running around or is PE the
9 thing that they least look forward to; is it a
10 motivating factor or is it not; motoricly, are
11 they on age-appropriate levels; are they able to
12 keep up -- fitness, endurance, motor patterns; are
13 they immature or are they developing. Just kind
14 of pinpointing where they are in the PE
15 curriculum, and then also talking about how the
16 disability has an impact on their participation
17 and learning in PE.

18 Score keeping is not part of the PE
19 curriculum and is not an appropriate accommodation
20 or change in the curriculum for a student. If
21 they can keep score, that's a totally different
22 skill and doesn't mean that they're getting PE.
23 Just talking about designing the instruction for
24 the student and whether they are learning PE as
25 all other students do on that grade level -- and

1 I'll get into that in a little tiny bit -- and
2 then what is the instruction alteration that we
3 need to do; is it a change in instruction, the
4 context, or the environment; what do we need to
5 alter in order for this student to learn and
6 participate.

7 So more specifically just talking
8 about endurance, similar gross motor skills, just
9 some specifics that the team might want to
10 consider when they're talking about PE needs, and
11 then also always keeping an eye on transition,
12 what are the lifelong physical activities and
13 recreational activities that the student will need
14 to work on in order to engage as a citizen
15 lifelong.

16 And this slide, I put in here
17 because sometimes there is great confusion in
18 self-contained classes or in public separate
19 schools. I've had some questions about everyone
20 in this building gets PE that's adapted for them,
21 if it's a class or a school that has all students
22 with disabilities, so we don't need to write any
23 adapted PE goals because this is what everybody
24 gets. And that is not the case. When you've
25 taken them off the grade-level PE and you're

1 delivering it in a way that's different from the
2 way other third-graders in your county get that PE
3 class, then you are changing and specially
4 designing that instruction.

5 So I gave some guide points here:
6 Are the expectations consistent, the same number
7 of rules being taught, the same skills being
8 taught; are the class ratios consistent with other
9 PE classes throughout the district or the LEA; are
10 there similar supports, differentiated
11 instruction, but not individualized specially
12 designed instruction. So there is a line there
13 that we often encounter when we're talking about
14 special education, is how much is good instruction
15 that's differentiated and when does it become
16 specially designed.

17 And then I gave you some points here
18 where if the child is able to go to class and
19 participate and learn and need some sensory
20 support, some communication supports, a written
21 list of activities, maybe wearing earphones in the
22 noisy gym to make sure they don't get auditorily
23 overwhelmed. They're assigned stations or
24 partners or they're -- instead of playing
25 volleyball with a volleyball, they're playing with

1 a beach ball. These are accommodations or
2 supplementary aids.

3 So they can be provided and the
4 student still be learning on grade level, on
5 curriculum, just adapting it--- Not adapting it.
6 Don't let me confuse you. ---modifying it with an
7 accommodation so that the student is able to
8 progress and learn. So that's where sometimes
9 places get a little bit of a struggle in
10 determining what's specially designed and what is
11 an accommodation, but I hope these guidelines are
12 little bit helpful.

13 And then looking at the definition of
14 specially designed instruction really can help as
15 well. So when we are teaching the student their
16 motoric skills and their physical education, are
17 we altering the content, the methodology, or the
18 delivery of instruction? And often what I find is
19 the delivery of instruction is the one that trips
20 people up. If they have an adult with them, that
21 is changing how instruction is delivered. It's
22 not typical that a third-grader has a 40-year-old
23 woman following them around in the gym. So that
24 modifies the delivery of instruction, and we need
25 to be very aware of that when it is specially

1 designed, making sure that they have associated
2 goals and that progress is being monitored on
3 that. I gave you a couple more examples trying to
4 differentiate between accommodation, supplementary
5 aids and services as opposed to instructional
6 changes specially designing that instruction.

7 So how is the need for special
8 education determined? Like all special education,
9 it's determined by the IEP team with a consensus
10 decision. A thorough discussion of the student's
11 needs in PE should be vetted through that whole
12 team with someone knowledgeable about the PE
13 curriculum who, hopefully, has seen the student in
14 a gen ed PE class and speak on how they
15 participate or are unable to participate due their
16 disability, and do a nice job of documenting the
17 supplementary aids or services to special
18 education or other supporting services,
19 modifications, or accommodations that are
20 required.

21 And after that's documented, then
22 we're going to talk about if they do need
23 specially designed instruction in PE, what does
24 that look like for this student; in order for them
25 to meet their goals, what is required to support

1 them in their learning.

2 And there are some areas I've given
3 you next on the adapted PE goal areas: fitness,
4 motor skills, and participation. Often we have
5 students that may have struggles to socially
6 interact with peers during a game and also have
7 some delays in their motor skills. So there may
8 be more than one area, just as any other
9 curricular area. In reading, there's fluency of
10 reading and there's reading comprehension and many
11 other skills under that. So we need to be clear
12 in -- improving in PE is not a good goal. We need
13 to be specific in what the effects of the
14 disability are. Yes?

15 MS. VLASATY: What was "CV capacity"?
16 What's a CV?

17 MS. RAY: Cardiovascular. Thank you
18 very much. Sorry. I'm in education and I have a
19 medical background, so abbreviations are rife and
20 I need to spell that out. Thanks for asking.

21 Talking about least restrictive
22 environment, we definitely want to make sure, to
23 the maximum extent possible, we have students with
24 disabilities interacting and learning with
25 students that do not have disabilities. The goal

1 is to get all students back to gen ed PE with
2 their peers. And so a vigorous discussion that's
3 very data based on this should be happening every
4 time we're talking about adapted PE services or,
5 indeed, any special education services.

6 And the next slide provides you with
7 a continuum of possibilities. There are a lot of
8 ways we can serve students, and as I said, the IEP
9 should be individualized so that if they need some
10 separate instruction but they can participate in a
11 gen ed class, they should be getting both those
12 things happening, and it should be documented in
13 the IEP so there's a full continuum.

14 We want to make sure we're moving in
15 the right direction and not down the continuum
16 towards separate education especially based on
17 staffing. I'm very concerned about these
18 decisions being driven of being -- having some
19 pressure because of staffing or school schedule or
20 some other logistical complications. So we
21 definitely want student need driving these
22 decisions.

23 And then next I have a couple of
24 options. Because we don't have in every county,
25 in every LEA, we don't have someone with

1 credentials. So the credential that is best
2 practice is certification in adapted PE or CAPE,
3 and many of our LEAs do not have someone with CAPE
4 certification. So that's what we want. That's
5 best practice, is the assessment, IEP development,
6 and instruction by a CAPE-certified adapted
7 physical educator, but in the case we don't have
8 that type of staff expertise on our staff, we also
9 encourage strong collaboration.

10 So it could be an adapted physical
11 educator is not available and we have a gen ed PE
12 teacher who is, according to our licensure, able
13 to provide adapted PE, but they will need some
14 assistance with the evaluation process and with
15 the goal development and perhaps with progress
16 monitoring. And so alongside them should come a
17 special educator and/or related service provider,
18 physical therapist or occupational therapist, and
19 together they should be able to collaborate and
20 make sure that the person who knows the PE
21 curriculum is involved and someone who knows the
22 IEP process is involved so together they can
23 create a good solid APE program for each student.

24 So here are some appropriate
25 collaborations, the ways that staff should --

1 could and should work together to provide adapted
2 PE for students, including integrated goal
3 development, provision of related services within
4 the PE class or the APE class routines,
5 consultation for APE assessment with a PE teacher
6 or special educator, provision of that APE
7 modification. Sometimes we have general PE
8 teacher that does a great job, but every once in a
9 while just doesn't know how to make this
10 wheelchair work or this walker work with their
11 basketball module. So having someone that they
12 can go to for some consultation is very helpful.

13 I hope I have mentioned community
14 options and transition planning is something
15 that's an important collaborative opportunity, and
16 most importantly, really problem-solving when we
17 have challenging or difficult issues to make sure
18 that our students -- especially with complex needs
19 but any of our students -- are participating and
20 engaging to the best of their abilities in our PE
21 classes.

22 And then adapted physical educators
23 and all of our staff sometimes amaze me with the
24 special projects they do. We have a coffee shop
25 in one of our counties in Watauga where the

1 adapted physical educator, the PT, the OT, and the
2 special educator created a coffee shop because
3 they didn't have sufficient work opportunities for
4 their students. So they made a coffee shop in
5 their high school, and they have -- it's open to
6 the community two times a week, and it's run by
7 the students. But the APE person is a real
8 community linchpin and was very integral in
9 getting that program off the ground.

10 Some ways that collaboration should
11 not happen is having someone who's not qualified
12 to provide an assessment, like an occupational
13 therapist or a physical therapist. They should
14 not be providing APE assessment or recommendations
15 to the team because they don't know the
16 curriculum. So they can't really inform the team
17 about that. Development of goals and also
18 provision of services needs to be provided by
19 someone with a PE license or a certified adapted
20 physical educator. So we want to make sure that
21 we don't have OTs or PTs instructing in PE because
22 they're not qualified to do so.

23 And then this goes to the high school
24 question, making sure that PE can be available to
25 students to choose as an elective, and if they

1 elect to take that service -- I mean that class
2 that the service is provided to them, and that can
3 be documented easily on the IEP when they're
4 receiving PE that they have this adapted PE direct
5 service. And then also informing the transition
6 planning for independent living and specific to
7 community participation and recreation
8 opportunities.

9 So that's what I had thought you
10 might want to know, but I am available to you now
11 or in the future for any questions that you have,
12 and as a physical therapist, I don't know
13 everything about adapted PE, but I know a lot of
14 people. So if I don't know the answer, I can
15 certainly get the answer for you. Do you have any
16 questions for me at this time?

17 THE CHAIRPERSON: I have a question.
18 What type of training or professional development
19 options are available for PE teachers who --
20 especially in districts that do not have a CAPE or
21 APE provider -- to support our students with
22 special needs who might qualify?

23 MS. RAY: So I would draw your
24 attention to the title slide. This presentation
25 was developed by the Department of Public

1 Instruction in accompaniment with the Adapted PE
2 Advisory Council. So we're very lucky in this
3 state that we have a voluntary advisory council
4 that has organized to provide just that support to
5 LEAs. So we have volunteers that are assigned to
6 each region and are a contact person that is a
7 skilled expert in adapted PE provision.

8 So there's a contact point for anyone
9 in an LEA to get in touch with those folks for
10 mentoring or just to talk through problems and
11 figure out what they need to do. I'm available to
12 them as the liaison. I understand the policy a
13 little bit more than the actual physical education
14 part of it, so together we try to cover those
15 bases.

16 In addition, we have -- our
17 institutes are now done in the fall as part of our
18 Conference on Exceptional Children. That's done
19 on a proposal basis, but we've had strong
20 proposals two years in a row from our Adapted
21 Physical Education Advisory Council, and they
22 provided an all day training that has gotten rave
23 reviews and has really helped to equip people to
24 be ready to go back to their LEAs ready to serve.

25 In addition, I have -- this training

1 expanded a bit in an IEP development training
2 that's available for districts to invite me to
3 come and do that training for them. So we have
4 informal resources available and also some formal
5 structures available as well.

6 MS. SIMMONS: Your name and email
7 address and the website you gave -- that's the
8 map?

9 MS. RAY: That's right. On the back
10 page where it has my contact information, I also
11 gave you the link for the Adapted PE Advisory
12 Council where you can find the map of those
13 contact points for your area and also some other
14 resources. They have some nice lesson plans
15 posted. They have some videos of what good
16 adapted PE looks like.

17 There's a great video of one of
18 the -- well, our current president of the advisory
19 council Barbara Meleney who did a nutrition relay
20 race where she has the students with disabilities
21 doing a relay race and they have food that they
22 need to sort according to the food groups. So
23 she's getting curricular support and physical
24 activity all at the same time with a lot of good
25 engagement, and there's a lot of learning going on

1 there. So you get to see what a great lesson
2 looks like.

3 Any other questions? Are you guys
4 ready to go back and make sure everybody says
5 adapted PE and not adaptive PE?

6 MS. VLASATY: Yeah.

7 MS. RAY: Excellent. If anything
8 comes up, I'm happy to make myself available to
9 you, and I appreciate this time. I'm glad for
10 your interest in adapted PE, and I encourage you
11 to spread the word of how important it is for
12 children's education, that this can be the thing
13 that makes success happen and turn the corner for
14 some of our students.

15 THE CHAIRPERSON: Thank you very
16 much. We actually have time for a break right
17 now. Is Sherry ready for her -- is she here yet?

18 MS. BELL: I'm here.

19 THE CHAIRPERSON: Okay. Why don't we
20 move you to 10:30 so we can have a little bit more
21 time for Dreama and Tammy later in the day. So
22 let's take a break until 10:30.

23 **(A brief recess was taken from**
24 **10:17 a.m. to 10:31 a.m.)**

25 THE CHAIRPERSON: Is Sherry ready?

1 MS. BELL: I am.

2 THE CHAIRPERSON: All right. North
3 Carolina Virtual Public School.

4 MS. BELL: Good morning. Can
5 everybody hear me okay?

6 MS. OUZTS: The microphone's off.
7 Let's make sure it's---

8 THE CHAIRPERSON: Let's turn the mike
9 back on.

10 MS. BELL: It's on? Okay. I hear it
11 now. Good morning. Thank you so much for having
12 me and inviting me today to be with you. I will
13 explain to you -- and if you see me start shaking,
14 it's not because I'm nervous, I'm freezing, so --
15 and I think the rest of you guys are. I'm trying
16 to get my hands warm up here.

17 But my name is Sherry Bell, and I am
18 the Director of the Exceptional Children and 504
19 Services for the North Carolina Virtual Public
20 School. I wanted to start out by just telling you
21 a little bit about myself. I have almost 24 -- it
22 will be 24 years in November -- years with public
23 education and the state of North Carolina. I
24 started out as a speech and language pathologist
25 in the public school system. So I served students

1 pre-k through 12 for about six years as a speech
2 and language pathologist. And then I became a
3 Director of Special Education for Mitchell County
4 Schools for 12 years, and then I left and came to
5 NC VPS and have been with NC VPS since 2012.

6 I love special education. It's my
7 passion. I wouldn't want to do anything else. I
8 love working with students with special abilities.
9 I am from the mountains of western North Carolina,
10 a small town called Spruce Pine. It's about four
11 hours from here. I just talked to my husband this
12 morning and they got four inches of snow so our
13 boys are out of school for the third day in a row
14 this week. So I hope they don't get their spring
15 break taken, but--- So I will be traveling back
16 this afternoon.

17 But, of course, we're a very small,
18 mountain, rural town in Mitchell County, one high
19 school and about seven schools total. But I serve
20 now on the public school board of education for
21 Mitchell County Schools. So that has been a very
22 interesting position, but I have enjoyed that very
23 much.

24 So I hope that I have provided
25 information that you-all would like to hear. I

1 know it was my understanding that you wanted to
2 hear a little bit more about NC VPS and what we're
3 all about and how we serve students with special
4 needs, and I think you wanted to hear a little bit
5 about some data.

6 So these are a couple of the topics
7 that we're going to be talking about today. Just
8 remind me of my time because when I'm talking
9 about special ed, I can talk, talk, talk because
10 it's my passion. So just keep me on time.

11 I wanted to start out with just
12 giving you a little bit of information about NC
13 VPS and who we are, what we do, who we serve.
14 This is just an example of some of the students
15 that we serve at NC VPS. We do have students from
16 charter schools, home schools, special schools,
17 public schools, private schools, Department of
18 Defense, the Bureau of Indian Affairs schools, and
19 Division of Juvenile Justice.

20 Currently, we offer courses across
21 the board. Our core courses that are required for
22 students, we have a wide variety of world
23 languages, we have test prep for ACT/SAT, a lot of
24 arts and electives, a pretty huge AP population,
25 career tech ed, credit recovery, and of course,

1 occupational course of study.

2 This is our overall enrollment for
3 2016-17. So for last year, we had approximately
4 58,269 students enrolled with NC VPS for the year.
5 18,665 of those were OCS, so that is our second
6 largest enrollment in NC VPS, is our occupational
7 course of study population. Our traditional
8 student population was 24,000, credit recovery
9 1292, and AP honors 14,210.

10 And then I wanted you to be able to
11 see a little bit about our IEP/504 population.
12 This is just a very rough estimate because we are
13 not connected to Power School at NC VPS. We have
14 been working on that for a couple of years, and
15 there have been a lot of snags. So this is, by
16 hand, the data that I was able to pull from our
17 registration system.

18 But for last semester in the fall, we
19 had 20,000 total -- this is our total enrollment
20 of students in the fall including general ed and
21 special ed. Out of those 20,000, total IEPs were
22 around 8896. Out of those IEPs, 8360 students are
23 enrolled in our OCS courses. Of course, that's
24 not individual students. That's students who are
25 taking our courses multiple times, but it is a

1 total of around 8360. And then non-OCS students,
2 so those are students with IEPs but are not also
3 identified as OCS in our registration system, that
4 was approximately 536. And then we have around
5 880 students with 504s.

6 Some of our teacher facts, just in
7 our overall teacher pool, we have around 700 plus
8 teachers per semester for NC VPS, and these
9 teachers are contracted. 64 percent of those have
10 master's degrees, 43 percent are nationally
11 board-certified, and of course, 100 percent are
12 highly qualified.

13 And then to break that down into our
14 OCS courses, currently, we offer all of these OCS
15 courses: Applied Science; American History 1 and
16 2; OCS Intro to Math; OCS English I, II, III, and
17 IV; OCS biology; OCS financial management; OCS --
18 LDME stands for locally developed math elective.
19 That's kind of equivalent to the old Foundations
20 of Math/Algebra 1A, and then Math 1/Algebra 1,
21 Part B.

