The quarterly meeting of the Council on Educational Services for Exceptional Children was held on the 10th day of June, 2020, via GoToWebinar commencing at 9:34 a.m.
APPEARANCES

COUNCIL ON EDUCATIONAL SERVICES FOR EXCEPTIONAL CHILDREN
BOARD MEMBERS PRESENT:

Cynthia Daniels-Hall, Chairperson
Christy Hutchinson, Vice Chairperson

Sara Bigley
Diane Coffey
Jennifer Degen
Leanna George
Christy Grant
Jennifer Grady
Kristen Hodges
Kimari Johnson
Virginia Moorefield
Cache Owens
Marge Terhaar

STAFF:

Carol Ann Hudgens
Danyelle Sanders
Sherry Thomas
Alexis Utz

COURT REPORTER:

Rebecca P. Scott
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Thereupon, the following proceeding was held:

THE CHAIRPERSON: Okay. Welcome, everyone. This is the Council on Educational Services for Exceptional Children's meeting. It's virtual because of COVID. I hope you all are well and I thank you for joining us today.

So today we're going to do introductions, and we're going to go by the members list that we have available to us. Could you put that up maybe, Alexis, where everybody can see?

And so I'll start, and my name is Cynthia Daniels-Hall. I'm a parent, I'm an advocate, and I'm from Wake County, and I have children on the autism spectrum. And next will be Diane Coffey.

MS. COFFEY: Good morning. My name is Diane Coffey, and I'm a parent from Watauga County and also an advocate that works with families.

THE CHAIRPERSON: Leanna?

MS. GEORGE: Sorry. I had to get unmuted. I'm Leanna George. I'm a parent from Johnston County. Both of my children have exceptionalities, and I am an advocate for
families with children with disabilities. Thank you.

THE CHAIRPERSON: Leslie Sellars?

MS. UTZ: I'm not seeing her name on here.

THE CHAIRPERSON: Okay. We'll go on to Abby Childers. Sorry if I'm getting it wrong. Abby?

MS. UTZ: I don't see her either.

THE CHAIRPERSON: Okay. We'll skip over to Jennifer Frey. No?

MS. UTZ: Nope.

THE CHAIRPERSON: Okay. Kristen Hodges?

MS. HODGES: Hello, how are you?

THE CHAIRPERSON: Oh. Good.

MS. HODGES: This is Kristen Hodges. I'm a parent. I have three children. Two have IEPs. One is for speech and one is for a math learning disability. I also have a daughter who has a 504. I'm also a school counselor. So thank you for doing this. I'm actually calling in from a river by Maryland, so the magic of the Internet is really helpful sometimes.

THE CHAIRPERSON: Thank you, Kristen.
Lisa Black?

MS. UTZ: I do not see her name.

THE CHAIRPERSON: Okay. Sherita Jones?

MS. UTZ: I do not see her name either.

THE CHAIRPERSON: Jennifer Degen?

MS. DEGEN: Hi. I'm Jennifer Degen. I'm with Charlotte-Mecklenburg Schools in Charlotte. I am a 20-year teacher of special ed. I'm also the compliance facilitator for my school. Good morning, everybody.

THE CHAIRPERSON: Thank you. Christy Grant?

MS. GRANT: Good morning. This is Christy Grant. I am the traditional LEA EC Director with Nash-Rocky Mount Schools.

THE CHAIRPERSON: Thank you. Anthony Baker?

MS. UTZ: Anthony sent me an email. It is his last day of school, so he has a lot going on, and he would not be able to attend today.

THE CHAIRPERSON: Excellent. Thank you. And Christy Hutchinson?
MS. TERHAAR: Excuse me. I'm Marge Terhaar. I'm above Christy's name on the list.

THE CHAIRPERSON: Yes. Marge Terhaar.

Sorry. Marge Terhaar.

MS. TERHAAR: No problem. Marge Terhaar. Hi. I'm a professor at Meredith, and I'm the coordinator for graduate programs in special education as well as a parent of two adult sons with ADHD.

THE CHAIRPERSON: Thank you, Marge. Christy Hutchinson?

MS. HUTCHINSON: Hey, guys. Christy Hutchinson here, EC Director representative for charter schools, and I currently work at Lincoln Charter School.

THE CHAIRPERSON: Thank you. Cache Owens?

MS. OWENS: Good morning, everybody. Cache here, the PTI Director at ECAC.

THE CHAIRPERSON: Thank you, Cache. Jennifer Grady?

MS. GRADY: Hi. This is Jennifer Grady. I work for Blue Cross and Blue Shield of North Carolina in the Health Policy Office, and I'm the parent of two children, one who has
autism.

THE CHAIRPERSON: Thank you. Selene Johnson?

MS. UTZ: I do not see her name as being present.

THE CHAIRPERSON: Okay. Do we have Representative Larry Strickland?

MS. UTZ: I don't see his name.

THE CHAIRPERSON: Okay. Virginia Moorefield?

MS. MOOREFIELD: This is Ginny Moorefield. I am a parent to a middle-schooler with traumatic brain injury in the ID severe category. I'm also a regular ed world language teacher, interpreter for the deaf, and sort of the resident "that mom."

THE CHAIRPERSON: Thank you. Sherry Thomas?

MS. UTZ: She is not present currently. She's in another meeting, but she will be joining us later in the session to do her presentation part.

THE CHAIRPERSON: Okay. Carla McNeill?

MS. UTZ: And this will be Kimari
now.

MS. JOHNSON: Yeah. This is Kimari. I'm filling in for Carla. Moving forward, I'll be replacing Carla on this. I am the Interim Program Manager for the Interstate Compact on the Placement of Children.

THE CHAIRPERSON: Thank you. Kristi Snuggs?

MS. UTZ: I do not see her.

THE CHAIRPERSON: Do we have Kelli Terrell or Julie Jailall?

MS. UTZ: I do not see either of their names either.

THE CHAIRPERSON: Okay. Sara Bigley?

MS. BIGLEY: Hey. Good morning, everybody. This is Sara Bigley. I'm the State Coordinator for Foster Care Education with DPI and the SERVE Center at UNCG. Great to be here. Thank you.

THE CHAIRPERSON: And Lisa Phillips?

MS. UTZ: I do not see her name as well.

THE CHAIRPERSON: Okay. Alexis, do you or Danyelle want to introduce yourselves?

MS. UTZ: I was going to say I should
probably introduce since I've been talking in the background. I am Alexis. I am the Parent Liaison in the EC Division helping to run the background, and Carol Ann is here as well helping me monitor things on the side.

THE CHAIRPERSON: Carol Ann, you can also introduce yourself, if you'd like.

MS. HUDGENS: Good morning. This is Carol Ann Hudgens. Happy to join you this morning. I work at the EC Division.

MS. SANDERS: Good morning. This is Danyelle Sanders, the admin for Carol Ann Hudgens, also the admin for the Council.

THE CHAIRPERSON: Thank you, everyone. So we're going to review the agenda. If you see anything that needs to be changed or corrected or added, please say so now.

(No audible response.)

THE CHAIRPERSON: So hearing no comments on that, Carol Ann, if you could just go over the procedure for providing public comment today.

MS. UTZ: All right. I'm actually going to do the talking here. Here's the guidelines for that. In looking at our attendees,
I don't see anyone that is not a council member right now that has joined us for public comment, but I'll keep an eye on that and see if anyone pops up later.

If we do have someone, I'll just ask them to do the "raise your hand" button so that we can unmute them, and then they can do their public speaking.

THE CHAIRPERSON: Okay. So, Council, I'd like you to review the summary of the minutes from the March 11th, 2020 meeting and see if there is anything that needs corrections or additions or anything else.

MS. UTZ: I'm not going to scroll through it since you have a copy you can download it. I don't want to make people sick.

THE CHAIRPERSON: Okay.

(No audible response.)

THE CHAIRPERSON: So if we don't have any comments or any additions or corrections to the minutes or the summary of actions, I'd like to request that we go ahead and get a motion to approve.

MS. GRANT: Cynthia, this is Christy. I make a motion to approve the minutes as written.
THE CHAIRPERSON: Thank you. A second?

MS. GEORGE: Second. This is Leanna.

THE CHAIRPERSON: So Christy made the motion and Leanna approved -- Leanna was the second. So all those who approve -- who vote to approve the minutes, please say aye.

(Multiple council members responded aye.)

THE CHAIRPERSON: Any nays?

(No audible response.)

THE CHAIRPERSON: Any abstentions?

(No audible response.)

THE CHAIRPERSON: So it looks like the minutes are approved.

So we're going to move along quickly here. We're moving along to the ECAC presentation. Cache Owens?

MS. OWENS: Good morning, everybody. Alexis, if you want to pull up the survey summary document first, that would be a great help. Thank you. So I will -- I can just let you know when I'm ready for you to scroll down, if that works.

MS. UTZ: That's good.

MS. OWENS: So good morning again,
everybody. Alexis and Carol Ann just wanted me to
talk a little bit about ECAC's survey efforts that
we started kind of rather quickly after COVID
really took off. So we were able to work really
closely with DPI on kind of going over a summary
and figuring out next steps. So I just want to
give you-all a little bit of context and
background.

As the Parent Training and
Information Center, we have pretty regular calls
with OSEP, and on an OSEP call about COVID-19
feedback from parent centers, I was able to share
that we had done the survey, and OSEP was really
interested in seeing our results. And so ECAC was
able to work closely with some of the EC staff to
give OSEP both a summary of the survey findings as
well as some background as to the timeline of how
things unfolded here in North Carolina.

