

COUNCIL ON EDUCATIONAL SERVICES
FOR EXCEPTIONAL CHILDREN

Via Webex
September 9, 2020
9:34 a.m.

TRANSCRIPT OF QUARTERLY MEETING

The quarterly meeting of the Council on Educational Services for Exceptional Children was held on the 9th day of September, 2020, via Weber, 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

Anthony Baker
Diane Coffey
Jennifer Degen
Leanna George
Christy Grant
Jennifer Grady
Kristen Hodges
Virginia Moorefield
Lisa Phillips
Kenya Pope
Shanna Steinert
Marge Terhaar

STAFF:

Molly Britt
Carol Ann Hudgens
Shannon Jordan
Danyelle Sanders
Sherry Thomas
Alexis Utz

COURT REPORTER:

Rebecca P. Scott

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

TABLE OF CONTENTS

PAGE NO.

Call to Order and Introductions..... 4

Review of Agenda..... 9

TAESE Debrief..... 10

Review of June 2020 Summary of Actions..... 37

Review of 2018-2019 Annual Report..... 38

Further Review and Approval of June 2020 Summary
of Actions..... 42

Approval of 2018-2019 Annual Report..... 45

Discussion of Subcommittees..... 47

EC Director Agency Updates Presentation
by Sherry H. Thomas..... 61

Contingency Plans Presentation by Carol Ann
Hudgens..... 71

Initial/Reevaluation Assessments Presentation
by Carol Ann Hudgens..... 84

Beginning of the Year Assessments Presentation
by Molly Britt..... 92

Luncheon Recess..... 111

Meeting Adjournment..... 116

Certificate of Reporter..... 117

- - - - -

1 Thereupon, the following proceeding was held:

2 THE CHAIRPERSON: Hi. Good
3 morning---

4 MS. GRANT: Good morning.

5 THE CHAIRPERSON: ---Christy Grant.
6 Anthony---

7 MR. BAKER: Good morning. Present.

8 THE CHAIRPERSON: Good morning,
9 Anthony. Marge Terhaar?

10 MS. TERHAAR: Terhaar. Good morning,
11 Cynthia and everyone else.

12 THE CHAIRPERSON: Good morning.
13 Christy Hutchinson? I think I saw you.

14 MS. HUTCHINSON: Hello. How are
15 you-all?

16 THE CHAIRPERSON: Hi. Cache Owens?

17 MS. UTZ: She is no longer with ECAC.
18 They're supposed to be sending a temporary rep
19 until they rehire her, but I don't know if they
20 did.

21 THE CHAIRPERSON: Okay. Jennifer
22 Grady?

23 MS. GRADY: I'm here.

24 THE CHAIRPERSON: Good morning.

25 MS. GRADY: Good morning.

1 THE CHAIRPERSON: Matthew Potter?

2 MS. UTZ: He is a new appointment
3 that was just notified on Friday, so I don't know
4 if he'll be able to attend.

5 THE CHAIRPERSON: Okay. Selene
6 Johnson?

7 MS. UTZ: I don't see her name.

8 THE CHAIRPERSON: Okay. So do we
9 want to call the state agency folks?

10 MS. UTZ: We can.

11 THE CHAIRPERSON: Sherry Thompson --
12 Sherry Thomas? Sorry.

13 MS. UTZ: Her and Carol Ann will not
14 be joining us until 11:00. They have office
15 hours -- the EC office hours right now.

16 THE CHAIRPERSON: Carla McNeill?

17 **(No audible response.)**

18 THE CHAIRPERSON: Kimaree Sanders?

19 **(No audible response.)**

20 THE CHAIRPERSON: Cindy Trickel or
21 Kenya Pope?

22 MS. POPE: Good morning. This Kenya
23 Pope.

24 THE CHAIRPERSON: Good morning,
25 Kenya. Sara Bigley? And Lisa Phillips?

1 MS. PHILLIPS: Good morning. I'm
2 here. I have to sign off and then sign back on,
3 but I'll be right back.

4 THE CHAIRPERSON: Okay. Good
5 morning, Lisa.

6 MS. UTZ: And, Cynthia, your list
7 probably does not have Shanna Steinert in it, as
8 she was just appointed last week, but I see her
9 name on the call.

10 THE CHAIRPERSON: Good morning,
11 Shanna Steinert.

12 MS. MOOREFIELD: Oh, and I'm here. I
13 didn't get called. This is Ginny Moorefield.

14 THE CHAIRPERSON: And Ginny
15 Moorefield. Is she a new appointee as well?

16 MS. UTZ: Nope, she's not.

17 THE CHAIRPERSON: Sorry, Ginny. I
18 missed your name.

19 MS. MOOREFIELD: [Inaudible].

20 THE CHAIRPERSON: Okay. Virginia
21 Moorefield, Ginny. Okay.

22 MS. MOOREFIELD: Yep, that's me.

23 THE CHAIRPERSON: Okay. Thank you.
24 So do we have a quorum?

25 MS. UTZ: There are nine parents

1 with -- the appointments from State Board. I'm
2 not sure who counts as the quorum and who doesn't.

3 THE CHAIRPERSON: So I thought all
4 appointees except the state agency folks were
5 voters.

6 MS. UTZ: Okay. Then, we have one,
7 two, three, four, five, six -- we have ten.

8 THE CHAIRPERSON: Okay. We need 13.
9 Okay. So we don't have a quorum yet. So we will
10 look at the minutes or the action report.

11 MS. UTZ: Just to double -- oh,
12 Christy is -- Christy Grant is here, so that makes
13 another one. There is a phone number. Kenya, I
14 know your phone number is there, but there's
15 another number, 880. Did we get you? Because
16 there's not a name attached to it, so I want to
17 make sure that you were represented.

18 MS. POPE: Yes. This is Kenya Pope.
19 I was on my cell phone, but I called back on my
20 office phone so I wouldn't use up all my data.

21 MS. UTZ: Okay.

22 THE CHAIRPERSON: Okay.

23 MS. UTZ: That's fine. I just wanted
24 to make sure that we have everyone.

25 MS. POPE: Okay. Thank you.

1 THE CHAIRPERSON: So we still have
2 one or two less than a quorum?

3 MS. UTZ: We are up to 11.

4 THE CHAIRPERSON: Okay. So we have
5 two less than a quorum. So we are not going to
6 look at our minutes or take those into
7 consideration for a vote yet. So we're going to
8 move on.

9 We would like to welcome, of course,
10 Matthew Potter and--- Give me the names again of
11 the new members.

12 MS. UTZ: Shanna Steinert.

13 THE CHAIRPERSON: ---Shanna Steinert,
14 who are here on the call with us. They are new
15 members just appointed to the board. So we'd like
16 to welcome you and tell you that you are very
17 welcome here, and thank you for supporting the
18 stakeholders that you are here on this board -- on
19 this council to represent.

20 And if you'd like to give a little
21 quick introduction of yourself, that would be
22 fine. Matthew Potter?

23 MS. UTZ: Only Shanna is here.

24 THE CHAIRPERSON: Oh, Shanna. Okay.
25 Shanna Steinert, then? Shanna?

1 MS. STEINERT: I am Shanna Steinert.
2 I am the EC Director at Hobgood Charter School---

3 THE CHAIRPERSON: Excellent.

4 MS. STEINERT: ---and I am also a
5 parent of a child with a disability.

6 THE CHAIRPERSON: Welcome, Shanna.
7 Thank you very much.

8 So we're going to move on with our
9 agenda. If you could put that back up again,
10 Alexis.

11 MS. UTZ: Do you not see it?

12 THE CHAIRPERSON: No. Don't worry.
13 I do have a paper copy.

14 MS. UTZ: Hang on. Let me retry
15 again. How about now?

16 THE CHAIRPERSON: So we can review
17 the agenda and not back up.

18 MS. UTZ: Okay. Jennifer said she
19 sees it.

20 THE CHAIRPERSON: Okay. I don't know
21 why I don't. Okay. I do have a paper copy, so
22 we'll go with that. So we can't do the approval
23 of the minutes. We can review today's agenda. We
24 really can't vote on those things yet because we
25 don't have a quorum. And we can look at the

1 2018-2019 report.

2 And that also takes a vote, Alexis,
3 so I think we want to move all of that, and just
4 take a look maybe at the TAESE Debrief training we
5 had yesterday---

6 MS. UTZ: Okay.

7 THE CHAIRPERSON: ---and debrief on
8 that. So John Copenhaver came and did a training
9 for the Council, and that training was our
10 orientation as well as a training on what we do as
11 a council. I think the training was very
12 effective and informative. I think that John gave
13 all of us an idea of what we do.

14 And even those who were not at the
15 training, I think Alexis has made all of the
16 documents and examples that he gave and resources
17 that he shared with us yesterday available to all
18 of the council members, and I suggest that you all
19 go over that. I think that will serve as our
20 orientation.

21 So Matthew Potter, Shanna Steinert---

22 And who was the other person? I think most---

23 MS. UTZ: Joanne.

24 THE CHAIRPERSON: ---Joanne, I think
25 you -- they will mostly benefit from looking over

1 and reviewing all the training documents and, of
2 course, asking any of us council members for
3 support or information as they go along.

4 Christy, would you like to say
5 anything about the training?

6 MS. HUTCHINSON: Sorry. It takes
7 just a second to unmute. I think a couple of the
8 highlights were knowing our bylaws. He provided
9 us some good fundamental information, and I think
10 we have a lot of folks on the Council that are
11 sort of advocates in various capacities.

12 And I appreciated the acronyms
13 document. I think that putting what we do in
14 parent language can take down the barriers of
15 frustration sometimes. So I thought that was a
16 helpful document.

17 And I also took away a document -- I
18 think it was called a primer -- on the annual
19 performance report, which Nancy Johnson usually
20 reports to us annually, I want to say, in the
21 February time frame, and we did a lot of work on
22 the risk ratio last year. So I thought that was a
23 helpful document to build our knowledge base on.
24 I think that's it.

25 THE CHAIRPERSON: Okay. And we can't

1 do agency updates yet because Sherry's not here
2 yet.

3 MS. UTZ: Well, because they -- like
4 I said, they have the EC director thing, and
5 without us being able to vote, we are -- you know,
6 we got ahead of schedule now. So yeah.

7 THE CHAIRPERSON: So we have this
8 time. Do we want to use it to take a look at the
9 annual report even though we can't vote on it yet?

10 MS. HUTCHINSON: I think that's a
11 good use of our time, and it might be helpful for
12 Shanna -- with a new person coming on.

13 THE CHAIRPERSON: Okay. So if we
14 could put up the report. Can we do that?

15 MS. UTZ: Marge would like to say
16 something about the training.

17 THE CHAIRPERSON: Oh, excellent.
18 Marge?

19 MS. TERHAAR: Hello. Can people hear
20 me?

21 THE CHAIRPERSON: Yes.

22 MS. UTZ: Yes.

23 MS. TERHAAR: Okay. You know, there
24 were two take-aways [inaudible], and I think they
25 have [inaudible] the way we operate our meetings.

1 And I don't know if this is time you want to hear
2 that or if there's---

3 THE CHAIRPERSON: Sure.

4 MS. TERHAAR: Okay. Well, the two
5 points that really struck me that I think we need
6 to be mindful of when we have our meetings is --
7 the first thing was that we need to remember, even
8 though we're all parents and even though I
9 represent Meredith, I'm also a parent of two boys
10 with -- two young men with disabilities -- it is
11 important for us to remember we represent all EC
12 learners, not just our own children, because I
13 think we tend to, in our previous meetings, go a
14 little off [inaudible] details about our
15 particular child or children. And this is a
16 public forum, right, so I feel that that's
17 something we may want to address from now on in
18 future meetings.

19 And then the other thing was, given
20 FERPA issues [inaudible] is that we do not use
21 identifiers when we speak in terms of names of
22 schools and names of school systems when we relate
23 [inaudible] our own experiences or experiences of
24 our constituents. I think that's another point
25 that we might want to take into account.

1 Then it occurred to me that perhaps
2 it would be helpful for us to consider coming up
3 with some [inaudible] terms so that we are in a
4 position -- because I have this in a lot of the
5 classes I teach as well as in other -- other group
6 committees that I'm on -- come up with norms, and
7 then everyone in the group has permission to
8 remind one another "Oops. Wait a minute. Is that
9 [inaudible] adhering to the norm about FERPA
10 issues," that sort of thing.

11 [Inaudible] structure and all that,
12 and I didn't know if people wanted to think
13 [inaudible].

14 THE CHAIRPERSON: So anyone else want
15 to speak about the training yesterday that we all
16 attended -- that some of us attended?

17 MS. DEGEN: Are you there? Can
18 you-all hear me?

19 THE CHAIRPERSON: Yes.

20 MS. DEGEN: Hey. Sorry. This is
21 Jennifer Degen from Charlotte-Mecklenburg Schools.
22 I agree with what was just stated, as far as I do
23 think sometimes we -- you know, as a teacher, I
24 know that, you know, there's a lot of times that
25 we can pinpoint our own -- you know, our own

1 specific issues, and you know, more in general --
2 it should be more a general conversation versus
3 our individual needs, I think, because we're here
4 for the good of the state, and we're here to
5 represent a large group -- our whole group of
6 students with special needs.

7 So I do agree with what you said
8 about trying to create some norms because I think
9 sometimes we do get off topic as far as going in
10 with our own personal experiences versus looking
11 at the good or looking at a specific instance or,
12 you know, just one school system where, you know,
13 if it's an issue we need to look at for the state.

14 I don't know if that makes sense.
15 I'm just agreeing. I do think that there need to
16 be some norms as far as looking at a state concern
17 versus our -- you know, just our specific issue.

18 THE CHAIRPERSON: Thank you,
19 Jennifer. So, Marge, are you a member of either
20 the Policies and Procedures Committee or the Unmet
21 Needs Committee?

22 MS. TERHAAR: I'm on Unmet Needs.

23 THE CHAIRPERSON: Okay. Diane, are
24 you here? Diane Coffey?

25 MS. COFFEY: Yes, I'm here. Sorry.

1 THE CHAIRPERSON: Do you think that
2 that's something -- to look at the norms for the
3 group -- for the Council -- do you think that's
4 something that we could do under Unmet Needs, or
5 do you think we should move that to Policies and
6 Procedures?