22 And then we are in the process of
23 developing, thanks to funding from the Exceptional
24 Children Division, the OCS civics and economics.
25 That will be a requirement for incoming freshman,

1 I believe, for the graduation pathway starting
2 next year 2018-19. The incoming freshmen for OCS
3 will be required to have an OCS civics and
4 economics class for their graduation pathway, and
5 they can choose between OCS American History 2 or
6 OCS American History 2.

7 Some of our facts about OCS teachers.
8 We have -- generally, we average about 9000
9 enrollments. We have gone from -- started out
10 with 100 enrollments ten years ago when NC VPS --
11 well, actually, when OCS -- when NC VPS first
12 created the OCS courses, we started out with
13 around 100, and now we were at 18,000 for a year.
14 We average about 9000 per semester. We have
15 around 250-plus NC VPS content teachers. So
16 that's our teachers who teach the OCS courses that
17 are certified in the general curriculum.

18 And then we have 900-plus partners
19 out there, so we have a lot of partners. We have
20 almost every district in the state of North
21 Carolina enrolled with us in some capacity. And
22 then we have what's called instructional leaders,
23 and those are sort of teacher leaders in our
24 program at NC VPS, and they mentor and coach our
25 teachers. They also teach in our courses, but

1 they help us as we evaluate our teachers and make
2 sure that they are providing what is needed in
3 their online courses.

4 Our number has gone down just a
5 little bit this semester, and that's because we
6 have -- we're getting some competition, I think,
7 with vendors like Edgenuity and other places who
8 are starting to offer OCS courses. So we're a
9 little concerned about that, but I'm not sure how
10 they serve students with special needs.

11 The four instructional pillars. This
12 is a requirement that we mandate in all of our
13 courses, especially in our OCS courses. We have
14 had Pillar 4 since the conception of OCS, but we
15 require effective instructional feedback on all
16 assignments, effective instructional announcements
17 and learning blocks, effective synchronous
18 conversations to build relationships, and
19 effective individualization of learning.

20 So these are the four main areas of
21 focus that our NC VPS teachers are evaluated on.
22 We do what's called a spot-check, and we go into
23 their courses like a walk-through. We look at
24 their communication. We look at every aspect of
25 what they're required to do and make sure that

1 they are meeting these objectives in their
2 courses.

3 So when we're looking at serving
4 students with special needs in an online learning
5 environment, you know, this has been challenging.
6 You know, I have to admit for me it has been
7 challenging because all of my EC director
8 background is in a face-to-face environment.
9 That's what I know. We, you know, look at owning
10 the students. At NC VPS, we don't really own the
11 students. We are a supplement because these
12 students are involved in their public school
13 first, they're enrolled in their private school
14 first, they're homeschooled first.

15 So we do not receive, of course,
16 special ed funding for any of these students
17 because we are a supplement to the schools. The
18 schools have chosen to enroll these students into
19 our courses for some reason or another, either
20 they do not offer the course for OCS because of
21 the highly qualified issue.

22 So it is challenging for us because
23 we are number two, and so we have to -- we have
24 had to kind of build this as we've gone along. NC
25 VPS didn't have an EC person before 2012, and

1 thankfully, you know, with the support of the EC
2 Division at DPI and a lot of people advocating for
3 a need for an EC person to be there, we've been
4 able to work through some of the areas that we
5 felt like were missing as far as making sure that
6 we were meeting the needs of our students with
7 special needs.

8 But when we're looking at meeting
9 those needs, we have specifically had to look at
10 these four areas. Accessibility. Are our courses
11 accessible? Are they completely accessible right
12 now? No. Is that something that we are aware of
13 and that we're working on? Absolutely. And I
14 have to tell you -- and I'm not just saying this
15 because I work with NC VPS.

16 You know, I come from the public
17 schools. I come from an EC background. Everyone
18 that I work with, they are so passionate about
19 meeting the needs of students with special
20 abilities. They want to make sure that we are
21 doing everything we can to meet their needs and to
22 make sure that they feel comfortable in the online
23 learning environment.

24 We know that there are accommodations
25 and modifications that are needed. Of course, we

1 adhere to the IEP, and we have a conversation with
2 the school district about the IEP the
3 accommodations and modifications and the 504. We
4 know that lesson design is very important, so we
5 work very closely with our curriculum and
6 instruction team.

7 For OCS, we have designed all of
8 those courses using UDL, the Universal Design for
9 Learning principles. We know that UDL works for
10 all students, and if we are -- if we are designing
11 our courses based on UDL principles and we are
12 delivering instruction based on UDL principles,
13 then many accommodations and modifications aren't
14 needed for students, if we're already looking at
15 UDL up front.

16 And then, of course, constant
17 collaboration and communication. That's important
18 to make sure that our teachers are in constant
19 communication and collaboration with the student,
20 with their parents, and with the school staff.

21 Just to give you an idea of some
22 examples of support provided, some of the things
23 that we've had to look at with regards to these
24 specific areas. Accessibility. One of the major
25 tasks that we're working on right now is getting a

1 captioning tool. We have lots and lots of
2 students who have been -- more students have been
3 enrolling in our courses who are deaf or hard of
4 hearing and visually impaired, and we've learned a
5 lot by having students enrolled at the Governor
6 Morehead School for the Blind.

7 We actually did a visit there, and I
8 took our curriculum team with me because I feel
9 like that you can't really know -- I love that
10 quote from To Kill a Mockingbird, "You never
11 really know anyone until you get into their skin
12 and climb around and walk around in it," and I
13 know I'm not quoting it exactly. But you can't
14 really know what a student needs or how they're
15 experiencing online learning from the viewpoint of
16 accessibility until you sit down and meet with
17 them and you talk with them.

18 So with the Governor Morehead School
19 for the Blind, we had a wonderful opportunity.
20 Those kids told us everything. They were totally
21 honest. They were like this does not work and
22 this does not work and we need this, and that was
23 one of the best experiences that we've ever had.
24 Chris Smith is on our curriculum team, and he is
25 an instructional designer, and he is our

1 accessibility guru and he teaches me new things
2 every day.

3 So right now we're talking a lot to
4 our teachers about providing alternate text, you
5 know, how we can provide different resources.
6 It's not just about instruction and putting the
7 announcements in there. It's the design. So we
8 have been looking at a tool called Yuja, and that
9 is a tool that our curriculum team -- I believe
10 they have actually gotten a contract with them and
11 that is a captioning service. So we're excited
12 about that.

13 We do have a read aloud feature
14 called Read Speaker in our courses, and the
15 students can choose to push the button to read
16 everything aloud or just some things aloud.
17 That's the first thing I started advocating for
18 when I came on and we got it, and I'm so excited
19 about that. Yes?

20 MS. MOOREFIELD: The captioning
21 service that you mentioned, can you spell that?

22 MS. BELL: Y-u-j-a, Yuja. And we're
23 getting ready to roll out some professional
24 learning with our teachers about that, but it
25 is -- it does work with Canvas. Canvas is our

1 learning management system. That's where all of
2 our courses are developed and housed.

3 And then, you know, I already talked
4 about universal design, modifications and
5 accommodations and collaboration and
6 communication. We do have -- we have a peer
7 tutoring center that we offer. It's an amazing
8 peer tutoring center. We offer that to all of our
9 students if they need support in their courses,
10 and that has been really successful with a lot of
11 our students.

12 Just to give you an idea of some of
13 the things that I do as an EC director,
14 coordinator, whatever you would like -- you know,
15 whatever you'd like to call me, you know, I feel
16 like it's my job to make sure that our -- first of
17 all, that our students with special needs are
18 getting their needs met in order to be successful
19 in an online course. Bottom line, do they have
20 the supports in place, and it's my job to make
21 sure that our NC VPS teachers are trained
22 appropriately to ensure that they understand
23 accommodations and modifications that students
24 might need in an online learning environment and
25 that they understand the students that we are

1 teaching, that they understand autism, that they
2 understand deaf and hard of hearing, visually
3 impaired, specific learning disabilities, that
4 they understand all of those areas and that they
5 know that if they need additional information or
6 support, that I'm there for them.

7 So right now I host an Office Hours
8 with Sherry Bell weekly. That's every Thursday
9 night from 8:00 to 9:00. I'm always open. They
10 can contact me anytime, but that's just a specific
11 time if they want to come into our Adobe Connect
12 meeting room and specifically ask me questions
13 about PL or students without using any kind of
14 student name due to FERPA, then they can come in
15 there and talk to me.

16 Sometimes I do offer specific PL
17 during that time; it's not just a chat with
18 Sherry. This past week, I offered a Smore on
19 accessibility. Smore is a professional
20 learning -- a Web 2.0 Tool that you can create
21 some professional learning in. So I offer that on
22 accessibility.

23 There are some wonderful sites online
24 that you can go and actually have a simulation of
25 what it's like to be a student who is deaf or hard

1 of hearing, what it's like to be a student with a
2 visual impairment, and what it's like to be a
3 student who has dyslexia. And so I did these
4 simulations with our teachers and wanted them to
5 experience that firsthand and to see why the
6 struggle is there sometimes with online learning
7 as opposed to face-to-face.

8 So I develop and host webinars and
9 information sessions for stakeholders. We know
10 that that there's a need for parents to learn more
11 of what we do at NC VPS, and we know that there's
12 more that schools need to know about. You know, a
13 lot of schools aren't familiar with online
14 learning, and you know, we're just so focused in
15 the public schools about the IEP and what the
16 courses are in the face-to-face environment, that
17 sometimes I think our teachers forget to think
18 about the online learning environment is
19 different. So I see that as one of my tasks to
20 get some more information out there to our schools
21 and help them to learn about online learning and
22 what considerations that we need to look at when
23 we're trying to decide about enrolling a student
24 with a disability into an online course.

25 I am part of -- we do have an MTSS

1 team at NC VPS. This is fairly new. We're still
2 trying to find our way. We're trying to figure
3 how MTSS would work in an online learning
4 environment, but I'm the co-coordinator for that.
5 We are looking at changing our name to NC VPS
6 Academic Student Support Team just because MTSS,
7 of course, is a framework, and we know that
8 because we do not own the student, then we're not
9 specifically looking at targeting data and looking
10 at interventions and meeting about a student, but
11 we should be part of that MTSS team in a school.
12 They should be looking to us if there is a student
13 who's having difficulty. They should be looking
14 at the data that that student has in our course.
15 So we're trying to decide how we fit into that
16 model.

17 We have already developed some
18 courses that we hope schools can find and look to
19 us for interventions for students. We've just
20 completed the development and a pilot of a North
21 Carolina Math 1 Intervention course, and we just
22 rolled that out to the state this year, and we do
23 have several districts who are participating with
24 us in that course. And that course is very much
25 like OCS as far as the co-teaching model, but

1 instead of it being a special ed teacher and a
2 general ed teacher, it is two general ed math
3 teachers. So we're partnering -- our NC VPS
4 traditional math teacher is partnering with the
5 face-to-face traditional math teacher, and we have
6 had great success in that.

7 So the schools are determining what
8 students need to be involved in this course, and
9 that's specifically students who are at risk for
10 math failure. These are students across the
11 board. So we have had success, and we're looking
12 forward to developing more of those courses.

13 I'm on an NC VPS accessibility team.
14 I send out a weekly email and IEP/504 tips for our
15 teachers on how to support students, you know,
16 just resources and information that I've learned
17 and that I have to research myself on how online
18 learning is different from face-to-face learning
19 for students with special needs.

20 I attend our NC VPS department
21 meetings across the board when they ask to discuss
22 specific topics that they feel like their teachers
23 need more support with. I meet with districts to
24 discuss questions about online learning. They
25 will call and ask for me to come in and do a

1 professional learning with their teachers.

2 And then I provide support to our
3 traditional NC VPS teachers who have students in
4 the OCS pathway enrolled in courses. We have a
5 huge enrollment of OCS students in our CTE
6 courses, and so EC -- excuse me -- our CTE
7 teachers have had to kind of learn again, just
8 like in a face-to-face setting, yes, we can do a
9 modified blueprint in an online course, and these
10 students can have this course spread out over a
11 year and get a credit for the first semester and
12 get a credit for the second semester. So we've
13 had to do a lot of training in regards to our CTE
14 teachers and making sure that they know the
15 characteristics of students who are enrolled
16 in the OCS pathway and that their reading levels
17 may be lower and that they may need to provide
18 modified -- a lot of modified support and content.
19 Yes?

20 MS. HOLLER: I was just curious about
21 the OCS path. When you say it lasts a year, like,
22 are you referring to like the Foundations in Math
23 1 or are you saying like Foundations lasting both
24 semesters?

25 MS. BELL: I was specifically talking

1 about the CTE courses as far as that being able to
2 be spread out over a year, but the Foundations --
3 the locally developed math elective and the
4 Math 1, those are both semester courses, and we
5 can't dictate what the school -- what they enroll
6 in or how they enroll. We do offer year-long
7 courses based on the calendar versus a semester
8 block course, but the Math 1 is the only one that
9 is not year-long because the first semester, we
10 advise them to enroll their students in that
11 locally developed math effectively as prerequisite
12 to taking Math 1.

13 Many schools don't do that. They go
14 against us and they feel like that they've already
15 had their students enrolled in something that's
16 equivalent, like their students may have taken a
17 Foundations class. So it really is what the
18 school determines on their own, but we advise this
19 is best practice for the student to be enrolled --
20 and there's like a sequence. They would take
21 Intro to Math first, LDME and Math 1 second, and
22 then the financial management class.

23 MS. HOLLER: One of the things I run
24 into is that a lot of times these kids -- they
25 cannot get past that Math Foundations class. So

1 what happens is the school will not offer
2 Foundations again until that following fall
3 semester. So do you guys offer that ability to
4 maybe, let's say, take that Foundations class
5 again?

6 MS. BELL: Yes.

7 MS. MULLIS: The Foundations actually
8 is not a requirement, though. They don't have to
9 pass it to move to Math 1. So they can move to
10 Math 1 without it.

11 MS. HOLLER: Most of the kids I'm
12 dealing with, like they're not even at the level
13 of Math 1, and so that Foundations class is so
14 needed. And then if they're not offering it and
15 they fail it, they're waiting a whole year to get
16 exposed to that Foundations course again and
17 then---

18 MS. BELL: Yeah. We offer it
19 anytime. So they can take it anytime that they
20 want.

21 MS. HOLLER: Okay. That's good to
22 know.

23 MS. BELL: Another part of my job, I
24 was -- when I joined NC VPS, I was a Race to the
25 Top STEM coordinator for -- we had a pilot there

1 or a grant with Race to the Top for EC, and I was
2 the coordinator for that and then transitioned
3 into the instructional director for OCS courses
4 and then transitioned into my position now. But I
5 am still with the OCS piece. I supervise our
6 registration process with OCS because it's so
7 huge, and I work with the partnership because our
8 OCS face-to-face teachers, of course, are EC.

9 So I work with -- I have five
10 instructional leaders who are called our
11 co-teacher relationship instructional leaders, and
12 they help provide the support to those partner
13 teachers out in the school systems. So I
14 supervise and work with them.

15 These are just -- and I won't go
16 through reading all of those because we've talked
17 about a lot of these already, but these are just
18 some of the ways that we encourage our teachers,
19 some of the key areas that we ask them to really
20 look at when they're supporting students with
21 special needs in our classroom.

22 We do have NC VPS IEP and 504
23 guidelines. We are in the process of revising
24 those. Hopefully, we will be revising those
25 before the fall of next year if we are able to

1 have access to ECATS, and you know, I'm not sure
2 that -- we may not have access to ECATS. We've
3 talked a lot with Sherri and Bill about that, but
4 because of our inability to talk to Power School,
5 that seems to be a little bit of an issue.

6 But right now our process is -- and
7 it was this way before I came in -- in the
8 registration system when a school enrolls a
9 student -- the e-learning advisor is what we call
10 them -- they go in, they enroll a student.
11 There's a box to check if the student has an IEP,
12 if the student has a 504, if the student is
13 enrolled in the OCS pathway. That notifies our
14 teacher in the NC VPS side, when they get the
15 roster for their students who are in their
16 section, they can see who has an IEP.

17 That starts the conversation of --
18 and we asked that the school does it, but they
19 don't always do it. So our teacher will have to
20 contact the school and have a conversation --
21 right now it's with the e-learning advisor --
22 about the student's accommodations and
23 modifications.

24 The link right there, just FYI, goes
25 to a folder that I created that has all the

1 documents that houses our guidelines, and we have
2 what's called an Exceptional Student's Report that
3 I have our teachers complete to document those
4 accommodations and modifications, and I have them
5 document what they used and what they didn't use
6 because I feel like -- I know that with testing,
7 we have to do that, and if a school needs to know
8 that from us, then they can come to us. So I
9 already have our teachers in that practice.

10 But right now we contact the ELA and
11 we discuss over the phone -- because we do not
12 send any of this information over email -- what
13 these accommodations and modifications include,
14 and then we discuss what we can provide due to the
15 nature of an online learning environment. So, of
16 course, we can provide extended time, we can
17 provide modified assignments, we can provide read
18 aloud because of the Read Speaker.

19 With an accommodation like testing in
20 a separate setting, testing in a separate room,
21 those kind of things, multiple test sessions,
22 that's on the side of the school because the
23 student is usually taking that course in a lab.
24 For OCS, you know, they're with the OCS teacher,
25 so they can provide most of those. But we

1 document what we are going to be responsible for
2 providing versus what the school is going to be
3 responsible for providing.

4 My hope is that -- because I'm not
5 happy with this scenario. The ELAs are wonderful,
6 but I do not feel like they're the appropriate
7 people to be talking to about this child's IEP. I
8 feel like it should be the EC case manager. So I
9 have asked for next year in our registration
10 system that the field be mandated to include the
11 name of the EC case manager and their contact
12 information so that if the IEP box is checked,
13 then they can't complete that student's
14 registration until we have the name of that EC
15 manager, the phone number, and their email, so
16 that if we do not have access to ECATS as view
17 only, then our teacher has the name of that EC
18 case manager because they should be talking to
19 them anyway.