So we posted the survey and, in about
24 hours, had about 500 responses and left that
open for a week, and when all was said and done,
we had about 1100 responses. A small portion of
those were Spanish-speaking, and we did a second
round of surveys to try to get that number up, but
unfortunately, didn't get a huge response back
from Spanish-speaking families, but we were able
to get a lot of insights from the data that we
were able to collect.

And so I just wanted to walk through
some of the findings, and then when we're done
with this document, I will have Alexis pull up the
document that DPI put together of the timeline
just so you have context for the survey answers,
and these two documents are the ones that were
sent to OSEP.

So we had pretty equal representation
for a lot of age ranges, of course, with the big
bulk of them being elementary-aged children, but
we were happy to see that we could get feedback
from people with children in just about every age
group. So that's the breakdown there that you can
see of children's age.

And then, Alexis, if you want to
scroll down a little bit. Perfect. Right there
is good. So we had literally thousands of
comments to read through, pages and pages of
qualitative data from families, and so we asked
them kind of what are your needs.

And so, of course, this was in April
when we were in the full swing of remote learning,
and now I'm sure, if we did the survey again, which we hope to do, to talk about what your needs are now that we're entering into summer, we might see things a little bit different.

But the top needs were definitely focused on technology and really understanding how to navigate using remote learning platforms. We have a lot of people in North Carolina, particularly in rural areas, that do not have Internet, or if they do have Internet, it might not be the best speed. If they have Internet at a low speed and they have, you know, more than one child, that can be pulling on the bandwidth and, you know, not a workable speed for the whole household.

I know in my house, you know, we were all trying to work from home, three adults, and then having my son on his schooling, the Internet was moving kind of slow some days. So even for those people that have Internet, if it's not at a high enough speed, its functionality is not where it needs to be.

And then, of course, you have the issue of having a device, which is what we saw as the number-one need. So if you have Internet but
you only have a phone maybe, it is really hard to,
you know, log in to Google Classroom or Canvas or
whatever your district was using on a cell phone
and have the same experience as if you were on a
laptop.

And then, of course, a similar issue
of if you have more than one child and you only
have one computer in the house. And so we had --
you know, some districts were able to loan out
devices, which I know was a huge help to families.
And then you kind of get to the next layer of that
of if you have a device in the home, you have to
have the digital literacy skills to be able to use
it and know how to easily navigate it. So there's
a lot of layers to some of these responses.

And then you'll see at number 5, the
fifth highest need that we heard from families is
that we have some families that are struggling to
meet their basic needs, having challenges with
housing security, food security, and really, you
know, when you're worried about where your next
meal is going to come from or where you're going
to live, finding the time to prioritize, you know,
logging in to do remote learning, of course, is
not high on the list. So this kind of gives us a
snapshot in time of what our families were struggling with in April when we were in the full swing things.

And, Alexis, if you want to scroll down a little bit. So what we tried to do is -- like I said, we had a lot of comments to sift through -- we tried to filter them out by age and really get a feel for what were the themes of comments based on the child's age. And so you can see here we tried to summarize those, and one big concern for parents and families with children of birth to three is they were really concerned about keeping the learning going and keeping the services going.

You had some people who really had an easy transition into telehealth or therapies and other people not so much. So that was a big concern, and then also how are they going to really be on top of that transition plan if their child is three and aging out into the next system.

For that three to five age, they were, you know, similar concerns to birth to three, and then just really trying to figure out what do you do if your IEP is coming due, you're about to go into kindergarten, how do you really
facilitate that when we're all, you know, under a stay-at-home order at this point in time when the survey was done.

And then the elementary age, again, similar, but the big difference here is, I'm a parent and I'm used to helping my child with homework, but I don't know how to teach them. And, you know, I can say from personal experience that was a rough, you know, couple of months in our house. My son is ten, and I think his teachers are a little bit more persuasive than myself as teacher-mom, and we definitely had some tears at the kitchen table.

And, you know, that's me speaking with a lot of privilege, as someone who's familiar with special education and education systems, and I have a PhD, I'm educated, and it was still really, really difficult. So you can imagine for families who maybe have low literacy levels or parents themselves who have disabilities, just the immense confusion around how to best help their child learn.

And then, of course, we know our children -- some of them have supports at school to figure out how to get through the school day
with their behaviors or, you know, finding
different accommodations to help them really get
their work done to the best of their ability, and
trying to implement those things at home was
something that a lot of folks had questions
around.

When you go to the middle school age,
you're seeing people wondering about how to really
talk to their children about COVID and what the
anxiety looks like in children who are a little
bit older, maybe have a better understanding of
what's going on and wondering about how it's going
to look when they transition to high school.

And so when we get to middle school
and high school age, you know, you're, of course,
dealing with a little bit more difficult
schoolwork, but then you're also having kids who
are, you know, able to grasp fully what's going on
and maybe have ideas of their own of how their
remote learning is going to look, and so really
having parents know how to best support those
middle school and high schoolers was a question
that we saw.

And then, Alexis, if you'll scroll
down just a little bit. The IEP, of course, was a
big question, you know, if they needed their annual review, how was that going to work. That was something that we heard from just about every age group. And then if you're looking at, you know, young adults who have already finished high school -- ECAC serves families with young adults up to 26 -- they're really focused on how can they continue to work on those transition skills from home.

So if you have somebody who's in his social group with autism and they're practicing, you know, social skills and interpersonal skills for the workplace, all of the sudden, they're stuck at home and how can you keep that going while we're all stuck in the house. So we were able to really bring these insights to DPI and work together to figure out how we can best support families.

If you scroll down to the last page, Alexis. So we asked families how do they -- how do they best prefer to be communicated with, and the vast majority preferred email, but you can see it kind of runs the gamut of preferences. And so that is helpful so that when we are working on, you know, getting resources out to families that
we are able to know how they best want to receive that information.

And so we decided to -- going forward, we're going to try to compile as many resources as we can and to say, you know, if you need help with housing, you can contact X, Y, and Z and really organize all the resources by categories and blast that out to as many families as we can so that they can easily, you know, find and search what they need.

There is, and definitely in April was, just an information overload of resources coming from all directions, and so we wanted to provide something that was easy to use and you could just go right to the topic area that you really needed support with.

And so we are really trying to think, going into summer, how can we revisit the survey effort so that we can see how sentiments of families maybe have changed or stayed the same, to really reevaluate their needs as we head into summer and then, you know, eventually back into the fall, whatever school is going to start looking like when we go back. So those were our findings.
And, Alexis, if you want to pull up the timeline, we can talk through that. So this is just -- and I'm sure a lot of the members on the Council already are familiar with, you know, the steps that DPI took to respond to COVID-19, and so this document -- I'm not going to go through it all, but this was provided to OSEP to give context to the survey results. So, again, if you remember, the survey went out on April 3rd, and so this shows some of the steps that DPI had taken prior to that.

And then if you scroll down a little bit, Alexis, and it goes into what information was posted and provided and what guidance and so forth, and then it also shares, you know, the timeline of when schools were closed and then the extensions that occurred. So this is kind of the snapshot picture that we shared with OSEP, and I am curious to see, if we do this again -- now that school is just wrapping up this week, hopefully, we can do it the end of the month and see how families are feeling.

But, you know, the clear message from the survey was that families were just really overwhelmed, as we all were and all continue to
be, and so it's just really key that we have a
good understanding of what families are needing so
we can connect them to resources. And so that is
where we are at with the survey.

Carol Ann or Alexis, if you-all want
to add anything or chime in, please do, but that
is ECAC's part of it.

MS. UTZ: I just wanted to say that I
did add these two documents that you should be
able to access to download. And I see Ginny has a
question. Ginny, can you unmute yourself? I lost
your name.

MS. MOOREFIELD: I'm sorry. I
thought I had. I was just saying, Cache, I'm not
sure if you're the one to answer this, but maybe
someone else can. I've got a couple of small
questions.

First is just a comment. I saw that
in the birth to three block of comments that ALS
was listed as a comment, and I know that a lot of
our early intervention programs use that for
communication. I'm sure that Anthony has that
completely under control by now, but I just wanted
to offer services if -- you know, if you need a
resource for that, please feel free to call me.
But, also, I wanted to ask three questions. I'll throw them all out there at once, and then you-all can respond as appropriate. But I wanted to know, first of all, when these surveys get sent out, can parents fill out multiple surveys or like multiple times if they have multiple children with disabilities?

And I'm just thinking about, you know, those parents who have more than one child with a disability in more than one age group, especially if it's like a significant age difference. And sometimes I know that when I'm filling things out for the school, it can get kind of frustrating because I need to answer one way for one kid and then another way for the other kid.

Then my second question was, can you -- oh, gosh, I've already forgotten the acronym -- the ECAC as well as DPI -- can you guys help us as parents understand the--- Like I saw the timeline. I totally get that, but from the parent side, it felt like, yet again, our kids were the last to be considered.

And I mean, you know, I personally realize that having -- you know, having to
completely switch gears in the middle of the school year for something like this is not an easy task. Just from our perspective, we were last again. So if you can maybe kind of speak to that.

And then the last question is, I know that at least in Wake County, where we're starting to make plans for reopening schools, we've gotten a survey from Wake County about concerns that we have as parents. And so especially with our kids, a lot of them do come with extra health issues, and I'm wondering have we begun the planning phase for reopening for kids with special needs and where are we in that so that we don't -- we're not the last ones to be considered again.

MS. OWENS: Yeah, I think those are really great questions, and I appreciate you asking, and I also appreciate the ASL resource. I will look into that.

And I can only really answer the first of your questions, which is we use a check-all-that-apply format when we send it out. So if you look at the comments that we get, we'll sometimes see people say, you know, for one kid it's this and for my other kid it's this in comment boxes so that they can, you know, fully
tell us the diversity in their household. And so we did have people filling out the survey for more than one child because I can definitely understand how that would be difficult.