7 MS. COFFEY: If it's going to be
8 something that we're following in the aspect of a
9 rule [inaudible] Policies and Procedures because
10 we would want it to very clear. [Inaudible] with
11 Unmet Needs and sort of maybe both of us work
12 together. That might be a possibility, but I do
13 think it needs to ultimately be Policy and
14 Procedure.

15 THE CHAIRPERSON: Okay. And, Alexis,
16 do we have a chair for the Policy and Procedure
17 Committee?

18 MS. UTZ: I have it listed as Abby
19 Childers.

20 THE CHAIRPERSON: And is -- Abby, are
21 you on the call?

22 MS. UTZ: Not that I see.

23 THE CHAIRPERSON: Okay. So we don't
24 want to assign something to her without her being
25 here. Any other member of the Policies and

1 Procedures Committee on the call?

2 MS. MOOREFIELD: Cynthia, this is
3 Ginny Moorefield. I had a question.

4 THE CHAIRPERSON: Okay.

5 MS. MOOREFIELD: We don't have
6 anything in our bylaws or in our policies and
7 procedures about having representation from like
8 various -- I mean obviously not various
9 disabilities because then we'd have 500 people in
10 the room, but like at least a representative from
11 various levels of disabilities?

12 I know we've got a lot of parents
13 with kids on the autism spectrum, but you know, I
14 do often feel like I'm bringing my kid up all the
15 time, and it's not specifically for my kid. It's
16 because there's nobody else there representing ID
17 severe kids. Is there -- do we have any kind of
18 [inaudible]?

19 THE CHAIRPERSON: We don't have
20 anything -- so we don't have anything in our
21 current bylaws that talks about levels, but I
22 think what Marge and Jennifer were referring to is
23 that often we might want to stay away from the
24 focus on our children -- our specific children and
25 talk, like you said, ID severe, talk about ID

1 severe kids, period, across the board and the
2 impact that they have on the system and what the
3 system needs to be doing to be effective and to
4 be -- to provide those kids as well with a FAPE.

5 So I think that that is the way we
6 continue to go. We do have some children --
7 parents of -- we have a significant number of
8 parents of children with autism, but I think all
9 disabilities -- like John was saying yesterday, we
10 need to focus on our stakeholder group, and that
11 would be ID severe for you and autism for me, but
12 we need to focus on the needs of those children,
13 all of those children.

14 MS. MOOREFIELD: Right. But what I'm
15 asking is, like do we have or could we have
16 something in our bylaws about, you know, having
17 representation of all of those -- those broad
18 groups of disabilities so that they all do have a
19 voice?

20 THE CHAIRPERSON: So I think probably
21 we need to have a conversation maybe within our
22 committees about what that, quote, unquote, "broad
23 group" would look like because you have to
24 remember IDEA has 13 different categories. We
25 struggle to just get membership on the committee.

1 If we start limiting it even more with
2 categories -- I don't know how you do that --
3 severe, mild, whatever -- I think we would close
4 the door on certain parents.

5 And, also, it would be very -- it
6 might be considered discriminatory. If a parent
7 comes to us and they have a child with autism and
8 they are from a rural area that we're looking to
9 have representation and we don't consider that
10 parent simply because we have set a broad category
11 and, you know, we have maybe, quote, unquote,
12 "enough people" in that particular category.

13 So that's just my thought on it. Anyone
14 on the board -- so we can have this conversation.
15 Anyone on the board have any other thoughts or
16 opinions?

17 MS. HUTCHINSON: Was somebody else
18 about to speak?

19 MS. GRANT: I was going to, but go
20 ahead, Christy.

21 MS. HUTCHINSON: All right. And then
22 you're next up, Christy Grant. I'm just cautious.
23 I guess I echo a little bit of, Cynthia, what you
24 said. My first gut response was like we already
25 struggle to get active participants, and I know

1 that our legislative appointees have been
2 inconsistent in their support.

3 And some of us kind of do represent a
4 rainbow of areas of disabilities and types of
5 disabilities, but I kind of think about it like
6 special education services because you --
7 regardless of your area of disability, the
8 services that you require are the services that we
9 provide regardless of your area of disability.

10 And I also think about it like the
11 terms severe or less severe or mild are somewhat
12 in the eye of a beholder because I would think
13 that -- while, Ginny, you've experienced
14 conditions that, you know, we would range in the
15 traumatic brain injury or severe situation -- when
16 a parent has a child with a disability, I would
17 say that that's as severe to them as every
18 situation is to -- it's intense no matter what
19 level of disability your child has, and so those
20 concerns are real.

21 And I think that if we think about
22 serving students with disabilities, we all come to
23 the table with various backgrounds and
24 experiences, and I think that's the important
25 piece. The area we serve in the state and the

1 contingency group that you serve whether it be,
2 you know, DHHS or a foster care system or DJJ or
3 public schools or private schools, we all have
4 those components, and I think the idea is bringing
5 all of our experiences to the table regardless of
6 the area of disability or the severity of the
7 disability. It's just one opinion, though.

8 MS. MOOREFIELD: No, I -- I -- this
9 is Ginny again. No, I completely understand what
10 Cynthia is saying about, you know, we don't want
11 to -- you know, to limit the people who are
12 willing to serve, and Christy, I get what you're
13 saying as well. It doesn't matter if your kid is
14 in a typical classroom and just has a learning
15 disability that is fairly mild or if they are
16 total care; it's still severe to you. I totally
17 get that.

18 But what I'm saying is, is that a lot
19 of times as a council -- you know, for instance,
20 when we were discussing the Governor's Safety Plan
21 for schools, you know, in the event of a code --
22 you know, a bad person on campus. I don't
23 remember what the code is. But, you know, there's
24 a big difference in kids -- in considering the
25 needs of kids who are ambulatory and kids who are

1 not ambulatory.

2 And I feel like the Council, as it
3 sits right now, does not have a lot of experience
4 with, I guess you could call it, physical
5 disabilities, and a lot of times, our kids get
6 forgotten because, thank God, they're in the vast
7 minority. But I -- you know, I just wondered if
8 there was a way that we could make sure that, you
9 know, as few kids as possible fall through the
10 cracks.

11 THE CHAIRPERSON: So, Ginny, I think
12 you're talking about an unmet need, that we are --
13 you believe that we are not always thinking
14 outside of the box in serving those children who
15 have physical disabilities. So I think that that
16 might be an unmet need.

17 So we could put that as a discussion
18 point for the Unmet Needs Committee to talk about
19 how we as a council and as a state make sure that
20 children who have physical disabilities, who have
21 severe disabilities, whatever, are not falling
22 through the cracks; that when we're thinking about
23 policy, when we're thinking about, like you said,
24 the safety decisions, that we're making sure that
25 we're talking also about the children who have

1 physical disabilities.

2 Any other comments?

3 MS. GRANT: This is Christy Grant.

4 If I could just interject a little bit. I
5 think -- I think you're exactly right. I think
6 part of what we talked about yesterday -- and we
7 know this, but it's just a reminder -- is that we
8 are stakeholders and bringing our own experiences
9 and current jobs or current parent situations to
10 the table, and we do need to remember that there
11 is this whole other group out there who may not be
12 represented, but it's our job to make sure that
13 the state -- all children with disabilities are
14 represented when we do have those conversations.

15 And sometimes it would be -- maybe we
16 need to bring in other people to talk -- if we're
17 looking at giving, you know, advice on policy or
18 whatnot, maybe we need to bring in and make sure.
19 If we don't have somebody sitting at the table
20 that can really talk us through, you know, as a
21 state, that, then we need to bring those people to
22 have a discussion with about are we including --
23 or we thinking right when we think about, you
24 know, children with all disabilities, if that even
25 makes sense.

1 I think the other piece here that I
2 thought yesterday I liked is when he talked about
3 using social media. I'll be honest with you,
4 until I became part of the Council as an EC
5 director, I did not know the Council existed. And
6 when I talk with a lot of EC directors still and
7 parents even, they don't know that it's there.
8 They don't know what it is.

9 I do think there's some -- whether
10 it's putting it in parent newsletters or doing
11 some social media blips or something would create
12 more of a -- we might not have as hard a time to
13 have people join or be a part of and get -- get
14 appointments to the Council.

15 I think we need to have an education
16 and awareness piece that goes out so that more
17 people can be familiar with what the Council --
18 what we do and then that, you know, there's --
19 that they can come and have a voice too and that
20 there's a public comment period. A lot of parents
21 do not know that.

22 So I did like that yesterday when he
23 talked about that piece of it.

24 MS. TERHAAR: May I add to that?

25 THE CHAIRPERSON: Yes.

1 MS. TERHAAR: Christy, I'm with you
2 100 percent. When he talked about the electronic
3 media and all, I realized -- you know, in my other
4 line of work, you know, at our college, we do all
5 these resources, and I thought -- when I heard him
6 mention that, I thought, "That's an unmet need our
7 committee can focus on."

8 And that's where I see the voice of
9 the parents. I don't see voice of the parents as
10 being a direct thing we do on this committee. We
11 represent them, but we are not their voice. We
12 are their [inaudible] we synthesize views, and we
13 need to be more proactive in giving them voice by
14 inviting them so they can tell their first person
15 narratives.

16 First person narratives, I feel, come
17 from that part of our meetings, not necessarily
18 the business part of our meetings. I just kind of
19 see this -- and there's a slippery slope, and we
20 all care about our children and we all feel
21 passionate about making a difference and
22 advocating.

23 But I thought he did a great job
24 pointing out that we just simply need to be kind
25 of aware that we're wearing different -- we're

1 wearing multiple hats here. We're wearing the
2 parent hat. We're also wearing the member hat.
3 So that's why I brought this up.

4 MS. DEGEN: Hey, Cynthia, can I say
5 something?

6 THE CHAIRPERSON: Absolutely.

7 MS. DEGEN: Hey. So this is Jennifer
8 again -- Degen from CMS. I agree. I feel like
9 sometimes I sit on here as a teacher. I know the
10 majority of you guys are parents, and I sit on
11 here as a teacher. And, Ginny, I will say that
12 day we talked about that, my heart bled for you
13 for the fact about that -- you know, that you felt
14 like your school wasn't supporting, you know,
15 having a plan.

16 I know at my school, as the
17 facilitator, like my kids -- I have a principal
18 who supports me a hundred percent, and my kids are
19 the first ones that we have a plan for, and then
20 it goes to, you know, everyone. And I have a
21 principal who considers -- you know, my kids
22 are -- I work at East Meck High School, and my
23 kids are an East Meck student before they are a
24 student with a disability.

25 So like it was very hard to listen to

1 some parents to say that -- you know, that they
2 felt like their needs weren't being met, and I do
3 feel, Cynthia, like you said, that that's possibly
4 an unmet needs things because, obviously, there
5 are schools and school systems out there, and as a
6 group, I feel like we need to address that
7 because, you know, I was blown away that that
8 isn't a priority at school because our kids are
9 students first and the disability second.

10 So that's kind of where I came from,
11 but I do think that -- you know, I had a meeting
12 with my assistant superintendent of Charlotte-
13 Mecklenburg Schools last year, and she didn't even
14 know that this Council existed or that I was
15 elected to be -- represent CMS. So like that just
16 goes to show -- she's new. She's only been with
17 us for two years, but that's just one of those
18 things where the awareness of this group isn't
19 there.

20 And I feel like we can meet so many
21 parents' needs if we could understand or get out
22 there that this committee is there, to be able
23 to -- you know, be able to help and support and
24 really make change through the Board of Ed to say,
25 you know, our kids are students first. They have

1 a disability second. You know, they're our --
2 they're just our kids.

3 And I just feel like using social
4 media is a big thing I took away from that
5 yesterday, was getting out there what our council
6 is and how we can help in really meeting the unmet
7 needs because I feel like we're just -- we're kind
8 of out there and we're kind of basing it on our --
9 I feel like our representation on the board is
10 what's bringing things -- because we're using our
11 own examples, if that makes sense. We're using
12 our own kids or what happens in our school versus
13 what is there in the state that needs to be met.

14 Because, Ginny, I'm sure that you're
15 not the only school that has that problem, and we
16 need to meet that. Like it was great that you
17 brought that up, but we need to help that across
18 the state, and how can we do that? By knowing
19 where that need is, I guess is what I'm saying.
20 Like I feel like getting it out there that we
21 exist and we're there for parents and we're there
22 for school systems is huge.

23 I don't know. I tend to ramble when
24 I'm online. So I don't know if that made sense to
25 anybody or if that -- if that made any sense. But

1 I just - I feel like if that need is there by one
2 parent, it's there by many parents, and we need to
3 get it out there that we -- that we're there.

4 THE CHAIRPERSON: And I agree.

5 Diane, are you still here? Diane Coffey?

6 MS. UTZ: Diane, you just muted
7 yourself. There you go.

8 MS. COFFEY: Okay. Am I back now?

9 MS. UTZ: Yes.

10 MS. COFFEY: I'm used to Zoom more
11 than this, but---

12 THE CHAIRPERSON: Hi, Diane. I'm
13 sorry to always be calling on you---

14 MS. COFFEY: [Inaudible] I mean I'm
15 definitely---

16 THE CHAIRPERSON: ---but I'm
17 thinking---

18 MS. COFFEY: ---a lot of this
19 conversation---

20 THE CHAIRPERSON: Yes. And I'm
21 thinking that this might be something to put under
22 Unmet Needs, making our council more aware --
23 making people more aware of our council in North
24 Carolina. And that is true. I mean there are
25 lots of parents still in 2020 September that don't

1 know that ECAC exists -- and that's our
2 exceptional children's program -- and don't know
3 that this council exists.

4 So we need a little more awareness
5 out there in the community, and I think the social
6 media piece -- would that be more Policies and
7 Procedures again? Because I think, as he said
8 yesterday, that we have to go gently into the
9 social media.

10 MS. COFFEY: Yes. And I would also
11 say probably Carol Ann and Sherry need to get
12 involved with that---

13 THE CHAIRPERSON: Yes. Yes.

14 MS. COFFEY: ---because what we're
15 allowed to do by DPI is also in play in that. So
16 I think there's going to have to be multiple
17 avenues of looking into that to make sure we're
18 very careful that we're not breaking laws or doing
19 stuff we shouldn't do on social media.