20 If a student is not being successful
21 in our course, then they need to be in contact
22 with this EC case manager. And we have been doing
23 that somewhat in, you know, not a formal process.
24 Of course, our teachers are going to reach out.
25 They're going to reach out to me if a student is

1 struggling. We're going to look up the school and
2 we're going to get to that EC person, but this
3 way, you know, it's absolutely there for us.

4 If we do have access to ECATS, then
5 it would be view only and we would have to be
6 careful how our teachers have access because they
7 can only have access to view the students that
8 they serve. But, you know, I feel like our
9 teachers need to see those IEPs. They need to
10 see -- because all we're getting are
11 accommodations and modifications. We're not
12 getting the category, we're not getting the
13 present level of performance or the strengths and
14 the needs of the students. So we need to see the
15 whole student and we need to be able to be sure
16 that we're getting that information.

17 Some of the considerations that I
18 have documented in our guidelines -- and the
19 schools have access to these guidelines. These
20 are on our website, and we share these with them.
21 They need to review the IEP when they're sitting
22 down and making these decisions about students.
23 Is placement in an online course appropriate for
24 the student? They need to discuss and determine
25 appropriate modifications and accommodations that

1 are needed for the student to access the course
2 and are there any accessibility needs.

3 Oftentimes we have been in the
4 process of -- the course has been in process for
5 three weeks or two weeks and we just find out
6 that a student has a hearing impairment and we
7 aren't -- we aren't able to go back and make
8 those -- we're trying to make sure that we're
9 meeting those accommodations and modifications,
10 and so if we know ahead of time, then we can
11 prepare.

12 Like for Governor Morehead, we
13 didn't -- you know, our teacher didn't realize
14 that the students were -- had the needs that they
15 did. He knew that there were visual impairments,
16 but he didn't realize the gamut of those, and they
17 didn't tell us ahead of time. So now we're trying
18 to get the word out there, you know, if you've got
19 a classroom full of students that all have the
20 same impairment, then please let us know ahead of
21 time so that we can make sure that we are
22 accessible.

23 This is a little more about OCS. And
24 I'm not sure how we're doing on time, so I can go
25 through this pretty quickly. But with OCS, we do

1 have -- it is a co-teacher relationship. We have
2 our face-to-face student EC expert and then our NC
3 VPS content expert. And these are a little bit
4 about the responsibilities. You know, the EC
5 expert is responsible for helping us to know best
6 how their students learn, to inform us of the
7 daily classroom happenings and student struggles,
8 and they are facilitating that instruction in the
9 classroom on their side.

10 Our content expert is responsible for
11 providing an announcement in their course every
12 day before 7:00 a.m., and that announcement
13 instructs, informs, and celebrates. So we want
14 them to celebrate our students so that that
15 student can realize that they have two teachers.
16 They can build a relationship. It's not just that
17 teacher in the face-to-face setting, but even
18 though they're not in the course the same time as
19 our teacher, we want them to have that
20 relationship and know that that teacher is there
21 for them and is providing them support. Yes?

22 MS. VLASATY: So the F2F student
23 expert, that's your live teacher in the school?

24 MS. BELL: That's the OCS
25 face-to-face teacher.

1 MS. VLASATY: The OCS. So do you
2 have it where they could also be a content expert,
3 or are they generally---

4 MS. BELL: No. We do have -- and
5 they may not -- they may not use us. Do you mean
6 like do schools have someone who is certified --
7 duly certified in both special ed and in gen ed?

8 MS. VLASATY: Right, but still use NC
9 VPS.

10 MS. BELL: We do, but usually, if
11 they're content certified, then they're doing it
12 in their face-to-face setting and not using us.
13 If they're content certified in math but not in
14 English, then they may use us for English because
15 they're not content certified, but in the
16 face-to-face setting, they're good.

17 MS. VLASATY: Got you. Okay. So it
18 could be a mixture.

19 MS. BELL: Yeah. But now we do have
20 a lot of teachers who teach with us who are
21 face-to-face OCS teachers during the day, and then
22 they teach with us on the side part-time as a
23 content expert, and so we use them a lot to come
24 in and do professional learning with our NC VPS
25 content teacher who doesn't have a special ed

1 background because that's their day job.

2 MS. VLASATY: Right.

3 MS. BELL: And a lot of our teachers
4 are face-to-face teachers during the day in a
5 school system, and then they work with us
6 part-time.

7 MS. VLASATY: Thank you.

8 MR. HUSSEY: And that could be
9 different high school to high school within the
10 district where you've got those content teachers
11 that are duly certified in some high schools and
12 they will teach history or math or whatever, and
13 the other high schools are doing all VPS. So it
14 really depends on the circumstances.

15 MS. VLASATY: Varies on where they're
16 at.

17 MS. BELL: And those content experts
18 are like very hard to find and we love them. I
19 know when I was an EC director, oh, goodness, you
20 know, we grabbed those up that were duly certified
21 because it is just wonderful to have someone who
22 is certified in both areas.

23 A day in the life of an OCS
24 classroom, the teacher stands up usually just like
25 a gen ed teacher in front of the room, and it can

1 be different in different settings, but this is
2 how we like to see it happen. They usually have a
3 Smart Board or a screen. All the students have
4 their own computer, and they all start the day off
5 and the lesson off with an announcement just like
6 in a gen ed classroom. You're going to start off
7 the lesson for that day with, you know, getting
8 the students prepared for what they're going to
9 do, and that announcement is provided by our
10 teacher.

11 And then the students will then be
12 given their assignment, and they'll work
13 independently. The students check their grades,
14 feedback, and messages from our teachers. We do
15 require our teachers to give feedback on all
16 assignments within 24 hours, and that feedback
17 can't be "good job." They will get a poor
18 evaluation if it's "good job." That feedback has
19 to be meaningful and effective. If a student made
20 a 50, then that teacher will say, you know, "These
21 are the things that I see that you have difficulty
22 with, and here are some extra information or
23 remediation." They'll create a video, you know,
24 whatever to help their students learn more about
25 the topics that they miss. And then they'll

1 review the vocabulary and begin the lesson as a
2 whole group. So those are the things that
3 happened every day in that OCS classroom. And
4 these are some similarities and differences
5 between what they do as a whole group and
6 individual activities.

7 So the face-to-face OCS teacher is
8 expected to document in their daily log. We call
9 that a CTDL. That's a co-teacher documentation
10 log, and it's a wonderful document. It's in a
11 Google Doc. They're not allowed to use student
12 names. We do use initials. They're not allowed
13 to put any kind of personal identifiable
14 information in there because of FERPA, but this is
15 the huge piece between our teacher and the
16 face-to-face OCS teacher in making sure that
17 students are successful because at the end of the
18 day when that face-to-face OCS teacher goes into
19 that log, she or he -- they're going to put in,
20 you know, this is the topic that we covered today.
21 You know, "J.L. was able to grasp this concept but
22 is still having some difficulty with this concept.
23 Can you provide some individualized learning for
24 me for this student?"

25 And so our teacher will do that.

1 They will create something specific for that
2 student. That OCS face-to-face teacher may also
3 say these students did well on this activity, and
4 maybe a student has a behavioral issue, and maybe
5 she's going to praise that student for that day,
6 and our teacher might be able to celebrate in some
7 way without embarrassing the student or anything
8 like that. But that communication is key to
9 success of this co-teaching relationship.

10 And then our teacher will go in and
11 reply back to her in that doc, and so that's an
12 ongoing, everyday, Monday-through-Friday, daily
13 communication. And then we require them to chat
14 on the phone once a week every week, and that's to
15 do their lesson plans so that they can plan
16 together for what is going to be happening in that
17 following week of that class.

18 Of course, that gen ed teacher -- we
19 have to OCS as the teacher of record, but of
20 course, our teacher is the teacher of record
21 because of the gen ed perspective, but they're the
22 teacher of record as far as they have to report
23 the grades because we do not have access to Power
24 School. So they are responsible for working with
25 our teacher and Power School and reporting those

1 grades and making sure that parents are aware of
2 the progress and all of that.

3 And then the content teacher. We've
4 talked about a lot of those: Daily grading and
5 feedback, provide individualized learning, write
6 daily in the co-teacher documentation log, and
7 talk weekly with the OCS teacher. They also
8 provide additional resources as needed. In that
9 OCS course in Canvas, there's a folder and it's
10 called "Teacher Resources." So our teachers have
11 put just a multitude of resources that the OCS
12 teacher can choose.

13 If the teacher doesn't really like
14 our activity because she doesn't think it's
15 appropriate, then she can go and choose another
16 activity, or she may have something in her
17 classroom that she can provide as a supplement.
18 So we want that OCS teacher to understand that
19 we're not trying to take over their classroom
20 because they know their students better than us,
21 but we want them truly to realize this is a
22 co-teaching relationship.

23 Some of the celebrations as far as EC
24 at NC VPS. We've had tremendous NC DPI EC
25 Division support. We're very thankful for that

1 and everything that they have been able to do for
2 us in developing courses. We have heard from
3 schools that online learning has helped with
4 decreasing some discipline issues for students. I
5 have always been an advocate for technology for
6 students with special needs because I feel like it
7 is a window for some students, and not to say that
8 it's for all students, but I have seen it truly
9 make a difference with some students. It's
10 just -- it's just their thing. It's what helps
11 them -- they can connect there more so than they
12 can sitting in a face-to-face environment.

13 Increased self-confidence, especially
14 in OCS because they're using technology. Some of
15 these kids can use technology better than their
16 typically developing peers, and so they're proud
17 of that, and they should be. We have seen
18 increasing OCS enrollments. Of course, this year
19 it's been a little different because of other
20 competition.

21 Powerful individualization and
22 differentiation. I have heard from a lot of our
23 OCS teachers that they love that our teacher can
24 help them work towards differentiating and
25 individualizing the instruction and meeting the

1 needs of their students. They can work together
2 on those resources and problem solve. And then we
3 love our co-teaching model. Even though it's not
4 synchronous, they're not together, it works
5 because of the communication component.

6 We know that without solid courses
7 and great teachers that our students aren't going
8 to be successful. So we have to always be
9 enforcing communication and collaboration,
10 individualized learning, effective relationships,
11 and dedicated teachers. Without those four
12 things, we know that our students with
13 disabilities aren't going to be successful in our
14 courses. So we're always saying that over and
15 over again and repeating that.

16 I do have an NC VPS EC Committee. We
17 have an NC VPS Advisory Council, and this EC
18 Committee is a subcommittee of that advisory
19 council. You can read some of the purposes of our
20 committee, but I'm pleased to have -- right now we
21 have Beverly Colwell on there, who is the
22 consultant for Occupational Course of Study; Leigh
23 Mobley, who is a dispute consultant with DPI;
24 Lynne Loeser, who is the specific learning
25 disabilities consultant; and I have Wendy Kraft,

1 who is our instructional director for OCS; Anna
2 Cromer is one of our OCS teachers -- NC VPS OCS
3 teacher. And I know that I am forgetting someone.
4 Sherri Vernelson -- I can't forget Sherri -- who
5 is the consultant for deaf and hard of hearing and
6 visually impaired, sensory impairments.

7 And so what we're working on now is
8 to add more stakeholder support from the
9 districts. So I'm looking to -- I've asked for
10 recommendations for parents, for regular ed
11 teachers in the district, administrators in the
12 districts, and so forth. Karen Hamilton is the
13 other person that's -- she is on our NC VPS
14 Advisory Council, but then she's also on this
15 council, and she is the superintendent, I believe,
16 for exceptional children services in Wake County.

17 Some of the updates that we're
18 working on. I am working on -- Leigh especially
19 has helped me in looking at -- you know, I'm
20 always worried about compliance and making sure
21 that we are in compliance with what is needed for
22 students, even though, again, we do not own the
23 student per se, but I want to make sure that we
24 are complying and in alignment with guidelines for
25 the EC Division.

1 I know that I need to educate schools
2 regarding consideration for enrollment of students
3 with disabilities in online learning. I have
4 presented at our EC conferences. I presented
5 yesterday at the CCES in Greensboro, but I need to
6 get out there more. We've got to make sure that
7 our schools really know what to consider when
8 they're enrolling students in online learning.

9 Specific training needs for NC VPS
10 teachers providing instruction to students with
11 disabilities. We're always looking at, you know,
12 what are we missing, what else can we train our
13 teachers on. And then guidelines for parents of
14 students with disabilities in online courses to
15 collaborate in the education of their children.
16 I'm not sure what they're being told in the IEP
17 meeting about online learning, so I want to be a
18 support for our schools to be able to talk about
19 online learning to parents when they're looking at
20 that in development of the IEP.

21 MS. MULLIS: Can I ask a question?

22 MS. BELL: Yeah.

23 MS. MULLIS: One of my students
24 actually came up in the Unmet Needs Committee the
25 last two times. She's a student with autism and

1 she's virtual learning from home. She doesn't
2 have a homebound teacher because she -- she
3 doesn't need the support. She just can't be in
4 the school, but she has a huge disability in math.

5 And so one of the things that her
6 mother brought up as a concern from here was the
7 fact that like she does the math alternative and
8 the NC VPS doesn't go along with DPI's. There's
9 not a lot of things to be able to do that. So
10 what we're having to do is give her paper and
11 pencil after school. We're having to be very
12 creative because they don't align.

13 And I was wondering if that's going
14 to be something that you guys are going to work on
15 for the CTE Math exemption because there's very
16 few CTE courses that account for this higher
17 level. So is that something that you guys are
18 looking at? Because she's just one student, but I
19 think that it might come down the pike more with
20 students that are -- you know, with learning
21 disabilities from home on the math alternative.

22 MS. BELL: Sure. We haven't really
23 talked about that yet, but that's something we
24 certainly can consider and I can take it to our
25 committee, but I would love to talk with you more

1 about that. Yes?

2 MS. VLASATY: I'm going to try and
3 articulate this as well as it is in my head, but
4 most everything you've gone through -- like you
5 communicate all of this out at the high school
6 level, correct?

7 MS. BELL: Uh-huh.

8 MS. VLASATY: So I'm wondering if
9 there's a way to get this information down to the
10 lower grades, specifically like the OCS pathway
11 information and then how NC VPS helps support
12 students with disabilities in the OCS program.
13 What we see -- and I'll generalize -- students are
14 placed -- placement decisions in IEP meetings are
15 made, I feel personally, at way too early of an
16 age to be put on the extended standards rather
17 than the state standards, and I think if IEP team
18 members had a better understanding of the OCS
19 pathway, there would be less -- more flexibility
20 and more open-mindedness to explore keeping
21 students on the state standards rather than
22 putting them in the segregated settings on the
23 extended content if they understood what OCS
24 offered and how NC VPS could help in that.

25 MS. BELL: Well, and that may be a

1 question that I would defer more to Bill because
2 as far as learning about the different pathways, I
3 know that they're talking in transitioning and
4 transitioning plans and looking at the IEP
5 development, that they are to be considering those
6 when they're in middle school and looking at the
7 possibilities for students in high school.

8 You know, we're -- as far as the OCS
9 program and the pathway, you know, that's been put
10 into place for a really long time. So we just
11 came in to help out with the highly qualified
12 issue. So, you know, do you want to speak to
13 that?

14 MS. VLASATY: I know I'm not
15 articulating that as well as, again, in my head.
16 Because I've been in these meetings -- I've been
17 in these meetings, and the teams are like oh, you
18 know, you just can't do common core state
19 standards, so -- but then, you know, I went to the
20 EC Conference and I attended what you offer and I
21 know other families that are in it.

22 And I'm like there's some schools
23 that have a certain OCS profile of a student that
24 doesn't fit what's being offered, and then with
25 your part coming in with the, you know, virtual

1 part of it, I mean it works for a lot -- I feel a
2 lot more students.

3 And, again, so I think as teachers --
4 maybe not so much elementary, but for sure in the
5 middle school level, like if teachers were more
6 familiar with OCS and how the virtual part of it
7 could come into play, again, there might be more
8 open-mindedness to think that yeah, maybe this
9 child could be successful in OCS and not
10 necessarily have to go to the segregated extended
11 content standards.

12 MR. HUSSEY: So I think the big piece
13 there is that's an IEP team decision, and I would
14 agree with you that there are children -- and
15 there are ways in which you can do this in
16 elements of it, so you're not in all the way, but
17 you're in some of the way, if it works. Some of
18 the work experience pieces also could be the OCS
19 at the local level can be adjusted to accommodate
20 children who may not be able to be in there fully
21 and fully engaged.

22 I think there are different ways of
23 looking at it, but it truly is -- and I know of
24 examples of where parents were able to persuade
25 people that it is the right choice for their child

1 and the benefit of being in part of that program.
2 And I will tell you I was probably one of the most
3 pessimistic souls about this virtual public school
4 thing coming on for OCS and was completely won
5 over by going in and watching how the kids
6 interacted in the program and what they were able
7 to get from it.

8 It was -- when I heard it the first,
9 I said, "That's the silliest thing I've ever
10 heard. Why are we even thinking about doing
11 that?" You know, and it really has made all the
12 difference in the world for a good number of these
13 kids, and it really makes it -- it is like regular
14 school. It's a regular class. You know, I went
15 into the biology class and they were doing
16 mitosis. Now whether or not they were going to
17 remember all of that at the end of the semester to
18 take the exam is one thing, but the fact that they
19 were doing it and they were doing it just like
20 every other kid in that high school was doing it,
21 and the impact on those individual children was
22 amazing.

23 So I think -- again, I've become one
24 of the bigger proponents of it now and truly
25 believe it's something that needs to happen for a

1 lot of kids who are not necessarily considered in
2 those initial profiling -- and, hopefully, people
3 really aren't doing that, but I got what you were
4 saying there and that does happen.

5 MS. VLASATY: Like you mentioned, it
6 opens a doorway for again children that -- you
7 know, at an earlier age aren't considered for it
8 because I mean social skills too. I mean there
9 are some kids that can do really well if they have
10 independent learning and they can learn on a
11 screen. I completely agree technology is a common
12 platform for kids, so it also opens, you know, the
13 door for children with that too.