But the other two questions, I think, would kind of be out of ECAC's wheelhouse, and so maybe someone at DPI can address those.

MS. UTZ: Okay. Can you still hear me?

MS. OWENS: I can hear you.

MS. UTZ: Okay. Sorry. I had to switch -- I'm getting work done in my house, and I had to switch to a headset. So I just wanted to make sure that you could still hear me.

I do know -- I want to say in Sherry's presentation she's going to speak to some of those things that you had mentioned. So I think instead of us answering it now, let's wait until Sherry does her presentation, and then if she does not touch base, then we can come back to that. Is that okay with you, Ginny?

MS. MOOREFIELD: That sounds perfect.

Thanks. And also, Cache, for the "check all that apply," apparently, it's just Wake County that needs to get on board.
MS. OWENS: I hear you. I hear you.

MS. UTZ: Yes, Christy Grant, you have your hand raised.

MS. GRANT: Yes. Cache, I really like this information. I had not seen it, so thank you so much for sharing it. Did you-all track whether the families were in a traditional LEA, charter, or homeschool, or was it just all together?

MS. OWENS: In the first iteration that we did, we just left it anonymous, and then in the second round, we did ask county, but we didn't ask difference in LEA. Unfortunately, we don't have that data.

MS. GRANT: Thank you.

THE CHAIRPERSON: Cache, Cynthia Daniels-Hall here. I wondered if you had numbers for how many parents responded to your first and your second survey, and how did you do your outreach to parents?

MS. OWENS: Sure. So it was about 600 in the first round and then the rest in the second round, so we had the bulk of responses coming in within the first 24 hours and then fizzling out. And so then once we did the second
blast, we got another big boost of numbers in.

And we primarily did the outreach through our database. So we have about 8000 families and professionals in ECAC's database that we can blast out an email through Constant Contact, and then our Facebook page is the other platform that we use where we have 11,000 followers and a reach of about four million. So between those two, we're able to get a pretty wide audience.

Now we saw in the results that there's families who don't have Internet access, and if you have a phone, you might have missed -- just have a phone and not a laptop, you might have missed these things. So we did try to call randomly and try to get their feedback, and didn't have huge success with that.

So when we are thinking about our next round, we're going to try out a texting platform and see if that reaches more people because we know that that's a flaw in who we were able to reach.

THE CHAIRPERSON: Thank you.

MS. UTZ: All right. Diane has a question.
MS. COFFEY: Yes. Cache, you said you did counties. Is that something we can get broke down by the counties of what the needs were?

MS. OWENS: Yes. We do have counties, but just keep in mind that we didn't ask that in the first round. So it's only about 600 responses that we have the counties for, but yes, we can break that down. Our data manager has been trying to kind of drill in different ways to see how it shakes out.

MS. COFFEY: Would we need to email you or your data bank to get that?

MS. OWENS: If you email me, I can definitely connect you and get kind of a summary snapshot of that.

MS. COFFEY: Perfect. Thank you.

MS. OWENS: Yeah, no problem.

MS. UTZ: All right. I don't see any more hands raised, but does anyone else have anything for Cache?

(No audible response.)

MS. UTZ: Okay. It doesn't look like it.

THE CHAIRPERSON: We are at a little after 10:00, and I don't know if Sherry is
available now for her part of the conversation or
if we want to take a little break or what.

MS. UTZ: She is not here yet. She
is finishing up to be here shortly, but maybe we
can take like a ten-minute break as she finishes
up her other meeting and then joins us.

THE CHAIRPERSON: Okay. A ten-minute
break, then, folks. Thank you.

(A brief recess was taken from 10:08
a.m. to 10:16 a.m.)

MS. UTZ: All right. So Sherry has
been able to join us. Is it okay if we get back
on track so that we can hear from her?

THE CHAIRPERSON: Absolutely.

MS. THOMAS: Good morning, everyone.
I appreciate you being flexible with me and my
inflexible schedule this morning. There is lots
going on and lots of development of documents
which requires lots of meetings, and
unfortunately, we don't always have control over
that.

It feels like forever since we've
been together in a council meeting, and there has
been a whole lot of change and development and
different focus of how we have been able to
deliver instruction for students with disabilities and all students with the onset of COVID-19.

So one of the things I wanted to do today is just make sure you were aware of some of the resources that the Department has put out. We have been involved with this intimately, as we have supported guidance for all students to ensure that students with disabilities were included and then additional separate guidance around how some of this guidance applies to students with disabilities.

So thank you, Alexis. I think you pulled up kind of the home page which is on the DPI website. So there's a general statewide COVID landing page, and then if we can get down, you can see where it connects to the Department of Public Instruction somewhere down there it is. I'm sorry, Alexis. I'm probably talking faster than you are moving.

But, generally, everything that we've done at the agency has been connected back to the overall guidance -- thank you -- that came from the State. We tried to take the guidance from DHHS and the Department of Safety and Governor Cooper's Executive Orders and align it so that we
are supporting the statewide requirements, but
then applying that to an educational setting.

So this that you're seeing right now
is the home page for DPI, I believe, where we have
remote learning. And, Alexis, if you would not
mind scrolling on down under "Remote Learning
Resources." As I said before, there are resources
for all students, and then located under this, if
you'll scroll up just a little bit more, you'll
see "Students with Disabilities Supplemental
Optional Remote Learning." I think it's the
second tab down. Yes, if you don't mind clicking
on that.

And then this is where we have
provided a resource for teachers, for parents, for
EC directors, for superintendents, anyone in
administration. It's a public site so anyone can
access this, and we worked to really provide a
listing of guidance around how to access remote
learning, how to provide that support for remote
learning.

If you haven't been on this website,
I would encourage you to go look. Our staff, I
believe, did an incredible job of pulling these
resources together and creating this Google site.
I think they did this in about a week, and we
continue to update and provide additional
information.

And if you look to the left, the last thing we did add was adapted physical education,
and so that was from the request of lots of folks asking for additional information. We've also linked that back to PE and the PE resources from gen ed because we know that adapted physical education has to be in line with general physical education, just as many of our services do.

We tried to break this site down as far as different content areas. So you're going to see progress monitoring, you're going to see literacy, math, again the adapted PE, social and emotional support, and then we've gone into some specific disability areas like hearing impaired, visually impaired, deaf-blind as well as our significant disabilities, and there's a tab for preschool.

So, again, if you haven't been here, I would encourage you to go look. You're welcome to share this with any groups that you may be a part of. We pushed this out through our EC directors listserv. It's gone out, I believe,
through our parent newsletter network that we have.

And, Alexis, if you'll just click on -- let's just click on "Literacy," if you don't mind. So what we tried to say at every page is we're not endorsing or saying this is what you must use, but we are providing this as a resource, so a place to start. We never wanted anyone to think we were telling them what to do. That's not an option we have. That's not a role we play, but we do provide resources and support.

And so this resource is there for all to use. We had really good feedback. We can track the number of hits, and we've had other states and even other countries log into this website and look at materials. It's been a pretty active site. It's been shared out with some of the national organizations I'm involved with as the State Director, and so I feel really good about at least having a portal of resources for teachers and parents and administrators to go to.

If you have questions about this, I'm happy to -- I don't know if you're taking questions as we go through, but I'm happy to address those questions if you have any specific
questions. Otherwise, we'll move on to the next item that was on my agenda. And, again, if you haven't been here, I do encourage you to go to that website to just see what's been provided, and I think someone's added the link there so that you can get directly to that website.

MS. UTZ: And, Sherry, there's no hands raised right now.

MS. THOMAS: Okay. Super. Then, let's go to the next one, if you don't mind. So this has been updated as of May 21st, but the State Board has approved the requirements for the '20-21 Remote Learning Instruction Plan, and these are instruction plans that have to be developed at the LEA level inclusive of all students. So there is not a special plan for how special ed will receive remote learning. It should be integrated into the whole plan, just like any school improvement plan should include all students.

If you're following the State Board at all, you've seen that they have met multiple times each month. For a while, they were meeting weekly. I think we've gotten to about an every-other-week instance, but with all the remote learning and the recent DHHS guidance
around opening of school guidelines and recommendations, I believe we're going to see another uptick of those State Board meetings to stay on top of the guidance that is coming out.

As you know, everything that comes out from the Department has to be vetted and approved through the State Board.

So this was one of the last items that came through, and it's really describing those remote learning plans that are due to DPI, not for approval, but the legislation required that the plans be submitted to DPI for review, and I believe this was just -- my interpretation -- it was just to ensure that each district had developed a plan, and if not, then the agency then has the opportunity to reach out to help support those districts who may be not yet completing their plan or may need help in developing that plan.

And so there was some criteria and 15 components that needed to be included. I want to go to that fourth bullet down there, and it was just ensuring that students have equal access. And this isn't just students with disabilities, but all students must have equal access to the
remote learning, but especially our students with
disabilities must be able to receive their
specially designed instruction or their 504
accommodations and any interventions that were
included in a 504 Plan. So it's not separating
them out, but it's ensuring that they are included
in the development of the plan for all students.

And, again, this came from
legislation. We did have some opportunity for
feedback. As you know, our feedback doesn't
always get put into the language of legislation,
but we've at least been involved and been able to
provide feedback to legislators as they've moved
quickly through some of these bills to support
remote learning and to support our students with
disabilities in particular.

And if you'll scroll on. I don't
think there's anything else there I needed to
touch base on. Any questions about this
requirement for a remote learning plan from
districts? I will add, we are working with our
directors advisory council and with our internal
membership team to provide additional guidance
around the remote learning plan. There's
information that will be released today to
superintendents and to charter coordinators that
will address the work that's coming out of a
larger stakeholder group.

