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10-27-15

MIT5

Captioner standing by.

>> Before we get started Cheryl has forms for mileage, et cetera. Cheryl where are those forms?

>> At the registration desk. See Cheryl at noon and she will get you a form. Then you'll need to get those submitted as soon as possible. All right? Looks like we are up and captioning. So there was a request that we have captioning available today. We had the service active yesterday however we do not use it in the typical real-time captioning for this process. Today we are using it as real-time captioning. I also have some iPads available. You can log into the stream text and you can read it right in front of you. So I have some additional iPads, I have a total of 10. So if anyone else would like one let me know and I will bring one to you. Also I want to get some feedback in terms of the room set up as well as the screens where the interpreters are. Is this going to work today? Any issue?

>> It looks fine to me. Looks good. Looks fine. I think it works out well.

>> I think it looks good.

>> I wonder if we could switch -- if we could switch the contrast because there's a lot of white so I'm wondering if the background could be black and the letters white. Do you want to just leave it?

>> It doesn't really bother me.

>> I would agree if we can change the contrast.

>> We can't change the contrast.

>> All right.

>> Good morning. Good morning.

>> I want to thank you putting in the time and the investment for making these changes for us. So I really appreciate that Jeff.

>> Thank you. And I appreciate the feedback. So we want to make sure that everyone is able to communicate effectively. So today we have all the ideas that you guys generated and voted for. We are going to now -- we pulled in 16 of those based on votes. We pulled in everything that had at least 3 votes. We pulled in one that had 2 votes because that category of ideas was not otherwise represented. And 16 votes, if we have time we may pull in one additional to vote for a total of between 16 and 17 items that again you guys generated yesterday. And to do that this is the first question we're going to address. You have in front of you clickers. And you're going to respond using 1 for yes and 2 for no. The way we want to look at these is we always look at the idea on the top. Your vision 36. Suppose we were able to implement vision 36 MSD will be the center of expertise on deaf education in Michigan. If we were to do that would that help us significantly in implementing vision 27? Birth to 3 options for families on MSD campus. So this is going to be the same way every time. You're going to look at the top one to see if it has influence on the one on the bottom. You're going to be tempted perhaps to try to look at it the other way around. You don't want to do that. Always look from the top how it influences the bottom, the bottom idea. You want to key in on the word significantly. Everybody asks what does that mean. Significance is one of the things where what is significant to you may not be significant to me. So I can't define what that means to you. But it's in your head. You think about a scale of 1 to 10 and it's over a 6 or higher then there's a level of significance and you have to make that judgment on whether it's significantly impacting that. So we will vote and we will -- Amy has the poll that she'll open up. She'll read the percent of yes votes. So she's not going to tell us the percent of no votes. Only the percent of yes votes. If it's less than 75 -- if it's 71 it's going to be a no. But this is where we have opportunity

to have additional dialogue. This is the time today where we get to agree, we get to disagree, we get to have discussion and we get to share why we voted the way we voted. So if you voted yes and it's only at 62 percent then it's going to be a no otherwise. This is the time where you have an opportunity to share why you think it's a yes. This is a time for your passion to show and then we'll reset the poll and we'll vote again. That way it may go up, it may go down, we may have more dialogue and vote again and once we make a decision then we'll say yes or no and we'll move on. Once we move on we can't go back. Okay? Any questions before we start?

>> [Off mic]

>> Okay. I thought maybe he was in the closet.

>> [Off mic]

>> Open up that closet. So go ahead, open it up. So we discovered this morning that in this closet we may need to vent it later. We discovered the bar. So if I disappear don't worry... All right so let's take a practice. Oh, I'm sorry.

>> So we may vote on the same item more than once?

>> Correct. Unless it's 100 percent yes we're not going to discuss it or if it's -- there are going to be somewhere we will discuss more. There are going to be others where we accept the vote and move on. But it's going to be driven by you guys. Okay? All right. Before we get started would anyone like an iPad to have this right in front of them? Okay. All right. So Amy is the poll open?

>> Working on it. Yes.

>> Okay. So take a look at this. We're going to do this one over regardless but do it in a way that -- vote the way you think it goes. So if you think that vision 36. If we were we were able to implement 36 would that help significantly in implementing vision 37. If you need clarification on what the authors meant by either of those statements then you have the entire transcript in front of you and you can refer to that transcript to make sure that you understand the meaning or the intent. We also have the authors in the room so if you need additional clarification you can request additional clarification. So when you're ready go ahead and vote. One is yes, 2 is no.