14 So, again, just seeing, you know,
15 more going forward that there's just
16 opportunities, but again, even at a younger age,
17 if the teachers don't know and they're coming
18 from, okay, I'm in middle school and everything
19 is -- you know, elementary and middle, it's
20 face-to-face. It's always a teacher. This is how
21 we do it. They might not understand that there's
22 more flexibility the older children get and the
23 more they progress in school.

24 MS. BELL: I think that's a good
25 point. Thank you.

1 MS. MOOREFIELD: Do we have access to
2 these slides anywhere?

3 MS. BELL: It's a Google -- and I
4 apologize I didn't bring a handout because I'm so
5 used to everything online, but it's a Google Doc
6 and I have given access to everyone -- anyone with
7 the link, so I can---

8 MS. MOOREFIELD: So the thing that
9 you gave earlier, the NC VPS EC/504 documents---

10 MS. BELL: Anybody with the link can
11 open that.

12 MS. MOOREFIELD: ---that's a shared
13 Google---

14 MS. BELL: Uh-huh. Uh-huh. Anybody
15 with the link can open that.

16 Some of the resources, just FYI, that
17 we have on our NC VPS website, we do have a EC/504
18 page that's always a work in progress, but it does
19 explain a little bit how we provide services to
20 students who have special needs. I do have an
21 NC VPS OCS Facebook page that -- usually that's
22 for partner teachers. It's just -- any kind of
23 resource, anything that I see I think would be
24 good, I provided there. I have an EC Facebook
25 page. I provide resources there.

1 Pinterest, I absolutely love, and I
2 have -- anything that I find on accessibility and
3 accommodations and modification, anything EC-
4 related, I pin it and I share it and people can
5 follow me. And I have a twitter page, and then we
6 have a Canvas EC Children Resource page that's a
7 work in progress that I hope to put -- and you'll
8 see that in a few minutes -- a Livebinder there
9 because I'm working on a Livebinder.

10 What's coming? These are just some
11 of the things that we know that Sherry needs to
12 do. Creation of this NC VPS EC Livebinder. I
13 want to offer more question-and-answer and PL
14 sessions for all stakeholders so that they can
15 become more familiar about meeting the needs of
16 students with disabilities in an online learning
17 environment. Recruit more members to the EC
18 Committee.

19 This is something that Dr. Colbert,
20 my boss, my executive director, and I have been
21 working on, is creating -- with my committee, I
22 want to create a mission/vision and three to five
23 smart goals for our EC program just because, you
24 know, I have been in reactive mode because that's
25 what -- you know, this is a job that's never been

1 there before, so we want people to realize that
2 yes, we do have -- I don't know if we would call
3 it an EC program. It's hard to really know what
4 to call us because we do not have EC teachers so
5 we're not providing specialized instruction, but
6 we do -- you know, we're providing support to our
7 students in order to enable them to be successful
8 in our classes.

9 We're going to look at writing a
10 practice profile for the NC VPS EC program. I
11 would like to create a EC virtual program
12 self-assessment rubric based on the LEA
13 self-assessment. You know, I told Dr. Colbert I
14 think we would be first in the whole population of
15 virtual schools to ever do that, but you know,
16 we've got a lot of virtual schools out there
17 providing services to students with disabilities.

18 So where's the accountability? And I
19 think we could create some kind of rubric that
20 would capture that accountability in some
21 capacity, then we could share that with the
22 Virtual Leadership Alliance that she is part of
23 and maybe pave the way. Because we've been seeing
24 a lot of reports out there that, you know, no one
25 knows a lot about serving students with

1 disabilities in an online learning environment.
2 There's not a lot of research. It's just not
3 there. And so the question is are we meeting
4 their needs, and so I think we have an obligation
5 to make sure that we're doing that.

6 I am working on creating a
7 parent/student handbook, revising our guidelines,
8 present a collaborative webinar. Beverly and
9 I have talked about on what we can do for
10 face-to-face and online CTE teachers on how we
11 can educate them on serving students in the OCS
12 pathway and CTE courses.

13 Possible development. We have talked
14 about OCS occupational credit courses awhile back,
15 and we put that on the back burner due to funding
16 and because the OCS Civics was the priority, but
17 if we developed pre-courses, then we could just
18 share those. We do not have to have co-teachers
19 for those. We could give those to the schools and
20 the teachers could use those with their students.
21 But that's just out there, you know, as an idea.

22 We are looking at developing NC Math
23 1 -- NC Math 2 and NC Math 3 intervention courses.
24 We're looking at English and biology because those
25 tend to be courses that students drop out from.

1 So we would like to look at developing
2 intervention courses for those.

3 We know one of the biggest areas as
4 far as EC -- and I think Dr. Colbert would tell
5 you across NC VPS -- is that we have limited
6 access to data because we do not have access to
7 Power School, so I can't give you a lot of
8 information about how our students are doing. I
9 mean we know how they're doing as far as passing
10 our courses. We do have OCS, and if you go to the
11 NC VPS website and look under the Annual Report,
12 there is a link there and it shows how OCS
13 students did in EOC testing.

14 And, you know, we did have -- we did
15 have some students make fours. We had a few make
16 threes. The majority are ones and twos, but
17 again, I think it goes back to are they learning,
18 and I think they are. The test may not show that
19 because the test is, you know, the same test as
20 their nondisabled peers are taking, but I do think
21 that they're learning and they're making growth.
22 So we've got to really get a hold of our data and
23 really look at that more.

24 We would like to develop some Child
25 Find procedures. We're not in the business of

1 determining eligibility and taking referrals and
2 all of that, but we are responsible if we see a
3 student that is struggling, that we really think
4 might have slipped through the cracks somehow. So
5 what's our process for doing that and making sure
6 that we are getting that information back to their
7 home school. And then developing and
8 strengthening our UDL practices for our course
9 development and then continuing to improve the
10 accessibility of our courses.

11 So that's a lot, and I know that I
12 have awhile to meet all those goals, but those are
13 some things that I'm passionate about, and I just
14 want to make sure that we are meeting the needs of
15 our students. Bottom line. And then there's my
16 email. I didn't put my number on there. I don't
17 know why I didn't, but it's 828/537-0059. You're
18 welcome to call me anytime.

19 And I appreciate your attention. I'm
20 sorry that I took awhile. I hope I didn't go over
21 my time, but please don't hesitate to call or me
22 contact me if you have any questions.

23 MS. VLASATY: I'm sorry. You are
24 going to make this available?

25 MS. BELL: Yes. I shared that with

1 you, Tish, right?

2 MS. BYNUM: Yeah, I think so.

3 MS. BELL: Are you able to email
4 that?

5 MS. BYNUM: I think so.

6 MS. BELL: Okay. If she can email
7 that to you-all, then you should have access
8 because I gave anyone with the link access.

9 MS. HUTCHINSON: I had one question
10 about invitation to IEP meetings both for your OCS
11 courses and your non-OCS courses, your traditional
12 courses. So because you're teaching staff are not
13 necessarily eight-to-three online, how do they
14 make themselves available and how do they attend
15 [inaudible] because I've never seen one of our NC
16 VPS students -- student who takes traditional
17 courses who has an IEP, not necessarily OCS, their
18 NC VPS teacher contribute in any way to their IEP.

19 MS. BELL: That's a great question.

20 MS. HUTCHINSON: And then I also
21 wonder -- annual reviews don't just happen in
22 August.

23 MS. BELL: Right.

24 MS. HUTCHINSON: So if we're able to
25 provide that information in August to the VPS

1 teacher, you know, it's unlikely that that will
2 stay the same from August to May or August to
3 December and then December to May. So how does
4 that communication happen? Because I haven't seen
5 that necessarily be incredibly successful.

6 MS. BELL: In our guidelines, I have
7 stated that our teachers can be eligible to be
8 invited to a meeting if they would like us to
9 come. Of course, we can't mandate that our
10 teachers go face-to-face, but they could
11 participate virtually in an Adobe Meet, Go-To
12 Meeting, or over the phone. If our teacher can't
13 be present, then I could go in their place to
14 represent just NC VPS and as an information
15 providing person to that IEP.

16 But we have stated that if you can
17 work it out with our schedule and you would like
18 for us to come, that we are very much willing to
19 come and participate in that IEP meeting. But we
20 haven't had anyone really ask. One time, I think,
21 we had. And I think it just goes back to,
22 you know, we are supplement. Again, they forget
23 that -- because we're not in the building -- and I
24 just think that's part of it, is that we're not in
25 the building, we're not -- I'm going to run down

1 the hall and grab and the gen ed teacher, and
2 that's no fault to the schools at all. It's just
3 a different way of thinking and remembering that
4 this is a teacher for this student, so maybe we do
5 need to invite them, or if they can't come, we
6 need to get information from them to provide to
7 the team.

8 All right. Anything else? Any other
9 questions?

10 **(No audible response.)**

11 MS. BELL: Thank you all very much.
12 I appreciate it.

13 THE CHAIRPERSON: Thank you, Sherry.
14 Next on our agenda was lunch.

15 **(A luncheon recess was taken from**
16 **11:37 a.m. to 12:15 p.m.)**

17 THE CHAIRPERSON: We're doing the
18 presentation on the one percent because of a
19 conflict -- scheduling conflict.

20 MS. McCOY: Thank you for
21 accommodating with my schedule. Accommodations
22 are always great, you know, in our world. I'm
23 Dreama McCoy and I am the Section Chief for
24 Supporting Teaching and Related Services, and you
25 know, one of the things I -- the last few weeks

1 and few months, I've been having those hot
2 flashes, and today it's failing me. Where are
3 you? I'm cold in here.

4 But on a more serious note, thank you
5 for allowing me to come and talk to you today
6 about the one percent alternate assessment and our
7 participation with the alternate -- on our one
8 percent students or alternative achievement
9 standards. So I'm going to do this in
10 collaboration with my colleague Nancy Carolan in
11 Accountability and Testing, and she'll be up in
12 just a few minutes after I talk to you a little
13 bit about the history and how we've gotten to this
14 point.

15 I know you guys have seen the memo
16 that we sent to you specifically so that you can
17 be aware of what we have sent to the federal
18 government and our Education Secretary. But as we
19 look at the history of the one percent, the
20 alternate assessments were first developed in
21 response to the 1997 reauthorization act of IDEA
22 which required all states and districts to
23 develop, by the year 2000, alternate assessments
24 for those students with disabilities unable to
25 participate in a regular assessment even with

1 accommodations.

2 IDEA at that time did not define who
3 the students were and who could participate on
4 that alternate assessment nor did it ever use the
5 term significant cognitive disabilities. Then in
6 2003, the one percent cap was established on the
7 percentage of students who could be counted
8 on the participation or on proficiency -- I'm
9 sorry -- of the proficiency of the alternate
10 achievement -- alternate academic achievement
11 standards, and that was around the proficiency.

12 So as we continue moving forward, in
13 2005, there was nonregulatory guidance that
14 provided us additional information. I did not
15 print this out. I have had this little lovely
16 copy for a while, and we've got a little love
17 going on with this, a little love-fest. But that
18 information is available online, and all you have
19 to do is like Google or we can send you the link
20 for the 2005 Nonregulatory Guidance which gives
21 some information.

22 This guidance document did indicate
23 it is the states' responsibility to define which
24 students have the most significant cognitive
25 disabilities. It is also the states'

1 responsibility to establish clear and appropriate
2 guidelines for IEP teams to use when deciding if
3 an alternate assessment based on the alternate
4 achievement standards is justified for an
5 individual child. So here we're starting to see a
6 little more guidance in providing us information
7 on what we need to begin doing.

8 Then the assessment regulations for
9 Every Student Succeeds Act, or the ESSA,
10 enacted -- which was done in January 2016,
11 included the following requirement: to be
12 explicit about participation criteria and to
13 provide a definition of students with significant
14 cognitive disabilities. So, again, that term has
15 been changed from the proficiency and no guidance
16 of significant cognitive disability to now they
17 have termed it and provided a label and some
18 information.

19 So that guidance indicated if a state
20 adopts an alternate academic achievement standard
21 for students with the most significant cognitive
22 disabilities and administers an alternate
23 assessment aligned with those standards, the state
24 must establish clear and consistent with the
25 IDEA -- and it cites the language -- the term --

1 the 612(a). It must monitor and implement clear
2 and appropriate guidelines for IEP teams to apply
3 in determining, on a case-by-case basis, which
4 students with the most significant cognitive
5 disabilities will be assessed based on those
6 alternate academic achievement standards -- and
7 these guidelines include a state definition of
8 students with the most significant cognitive
9 disabilities -- that addresses factors related to
10 cognitive functioning and adaptive behaviors.

11 The definition of a student as having
12 a particular disability as defined in IDEA or as
13 an English learner does not determine whether a
14 student is a student with the most significant
15 cognitive disabilities. (2) A student with the
16 most significant cognitive disabilities is not
17 identified solely on the basis the student's
18 previous low academic achievement or the student's
19 previous need for accommodations to participate in
20 the general, state, or district assessments.

21 And (3), and my final point to this
22 history is, a student is identified -- a student
23 is identified as having the most significant
24 cognitive disabilities because the student
25 requires extensive direct individualized

1 instruction and substantial support to achieve
2 measurable gains on the challenging state academic
3 content standards for the grade in which the
4 student is enrolled. That brings us up to date.

5 Within our policies governing
6 services for children with disabilities, we
7 typically, although it is not the only eligibility
8 criteria, look at those students who are ID
9 moderate and severe. And it clearly indicates,
10 within our policy, for moderate three standard
11 deviations below the mean plus or minus one
12 standard error of measure, for severe four or more
13 standard deviations below the mean plus or minus
14 one standard error of measure, and for adaptive
15 behavior deficits reported by the same source at
16 or below two standard deviations below the mean in
17 one domain or one and a half standard deviations
18 below the mean in two or more domains.

19 Although there is no one disability
20 category area that determines those students with
21 the most significant cognitive disabilities, NCEO
22 is now starting to provide -- NCEO meaning the
23 National Center on Educational Outcomes -- is now
24 starting to look at some of those eligibility
25 categories. We as a state have not made any

1 mandates on these are the only category areas, but
2 those categories typically look like autism, it
3 looks like deaf/blindness, it could be multiple
4 disabilities, ID moderate or severe. What was
5 that?

6 MS. MOOREFIELD: Trauma.

7 MS. McCOY: And traumatic brain
8 injury, exactly. So those are our typical ones.
9 Now when you seeing students with specific
10 learning disabilities, you start doing -- your eye
11 starts twitching a little bit and you kind of say,
12 okay, you know, not to discount, but do we truly
13 have the students that are the one percent.

14 I'm going to take you back for one
15 second to math class or statistics, which was
16 never my favorite thing. Do you-all remember that
17 bell curve? I shiver at that thought sometimes.
18 But on that bell curve, you had the middle. The
19 students that we are talking about are those that
20 were on the tail end, that truly one percent. And
21 so knowing that information, knowing it is those
22 students that have the most significant needs, we
23 really have to begin to create some language and
24 provide some guidance to our LEAs.

25 The federal government is now pushing

1 down on the state in order provide that guidance
2 and identify what does that look like. And so I'm
3 going to ask you to turn to your page with the
4 NCEO strategies that I provided you. On page 7 in
5 that appendix -- now this is yours to keep because
6 it really just details the steps that we took and
7 the strategies that we began to put into place on
8 how we are providing support and the strategies we
9 reported back to the Education Secretary of what
10 we would begin to do.

11 The waiver requirement is what our
12 state has done. That was the memo. That's what
13 prompted the memo that you guys received in order
14 to make this determination and to provide some
15 support and identify -- begin to discuss those
16 students. So it indicates that we must submit
17 that waiver 90 days prior to the state's testing
18 window. So because of that, we had to move a
19 little quick because we were approaching our 90
20 days.

21 Providing state-level data. As you
22 noted in your memo, that was identified, and Nancy
23 can talk about that a little bit. Also talked
24 about really the states providing oversight and
25 for where we could anticipate going over that one

1 percent. In our state, we are 1.1 percent, and
2 when you sit around the table with other states,
3 we're not in that bad of shape, but we are still
4 over the one percent. I sat at the table just a
5 few weeks ago at the ASSE, the Assessing Students
6 in Special Education, where states were three
7 percent and four percent. I was like, whoa, we
8 really would have to do a lot of work.

9 But we have begun to put in place
10 some strategies already. One, in August of 2016,
11 we updated and provided information and training
12 to EC directors on the Testing Students with
13 Disabilities manual in collaboration again with
14 our accountability partners because we worked hand
15 in hand. With that guidance, it was indicated for
16 a student to participate on the NCEXTEND1 or the
17 alternate achievement standards, you had to have
18 been instructed on the extended content standards.
19 That student had to be identified at least 120
20 days before that test began. There was a little
21 pushback. And, oh, my goodness, you really do
22 know, you know, when some of these kids -- when
23 they're coming in, you have a good idea of, oh,
24 that student may, what testing or what assessments
25 do I need, what information do I need to gather

1 for identifying and placing this child on the
2 alternate assessment.

3 It is our hope that we are not just
4 placing any student who can, with supports, with
5 some type of adaptation, be on regular standards,
6 but there are some who do need that adaptation,
7 whether it's, you know, accommodations or
8 communication access, what is it that this student
9 needs in order to be able to make achievable
10 outcomes.

11 So with that guidance, with the
12 support from accountability, with the testing
13 documents, we have already began some of this
14 work. You also note in the memo for the 2016 --
15 and I'm going to ask Nancy to come up here with me
16 at this point -- there was a question in regards
17 to our data collection on our students who
18 participated in the 2016-17 data for the
19 assessment.

20 So I'll turn it over to Nancy, and
21 then we can have some further discussion and
22 questions if need be.

23 MS. CAROLAN: I'm Nancy Carolan, and
24 I'm in Testing Policy and Operations. I'm the
25 Section Chief in Testing Policy and Operations and

1 Accountability Services. So we do the testing and
2 we look at, you know, the test results as far as
3 EXTEND1 and all of our other end-of-grade and
4 end-of-course tests.