So the Superintendent created a
stakeholder group across the state of involved
parties: educators, parents, students, advocates,
universities, related service providers. And so
that large stakeholder group has been vetting the
guidance from DHHS and from the Governor's Office
and then moving that to the Department. There
have been subcommittees created to support what
remote learning will look like in the opening
of -- could potentially look like, if needed, at
the opening of school, what the opening of school
requirements will be, again, based on DHHS and
Department of Safety and the Governor's guidance
through Executive Orders.

Those committees have worked to
create a document that is encompassing the Jump
Start legislation that came out and summer
learning that was legislated to occur as well as
instructional remote learning plans, school
building safety and facility requirements, social
and emotional needs in learning, school nutrition,
staff guidance around special leave that's been
approved for staff who may have COVID-19 issues and are not able to return to work.

All that guidance is coming out today to superintendents in a meeting, which is why I had to shift my time with you today. It's later this afternoon, and then that will go to the State Board tomorrow for their approval, and then be released to the field. And, again, it is taking what DHHS released Monday -- I think it was Monday afternoon with the Governor's meeting that he held late -- I think it was like 3:00 Monday afternoon.

So we've taken that DHHS guidance, all the requirements, and implemented that guidance within this document working from a DPI standpoint. We've ensured that EC students are included. We have ensured that there are considerations for accessibility for all students, and there's still work to be done as far as implementing that.

Once those documents from the State Board approval are released, then the EC Division will be working to do clarification on any of those areas that we need to provide for districts on how that specifically may apply to a student with a disability and looking at their special ed
services -- special ed and related services that they will need to be provided. So there will be continued guidance from us coming to support what's coming out from the entire agency, and that's kind of how we've worked since about March 13th of this year.

Let me see. I'm looking at the agenda, and it looks like the next item is the specific learning disability policy. So, as you are aware, in 2016, the Board approved a new eligibility criteria policy for specific learning disabilities that eliminated the discrepancy model and requires considering a multitude of data including the response to instruction that was provided to the student prior to moving to that eligibility.

We've had some feedback over the years around some of the language that was problematic. You've had council members that have been a part of additional stakeholder groups that have reviewed that language, and we presented in May the recommended language. We had some great feedback during the public comment period, and based on the public comment, we adjusted additional language in that policy.
That did go to the Board earlier this month -- gosh, I guess it was just last week, but it seems like forever ago -- and the Board did approve the amended policy. So that will be quickly added to our website as soon as Web Publishing can get it up, and Carol Ann may have a better feel of when we think that's going to happen. I would think it's in the next week or so.

It doesn't change the process. It just clarified the language in some places that parents, advocates, organizations that support students with disabilities like the Learning Disabilities Association and Parents of Students with Dyslexia. I believe we've come to a really good place of common language and terminology, and we've aligned it a little more appropriately with what the ESSA guidance gives us around evidence-based practices as opposed to scientific-based practices.

As you-all know, IDEA has not been updated since 2004. We have not had a reauthorization since then. Lots of research has happened. Lots of changes have happened out in the field, but IDEA maintains some very old
language that is not really routine practice or best practice or research-validated practice now. So we tried to align some of those definitions with ESSA, and that will be available to you as well on the website. I believe we've shared that out as well and made you aware that there was a public comment period going on.

We will continue to move forward with additional training as needed. We're always doing guidance documents, working with school psychologists, with educators, with EC directors, and that's been an ongoing process since the original policy was changed in 2016, and that will not stop now. So we will continue, but as of July 1, we will not be looking at a discrepancy model for students with disabilities under the area of specific learning disabilities.

So I'm going to pause there to see if there are any questions about that policy change or comments.

MS. UTZ: I don't see any in the chat box or the question box regarding this one.

MS. THOMAS: Okay.

MS. UTZ: Diane did ask a question about a document being available, but I missed
when she commented. So I'm not sure what document she's referring to.

MS. THOMAS: Okay. I'll wait just a minute for her to maybe update that for you.

MS. UTZ: Diane, I don't know if you can just unmute yourself. That might be easier.

MS. COFFEY: Thank you. That is easier. The one you were talking about that's going to superintendents and then will go out to the field, can that one be sent to us when it goes to the field, or is that something that's only going that way?

MS. THOMAS: No, no. Absolutely. Once it is released from the Department, we will be sending that out through our EC director listserv, through the parent listserv, and we will make sure it goes to all council members as well.

MS. COFFEY: Thank you.

MS. THOMAS: Sure. And then to follow up, our guidance will probably not be released until sometime next week because this has all happened very fast, but we're also trying to implement a vetting process through our directors advisory council, and so any clarifications we will be providing will then be released sometime
next week as well. So we'll make sure you have
that.

And I hope that most of you are
signed up for the parent information listserv. If
not, I would encourage you to do that so that you
can then share with others as we push guidance out
through that form of communication as well.

Any other questions?

MS. UTZ: There are none that are
popping up right now.

MS. THOMAS: And then I think -- have
we covered everything in that agenda?

MS. UTZ: Ginny, did Sherry answer
your question that you had mentioned right before
she got on?

MS. MOOREFIELD: I was just looking
to check. And, Sherry, I just wanted to ask if
you were okay. It kind of sounded like you had a
touch of the COVID there.

MS. THOMAS: No, it is my asthma and
I'm out on my [inaudible] working because, you
know, they've isolated me at home because I talk
all day on my computer. And I have a lot of
plants. I get a lot of oxygen out here, and I
hadn't turned the fan on, and it just -- it was
just my asthma. I'm good. Thank you for asking.

MS. MOOREFIELD: So, Sherry, I did have just a couple of questions earlier when Cache was sharing the information from the ECAC survey that was sent out.

MS. THOMAS: Sure.

MS. MOOREFIELD: So the two that we felt that you might be able to answer better were -- so just from a parent point of view, it just felt like, you know, our kids were, you know, thought of last again for the preparations for switching to remote learning.

And I mean, you know, we know what an impossible task that is to get an entire state shifted that quickly, but it just felt like, yet again, our kids were the last ones. And that could have been a county thing. I'm not sure.

And then my second question was, as we're talking about reopening -- and I think you did already mention this -- as we were talking about reopening, I know that Wake County was starting to contact parents about their thoughts and concerns. And I had just asked earlier about like, has the State already started to prepare for those reopening things, and it sounds like you
guys have already started those conversations that are now like in the reviewing process, is that right?

MS. THOMAS: That is correct, and those documents are -- that's what being shared with superintendents and charter administrators today. That's what will go to the State Board tomorrow.

MS. MOOREFIELD: Right.

MS. THOMAS: It's -- I'm going to give you the title of the document. It's called "Lighting Our Way Forward."

MS. MOOREFIELD: And I also wanted to ask -- because I don't think I am on that listserv. Where is the -- do you just go to the EC Division's page to sign up to join that listserv?

MS. THOMAS: Alexis just pulled that up for you, Virginia.

MS. UTZ: However, it's in Spanish. Essentially, you go to DPI's home page, not the Exceptional Children, and at the bottom, you'll see "Sign Up for Updates," and then you'll input your information and you can select the Exceptional Children for Parents information.
MS. MOOREFIELD: Perfect. Thank you.

MS. THOMAS: You put in your name and email, and then it will give you your choices.

All right. I'm going to jump back to your question now. When we left the building March the 13th, school buildings had not been shuttered. School buildings had not been closed, but we were already working with our EC directors to start putting in place documentation, making plans, and determining how they would start to deliver remote instruction for students with disabilities because we saw that coming.

I think it was the 14th of March, that Saturday, when Governor Cooper issued Executive Order 117, maybe, that shuttered school buildings or closed school buildings, so not stopping instruction but closing school buildings. Those next two weeks, there was a huge difference in how all districts responded. Some took a spring break, some treated those as workdays, some put a big pause on all instruction.

The guidance that we gave to all directors at that point in time was to take two weeks to make a good plan, determine how they could provide those services, and then begin
communicating with parents on how that service
delivery would occur, and we asked them to take
that two-week pause because we felt like they
needed some time to plan. I mean, think about our
individualized instruction, just the whole
framework of what an IEP is. It doesn't lend
itself immediately to now I'm going to do this
remotely, now I'm going to do this online.

And so we encouraged districts to
take the two weeks as a pause, knowing that
whatever services they missed during those two
weeks, they would need to somehow be able to catch
up, provide extra information for. I know a lot
of districts went ahead and did supplementary
materials. They didn't start true instruction
until they could start true instruction for all
kids.

So the intent was never that our
students were left behind. We wanted to make sure
they had a real plan of how they were going to
deliver that and time to communicate with parents
and set that schedule up with parents to document
what they were going to be able to deliver and how
they were going to be able to deliver it.

I think Wake County is one of those
that started with supplemental, and they took then
a real spring break, and I think when they came
back is when they did new instruction.

There have been a lot of terms thrown
out by a lot of people that commingled. We tried
to get superintendents to stop using the word
"mandatory" because mandatory just means everybody
has to get it; that doesn't mean new instruction.
So we tried to move them either into supplemental
or new instruction. I will say we weren't very
successful because didn't have that power to
change their terminology, but we did voice that.

What I hope is that every district
has done the best they can to reach out and
provide instruction or supplemental support to all
students. What we were very clear on from every
piece of guidance we pushed out was, whatever you
are offering to all students, be it supplemental
or new instruction, must be delivered to special
ed. So if everybody is getting supplemental, then
everybody, including special ed, gets
supplemental. If everybody's getting new
instruction, then that includes special ed getting
new instruction.