>> These remotes give feedback?

>> They do.

>> Is it supposed to be vibrating?

>> It does.

>> Yeah it's kind of like my alarm when I wake up. It vibrates to wake me up.

>> Did everybody vote?

>> Twenty responses.

>> Where do you see that? Can you see that on the screen?

>> We can. We have two screens available. If we set up another one we don't have room. So Amy has it on her screen.

>> We're at 76 yes.

>> 76 yes. So 76 percent of you voted yes on this.

[Applause].

>> Yea.

>> All right. So we're going to pause here and I'm going to ask because the no vote is actually the minority here. I will ask if someone who voted no would like to share their rationale for why they voted no.

>> I voted no because birth to 3 is law and we can change MSD to be focused, to be elite in Michigan it would rely on funding. It would be great but I feel like, um, it would not significantly impact the birth to 3 opportunities.

>> So I'm reimagining this. I voted yes because I think that if we really believe that MSD is the center of expertise on deaf education money is one way but there are also lots of other ways to create connections with

resources that are available to support families of children of all ages. I think that we are not designed that way but I think this is our opportunity to redesign with that understanding in mind.

>> So that's -- when you're looking at these statements again we're going to have a tendency to think about all the barriers to getting there but remember this is the time where we are free from the barriers. Rose colored glasses. You look at it through the ideal lens. Okay if we were able to do that would that significantly impact that? Okay? Anyone else want to share their rationale for how they voted?

>> I feel -- I like the idea MSD to become a center of expertise on deaf education in Michigan. However I don't think that that is a requirement for MSD to have a wonderful opportunity from birth to 3. I think they could be related but I don't think number 1 is required for number 2 to happen.

>> So be careful about requirements and look at it through the lens of would it significantly impact. Maybe that's what you were referring to.

>> Thank you.

>> Okay.

>> I voted yes. I think MSD should be really the center for everything, birth to 3, the state teacher consultant, EHDI, all the hearing and detection should be there. It should be centered at MSD.

>> Yes. I agree. I voted yes as well because I feel that MSD should be the center just as others have said. However for birth to 3 I know that Michigan is a large state geographically and MSD is one location. So I think maybe we should have other areas where people could go, maybe in the south western -- maybe we could set up regions, small regions throughout the state as well as up north and in the upper peninsula and all are really maintained by the Michigan school for the deaf. So I think it would be good to settle a center in several areas. So other than just one location at MSD.

>> Okay. So this is where I have to jump in and say we have to look at the intent of the author. And what I hear is that perhaps you're expanding on the author's intent. Are we interpreting the author's intent? And we're looking at this based on how the author defined this and 27. So those two things that's what you're voting on. So let's vote again.

>> Will we have an opportunity to discuss that later, to expand upon?

>> We had that opportunity yesterday.

>> Okay. Well I'm suggesting -- I'm just putting an idea out. If we set up several centers, different regions for family's access.

>> Who is the author of 36? Was your intention of 36 to have several centers for MSD?

>> Well since today is a vision and in December we talk about action if this one actually leveraged to the top then there would be action we need to take and I think given the fact that we are the eighth largest K-12 state in the country and MSD sits in one county in Michigan there's probably going to need to be consideration for that. But my ideal is that however we go about making MSD the center of expertise that it is the center of expertise and it can't be if we don't have a way of leveraging out the resources across this vast state. So I wasn't limiting it to regions or not that that's not a great idea but I think it's an idea to talk about when we get to the part where we're talking about it.

>> Thank you. This is what I mean by with her being the author she's the one -- the only one that can amend her meaning. All right. So with that let's vote again. Opp.

>> Is it okay if I ask another process question? I may have missed this so forgive me if you explained it. So the ones that got 0 votes this statement is very well stated but some of these ones that other people said mirror that and essentially say something very similar in the same way. Will those kind of get dropped in the process?

>> What happens is none of content that was generated yesterday is lost. It's all a record. We pull in a subset based on vote. So and my apologies. I didn't realize you came in late. We pulled in everything that had 3 or more votes and we have one that has 2 votes because it was in a category that was not otherwise represented and if time permits we'll pull in one more vote for mapping. We cannot map -- unless you want to

stay for the week we can't map all 74 items. But let me get there. When -- you're right in the sense of what we find is that when we get to particularly the action stage is the ones that make it into the map are generally the ones that there's some relation which is why we categorize them. So when we get to the action state where we're actually doing stuff we look at the categories as well as the influence map to further define that work. So it's not lost but today you will not see anything that got 0 votes.