5 I believe one of your questions was
6 where did we find the data that went into the
7 waiver. And we looked at last year's, 2016-17,
8 participation data for the EXTEND1, and when we
9 looked at that data, we saw that well, we did go
10 over. As Dreama said, we went over by 1.1
11 percent, but it wasn't in all the subject areas.
12 It was in mathematics grades three through eight
13 at 1.1. Mathematics at grade ten was fine. It
14 was a .9 so we didn't go over. Reading at grades
15 three through eight, it was 1.1. Reading at grade
16 ten was .9. And then for science at grades five
17 and eight and eleven, it was 1.1. So we didn't go
18 over by much, but we did go over.

19 Because we went over, we are
20 anticipating that we will go over again this year,
21 and so we submitted the waiver so that we could
22 get that in place for us. We are planning to send
23 out a letter -- and we're hoping to get that out
24 either later this week or next week -- to
25 superintendents to let them know that we have put

1 the data up on a secure shell where they can go in
2 and look and see are they apt to go over.

3 And we didn't send it to just the
4 ones that we anticipate will go over; we're
5 sending the letter to all the superintendents in
6 case they happen to have one that is going to go
7 over or very close. So they can check their data,
8 and then they'll submit a justification form which
9 will explain why they went over in a particular
10 grade or grades, and they will send that in. And
11 then we'll also post that. We have to, according
12 to ESSA, make that public knowledge, so we'll put
13 that up on the website.

14 I'm not sure if that's covered
15 everything as far as the data or if you have
16 questions about the data.

17 MS. McCOY: So, finally, you know,
18 one of the things that I think is important to
19 note is that as we continue to collaborate with
20 them, it is up to the IEP teams in making these
21 determinations, but it's also placed upon the
22 State of we have to monitor that. The federal
23 government did not say that the LEAs will get
24 their, for lack of a better word, hand slapped.
25 We, as the state, are the ones who are required to

1 review that information, and we don't ever want
2 anything to affect the funding that we have, but
3 you never know.

4 When I was at the ASSE meeting and we
5 had Sheryl Lazarus and Martha Thurlow, I believe,
6 on the phone and there was one other person, and
7 they were also the authors of that NCEO Brief and
8 they have been sending out communication. One of
9 the other states stood up and said, "You know,
10 it's kind of like the analogy of if I'm driving
11 down the road and I get pulled over by the police
12 officer and he says, 'Well, you're going to get
13 the ticket, but you really weren't the one
14 speeding. It was of the other person who was in
15 front of you that was speeding.' Well, what does
16 that mean for us?"

17 And they said, "Well, yeah, we'll
18 have to continue talking about that." Well, for
19 me that means we have to continue at least looking
20 at this. We have to monitor it with our LEAs, and
21 we have to continue work closely with our partners
22 here in the agency.

23 At one point, one of the other
24 section chiefs shared some data with me where it
25 looked like there were some students who were

1 actually SLD and some other students had taken the
2 NCEXTEND1, and I was like wait a minute. Let's
3 look at this. So I called the directors, and they
4 said, "Oh, no. Let me go back and dig," because
5 in some cases the EC directors aren't aware of
6 when these switches are made and it can't be for
7 convenience. Sometimes it's done at that level
8 where the school is, and so then they are calling
9 their schools and following up. And so it ended
10 up being a Power School glitch. I was like phew,
11 I can breathe a little bit easier right now.

12 So we are really going in and we're
13 digging in and looking at the data, what does this
14 tell us, who are our students, and are we truly
15 locating and identifying and making eligible the
16 correct students. And I did hear an earlier
17 conversation with my colleague Sherry Bell around
18 NC VPS and those students who possibly could take
19 NC VPS courses or participate on the OCS pathway.
20 It is our hope that all students have the right
21 and the ability to participate on -- and achieve a
22 diploma, but we do know again there are some
23 students who will be on that certificate pathway.
24 I hope that we are making and identifying those
25 students early so that we can put in the right

1 supports. So we're just going to continue moving
2 forward.

3 I think one of the other questions
4 was the data used for deciding the waiver, and
5 Nancy kind of talked about that data, but we've
6 already put in place some strategies already, like
7 I indicated earlier. We are in the process of
8 trying to create and craft a guidance document,
9 set up some webinars for those LEAs that are going
10 over and really a decision-making tool. Because I
11 am absent a position for this position right here,
12 the Severe Multiple Disability Consultant, my hope
13 is to have something together by summer. So are
14 there any questions for me?

15 MS. DANIELS-HALL: So the memo you've
16 mentioned several times, that was sent out to the
17 entire Council?

18 MS. McCOY: Uh-huh. Just for
19 clarification---

20 MS. DANIELS-HALL: The memo when
21 North Carolina decided to go for the waiver of the
22 one percent---

23 MS. McCOY: Yes.

24 MS. DANIELS-HALL: ---that was
25 provided to the Council?

1 MS. McCOY: I believe that was sent
2 to the Council, and it's been some time ago. It's
3 been quite awhile because we wanted to make
4 sure -- before we send anything out, we always try
5 to make sure you guys have seen that information
6 and you're informed. Yes, Christy?

7 MS. HUTCHINSON: It's kind of a
8 little bit like disproportionality, like diving
9 into that data a little more, and it's really
10 helpful to see that we are at nine-tenths for the
11 high school courses. So my question is, three
12 through eight is a really big number with multiple
13 developmental levels in middle school and
14 elementary school.

15 I was wondering if there was a trend
16 or if we dove into that a little bit more -- it's
17 kind of not surprising that math matched science
18 and reading, but are we diving into it to figure
19 out if it's third grade or is it that eighth-grade
20 population where that's---

21 I know I'm asking a detailed
22 question, but it could give us help who to train.
23 You know, if it's all at the third-, fourth-, and
24 fifth-grade level, then we know where we need to
25 start.

1 MS. CAROLAN: The data that we're
2 putting up there also shows the race,
3 socioeconomic status, and so forth, and that way
4 when the districts go in, they can look and say
5 oh, well, at this school, we've got these
6 percentages. So it's up there that they can kind
7 of make their justification.

8 MS. HUTCHINSON: That would just help
9 with training in identifying---

10 MS. McCOY: I agree. The other
11 thing---

12 MS. HUTCHINSON: ---the area. You've
13 got to problem solve where is it coming from.

14 MS. McCOY: Right. Because that is
15 one of the things that's also located in that
16 document. It talks about disproportionality, and
17 so we do have to make sure that we are not
18 disproportionate in a particular subject area or
19 grade.

20 MS. HUTCHINSON: We're going to be
21 disproportionate in exceptionality. There's no
22 way around that.

23 MS. McCOY: Well, again, my -- they
24 are good with stats. They'll provide -- okay,
25 help me understand and digest this. So we are

1 kind of closely looking at that, but as that comes
2 up, then we will definitely address that and again
3 provide some guidance to that particular LEA and
4 those directors of okay, this is what's happening.
5 Yes, Vicki?

6 MS. SIMMONS: Would you remind me,
7 the one percent, where did that number come from?
8 Why not two percent?

9 MS. McCOY: All right. So they
10 actually -- there was some discussion about that
11 at that ASSE meeting as well. Again, if you think
12 about that bell curve and the one percent, the
13 federal government never really gave us the --
14 where they pulled that number out of the sky, and
15 so that's why I wanted to go back and look at the
16 history and talk about when that one percent title
17 started coming in.

18 And so I can't tell you where they
19 pulled it from, but that is what they began
20 talking about in 1997. At the two percent, you
21 know, we did have that at one point, and they said
22 huh-uh, no. We've got to move away from that. So
23 it's really now just the one percent, and I can't
24 tell you where they pulled that number from, but
25 that is now the number, you know, they're using as

1 well as now the language of significant cognitive
2 disabilities, and they've never used that language
3 as far as being that specific before.

4 MS. SIMMONS: Okay. So 1997 was
5 about 20 years ago, and in the last 20 years,
6 there's been so much technology that has kept
7 children alive who would have died 20 years ago
8 when they put the one percent. Have they thought
9 about the possibility of modifying that number to
10 include the kids who are now living and are going
11 to school?

12 MS. McCOY: Repeat that one more time
13 so that I'm clear.

14 MS. OUZTS: The numbers will be
15 higher in the population of students.

16 MS. HUTCHINSON: She's saying the
17 numbers will be higher because of the children
18 that are living in very challenging birth
19 situations are increasing.

20 MS. McCOY: Right. Okay. Thank you.

21 MS. SIMMONS: Thank you.

22 MS. McCOY: I'm understanding. They
23 haven't provided that guidance, so I really can't
24 share that. But what I will say is the
25 information that I have understood is they said no

1 state should be over one percent. It is only one
2 percent. I think -- I want to even say they said
3 0.9 percent truly students who would fit this
4 population, but again -- and, see, I can provide
5 you with another brief, if you like, but that one
6 just literally came out and so I don't have that
7 electronically, but I do have a copy.

8 MS. SIMMONS: The one percent is
9 statewide, not LEA?

10 MS. McCOY: That is actually now
11 statewide, but we have to look at that per LEA.

12 MS. SIMMONS: Because aren't some of
13 the LEAs more hotbeds for certain disabilities?

14 MS. McCOY: Yes. Yes, it is. But
15 it's the State's responsibility to not go over the
16 one percent.

17 MS. HUTCHINSON: [Inaudible] LEAs
18 because of not having residential or health care
19 facilities---

20 MS. McCOY: Right.

21 MS. HUTCHINSON: ---that provide for
22 those students.

23 MS. McCOY: Right. In some LEAs, I
24 mean there will be -- there will be a
25 justification, you know, and so we understand

1 that. But it is our -- as the state, we're the
2 ones who can't go over it, and if the LEAs truly
3 are -- if some of them truly aren't identifying
4 and making eligible the most appropriate students,
5 then that's where we have to provide some
6 guidance. Yes?

7 MS. VLASATY: I have two questions.
8 Are there any groups of EC students that are
9 exempt from testing?

10 MS. McCOY: I would love to answer a
11 testing question, but that's---

12 MS. CAROLAN: There are no exceptions
13 to testing. Everybody is expected to test. The
14 only exception would be a medical exception, and
15 it has to be approved through Accountability
16 Services.

17 MS. McCOY: And we do also help
18 support them with that review of the waivers.

19 MS. VLASATY: And then my other
20 question was, it's always been my understanding if
21 you're on the extended content, you automatically
22 take the alternate assessments. So I mean, is
23 that -- is your data kind of as simple as that?
24 Like all you need to do is run a tally on who's on
25 the extended content, and they get the alternate

1 assessment.

2 MS. McCOY: They have to be on the
3 extended content standards for all the assessed
4 subject areas which would be your reading, your
5 math, and science. And then they are -- they do
6 take the EXTEND1, but of course, they have to be
7 eligible. They have to meet that eligibility
8 criteria for significant cognitive disability.

9 MS. VLASATY: Like from what I've
10 seen, it's just a given. If you're on that, I
11 mean there's no thought to it. That's just your
12 testing box you check.

13 MS. McCOY: It would be unfair to
14 instruct a student on the extended content
15 standards and then expect them to pass a regular
16 EOG test. That would be unfair and it's not --
17 yeah, that would be against testing policy as
18 well.

19 MS. HOLLER: How can you really
20 control that, though, because if you think about
21 all the self-contained classes around and people
22 with -- I mean, how can you expect that? I mean
23 that someone could take the EOG -- do you know
24 what I'm saying? How can you state it at one
25 percent when you have a pretty large population of

1 students that are on the extended content?

2 MS. CAROLAN: It's a very low number.

3 MS. McCOY: Yeah, it's not that
4 large.

5 MS. CAROLAN: We do not have that
6 many -- there might be 1000 students per grade
7 level that are on EXTEND1. It's a very low level,
8 a very low level.

9 MS. McCOY: Does that answer your
10 question, Katie?

11 MS. HOLLER: It just seems odd that
12 you would give them this number and then --
13 because then it's about the number and it's not
14 about individual needs and abilities. Do you know
15 what I'm saying?

16 MS. McCOY: And that's why it's an
17 IEP decision. It has to -- they always have to --
18 not wrestle with that decision, but they have to
19 be the ones to come up with the decision on
20 placing this child on the extended standards
21 because the implications are, again, that they
22 would not typically be allowed to receive a
23 diploma, but it does not remove them from that
24 ability of receiving a diploma. It would be a lot
25 of work because the rigor is very different. I

1 saw a hand over here. Vicki?

2 MS. SIMMONS: Would you remind us
3 what happened to EXTEND2?

4 MS. McCOY: It went away.

5 MS. HUTCHINSON: We had a big jump in
6 the one percent when we eliminated the EXTEND2 a
7 few years ago. I can -- I can imagine it was just
8 a gigantic jump.

9 MS. McCOY: It was. So some of the
10 kids who were just blowing the test out of the
11 water with those fours, some of those were our old
12 two percent children. And so, again, we -- it's
13 an IEP team decision, so I cannot say that enough,
14 but are you doing a disservice to that child by
15 not allowing them to participate on the regular
16 standard as well as participating on the regular
17 EOGs.

18 And so for those kids who were two
19 percent, they should not be in this category for
20 significant cognitive disabilities, and so, again,
21 that's where that guidance with the IEP team
22 should come. Our numbers did inflate at one time.
23 They are dropping back down, and again, remember,
24 with the testing -- testing manual that was
25 created in 2016, that student had to be instructed

1 for 120 days, and if your students are doing -- if
2 they're on the border of really that mild to
3 moderate, I think we owe it to our children to
4 allow them to reach higher standards if they can.
5 Right here, yes, ma'am? Virginia?

6 MS. MOOREFIELD: Yes. And I cannot
7 believe I missed the first part of your thing
8 because this is what I wanted to learn about. My
9 son has traumatic brain injury, pretty severe
10 traumatic brain injury. He is on -- he's in the
11 fifth grade. He's always been ID severe, but it's
12 not because of his cognitive function; it's
13 because of his physical.

14 And it was a discussion that the
15 preschool and the kindergarten entry to elementary
16 schoolteacher had to decide how to classify him
17 because he kind of fell in both camps, and they
18 decided to go with ID severe because they were
19 afraid that if they put him in an ID mod class, he
20 could do that academic work, but those kids are
21 mobile and it was more of a safety issue to put
22 him ID severe, which I completely agreed with.

23 And so for him to take extend
24 assessments at the end of the year is more of a
25 physical thing than it is as far as the cognitive.

1 He scored a three and a four in English and math.
2 So like for kids like that, it's still
3 inappropriate to ask him to sit for a regular
4 assessment just because of the physical effort
5 that it takes for him to do that.

6 He's in a wheelchair. He is
7 nonverbal. For him to answer questions, like he
8 does not have a lot of use of his arms and his
9 hands. He doesn't have those fine skills. So
10 it's completely inappropriate to ask him to take
11 the regular assessments, and there are kids like
12 him who might put over -- you know, put an LEA
13 over that one percent.

14 So when I read through everything
15 that you sent us, I felt like, like I'm hearing
16 some other people, that that whole one percent is
17 completely arbitrary and it's like trying to cram
18 every kid in the same size shoe. So let's say
19 that his LEA -- there are eight kids in his class.
20 He's the only one with an acquired injury, an
21 acquired disability. The other kids in his class
22 probably cognitively, that's exactly where they
23 need to be is the extend. There are also kids who
24 are pretty strong on the autism spectrum, that
25 it's not appropriate to ask them to take the

1 typical assessments so the extend is much better.

2 So what happens if his LEA is over
3 that one percent? I know you said that, you know,
4 it's up to the state to kind of look at each LEA
5 and to see what's going on, but what happens if
6 they're legitimately over that one percent. And
7 I'm sorry if you've already addressed that and I
8 was late.

9 MS. McCOY: No, no, no. That's fine.
10 That's fine. So the federal government did not --
11 they don't put sanctions on the districts or the
12 LEAs. They put -- if there are any sanctions or
13 anything that will be done, it will come down to
14 the state level. And so, again, Nancy mentioned
15 earlier of if they're over that one percent, then
16 they would have to supply or send us a
17 justification of why they're over.

18 So does that answer your question to
19 a degree?

20 MS. MOOREFIELD: I think so. So they
21 send -- his LEA sends you the justification and
22 says we have this amount of students, you know, in
23 ratio to this amount of students. So the State
24 says, "Oh, okay," or like what---

25 MS. McCOY: I don't think we've come

1 up with that -- we have not come up with that
2 guidance yet of what we will do.

3 MS. MOOREFIELD: Oh, okay.

4 MS. McCOY: Again, this is all new
5 and so we've submitted the waiver, but---

6 MS. MOOREFIELD: There's no penalty
7 to the LEA?

8 MS. McCOY: Not to the LEAs. Not
9 right now.

10 MS. MOOREFIELD: What is that penalty
11 to the State?

12 MS. McCOY: We don't know yet. They
13 have not indicated what that penalty will be. So
14 there are, I think, about 23 or 27 other states
15 that are in the exact same situation in regards to
16 being placed on the waiver, but we have not
17 received approval, to my knowledge, yet that it
18 has been approved. They have not indicated what
19 will be -- will there be a penalty or any
20 sanctions that will come down to the State.

21 What we have indicated and what was
22 indicated in the waiver process was, we have to
23 create strategies on what we would do to support
24 that. So that's on--- I'm sorry. I'm going to
25 let you go ahead and finish.

1 MS. MOOREFIELD: I just kind of had
2 another little part to that.

3 MS. McCOY: Go ahead.

4 MS. MOOREFIELD: So like you were
5 mentioning where we had some kids who were on that
6 those extend and taking that extend assessment and
7 just completely blew it out of the water. So if a
8 child -- you know, maybe at some point in their
9 educational career, they really needed that or
10 they've sort of outgrown it or they've -- you
11 know, they've passed that part. So can a child --
12 like if they've made threes and fours on the
13 extend assessment, can they in the next school
14 year go back to a regular curriculum? Can they --
15 can they transfer in and out?