And I do feel that they've done their
best to honor that, but one thing we said is, you can't not do special ed and do general ed services because then you've denied FAPE. Did it look like it would have had students been back in a brick-and-mortar building? Absolutely not. There's no way to replicate that. We tried to respond to questions from parents that we've received. We worked with directors to provide guidance and clarity, and there have been a number of guidance documents that we have pushed out addressing instruction.

The one thing that we know is that if you are not providing full instruction or real instruction or new instruction for all kids, we can't hold FAPE to that same level. I mean FAPE means you're providing your special ed instruction that aligns with your general ed instruction.

So I'm sorry. I know people have missed services. Districts are saying we know we've missed, but we've got some funding in place this summer for them to be able to provide some of those services they just could not deliver. And if you have noted any of the guidance we've pushed out, we are encouraging -- and even the national group that works with parent advocates and student
advocates, COPAA, has come out and said this really isn't a time for compensatory ed unless you just refuse to provide something. So comp ed doesn't mean that we couldn't deliver it; it means we just chose not to.

We refused -- we denied that, but what we called future services are those services that districts will recognize and own that they weren't able to completely fulfill with that student for whatever reason. ESY is not an automatic for all kids, but it still applies this summer if there's the documentation to move through Extended School Year.

So we worked really hard with our directors through our directors advisory council and through some other outside stakeholders to get that language clean and clear and aligned with IDEA, knowing we've had basically no guidance since the end of September from OSEP. We've really kind of been out there on our own. I can tell you we are totally aligned with what all other states are doing.

I have been on sometimes weekly calls with other state directors through a TA Center or through our NASD or our National
Association of State Directors organization, and I can tell you North Carolina has really followed the same protocol and procedure that other states have. We all shared resources. So things we've done that was helpful to other states we've shared and vice versa, and it's been a national collaborative effort to try to align all these services together.

That was a very long response to your question. I hope I answered your question.

MS. MOOREFIELD: You did, Sherry, and thank you for explaining that. That makes total sense to make sure that you have a good solid plan instead of just throwing something out there that's going to end up having a lot of bugs that have to be fixed and cause further delays in access to learning.

I just -- you know, I, like a lot of parents, just didn't know what was happening, and it's highly possible that we missed a message, you know -- with all that was coming at us in April, you know, that we just missed a message that said, you know, we're planning this, we are working on this, we're going to get this out to you soon. I just -- I could have possibly missed it, but it
makes total sense to make sure that there is a
good solid plan before just running with something
quickly.

    MS. THOMAS: Well, that was our
feeling because we didn't want this to be just
throwing something out there and calling it
instruction. I know, from talking to directors,
they've had to leave that communication piece up
to individual schools and individual teachers
because there was no way they could communicate
clearly to all parents because they didn't know
what that -- how that teacher was going to be able
to deliver that service.

    But I hope at some point you did have
a conversation with the teacher around the
services that were being offered and would have
been provided. That is something we consistently
encouraged districts to ensure that they were
doing, and we've continued that conversation.
Even as they began this remote learning optional
plan, as we've gotten this guidance from DHHS
about the criteria for opening schools, our
strongest message has been communication because I
think if we don't have that, then we all get in
trouble. So thank you for that response that our
thinking was in line and made sense.

Are there other questions for me today?

MS. UTZ: I do not see any.

MS. THOMAS: All right. Thank you for allowing me to shift up the agenda. I appreciate your service to the Council. I appreciate all that you do and just know we are here to support you in any way we can.

THE CHAIRPERSON: Thank you so much, Sherry.

MS. THOMAS: You are most welcome.

THE CHAIRPERSON: So, Council, we're going to move on to our next item on the agenda, and we open this up for local impact. So if you have some information you want to share about the local impact of COVID-19 on your particular districts or the districts you serve or work in or where your family and children go to school, this is the time to share that.

So I'll start. Wake County, as you've heard many times, had some difficulties in the beginning trying to work on providing services for children -- for all children, but especially for children with disabilities. We had some
issues with, of course, hotspots, how the children were going to connect even if they had access to technology.

We also had some issues with technology, getting out to students those Chromebooks, or whatever technology the districts were offering. We had some issues with they had to order lots of technology and get those out to students.

So April was very complex and many families felt that they weren't getting the services they needed. I think we got it together by May, and I think there was a shift in how we were doing things in Wake County.

And then you look at all the counties that surround Wake County -- Durham County, Chapel Hill-Carrboro. Those counties as well had some initial glitches and they worked it through. So anyone else want to talk about what happened in their area?

MS. HODGES: This is Kristen Hodges. I'm in Rowan County. I'm happy to talk a little bit about what I saw as a lot of success. We are a one-to-one county from grades 3 through 12. All the students have technology. May [sic] 13th was
a Friday and it just, on the schedule, happened to
be at workday. So those students had taken their
technology home with them.

When it was apparent that we wouldn't
be coming back for at least a little while, the
superintendent asked the technology coordinators
to ensure that the K-2 students had iPads going
home with them as well. So that Monday, that was
arranged and that was dropped off by buses.

And from that point forward, it was
pretty seamless in terms of the instruction being
given to students. Each of the schools -- and
they did it in different, various ways, but
created documents and the teachers worked with the
students to find out what the individual family's
needs were. And like was done with the previous
survey, it was varied.

We did have -- in Salisbury, we have
Hotwire technology that's a very good [inaudible].
They volunteered to set up free Internet service
at anyone's home who didn't have it. So that was
helpful to a lot of our families. Outside of the
City of Salisbury, it took a couple of weeks, but
Spectrum volunteered to set up free Internet
service for anybody who didn't have it. So we got
it out to our kids as well.

We did experience some challenges with parents not necessarily being as familiar with the technology as students were in being able to set up and connect. That Monday, that's when we started the food service on the buses as well.

Overall I think it was -- it was done pretty well. We were able to complete our third quarter because we had started -- we have a schedule that starts early, and this year students are supposed to start August 3rd -- supposed to. So I'm not sure if that will happen. I think, in general, it worked well. Individually, we experienced a lot of the challenges that a lot of people do. Not everybody logged on. They didn't necessarily show up to the Zoom meetings, and there was a constant effort put in to help with the connection.

So, you know, this is evolving, and I know that there's been a spectrum. Overall -- because we had practiced e-learning days previous to this, overall teachers were a bit familiar with how to teach remotely, not to this extent, by any means, and it certainly doesn't meet the needs of all of our students.
Some of the weaknesses, I think, were in terms of -- in terms of EC students in terms of the variation. If you have an EC teacher who was reaching out to their EC students and ensuring that they were Zooming and getting the lessons, and that was in the case of my elementary student. From week one, she was getting her speech lessons, and she received some -- we have a Title I teacher meeting with her. But my middle school student didn't have that connection with his EC teacher. So I think, to some extent, it did vary widely.

I think we have to recognize the importance of parents. I mean parents are obviously important in every aspect of education, but even more so with this. There's a co-teaching component here that parents were thrown into, and so teachers recognizing that and making sure that they're communicating with the parents even more so than when we normally teach. I think that that's something we really need to acknowledge.

But overall I was pleased with how Rowan County handled it. It was a really challenging situation for everybody involved.

Thank you.

THE CHAIRPERSON: Thank you. Anyone
else?

MS. UTZ: Leanna has her hand up to share.

MS. GEORGE: Yes. Mine is more of a -- something I've noticed with at least one concern I've found with a friend of mine online is, there is a lot of questions about initial eligibility determinations during this time. I have a parent who started the process in March before COVID hit. Her son has turned three, so she's just entering into this whole special education world.

They started the process, and ever since COVID struck, it's come to a screeching halt, and now she's being told it's going to be next school year before they can get [inaudible], which I know goes against what came out in the OCR Fact Sheet March 21st.

I just wanted to share that. It's probably not just this one family. It's probably happening in multiple counties with multiple families [inaudible] care or services. And so I just wanted to make sure that was made aware of so that our [inaudible] families. That's all I wanted to comment on.
THE CHAIRPERSON: Carol Ann, would you like to comment on the fact that there was guidance from the Secretary of Education that no parts of IDEA was waived, and so even with the initial evaluations, there needs to be some effort on the part of the school district to work that out with families.

MS. HUDGENS: Of course, Cynthia, I'd be happy to. This is Carol Ann Hudgens. And to follow up on the question and the comment that Cynthia has offered, there was no flexibility or no waiver, if you will, to the 90-day timeline for the initial evaluation or any other associated timeline. I know that that was a primary concern that we were hearing from families about timelines.

Additionally, there has been guidance in how to move forward with those evaluations. I think -- I think a prime consideration is, one, the safety of all folks involved, safety of the child, safety of the parent, safety of the school staff in being able to administer the evaluation.

And so to the extent that some evaluations could be done remotely, we would have certainly encouraged that to have occurred, and by
that, sometimes there are checklists used for children, sometimes there are interviews that are done for gathering social and emotional history. There certainly should be progress monitoring data definitely up through March the 13th.

However, at some point, some of those evaluations are difficult to complete. For example, some evaluations require that there are presentation materials that the school psychologists have to present to the child to have them to be able to interact and to collect information, and there are certain guidelines with the testing protocol that have to be observed in order to make sure that there are accurate results that are returned.

And so, yes, this is a very difficult and challenging area that we're trying to wrestle with. To the extent that evaluations are able to be continued, we certainly encourage that. In some unique circumstances, there may be evaluations that cannot be completed until it's safe to return to school because of the nature of the piece of evaluation that is required.

THE CHAIRPERSON: Thank you, Carol Ann. Anybody else want to share about their local
impact?

MS. UTZ: So I have two hands up, so I just kind of jotted it here. Whoever was speaking, go ahead.

