

Louisiana Developmental Disabilities Council  
Education and Employment Committee  
October 19<sup>th</sup>, 2022

HYACINTH MCKEE: Greetings and good afternoon, everyone. The education and employment committee will commence. The time is now, or will begin, sorry. The time is now 3:04 p.m. At this time I'll ask for an attendance call.

EBONY HAVEN: Ms. Nicole Banks.

NICOLE BANKS: Present.

EBONY HAVEN: Ms. Melissa Bayham.

MELISSA BAYHAM: Here.

EBONY HAVEN: Ms. Brenda Cosse.

BRENDA COSSE: Present.

EBONY HAVEN: Ms. Christi Gonzales. Ms. Meredith Jordan.

MEREDITH JORDAN: Present.

EBONY HAVEN: Dr. Hyacinth McKee.

HYACINTH MCKEE: Present.

EBONY HAVEN: Ms. Bambi Polotzola. Ms. Mary Tarver. Ms. Vivienne Webb.

VIVIENNE WEBB: Present.

EBONY HAVEN: Dr. Phil Wilson. You have seven, so you have a quorum.

HYACINTH MCKEE: Okay. So we're going to take a moment and just kind of look at the agenda before us and make some amendments to the agenda at this time. And so I'm going to ask that the committee consider modifying the agenda to include space for discussion regarding some community concerns as it relates to the recent changes at the special school district. And I'm asking that we can place that item on the agenda right after the report from Louisiana Department of Education. Do we have anybody on the committee with issues with us adding this to the agenda? Ms. Brenda, you're being recognized.

BRENDA COSSE: Chair, I said I concur with the adjustment to the agenda. Thank you.

HYACINTH MCKEE: Thank you, Ms. Cosse. Good to hear you. So do we have any objections to this? Okay.

So let the record reflect that we are going to be adding that as an item on the agenda after the report from Louisiana Department of Education.

All right. So now we're going to go right to the meeting protocols. Council meetings shall be accessible via Zoom and live streamed on YouTube. Council or committee members will participate via Zoom and shall be considered present when they display a live feed video of their face with their first and last name. Have microphones muted unless called upon by the chairperson. Electronically raise their hand to request the chair recognize them to speak. Once recognized to speak by the chair their microphone shall be turned on. After speaking the microphone shall return to mute. Guests may participate via Zoom or observe meetings live on YouTube. All public meetings shall be recorded and may be made available on the council's YouTube channel as determined appropriate by the chairperson. Public comments submitted during a meeting via any format below shall be considered. During a Zoom meeting guests may electronically raise their hand to request to comment. Upon being recognized to speak by the chair their microphone should be turned on. After speaking the microphone shall be returned to mute. Post comments relevant to the item under consideration in the chat box. Post comments during the live stream of the meeting on the council's YouTube channel. Public comments about a person's character will not be heard. If the comment continues after being asked to stop by the chairperson council staff may be instructed to end the meeting. The chairperson will notify the executive committee of this occurrence. Council chair will seek guidance to determine if it is legally appropriate to redact or share the video of the meeting on the council's social media.

Now we'll move onto the approval of the July meeting summary. At this time we'll take a quick look at the July meeting summary. For committee members that did not get a chance to review it, we'll just take a minute or two and go over it. So now we'll entertain a motion for the approval of the July meeting summary.

EBONY HAVEN: If there are no objections you can do

it by unanimous consent.

HYACINTH MCKEE: So there's no objections, I'm understanding. So the July meeting summary is approved. We'll move right onto the next item on the agenda which is a report from the Louisiana Department of Education from Meredith Jordan.

MEREDITH JORDAN: Great. So I'll address this first item first and give you all an update on where we are with the cameras in classrooms with regard to the funding that was released. So we have distributed the legislative dollars out to school systems based on those allocations that were approved at the August BESE meeting. And so now that that funding has been released, we have also released a collection mechanism through a survey to begin collecting school systems' policies, right. So remember that the legislation called for school systems to send the department their board approved policies. So we have started that survey. Even though they have-- so the law says they have until, I believe, until December 15th unless they receive funding, they're supposed to send us those within 60 days. So we've gone ahead and launched the survey to collect those. We have at least a dozen responses the last time that I checked. And so we will continue to follow up with school systems. Someone on my team will do that as we track those coming in who we haven't heard from as we get closer. So they have until the end of November to send us those policies. And we'll continue outreach as we get closer to that deadline following up with school systems to make sure that we collect those policies.

We are also, I believe I told you all last time we are still working with our grants management developer to release an electronic application. So even though school systems have the funds, this is not, the funds are not on a reimbursement basis because that would take a long time to get those funds. So that would require them to use local dollars if we had done it that way and then requested reimbursement of the legislative dollars. So we wanted to do it quickly based on stakeholder feedback. But we are still releasing an application so that we can collect some reporting. So BESE requested an update at the June

meeting, this year, June of 2023 they would like an update on how much funding has been spent by school systems and how much they have left. And so this application will allow us to collect some of that data from our school systems. So we are working and hope to have that released. But school systems, like I said, they have the funds and we have told them to begin communicating with parents about how to request a camera and we'll continue to support and do that.

A couple of other updates that I wanted to bring to this committee. So first, I also want to thank everyone who came out to BESE last week and showed your advocacy and support for our students with disabilities. We did, Dr. Chasaun and I lead a presentation to BESE board members really around updating them on the expansive work, right, that goes into supporting students with disabilities across our state. And so we led what we felt was a short, condensed presentation, but it did take us quite some time, almost an hour, to get through that information. But really trying to educate, advocate alongside you all. So I really just wanted to thank all of the stakeholders, different groups here, partners here who came for kind of showing and also, you know, sharing some of the work that we all do.

I also wanted to follow up, I know last time this committee asked all of the ways in which superintendents and school systems get legislative updates. And so I wanted to make sure I checked with our legislative policy because I knew some ways, right. Like we, in our office, we communicate to SPED directors about in many ways that others here do all of the legislative work that impacts special education. But also wanted to follow up and let you all know that the Louisiana School Board Association also sends out all legislation that impacts education and students across our state. So they get updates that way. They also received a spread sheet from our policy office throughout our newsletters that goes to superintendents. So they're kind of getting these legislative updates from multiple ways, right. So I think this group wanted to make sure that all legislative changes were getting out to our school

systems. So I wanted to bring back all of the ways that that happens.

Also wanted to let you all know, and I'll share it with this committee, our team is going to be releasing a survey that will be geared towards educators who support children with significant disabilities. So we are really ramping up our work to support these children in having access, having rigorous expectations. So we're going to release a survey to really get educator input on what supports they feel they need. What areas, is it assistive technology, is it communication, is it access to high quality curriculum. So what needs are there around those students. So I may share that with this group because I know we have lot of reach with educators, so I'll share that with you all once we release that.

And then the last update I really want to talk about here and hopefully will generate some ideas and discussion. We are leading work with a workgroup-- those of you who attended BESE you all know that the department is working to revamp our accountability system for grades three through 11 which includes high school accountability. And so what that system is meant to accomplish is a transparent way for parents and stakeholders to understand how their schools are doing with educating our children. And we use a letter grade system. So one of the workgroups that we have formed, because there is a group that has not been considered in our accountability system thus far in our state, and that is our students with significant disabilities. How do we incentivize school systems to build inclusive opportunities, inclusive work-based opportunities for some of our students with the most significant disabilities. I'm working with other states and there are other states who are doing this work as well. So I'm excited about it to kind of build on and expand some of the opportunities that the April Dunn Act provides for our students with disabilities. This will give us more incentives for school systems to include these students in some of these high school experiences and work-based learning, CTE programming in our high schools.