20 THE CHAIRPERSON: But I think that
21 the whole idea of children with physical
22 disabilities is an unmet need as well as making
23 ourselves more open to all of the children -- like
24 Jennifer said, all children are children receiving
25 education. All of our kids start in the regular

1 ed, typical ed. They're all students first and
2 then they're students with disabilities, and I
3 think we need to work on that.

4 MS. COFFEY: Yes, I definitely agree,
5 and Ginny is on the committee with me. So that
6 will help---

7 THE CHAIRPERSON: Oh, great.

8 MS. COFFEY: Yeah, because she's on
9 Unmet Needs. So that will help. Her and I
10 usually are pretty good about working through some
11 of those issues like that. So---

12 MS. UTZ: And Anthony just posted a
13 comment that -- I know you guys can see, but just
14 to bring you aware that he is agreeing with the
15 social media stuff and getting the word out there
16 about the Council.

17 THE CHAIRPERSON: Okay. Great.
18 Thank you, Anthony.

19 MS. GRANT: This is Christy. I
20 didn't know so much if that would be us or just
21 like Alexis sending the parent newsletter---

22 THE CHAIRPERSON: Uh-huh, yeah.

23 MS. GRANT: ---and the EC Division
24 really talking about it in some of their directors
25 conferences -- you know, directors meetings and

1 stuff. So I wasn't necessarily thinking -- I do
2 think there's a lot around social media that maybe
3 [inaudible] we might get in some trouble with. So
4 I do think that might be a push of just bringing
5 out awareness definitely through the EC Division.

6 THE CHAIRPERSON: Alexis, is the
7 Council -- I mean, not the Council, but the EC
8 Division still outreaching to all of the special
9 education councils that are in the school systems,
10 the LEAs?

11 MS. UTZ: What do you -- what do you
12 mean?

13 THE CHAIRPERSON: So before you,
14 there was Heather Ouzts, and she did reach out to
15 all of the different special education councils
16 that were in the actual LEAs in North Carolina.

17 MS. UTZ: So, yes, I do -- I do have
18 a list of those, and I do send them information.
19 I have not done a whole lot with them yet, but I
20 do have a list of what districts have an advisory
21 council and stuff like that.

22 THE CHAIRPERSON: Okay. Thank you.

23 MS. UTZ: Uh-huh.

24 THE CHAIRPERSON: So any other
25 comments? This is the time where we can talk

1 about some of the things we want to put into our
2 different committees, into our Unmet Needs
3 Committee, our Policy and Procedures Committee,
4 and our Reports and Data Committee.

5 So if there are members on those
6 committees here or people who are thinking about
7 becoming members of any of those committees, if
8 you have thoughts or opinions of what we should be
9 working on for this year, this is kind of the time
10 that we have that we can do that.

11 MS. TERHAAR: You know how we
12 received a copy of -- I think it was Washington
13 State or some advisory committee in Washington
14 State and they had a newsletter particularly for
15 EC parents about COVID. And I know that there's
16 COVID information that's given out on the DPI
17 website, but I don't know if it has the EC's plan
18 to it.

19 But I'm wondering if the Unmet Needs
20 group could look at what is on that site and see
21 if we want to develop anything or work with Sherry
22 to develop something that's more aligned with what
23 that sample web page or flyer was from Washington
24 State.

25 THE CHAIRPERSON: So, Marge, that was

1 an excellent flyer, but we do have an Exceptional
2 Children Information for Parents newsletter that
3 goes out from Sherry and from the Council --
4 sorry -- from the EC Division. Are you aware of
5 that?

6 MS. TERHAAR: Yes. In fact, I just
7 looked at it a few days ago, but what it does when
8 I click the COVID link on it, it brought me to the
9 general page of COVID stuff. But, you know,
10 again, that was -- you know, I'm in the middle of
11 teaching and all that, and I just did it looking
12 for some courses to integrate into a class -- you
13 know, into my classes as I'm teaching. So, you
14 know, perhaps I didn't look at it through a
15 fine-toothed comb.

16 That's why I said we could maybe
17 spend some time in our committees looking at it
18 and tracing it to see where the EC [inaudible].

19 THE CHAIRPERSON: Absolutely.

20 MS. HUTCHINSON: Marge, I know that
21 yesterday afternoon at 4:00 we had like -- it's
22 not called the EC office hours. I forget what it
23 exactly was called. But Carol Ann brought up that
24 exact point about increasing parents' knowledge
25 base of the contingency plans and those kinds of

1 things, and they have several pieces of
2 documentation that they are changing into
3 parent-friendly language and then shipping it out
4 to the districts to be able to use as parent
5 information tools.

6 So we might be able to kill two birds
7 with one stone here and, as a council, establish
8 our social media presence in a positive way and
9 solicit for the Division whatever that ends up
10 looking like in a parent-friendly way because
11 their goal was to send it out to the districts to
12 get it to parents.

13 But I think that, you know, we serve
14 more than kids that are just enrolled in
15 traditional public schools. We serve kids that
16 are in private schools and, you know, agencies
17 outside of public schools. But laying our hands
18 on that information.

19 MS. TERHAAR: Definitely.
20 Definitely. Thank you.

21 THE CHAIRPERSON: Okay. Any other
22 comments or things that you're thinking about that
23 we need to be, as a council, looking at?

24 **(No audible response.)**

25 THE CHAIRPERSON: And, Alexis, have

1 we had any others join us so that we've reached a
2 quorum?

3 MS. UTZ: We did. Kristen Hodges has
4 joined us, so that puts us at 12.

5 THE CHAIRPERSON: Okay. We need one
6 more, 13.

7 MS. UTZ: And Leanna should be back
8 within the next ten minutes or so. So then we'll
9 have 13.

10 THE CHAIRPERSON: Okay. So with
11 Leanna coming back in a few minutes and giving us
12 the quorum, we would want to look at the actual
13 minutes, or what do we call them? The record
14 of---

15 MS. UTZ: I--- Go ahead.

16 THE CHAIRPERSON: The record of the
17 meeting -- of the meeting in June.

18 MS. UTZ: Okay. Let me pull that up.

19 THE CHAIRPERSON: So has everyone had
20 a chance to look at the record of the Summary of
21 Actions from June; and do you have any questions,
22 any requests for changes or corrections?

23 MS. UTZ: Okay. Hopefully, you can
24 see it pulled up.

25 THE CHAIRPERSON: Yes.

1 MS. UTZ: Okay. Good.

2 THE CHAIRPERSON: So it was a virtual
3 meeting. So we don't really list the attendees
4 here, is that correct, Alexis?

5 MS. UTZ: I'm not sure. Danyelle?

6 MS. SANDERS: On the Summary of
7 Actions, we don't normally list the people that
8 came.

9 THE CHAIRPERSON: Okay. But we do
10 have that record, right?

11 MS. UTZ: Yes.

12 THE CHAIRPERSON: Okay. So any
13 questions about it, any additions to it, changes,
14 suggestions? Because we really can't entertain a
15 motion until we actually have Leanna back.

16 MS. HUTCHINSON: Can you scroll down
17 just a little bit more, Alexis?

18 MS. UTZ: Yep.

19 MS. HUTCHINSON: Thank you. Perfect.

20 **(Review of June 2020 Summary of**
21 **Actions.)**

22 MS. UTZ: I can also pull up the
23 '18-19 Annual Report to look over to be ready to
24 vote on.

25 THE CHAIRPERSON: Absolutely, yes, so

1 we'll be ready.

2 MS. UTZ: All right. Do you see it?

3 THE CHAIRPERSON: Yes, we do.

4 MS. UTZ: I tried sharing my screen a
5 different way so I wouldn't have to keep flipping
6 back and forth.

7 THE CHAIRPERSON: Okay. Thank you.
8 So do we have any comments of the actual Summary
9 of Actions from June?

10 **(No audible response.)**

11 MS. UTZ: And you should also be able
12 to click on the agenda on all these and open them
13 yourself to see it fully if you don't want to
14 follow along on my screen.

15 **(Review of 2018-2019 Annual Report.)**

16 MS. HUTCHINSON: Cynthia, can I ask a
17 quick question?

18 THE CHAIRPERSON: Sure.

19 MS. HUTCHINSON: So in the Policies
20 and Procedures Committee, we had suggested
21 revising our Council bylaws. Based on yesterday's
22 training and the comments today that appear to be
23 overwhelming that we need to increase our presence
24 and knowledge of our presence [inaudible] parent
25 and the school and the public [inaudible]. Is

1 there value to the Policies and Procedures
2 Committee making that one of their action items to
3 start the school year out and look at some
4 policies surrounding social media presence and
5 even like Internet security kind of stuff?
6 Because that's a large concern in the world that
7 we're living in right now.

8 THE CHAIRPERSON: Okay. I agree. So
9 the Policies and Procedures Committee would work
10 on awareness -- increasing the awareness of the
11 Council.

12 MS. HUTCHINSON: Well, and I was also
13 thinking about appropriate uses of social media
14 and maybe determining the social media outlet that
15 we are going to primarily utilize and who would
16 update that and who would have access to that.
17 You know, would we pipe things to Alexa -- Alexis
18 and then she would have the access to upload it so
19 that we were never acting as an individual from
20 the committee; we are always acting as a
21 committee?

22 THE CHAIRPERSON: So I
23 think the Policies and Procedures Committee would
24 work in hand with the EC Division, and that could
25 be Alexis or others, Sherry and others. So in
tandem with the Division, the Policies and

1 Procedures Committee can work on the social media
2 piece. And, yes, we do need to think about
3 opening up our bylaws.

4 MS. GRANT: Cynthia, this is Christy.
5 I'm on that committee, but I don't think it has
6 very many people because I've kind of been the
7 only one the past couple of times, I believe. And
8 then Abby -- Abby hasn't been here. So I don't
9 know if we want to look at trying to recruit more
10 people to that or---

11 THE CHAIRPERSON: Yes, we do.

12 MS. GRANT: Okay. Good.

13 MS. UTZ: And that's one reason why
14 I put [inaudible] members on subcommittees
15 because -- I want to pull that up because I want
16 to clarify and make sure we have the updated list
17 as well because I noticed that too.

18 MS. GRANT: Thank you.

19 THE CHAIRPERSON: So has Leanna
20 joined us?

21 MS. UTZ: Not yet.

22 THE CHAIRPERSON: So since we are in
23 discussion, do we want to pull up that
24 subcommittee list and see if we have folks on the
25 call who'd like to think about joining that

1 committee. Even the new people, we welcome you --
2 Shanna, not to put you on the spot -- to take a
3 look at the committees.

4 So on our Unmet Needs Committee, we
5 look like we have a nice contingency of folks, and
6 you said on the Policies and Procedures Committee,
7 you're not seeing Abby?

8 MS. UTZ: She wasn't here the last
9 time---

10 THE CHAIRPERSON: Okay.

11 MS. UTZ: ---and I know someone told
12 me--- And I don't know if it's related to her or
13 not or someone else. I forget the name. ---that
14 one of our parents was dealing with a lot of
15 medical issues with their daughter and wasn't able
16 to like come right now, but I can't remember if
17 it's Abby or not. And Leanna has just joined us.

18 THE CHAIRPERSON: Welcome. You make
19 a quorum. You are very welcome.

20 MS. GEORGE: I'm glad to be here.
21 Can you hear me? Is my microphone on?

22 THE CHAIRPERSON: Yes.

23 MS. UTZ: Yes.

24 MS. GEORGE: Awesome. Okay.

25 THE CHAIRPERSON: So do we want to

1 pull that up now, or do we want to go through and
2 vote on the things that we have in the pipeline?

3 MS. UTZ: You tell me. I'll go
4 wherever you want me to.

5 THE CHAIRPERSON: So let's go and
6 vote on the things we have in the pipeline and
7 come back to the committee list.

8 MS. UTZ: All right.

9 THE CHAIRPERSON: So we have the
10 Summary of Actions. Leanna, have you had a chance
11 to look that over?

12 MS. GEORGE: Let me look that over
13 real quick and then I'll be fine.

14 THE CHAIRPERSON: Okay. Absolutely.

15 **(Review of June 2020 Summary of**
16 **Actions.)**

17 MS. GEORGE: It looks good to me.

18 THE CHAIRPERSON: So can we get a --
19 can we get a motion to approve the Summary of
20 Actions from our June 2020 meeting?

21 MS. GRANT: I make a motion to
22 approve the Summary of Actions from the June 2020
23 meeting.

24 MR. BAKER: I second.

25 MS. HUTCHINSON: Second.

1 THE CHAIRPERSON: So Anthony Baker, I
2 think, seconded. Who was the one who made the
3 motion?

4 MS. UTZ: Christy [inaudible].

5 THE CHAIRPERSON: Okay. Christy,
6 thank you. Okay. So Christy made the motion and
7 Anthony Baker seconded. And let's take a vote.
8 So all those in favor.

9 MS. HUTCHINSON: Because it's a
10 virtual meeting, do we need to call individuals?

11 THE CHAIRPERSON: Do we?

12 MS. HUTCHINSON: That's how we've
13 operated for our State Board meetings and our
14 board meetings just so that you can identify each
15 individual.

16 MR. BAKER: I think that's the only
17 way that we can do it.

18 MS. GRANT: Yeah, I agree.

19 MS. UTZ: Oh. Ginny just suggested
20 we can raise hands on here, and I can record it
21 that way.

22 MS. HUTCHINSON: Sure.

23 THE CHAIRPERSON: Oh, great.

24 MS. HUTCHINSON: That's a good idea.

25 MR. BAKER: Okay. That will work.

1 MS. UTZ: If you don't have that
2 feature because you're on a phone or whatever it
3 is, you can just put it in the chat box or you can
4 unmute yourself.

5 THE CHAIRPERSON: So since I can't
6 find the feature, I'm just going to say aye. I
7 vote yes.

8 MS. UTZ: I'm just going to use the
9 initials, and I'll put the names later. I think,
10 Shanna, that was an approval?

11 MS. DEGEN: This is Jennifer Degen.
12 I put in the chat box that I approve, but I wasn't
13 sure if it was seen or not.