16 MS. McCOY: So there's no in and out
17 or revolving door, but let me also say this before
18 I answer that question. There should not -- we
19 should not hold our students to an assessment. We
20 should be holding them to high academic standards.

21 MS. MOOREFIELD: Right.

22 MS. McCOY: And if that student is
23 able to participate on a high academic standard,
24 then, that is what we need to be providing. The
25 assessment is really a one time -- a snapshot of

1 what that child is performing on that particular
2 day. Am I going too far? Because I have to
3 always double-check with my colleague right here,
4 my partner.

5 So it's really about the achievement
6 level for that student, and again, it goes back to
7 an IEP team decision. If that child is making
8 fours and they're really excelling well, again, I
9 can't assert myself into that process, but I would
10 have wondered can this child really have done this
11 work if provided some accommodations and some
12 adaptations. So I can't speak to the support of
13 your son, but there's -- for those kids who are
14 truly one percent, it's not that oh, well, maybe.
15 The rigor is very different in what they're being
16 provided as opposed to what is on the regular
17 standards. We extend from those content, but it
18 is very different.

19 MS. MOOREFIELD: Right. And you-all
20 might can help. A child can be exited out of an
21 IEP, right?

22 MS. McCOY: Uh-huh. That's correct.

23 MS. MOOREFIELD: So just throwing out
24 a generic example, if a child were involved in
25 some sort of an accident that left them with,

1 let's say, a brain injury because that's what I
2 know. So that brain injury may affect their
3 cognitive ability for three or four years, but
4 they may -- you know, through healing, through
5 rehab, through all of that, they may not need
6 those accommodations after a certain amount of
7 time.

8 MS. McCOY: That level of support.

9 MS. MOOREFIELD: That level of
10 support, exactly.

11 MS. McCOY: The intense level.

12 MS. MOOREFIELD: So like they could
13 exit out of an IEP, but -- and I have no working
14 knowledge of how EC works other than the parental
15 side, but if that child -- in the immediate
16 following of that accident, if they required an
17 extend for those two, three, four years, or
18 whatever, and it is seen over a long period of
19 time that they no longer need that support, can
20 that child be exited from the IEP and return to---

21 MS. MULLIS: If that happened -- if
22 that was something that was a short-term or even a
23 four-year point, we wouldn't go automatic to an
24 extensions program or to an extend. So what you
25 would do is, you would modify, you would

1 accommodate, and you would homebound. You would
2 go at their pace instead of semestering a
3 year-long course.

4 MS. MOOREFIELD: Oh, okay. So they
5 would not automatically just---

6 MS. MULLIS: Correct. And then you
7 would have the waiver for that student.

8 MS. McCOY: That's what I was going
9 to say.

10 MS. MULLIS: You would make that a
11 medical exemption. I have a student who got a
12 medical exemption because he got shot two weeks
13 before exams. So like you know what I mean?
14 Medical -- as long as it's a medical exemption, a
15 doctor says they can't be at that test, you're
16 exempt and it doesn't affect the one percent.

17 MS. HUTCHINSON: Well, it has to be
18 applied for.

19 MS. MULLIS: Right. Approved,
20 correct. But I mean a tragic event that
21 happens---

22 MS. MOOREFIELD: But, yeah, something
23 that would affect their cognitive ability---

24 MS. MULLIS: You would go right to
25 the---

1 MS. MOOREFIELD: ---and sometimes it
2 would take years and years and years.

3 MS. McCOY: Yes. And so with that
4 waiver that she's talking about, again, that goes
5 to Accountability and Testing, and so there's a
6 medical exemptions team that Nancy talked about in
7 which EC is a part of. We collaborate with them
8 on the review of that. And that's a short-term
9 disability like they're indicating. It would be
10 the long-term impact of that traumatic brain
11 injury as where that child may end up being placed
12 on the extended content standard if the IEP team
13 made that decision.

14 MS. MOOREFIELD: But I mean -- I'm
15 not going to beat a dead horse because it's a
16 what-if situation.

17 MS. McCOY: Right.

18 MS. MOOREFIELD: But I mean, just
19 specifically with brain injury, you know, when
20 you've done all of that initial -- there are many,
21 many experts who will tell parents and who will
22 tell kids and schools, "You will never be able to
23 do this. You can't do this. They can't expect
24 you to do this," when in fact you don't know
25 over -- I mean it takes years. It's not going to

1 happen very quickly.

2 So I mean it is possible that a kid
3 could acquire a disability that is labeled as
4 long-term when it's not really. Do you -- like am
5 I expressing that---

6 MS. McCOY: That acquiring disability
7 would have to be some type of significant impact
8 that would adversely affect their cognitive
9 ability.

10 MS. MOOREFIELD: Right. And that's
11 what I'm saying. I mean just in the case of brain
12 injury where it looks, for all intents and
13 purposes, like it's going to be a lifelong
14 disability, but then it turns out, a couple of
15 years down the road, it's not. And I just wonder
16 at the possibility of having children exit out of
17 and -- you know, like you said, we don't want to
18 keep them at this level if they don't need to be.
19 We want to challenge them so they can excel.

20 So is there the possibility of --
21 once this has been set for the student, because
22 that's the best decision at the time, is it
23 possible---

24 MS. McCOY: So I'll say it like this:
25 I'm always hopeful and anything is possible.

1 Again, there are no absolutes when you're dealing
2 with brain injuries. There's no absolutes when
3 you're dealing with this population of students.

4 MS. MOOREFIELD: But I mean like for
5 this extend.

6 MS. McCOY: There is no absolute
7 because the thing is, if that student has been
8 placed on that and they now have the ability to
9 show a higher level of achievement---

10 MS. MOOREFIELD: Yes, yes.

11 MS. McCOY: ---then it's possible,
12 but they would have to really -- that rigor would
13 be increased and they would need a lot of
14 supports.

15 MS. MOOREFIELD: But it is possible
16 for them to accept those challenges, to increase
17 the rigor if they want?

18 MS. McCOY: There's always a
19 possibility, yes.

20 MS. MOOREFIELD: Okay. I wanted to
21 make sure that it -- like once a student is locked
22 into this pathway that it's not impossible to get
23 out of.

24 MS. McCOY: So one of the things that
25 the brief in the NCEO also tells us is it a

1 student-by-student or case-by-case basis. The IEP
2 team reviews or comes together annually to make
3 those decisions on that particular student. So
4 during that annual IEP process, that decision, if
5 that's made, what accommodations, what do we need
6 to do in order for this child to achieve that
7 level of success.

8 MS. MOOREFIELD: Okay. Thank you for
9 that.

10 MS. McCOY: You're welcome. Any
11 other questions for me?

12 **(No audible response.)**

13 MS. McCOY: Well, thank you for the
14 time today. As Nancy indicated, there will be
15 another memo going out to the superintendents and
16 the EC directors indicating for them to review
17 their information. If there are questions at the
18 local level that they have in regards to testing,
19 you can always go online under the Accountability
20 page and see the testing manual or they have their
21 regional accountability coordinators or their
22 testing coordinator people who also can answer the
23 information and who also are involved with
24 training.

25 NCEO, you can Google that and

1 continue to find out additional information, and
2 there's more information to come on this one
3 percent or now the significant cognitive
4 disability population. Thank you for your support
5 and I'll see you soon.

6 MS. OUZTS: There's nobody signed up.
7 There's no one signed in.

8 THE CHAIRPERSON: There's nobody
9 signed in for public comments, so let's break into
10 our committees until 2 o'clock.

11 **(Committee work was conducted from**
12 **1:03 p.m. and 2:01 p.m.)**

13 THE CHAIRPERSON: All right. Our
14 committee time is up. I think we actually got
15 some work done today. Do we have anybody from
16 each committee who would like to report back what
17 was discussed during the committee.

18 MS. HUTCHINSON: So we are Reports
19 and Data, we talked a little bit about the one
20 percent cap for significant cognitive
21 disabilities, and we went back to
22 disproportionality, our presentation from Nancy
23 Johnson, and one of the changes that's kind of
24 significant was that the federal government
25 postponed the implications of those

1 disproportionality for one year, and North
2 Carolina hasn't yet decided if they're going to
3 enact our changes this year or the following year.

4
5 We discussed the one percent cap on
6 cognitive -- significant cognitive disabilities,
7 and we desire the breakout for the grades three
8 through eight, math, reading, and science to
9 identify trends going up or down in EOGs in that
10 cap.

11 And then a concern that we got a
12 little bit focused on was that graduation rate is
13 such a focus for us that some people feel that it
14 forces kids out of the system and that there's
15 maybe not ample community services in the area to
16 support their needs once they graduate from high
17 school.

18 MS. HUDGENS: Christy, I'm sorry.
19 Did you guys talk about the fact that we still
20 have significant disproportionality requirements
21 that we're following now. It's just---

22 MS. HUTCHINSON: Yes, just that the
23 changes were pushed back one year and we didn't
24 know if we were going to---

25 MS. HUDGENS: Yeah, where we're going

1 to land with a risk ratio. Great. Thank you.

2 THE CHAIRPERSON: Jennine, since you
3 took the notes for Unmet Needs, would you mind
4 reading those back?

5 MS. VLASATY: No, not at all. So we
6 didn't have any or we hadn't received any email
7 comments and then nobody showed up today, so we
8 really don't enough data for any kind of trend
9 analysis at this time.

10 We talked about different ways to get
11 information about unmet needs from the different
12 counties. So Diane -- she's attending the
13 telecom. So we're going to try and obtain a list
14 of counties with EC councils. Diane's going to
15 follow up with DPI to see if we can get some
16 information, ECAC, and then possibly NC PTA,
17 again, just to kind of help get the word out that
18 we do have the public comment out there to really
19 be able to solicit input from families out there
20 and what they're experiencing.

21 THE CHAIRPERSON: All right. Sounds
22 good. I'm just going take a moment to go over --
23 one thing I know we have coming up is, our great
24 Vice Chair has one more meeting with us. So if
25 you're interested in being Vice Chair, be thinking

1 about that, praying about that if that's your
2 thing, because we need good leadership. But
3 that's committee reports. I guess we're going to
4 go on to agency updates.

5 MR. HUSSEY: Let's start with ECATS.
6 We are at a very big point in the implementation
7 in that on Friday of this week, the internal staff
8 gets trained on the new system and to help support
9 and work with the pilot sites, which since we met
10 with you guys -- we had intended to start our
11 pilots in February. This sheer size and weight of
12 trying to push this through what is quality
13 assurance here in the Department, we had to
14 postpone for a month. So we were going to start
15 on February 26, and now we have moved it to the
16 end of March, and we will be starting the end of
17 March, with our first -- as I said, with our staff
18 training on this Friday.

19 MTSS. The MTSS component, we'll
20 start training our staff on Monday, so we're
21 Friday and Monday on the training pieces. They
22 start their pilot on the 11th of April, and they
23 are -- they have 20 pilot sites on the MTSS side.
24 There are 16 pilot sites on the EC service
25 documentation side with four interconnecting

1 pilots where we will be running that data from the
2 MTSS side to the EC side, just making sure that
3 the functionality works.

4 Last week in the directors
5 conference, on Wednesday, we spent the entire day
6 on ECATS. We had service documentation and EC in
7 the morning as well as MTSS, and we basically
8 showed them -- not really had them interact
9 because it's not up and able to interact yet --
10 various aspects of it, and we got very good
11 feedback and excitement.

12 We're still -- you know, you'll hear
13 from the community and from the LEAs that we are
14 still not there on the training plan. That's
15 something that we're working on, and part of that
16 is, is that, again, we've got to have things in
17 production here before we can start doing the
18 training. We'll be ready to go live in July.
19 We're on target for that, but we're going to be
20 right down to the wire getting everything into
21 production and out of production prior to that
22 point.

23 So we had our Directors Advisory
24 Committee meeting on Thursday after the Wednesday
25 meeting, and we spent the first, I would say, two

1 hours talking through different scenarios and the
2 different ways in which we will be able to try to
3 find alternate means to get LEAs advance
4 information, without having the actual live
5 implementation aspects there, to begin to train so
6 that they've got folks trained to begin to carry
7 that training forward. Obviously, some of the
8 concerns were, if we do it in the summer, if we do
9 it after July, the larger districts such as Wake
10 and Charlotte and Greensboro and those guys that
11 have so many teachers, that was going to be really
12 hard to get those folks trained.

13 So we're working to create those
14 alternative options. We're also going to be
15 working with data managers because there will be a
16 grace period when we start the IEP process in July
17 where we will not be requiring them to
18 necessarily -- if they've not been appropriately
19 trained -- to upload new documents into the
20 system. We will actually get specific pieces that
21 are very important to the federal reports done so
22 we've got that data stored that we can collect and
23 utilize, but we'll give them up to the end of
24 September -- that grace period -- to make sure
25 that everybody's trained, everybody's up,

1 everybody's going well.

2 We're still looking at what the
3 options are, but we will probably use older forms,
4 but looking at options right now, you know, for
5 that period. So there may be a time when the
6 paper you get looks just like the paper you got
7 last year, and that's going to be until we live
8 through that grace period making sure that
9 everybody's up and appropriately trained and ready
10 to go.

11 You know, it's one of those things
12 you wish you could just snap your fingers and
13 everything set up right. I was sitting at a table
14 with a bunch of folks and they were saying
15 something to me, and I looked at them with a
16 sarcastic response and said, "Well, just trust me.
17 It's going to be okay."

18 You know, it's just huge and we will
19 keep working at it and working at it. We're
20 really proud of the product we're going to put out
21 on the table. It's going to simplify a lot of
22 things in the business rules, and Carol Ann has
23 been a huge part in developing this. The business
24 rules -- you start at one place and it pre-fills
25 everything else related to that all the way

1 through the process.

2 You know, one of the things we were
3 talking about was the worksheets. When the data
4 comes in, as far as testing, they fill the
5 appropriate worksheets out for you, so all the
6 assessment data that you put in, in the referral
7 process just works its way through. There are
8 just huge benefits to what we're going to be able
9 to provide, and even the folks who are in Easy IEP
10 now, this is an enhancement above and beyond what
11 they have.

12 So we've gone back. There were some
13 concerns from our department that the navigational
14 tools weren't as good as they needed to be, so
15 we've gotten PCG to come back and add those
16 adjustments and enhancements, and that just came
17 out last Thursday in a national upgrade for them,
18 but it came directly to us as well. So that's
19 there. So there's just lots and lots of things
20 happening.

21 I spend literally the majority of my
22 time doing ECATS. I have to delegate folks to
23 take care of other business because it really has
24 been pretty much all consuming. But, like I said,
25 we're excited. And before I go into anything

1 else, I'll be glad to answer any questions. I
2 just tried to give you a snapshot of where we
3 were, but I'd be glad to answer any questions.

4 MS. DANIELS-HALL: Parent training
5 and information?

6 MR. HUSSEY: As soon as we're up and
7 running and you've got something to look at, we
8 will be working with ECAC and other groups to get
9 that training out, but we really -- right now what
10 we would be doing with the agencies, with the LEAs
11 is giving them screenshots and things like that.
12 So it's not going to be interactive at the point
13 that we give -- even as they start to prepare,
14 they're going to have PDF forms, snapshots,
15 training environments that are static, meaning
16 that it's not real data. We're going to load data
17 in so people can practice, but it's not -- it's
18 not going to be workable data. So we want to get
19 it out, have something that you can get into and
20 interact with, and then we'll have that training
21 from there.

22 MS. DANIELS-HALL: And so will all
23 the statewide forms go away that are on DPI's
24 website as drafts now for parents to take a look
25 at?

1 MR. HUSSEY: I'll let the lady in
2 charge of forms talk about that.

3 MS. HUDGENS: So we'll leave the
4 existing state forms up for some time so that
5 through the transition period, those resources are
6 still there. And then as we're adopting in the
7 new ones with ECATS, you'll probably see the two
8 sets for early adapters who are ready to go ahead
9 into the new forms and those that are using that
10 grace period to make sure that their training is
11 at capacity and they're using the existing ones.

12 But while I have the mike, one thing
13 that I just started thinking about -- and it's an
14 opportunity for you guys to offer some feedback --
15 Bill and I haven't necessarily discussed this yet,
16 but I think it would be really important that we
17 at least put out some parent information, a parent
18 letter ahead of the transition period from us here
19 at DPI to reassure families that the process
20 regarding exceptional children is not to be
21 interrupted. There are meetings that are supposed
22 to occur, there are needs that have to be
23 addressed, and they have to be documented
24 appropriately so parents have records of what
25 those decisions are. So that's been clearly

1 communicated to the LEAs that you handle business.

2 One of the things that parents may
3 experience is that we've made a recommendation
4 that if there are IEP meetings that are coming due
5 at the very beginning of the school year in August
6 or at the very end of this school year, if
7 appropriate, consider holding those meetings a
8 little bit earlier so that there is plenty of time
9 to address any concerns and then that data
10 migrates over when we migrate the data to the new
11 system. That is not a requirement. We have
12 things built into place to make sure that business
13 can continue to happen.

14 If you guys can help us reassure
15 families that you work with of that. They can
16 request meetings, they can have meetings held,
17 they can refer students. Any of our business with
18 EC should happen as expected, uninterrupted. And
19 if you're hearing of situations in which that is
20 not occurring, could you please let us know so
21 that I can intervene, as appropriate, in those
22 circumstances.

23 MR. HUSSEY: Again, I think we've
24 talked about this before, but let me go back and
25 reiterate. So you-all have heard of the dark

1 period, right? We've talked about the dark period
2 where the system has to go down so that data
3 migrates. That's what she's alluding to -- what
4 Carol Ann was alluding to was that, you know,
5 we've asked people to try to make sure that
6 anything that could be done before that dark
7 period gets done so that when we upload out of
8 CECAS this past year's data, it comes over in
9 that, or if it's an Easy IEP, it comes over,
10 because both sets of data will transfer.