So this is going to also be on-- we're just kind

of starting this discussion with stakeholders. We do have a workgroup. But we're going to bring this to my November SEAP meeting. Also get some feedback there. And so what it will entail is school systems through accountability will be awarded certain levels of points for certain accomplishments for these students which will hopefully incentivize them to build and expand these programs. So, for example, one thing that could look like is incentivizing if a student with a significant disability attains a basic level credential. In our current accountability system students will not, other students, right, so their nondisabled peers would not get points for that. We want those students getting advanced level. But for a student with a significant disability is that an accomplishment, right. Absolutely, in my mind. So awarding school systems for getting those opportunities for those students to even obtain a basic credential.

Another example would be awarding school systems who have our students even with the most significant disabilities in a work-based learning experience. So a certain number of hours of work-based learning. So really trying to connect these students and incentivizing schools to connect these students to some meaningful employment if that is the path, right, that that IEP team, that student, their families have chosen. Like to really incentivize school systems to do that. And award that through our accountability system. That would be a brand-new endeavor in our state. It's something I'm excited about it. Our administrators are excited about it. Internally in the department I have other departments excited about it. So that's all I wanted to update. And hopefully whenever we want to discuss or have questions like get some ideas around that or input here from this group.

HYACINTH MCKEE: Any questions?

ERICK TAYLOR: I have a couple questions. When y'all put the cameras in place are y'all going to be recording the cameras and how long would you keep the recording for the cameras?

MEREDITH JORDAN: Good question. So per the legislation when school systems install those cameras, they must record both visual and audio. And they must

store it for at least 30 days.

ERICK TAYLOR: Okay. I have another question. With your child being disabled and your child is not verbal, how is it that it's wrote that you're just supposed to pass that child because you're not supposed to fail no child. Why is that?

MEREDITH JORDAN: So promotion for students with disabilities is an IEP team decision, right. So you're absolutely right. So at the end of each school year those IEP teams meet and determine promotion based on that child's goals. So that would be promotion or retention for a student with a disability would be based on that IEP team decision.

ERICK TAYLOR: Okay. I have another question. I'm not trying to hold y'all. Saying okay, we're not supposed to fail that child. We're just supposed to let that child come and you feel to parents okay, I know my child is going to pass so it make it seem like it's an (inaudible) area in that the teachers feel like I don't have to teach them no way because in my prospective I'm going to pass them anyway. So one, I just got to feed them. I got to change them and make sure they eat. Cause I don't have to really teach them because I'm supposed to pass them. If I'm making sense. If I'm not making sense y'all tell me if I'm making sense. I feel like that shouldn't be like that hey, I'm going to pass them anyway. Because they have a mind. They have abilities to learn. So don't just stick them in a corner and say okay, they able to pass because it's already written I can't fail them.

MEREDITH JORDAN: Right. You're definitely speaking to something that we say all the time about rigorous expectations. I just spoke earlier at our accessible materials conference and, you know, just because a student is nonverbal-- Lynette was there. You know, we want to see the ability in these students, and we know that that does not mean cognitively that they're not capable, right. So always holding these children to high expectations. And I think to your point, you know, one of the things that we can do in this accountability system, even for students with low incidence disabilities, significant disabilities, is how do I, you know, how do we incentivize, you know,

some work-based credentials. But also those students can absolutely obtain a diploma. And then like how do we build in that work-based learning and provide all of those opportunities and rigorous expectations. I completely agree with you.

ERICK TAYLOR: So I have another question. You probably say I got a lot of questions. Being as a father, and God bless my child she has passed, but being as a father and walking in the class and just seeing her sit in the corner and you're not reacting with her. But then you know as the parent that she can learn, but you got a teacher sitting on the mat twiddling on their phones and you're not trying to teach them because you got in your mindset hey, she gets an A regardless. What would them cameras do if they see that, that they not making an effort to teach them. Regardless you got that in your mind.

MEREDITH JORDAN: Right. I mean, I think the school systems could certainly, you know, there are certain individuals at the school system level that can access that video footage and see and check in on those classrooms for sure to kind of check that. But I would also say as well that administrators, principals, we train them to constantly walk, we should be giving constant feedback to teachers. We should have constant feedback cycles. We are revamping our evaluation system right now to move away from this idea of a once or twice a year classroom visit evaluation system and communicate and support those leaders. They should be walking around constantly to check and seeing those things. And then how do I support that teacher in a growth mindset believing in that child that they can. And doing their job, right. So I think that is a part of that. I would be saying like where is that school building level leader who should be walking and constantly monitoring and providing ongoing feedback to those educators to provide the right supports.

ERICK TAYLOR: Okay. One more question. I feel like the child that got beat in the class by a teacher, and I'm for the cameras because you beat a disabled child. You beat her because you weren't capable of taking care of her or handling her. I'm for the cameras. I'm glad they're making the step for the



cameras. Because everybody's not for this. Everybody's not for taking care a disabled child because she can't respond, or he can't respond. So yes, I think it's a great job that they putting the cameras where you see a person. You can put a teacher in, and she can be a teacher, but is she walking the real walk as a teacher. If I'm making sense. I think it's a great job. I just had them questions to see what they going to do more with the cameras. You can put them there, but the recording and the watching and the knowing. Hey, they can learn because they can learn too. Thank you.

HYACINTH MCKEE: Any other questions for DOE?  
Melissa.

MELISSA BAYHAM: Thank you. I just wanted to remind you, Meredith, we actually one of the requirements for transition service is work-based learning experiences. But we have to make sure that we coordinate our efforts because if something's required under an individual's IEP we can't supplant funding. But that's part of that statewide MOU is if we coordinate the funding, we can make it work. I know Desoto Parish is doing an outstanding job with work-based learning experiences. They're even connecting it. Helping with money management and things like that. And they actually use our preemployment transition funding to pay those students. So just, you know.

MEREDITH JORDAN: And I think hopefully what this will do will incentivize that to occur in more.

MELISSA BAYHAM: Yeah. Because we're still, I mean, we're using our funding, but we get funding every year. But we have two years to spend it if we have to. But we're having to use those two years because we're not spending enough funds.

MEREDITH JORDAN: This will help hopefully--

MELISSA BAYHAM: If that makes sense.

MEREDITH JORDAN: -- incentivize it and this will be really good for this partnership and for us to help incentivize them to reach out and use that and use those models. Yep.

HYACINTH MCKEE: So I'm so glad you brought that up, Melissa, about coordinating. And I'm just overly

exhausted, but I think we're going to be at this point where I think the DD Council's going to have to make a little bit more steps to ensure there's some real coordination going on between LRS and LDOE. You know, we have been asking this for two years. And I don't know where we need to get this going. I don't know if the LaDDC, what we can do, write a letter. Maybe I can have some conversation with staff. Every time we have a meeting there is some type-- like Melissa sharing with you things that they are already doing, right. And had that been a coordination then you would already be aware of that.

MEREDITH JORDAN: I'm aware of preETS. We're trying to incentivize school systems to have that partnership. And we're working on an MOU together right now as well.