>> I guess I would like to make a comment if that's okay. I really feel like everyone here had so many really important things to contribute and part of this process is probably naturally going to pull to the top things that are stated in the most articulate way and some of the things that got zero votes are really essential parts I feel like of, you know, this one that got the top votes. So I just want to encourage everyone that meant to say something almost exactly like this to make sure that you don't not bring your ideas to the table just because they didn't have 0 votes.

>> Again none of the content is lost. We have used this process repeatedly. We always go back to not only the map but the other ideas generated. So that is one of the benefits of this process.

>> I just before we vote I voted no and the reason I voted no is I do think it's going to impact 0 to 3. I honed in on the MSD campus because we don't know what it will look like when we redo it.

>> Let's vote again. Reset the poll. Twenty-one people voting.

>> We're supposed to vote again?

>> Vote again.

>> Yeah he said again.

>> 81 yes.

>> 81 yes. Okay. So 81 percent voted yes. So we're going to go with a yes vote. Okay? Now what you see is that it reversed those two statements. It flipped them upside down. It will do that to start then there's an algorithm in the software that knows the connections that keeps track. So we don't have to think about that. We can focus on these two items. I want to also state that with the clickers if you vote yes then you go oh I really want to vote no and we haven't changed the poll yet you can change your vote. You can change it as many times as you want. Once we close the poll then it will record whatever vote was last pushed. Okay? All right. So now we have these two items reversed. Suppose we were able to make progress in vision 27 birth to 3 opportunities for families on MSD campus. Would that help significantly in implementing 36? MSD will be the center of expertise on deaf education in Michigan. Please vote.

>> I'm talking to myself. Aren't I allowed to talk to myself?

>> Do we vote now? I'm sorry.

>> It started with the bottom now they flipped it.

>> 43 yes.

>> 43 percent voted yes. So would someone that voted yes like to share their rationale for why they voted yes?

>> I voted yes because I strongly believe that 0 to 3 need early language acquisition and exposure.

>> So you believe it will impact the second part?

>> Yes I do.

>> I voted yes because I think that if we had multiple communities we could be impacted by having it centralized. There would be a greater impact.

>> I voted yes because I think that birth to 3 if children develop and acquire language I think that MSD would have more success and more recognition. So I feel confident, yes. I feel confident in my vote, yes.

>> Would someone who voted no like to share their rationale? Okay let's vote again.

>> Yes. The reason I voted no is because I believe that 0 to 3 is important. I don't want to say that I don't but they may end up going to other schools because it's the parent's decision. It doesn't mean that they're automatically going to end up being a student at MSD. I mean we certainly want them to be at MSD. And that MSD would be a center of excellence but they could end up anywhere. So I don't think it's a guarantee.

Maybe they will but it's not an automatic. So I think focusing on that -- I wouldn't say significantly on that.

>> Thank you.

>> As I'm reading the statement if we were to implement birth to 3 opportunities for families on MSD campus I don't see that doing that would significantly impact our ability to be the center of expertise. It's one consideration but even if we did that right now that wouldn't necessarily mean we would be the center of expertise. So I see they're both really important. I just don't think the top one has any impact on the bottom at all.

>> Thank you. Let's vote again.

>> 52 yes.

>> 52 yes. So it's going to be a no. So now we have a new vision 39. You might want to take a look at the clarification for vision 39. MSD shall see deaf leaders in the administrative level. After you look at that think about if we were able to implement vision 27, birth to 3 opportunities for families on MSD campus would that help us significantly in implementing vision 39. You can vote when you're ready.

>> 24 yes.

>> 24 yes. Anyone who voted yes want to share their rationale?

>> 24 percent yes.

>> 24 percent.

>> Okay. So unless I hear someone we're going to go with a no. Okay. Go with a no.

>> I have something. I voted yes. It could be long term but I think it's a place to start. Zero to 3. I mean I know we need good leaders in the future so we need to start young.