MS. MOOREFIELD: That was me. This is Ginny Moorefield. Not really a local issue. You know, once Wake County got up and running, everything has been running fairly smoothly. But when Leanna was talking about parents and kids who were just starting to enter into the evaluation process and begin that process, you know, it just made me think.

I just wanted to throw this idea out for LEAs, that it would be great if parents had almost like a mentor parent because we don't -- we don't know what we don't know, and there's no like one clearinghouse of information for services in school or in the community or anything like that. So I know that I have learned everything that I know just from networking with other parents and running into other people.

So I just wanted to throw that out as an idea just for, you know, local. If anybody has anything like that set up or if they want to set anything up just to give parents -- instead of
these huge organizations that you feel like you
kind of get lost in or overwhelmed by, having like
a mentor parent program that's just more
one-on-one or like one-on-two.

MS. UTZ: Okay. Thank you. Diane
and Christy both -- I saw your hands raised.

MS. COFFEY: This is Diane. I just
want to say, you know, overall our area went as
smooth as it can in doing something in a shift so
quick. I mean the initial was definitely crazy
times, I think, for everybody. The concerns I am,
as far as from families, hearing, it is a lot
around just the differences and it not being
consistent across the board.

And that, I can say, is very true
especially -- because I work in three counties, so
I -- from hearing from parents, there is great
differences depending on the counties as to how
services got handled and the consistency of that,
but then also even just consistency in how the
teachers -- like if you're talking middle school
where you have multiple teachers, that piece --
it's like you had -- most families were having to
go like from multiple platforms to get information
they needed instead of it all coming out in a
similar fashion.

So that's some areas I feel like, if we do go back remotely, we need to make sure we're thinking about, is more how to make it smoother in those areas.

THE CHAIRPERSON: Thank you.

Christy?

MS. GRANT: This is Christy. I just wanted to kind of put out some of the -- what kind of the local impact was with COVID as a school district.

One of the things that I think -- I'm not sure if it was Diane that mentioned it on Ginny, but you know, overnight our whole traditional educational setting just kind of was thrown up in the air, and we had to bring all the pieces back down and put them together and figure out pretty quickly how we were going to address the new layers of complexity that we were faced with.

And I do believe, as somebody already said, the technology barriers were the -- were huge for us. We were a one-to-one district. However, we have areas of our district that are very rural and do not get Internet access. We
could not provide a MiFi to our parents. It just
didn't matter. In some of our areas, even though
they had access, it was very slow -- very slow
Internet access.

And Cache mentioned parents who had
multiple -- parents working, children working from
home. It was just -- the Internet access was very
slow for some of the areas that even have it. So
then just having to work through the whole
technology barriers that we had.

Even the assistive technology, we
were good with assistive technology within our
classrooms, but when it became remote and having
to look at oh, my gosh, now how do we infuse
assistive technology in a remote setting and teach
parents how to use a lot of the assistive
technology that we did. Another one was we found
parent proficiency with new technology, and to be
honest, some of our staff members, just really
having to work through the proficiency with
technology with really our parents.

When we talk specifically kind of
away from technology a little bit, you know,
serving our most vulnerable populations was
already a challenge, and now having to meet their
needs via a computer was extremely challenging. And we are constantly problem-solving in how to -- what are the best ways that we can do that.

So students with significant cognitive disabilities and mental health needs, we really had to take a lot of time on a student-by-student approach to figure out how can we best meet their needs in this setting. And, quite honestly, we did the absolute best we can, but do I feel like we met all of their needs like we truly needed to? No, I don't think we did. I think that's one area that we're constantly having to figure out, you know, different ways that we can do and work with.

Our preschool students, our three- to five-year-olds was another area that we kind of struggled with because getting the attention of a preschool child to a Zoom on a computer was very difficult. So really just finding a better way or a more intensive way, I guess you'd say, that I'm not even really sure that meet the needs of our preschool students. And then just searching out alternative ways as much as possible.

The other part was that the caregivers -- you know as parents your kitchen
tables basically became classrooms overnight, and you became the educators and the therapists and all along while coping with the anxiety of what was going on in society with COVID, I think. So the importance of family engagement and support for the families became -- rose to the top of oh, my gosh, we've got to provide that because that was just critical.

We had parents with, you know, a lot of anxiety about, you know, "I work in the healthcare field, my husband's a law enforcement officer. I don't even know how I'm going to deal with my family right now, continue the education, and now teach my child how to -- how to learn." So I think that the caregiver responsiveness and the responsiveness of the districts to the caregivers is one thing that's going to be -- continue to be critical.

You know, like you-all talked about Wake County, it took us -- it took us a little while. We finally ended up problem-solving and getting there. Are we where we need to be? No, but going through this process helped us realize that we do have some students in our district that perform better through remote instruction than
they did in a classroom.

Because oftentimes we have students who they don't want their classmates to know that they can't read or that they can't do the math, so they continue -- they act up to try to remove themselves from that situation. So we did have a lot of success stories with our students that made a lot of progress, and we are continuing to see how can we keep children in a situation where they were thriving through remote instruction.

So just the variance, I think, is just one thing, but just wanted to kind of give some of the big moments that we had just from an LEA/district kind of perspective.

THE CHAIRPERSON: Thank you, Christy. Alexis, do we have any other hands up or---

MS. UTZ: Yes. Christy Hutchinson and then Ginny again.

THE CHAIRPERSON: Okay. So Christy Hutchinson just finished.

MS. UTZ: No. That was Christy Grant.

THE CHAIRPERSON: Oh, Grant. Okay.

MS. HUTCHINSON: Sorry. I apologize. This is Christy Hutchinson, and I'd just like to
speak from like a smaller district, but a really spread out district. I want to echo every single thing that Christy Grant -- like my little notes here in front of me, she checked off three-quarters of them.

But one of the things that we're continuing to be challenged with is, we're all talking about the parents and students accessing the technology, the parents and students and what they're going through, but one thing to keep in mind is, all of our staff members -- be it EC teachers, related services providers, contractors -- all of our staff members are also experiencing some of those same challenges, and many of our staff members -- I know personally, looking at a staff of just about 200 or so -- a vast majority of those folks were having to be caregivers for young children or other adults during this time. So their availability between 8:00 and 3:00 or a traditional day did not look the same as when those folks can get the appropriate care for their young children or dependents and come to work and focus on just work for the day.

So their attention was split, and
while you might have parents desiring to and speaking out about their need for children to be engaged in an online format during the school day, that might not be what we can provide as a school because of the complications of our amazing staff members, but they also have lives.

Some of the additional challenges we struggled with was with our VI students because the platform being utilized is predominantly visual. Some of the other challenges that I think we've all struggled with is the mental health, and we're all fearful of what we're going to walk back into in August because trauma does not look like the trauma you see in a thriller in a movie. Trauma can be a lot of different things to a lot of folks, and we have a lot of parents that have lost jobs that have always held jobs and been very functioning members of society.

We were working with lots of grandparents, and so that technology gap was even greater. We've had a number of children that have had to be relocated due to parents' employment status and parents' employment in the medical field and such. So that was -- I feel like COVID is the great unequalizer and barrier creator for
lots of our families.

Some of the greatest ones we struggled with were early -- early intervention, our youngest students, and functional goals were almost impossible to work on during this time. So functional goals, either, you know, social-emotional relationships with peers or functional goals related to functioning in the school setting, submitting work, completion of tasks, all that was nearly impossible to work on during this time.

One of the things that was a highlight is our -- some of our high school students transition plans have changed because, like Christy said, we had a lot of high school students that were incredibly successful on the online platform, and for my small district, predominantly some of our -- some of our students with autism were very successful during this time, and we talked with their parents through the idea of potentially looking at an online opportunity for postsecondary education as opposed to the traditional.

One of the greatest barriers that we haven't talked about today -- and I know this
isn't the group, but ESL was a gigantic barrier.  
We found that very, very few of our ESL students were able to get the proper support at home or understand the directions. So some of those students were at the greatest -- the greatest deficit. And we also had high school kids working 40 hours a week because of the need of the family to get that income.

So flexibility was the name of the game, and I feel like COVID is the great unequalizer because those barriers were just so great, and we cannot make one decision for all disability areas or all districts. We really had to individualize all decisions.

My greatest concern is if this continues, I feel like all of the barriers that we can take away here in school and we can level the playing field here at school because we can provide the access -- we are not able to control the home environments, and so we are not able to level that playing field at all.

THE CHAIRPERSON: Okay. Thank you.
Anyone else, Alexis?

MS. UTZ: Ginny had her hand raised.

I don't know if she still needs to speak.
MS. MOOREFIELD: Well, to be quite honest, I forgot to put my hand down. But I did want to say just real quick thank you so much to -- when Sherry shared and the Christys squared. It really helps to be reminded, but also for, you know, those of us labeled "that mom," you know, even though we know how much work goes into teaching our kids, it helps to know what's going on in the background to keep us from feeling like, you know, we're the last considered and the last left out.

So I'm so very glad that you guys shared what you're doing in your districts so that, you know, I can go on, and when I hear parents grumbling, I can remind them hey, you know, this is what's going on that you don't see.

THE CHAIRPERSON: Thank you, Ginny. Alexis, anyone else?

MS. UTZ: I don't see any, no.

THE CHAIRPERSON: So we're going to move on and talk about an action to consider based on the information we've all shared and the information that we haven't shared but we know about in our communities and our school systems, and we're going to talk about the Unmet Needs
Committee maybe doing a survey.

And, Diane, do you want to talk a little bit about that, and do you see -- I guess I would ask the whole Council -- do you see a need for a survey in light of the fact that ECAC has already done one?

MS. GRANT: Cynthia, one thing---

MS. TERHAAR: This is Marge. Do you want people on the committee to answer now, Cynthia?