HYACINTH MCKEE: So how long is the MOU going to be working? This is like two years. So every time I come to a quarterly meeting I bring up the same question about where is there a liaison, where is there some type of coordination between LRS and LDOE. The public ask that all the time. We have parents that call us constantly. I didn't know this was going on. I didn't know this could happen for my child. Why this individual hasn't been invited to my child's IEP. My friend knows that LRS is out there, he's getting the services, but no one even invited an LRS person to my child's IEP. These are simple, basic requests that our parents and our community ask every single time we meet. So I'm going to be on record again. Where is the liaison? Where is the coordination? Where is the work collaboration between LRS and LDOE? You said there's an MOU. How long does it take for the MOU to be drafted? When will the MOU be put into place because our parents and families have been asking for this, to my knowledge, for two years? And so it's like every time we come to a meeting. So when is the MOU? So is it written? Is it in drafted form? Is it just conversation again?

MEREDITH JORDAN: It's drafted.

HYACINTH MCKEE: It's drafted. Okay. So the next question would be is there any support that's needed from the LaDDC to ensure that the drafted MOU actually

materialized into something that our parents can have, you know, and utilize for their kids. So what would be the next step? So it's drafted, is there something that you would need from LaDDC to make sure that it happens? Like what would be the next step? Is there something from us?

MEREDITH JORDAN: I mean, if there are any suggestions, I'm open to a motion. Anything that can help us, you know, get out. We're communicating out to school systems. Their regional contacts that this is required. So this is one next step is to provide some accountability for school systems to take that step, right. So I think this will be one way to help that and I'm open for ideas, for sure.

HYACINTH MCKEE: So like, and I can't speak for LRS either because I know LRS they have a work shortage, right. And LaDDC has drafted support to help ensure that they get more people that work. Is there an opportunity to recommend a possible liaison between a position that is a liaison that that individual, their sole responsibility would be to serve as the liaison between LRS and LDOE? Like appoint a staff person that will funnel through some department. That would be a recommendation. And if I'm overstepping, committee members, just let me know. But LDOE is asking for recommendations. But I think getting that MOU, it's draft, in draft format, getting it to where it can be reviewed. Maybe you can get that MOU over to us, our stakeholders so they can review and provide feedback just like we got the bulletin 741. So maybe getting that MOU over to us so our stakeholders can provide input. And then also drafting it in such a way where there is a position that is someone that can do that work to be a liaison between LDOE and LRS. Bambi Polotzola recognized.

BAMBI POLOTZOLA: So I'm just wondering what is the MOU. Because actually this has been discussed, Melissa. We've been talking about it for seven years now. I know since I've been in this position. But I know we've had change of administration at LDE. So, you know, we can go back to just the past like two years to see some progress. But what is the MOU that you're creating going to do? Because I know it's different

because you had an MOU potentially with school districts individually. So what is this MOU with the state department going to do?

MELISSA BAYHAM: So we had an MOU, but it expired so now we're trying to update it. So, you know, we sent the MOU to DOE and now we're just waiting for their feedback. Now this particular MOU it depends on-- and how do I want to say this. You know, with LRS we have control over our funding and it's a little bit different with the Department of Education. So I know in the past the last time we negotiated the MOU, which was some time ago because it was three-year MOU, I know some difficulty we had was I think I can't remember which word the department had to use. I think it was encourage. Like we could not put a lot of teeth into it so I'm not sure if that's still the case or not. And like that was one thing I didn't realize that y'all were doing with work-based learning experiences that could be something maybe that we could put more teeth into the MOU. Because a lot of it is just some of your standard, you know, what the department's going to encourage the school districts to do. Which would be to allow them to participate in preemployment transition services.

MEREDITH JORDAN: Right. Yeah. So like they have to apply and have that agreement with LRS. I think the accountability piece, right. So like you think of a couple things that encourage school systems to do things. Funding, policy, accountability. So I think like having an accountability system where they are going to receive points in their letter grade system for doing this, like that's another like set of teeth that's never been there. So to say okay, I'm not going to stick these students in a corner and not give them any opportunities. I'm going to give them opportunities because now in accountability the state department is highly encouraging me to do that. So yeah, I think that's definitely something we can look at adding in here.

HYACINTH MCKEE: So I'm hearing the question is what's in the MOU. What will the MOU do and how would it support our families. I mean, you know, the bottom line is how is it getting to our families. And so I'm

hearing, like I said, again, the MOU, looking over MOU. We are requesting, again, that you guys work to coordinate with each other. Possibly consider developing a position. Someone at the state level who can serve as a transition coordinator or someone to be accountable for what's happening to our families and our districts. And so that is the request of the LaDDC employment committee. And I don't know if anybody else has any other comments about that. I bring it up every quarter, every quarter because we get parents with the same questions. Go ahead, Melissa.

MELISSA BAYHAM: I know in the past, like we're required to have a transition coordinator. So in my office I have a couple. And I know in the past when I was in that particular position at the time it was Rebecca Hanberry was in that role. So does that role not exist anymore?

MEREDITH JORDAN: I have someone who's working on transition, but she's also working on my work for students significant disabilities. So I have a person who will support this. Like we're working with LSU to get some transition partnerships for school systems. That kind of thing. Helping them build these programs. So I have somebody that can be.

MELISSA BAYHAM: Is that Megan? I can't think of her last name.

MEREDITH JORDAN: It's Lauren Miley. Dr. Miley.

MELISSA BAYHAM: So do you know if she's been in touch with anyone from my office?

MEREDITH JORDAN: So probably not yet. She's been here for a couple months. So not yet. But I know we have Megan who serves on your, the commission as well. So we're coordinating with her, you know, getting that information from your commission.

HYACINTH MCKEE: Okay. Well, thank you. So it would be fair to ask that we get a full report on those efforts in terms of the transition coordinator or liaison at the next education employment committee meeting which will be in January. A report on those efforts as well as the MOU. All right. Any other questions for the Department of Education and their report? Thank you so much, Ms. Jordan, for your report.

REKEESHA BRANCH: We do have-- yes, ma'am, Dr. McKee, we have Ms. Corhonda Corley. She has her hand raised and a few comments that she listed in the chat.

HYACINTH MCKEE: We will allow for public comment. They can unmute themselves. I don't see a hand raised. Oh, okay. Ms. Corley, you're being recognized.

CORHONDA CORLEY: Thank you, madam chair and committee. First and foremost, Ms. Meredith Jordan misspoke. This BESE meeting that the SBLC would have decision making authority whether or not our children with IEPs would be retained in school. Not the IEP team. It's the SBLC team that would actually have that authority.

Second, what is accountability going to look like. Because I know that there is an emergency accountability meeting that is taking place on November 10th at the Claiborne building, but we have not been given a time yet per the BESE. And children with disabilities as well as English language learner children are one of the priorities that will be addressed. Our children with disabilities are not being addressed especially as it relate to accountability framework. And our state Department of Education always like to say that they do not have the power to implement and enforce. So if you want real true accountability it need to be put in this framework that's occurring on November 10th that I notice that Ms. Meredith Jordan did not tell everyone about. But it is an emergency meeting.

Also, we may need to look at legislation regarding what this is going to look like as it relates to cameras and everything else. Because the policies, LDOE stated that the policy's not due until December. But Senator Mizell stated that the policies are due the beginning of November. Sixty days after receipt of the funding. The school systems have already received the funding. So they had 60 days from that date to actually have their policy. If they do not provide their policies, then they are in violation of the law. And there are plenty of legislators that would like to address that violation. But it has to be that our DD Council is willing and able and wanting to make sure that accountability really get addressed and that we

actually hold their feet to the fire. Because this is how our children are constantly, constantly falling through the crack. And that is why the School for the Deaf and the Blind have more problems now today than they ever did before. Thank you so much.