11 We are, you know, going to be down
12 and Power School is down until July 9th, and
13 that's an annual event. It doesn't have anything
14 to do with CECAS -- I mean with ECATS, but when it
15 comes up, everything comes up and we roll forward
16 from there. MTSS, we have always said would start
17 in August or early September for the four largest
18 districts -- four large districts. I'm not sure
19 that Gaston is in the top four of the largest,
20 but Wake, Charlotte-Meck, Gaston, and Winston-
21 Salem/Forsyth, they will all come up with some
22 element of MTSS in process in July because they
23 actually had working systems with MTSS before, and
24 they can't not be there for the year-round
25 schools. So that will come up. Everyone else

1 will then move forward in the cohort process that
2 they've set up in September, January, and then in
3 the spring. So that part will be there. You had
4 a question?

5 MS. HOLLER: Well, I was just kind of
6 going off of what she said with the forms, like
7 just the basic ECATS forms like that you would --
8 that you have online for CECAS forms---

9 MR. HUSSEY: Right.

10 MS. HOLLER: ---like are those just
11 going to be available blank so that people can
12 look at them and just kind of understand them? I
13 mean I just was curious how different--- Do you
14 know what I'm saying?

15 MS. HUDGENS: Right. The difference
16 is probably going to be most in visually -- from a
17 visual perspective in the layout, but the required
18 components are still the required components of
19 the IEP. One of the things that we've added,
20 just for the sake of providing an example, is
21 that we have included a prompt on the IEP to
22 discuss standard course of study, occupational
23 course of study, or extensions of the content
24 standards to help IEP teams start talking about
25 it earlier rather than later so that parents are

1 well-informed about what decisions and pathways
2 mean early into the process. And so those are
3 some things that -- an example of one thing that
4 is added to the form.

5 One thing that we really tried to do
6 to be intentional about this process is to keep
7 the process process-based. In other words, it
8 should be intuitive. For example, when we're
9 talking about a student's unique needs and their
10 present level of performance, everything we know
11 about the student should come early into the
12 process, and it is based on that information,
13 then, that we make appropriate goals, we consider
14 appropriate accommodations, and so forth, and
15 we're explicit about what specially designed
16 instruction is addressing that goal.

17 So there's a lot of efficiencies in
18 the user interface to help the teachers make sure
19 that all areas of unique need are addressed, and
20 then that from a parent's perspective when the
21 forms are printed out, it follows the process that
22 they engaged in, in the meeting. It's not jumping
23 around to different things. It all lays out
24 together. So that's one of the efficiencies.

25 So back to your question about old

1 forms and new forms. One of the requests that
2 we're getting from the LEAs is will you go ahead
3 and please release the new forms so we can start
4 training on it. What our perception is -- and it
5 might just be mine. Bill might have something
6 else in mind, but I think the worry about the
7 forms is coming from where places need to actually
8 revisit process in general because it's my bias
9 that if you understand the processes involved with
10 exceptional children, it wouldn't matter what form
11 you're given; you understand how to document the
12 appropriate things for children.

13 So while we're having the grace
14 period, the recommendation is likely going to be
15 to continue using the forms that you're using
16 locally so that, absent any training to beef up
17 process or to migrate to the new system, there
18 won't be a procedural problem, and there won't be
19 a difficulty with handling business appropriate to
20 the student's needs because the tradeoff is, is
21 too much new creates a lot of discomfort and it
22 causes some potential room for not handling your
23 business appropriately.

24 So we're trying to be very thoughtful
25 about how much change we interject at one time,

1 and so because now we have the opportunity to have
2 a statewide system, everyone has to be it, and so
3 by engaging in that process, all the forms are
4 going to print out uniformly across the state.

5 So one of the things that -- since
6 the LEAs have asked for these forms ahead of time
7 and to a certain extent we have to get some things
8 in development first to make sure that they are
9 settled, they're not going to change any, we will
10 try to do, at a minimum, similar to what's
11 currently on the website where we have the form
12 and an explanation of how to complete that form.

13 And so because we'll be
14 transitioning, they'll probably be side by side
15 for a little bit of time until that transition is
16 complete, and then the old forms will come down,
17 okay?

18 MS. HOLLER: Thank you so much.

19 MR. HUSSEY: And, actually, we don't
20 differ really in that opinion. We have other
21 opinions that we differ in, but not around that.
22 Yeah, it's -- I will tell the biggest anxiety --
23 there was lots of excitement on Wednesday. The
24 anxiety, though, still is about when are we going
25 to be able to train and how can we get people

1 trained.

2 And in the perfect world, we would be
3 done pretty much in the springtime and be able to
4 get it to everybody ahead of time and be done, but
5 that's not going to happen. It's truly going to
6 be working right to the last -- literally the last
7 week before we go live before we get everything
8 finished. And the biggest part is really not so
9 much now -- because what we're going to do in the
10 pilot really is look at functionality. We're
11 going to go in and follow the process, do the
12 process, push the buttons, and make sure that the
13 button did what it's supposed to do, and if it
14 doesn't, then we need to figure out why and come
15 back and fix it.

16 But the big part is the data
17 integration so that's the interface between the
18 ODS -- the data warehouse and Power School. So
19 how do we get information out of Power School; how
20 does it go into the state ODS, the warehouse; how
21 do we pull it from the warehouse; what we do with
22 it inside of ECATS; and then how do we get it
23 back.

24 And, really, that's going to be the
25 primary issue between now and mid June to make

1 sure that that integration, that interface between
2 those sets of data coming and going, you know,
3 that we're able to work that out and make sure and
4 assure the districts that when you do do that data
5 integration that it actually happens the way it's
6 supposed to and what you pull from that data
7 source actually ends up in the right place.

8 Because, really, I think at this
9 point everyone's pretty comfortable with the
10 functionality. Feel pretty good that when you
11 push that button, it's going to do what it says
12 it's going to do. It's really just the movement
13 of that data. And we're moving -- because the
14 MTSS side of this impacts not the 200,000 kids
15 that are special ed, but all 1.6 million who are
16 out there. That the amount of data that we're
17 going to move back and forth across those channels
18 is going to be huge.

19 And, again, we're the only place in
20 the country to really try to do this with all
21 three elements and all three elements as part of
22 the same system. So we didn't -- we ate the whole
23 elephant. We didn't just take a bite out of it.
24 And so we've got to figure out how we're going to
25 work through that, and what we want to make sure

1 we do is not provide the circumstances we had with
2 Power School where it came up and it didn't work,
3 and that's why we're just continually beating
4 ourselves -- you know, beating ourselves with wet
5 noodles, but really trying to make sure that we're
6 doing what we need to do to ensure that it works.

7 I'm going to hit a lot of the same
8 old things I hit all the time, but before I jumped
9 into that, I wanted to bring up one thing. There
10 was a new voucher situation that came out of the
11 last legislation -- well, not even out of the last
12 legislation -- out of the last -- in between
13 legislation times. So it came up really just a
14 couple months ago when they were meeting on one of
15 those opportunities to create a bill in the middle
16 of nowhere.

17 But, anyway, this credit card thing
18 came -- debit card thing came up for private
19 schools. Again, it's a \$9000 debit to be used by
20 parents, and the thing that was different about it
21 was that prior to this point, it's always been
22 that you came out of regular school and went into
23 private school, and it was in that transition that
24 you accessed either a debit or the scholarship
25 funding or the tax credit, and the three of those

1 things add up to a little over \$21,000 per child.

2 What came out in the last iteration
3 that occurred in one of these meetings the couple
4 of days they were here basically says that it's
5 now expanded to include children already in
6 private schools, and it also speaks to the fact
7 that they have to be identified as special
8 education -- had been identified and meet the
9 requirements of the special education law as it
10 speaks to our processing procedures here in North
11 Carolina, which is going to be a problem.

12 And so we did talk to DAC the other
13 day to talk to everyone about this because the
14 issue is you may have been identified as a child
15 with special needs prior to being in the private
16 school, but you've been in there so long that, you
17 know, at this point, you no longer qualify. And
18 so you would have to be -- go through the process
19 of reidentification, and the issue there is going
20 to be like it is now and like it was before with
21 vouchers where the school district may truly find
22 you not able to be identified.

23 And that comes with the fact that
24 there's not shared data to talk about the need for
25 specially designed instruction. We also can't

1 necessarily see, and a lot of times circumstances
2 are built so that kids are being successful in
3 their class situation, and so two of the three
4 prongs, I mean where you may still have the
5 disability specific criteria, it's not had a
6 negative impact on the academics and you're not in
7 need of specially designed instruction or there's
8 no way for us to determine that because we can't
9 get data to prove that.

10 So, again, they didn't ask -- because
11 the last time -- we did have a child two years ago
12 who did not meet the definition of disability
13 area, and because they didn't -- the legislature
14 changed -- and you may remember me talking to you
15 about this, but they said the parent could either
16 go back through the regular process of
17 reevaluation or they could get someone in the
18 field who was school psychology-like, whatever
19 that means, but basically to determine that the
20 disability existed through that person.

21 And what they basically said to us --
22 and I said to you-all in one of these meetings a
23 year or two years ago whenever this came up -- was
24 what we asked was to bow out. If you're going to
25 make a change and you're going to determine from a

1 state perspective what the disability is you're
2 going to give the voucher for, then you do what
3 you've got to do, but don't keep pulling us back
4 in on the backside because we then have to hold
5 you accountable to what the federal law says, and
6 it makes your life more difficult.

7 But they put those two options in, so
8 it did give parents a choice to either continue to
9 be -- you know, eligibility to be redetermined
10 through the three-year reeval or to go the other
11 route. My assumption is they'll come back and
12 change this once they realize they didn't ask and
13 they screwed it up because it's going to be --
14 they're going to have a lot of children who are
15 not going to qualify and the parents are going to
16 be upset by that because they've been in those
17 schools.

18 So I just want you-all to be aware
19 it's out there. I do -- again, from a parent
20 perspective -- I know some of you-all argue
21 whether or not due process occurs inside the
22 regular schools, and you know, you certainly have
23 your reasons for that. But those parents who are
24 leaving -- and it was in the original legislation
25 and doesn't continue to show up as these new

1 pieces are added -- is that we forced the
2 legislature at the time, when the first one came
3 around, to make sure that parents understood when
4 they leave public schools, they leave their due
5 process rights, and those just disappear.

6 And so parents -- if they're talking
7 to you about this -- and, you know, if you get
8 \$21,000, that's a pretty big incentive to think
9 about going private. That's a lot of money and
10 you can get in pretty much -- just about any
11 private school in the state for 21,000 bucks. So
12 as people make that decision or think about that
13 as a choice, as a group, if you-all could just
14 help remind that there is no due process once you
15 step over.

16 So if you've got a concern about how
17 those services are working or the lack of services
18 that you're is getting child, you have no
19 recourse. There's nothing there to come back and
20 argue, and there is no -- unless that child does
21 have a service plan inside the LEA's work with
22 that private school, then there's really nothing
23 there. And it just concerns me.

24 Again, I am a firm believer in
25 choice, some people have the right to do whatever

1 they want, and the legislature has given them the
2 options to pick up those -- and they can get all
3 three of them together. So you can get the
4 original voucher which is 8000, the \$4000-plus tax
5 credit, and the \$9000 debit, and you can get all
6 of them and that's how you get to twenty-one. And
7 so, you know, they certainly have those choices,
8 but they lose something in the end. So I just
9 wanted to make sure we got that out on the table
10 and talked about it.

11 I don't know how many of you-all saw
12 the article and I haven't even gotten it out to my
13 guys. Yes, question?

14 MS. DANIELS-HALL: No. I saw the
15 article.

16 MR. HUSSEY: Oh. You saw the article
17 about the---

18 MS. DANIELS-HALL: Yes. What I
19 wanted -- I did have a question. We have a
20 voucher, we have a tax credit, and now we have
21 this which is an education savings account. How
22 are parents supposed to understand all of that?

23 MR. HUSSEY: There is an agency, and
24 every time I stand up here, I never remember their
25 name.

1 MS. DANIELS-HALL: The North Carolina
2 State Education Assistance Authority?

3 THE CHAIRPERSON: NCSEAA. That one.

4 MR. HUSSEY: That one.

5 MS. DANIELS-HALL: That one. Okay.

6 MR. HUSSEY: Yeah. That's who you
7 talk to and that's who has an explanation of
8 everything, how you would work through those
9 processes and what you would do. I will tell you
10 they were not confirmed with on this last one
11 either, so I called us to figure out what was
12 going on. And we said, "Well, we don't know. You
13 guys are the ones running it."

14 And they said, "Well, they didn't
15 call us either."

16 And I said, "Well, you know, what we
17 told them was that it was really sad because a lot
18 of this could have been resolved had they actually
19 talked to us." Again, I'm not in favor of it from
20 a personal point of view, but if it's going to be
21 out there, it needs to work and it needs to
22 benefit kids. And, you know, at this point, it's
23 not going to, and so what will probably happen is
24 someone will recognize that, and I'm saying it out
25 loud to anybody who will listen to me.

1 So if, in the short session, they
2 want to come back and change it, they may and it
3 may be okay by the start of next school year, but
4 the way it's written right now, it's going to be
5 problematic for a lot of kids whose parents think
6 they have the availability of that \$9000.

7 So there was that article, but I was
8 going to actually mention another article that
9 just came out probably Monday through North
10 Carolina Forum, and it was about the funding issue
11 for special ed, and it's a very nice article. It
12 actually spoke mainly about Macon County and
13 Cleveland County and the difficulties that they
14 have both being over cap, but it's not just about
15 cap. It also then talks about our funding model
16 and what we're attempting to try to do with the
17 funding model.

18 So one of the interesting facts that
19 they didn't put in there -- and we actually pulled
20 it as a result of a question they asked -- there's
21 17,555 children in this state who receive no state
22 special education dollars. Those are the kids
23 that are over the cap at 12.75. That's \$75
24 million a year, if you multiply the \$4125 by that
25 17,555 kids, that we're not getting.

1 So raising the cap to 13 and a half
2 percent is going to take some of these kids away
3 so it will lessen that amount of money, but for
4 all those who -- and it's 50 percent for all those
5 who are under cap. And, surprisingly enough, our
6 largest districts are all under cap.

7 You know, it's those other districts
8 out there who are under cap that are not going to
9 get any additional monies. If it goes up, it
10 benefits that small number of districts that would
11 go between -- we've asked to go to 13 and a half
12 percent, which is pretty much the prevalency rate
13 here in North Carolina right now of the number of
14 kids in special ed when you look at the total
15 number of children out there and you look at how
16 we've looked at headcounts per LEA.

17 You know, it's going to help some,
18 but we really need to be working on that other
19 group. So I've got a meeting tomorrow with our
20 legislative liaison to talk about how we can --
21 because we had some push earlier, and when I
22 talked to you guys, we had just talked to
23 Representative Horn. I still think we have some
24 positive pieces there, but we've not been able to
25 get in front of that group, and we'd really like

1 to do that.

2 With the funding formula, we do
3 really well down to about -- to small charters,
4 even large charters -- large charters, charters in
5 general, and small districts 200 to 150 EC kids
6 total inside that district -- the model doesn't
7 quite get there. There are lots of things we can
8 look at, hold harmless as a possibility.

9 Another way to probably get started
10 is to look at the fact that right now when we look
11 at the districts above that 150 to 200 range, if
12 we look at the districts above that, we're really
13 working somewhere between an eight and a ten
14 percent increase, and that's the average across
15 all the districts. Whether you're Charlotte or
16 whether you're Bertie, you're getting pretty much
17 the same proportional change in the new process
18 and looking at how those increases are there.

19 So one of the things that we're going
20 to potentially do is say -- and that averages out.
21 If it's ten percent, surprisingly enough, it's \$75
22 million. So it would be really what we're not
23 getting for the cap now. So we could get those
24 additional dollars back. We can also try to raise
25 the cap three-quarters of a percent to the 13 and

1 a half and really try to see if we can double the
2 benefit there.

3 But if we did that and we just said,
4 you know, we can work -- you know, get them to
5 help us decide in the end where we're going to be,
6 which is probably where they'll stop, but that
7 would help any district if what we did was an
8 average rate, you know, a cost change of eight to
9 ten percent.

10 And what we really wanted to do --
11 and I'm afraid what's going to happen -- because
12 what we've got is not an uncomplicated system.
13 It's pretty straightforward. What we've offered
14 is just a cost-per-service-delivery model and
15 again smaller at the top when you're primarily in
16 regular classes, more so at an intermediate/self-
17 contained kind of thing, but not always fully in
18 and fully out, and then for our most difficult,
19 involved kids a considerable jump from about \$1200
20 to about \$12,000 per setting.

21 That's the difference, and that's
22 only then looking at what really is the cost of
23 the classroom, and we add on the cost of related
24 services, nursing, and one-on-one supports, all
25 the rest of that going out. So, again, I think I

1 pointed to you guys 117,000 could be the top end
2 of what an individual child could draw down for a
3 district relative to the needs and costs.

4 The problem there is that all we're
5 dealing with is our direct costs, and so we still
6 haven't done anything to look at programming. And
7 so, again, you know, that will be another issue
8 that when we get in front of the group, we will
9 bring up and talk about. But, we, like I said,
10 are setting up a meeting. We had some real energy
11 there for a while, and then they got into doing
12 legislation instead of doing the legislative
13 oversight pieces, and then some of that died off.
14 So we're trying to get back in front of the group.

15 Coupled with that is Medicaid. As of
16 two weeks, we in North Carolina have developed our
17 own free care plan. We basically took the model
18 from Massachusetts, which is the only one approved
19 by CMS, which is the Centers for Medicare and
20 Medicaid Services, the federal aspect of the
21 oversight. So we have developed with support from
22 PCG to help us look at how we can expand Medicaid
23 services.