>> I have something. I voted yes as well to add to what was just said, there are many accomplished deaf leaders who have gone to college and they haven't come to MSD. We might not have that program. If we have a program it shows we are willing to provide that strong foundation, that collaboration will exist and perhaps they will come and it will give us the ability to recruit great leaders of the future.

>> I voted yes as well because even though they may not be linked I would agree that if parents bring their babies to MSD and see great leadership there and say you're the superintendent, you're the principal and you work here I think that would leave a lasting impression on their parents the they would perhaps bring their children and enroll their children in our schools and they could become great deaf leaders. There is a link and those students and children need those role models as we discussed.

>> Someone who voted no want to share their rationale for no? Okay let's vote again. Please vote.

>> 60 percent yes.

>> 60 percent yes. So we moved it quite a bit but not quite enough. You want to have more dialogue around it? Right now it's going to be a no.

>> I have something.

>> I agree with what was mentioned regarding influencing the field of deaf education and also bringing other families to the campus and MSD will grow. If people can say who is the leadership on the campus.

>> I can add something. I voted -- can I explain why I voted no, Jeff?

>> Absolutely.

>> I voted no because birth to 3 I don't think they're looking at that leadership. I mean K-12 I think that's where they're looking for deaf leaders. I don't know that they're looking for that at 0 to 3.

>> I agree. I think right now they're not moving to Michigan at 0 to 3. We didn't have a program. I don't think it's only 0 -- it was mentioned it's K-12 that we don't have a 0 to 3 right now. And what I'm saying is I think we should have that. I'm adding to what was said. We don't have it and I think we need it.

>> I've been thinking who has the power at MSD is the parents. And if the parents realize we have deaf administrators, especially in the 0 to 3 it will actually spread a positive attitude that my child will be okay, my child will be successful and they believe their child will not be shunned and they will have a wonderful education and they will have a more positive attitude about deaf people in general.

>> So I just want to make sure with you that you're not looking at it from the dimension if they had deaf administrators. So we want to look at the influence relationship from if we were able to implement 27 would that have significant influence on vision 39 or MSD shall see deaf leaders at the administrative level. Okay? All right.

>> I voted yes. I voted no before but now I vote yes because I was just thinking if we have positive role models and leaders then students will want to become positive leaders themselves in the future.

>> I don't have direct knowledge myself but some of my deaf friends and people who spoke to me have talked about how many of their peers left the state and I think if I was deaf and I wanted my babies to be able to grow up and interact with other deaf babies I would want to bring them to a day care center somewhere they could learn to sign, you know, not when they're 5 but when they're 18 months old or 15 months old. I want them saying their first words. So I think if I was deaf and going to be raising my babies I would be leaving and going somewhere where I could be a deaf leader and raise my children with other deaf children.

>> Let's clear the vote and vote again.

>> I wanted to defend my no vote. Because I think the critical issue here is significantly. I keyed in on the word significantly impact deaf leaders at MSD. I don't -- for me I don't see a one to one correspondence between the birth -- the birth to 3 year olds coming to MSD and then critically impacting it the administrative level at MSD. I would suspect that regardless of the focus on birth to 3 students at Michigan school for the deaf those children will go and grow -- could be leaders at a variety of places. Most of which won't end up at MSD.

>> Thank you. All right let's vote again.

>> Okay we're voting again?

>> Vote.

>> 38 percent yes.

>> So we went 36, 60, 38. So what that tells us is we're learning from one another which is what this process is really all about. So unlike politics in this room we like flip floppers. All right. So let's go with a no vote. And we'll pick up the pace as we move along. And you guys -- you guys are doing fantastic. But you'll get into the groove. So now we have 39. If we were able to implement 39, MSD shall see deaf leaders at the administrative level will that help significantly in implementing 36? MSD will be the expertise for deaf education in Michigan. Please vote.

>> 86 percent yes.

>> 86 yes. Anyone that voted no want to share their rationale? Okay. Let's go with a yes. Okay. Now we are at -- if we were to implement 36 will that help significantly in implementing 39? Please vote.

>> 81 percent yes.

>> Anyone want to share their rationale for no? Okay. Let's go with a yes. Bringing in a new vision statement. Eighteen. Please read the clarification for 18. The capacity of MSD to support the educational needs of all students who are deaf and hard-of-hearing statewide. If we were able to implement 18 would that help us significantly in implementing 36? Please vote.

>> 90 percent yes.