HYACINTH MCKEE: Are there any other comments from the public at this time regarding the Department of Education's report?

REKEESHA BRANCH: Yes, ma'am. We have a comment from Ms. Brenda Barresi. How are the school systems held accountable to create a policy and implement it. When will the system's policy be developed and implemented for the 2019 Act 117 which allows ABA therapies in the classroom. The laws can be passed, but if school systems' policy are not created then nothing will happen.

HYACINTH MCKEE: Ms. Jordan, would you like to address that for the public?

MEREDITH JORDAN: So based on-- they should have policies in place already for the act around ABA therapy and allowing those outside therapists in the school systems to provide those services. Like she mentioned that law was passed several years ago. And with regards to the camera policy, they should have those adopted or quickly adopting them for the school systems that never received their funding. And we're collecting those now.

HYACINTH MCKEE: Any other comments or questions? Looks like we have a committee member with her hand raised. Is that Vice Chair Banks?

REKEESHA BRANCH: Yes, ma'am.

NICOLE BANKS: Yes, ma'am.

HYACINTH MCKEE: Ms. Chair Banks, you're being recognized.

NICOLE BANKS: Thank you, Dr. McKee. Okay. So I'm reading the legislation and it says they have like no later than December. I'm sorry. January 15th, 2023, for each governing authority to submit copy of the policies. And adopt pursuant to this section to State Department of Education, correct. So we technically have to give them until the 15th, at the latest, to enforce like, you know, to really enforce it by law. Because we have it stated up in here it was no later

than January 15th that each one should submit a copy. So even though they received the funding, you know, they still have some time for the ones that, you know, kind of dragging it and, you know, maybe they can't figure out exactly how to get all the policies in place. They still have until the 15th. So I know the 15th is like right around our January meeting, right. So when the 15th comes and we have our meeting and for all of these districts that does not have a policy in place, what are we going to do as far as a corrective action? Because something has to start doing. Because Dr. McKee said it perfectly earlier. She has been talking about this for the last two years about getting something, you know, concrete in place where we'll have something measurable and attainable to see that things in progress are being made. So what is going to be the corrective action for these school districts that are not having policies in place after the 15th of January?

MEREDITH JORDAN: That would be a perfect time for me to bring sort of, if you want me to bring a report on who we've received those reports. Hopefully at that point it's going to be 100-percent of them. So I can bring that for our January meeting, and we'll know who's out of compliance and who's not if that's helpful.

HYACINTH MCKEE: Did you hear that, Vice Chair Banks?

NICOLE BANKS: Yes, ma'am. I did. I heard it. So after we find that information out do we have something that's already in place as far as corrective action what's going to happen to these school districts that doesn't have this in place? Because if we got to wait another three more months for it to happen because that's when we have our meetings. So I'm just trying to, you know, get the ball rolling before we even get there.

HYACINTH MCKEE: So your question is what would be the consequence if a district did not adhere to the bulletin that's in front of us. What would be the consequence.

NICOLE BANKS: Yes, ma'am. What would be the consequence. What's the corrective action. What happens to them.



HYACINTH MCKEE: Good question. Any other comments? Vice chair, thank you for bringing up that point. Any other comments?

REKEESHA BRANCH: Yes, ma'am. Ms. Corhonda Corley has her hand raised again and we do have one comment in chat.

HYACINTH MCKEE: Ms. Corley, you're being recognized.

CORHONDA CORLEY: Yes. Thank you, madam chair. Again, I want to express, and I'm expressing this also to Vice Chair Banks, you're absolutely wrong. They only have until November. Cade Brumley who is the superintendent for LDOE as well as Senator Mizell, they spelled it out. They read it out of the law. It's in the law 60 days after they receive the money if they don't have their policy they are in violation. So why would we want to give them until January. That's the problem. We always give them an exception. Children are getting abused. Children are being violated. I got a call while I was on this meeting about a child being sexually mishandled today. We can't keep delaying a camera because they failing to create the policy. The law said 60 days. They got to be held accountable and we need to hold their feet to the fire. That's why I made sure I brought up that it's an emergency meeting that BESE is having on November 10th at the Claiborne building. And they are going to be addressing children with disabilities and English language learners in accountability framework by every school system in this state including (inaudible). We cannot keep letting them get away with using our children as punching bags or anything else in between. It's not acceptable. They don't give us parents a slap on the wrist or let us pass by the wayside and I'm not about to let them pass by the wayside either. Because I am an African American mother, and I would get reprimanded three times worse than a white woman. And I'm not about to sit back and say it's okay for them to actually be able to not have their feet held to the fire and be held to the same accountability that I would be held to. Absolutely not. That's my recommendations. DD Council please send a letter in regards to what they're going to put in the

accountability framework for our children with disabilities as well as the children with disabilities that are English language learners for the November 10th meeting. That is my recommendation. That is my request and that is what I'm requesting not just on behalf of all individuals with disabilities, but also on the basis of my child that is nonverbal that has multiple disabilities. Thank you so much.

HYACINTH MCKEE: Any other comments regarding the report for Department of Education at this time?

REKEESHA BRANCH: We have a statement from Ms. Brenda. She stated, however, policies are not in place for the Act 117. This is still not allowed to happen. Ms. Nicole Banks also posted to the chat title 28 education part CXV bulletin 741 of the Louisiana handbook for school administrators detailing the information. A, each LEA shall adopt policies relative to the installation and operation of cameras that require both video and audio in classrooms. One, the policy shall be adopted not later than December 31st of 2022 or within 60 days of the receipt of funding for the installation of cameras whichever occurs first. Number two, not later than January the 15th of 2023 each governing authority shall submit a copy of the policies adopted pursuant to the section to the state Department of Education. And number three, within ten days of any revisions of the policies each governing authority shall submit a copy of the policies to the department. And that concludes all comments. I'm sorry. One more comment. Good afternoon. Please state full name for the record. There are attendees with the same first name. Yes, ma'am, Ms. Brenda Cosse. The comment came from Ms. Brenda Barresi.

HYACINTH MCKEE: Thank you. Any other comments regarding the report from the Department of Education at this time? Okay. We will move right on to hear the report from the Louisiana Rehabilitation Services.

REKEESHA BRANCH: I'm sorry, Dr. Hyacinth. We have two more hands raised. Ms. Melinda Elliot have her hand raised. And Corhonda Corley has her hand raised again. I'm sorry, Ms. Corhonda lowered her hand.

HYACINTH MCKEE: Ms. Elliot, you're being recognized.

MELINDA ELLIOT: Thank you, chair. I appreciate it. Did I understand correctly that at the next-- Ms. Meredith, did I understand correctly that at the next meeting you're going to bring us a report of who's turned in their policies and who has not?

HYACINTH MCKEE: We did. And probably because you weren't sitting right next to us, but we did talk about making sure that we will have that full report at the next meeting for the education employment committee to review. I'm sorry. We probably didn't state it loud enough for everyone to hear.

MELINDA ELLIOT: It's okay. And that's in December or that's in January?

HYACINTH MCKEE: Well, our next meeting is not till January and, of course, that's some of the concerns that families are bringing to our attention because our meetings are quarterly. And so, you know, there's things that occur in between those times that we're not meeting to discuss and that is the concern, the timeliness. And I believe our vice chair made that as a concern as well. But we did-- yes, ma'am.