14 MS. GEORGE: Yeah, whoever has the
15 list is probably getting a whole bunch of these.

16 MS. UTZ: Yes. Okay.

17 MS. TERHAAR: I put yes in the chat
18 box. This is Marge.

19 MS. HUTCHINSON: One quick question.
20 Do we have our reporter on and is she able to
21 gather that information that you're getting,
22 Alexis?

23 MS. UTZ: She is on and she can --
24 well, she has access to the agenda.

25 MS. HUTCHINSON: Okay.

1 COURT REPORTER: All is good. This
2 is Becky. Everything's good.

3 THE CHAIRPERSON: Okay. Thank you,
4 Becky. And any opposed?

5 MS. UTZ: I don't see any.

6 THE CHAIRPERSON: Any abstentions?
7 Anybody abstaining?

8 **(No audible response.)**

9 THE CHAIRPERSON: Okay. So it looks
10 like we have approved the Summary of Actions from
11 June---

12 MS. UTZ: Yep.

13 THE CHAIRPERSON: ---2020. Thank
14 you.

15 So we'll move on to the actual board
16 report that is for the 2018-2019 year -- the
17 annual report.

18 COURT REPORTER: Excuse me, Cynthia.
19 This is Becky.

20 THE CHAIRPERSON: Yes.

21 COURT REPORTER: Somebody's got a ton
22 of background noise that's kind of going overtop
23 of other people. I don't know if somebody's got
24 their TV on or something, but if everybody would
25 just -- if everybody could check, that would be

1 great. Thank you.

2 THE CHAIRPERSON: Thank you.

3 MS. UTZ: I have muted them.

4 THE CHAIRPERSON: Okay. Great. So
5 we're back to the Annual Report from the 2018-2019
6 year. So can we get a motion to approve the
7 Annual Report for the 2018-2019 year?

8 MS. HUTCHINSON: I make a motion to
9 approve the Annual Report for '18-19.

10 MR. BAKER: I second that motion.

11 THE CHAIRPERSON: Okay. Did you
12 catch who seconded? Okay. You did. Any
13 discussion?

14 **(No audible response.)**

15 THE CHAIRPERSON: So we're going to
16 take the vote. All those in favor, either raise
17 your hand or somehow let us know that you're in
18 favor of or opposed to. So those in favor?

19 And, again, I will vote in favor of
20 the approval.

21 MS. UTZ: Okay. I think I got
22 everyone.

23 THE CHAIRPERSON: So any opposed?

24 **(No audible response.)**

25 THE CHAIRPERSON: Any abstentions?

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

(No audible response.)

THE CHAIRPERSON: So herein seeing none, we have approved the Annual Report for the 2018-2019 year.

And since we still have time before we can get any agency reports, we can talk about the subcommittees, if we can go to that.

MS. UTZ: All right. So I hope that you can see the membership.

THE CHAIRPERSON: Yes, we can. So the first thing I want to say is I want to invite all of the chairs of your committees -- you should be joining us at our Executive Committee call.

MS. UTZ: I don't think we can because then it will violate open meeting policy---

THE CHAIRPERSON: Okay.

MS. UTZ: ---I think.

THE CHAIRPERSON: Leanna?

MS. UTZ: Hold on. Go ahead, Leanna.

THE CHAIRPERSON: Hi, Leanna. Wasn't that a practice that we've just sort of gotten away from?

MS. GEORGE: No. I think there continued to be concern about it being a violation

1 of public -- open public meetings or what have
2 you. If there's too many members of the---

3 THE CHAIRPERSON: Not all the
4 members. Okay. What we had in previous councils,
5 we had just the actual chair. So that would be
6 three additional people -- well, actually two
7 additional people because Diane's already on the
8 call, the chair and vice chair are on the call --
9 of the Council, and then two -- so that would be
10 five -- a total of five members of the Council on
11 the calls on the Executive Committee.

12 MS. GEORGE: I think that's still
13 [inaudible] sometimes we have like 12.

14 THE CHAIRPERSON: Okay. So, Alexis,
15 if you could run that by Sherry.

16 MS. UTZ: Sure.

17 THE CHAIRPERSON: Yeah. And if it
18 meets the requirements of the open meeting, I'd
19 like to do that---

20 MS. UTZ: Sure.

21 THE CHAIRPERSON: ---and continue
22 that policy -- that practice -- sorry -- practice.
23 If that does not meet the open meeting
24 requirement, we'll go on.

25 So now back to the committees. The

1 Unmet Needs Committee, it seems to be fully --
2 kind of well-staffed, well-supported by council
3 members. The Policies and Procedures Committee,
4 that's where we're having some difficulty. Abby
5 may not -- may be dealings with some health issues
6 for herself or her children.

7 Leanna, Sara Bigley, Christy Grant,
8 are those -- are you still on that committee and
9 still willing to participate in that capacity?

10 MS. GEORGE: [Inaudible].

11 THE CHAIRPERSON: Okay. And Sara
12 Bigley?

13 MS. UTZ: She is not here today.

14 THE CHAIRPERSON: Christy Grant?

15 MS. UTZ: Nope. You're muted.

16 Unmute.

17 MS. GRANT: Lord, have mercy. Yes,
18 I'm good.

19 THE CHAIRPERSON: So, Christy, do you
20 think that we as the Council chair and cochair
21 should -- vice chair should contact Abby, or
22 should we just leave it to Alexis to contact her
23 and see if she's, you know, able to serve in the
24 capacity of chair of that committee?

25 MS. GRANT: I do think that would be

1 great to do, yes.

2 MS. UTZ: Okay. Alexis, could you do
3 that for us?

4 MS. UTZ: Sure. I know that she has
5 not responded to any emails I send out to Council
6 in general. I'll send her an individual one and
7 see if she'll respond.

8 THE CHAIRPERSON: Okay.

9 MS. HUTCHINSON: She has been very
10 active in the past, so I think that individual
11 contact might really work.

12 THE CHAIRPERSON: Okay. So for
13 today, Leanna or Christy, do you want to run that
14 group -- one of you when we go into committee
15 meetings?

16 MS. HUTCHINSON: That's fine. I just
17 need to know a little bit about where they were.
18 It sounded like from Christy Grant they maybe were
19 floundering a little bit, but we definitely have
20 some work to be done because if that group is
21 going to look at the social media presence and
22 some guidance around social media, that could be a
23 place to get started.

24 THE CHAIRPERSON: Okay. Social media
25 and awareness of the Council. Okay. Reports and

1 Data?

2 MS. TERHAAR: Excuse me?

3 THE CHAIRPERSON: Yes.

4 MS. TERHAAR: I put in the chat that
5 since there's so many people in Unmet Needs and
6 there's a dearth under Policies and Procedures,
7 I'm happy to move to that group. And, you know,
8 I'm fully aware of forms of social media and all
9 that.

10 THE CHAIRPERSON: Oh. Okay. So
11 Marge Terhaar wants to move to the Policies and
12 Procedures. Excellent.

13 MS. UTZ: Okay.

14 MR. BAKER: And I was going to add
15 too that I can actually work in that committee as
16 well [inaudible].

17 THE CHAIRPERSON: Okay. Anthony
18 Baker.

19 MS. UTZ: In the Policies and
20 Procedures?

21 THE CHAIRPERSON: Policies and
22 Procedures, yes.

23 MR. BAKER: Yes, that's correct.

24 MS. UTZ: Okay. Okay. And I'll
25 update -- I'll update the spreadsheet, then.

1 THE CHAIRPERSON: Okay. So you
2 caught Marge---

3 MS. UTZ: Yes.

4 THE CHAIRPERSON: ---and Anthony.
5 All right. Okay. Anyone else?

6 MS. HODGES: Hi. This is Kristen
7 Hodges. I'm not sure if you can hear me.

8 THE CHAIRPERSON: Yes.

9 MS. UTZ: Yes.

10 MS. HODGES: Okay. Great. I'm happy
11 to -- I'm not in a committee at this time, but I'm
12 happy to join Policies and Procedures.

13 THE CHAIRPERSON: Okay. So add to
14 that Kristen Hodges.

15 MS. UTZ: Okay.

16 THE CHAIRPERSON: So we'll move on to
17 Data and Reports. That committee is chaired by
18 Lisa Phillips, is that correct? Lisa?

19 **(No audible response.)**

20 THE CHAIRPERSON: So anyone thinking
21 about joining possibly that committee, it works on
22 advising the state education agency in developing
23 evaluations and reporting on the data to the
24 Office of Special Education Programs, OSEP. It
25 advises the state education agency in developing

1 corrective action plans to address findings
2 identified in the federal monitoring reports under
3 Part B of IDEA -- probably should be of IDEA.

4 So we have Lisa Phillips as the
5 chair.

6 MS. PHILLIPS: Can you hear me? Can
7 you hear me?

8 THE CHAIRPERSON: We can.

9 MS. PHILLIPS: Oh, good. It's
10 finally working. So I wasn't aware of being a
11 chair for that committee.

12 THE CHAIRPERSON: Oh, okay.

13 MS. UTZ: This is a spreadsheet -- an
14 older spreadsheet, so that's one reason why I was
15 asking for an update because it might be most
16 up-to-date.

17 THE CHAIRPERSON: Okay. So in the
18 committee, the Reports and Data Committee, is
19 there anyone from that committee who knows who is
20 chairing the committee currently?

21 MS. PHILLIPS: I'm struggling going
22 in between my screens here, but if we could get
23 some other members on that committees, then I
24 think we can decide who will be chair.

25 THE CHAIRPERSON: Excellent. So any

1 volunteers to join the Reports and Data Committee?

2 MS. UTZ: Adam is no longer a
3 representative. I think Cindy Trickel and Kenya
4 Pope replaced him, if I'm remembering correctly.

5 THE CHAIRPERSON: So, Kendra, you're
6 here. Are you willing -- Kenya Pope?

7 MS. POPE: I'm sorry. This is Kenya.
8 What was the question?

9 MS. UTZ: Well, first of all, did you
10 replace Adam Johnson?

11 MS. POPE: No. I have only attended
12 two meetings previously. My supervisor Cynthia
13 Trickel has been attending, and I, you know, am
14 asked to attend whenever they can't, but I'm
15 not -- haven't been a regular attendee at
16 meetings.

17 MS. UTZ: So can you tell me what
18 state agency you're from?

19 MS. POPE: I'm with Juvenile Justice
20 Education Services.

21 MS. UTZ: Okay.

22 THE CHAIRPERSON: And if I'm correct,
23 that's where Adam was from as well?

24 MS. UTZ: Yes.

25 MS. POPE: He's our Director of

1 Education Services.

2 THE CHAIRPERSON: So, Kenya, could
3 you speak with Cindy Trickel---

4 MS. POPE: Yes.

5 THE CHAIRPERSON: ---and see who will
6 be replacing Adam? And I think that was her, but
7 if she's replacing Adam, would she consider being
8 on one of our committees, and that would be the
9 Reports and Data Committee for the Council---

10 MS. POPE: Okay.

11 THE CHAIRPERSON: ---or having you
12 participate on our committee.

13 MS. POPE: Okay. All right. She is
14 out of the office right now, but when she returns,
15 I'll ask her.

16 THE CHAIRPERSON: Okay. And Alexa --
17 Alexis, could you--- Sorry. Alexis, could you
18 follow up? Alexis? Hello? Oh, gosh. Hello?

19 MS. HUTCHINSON: Cynthia, I can hear
20 you. I'm not real sure what happened to her
21 computer or situation. I don't know.

22 THE CHAIRPERSON: Okay. So, Alexis,
23 if you could follow up with Cindy Trickel and
24 Kenya Pope. So do we have the rest of the Council
25 but not Alexis or---

1 MS. GRANT: I'm here, Cynthia.

2 Christy Grant.

3 MS. DEGEN: I'm still here. Jennifer

4 Degen.

5 MS. HODGES: I'm still here. Kristen

6 Hodges.

7 MS. GEORGE: I'm here. Leanna

8 George.

9 MR. BAKER: I'm still here too.

10 Anthony Baker.

11 THE CHAIRPERSON: Okay. I think
12 something's happened with Alexis -- her ability to
13 participate right now.

14 MS. UTZ: Okay. I just lost
15 connection, so I did not hear what you said,
16 Cynthia. I just caught the end of it.

17 THE CHAIRPERSON: Alexis. Okay.
18 What I was asking was would you be able to follow
19 up with Christy -- Cindy Trickel and Kenya Pope on
20 the Juvenile Justice person---

21 MS. UTZ: Yeah.

22 THE CHAIRPERSON: ---to join the Data
23 and Reports Committee?

24 MS. UTZ: Yeah.

25 THE CHAIRPERSON: So we already have

1 on the Executive Committee myself, we have Christy
2 on the executive committee, and we already have
3 Diane Coffey, and we want to check on being able
4 to add the other two committee cochairs without
5 violating any rules or policies.

6 MS. UTZ: Is Christy staying on
7 Reports and Data as well or just moving to
8 Executive?

9 THE CHAIRPERSON: Christy, that's
10 really up to you.

11 MS. HUTCHINSON: I know today I need
12 to move to Policies and Procedures because Abby's
13 not here, but I mean if that's what you guys think
14 the numbers look like and where I can best be
15 served.

16 THE CHAIRPERSON: So, then, we're
17 going to move you from -- we're going to let you
18 decide your capacity for serving because we
19 welcome that you're going to be on Policies and
20 Procedures. Let's see.

21 MS. HUTCHINSON: Okay.

22 THE CHAIRPERSON: So that's it. Any
23 discussion about the committees? Any questions
24 you might have?

25 Shanna? Shanna, our newest member?

1 MS. STEINERT: No questions.

2 THE CHAIRPERSON: No. I was
3 welcoming you, Shanna, to consider one of the
4 committees. We're friendly. And you can just
5 think about it, and let Alexis know.

6 MS. STEINERT: Thank you.

7 MS. UTZ: Okay.

8 THE CHAIRPERSON: So we have about --
9 what is it? -- about 15 minutes before the EC
10 Division staff can join us. Okay. Any other
11 questions? Any other thoughts about the
12 committees, about the work that we can do under
13 the committees?