24 And I'm using the wrong term. How we
25 could acquire more in the way of refunds for

1 services provided in the schools that are
2 presently already available but we don't bill.
3 You can't say expand Medicaid in North Carolina
4 without getting in trouble, so it's a word I have
5 to remember not to use when I stand in front of
6 the appropriate people. But we really are
7 looking -- what we're looking at there is
8 providing services not only for special ed but for
9 regular ed.

10 Part of the meeting tomorrow also is
11 to push the issue of going before DMA and taking
12 it to the legislature and get it to pass. We have
13 already taken charter school concerns to the
14 legislators and said to them that we believe that
15 DMA is inappropriately denying charter schools the
16 ability to bill for Medicaid for special education
17 only.

18 They would not be pulled into the
19 free care piece because of their organizational
20 structure, but because they are an LEA for special
21 ed, they can actually, we think -- it says so in
22 the law. They are an LEA for special ed and they
23 get state dollars, and so our issue is that
24 because of that, they should be able to bill. And
25 so we're pushing that one forward, and I really

1 think with the legislature's desire to support
2 charter schools, we've got a good point of
3 leverage there that we can potentially get that
4 through. So we're excited about that.

5 So those are the two big funding
6 pieces that are coming down the road. And, again,
7 I really like the model we spent the two years on
8 developing. It is a straightforward model that
9 allows for if teacher costs go up, then it adjusts
10 accordingly. So it's no longer this flat per
11 capita rate. It is an adjustable rate moving
12 forward. It speaks directly to the cost, and I
13 think we've done a good job of figuring that out.

14 My only concern is how, from the
15 state system, they would pull the data we need to
16 substantiate those costs in an LEA. That's a
17 little complicated because we did it as we sat
18 down LEA by LEA, and we actually took our
19 headcount, broke down how many kids were in the
20 least restrictive -- in that less restrictive
21 environment, that middle environment, and then the
22 more involved environment.

23 And so we're going to have to work
24 that out, and that's why I'm thinking if we go
25 with a percent raise to start with, with the

1 follow-up of implementing the system, which is
2 exactly what they're looking at over there, it
3 would work. So we've got our fingers crossed, but
4 we're moving that.

5 MS. MOOREFIELD: Bill, can I ask you
6 a question?

7 MR. HUSSEY: Sure.

8 MS. MOOREFIELD: When you were
9 talking about billing Medicaid for things, would
10 that have any sort of impact on a student's -- the
11 Medicaid that they get -- like the services and
12 the equipment and everything that they get outside
13 of school?

14 MR. HUSSEY: The only -- and I think
15 we're about done with this, but there's only one
16 place where that interface occurs negatively, and
17 that's in the -- if you have a private provider --
18 and, primarily, this is going to be for kids
19 moving up from the zero to three into school and
20 that transitional phase.

21 If you have a private provider --
22 there's two policies out there, 10A and 10C. 10A
23 is for the rehab model that most everybody else is
24 under and the capitated rates that are out there.
25 Then you have the school-based model, the

1 noncapitated model over here. What they were
2 doing was basically saying -- we talked about
3 this -- you weren't here then, but we talked about
4 it a couple years ago -- what was happening was
5 they were actually using our system as an
6 accountability measure to measure 10A policy.
7 We're 10C and everybody else is 10A.

8 So what they were doing was basically
9 saying you only have this many hours in which you
10 can bill for speech and language or OT or PT, but
11 primarily speech and language, and we're going to
12 include those hours from the IEP. And what we
13 said was, you know, what you're doing there is
14 denying FAPE and you're also crossing over
15 policies -- you're managing one policy with
16 another policy. And that's not good public
17 policy, and it's also not appropriate for you to
18 be able to define what the number of hours that a
19 school-based service would require because it's a
20 different service than the rehab model. And so
21 we've pretty much gotten -- I think we're okay on
22 that. I think we're going to be okay on that one,
23 but that's where it gets into interference.

24 Now back in the day when I was not
25 here but out there, you know, what we did when we

1 had that kind of problem was just made sure that
2 we billed on different days. So if we were going
3 to bill for a service, we billed on Tuesday and
4 Thursday and the private provider billed on Monday
5 and Wednesday, and as long as we were not billing
6 on the same day, because they were under 10A and
7 we were under 10C, there was no conflict. It was
8 when they said the total number of hours that you
9 can bill is capped and that includes these hours
10 over here that it became a problem.

11 So we're slowly pulling ourselves out
12 from that, and I think that will be done by the
13 start of next school year, or we hope.

14 MS. MOOREFIELD: Because I know that
15 the therapists have to write their reports and
16 their requests for new units very specifically so
17 that one doesn't cancel out the other.

18 MR. HUSSEY: Right.

19 MS. MOOREFIELD: So I just want to
20 make sure that the students would not lose
21 services either in school or out of school.

22 MR. HUSSEY: They shouldn't on either
23 end as long as there's no conflict on what was
24 billed in a given day, and that's -- and, again,
25 at least in my district, we had a relationship

1 with most of the providers out there that was
2 sufficient enough that we'd say okay, so as not to
3 interfere, you're going to bill on these days and
4 we'll bill on these days, and that doesn't get in
5 the way of either one of the two services being
6 provided with ample amount of time. But, yeah,
7 hopefully, we're about through that one.

8 I got in trouble over that one
9 because I was not really in favor of what they
10 were doing and said that out loud and, evidently,
11 too loud. So I got my hand slapped. But I think
12 we're out. I think we're out.

13 School mental health. Again, I'm
14 asking -- and I've been working with the C&I folks
15 for the last couple of days in Greensboro and have
16 made this plea at each of the afternoon meetings
17 we've had. We passed the school mental health
18 policy a year ago, and then in the long session,
19 because we passed a school mental health policy
20 without adding any dollars to it, it got frozen in
21 the legislation in House Bill 155. And it was to
22 be postponed for a year to start up at the
23 beginning of this school year, but it was to be
24 done under the recommendation from the State
25 Superintendent and a commission that he was going

1 to form, and that report was due April 1.

2 In light of February 14th, it was
3 important before, it's extremely important now
4 that we move forward with this, but the problem
5 is, is that the Superintendent, and I think
6 rightly so, postponed things because he wants to
7 work with the legislature to do what needs to be
8 done to try to coordinate with other agencies and
9 the legislature where they're going with the Safe
10 Schools piece.

11 But what we tried to say to the
12 Superintendent's staff and what I would ask for
13 you-all to be talking to your legislators and
14 people about is the basic footprint for -- it's
15 already there for what schools need to do, and
16 basically, what was required under that school
17 mental health policy was that certain trainings
18 would occur to help inform people in the schools
19 on issues such as trauma-based issues for
20 children, suicide prevention, mental health first
21 aid. They didn't have to do all of them. They
22 could pick one and they could pick something else
23 that they also wanted to do, but they needed to be
24 training their staff in awareness of mental health
25 issues and then to basically have three elements

1 of a program structure or an infrastructure. One
2 was core which is really about prevention, how do
3 we prevent or lessen the impact of mental health
4 issues in the schools; primary prevention which
5 was with social workers and counselors to be
6 working with children; and the third thing was to
7 be able to connect a child with a mental health
8 issue to their local LME/MCO, which is the mental
9 health agencies.

10 The purpose of this policy was to
11 ensure that any child identified with a mental
12 health issue in the schools of North Carolina was
13 directed toward services. You know, the shooter
14 in Parkland is your poster child for what we are
15 attempting to do. This kid was well identified.
16 All the markers were there. Everyone was aware.
17 And, really, it didn't seem like until after he
18 was expelled from school did he actually get into
19 any type of treatment.

20 You know, you can't -- there's no way
21 to guarantee prevention of those kinds of
22 incidents, and with the school mental health
23 initiative about a year and a half ago, I actually
24 made a comment in the middle of one of the
25 meetings that I was really glad that we had not

1 had a shooting for a while because what happens in
2 these cases is people react so strongly that they
3 go one way or the other, and we never get rational
4 thinking about how to have a policy in place that
5 impacts children because children need to be
6 impacted, not because there was a crisis.

7 But we need to take -- you know, it's
8 sad to say, but we need to take advantage of the
9 leverage points we have, and right now we have
10 this. So I think if you-all can be talking to
11 folks about the support that can occur, we're
12 working with the Division of Mental Health.
13 They're going to put legislation forward in the
14 short session to try to fund support for school
15 mental health, and they've got a list of things,
16 of which all of them are good things, in which we
17 would create a menu which schools could then pick
18 from, again not trying to insist that a school do
19 anything certain relative to a particular
20 technique, but you have an option based on what
21 you need.

22 The other thing that is going on
23 right now is that we've got 17 sites who have
24 participated in a Center for School Mental Health
25 Technical Assistance Grant out of the University

1 Maryland where we have 17 across the state, and
2 the School Mental Health Initiative is basically
3 working its way around to support those. So we've
4 regionalized support. Those guys are actually
5 without any funding whatsoever because we got no
6 money with the grant.

7 They're moving forward with what they
8 need, and the tool is actually a needs assessment.
9 So it looks at what schools have in play and what
10 they don't have in play and also looks at
11 resources available in the community and again
12 really pretty much mirrors what we put into the
13 policy about how you would connect with those
14 things to build a support structure to meet the
15 needs of kids.

16 So we've got things going out there.
17 We're hoping that working in concert with the
18 Division of Mental Health that we can build some
19 support in the legislature, but we would benefit
20 tremendously from people continuing to talk to the
21 legislators and their representatives -- senators
22 and representatives to try to support that.

23 The last thing I'm going to bring up
24 is we're going into next year's version of our LEA
25 self-assessment. So in the spring, we will be

1 getting the self-assessment pack out. We will be
2 working back through helping support LEAs. Did
3 you get that information?

4 MS. VLASATY: I'm working with
5 Heather. I know what to do next, yes. Thank you.

6 MR. HUSSEY: Okay. Okay. Yeah.
7 They are public records, so if people want to look
8 at LEA self-assessments, that's something you can
9 do. Basically, you know, we will be starting to
10 move forward. This past year, we developed a
11 catalog of all the trainings we had, we matched
12 them with LEA self-assessments basically with the
13 six primary functions of the LEA self-assessment,
14 and we provided that training to districts as
15 they asked for it based on what their LEA self-
16 assessment said they needed.

17 We will be working on retooling the
18 things -- looking at what we provided, what was
19 used, what wasn't used, and thinking about things
20 that we need to add to the list. At this point,
21 we're not going to take anything off the list, but
22 we are going to add some things to that list based
23 on the areas again inside the self-assessment.
24 And, again, our SIMR, our State Identified
25 Measurable Result is graduation, and we are

1 moving -- not even so slightly -- we're moving
2 towards our goal of about 78 percent, and we're
3 just about there.

4 Obviously, the overall school
5 districts are in the eighties -- upper eighties
6 and some in the nineties. I'm not sure if we're
7 going to get our graduation rate that high, but
8 that is our target to continue to work towards
9 that. But I do think we'll definitely hit the
10 plateau, and soon, of 80 percent of our students
11 graduating. And so that's quite an improvement
12 from where we were.

13 I just wanted to kind of make sure
14 you-all were aware that was there. Anything that
15 people have--- Yeah?

16 MS. HOLLER: I was just curious about
17 when you go out to do your every-four-year
18 assessment on districts, is that report available
19 to the public to view or the results of those
20 reports?

21 MR. HUSSEY: I mean anything we do --
22 when we go out and monitor, you mean?

23 MS. HOLLER: Yes.

24 MR. HUSSEY: Okay. It's on a
25 five-year cycle, just so you know.

1 MS. HOLLER: I know. I just was
2 curious.

3 MR. HUSSEY: Yeah. I mean these
4 things -- anything we do is going to be public
5 information. So I mean---

6 MS. HOLLER: Because I was told we
7 couldn't get it because it had names in it or
8 something, and I was like---

9 MR. HUSSEY: Well, we would have to
10 redact certain things.

11 MS. HOLLER: Yeah. I just didn't
12 know if there was like kind of like -- you know
13 how usually when you get some sort of an
14 assessment, usually there's an end part that just
15 talks about areas of improvement. You know what I
16 mean? Like it's just kind of a general
17 conclusion. That's what I was curious about.

18 MR. HUSSEY: Those are
19 recommendations and those things are there, but I
20 mean if people aren't -- again, public requests,
21 you just send it to us and we work through the
22 agency people to ensure that everyone gives us the
23 okay of what we can say and can't say.

24 MS. HOLLER: Yeah, I didn't want to
25 see any names. I just wanted to---

1 MR. HUSSEY: No, no. I'm just
2 saying there is a process and that's how it works.
3 But pretty much anything that isn't child-specific
4 that we do from this agency is public record, I
5 mean, which is why we tell people to be careful
6 what you put in emails because someday somebody
7 can come and get them.

8 But other questions? It's cold in
9 here, so at least we're done a little bit earlier
10 than--- I don't know how many of you-all are
11 aware that our lady here is going to be leaving us
12 to go back to Alamance to live and work. Most of
13 you-all know that Heather was my parent liaison in
14 Alamance, so I'm kind of partial to her.

15 But she was the first person here as
16 a state parent position, and we will continue to
17 have that state parent position. We feel like
18 it's important and we will continue that. I'm not
19 sure we'll find anybody to replace her for me in
20 particular, but we're going to miss her. But it's
21 what she needs to do for both herself and her
22 family.

23 Kind of like -- I don't know how many
24 of you-all know this one ran too. Yeah, she ran
25 downstairs. She didn't run real far.

1 MS. BYNUM: I didn't run real far.

2 MR. HUSSEY: She didn't run real far.

3 So, yeah, I'm suffering from loss all around.

4 And, again, you know, I told her -- when she came

5 and told me what the story was, I said, "You're

6 stupid not to do that."

7 MS. BYNUM: So he pushed me out the

8 door, is what he did.

9 MR. HUSSEY: But I mean, again, in
10 this building, you don't get -- you don't move
11 unless you move, and so it was good for her. You
12 know, I don't have anybody to banter with every
13 morning when I come in. I miss her. And we're
14 going to miss you.

15 MS. OUZTS: I'm going to miss
16 you-all.

17 MR. HUSSEY: But, like I said, we
18 will keep this position alive. I think that's
19 about it. So I'm done.

20 MS. OUZTS: I do want to say thank
21 you-all, everyone, for all that you do. Leanna,
22 we didn't do the minutes.

23 THE CHAIRPERSON: Do we have a
24 quorum?

25 MS. OUZTS: We did earlier. Diane is

1 not online any longer. We didn't hit the sweet
2 spot. We didn't have enough when we first started
3 and then we had a few leave.

4 MS. DANIELS-HALL: How many do we
5 need for a quorum?

6 THE CHAIRPERSON: How many do we need
7 for a quorum? Let's see.

8 MS. OUZTS: The quorum is half of the
9 Council.

10 MS. DANIELS-HALL: 17 in the Council
11 total?

12 MS. OUZTS: No, there's more than
13 that. We are missing -- some vacants. No, it's
14 not half---

15 MS. DANIELS-HALL: It's half of the
16 total---

17 MS. OUZTS: ---half of the total on
18 record, yeah, but we have some vacancies.

19 MS. DANIELS-HALL: So we don't have a
20 quorum.

21 THE CHAIRPERSON: Yeah. We've got
22 some vacancies right now. So if you know anybody
23 interested -- and maybe we can quickly discuss
24 that real quick because I know there was some
25 question about how do we address that. Jennine, I

1 know you had a question -- I think you had a
2 question about how---

3 MS. OUZTS: So long story short, if
4 someone wants to be on the Council, they must be
5 recommended by the State Board members. If they
6 do not have someone in mind, they often look to
7 you guys for suggestions and recommendations which
8 is why we sent out that email saying if you have
9 anybody interested. We did have several parents
10 and some LEAs that submitted resumes. So we are
11 at this point, I think, waiting to hear if the
12 State Board has---

13 MS. BYNUM: We have submitted our
14 council membership to April State Board of
15 Education because this is how it works process-
16 wise. We have submitted membership vacancies to
17 the April State Board asking the State Board
18 members for recommendations to fill these
19 vacancies. If they do not respond, then we have
20 this file of people that have expressed an
21 interest. So we have to give the Board the
22 opportunity to make the recommendations. If they
23 don't make one, then we're ready and prepared.
24 And so at the May Board, we'll say we have these
25 folks.

1 MS. OUZTS: So my suggestion, if you
2 have a parent that's interested, have them contact
3 their State Board representative. You know, their
4 emails are on the State Board website. They can
5 send their resume, their cover letter, whatever,
6 expressing their interest. That's true anytime so
7 that they can -- now whether or not that moves
8 from there, we have no control over that.

9 MS. MOOREFIELD: Is that the same
10 like if we wanted to recommend somebody for -- I
11 think I saw a vacant position for a special ed
12 teacher.

13 MS. OUZTS: Sure. They can submit as
14 well. Those are also State Board recommended.

15 MS. MOOREFIELD: So somebody from the
16 State Board would have to recommend this person?

17 MS. OUZTS: Right. Unless, just as
18 she said, if they do not have one, then we have
19 information from people who are interested in
20 serving and we submit that to them. And we've had
21 people from different regions and the different
22 areas submit, so we do have something to submit.
23 When we sent out that email, we had several people
24 respond. So, hopefully, it should happen
25 before---

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MS. BYNUM: Well, again, it's going before the April Board for discussion, and then it will be at May Board for action.

MS. OUZTS: So, hopefully, you-all will start the new year with a full deck.

THE CHAIRPERSON: All right. Do we have any more business to discuss? If not, do I have a motion to adjourn?

MS. DANIELS-HALL: Motion to adjourn.

THE CHAIRPERSON: And do I have a second?

MS. PHILLIPS: Second.

THE CHAIRPERSON: We are adjourned.

(At 3:09 p.m., the quarterly meeting was adjourned.)

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CERTIFICATE OF REPORTER

I, REBECCA P. SCOTT, State-Certified
Verbatim Reporter, do hereby certify:

That said proceeding was reported by
me and the foregoing pages, numbered 4 through
168, 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 31st day of March,
2018.



Rebecca P. Scott