MELINDA ELLIOT: And I guess I'm trying not to be angry, right. But abuse is still going on. I have a parent talking about the abuse of her child on Facebook here not three or four days. I am concerned about waiting all the way till January. But even if we have to wait for January, I would be interested in seeing the report. Thank you.

HYACINTH MCKEE: Yes, ma'am. Thank you for your comment. And then to speak to that, Ms. Elliot, I think we also had some dialogue a few meetings back asking what the Department of Education's stance and policies were as it relates to reporting of child abuse or reporting abuse in what was the DOE's position on that. And I think that was maybe about two or three meetings ago, what was the position on that. Because we are hearing from families that their children are being abused, right. And so that was another, you know, point that our families brought to our attention as well to echo what Ms. Elliot and also Ms. Corley's concern about the timeliness of everything. Do we have any other comments from the public at this time?

REKEESHA BRANCH: Ms. Corhonda Corley stated that

the DDC need to bring back LaTeach. And that's the only comment.

HYACINTH MCKEE: Do we have any other comment?

REKEESHA BRANCH: Ms. Corhonda Corley also just stated LDOE has to provide the information to the senate education committee before they meet with us.

HYACINTH MCKEE: And in that emergency meeting, Ms. Corley, they should be bringing that report at the November 10th meeting. Is that correct, Ms. Jordan?

MEREDITH JORDAN: The November 10th BESE meeting is an emergency called meeting to talk about the accountability framework for school systems and how we award letter grades to school systems on schools' performance with around students. So it's a very specific meeting if I recall correctly. And they have not-- let me check to see if they have released. I don't believe they have. But I can share it as soon as they did. I can share it with the committee as soon as they do. Nope. An agenda is not released yet.

HYACINTH MCKEE: So I just want to point out to the public that's on the call we are, we hear your concerns, we hear your passion. Certainly we do not want any child to be abused or any family experiencing that. We are hearing your concerns. We are working to the best of our ability to address it. I think this is a big start to require that we get that report from the Department of Education as to what districts have not followed the law. And in terms of adhering to the special education classrooms Department of Education said they will supply that to us at our next meeting. Any other questions or comments for Department of Education at this time? Okay. I misspoke and I was handing the baton over to you, Melissa Bayham from LRS, but actually we're going to get the report from the advisory council for student behavior and discipline at this time on the agenda. Is that correct?

EBONY HAVEN: Special school district.

HYACINTH MCKEE: Oh, that's the one. Special school district. Sorry, y'all. We're trying to keep up. Right now we're going to hear discussion surrounding the community's concern as to the recent changes in the special school district and we want to allow some space to discuss that. Do we have any

committee members that want to start dialoguing about that and then allow the public any opportunity to speak.

BAMBI POLOTZOLA: Dr. McKee, I'll share that there has been concern for several weeks, months in regards to some situations. And this is just things that I've heard. In regards to situations of staff members feeling, especially those who have disabilities that are on the staff of that school feeling intimidation by leadership. There's been a change in leadership. There's been a lot of issues. Legislation a couple years ago changed the special school district from being from underneath the Department of Education to having its own school board. It's very new. And so there was some of these allegations that have been kind of ongoing. And I think it culminated this past Friday with the firing of the school for the Deaf administrator who is a woman who is Deaf who is a doctor with I think certification in Deaf education. So highly qualified member of the Deaf community. And so there has been like a really, outrage is how I would describe it from the community and from the parents of the children there.

So the Louisiana Commission for the Deaf has consulted with the Department of Health attorneys in drafting a letter to the special school district board, who is the one who has to investigate, really urging them to investigate all of the issues that have been brought before them. And so I would propose to the Developmental Disabilities Council since the Commission for the Deaf has gotten this approval from the Department of Health attorneys in what capacity legally can they respond and I guess advocate, that the DD Council consider signing onto that letter with the Commission for the Deaf to really just to express our concern as well because this population, many of the kids there, students there are members of the developmental disabilities community. So that's what I know and that's what I would propose for the council to do.

HYACINTH MCKEE: Do we have any public comment regarding-- thank you for that report. And then I'll circle back to you when the committee makes that

decision. Do we have any public comments regarding this matter?

REKEESHA BRANCH: No, ma'am. Not at this time. I'm sorry. Ms. Corhonda Corley just posted the emergency meeting will address the following. Number one, students with disabilities and English language learners. Number two, CTE. Number three, funding. Number four, SPS. Number five, award for diploma. And number six, incentive for social economic disadvantage.

HYACINTH MCKEE: Thank you, Ms. Corley, for that information. May I ask you where are you referencing that from? Can you point us in the direction as to where you're referencing. Is that an agenda that's out there. And I will recognize you to answer that question.

CORHONDA CORLEY: Yes, madam chair. That was courtesy of the BESE board meeting that the department of ed recently held on October 11th, 2022. Which was a Tuesday. The first meeting which was academic goals and instructional improvement committee. That was the committee that actually was posed with the task of speaking on that. That conversation, dialogue was a little longer than two hours and BESE board member Preston Castille along with the BESE President James Garvey actually asked for six topics that they will address in the accountability system framework for the emergency meeting on November 10th and they listed them during that meeting and those were the ones.

They also talked in that same meeting about the SBLCs being provided the governing authority to retain children even if they have an IEP. And the issue dealing with the bulletin 1530 revisions, that was a consent item, so it didn't really get any dialogue. But that passed in the minutes but that is not reflective of how the meeting actually ran.

HYACINTH MCKEE: Okay. Thank you. Any other comments about what Ms. Polotzola mentioned with the special school district? Ms. Polotzola, do you want to motion, or do you want us just to make a recommendation that we sign onto the letter?

BAMBI POLOTZOLA: I just make a motion that we recommend to the full council that we sign on to the letter that the Louisiana Commission for the Deaf

intends to write to the special school district.

HYACINTH MCKEE: There's a motion on the floor made by Ms. Polotzola. Is there is second?

NICOLE BANKS: Second it.

HYACINTH MCKEE: Motion made by Bambi Polotzola. Seconded by Vice Chair Banks. Any objections? Any abstentions? Any public comment?

EBONY HAVEN: I'm sorry. Can you repeat it. I'm trying to type.

BAMBI POLOTZOLA: No. I recommend that the committee recommends to the council to sign onto the letter that the Louisiana Commission for the Deaf will send to the special school district regarding investigating the list of concerns.

SPEAKER: Brought forth by the stakeholders or family. By the community or stakeholders. Or you want to just leave it out. Just leave it out. Just leave that out.

BAMBI POLOTZOLA: Yeah, cause it could be employees.

HYACINTH MCKEE: It could be anything. List of concerns, period. I don't mean to modify. Cause it could come from anywhere. And it was seconded by Nicole Banks. Okay. Motion was passed. I didn't hear any objection. Did I call for it? Any objections? Any abstentions to the motion? And we got to public comment. Hearing none.

REKEESHA BRANCH: Ms. Corhonda Corley has her hand raised.

HYACINTH MCKEE: Is it related to this motion? Cause if it's not, this motion is still live on the floor. This is related to the special school district. Is her comment related to that?

REKEESHA BRANCH: I don't believe so.

HYACINTH MCKEE: Okay. So we still have this live motion--

REKEESHA BRANCH: Oh, I'm sorry. She's saying it is.