14 **(No audible response.)**

15 THE CHAIRPERSON: And, also, I want
16 to share with the Council, anytime you have
17 something that bubbles up that you might want to
18 have someone come to the Council and do a
19 presentation on, please let Alexis, myself, or
20 Christy know. We have these Executive Committee
21 meetings every month, and we discuss the agendas
22 when it comes close to time that the Council's
23 going to be meeting. So we -- from council
24 discussions and from any information that bubbles
25 up from the Council, we discuss bringing someone

1 on to speak about those issues, to talk to the
2 Council about them.

3 So if you feel that there's something
4 you want to have the Council to have addressed by
5 someone from DPI or any other organization --
6 state organization, absolutely share that
7 information with us, and we will certainly try our
8 best to accommodate.

9 And when we go into our committee
10 meetings this afternoon, there's actually a
11 subcommittee reporting form that Alexis has made
12 available to us. It's a clickable link. So
13 that's where you can put your information that
14 you've discussed in your committee.

15 MS. UTZ: So while we wait for Sherry
16 and Carol Ann to join us, can we just take a
17 ten-minute break?

18 THE CHAIRPERSON: Yes, we can.

19 MS. UTZ: All right. Perfect.

20 THE CHAIRPERSON: Okay. So we are on
21 break for ten minutes.

22 **(A brief recess was taken from 10:48**
23 **a.m. to 11:06 a.m.)**

24 MS. UTZ: Hi, Carol Ann. I don't
25 know if she can hear me yet.

1 MS. HUDGENS: Good morning. It's
2 Carol Ann.

3 MS. UTZ: Good morning.

4 THE CHAIRPERSON: Good morning.

5 MS. UTZ: Was Sherry in the meeting
6 with you?

7 MS. HUDGENS: Yes. And I believe
8 she's headed over as quickly as she can.

9 MS. UTZ: That's what we thought. I
10 just wasn't sure if she was coming from the
11 meeting you were in or a different meeting.

12 (Pause.)

13 MS. UTZ: So it does look like Sherry
14 has joined us. I just don't know if she's fully
15 connected. So, Sherry, when you're ready, just
16 say hello.

17 (Pause.)

18 MS. UTZ: All right. Sherry, if
19 you're ready, you can just say hello and make sure
20 our audio is connected. You just muted yourself.
21 There you go.

22 MS. THOMAS: Good morning -- good
23 morning, everyone. Can you hear me?

24 MS. UTZ: Yes.

25 THE CHAIRPERSON: Yes, we can,

1 Sherry.

2 MS. THOMAS: Oh, good. Hope everyone
3 is well. My apologies for being a couple of
4 minutes late. I didn't have sound when I first
5 connected so I had to go back and redo some
6 things, but I'm glad to be here and I thank you
7 for your patience. I hope you've had a good
8 morning so far.

9 I have just a few general updates for
10 you today and then will be happy to take any
11 questions or any notes of further information that
12 you would like when I finish my updates. Just for
13 information purposes, our agency is still on a
14 telework mode. We have been in telework mode
15 since the 16th of March and have been given at
16 least some guidance now as to when we may return
17 to the building or how we may return to the
18 building.

19 So until we are in Phase 3 from the
20 Executive Order from the Governor, we will still
21 continue to telework. Once we have moved as a
22 state to Phase 3, we will do a staggered reentry
23 into the building. Staff will either -- different
24 staff will come in -- those that are able to
25 return to the building without safety issues or

1 family issues due to COVID will be coming either
2 in on Monday and Wednesday or Tuesday, Thursday.

3 Fridays the building will be reserved
4 for outside visitors, large -- not large -- but
5 groups. There will be no large groups for the
6 immediate future because they've established
7 capacity in all of our conference rooms, and there
8 is not a single place we could even bring our
9 entire division back in for a meeting and maintain
10 the social distancing that will still be required.

11 So we will continue to telework,
12 trying to do at least a monthly check in with all
13 of our staff. I think folks are into a pretty
14 good flow now. The telework seems to be going
15 well. People are getting work done. They are
16 creating training. They are providing technical
17 assistance. They're answering questions. So we
18 have moved into a different world of support, but
19 it at least has kept everyone safe and healthy.

20 So we will keep you posted on when it
21 may be possible for us to return to the building
22 for even a council meeting. Again, with social
23 distancing, that will be -- that will be difficult
24 for the immediate future. We have been told that
25 we will at least stay in a staggered return, if

1 and when we get to return, through the end of 2020
2 at least. So we're all still just playing it by
3 ear and doing our best to stay on top of the work.

4 We are as a division continuing to
5 provide guidance to both EC directors and, through
6 our parent newsletter, guidance, resources, and
7 information to parents. We are continuing to do
8 that. We plan to continue to do that. We are
9 trying to provide resources from other agencies
10 for parents and trying to make that newsletter a
11 portal of information where parents of students
12 with disabilities can find lots of resources.

13 And so if you ever have a suggestion,
14 I'm sure Alexis has already shared that, but
15 please touch base with Alexis and share any
16 information or any ideas that you may have. We're
17 always looking for ways to enhance and make it
18 even better for parents' access.

19 We have made the decision -- and I
20 don't think we've talked about it with this group,
21 but we had to make the hard decision that there
22 will not be a seventieth Conference on Exceptional
23 Children in November at the Koury Center. For
24 obvious reasons, we are not going to be able to be
25 face-to-face with 3000-plus people in a conference

1 area.

2 What we are working to do is to
3 determine what districts might be able to access
4 and how they might be able to access some
5 professional development through a virtual
6 platform. Next week, we have our regional
7 directors meeting virtually, and we will be,
8 during that time, conducting sort of a survey to
9 get feedback from directors, and then we hope to
10 be able to push forward what we will be offering
11 as far as potential virtual professional
12 development and activities.

13 One of the things that we have
14 decided to do, with some feedback from our
15 directors advisory council, is that we will offer
16 the opportunity for districts to recognize special
17 educators, that being special ed teachers,
18 paraprofessionals, or related service providers on
19 a quarterly basis. So we aren't going to be able
20 to do our Educator of Excellence ceremony this
21 year obviously.

22 We just cannot pull that off and
23 do it justice virtually, but we will have
24 opportunities for districts to recommend
25 outstanding educators -- special education

1 educators and folks that are going above and
2 beyond to help deliver services to students during
3 the virtual platform or even as they move into a
4 staggered remote learning and in the building
5 platform.

6 So we will have more details coming
7 out about that, and we hope it is a way to
8 celebrate those folks, boots on the ground, so to
9 speak, who are doing an exceptional job and try to
10 do some positives in the midst of the struggles
11 that everyone is having to deal with as far as
12 virtual instruction and remote learning.

13 And we continue to tweak and enhance
14 reporting that's in our ECATS system. We are
15 scheduled to roll out full MTSS modules statewide
16 beginning in February, which is pretty exciting
17 for us. We have some districts that are very
18 anxious to have this portal of documentation as
19 they do their intervention support and their
20 progress monitoring on students who are
21 struggling.

22 Included in that platform, as we've
23 shared before, is an early warning system, so
24 being able to track students' behavior,
25 attendance, performance, and making sure we target

1 those students that are at risk for not being
2 proficient early on and providing them that
3 support. So that will be the last piece of our
4 ECATS module to go live statewide, and again,
5 that's projected for February.

6 Our EC Division staff is pretty
7 stable at this point. We are getting ready to
8 bring on our new Consultant for Learning
9 Disabilities, and she will start in the next two
10 weeks. And we have just a couple of vacancies now
11 and will hopefully be filling those in the next
12 few weeks so that we're back fully staffed, and
13 we'll keep you updated as those positions are
14 filled.

15 And I think those are all the updates
16 I have today. If there are specific questions,
17 I'll be happy to take those now, Alexis.

18 THE CHAIRPERSON: So it's not really
19 a question. [inaudible] Cynthia. What's bubbled
20 up from the stakeholders that I represent is some
21 concerns about the SLD policy and how some
22 districts are using a screening process prior to
23 SLD that might not be aligned with the changes
24 that were made to the SLD policy. So are you --
25 are you seeing that? Are you hearing that?

1 MS. THOMAS: We have -- full
2 transparency, we have heard of one incidence with
3 a screening, and we're actually having a
4 conversation with that district regarding that
5 practice.

6 THE CHAIRPERSON: Thank you.

7 MS. THOMAS: If there are -- if
8 you're seeing this across multiple districts, then
9 we would really appreciate -- and Carol Ann can
10 weigh in on this, but we would really appreciate
11 being aware of that so we can touch base as well
12 with those other districts.

13 THE CHAIRPERSON: Okay. I can send
14 Alexis a list.

15 MS. THOMAS: Perfect. Carol Ann, I
16 don't know if you want to add anything to that.

17 MS. HUDGENS: Well, I think Cynthia's
18 radar is well-tuned to that being a problem, and
19 we would definitely want to intervene because if
20 there is a suspected disability, we expect the
21 procedures to roll out as they're outlined in the
22 requirements. So it would be concerning that a
23 new practice had been established. So, as Sherry
24 mentioned, I would appreciate a list of those LEAs
25 so that we can look at that further.

1 THE CHAIRPERSON: Okay.

2 MS. THOMAS: Any other areas of
3 concern that we might need to be aware of?

4 **(No audible response.)**

5 MS. THOMAS: Well, I will give you a
6 couple of extra minutes back, Alexis. Thank you
7 all for being here and for being a part of this
8 work. We truly value your input and support. I
9 did forget one thing quickly.

10 We will be beginning, in the next
11 month probably, to work on revising our strategic
12 plan. It's a little bit overdue, but we waited
13 for the State Board to finalize their strategic
14 plan so that we could then align with that, and so
15 we will be doing so. And you, as the Council,
16 will be valuable stakeholders to us as we start
17 making the updates to our strategic plan, and so
18 we will be coming back to you for some input,
19 feedback, recommendations, and we will definitely
20 have you looped into that vetting process as we
21 begin that work.

22 Thank you all and I hope you have a
23 great day.

24 THE CHAIRPERSON: Thank you, Sherry.
25 So, Carol Ann, you're up.

1 MS. HUDGENS: Thank you, Cynthia. I
2 just have a follow-up question, as I'm getting
3 ready to share my screen. In those instances
4 where you described the screening tools and the
5 potential conflict with the obligation to conduct
6 an evaluation for SLD, do we know if that has
7 gotten mixed up with the screening tools
8 identified in the legislation for dyslexia?

9 I'm just wondering if there's
10 something -- I'm wondering if those issues might
11 be related.

12 THE CHAIRPERSON: So I don't know,
13 Carol Ann. What I can do is send you the
14 districts and an example of their screening -- of
15 the screening tool that I'm being -- I'm having
16 people report to me as problematic.

17 MS. HUDGENS: That would be great.
18 Thank you.

19 THE CHAIRPERSON: Okay. You're
20 welcome.

21 MS. HUDGENS: All right. Just a
22 moment and I'll be prepared to show my screen
23 here.

24 MS. UTZ: Can you hear me, Carol Ann?

25 MS. HUDGENS: I can.

1 MS. UTZ: Okay. I was having a
2 conversation with you and I was on mute. I made
3 you a presenter, so I think you are good to go
4 now.

5 MS. HUDGENS: Okay. Can you see my
6 PowerPoint?

7 MS. UTZ: I don't see a PowerPoint,
8 but I see your screen.

9 MS. HUDGENS: Okay.

10 MS. UTZ: Now I think we're there, in
11 just a second, once it loads.

12 MS. HUDGENS: All right. Alexis, I'm
13 going to verify that you can see my screen.

14 MS. UTZ: I see that you are in
15 PowerPoint. I do not actually see the actual
16 PowerPoint, but I did have issues with my
17 Internet. So is anyone else seeing it and it's
18 just me?

19 MS. HUTCHINSON: We're seeing a black
20 screen.

21 MS. UTZ: Okay. That's what I'm
22 seeing.

23 MS. HUDGENS: All right. Just give
24 me just one moment.

25 **(Pause.)**

1 MS. HUDGENS: All right. Alexis, are
2 you able to see it now?

3 MS. UTZ: It just changed, but no, I
4 still see a black screen.

5 MS. HUDGENS: All right. Well, hold
6 on just a moment and I'm going to email it to you.
7 Go ahead and take control back---

8 MS. UTZ: Okay.

9 MS. HUDGENS: ---and I will email it
10 to you. Just one moment.

11 **(Pause.)**

12 MS. HUDGENS: It should be coming
13 through any minute. Okay. Alexis, I can see it
14 now. Thank you so much and thank you all for
15 waiting patiently. Technology is wonderful when
16 it works.

17 So I've been asked to share some
18 information today regarding contingency plans and
19 then looking at any kind of recommendation and
20 guidance that we have provided to the field
21 regarding evaluations.

22 And so if you'll go to the next
23 slide. One of the things that I wanted to do to
24 try to establish where the basis of a contingency
25 plan is coming from and some reminders that we

1 have shared with the LEAs---

2 Alexis, I've lost your screen. I'm
3 seeing the agenda now. Oh, there. Thank you.

4 ---is that each LEA is going to have
5 its own procedure regarding the use of a
6 contingency plan. A contingency plan is not
7 something that is required by the State, but
8 rather an option to document how the IEP will be
9 implemented when there are unexpected changes.

10 And in our case, in the case of the
11 pandemic, the expected changes are the sudden
12 shifts from remote learning to in-person learning
13 and if local conditions worsen perhaps that child
14 and school district will have to go back to remote
15 learning. I know, in my own situation, we just
16 received notification yesterday that there's going
17 to be a transition to in-person in the next two
18 weeks. So the changes can sometimes come very
19 quickly.

20 Additionally, there are multiple ways
21 to use contingency plans with the IEP process that
22 are compliant, and we want to emphasize how
23 important the parents are to the development of
24 the contingency plan and how important
25 communication is.

1 Next slide. One of the bases or one
2 of the reasons that we feel like the contingency
3 plan is a good option for IEP teams to consider
4 was as a result of information provided by the
5 Office of Special Education Programs. In March,
6 once school closures started happening nationwide,
7 they provided a Q&A on how to provide services to
8 children with disabilities, and in their Question
9 A.5, one of the things that they looked at was
10 whether or not an IEP team could consider a
11 distance learning plan being added.