THE CHAIRPERSON: Well, I want Diane to talk a little bit about what the Unmet Needs Committee might talk about in their work group.

MS. TERHAAR: Got it. Thank you.

MS. COFFEY: Hey, everybody. This is Diane. We -- this got talked about a little bit in our conference call that we do monthly prior to these meetings, and we just were talking do we need to do an unmet needs survey, and I am even in question of like do we need to do one for teachers and school staff, do we need to do one for families, one for both.

I mean there's room to discuss this, I guess, and that's sort of what we wanted to throw out, is before we even come into the Unmet
Needs Committee and actually create a survey is, yes, those questions: Do we need one; do we feel like it's important to do one around COVID-19 issues; you know, if we do feel it's important to do it, then what types of ways you think we should do one.

So I definitely -- this is all to be talked about, considered, figure out where we want to go from here, and then the Unmet Needs Committee will fine-tune it and get it back out and try to get it all ready to go actually be submitted, if we do decide to do one.

THE CHAIRPERSON: Thank you, Diane. So now it's time for this committee to share their thoughts.

MS. HUTCHINSON: I wonder what's already out there because I know, from a school perspective, we've had to -- or we're in the process of having to submit our new e-learning plan for next school year, as we're now required to add five additional calendar days into our schedule. And I believe question number 10 -- and I'm going from memory here, but question number 10 was how you're addressing special education services, related services, ESL services, those
kinds of things. I could be off on the number of
the question.

But we've also had to respond to some
financial surveys out there to business
services -- financial business services to let
them know the impact of this on our district. So
part of me is wondering, like as a school system,
we've got to come up with our jumpstart plan.
That's going to have to address some of our
students with special needs.

How much of it has already been
gathered that we could get -- and maybe that's a
Carol Ann or a Sherry question -- that we could
just pull from what's already been gathered?
Because I think, from a school perspective, we are
getting several surveys to respond to from various
departments.

THE CHAIRPERSON: Thank you.

MS. MOOREFIELD: This is Ginny
Moorefield. And kind of going along with what
Christy just said, as parents, we're also getting
surveys about like -- you know, just asking about
the reopening, and I kind of feel like there's
going to be a lot more of those, and I wouldn't
want to burn parents out with surveys.
So if the ECAC is already going to do one with needs specifically for families with special needs like any -- you know, any unmet needs for them, maybe we could just partner with them and then use their -- use their data.

THE CHAIRPERSON: Okay. Thank you.

Anyone else?

MS. GEORGE: Yeah. I kind of agree -- this is Leanna. I kind of agree with Ginny. It feels like there's already a lot of surveys out there and, as Cache mentioned earlier, possibly doing one for ECAC. If we have any specific questions as the Council, maybe we can ask ECAC if they could include those or consider including those in their survey if they haven't already had the same questions as we have. That's my two cents.

MS. TERHAAR: I agree. And another thought I have is, is there a way we could merely contact school systems to ask if they are sending out surveys with any relevant questions specifically for parents of children in EC programs. Then that way, if they don't, we're planting the seed.

And then the second part of that is,
if so, we're requesting that they share that report -- it's tricky to ask people to share data, right, because that crosses some boundaries, but to ask if they could share their report so that we could synthesize it. Does that sound good to people?

MS. HUTCHINSON: To speak to that point just a little, one of the components of the e-learning plan is that you are required to survey all of your stakeholder groups so students, parents, teaching staff. So that is a required component of that e-learning, is to go ahead and send that survey out and have that data in your e-learning plan.

So to Ginny's point and to your point, those surveys are required by every district to be sent out right now. So we are automatically sending surveys to parents, and like Ginny said, do we want to. But that doesn't speak to the point about are they tailored-towards-students-with-special-needs-type questions. They are general questions about access and such.

MS. TERHAAR: Yes. Yes. And maybe we could even make a recommendation that -- I don't know if it's too late because I don't know
what the timing is for any of this, but could we
make a recommendation to them to consider some
specific items that address this?

    MS. GRANT: And, Marge, I think that
would be a idea. This is Christy Grant. But a
lot of those districts have already sent the
surveys out.

    MS. TERHAAR: Okay.

    MS. GRANT: You know, it would just
be hard to go back and include additional
questions, if they haven't already -- already done
that. And that was one of the things I was going
to say, was -- was just if there's a way that we
could partner with ECAC and do it there. We've
done a survey and we've done one specific outside
of our district survey internally for our EC
staff, and just hearing from some of them, they're
like, "We don't know which survey we've done and
which one we've had," and "We keep getting
bombarded with surveys right now during this time
of the year."

    Because it's "How did it go during
COVID?" "Oh, well, let's look at remote -- let's
also look at remote learning." And then, you
know, some districts are going through
accreditation next year. Then, guess what? We're doing surveys for that as well. So there's just a lot of surveys being thrown out, and I'm really worried that even with parents, there's going to be this overwhelmed feeling of oh, my gosh, one more survey, and they just won't do it.

So I just -- that is one of my -- you know, the other thing is, maybe you could -- if you wanted to do a survey to kind of see what are the needs in the districts, because I do feel like there's very different needs depending on where you are within the state.

MS. TERHAAR: Absolutely.

MS. GRANT: Maybe it could go to EC directors and having them kind of do the survey, you know, and it may be based on some survey data that they had done from parents.

Cache, if you-all could also send -- when you-all do the survey, if you could send it out to EC directors, then we could also send it out to our parents. We may get a higher return rate on that as well.

MS. MOOREFIELD: And this is Ginny Moorefield. Just another idea. One thing that we could do is maybe come up with just a list of
recommended questions that we could send the ECAC
to consider, to LEA EC directors, county
directors, and things like, just -- like just some
recommended questions to consider that would fit
with their district and that they could -- you
know, they could pick and choose to add to
their -- whatever they're sending out so we don't
send out an additional survey, but that, you know,
we still get, you know, like you said, those seeds
planted.

THE CHAIRPERSON: So, Cache, are you
still on the line?

MS. UTZ: I don't see her anymore. I
think she had to go.

THE CHAIRPERSON: Okay. So Diane---

MS. COFFEY: Yes.

THE CHAIRPERSON: ---in the Unmet
Needs Committee, do you think you have enough
information from what we've all shared here that
you're able to think about how you would work with
or try to partner with Cache and ECAC?

MS. COFFEY: Yes, I definitely think
I do on that side. Let me ask one clarifying
question, though, for the school personnel that
was answering. Is every single county
automatically reaching out to all parents, or are they picking parents?

MS. GRANT: That's a good question. I'm not sure. We sent the survey out to everybody. I'm not sure how other districts did it. You know, we also have our LEA self-assessments for the EC Division where we -- we have to look at information specific to EC parents.

I just don't know where like -- we sent it out to everybody. I don't know if some were just doing it within their parent groups or not. Does that make sense? I'm not sure how -- if that's consistent across the state or not. So that might be a good thing with a suggestion to send it out to all parents.

MS. COFFEY: Yeah. I can say for the counties I'm working in, there's not been surveys to every parent. So that's the reason why I was asking that, is what the requirement was. So, okay, that makes sense.

THE CHAIRPERSON: So, Diane, that could be one of the recommendations we make, as the person just said previously. I'm sorry. I didn't catch who it was. That could be one of the
questions that the Unmet Needs Committee works on and also how ECAC can expand their outreach because I think 600 surveys, that is great, but when we have 200,000 kids across the state with IEPs, it looks a little sparsely.

MS. COFFEY: Yes, I agree that needs to be increased. So definitely, yeah, I think there's some room to work with here. So thank you, everybody, for the input.

THE CHAIRPERSON: Okay. We move on to public comments. Do we have anybody, Alexis?

MS. UTZ: Let me do a quick scan through again, but I did not see anyone. No, it is all council members that are present.

THE CHAIRPERSON: Okay. So according to policy, do we have to wait? Do we have a timeline that they had to sign up by?

MS. UTZ: Yeah. They would have had to sign up already and notify us that they were here in order to---

THE CHAIRPERSON: Okay. So we'll move on to establish goals of committee work. So we have our committees. We have the Policies and Procedures Committee, we have the Unmet Needs Committee, we have the Reports and Data Committee,
we have the Executive Committee, but mostly we're
going to talk about Reports and Data, Unmet Needs,
and Policies and Procedures.

So those committees will get together
in the afternoon to do some committee work, but we
sort of want to talk about what kind of goals do
we want for those committees. So anybody from
Reports and Data want to---

MS. HUTCHINSON: Cynthia, I don't
know which team this falls under, but I know that
we have our council meetings set through December
of 2020. I always think there's some value to
folks knowing in the summertime, and I know that
we're penciling things in pending that we can
actually physically meet in person, and the backup
plan is virtual, but it would be nice if one of
those teams kind of looked at dates.

And we always sort of try and precede
the State Board meetings, so I appreciate that
those are on there for the 2020-21 school year,
but maybe one of the teams could look at getting
those dates established in March -- in the
springtime.

THE CHAIRPERSON: So would Policies
and Procedures Committee -- would you want to take
that on?

    MS. HUTCHINSON: I mean that's fine with me if that works for others, and I don't know if Alexis wants to join us because we typically do reserve the State Board Meeting Room, and we try and jump ahead of the State Board of Ed meeting. So it might be a little coordinating, or if the Board meetings are not booked out that far at this point.

    MS. GRANT: Right. Are those set dates each year, or do we set -- do we set those, though?

    THE CHAIRPERSON: Alexis, do you want to -- because I think they're pretty set dates, but---

    MS. UTZ: So I am not exactly sure. Like the bylaws say that you guys set them, but I have not had to do this yet. I've come into it as being already scheduled.