HYACINTH MCKEE: All right. We will allow it. One minute, Ms. Corley. You're being recognized.

CORHONDA CORLEY: Yes, madam chair. I'm going to be very quick. I'm in favor of this motion and also, I would like to recommend that if we can provide,

disseminate information out using LaCAN of any actions that the special school district may do such as a protest or sit out or sit in that the stakeholders would like to be able to participate in that that information be disseminated out as well. That was all I had to say in regards to that. Thank you.

HYACINTH MCKEE: So that's on the record. It's not part of our motion, but it's been heard and it's on the record. So I hope that folks are tuning into our meeting today. All right. With that being said, the motion has passed. All right. So now we are going to move to the report, right, for the advisory council for student behavior and discipline.

EBONY HAVEN: It's at the bottom.

HYACINTH MCKEE: I'm looking at the printed out and that's the old one.

EBONY HAVEN: So it will be after the contractual updates.

HYACINTH MCKEE: Okay. All right. So now we're going to be getting the report from LRS, correct?

EBONY HAVEN: Yes.

HYACINTH MCKEE: All right. That's okay. I'm looking at the other one. All right. Report from LRS.

MELISSA BAYHAM: Thank you, Dr. McKee. I have two big thank yous today. First to the council and this committee for the letter that was written to the civil service commission regarding our recruitment and retention issues. I just want to thank the council for that. As y'all know we did receive a response from Byron Decoteau acknowledging that he received it. So I'm really, really glad to see that. So thank you so much.

Also, want to say thank you to Rashad Bristo with Healthy Blue who sponsored and helped us host a virtual job fair on October the 12th. It was very successful. I have some statistics on the job fair. We had 39 employers and 96 job seekers that participated. Fifty-nine percent of registered job seekers attended. We had 220 chats. Eighty-five candidates were considered for the future. Forty-four job seekers were screened, will be screened further. And five interviews were conducted. It was done using the Brazen platform and we were just really excited about



the turnout and hoping to do it next year and it being even bigger and better than it was this year. So thank you so much.

Two other updates. We had the disability innovation fund STEM up grant with Southern University where we are assisting individuals with disabilities to either obtain employment or to advance in employment in STEM occupations. And I'm happy to say we're getting to the point where Southern University will begin to recruit for the career pathway coordinators which will be the coordinators that will be assisting our clients one-on-one using social cognitive career theory. Using those interventions to assist them in their efforts in employment in STEM occupations.

And last but not least, I just wanted to report that we are in the process of writing an RFP to do rate setting for our employment services. Luckily, this is a hot topic in vocational rehabilitation right now so I'm not going to even try to guess. There was a certain state that actually sent out their RFP, so we were able to kind of use some of the language in their RFP which was very helpful to expedite the process. So we're in the process of getting that done. Hopefully it will be out soon so that we can begin that work in rate setting for our employment services.

HYACINTH MCKEE: Thank you for that report. Any questions from the committee for LRS on the report? Any questions from the public regarding the report from LRS?

REKEESHA BRANCH: Not at this time.

HYACINTH MCKEE: All right. Thank you so much for your report, Ms. Bayham.

MELISSA BAYHAM: Thank you.

HYACINTH MCKEE: And now we will move to the report from the advisory council for student behavior and discipline. I know y'all are saying what's going on, these people don't have their act together over here. We had some printout issues. So now we're going to move to the report from that advisory council for student behavior and discipline. For the record the agenda is posted on the website accurately. Just want to put that out there. All right. That would be from our executive director.

AMY DEAVILLE: Thank you, Dr. McKee. So the advisory council on student behavior and discipline last met on Friday August 19th. At that time presentations were heard from the families and friends of Louisiana's incarcerated children regarding student experiences with school discipline. And then the advisory council deferred a discussion regarding annual planning and evaluation. And then the final piece of business that was voted on was electing a new chair. The new chair of the advisory council is Ms. Corhonda Corley who is on the call.

Prior to that meeting the last time that the advisory council made a quorum to be able to conduct business was in February of 2020. Since I started there were three meetings that were attempted, or I guess kind of held. November 5th, 21, December 16th, 21 and then April 7th of 22. And none of those had a quorum. Like I said, they hadn't had a quorum since February of 2020. So there hasn't been a whole lot of movement within the advisory council for quite some time because without a quorum you can't really move business forward.

HYACINTH MCKEE: Any questions for our executive director on the report for advisory council on student behavior and discipline from the committee? Any questions from the public regarding the advisory council for student behavior and discipline?

REKEESHA BRANCH: Ms. Corhonda Corley has her hand raised and also Ms. Nicole Banks.

HYACINTH MCKEE: Okay, Ms. Banks. You're part of this committee. You'll be recognized first.

NICOLE BANKS: Thank you, Dr. McKee. So to my understanding we haven't had a quorum for this particular committee since 2020. Did I hear that correctly or no?

AMY DEAVILLE: Correct. Since February of 2020 was the last time that they had a quorum prior to their meeting that was just held in August.

NICOLE BANKS: Okay. So let me ask this question. If there's no movement that's been going on and there's no quorum that has been passed for this committee, are they going to dissolve it and just give the responsibility to another committee so that this can

get taken care of, so the issues do not just disappear and just get swept under the rug?

AMY DEAVILLE: No. I believe the intent is for the advisory council to continue to exist.

NICOLE BANKS: Is there a reason why quorum wasn't had? Because, I mean, we can go virtual. Is it like a technology issue or?

AMY DEAVILLE: Well, that advisory council is run by the department of ed, and I believe that the department of ed is not offering any virtual or hybrid options for any meetings.

NICOLE BANKS: So can we send out a recommendation that they consider to have their meetings in a hybrid option for people because that's two years and now we're going on three years that the committee hasn't met. That's not acceptable.

HYACINTH MCKEE: I have a question. So vice chair I want to add to your concern. So let me understand if I can piece this together. A quorum has not taken place since February of 20. During that time we were in a pandemic and the Department of Education did not allow for virtual or hybrid meetings, you know, to take place so this advisory council could meet? Like so during the pandemic there were no exceptions made, am I understanding that correctly?

AMY DEAVILLE: If I remember correctly there was one of those meetings, maybe, that was hybrid. I may not be remembering that correctly. Because I believe they were all in-person.

MEREDITH JORDAN: Yeah. We did have the ability. Some of our SEAP meetings during that time if there's an emergency order than we did. We're not allowed to now at all for the department. But some were at that time so I'm not sure.

AMY DEAVILLE: Yeah. At the time I think they might have attempted to have some. Of course, I don't know what happened prior to when I started. But they pretty quickly moved back to in-person, and it was 100 person in-person over a virtual option.

HYACINTH MCKEE: During the pandemic?

AMY DEAVILLE: Before the public health emergency was over, yes. The governor declared public health emergency.

HYACINTH MCKEE: Okay. But then under that public health emergency the option to hold meetings virtually was not afforded to the advisory. They still were required, just in layman's terms, they still were required to meet in-person even though we were under a public emergency?

AMY DEAVILLE: Uh-huh. I do think, if I'm remembering correctly, I believe the November meeting might have been virtual. But I want to say the December and then for sure the April meeting were in-person.

HYACINTH MCKEE: All right. Do they have any public comment here regarding--

REKEESHA BRANCH: Ms. Corhonda Corley has her hand raised.

HYACINTH MCKEE: Ms. Corley, you're being recognized.