12 And so if you go back one slide
13 Alexis, the answer is yes, they can be added to
14 the IEP, and they further explain that in the next
15 slide. So IEP teams may, but are not required to,
16 include distance learning plans in a child's IEP
17 that could be triggered and implemented during a
18 selective closure during a COVID-19 outbreak.

19 And so the idea behind the distance
20 learning plans is to ensure that services are not
21 interrupted and that if children's needs are
22 different than when they were in a brick-and-
23 mortar building, that the IEP team has already
24 considered what those needs might be and have
25 determined how to best address them when a virtual

1 distance learning situation occurs.

2 Next slide. And so a contingency
3 plan describes how the IEP will be implemented
4 during the unexpected interruption. As I
5 mentioned previously, it helps services continue
6 without any interruption. The members of the IEP
7 team know what to expect and appropriately plans
8 for all the potential transitions during the life
9 of the IEP.

10 If we go to the next slide. Some
11 examples of those interruptions. This was
12 specifically brought about as a result of the
13 pandemic, but in looking at other things that
14 happen in our state such as the hurricanes, the
15 earthquake out in the west, flooding, those are
16 all examples of unexpected interruptions that may
17 make a contingency plan appropriate to consider.

18 Moving ahead. And so when will a
19 contingency plan be needed? And these are some
20 essential questions that we offered to school
21 districts to consider when the IEP team meets and
22 to work through these questions. First of all,
23 can the IEP be implemented exactly as it's written
24 when the interruptions occur? If the answer is
25 no, then it's likely that the IEP team, at a

1 minimum, needs to convene to discuss whether or
2 not the IEP needs to be reviewed and revised.

3 And based on the interruptions that
4 we are currently experiencing for children that
5 are going from in-person to remote learning, there
6 is likely to be differences. Some may not have
7 any difference in terms of their IEP services can
8 be delivered exactly like it's written in the IEP.
9 The only thing that has changed is that they've
10 gone from in-person to remote.

11 Other things to consider here. Will
12 the child require additional or different
13 services and supports during the interruption?
14 Are there services needing to be delivered with a
15 different frequency, intensity, and duration? And
16 then are there other supports that are needed to
17 help the student at home? For example, parent
18 counseling and training could be a related service
19 that may need to be discussed inside of the IEP
20 team so that families can help support their
21 children at home.

22 Next slide. And so looking at those
23 questions and determining the answers to those
24 questions will help an IEP team determine if they
25 need to add a contingency plan. What you'll

1 notice on your screen is an example of a template
2 that we provided to the State regarding some
3 critical features that might need to be
4 considered.

5 What I'd like to say at this point is
6 that this template is just a suggestion. It's not
7 required. It provides an example of the different
8 elements that may need to be included, but the
9 specific elements can be customized based on the
10 child's unique needs. So it is possible that this
11 contingency plan is going to look different based
12 on, one, your school district and, two, the unique
13 needs of the student and how much their needs
14 are -- are varied between the reopening plans.

15 Next slide. So the next couple of
16 slides is the technical assistance that we offer
17 to LEAs regarding how to develop a contingency
18 plan.

19 If you'll go to the next slide,
20 Alexis. And so definitely, procedurally,
21 following the EC process requirements for
22 scheduling an IEP team meeting. As you heard me
23 say early on into this presentation, parents are a
24 key part of the IEP team, and particularly with
25 the reopening plans that each district is

1 implementing, that information from the parent and
2 participating in the IEP team is going to be
3 really important.

4 The procedures do allow for an
5 amendment or an addendum to the IEP without an IEP
6 team meeting. However, the procedural
7 requirements in that circumstance has to be
8 inclusive of the parent's permission to do so with
9 clear communication to the parent. The parent has
10 to have a copy of anything that has changed and a
11 copy of the prior written notice, but an amendment
12 without an IEP meeting must have the parent
13 consent.

14 When developing a draft contingency
15 plan for the IEP team to consider, the template
16 that we provided to the field can be customized,
17 as I mentioned earlier, depending upon how that
18 child needs to have support, and so we talk about
19 that in terms of implementation specifics to
20 document how the child will receive the services
21 during the interruption.

22 Next slide. So for the next couple
23 of slides, we'll be walking through the different
24 portions of the template that we provided
25 statewide. Because there are three -- three

1 opening plans established by the Governor, we
2 modeled this part as an example, and so within
3 this example, Plan B, in particular, has a couple
4 of different strategies for how districts can
5 return to in-person learning.

6 And so you'll notice on this slide
7 that we've noted that LEAs should write the
8 particulars of their plan or we're suggesting that
9 the particulars of their plan be described here in
10 these boxes on the template. One thing I'll also
11 offer is that Plan A with the minimal social
12 distancing is highly likely to be comparable to
13 getting back to normal. In other words, Plan A
14 may more closely resemble what school looked like
15 before March the 16th, and in some cases, the
16 child's current IEP could reflect what would be
17 provided during a normal school day.

18 And so in leveraging the contingency
19 plan, it's possible that the IEP that's developed
20 right now may represent Plan A, Plan B, or Plan C,
21 likely to be Plan A if it was developed in the
22 spring because many of us were hopeful that things
23 would return to normal this fall; and, therefore,
24 the contingency plan might only be needed to
25 describe Plan B or Plan C.

1 Next slide. And so the next couple
2 of elements are really key for gathering the
3 parent input. This would be where we would want
4 to talk about any challenges or potential barriers
5 or concerns that the parent may have for their
6 student during reopening.

7 Special factors. You'll notice that
8 there is a place for special factors that might be
9 relevant during Plan A, and there might be a
10 little difference between Plan B and C. So this
11 is intended to provide an opportunity to document
12 any of those circumstances that may change between
13 the plans.

14 And then under the section for
15 supplemental aids and supports, there's a section
16 there to discuss and document if anything is
17 needed for the family and caregivers according to
18 whichever plan is being considered.

19 Next slide. Also, in considering the
20 contingency plan, there may be some consultation
21 or training that is needed for school staff. For
22 example, a student may require a unique
23 accommodation in a virtual setting that wouldn't
24 be necessarily required in an in-person setting.
25 And so if the student is involved in general

1 education and that accommodation is different in a
2 virtual setting, then it is likely that
3 consultation and possibly even training might need
4 to occur between -- between the EC teacher and the
5 individual delivering the instruction.

6 Looking down to the least restrictive
7 environment, you'll see services. These could be
8 additional services. They could be similar
9 services that are going to be delivered a little
10 bit differently, and it includes an item here that
11 indicates schedule. We've had a lot of questions,
12 and we've recommended that there's good
13 communication about the scheduling of services.

14 So this is just an option that, if
15 LEAs choose to use this template, recording when
16 those services were going to be delivered would be
17 really helpful to both teachers and families to
18 make sure that those services are delivered when
19 anticipated.

20 Next slide. So there are many other
21 areas that could be customized on the contingency
22 plan. There could be additional goals that are
23 needed during, for example, remote learning.
24 We've touched upon accommodations. The
25 instructional schedule might need to be included

1 on the contingency plan, meaning not only the
2 special education services but maybe the general
3 ed schedule as well to make sure that there is no
4 overlap or competing times that instruction need
5 to be delivered.

6 And a suggestion would also be to
7 include the communication loop. Who would be the
8 primary person communicating for exceptional
9 children? How will that be done? Is a phone
10 conference going to be conducted? Are there going
11 to be emails exchanged? Just a worthy item to
12 consider including in the contingency plan so that
13 folks know what to expect, both what their
14 obligations are to deliver and to receive the
15 services provided in the contingency plan.

16 Next slide. The next couple of
17 slides talk about how that can be added to ECATS,
18 and so these are going to be just some tips that
19 were provided to teachers. Essentially, the
20 contingency plan can be added to the IEP as an
21 addendum, and it can also be part of the IEP at
22 the annual review.

23 Next slide. The special factors. We
24 touched upon this a little bit in the template for
25 the contingency plan. What we want to have

1 documented in ECATS is under the special factors,
2 we want to connect the current IEP to the
3 contingency plan. So this is an area that we've
4 recommended that the LEA document, essentially,
5 the reason why a contingency plan is being added
6 to the IEP as an addendum because it fits into the
7 personal changes or circumstances. And the
8 circumstances of COVID-19 and school closures are
9 certainly a precipitating event that might make a
10 contingency plan needed.

11 Next slide. This is just a little
12 bit of an example about how we provided some
13 language around indicating the purpose of the
14 contingency plan and why the unique needs of the
15 student may need to be considered at each phase of
16 the school reopening.

17 Next slide. This addendum part in
18 ECATS just indicates where sections were changed.
19 Next slide. And just as a reminder regarding the
20 procedures, once the contingency plan is adopted
21 by the IEP team, the addendum is finalized in
22 ECATS. The prior written notice should be
23 developed to document the LEA's proposal. The
24 copy of the addendum IEP, plus the contingency
25 plan, plus the prior written notice must be

1 provided to the parent, and all of the student's
2 teachers should be notified of any changes
3 particularly, we emphasized, if there are new or
4 additional details to accommodations.

5 Next slide. One of the things that
6 is optional -- again, this is not required -- is
7 that LEAs could choose to attach the contingency
8 plan to the electronic record in ECATS. That's
9 going to be a local decision. It is not a
10 requirement because, again, it's one of those
11 items that can be customized at the local level.
12 It's used on a case-by-case basis, and it's truly
13 unique to the student. So copies will be
14 maintained. It's just a local decision if they
15 want to add it to the child's electronic record.

16 Next slide. And then this is a
17 repeat of where we started just reminding each LEA
18 that they will have their own procedures for how
19 they want teachers to consider whether or not an
20 IEP meeting needs to be held to discuss the use of
21 a contingency plan, emphasizing that it is part of
22 the IEP and the IEP team is important, and that
23 parents are a critical part of the communication.

24 So next slide. So I'm going pause
25 here for a moment, get a slip of water, and look

1 at the chat box and see if there are questions,
2 and also, if there are questions that people want
3 to ask out loud, I'll be happy to pause right here
4 and talk a little further about contingency plans.

5 (Pause.)

6 MS. HUDGENS: So, Ginny, I'm happy to
7 make the PowerPoint available after today's
8 meeting. Alexis has a copy of it now, and she can
9 send it out to make sure that you-all have a copy.
10 Are there any other questions?

11 (Pause.)

12 MS. UTZ: I'm not getting any sent to
13 me, so I don't think so.

14 MS. HUDGENS: Okay. So I'm going to
15 go ahead and move on to the next portion. If
16 you'll advance the slide. So we're going talk a
17 little bit about evaluations. And so
18 communication, again, is really, really important
19 here. Many initial evaluations or reevaluations
20 were initiated right before school closures, and
21 for that first two weeks of the Governor's orders,
22 when all schools were closed across the state,
23 there weren't likely to be any IEP meetings or any
24 evaluations conducted because all schools were
25 closed.

1 In looking at how that may have
2 impacted students, we recognize that some
3 evaluations may not have been completed. Pretty
4 early on last spring, once the first two weeks had
5 passed and the next Governor Orders had been
6 issued, we started providing responses to
7 questions around this topic about how could
8 evaluations be completed.

9 And so one of the key things, while
10 the entire state was essentially remote learning,
11 is that evaluators, meaning your school
12 psychologist, your speech therapist, any other EC
13 service provider that may also conduct an
14 evaluation, was encouraged to look at the
15 different evaluations that they typically
16 conducted and to determine whether any
17 administration of that evaluation, in a virtual
18 context, would compromise the results of the
19 assessments. And so, again, that was on a
20 case-by-case basis, and so we encouraged, to the
21 extent that it was possible, that evaluations be
22 conducted virtually.

23 Now evaluations, as you all know, are
24 more than just necessarily achievement
25 evaluations, intellectual evaluations. There

1 could be behavioral checklists. There could be
2 observations that could be potentially conducted
3 by interview. There are a number of evaluations
4 that could be selected and consent obtained for
5 that may be conducive to conducting virtually.

6 Realistically speaking, we do
7 recognize that there might be some evaluations
8 that just could not occur until in-person
9 opportunities occurred, and so we provided some
10 reminders again about communication, considering
11 virtual evaluations, if it didn't compromise the
12 assessment results, not only in the terms of the
13 instrument used but also whether or not the
14 evaluator was confident that the child would have
15 an appropriate opportunity to engage with that
16 assessment even though it might have been
17 conducted virtually.

18 And then lastly on this slide, we did
19 not encourage LEAs to make unilateral decisions
20 whether or not initial referrals would be accepted
21 or rejected during school closures or reopening.
22 As we have all been following the news and
23 different things that have come through education,
24 none of the requirements under the IDEA were
25 waived during school closures or reopening. All

1 of those regulations, all those procedural
2 safeguards, all of those requirements are still in
3 place.

4 Understandably, some of those have
5 presented some challenges, but our consistent
6 theme has been that decisions needs to be made on
7 an individual basis and that we would not expect
8 to hear that an LEA had simply said that we are
9 not testing until we're completely back to normal.
10 That would be a concern because we focus
11 individually in EC.

12 Next slide, please. And so one of
13 the things that we provided some technical
14 assistance around is the importance existing data.
15 Many times there is existing data that the IEP
16 team can consider, and the IEP team has to
17 consider if it's current and relevant not only to
18 determine eligibility but to also develop the IEP.

19 And so if there is sufficient
20 existing data to determine eligibility and develop
21 the IEP, the team should do so. This piece of
22 information was given particularly to help
23 reinforce the notion that the IEP team, even at
24 initial referral, can look at the existing data
25 and determine what the evaluation plan is.

1 Sometimes LEAs will elect to do all
2 new evaluations, and that could be appropriate.
3 We also have students who transfer from out of
4 state, and that is an initial process. However,
5 that does not necessarily mean that all
6 evaluations have to be conducted again. So in the
7 cases where students transfer from out of state
8 and have had a long history of receiving services
9 and special education, it could be possible that
10 all of their incoming information meet the
11 evaluation requirements for the suspected
12 disability, and the IEP team is able to determine
13 ongoing eligibility in North Carolina by the
14 review of existing data.