>> This group is the most agreeable group I've ever worked with. All right anyone who voted no want to share their rationale? All right. Let's go with a yes. Implement 36 would that help us significantly in implementing 18? Please vote. Couple people haven't voted yet. One more vote we're waiting for.

>> 95 percent yes.

>> All right. Would that one person that voted no like to share why they voted no? Okay. Let's go with a yes.

>> New vision statement 53. Take a look at the clarification for 53 then vote whether if implemented it would have a significant impact on 36. Still waiting on one vote.

>> 71 percent yes.

>> 71. Would someone who voted yes like to share their rationale for why they voted yes?

>> I voted yes because there were several applicants that we were aware of that had already applied and we were waiting to see those applicants but it seemed like they were lost in the screening process. MDE held on to them and said they were not qualified. And we wanted to see them and really we went ahead and did interviews that would be a waste of time because we knew that those applicants were really the best fit. So we want to see who is out there who has potential and with MDE withholding that is applicants, you know, we won't be successful.

>> I voted yes because like was just said the process of hiring needs to be changed. People that we are -- people we've already hired -- can you see me over there? People we've already hired really need to understand the needs of our deaf children. So MDE's expertise in deaf education may not be the one to make those decisions. So we need to invest in our staff and make sure that they are up to par with the educational needs of our students.

>> I voted no. Partly because the school itself when they hire those employees become part of civil service in government. So the process already includes having someone at the school who is a connection to the human resources work that happens at the department of ed. We already release information about the candidates and we've expanded the pool by the practice of looking for a deaf teacher who can sign, who can also be endorsed to opening up the pool further to finding Special Education endorsed teachers that we can support with sign instruction and get endorsed through our on-line consortium. The process of how we hire teachers to me does not significantly impact making MSD a center of expertise. I think the process itself can be improved but I don't think in itself it's going to make MSD the center the expertise so I voted no.

>> I think internally at MSD there has been a sentiment that we don't recruit in the places where deaf educators graduate from. If they have a hand in the process, posting in specific places, you know, marketing in specific areas we could pull more people based on that connection that people have within their community. So therefore I think the better candidate -- we will have better candidates at the school. So I think if we utilize our deaf connections the network that deaf people have out in the community -- I get the vision statement here but where we post, where we recruit, where we use our individual's expertise to help market those positions I think we would find the right people for those positions.

>> I know you're not supposed to make assumptions but I voted no because I'm assuming that the process of hiring someone especially for state agency there are just certain procedures you have to go through. So I think if the second statement -- in my mind if the second statement said we will build deaf leaders or create deaf leaders then I would have voted yes. But to say the hiring practices are going to create and significantly impact MSD becoming a center of expertise those two don't correlate in my mind.

>> Actually I did vote no because I do know the process and it's a statewide process. You do have a link from MSD to that process and the other thing is I did like what was said and I've actually done that myself in recruiting, hiring. They allow you to do national searches or send out the posting nationally. So that's definitely doable. So I just wanted to share that.

>> Questions?

>> I don't need the microphone. All right I just like to explain my experience recently in the summer. I'm a program director at the Holly institute and we provide programming for deaf or parents of deaf individuals focused on ASL acquisition. And the idea of -- I think they are linked. These two ideas. If MSD is full of people that have been there many years they become kind of like the MSD family. They know the resources necessary to make progress. But if we leave the process to MDE I'm not sure how that process can be successful without close relationship between the two entities. I think something like this could happen. You might -- um -- sometimes I have to hire camp counselors. Usually college students from CSUN or RIT or Gallaudet that have a lot of community service, great college students. But one, sometimes you might hire a hearing applicant because they're an interpreting major or deaf studies major and if you never get a chance to interview that person it was one of the 3 hearing applicants and I chose one of them. I knew the other two

were not a good fit because of previous experiences, maturity level and professionalism. So I went ahead with one hearing applicant because they worked at a residential school. I won't say exactly which one. Anyways the hearing applicant came. Could barely sign. Could not understand receptively sign language and it would be very difficult. Many of the campers could not understand that counselor. So the idea of leaving it to this higher entity that doesn't have enough collaboration, I think something similar to my experience could happen. So we need to invest in training. I prefer that people who already have the skill be there as opposed to us having to retrain everyone. People who have the expertise should be involved in the process. So I think that the point is that MDE and MSD must have better collaboration so yes the first statement does influence the second.