CORHONDA CORLEY: Hi. Thank you, madam chair. Okay. So to answer, to correct Ms. Banks. No, this council cannot be dissolved because it was established by Louisiana statute 17 seg way 253. There are representatives from Louisiana Association of Educators, the Louisiana Federation of Teachers, Southern Poverty Law, the Louisiana Association of Public Charters, Louisiana Center for Children's Rights, the Disability Rights Advocacy Center, etc. It is 29 people. Twenty-nine. This council met April 7th, 2022, and did not have a quorum. They got a quorum because I came to the meeting in August. And that's how I became the new chair. The previous chair was Ms. Gina Womack who is the executive director for Friends and Families of Individuals Living Incarcerated. Also known as FFLIC. In the next meeting and in this previous meeting we talked about Louisiana Act 563 which addressed adverse childhood experience. We also talked about Louisiana Act 697 which was authored by Senator Katrina Jackson and Representative Thompson that's talking about bullying and policies that LDOE and all the local educational agencies have to put in place. We talked about how we're going to measure success to reduce cases.

There's also a task force that deals with student behavior, discipline and mental health that is chaired

by Representative Denise Marcelle. The cochair is Ms. Alma Stewart Allen who is the executive director for Louisiana Equity. They disseminated out, they came into existence due to House Resolution 173. And they just disseminated out a questionnaire where everyone would remain anonymous to actually receive information about the school systems and what discipline and behavior realistically look like. Not just for children with disabilities, but for all children with disabilities. And so the next meeting for this council is December 8th, 2022, at 10 a.m. at the Claiborne building. Which is also the building that BESE holds their meetings. And there will be a quorum because everybody has already committed. It is open to the public. Making this meeting accessible virtual is something that we are addressing. LDOE is in communication right now addressing it and we are trying to make sure that any person with a disability can attend without having to request the accommodations. That is something that we are trying to make sure is addressed by this council. Now that task force is actually having a meeting on November 10th as well at 10 a.m. and that will be at the Louisiana State Capitol building in house committee room one. So I do ask that if anybody want to attend those meetings those two meetings are open to the public. I encourage our individuals with disabilities families and advocates to speak up because your voices are not being heard. And there is another questionnaire that would be disseminated out asking for stories of individuals with disabilities as well as regular children or typical children to be able to express what has been their issues or what problems have they been faced or opposed with as it relates to student behavior and discipline so that this council can actually help with creating a master plan for LDOE to implement and for all local educational agencies to actually have to adopt. And if you have any questions, I am always welcome to answer.

HYACINTH MCKEE: Thank you, Ms. Corley, for your report. Thank you, our executive director, for your report as well. For the meetings, do we have our executive director attend those meetings on our behalf for LaDDC, correct? You attend those meetings?

AMY DEAVILLE: Yes. I will not be attending those meetings.

HYACINTH MCKEE: Moving forward.

AMY DEAVILLE: Yes. Moving forward. I'm moving that one on.

HYACINTH MCKEE: Okay. And so you'll be assigning someone from the staff to attend those meetings.

AMY DEAVILLE: Yes, ma'am.

HYACINTH MCKEE: On the behalf of LaDDC moving forward.

AMY DEAVILLE: Yep.

HYACINTH MCKEE: Okay. Any other questions or comments regarding that report?

REKEESHA BRANCH: Yes, ma'am. We do have one comment from Ms. Cynthia Posey. Per state statute teacher groups are required to have a classroom teacher as their appointed member. It's very hard for a classroom teacher to consistently attend a meeting on a school day.

HYACINTH MCKEE: Thank you so much for that comment. And we look forward to hearing all of the work that this advisory council is doing moving forward. LaDDC will have an appointed staff person that can, you know, share reports with us about the status moving forward. So just wanted to put that out there for everyone that's listening. And again, thank you for your report.

We're going to move right onto the employment education contractual activities update from Ebony. Seminars on hiring individuals with DD from Ebony.

EBONY HAVEN: Okay. So if you guys have your blue packets there's a status of planned activities in there and that's where this update will come from. It's activity 3.2.2. It can be found on page 26 of the status report. The final webinar was held on June, was held in June 2022 and O'Neill Communications is currently working on postproductions ideas. Which actually includes them distributing clips from the employment seminars throughout national disability employment awareness month which is this month. So they released their first clip yesterday. It was posted on the council's social media. It's entitled A Message to Employers. And there will be other posts

throughout the month for national disability employment awareness month. And they just took clips from those employment seminars. They were very, very good. And then just making small posts for this month for national disabilities awareness or employment awareness month.

HYACINTH MCKEE: Any questions for Ms. Ebony Haven on this report? Any comments or questions from the committee or public at this time?

REKEESHA BRANCH: No, ma'am.

HYACINTH MCKEE: All right. Hearing none, we will go onto the LAPIE report from our executive director or Dr. (inaudible).

AMY DEAVILLE: Yeah. I'll give the report today. So the Louisiana Post-Secondary Inclusive Education-- I'm sorry. Let me back up. If you're looking at your status report, it's activity 3.1.1. And that covers what LAPIE has been doing. But the Louisiana Post-Secondary Inclusive Education Advisory Council was created, and they conducted their first meeting in August of 22. And that advisory council came out of the legislation that funded the development or the creation of more of these programs or the enhancement of some of the existing programs. So we have had a number of, four meetings so far. And LAPIE is working on drafting applications for funding so that higher education institutions can apply for these funds to either help develop a new program or to expand an existing program. So they've been working on that. They did draft surveys that was sent out to all the higher, the public higher education institutions to get some data on existing programs or the interest in developing these types of programs. And there was some pretty significant interest which is very exciting.

And then in addition LAPIE has been providing some ongoing technical assistance to Calcasieu Parish School Board and collaborating with McNeese State University and SOWELA Technical Community College in Lake Charles and they are, they have a phase one initiative that begins on both campuses of fall 22 and focuses on 18- to 21-year-old students and it uses IDEA funding. And then their phase two will be to develop post-secondary education programs on both of those campuses.

And they have also met with Louisiana State University, the Baton Rouge campus, who also has some interest in developing a post-secondary program. And so they've just been helping with some background information, some technical information there too. Some very exciting things happening.

HYACINTH MCKEE: Any questions or comments from the committee regarding the report on LAPIE?

BAMBI POLOTZOLA: So I attended the meeting as well and worked very closely with Dr. Beckers and everyone that's involved with LAPIE. One of the things at the meeting that as the council-- is it called a council?

AMY DEAVILLE: Advisory council.

BAMBI POLOTZOLA: Yeah. As they were discussing how to divide up the money. Like what will be the amount allotted to these universities. Which as Amy shared there's like 12 higher ed institutions really helping to meet some of the demographic and geographic things that we wanted to happen. The money really doesn't provide, a million dollars doesn't provide for like longer term investments. So you could potentially, you know, give an allotment that the school needs for maybe one year. But to like make these plans they really need like two or three years of sustained funding. You know, cause they're hiring a staff person with the money, they need to be able to plan that out to sustain it for a while. So I would propose that in our legislative advocacy that we would include asking for additional funding. And I know last year originally we were asking for 3-million. I think we need to go back to that 3 million and make the request that that is needed because we have this interest, we have some things that are developing, but we need to be able to look at it on a three-year basis. And I think 3 million would help to achieve that. So that's my recommendation that we recommend to the council on that legislative advocacy agenda for funding for the LAPIE in that LAPIE fund.

HYACINTH MCKEE: Is that a motion?