15 And, as you heard me mention a little
16 bit earlier, when we're talking about conducting
17 the face-to-face evaluations, what changed a bit
18 this fall is that when the Governor announced the
19 reopening plans and announced that North Carolina
20 was now under Plan B for reopening, Plan B
21 provided for in-person instruction with particular
22 health and safety requirements, which is the
23 DHHS -- DHHS guidance, Department of Health and
24 Human Services, the reopening resources from NC
25 DPI, and the local reopening plan.

1 And, as you know, since the Governor
2 permitted reopening under Plan B, what that meant
3 for LEAs is that they could open under Plan B or
4 they could choose a more restrictive plan, which
5 would be Plan C, remote learning, based on local
6 conditions regarding the coronavirus.

7 And so once the Governor said that
8 buildings could reopen for in-person instruction
9 according to Plan B requirements, we provided
10 technical assistance to the field that
11 face-to-face evaluations could resume, provided
12 families were comfortable having their child
13 participate in those in-person evaluations and, of
14 course, if those evaluations could be conducted
15 with all the safety requirements listed for Plan
16 B.

17 Next slide. At this point, I'm going
18 to pause again for questions. That concludes the
19 information that I had prepared for this
20 particular subject matter, but I'm happy to take
21 some questions now.

22 THE CHAIRPERSON: Alexis, any
23 questions in the chat? Alexis?

24 MS. UTZ: Sorry. I forgot I was
25 muted. No, I do not have any questions in the

1 chat box.

2 THE CHAIRPERSON: I think I saw
3 Ginny.

4 MS. MOOREFIELD: Yes. Hey. This is
5 Ginny Moorefield. I just have one question. Are
6 we allowed to share this information with people
7 who may ask or on social media or anything like
8 that?

9 MS. HUDGENS: I don't necessarily
10 have a problem with that, Ginny. I would just --
11 my concern would be it's kind of hard to get the
12 context from the slides alone. I know that I
13 typically benefit from hearing the presentation
14 notes around it. However, the information in
15 these slides are consistent with the messaging
16 that we've been providing through our parent
17 communication.

18 So I would just offer that if it is
19 shared with other folks, just to encourage them to
20 talk to their local EC leadership if they have
21 follow-up questions because, again, so much in
22 interpreting this information and applying this
23 information is going to be contingent upon the
24 reopening structure of each of those LEAs, and I
25 would -- I would hate for folks to have a

1 heightened level of anxiety by just reading slides
2 without the benefit of the conversation.

3 MS. MOOREFIELD: Of course. Thank
4 you.

5 MS. HUDGENS: Sure.

6 THE CHAIRPERSON: So has this
7 information been shared with ECAC and other
8 disability specific organizations around North
9 Carolina?

10 MS. HUDGENS: We've shared with them
11 about our contingency plan. I'm trying to
12 remember about this specific presentation. I'll
13 be honest with you. I've done so many for so many
14 different groups here in the last couple of
15 months, I've lost track with it, but we do provide
16 information to ECAC and other groups.

17 THE CHAIRPERSON: Okay. Thank you.

18 **(Pause.)**

19 MS. UTZ: All right. I still have no
20 other questions. So I think we're good to move
21 on. I do see that Molly has logged in. So I
22 don't know. Molly, can you hear us?

23 MS. BRITT: Yes. Can you hear me?

24 MS. UTZ: Yes, I can.

25 MS. BRITT: I literally just popped

1 in. Are we -- are you-all ready for us?

2 THE CHAIRPERSON: Yes, we are.

3 MS. BRITT: Do I have the ability to
4 share my screen?

5 MS. UTZ: I will try. We just tried
6 it with Carol Ann, and it wasn't working, but let
7 me -- let's give it a try here.

8 MS. BRITT: Okay.

9 THE CHAIRPERSON: And, Carol Ann, if
10 you're still there, thank you so much for your
11 presentation. The information is very valuable.

12 MS. UTZ: Molly, do you see a button
13 that asks for permission to share?

14 MS. BRITT: No. Right now, I have a
15 video camera and a mike button. Oh. It says I'm
16 the presenter now.

17 MS. UTZ: Okay. So, hopefully, you
18 can share your screen.

19 MS. BRITT: Let's see. Okay. Can
20 you-all see a PowerPoint file?

21 THE CHAIRPERSON: Yes, we can.

22 MS. BRITT: You guys are miracle
23 workers. Technology can be rough.

24 Okay. Well, good afternoon. First
25 of all, thank you all for inviting and having us

1 speak to the EC advisory council today. Today,
2 Shannon Jordan -- she is the Section Chief for
3 Testing Policy and Operations -- and myself, Molly
4 Britt, the Consultant for Testing Students with
5 Disabilities, we're going to provide you-all with
6 an overview of testing for the 2020-21 school
7 year.

8 The information we share with you-all
9 today is the most current information that we have
10 to date, but please know that things are
11 ever-changing and Accountability Services
12 [inaudible] communicate any updates or changes to
13 testing as they occur.

14 All right. So, again, that's who we
15 are. Can you guys see me changing slides?

16 MS. UTZ: Yes, we can do.

17 MS. BRITT: Okay. Perfect. I just
18 wanted to be sure. All right. So schools are
19 returning right now on either Plan B or Plan C.
20 So the waiver that we had from testing and
21 accountability for the 2019-20 school year expired
22 with the beginning of the new school year, which
23 is July 7th. So as of today, there is not a
24 waiver from statewide testing or accountability
25 for the '20-21 school year.

1 So we do have some new information as
2 of September 3rd, so good timing. It's from the
3 United States Department of Education. So it was
4 a memo that was sent from Secretary of Education
5 Betsy DeVos that informed state leaders of the
6 following. So it says -- and the memo is quite
7 lengthy, but I just, you know, relevant to this
8 conversation, grabbed a snapshot. So "it is now
9 our expectation that states will, in the interest
10 of students, administer summative assessments
11 during the '20-21 school year consistent with the
12 requirements of the law and following the guidance
13 of local health officials. As a result, you
14 should not anticipate such waivers being granted
15 again."

16 So I highlight that just to be very
17 transparent, and that is the most recent
18 information that we were given as of September
19 3rd, and to kind of keep everybody informed about
20 where we are. As we know, things are
21 ever-changing. We never know what's going to
22 happen tomorrow or the next week. So, as I said
23 earlier, you know, we will keep -- keep everyone
24 posted with changes.

25 So let's take a look at some of the

1 required statewide assessments for the '20-21
2 school year. And please let me know if I am
3 moving too quickly, and I will be happy to slow
4 down.

5 So we have a North Carolina
6 Operational Testing Calendar, which I can pull up.
7 Let's see if it will be -- if it will work and be
8 friendly. Can you-all see that?

9 MS. UTZ: Yes.

10 MS. BRITT: Oh, good. I'm going to
11 make it a little bit bigger. Hopefully, that
12 works for you-all. So we do have this on our
13 website, and we keep this as up-to-date as
14 possible. So you'll see over here on the left,
15 you have the gray bubbles, then you have the tests
16 associated with those gray bubbles, and then you
17 have the test date and/or windows for those
18 assessments.

19 I'm not going to go over this in
20 great detail, but I did want to just give this
21 information to you and make it visible and known
22 that it is on our home page on the Accountability
23 Services web page.

24 So you have your grades K through 8,
25 and then here's 9 through 12, and then below 9

1 through 12 is continued. Then we have the NAEP
2 assessment, the National Assessment for
3 Educational Progress. And then here's where it
4 gets a little bit squirrely, and we'll talk about
5 this in some of our slides.

6 But we do have the information from
7 make-up testing from the spring that -- you know,
8 we were sent home at that point -- with ACT, CCRAA
9 grade 11 -- excuse me -- ACT, CCRAA at grade 11,
10 and NCEExtend1 at grade 11. So these are make-up
11 testing dates, and again, we'll go through this in
12 the slides.

13 Okay. All right. So current testing
14 windows. Let's talk about some of that. So,
15 again, this is outlined on that operational
16 testing calendar, so that will be very helpful.
17 We also put when it was last published to know the
18 most up-to-date version.

19 So beginning-of-grade 3 test, the
20 testing window is the first 20 days of the school
21 year, and remote days will not count as part of
22 that 20-day testing window. End-of-course tests,
23 or as known as your EOCs, the testing begins in
24 December for the fall semester, and it's the last
25 five and ten days of the school semester or year.

1 So it would be the last five days of a semester
2 course, or if it's a year-long course, it would be
3 the last ten days. And then you have your
4 end-of-grade test, which is the same type of
5 window. So it's the last five and ten days of the
6 school year.

7 All right. So then we'll hop over to
8 our NCExtend1, which is our alternate assessment.
9 So grades 3 through 8, reading and math, and then
10 we have grades 5 and 8 in science. All eligible
11 tenth-graders must take the NCExtend1 alternate
12 assessment for English II, biology, and NC Math 1.
13 And the testing window for all of those
14 assessments listed above is -- are the final ten
15 instructional days of the school year.

16 And then we have, all eligible
17 eleventh-graders must take the NCExtend1 alternate
18 assessment during the testing window that
19 corresponds with the ACT accommodations
20 administration window, and we'll get to that.
21 That was what I had showed you on the operational
22 calendar. It breaks it down a little bit more
23 clearly.

24 So testing options. The BOG3 reading
25 test, the EOG test, and the EOC test must be

1 administered at school. So if students are
2 remote, the tests BOG3, EOC, or EOG are
3 administered when the students return to school --
4 to school, or as a logical decision, public school
5 units may arrange for students to take the test at
6 a school-sanctioned site that meets the Department
7 of Health and Human Services requirements.

8 For EOC and EOG, as far the testing
9 window, for the '20-21 school year, there have
10 been discussions to amend the state law so that
11 the required testing window for EOC tests and EOG
12 tests is broader than the currently cited, like we
13 just referenced, the last five days of a semester
14 or the last ten days of a school year.

15 So the BOG3 that we mentioned
16 earlier, their -- their window has been extended.
17 It used to be between the eleventh and fifteenth
18 day, and they have extended it to 20 days. So
19 there are conversations happening or we're
20 facilitating discussions around, knowing the
21 current situations that we're in with Plan B or
22 Plan C and things of that nature, how -- you know,
23 thinking logistically about how we can get
24 students in schools and tested and that sort of
25 thing and is it feasible within those windows, and

1 so those discussions are being facilitated.

2 All right. Now we're going to get a
3 little heavier. So with pre-ACT or the CCRAA,
4 which is the College and Career Readiness
5 Alternate Assessment at grade 10, so eligible
6 tenth-grade students are required to take either
7 the pre-ACT or the CCRAA at grade 10 during the
8 '20-21 school year. They are face-to-face
9 administration, and you will notice the testing
10 window is quite lengthy so that it's October 12th,
11 2020, through May 14th, 2021. There are ongoing
12 conversations weekly with ACT concerning possible
13 tests window extensions and things of that nature.

14 So let's take a look at -- so you
15 have the fall ACT and CCRAA at grade 11 make-up
16 testing, so this is paper and pencil only. The
17 students who were not able to take the ACT in the
18 spring but they're required to take either the ACT
19 or the CCRAA at grade 11 during the '20-21 school
20 year. So these are face-to-face administrations.
21 The test dates are September 22nd, October 6th,
22 and October 20th, but they're also paired with the
23 accommodation administration testing windows.

24 Again, that operational testing
25 calendar is going to be the easiest way to kind of

1 digest all of this information. It's very neatly
2 laid out. And so for these, it's also paired with
3 the accommodation administration testing window.

4 All right. And so we have the ACT
5 and CCRAA at grade 11, which is eligible eleventh-
6 grade students that are required to take either
7 the ACT or the CCRAA at grade 11 in the spring.
8 They're face-to-face administrations. There is
9 not a writing component in either of those
10 assessments, and the test dates for those are
11 February 23rd and March 9th. And, again, there
12 continues to be conversations with ACT kind of
13 determining additional test dates or extending
14 windows, that sort of thing.

15 All right. So let's look at the
16 State Board policy of Test-003. So the 10/20-day
17 rule for removing students from courses where an
18 end-of-course test is required has been amended to
19 the first 30 and 60 days of a semester or a
20 year-long course scheduled for the '20-21 school
21 year only. So it would be 30 days for a semester
22 course or 60 days for a year-long course. So
23 if -- oh, which is exactly what that bullet says.
24 I just restated it.

25 So after these dates, only specific

1 reasons are acceptable for removing a student from
2 a course and a request for removal must be
3 submitted to the North Carolina Department of
4 Public Instruction.

5 Okay. Let's take a look at the State
6 Board policy for Test-011. So this requires
7 students who may be English Learners to be
8 screened with a W-APT or the WIDA Screener within
9 the first 30 days of enrollment in a school. For
10 the '20-21 school year only, an extended window of
11 45 days for this requirement to be met and the use
12 of the WIDA Remote Screener or the Family
13 Caregiver Interview for eligible students who
14 cannot attend a school for the W-APT or the WIDA
15 Screener.

16 The expectation is, if a student is
17 given the WIDA Remote Screener or the Family
18 Caregiver Interview and then returns to school,
19 they have 45 days to officially administer the
20 W-APT or WIDA Screener, and whatever the results
21 are from the state-identified screener is how a
22 student would be eligible or could possibly
23 receive accommodations and things of that nature.
24 So all of this is to say that there's been an
25 extension from 30 days of enrollment to 45.

1 Okay. And then just another note
2 here. So students who do not take the W-APT or
3 the WIDA Screener because they are receiving 100
4 percent remote instruction, they must be
5 administered these assessments within 45 days of
6 returning to face-to-face instruction.

7 Okay. So let's dive into some
8 optional resources and assessments that you may
9 have heard of. So this is for the '20-21 school
10 year. Again, this is on the main page on our web
11 page on Accountability Services, and it's under
12 the Back-to-School Resources. So here you'll see
13 there's four difference resources. We have the
14 Passport for Learning. And the way this is laid
15 out, it's kind of got a who, what, where, when,
16 and how to give you some more specifics about each
17 resource.