    So, Danyelle, are you online still?

    MS. SANDERS: Yes. Those dates were already set even when I got here, and I guess it's because it's quarterly. So I'm not sure, you know, how that works as far as the dates being changed because I came into it when they were
already set for 2020.

THE CHAIRPERSON: So it's been a practice, to my knowledge, that they were the second Wednesday of every month that we met, so quarterly second Wednesday. Leanna or Carol Ann?

MS. UTZ: I think it's up to you guys. If that's what you want to keep, then we can keep it, and we can double-check and make sure the boardroom's available, and as long as it's available, I think we can go with that.

THE CHAIRPERSON: So Policies and Procedures Committee along with Alexis, if she'd like to join and maybe Danyelle, and have a conversation about those meeting dates---

MS. UTZ: Yeah, we can do that.

THE CHAIRPERSON: ---and make some recommendations?

MS. GRANT: Sure.

THE CHAIRPERSON: Okay. Thank you. Data and Reports, and I know Lisa Phillips is not here. She's the chair. But anyone in that committee want to think about or express some of your thoughts on some of the things that you can work on or some of the things that we need to think about as goals for that committee.
MS. MOOREFIELD: Cynthia, this is Ginny Moorefield. I just had a question. So the Data committee, should they be the ones to come up with any kind of like survey questions?

THE CHAIRPERSON: No. I thought that should be, in my opinion -- but we can discuss it -- the Unmet Needs Committee.

MS. MOOREFIELD: Okay. I wasn't sure. I mean there are questions about unmet needs, but then, you know -- but we're gathering information. So I wasn't sure like who -- who be best---

THE CHAIRPERSON: So Data and Reports handles all the data and reports that come through us from the EC Department. So things like the reports that we get annually on the annual plan, the reports that we get on things like well, now we're going to be talking about disproportionality, any reports like that.

And also I think -- this is something that's just a thought of mine. One of the things that IDEA recommends that we as a council do is that we look at how different due process hearings, facilitated -- IEP facilitations, mediations as well as any state complaints, that
we look at those and make recommendations to the Council. That's something we haven't done previously, but it's something that would probably fall under the Reports and Data.

So the committee chairs, do you feel that that's enough information for you to, at the appointed time, go into meetings?

MS. COFFEY: I do. The only question I have is with the annual reports. We have information that we need to give you, and if so, have you got that laid out as far as what we need to get to you?

THE CHAIRPERSON: So I did provide to the Executive Committee, I think, a copy of the draft annual report that Leanna provided to me for the 2018-2019 annual report. For the 2019-2020 annual report, I don't have a draft outline because I'd like to expand the report a little bit. So I can -- if each committee -- we usually have---

Danyelle, we had a form that we were using for the committees to report out on the work.

MS. SANDERS: I'll have to look into it. I'm not aware. I'll look into my documents
and see if I can find it.

THE CHAIRPERSON: Okay. Thank you.

So I think that if the committee can meet -- if
the committees can meet, have a discussion about
the goals that they would like to see going
forward, the work that they want to do, and share
that back out with Alexis and Danyelle, and she
can get that out to the Executive Committee or to
myself in a timely fashion, I think we should be
able to pull together 2019-2020 draft report and
get that out to you guys.

Because I think -- if I remember
correctly, I think that Sherry and Carol Ann would
like to get that report together prior, I think --
was it July, Carol Ann?

MS. UTZ: It actually is supposed to
be drafted this month so that we can get it to the
State Board in July before they approve it in
August, or something like that.

THE CHAIRPERSON: Okay. Because in
our bylaws our report is due to the Board by
September, but---

MS. UTZ: Yes. And the Board needs
it a month ahead of time to review it to be able
to then approve it in September.
THE CHAIRPERSON: Okay. That's fine.

So if we could do some work on that, and I can work on getting a draft, and I think Christy Hutchinson is working on the annual report as well. So I'll be sharing the information with her, and then we will share it out to the entire Council.

MS. HUTCHINSON: Cynthia, just to clarify real quick, we were given a second link by Alexis to log in to do our committee work. Were we still going to continue to plan to have a little break and then jump into that committee work at 1:00, or were you trying to scooch it up and go ahead into that committee work now?

THE CHAIRPERSON: No. I was planning to stick with our agenda and go into our committee work at 1:00. Is that still available to us, Danyelle and Alexis?

MS. UTZ: Yeah. Yeah, the committee work is set up to do that---

THE CHAIRPERSON: Now we are way ahead of schedule, so if we wanted to jump into that committee work earlier, would that also be possible and would the Council think that that works?
MS. UTZ: I can start the committee session link meeting whenever you guys want.

THE CHAIRPERSON: Okay. Council?

MS. GRANT: I'm fine with going ahead and doing it. I do have one question, though, one clarifying question maybe once after the Council responds to that request.

THE CHAIRPERSON: So can we get a motion from the Council to go ahead into committee work earlier?

MS. GRANT: I'm sorry. I make a motion that we go into committee work earlier.

THE CHAIRPERSON: Can we get a second?

MS. HUTCHINSON: If we could just get like a five-minute, quick, go-grab-a-drink break?

THE CHAIRPERSON: Sure.

MS. HUTCHINSON: I'd second Christy's motion. This is Christy Hutchinson.

THE CHAIRPERSON: All in favor?

(Multiple Council Members responded aye.)

THE CHAIRPERSON: Any -- we did the all in favor. Any in disagreement or not in favor?
(No audible response.)

THE CHAIRPERSON: Any abstentions?

(No audible response.)

THE CHAIRPERSON: Okay. It looks like the ayes have it. We'll take a break, and about 11:45, we'll go into committee work. Is that good for you, Alexis?

MS. UTZ: Yes. But the one thing on the agenda that's noted is that we have to adjourn this meeting since we're not going to -- to end this and close it so that we don't have to come back after you guys are done with your committee work.

THE CHAIRPERSON: Okay. So can we get a motion to--- Any other further business?

MS. GRANT: Cynthia, I did have one clarifying question. Maybe it's just because I've really tried, since I've been on the committee, to wrap my head around the committee work. Abby's been the leader. I think she's only been at one or two of the committees we've been in.

But with the work of the committee -- and I tried to look in the bylaws -- like are there things that we should be doing or can or can't? Is the work of the committee that is like
meant to be done outlined somewhere? Does that make sense? I may be the only one feeling this way.

THE CHAIRPERSON: So do you mean other than in our meetings the committees coming together to chat and decide on different work?

MS. GRANT: Well, when we're talking about goals for moving forward, like when I think of the Policies and Procedures, my mind goes immediately to like EC director policies and procedures, but are there certain things like that we should be doing within that?

And Leanna may, since she's on that committee now -- can lead in that, but are there things that we should be looking to develop? I want to make sure we're developing the right goals and that they're doable goals that we're allowed to do, I guess, as the Council.

THE CHAIRPERSON: So I think all council members need to take a review of our actual bylaws.

MS. GRANT: I looked there and maybe I just -- maybe I missed it.

THE CHAIRPERSON: I will say our bylaws are not very clear on what our committees
actually do and what their roles are, but I think if you take a look at the bylaws, you can see what we are, the functions of the Council, and from that, I think you can come up with ideas about where the committees fit and what they need to do.

So if you look under the functions of the bylaws, "Comment publicly via written formal statements on any rules or regulations proposed by the State regarding the education of children with disabilities. The chairperson, the designee of the---"

So you have the Unmet Needs. So "Review the current information and advise the state education agency in developing evaluations and reporting on data." So that kind of information would probably be under Data and Reports.

MS. MOOREFIELD: Our job is to have opinions.

THE CHAIRPERSON: Yes.

MS. GRANT: I didn't know if we had to be asked first, or do we just -- any public -- any rules or regulations the State Board proposes that we comment publicly on those?

THE CHAIRPERSON: That we make public
comment. That would mean we through the Council, we, the Council, not we individually, but I think we, the Council, make public comment on those. So just like the SLD policy, the Council had an opportunity to join the task force, to make public comment, to do all of that.

MS. GRANT: Got it. Okay. Thank you.

THE CHAIRPERSON: So I do think we'll come to the bylaws at another time. I think they need to be a little more clear. We're planning -- based on this COVID, we don't know how that's going to work -- to have a training that we've done previously to help new council members as well as the older council members to be able to function better as a council.

So, Alexis, do you want to talk a little bit about that before we adjourn?

MS. UTZ: Sure. So I know it's from an organization in Oregon. I can't remember the whole name right now, but the guy's name is Jonathan. And in September, he is going to present information about how state advisory councils work, how their roles are, and how to make the most and be most productive.
So he has not emailed me a final like activity list yet, but it should be activities to help the Council just kind of review things like this and maybe to set up roles and what each committee needs to do and stuff. So it will just be information of how councils work in general.

THE CHAIRPERSON: Thank you. So are we ready to have that adjourn vote? So can we get a---

MS. HUTCHINSON: I move that we adjourn and maybe get back together at 11:50 so we have a quick little drink break.

MS. GRANT: I second that.

THE CHAIRPERSON: So we have a motion to adjourn. All those in favor?

(Multiple council members responded aye.)

THE CHAIRPERSON: Anyone not in favor?

(No audible response.)

THE CHAIRPERSON: And anyone abstaining?

(No audible response.)

THE CHAIRPERSON: So, Council, we are adjourned until 11:50, and we will come back
together in those committees. Thank you all for joining us today.

    MS. UTZ: Go ahead.

    THE CHAIRPERSON: Thank you all for joining us today and stay safe.

    (At 11:43 a.m., the council meeting 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 97, inclusive, 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 7th day of July, 2020.

Rebecca P. Scott