BAMBI POLOTZOLA: Yes.

HYACINTH MCKEE: Yeah, Ms. Polotzola. Y'all LAPIE people. I'm a LAPIE person too. I love y'all advocacy. Brought that up earlier today. Okay. I



like it. So we have a motion on the floor to bring this to the full council to add the request to advocate for funding for sustainability for LAPIE. We're asking for 3 million. You know, LAPIE is bold. They started with 40 and they went to a million and now they want to ask for 3 million. But I understand the need for the expansion because now we're at 12 universities and, you know. And so that's the motion on the floor to bring that to the full council for consideration to add that to the legislative agenda, advocacy legislative agenda. Is that what I'm hearing, Ms. Polotzola? That's the motion on the floor. Do we have a second to that motion?

EBONY HAVEN: Am I adding it to the advisory council or is it just--

SPEAKER: Their funds.

HYACINTH MCKEE: It's sustainability. Because it's not, I mean, it was written out of good faith to really get them started, but when you start talking about higher ed it's not enough.

ERICK TAYLOR: I'll second it.

HYACINTH MCKEE: So we hear a second from Erick down there. Erick, let me get your last name again.

ERICK TAYLOR: Taylor.

HYACINTH MCKEE: Oh, he's not apart yet. Well, no. You hadn't decided what committee you want to be on anyway so we not even. We need someone that can second. Do we have a second then cause we can't receive it from Mr. Taylor at this time. Do we have someone that's going to second this motion? If we don't hear a second, then it will die.

VIVIENNE WEBB: I'll second.

HYACINTH MCKEE: Who was that, Vivienne? Okay. All right. It was. Thank you so much. Any objections? Any abstentions? Any public comment regarding the motion?

REKEESHA BRANCH: Ms. Corhonda Corley has her hand raised.

HYACINTH MCKEE: Ms. Corley, you're being recognized. Ms. Corley.

CORHONDA CORLEY: Thank you, madam chair. Just being as an inquiry, would this 3 million keep the DD Council from disseminating the 40,000 that they already

commit to giving, 30 or 40,000 that they already commit to giving annually or would this be 3 million in addition to that 30 or 40 million? Cause I am aware that at the meeting on November 1st as it relates to LAPIE they are supposed to, the universities have to bring back what sustainability is going to look like. And I know that it's going to cost a lot of money, but I don't want it to be that we say 3 million and it actually be more. So can we like put something that say additional funding but don't put ourself in a box by saying the 3 million. Cause if it's 5 million then we want to make sure that we can push for the 5 million. And that's if Bambi wants to, you know, amend her motion.

HYACINTH MCKEE: That's something to be considered. Ms. Polotzola, how do you feel about that? Do you want your motion to stay at 3 million, but what if we needed more. Do you want it to stay at 3 million? Do you want to amend your motion?

BAMBI POLOTZOLA: I mean, if we can get the legislature to put whatever amount. I'm not going to be the one. I think 3 million would get, if you look at three years out. Go ahead, Brenton.

HYACINTH MCKEE: All right. We still hear you, Ms. Corley. And now we're going to defer to Brenton. He has a real comment to add.

BRENTON ANDRUS: I was just going to say for the 3 million, so you always want to put a dollar number in there because you have to have an ask, right. The legislature's going to want to know. The 3 million is there in the bylaws. You give your executive director the permission to change any of your agenda based on needs and what comes up. So if we realize that you can get more money or less money, whatever it may be, I don't think you have to change the motion is what I'm saying. Cause Amy could always, pending information that we gather later, we can look to get more or less. So I think it's good to have a dollar figure in there, but know that we have a mechanism in place where we can change what we need to ask for later.

HYACINTH MCKEE: So I think that it speaks to both points from Ms. Corley as well as a thank you, Brenton, for adding context to that. I think, you know, they're

going to ask for an amount. You just can't kind of go forward with. So for starters if we had the 3 million in there and it looks like we may need to ask for more we will do so. So with that being said, and to address Ms. Corley's questions about the 40,000 that's already allotted, that contract will be up at the end of the year for the 40K.

EBONY HAVEN: This 3 million wouldn't even be tied-- that's our contract.

HYACINTH MCKEE: Right.

EBONY HAVEN: This is something that Bambi wants to add to the legislative advocacy agenda which is not tied to the council's action plan which is where that 40,000 is tied.

HYACINTH MCKEE: Right. So it would be, Ms. Corley, to your point up to the DD Council to decide whether or not to remove that funding and allot it for some other ask or contract or whatever when that time comes. But they're not tied together. They're not tied. But, you know, thanks for bring up that point. But again, that would be up to the council to decide if they want to continue to give it that 40,000 in our next action plan. Hearing that, if there's no more public comments this motion has passed without any objections or abstentions. Where are we now on the agenda? Thank you for the reports. Now we have the report from, is Kelly on the line, Kelly Monroe for customized employment training? Kelly, you have the floor.

KELLY MONROE: Hey, guys. Sorry. Yeah. So we have our last class we had 25 people registered so far and it was pretty much everybody who registered so far has attended the other training, the other gateway. And so these people once they complete this training, this last training that we're doing they will also receive ACRE certification. So I will have those final numbers for you next time of everybody who completed ACRE and then everybody who completed the certification and job development and discovery. But this is the last class that we're doing. Not sure if you remember, we did decide that we would not move forward with this contract next year since we were having a hard time getting people to work with. And then also since HDC

was also going to be doing it. There was no way we were going to have the individuals to work with in both contracts. So that's pretty much the update. I don't know if anybody has any questions, but this was something that was so great for so many staff who attended. And so I appreciate you guys funding it for as long as you did. And hopefully, you know, they'll be able to carry on through HDC.

HYACINTH MCKEE: Okay. Are there any questions from the committee regarding the report from Ms. Kelly Monroe? Any questions or comment from the public regarding the report?

REKEESHA BRANCH: No, ma'am. Not regarding the report. But Ms. Corhonda Corley she did place in the chat that the LAPIE next meeting is November 1st of 2022 at 10 a.m. in the Claiborne building. And HR173 created the Louisiana Student Behavior, Mental Health and Discipline Task Force. Their next meeting is November 10th, 2022, at the Louisiana State Capitol in the house committee room one.

HYACINTH MCKEE: Can you read that what's in her chat again about the task force. I did see something, and I wanted to ask someone from the DD Council about that and the status of that. Can you read that again?

REKEESHA BRANCH: Yes, ma'am. HR173 created the Louisiana Student Behavior, Mental Health and Discipline Task Force. Their next meeting is November the 10th of 2022 at Louisiana State Capitol in house committee room one.

HYACINTH MCKEE: Is LADDC part of that?

AMY DEAVILLE: We were not, no. We did not have any seats on that task force. Bambi, are you on that task force? Not that one.

EBONY HAVEN: We did just share the questionnaire and we can start to share like if that's the request of the committee, we can start to share their meetings as well for stakeholders that want to participate.

HYACINTH MCKEE: Just to ask as I wonder why LaDDC wasn't considered to sit on that. Whoever drafted it probably didn't think to put us. All right. Thank you for that. Any other questions or comments? I'm just wondering why DDC is not on there. Okay. Any other questions or comments regarding the report? All right.

Hearing none. I am going to adjourn this meeting today if we don't have any other questions or comment. All right. So I don't think I need a motion to do that. The meeting is adjourned at 4:41 p.m. Thank y'all for the participation. And guys, enjoy the rest of your day.