18 So you have the Passport for
19 Learning, which is reading and mathematics
20 questions covering standards from the previous
21 grade, and it's about 30 to 40 questions. It
22 can be administered in school or remotely. The
23 testing window, we have on there July 15th
24 through October 30th, and it can be available in
25 paper-pencil format or online through the NC Test

1 application that we use, and then at the top, the
2 grade levels.

3 Similarly, for the Math Sets in the
4 green box. So these are question sets that will
5 cover standards from the previous grade, and there
6 are about ten to 15 questions per content standard
7 domain, but again, this is only math. Passport
8 for Learning, in the purple, is reading and
9 mathematics. So it's kind of a subtle difference
10 there.

11 And then you have the Released Tests,
12 which these are available on our website, grades 3
13 through 8, English II, biology, NC Math 1, and NC
14 Math 3. So questions align to the standard course
15 of study standards, and additional constructed
16 response questions have been added to the released
17 reading tests. And in school or remote learning.
18 Available all year.

19 And then if you jump over to the blue
20 box, we have School Net. So School Net is grades
21 3 through 8 as well as the high school courses,
22 and the questions are aligned to standards. So it
23 looks like 7500 plus new items for reading, math,
24 science, and social studies loaded into School
25 Net. Again, it can be in school or remote

1 learning, and it's available all year.

2 So these back-to-school resources are
3 voluntary. That is the key. These are not
4 state-mandated. In efforts to be as supportive as
5 we can be, Accountability Services wanted to try
6 to develop some resources to help schools kind of
7 assess and/or use these things to see
8 instructionally where they needed to go with
9 students, if they chose to use these resources.
10 So here are four resources right here that are
11 readily available, but again, it's a local
12 decision whether a school system or a charter
13 school would want to use one, two, three, four, or
14 none of these.

15 Okay. We also have an additional
16 resource. This is called a Special Edition Test
17 for Fall 2020. So this is to provide a -- provide
18 a special edition test grades 4 through 8 for
19 reading and mathematics, NC Math 1, and NC Math 2
20 for public school units to voluntarily administer
21 at the beginning of the school year. So, again,
22 this is a resource that is locally determined
23 whether they will use it or not. It's to provide
24 academic achievement level for each student to
25 inform parents, teachers, and school leaders of

1 student's achievement of the previous grade level
2 content standards.

3 So with everything that happened in
4 going home and remote and all of that, here what
5 we were trying to accomplish is looking at -- to
6 help figure out, at the beginning of this year,
7 you know, where are students based on those
8 standards that they would have had last year since
9 we weren't able to test.

10 So the back-to-school resources, that
11 colorful graphic I showed you, along with the
12 slide before this one with the special edition
13 tests, they're available for administration at a
14 school-sanctioned site and at home for remote
15 learning. Administration or use of any of the
16 back-to-school resources and the special edition
17 tests, they are a locally-based decision. So, as
18 I said, you may -- you may be in a district where
19 they want to use one, they might want to use
20 three, or they might choose to use none. It's a
21 local decision as to how those are chosen or
22 administered.

23 The Passport for Learning, the NC
24 Check-Ins--- The grade 3 reading is now
25 available. It was not previously. ---the Special

1 Edition Reading and Mathematics, Special Edition
2 Math 1 and Special Edition Math 2 will be
3 available for remote administrations, and
4 paper-and-pencil format is available for these as
5 well. So outlined on this slide are the tests or
6 some of the resources that are available that can
7 be delivered remotely.

8 Okay. That was a lot of information
9 in a probably pretty short period of time, so we
10 do want to be sure that we can answer any
11 questions. I will say there was one thing I did
12 not cover, which was the -- I think in the email
13 it was referenced the K-4 Literacy Assessment,
14 also known as the K-4 Formative Assessment, those
15 questions would need to be directed to the K-3
16 Literacy Department or Division. That is outside
17 of our scope. That is fostered by K-3 Literacy.
18 So anything around that should be directed to
19 their division.

20 MS. UTZ: Okay. And a side note, I
21 accidentally muted everyone. So I don't know if
22 they can turn themselves off of mute to ask a
23 question.

24 MS. BRITT: Okay. Is there a way for
25 them -- is there a chat or---

1 MS. UTZ: Yes.

2 MS. BRITT: I don't know. I'm trying
3 to look to see---

4 MS. UTZ: The only question that
5 popped up as you were presenting was if they could
6 get a copy of the presentation.

7 MS. BRITT: Most certainly. So,
8 Alexis, if this is okay with you, I think what
9 we'll do is, I will PDF this whole document, and
10 then if I could send it to you, would that be
11 sufficient and you'd be able to send it to the
12 appropriate individuals?

13 MS. UTZ: Yes, I can do that.

14 MS. BRITT: Okay. That might be
15 easiest.

16 MS. UTZ: And I also shared a link in
17 the chat box that took -- that will open a
18 document that shares basically the information you
19 shared. It lists all the assessments that a
20 student might take and the other information.
21 I'll show it really quick to you.

22 MS. BRITT: Oh, I see.

23 MS. UTZ: Just for those that were
24 interested. It's a different format than what you
25 shared, but it's pretty much similar information

1 of what you had shared.

2 MS. BRITT: Is it helpful if I put
3 the links in the chat box? Is everyone able to
4 see those? Because I could just give you the
5 direct links to some of this information.

6 MS. UTZ: It doesn't matter. Yes,
7 everyone can see the information in there. Or you
8 can just send them to me, and when I send out the
9 presentation, they can have it too.

10 MS. BRITT: Okay. Yeah, that sounds
11 great. I'll do that. Like I said, a lot of the
12 information that we shared today, we try to be as
13 transparent as we can, again, knowing that things
14 are ever-changing, and so if new information comes
15 out, we definitely want to get that out as soon as
16 possible to the field and everybody that it would
17 affect.

18 On our home page, which is the
19 Testing and School Accountability web page, if you
20 scroll down midway down the page, there is the
21 North Carolina Operational Testing Calendar.
22 There's one -- last year's is there and this
23 year's is there, and then we also have the
24 back-to-school resources, which is that kind of
25 colored graphic I had on the screen. It's a

1 pretty flyer. So you could pull that up.

2 And there's lots of other information
3 on our website, but those -- sounding like, you
4 know, why we were here today and what we were
5 talking about, those seemed to be the things that
6 might be most helpful to folks.

7 MS. UTZ: I'm going to unmute
8 everyone so that you can control yourself again.
9 So if you'll just mute yourself if you don't have
10 a question, but I did just unmute everyone.
11 Sorry, guys.

12 THE CHAIRPERSON: So are there any
13 questions in the chat box, Alexis?

14 MS. UTZ: No, there are not.

15 MS. BRITT: And I will say, as far
16 as, you know, the ACT, the College and Career
17 Readiness Alternative Assessment, NCExtend1 at
18 grade 11, the best resource to look at to really
19 understand is to look at that operational testing
20 calendar because it really breaks it down very
21 nicely as to what -- what test, what grade level,
22 and what's the window. It's pretty
23 straightforward.

24 So that would be super helpful. So I
25 do know some of the slides -- you know, it gets a

1 little bit confusing. So---

2 THE CHAIRPERSON: So hearing and
3 seeing no questions, we want to thank you, Molly
4 and Shannon, for your presentation. Thank you so
5 much for sharing this information with the
6 Council.

7 MS. BRITT: Sure. We would like to
8 thank you all as well for including us and being
9 able to present this information to another group
10 of people. So we appreciate the invitation. So
11 thank you very much.

12 THE CHAIRPERSON: Thank you. So,
13 Council, we are on lunch break from 12:30 to 1:00.
14 And a reminder, to join the committee work -- the
15 subcommittee work, you have to be on a computer,
16 not on your phone. Correct, Alexis?

17 MS. HUTCHINSON: Alexis, are we
18 correct to assume that we come right back to
19 [inaudible] and then we're going to break out from
20 there into our committees?

21 MS. UTZ: Yes. It's the same link
22 and everything else.

23 MS. HUTCHINSON: And then you'll put
24 us in like breakout sessions?

25 MS. UTZ: Yep.

1 THE CHAIRPERSON: A question before
2 we go. Alexis, do we have any public comment?

3 MS. UTZ: I have not seen anyone come
4 into the meeting that is not part of the -- who's
5 not a member. So as far as I know, no, we don't,
6 and actually, they have to sign in -- I think it
7 was by noon. I'm pulling up the comments. Yeah,
8 they have to sign in by 12:30. So I do not see
9 anyone signed in for public comment yet.

10 THE CHAIRPERSON: Okay.

11 MS. UTZ: And Diane did not -- did
12 not receive any emails for public comments either.

13 THE CHAIRPERSON: Thank you. Okay.
14 Back at 1:00.

15 MS. UTZ: All right. Thank you.

16 **(A luncheon recess was taken from**
17 **12:27 p.m. to 12:59 p.m.)**

18 THE CHAIRPERSON: Okay. So we have
19 no public comments for today, but I suggest that
20 all council members review our procedure for
21 public comment just so that you're aware of it,
22 especially our newer members. And we're going to
23 break into -- if we have no other further
24 opinions, thoughts, or information to share with
25 the Council from any council members---

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

(No audible response.)

THE CHAIRPERSON: Okay. So we're going to break into subcommittee groups. Alexa is going to do that for us. Alexis. Sorry.

MS. HUTCHINSON: Can we just quickly go over the procedures? Once we finish with our committees, are we going to leave from there and not return back and provide you with an update, Cynthia?

THE CHAIRPERSON: So in a few minutes, we're going to adjourn the meeting, go into our committees, and after the committee work is done -- you determine that in the committee. When your work is done, you will then adjourn from -- leave from there, but we will adjourn the official meeting of this council in a few minutes, go into our committees, and then leave from our committees. And the report -- Alexis, do they go to you?

MS. UTZ: I don't know. I happened -- when I was looking through council stuff, I happened to see that subcommittee reporting form. So that's why I attached it. I don't know if it's something you use.

THE CHAIRPERSON: So in previous --

1 this is what we did. We sent it to -- or we
2 provided it -- when we were in-person meeting, we
3 provided it to the secretary, whoever that was,
4 and the secretary then made the digital and sent
5 them out to the chair and cochair.

6 MS. UTZ: The blank forms or those
7 that were completed?

8 THE CHAIRPERSON: No, no, no. The
9 actual completed forms.

10 MS. UTZ: Oh, got you. Yeah, I mean
11 that's fine. I mean they can be sent to me. I
12 can house it.

13 THE CHAIRPERSON: Okay.

14 MS. UTZ: I just didn't know what has
15 been done in the past.

16 THE CHAIRPERSON: So that was what
17 was done in the past, was that the secretary or
18 you, Alexis, can indeed house the forms
19 completed -- forms after the committees have done
20 their work and they've completed those forms with
21 information, but that's some of the information
22 that I would use to develop the '20-21 report --
23 annual report.

24 MS. HUTCHINSON: Alexis, do you mind
25 sending -- do you mind sending out that document?

1 Because if we haven't been a chair of a committee
2 before, we probably don't have that form readily
3 available.

4 THE CHAIRPERSON: So it's available
5 for a link right here on the agenda, subcommittee
6 reporting form.

7 MS. HUTCHINSON: Yeah. I don't think
8 it's live. Do we have an actual---

9 MS. UTZ: All right. Well, then, I
10 will send it out.

11 MS. HUTCHINSON: Maybe just put the
12 link -- maybe put the link in the chat. Would
13 that work?

14 MS. UTZ: Yeah.

15 MS. HUTCHINSON: Okay. That's great.
16 Thank you.

17 MS. UTZ: Okay.

18 THE CHAIRPERSON: So, Alexis, are you
19 ready to break them into groups after we adjourn?

20 MS. UTZ: I believe so. I just have
21 to double-check. Some people signed off and
22 signed back on, so I'll double-check to make sure.
23 But it looks like -- I think I have to add
24 Kristen. I think that's it.

25 MS. GRANT: Alexis, have you added

1 the link to the chat yet? I just don't see it.
2 I'm just making sure.

3 MS. UTZ: Oh, I did, but I sent it
4 privately to Diane. Let me send it to everyone.

5 MS. GRANT: Thank you.

6 MS. UTZ: Okay. There you go.
7 Kristen, did you -- you joined--- Never mind.
8 It's right in front of me. I need to stop sharing
9 this screen a second.

10 Okay. So everyone should be assigned
11 now. Cory, I don't have you assigned as
12 Mr. Blackwell wasn't part of a committee group.
13 But I think we are good to adjourn the meeting,
14 and then everything will be set for me to hit a
15 button and you guys will disperse to your room.

16 THE CHAIRPERSON: Okay. So can we as
17 a committee get a motion to adjourn the meeting?
18 Anyone willing to make a motion to adjourn the
19 meeting?

20 MS. UTZ: Let me pull the chat back
21 up. Jennifer made a motion to adjourn.

22 THE CHAIRPERSON: Okay. A second?

23 MS. UTZ: Apparently, they can't
24 unmute themselves. I must have muted everyone
25 again or something. I don't know. But they're

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

doing it in the chat box. So---

THE CHAIRPERSON: Okay. So we got a second. Are they voting in the chat box?

MS. UTZ: Marge has seconded.

THE CHAIRPERSON: Okay. And my vote is, of course, to adjourn the meeting.

MS. UTZ: All in favor of adjourning? Sorry. I don't know if you heard her. Everyone is commenting yes, good to go.

THE CHAIRPERSON: Okay. So we have -- we have our votes in to adjourn the meeting. So this meeting of the advisory council is adjourned. Thank you all for participating. Thank you all for the work you do for the children and families of North Carolina with disabilities.

(At 1:05 p.m., the quarterly meeting adjourned.)

- - - - -

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

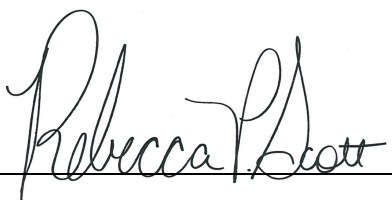
CERTIFICATE OF REPORTER

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

That said proceeding was reported by me and the foregoing pages, numbered 4 through 116, 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 18th day of September, 2020.



Rebecca P. Scott