>> I want to pause a minute because I heard the use of the word linkage and you know what? We can find linkages across all 74 ideas. It's not about a link. It's about the significance of the link. So again I want to emphasize that word significantly. It's not whether you can make a link because that's going to be possible for pretty much everything that's on the board. So key in on that word significance and significantly. When we're explaining our rationale make sure we're focused on the two questions that we're asked to determine an influenced relationship and be as concise as possible about why you're voting the way you're voting. Okay? All right.

>> I actually voted yes on this and I do know all the political implications of how we're set up in government but I do think that if we took barriers away and made it where it was open and different and we can be whatever we wanted to be we do get input from MSD and I do know the criteria as far as reviewing but I look at the collaboration piece of that and I think that's important. I think there could be a better collaboration between us and MSD and then as far as the expertise how that would effect it. I think if we have a stakeholder going along with who we are deciding who will be their leaders, their teachers that may move on to a network of expertise.

>> Let's vote again.

>> 81 percent yes.

>> 81 yes. Let's go with a yes. Thirty-six and 53. Please vote. Waiting on one more. We're waiting on one vote. We're going to close the poll.

>> 60 percent yes.

>> 60 percent yes. Someone who voted yes quickly want to share their rationale for yes? Otherwise we're going to go with a no.

>> I said yes because if MSD really is the center of expertise then the impact that would have on the collaborative relationship between how the department makes decisions around staffing issues at the school would have to involve the staff in order for that to be consistent with becoming the center of expertise.

>> Someone who voted no. Okay let's vote again quickly.

>> 71 percent yes.

>> All right. So we're going to go with a no. Bringing in new item 58. Take a look at the clarification for 58. Set up a new campus for MSD. Then vote whether -- if we were able to implement 36 MSD will be the center of expertise for deaf ed in Michigan will that help us significantly in implementing 58? Vote when you're ready.

>> 48 percent yes.

>> Jeff?

>> Yes.

>> I voted yes -- one of the biggest challenges is that currently is that our school is not a deaf space. We must have a deaf space to be successful in our classrooms. To be a center of expertise we have to say why we have a new MSD and we have to have a deaf space in order to do that.

>> So I want to clarify. Are you saying that if we were center of expertise on deaf education in Michigan that would help us significantly in having a new campus?

>> Yes. Because it would be recognizing the value of why we need to have a new campus.



>> Thank you.

>> Can I just make a suggestion that you define deaf space, please? Is that okay, Jeff?

>> Are you talking for -- oh for your comment? Yes.

>> Okay. Deaf space is how the environment should be set up for a deaf learner because of the visual capacity and how one learns. The lighting, the room size, the windows, the design, the visual accessibility for our students as well as the hallways. All of that capacity has to be taken into consideration and it impacts the ability for the student to have full accessibility for learning. The colors have to be taken into consideration. How the room is set up. It's all required. Natural lighting, a large space to move around in. We have individuals who specialize in the design of deaf space to service people for their eyes for learning.

>> Thank you. I want to go back to this question. If we were able to implement 36 would that help us significantly in implementing 58? So let's vote again. Waiting on one vote. Please vote.

>> 57 percent yes.

>> 57 you said?

>> Yes.

>> 57 yes. Let's go with a no. Fifty-eight and 36. Please vote.

>> 57 percent yes.

>> 57 yes. Anyone want to share their rationale for a yes?

>> Right now we do not have a place to expand and grow on the campus as it is. There's 160 students, the dorms are full, the cafeteria, there's a tiny stage. They expect us to have those kids, 100 kids all there for an assembly. We have a space -- we need to have a space where people can meet, have outreach and now we're talking about adding 0 to 3 where we are? I'm not sure if they want to add layers. That would be great to the building but right now where do we go with the space we have? So if we're talking about doing that we're going to need to pull in all the programs and have a serious dialogue. Right now the way the cafeteria is it's an assembly line. How do we do more with the space that we currently have that is maxed out? So for us to be an elite institution and pulling in and recruiting and training and being the elite place for people to come and have staff and recruit and do outreach and be all and be the end all, how do we do that with the current place that we have. I don't see that happening. And to do this we would need a new campus to do the work we need to do.

>> I want to pause and I want to again we always want to go to the constraints and your rationale for why you voted was focused more on what currently is and I would encourage you to when you're offering your rationale for how you voted be precise about if we were to set up a new campus I believe that would help us get to a center of expertise on deaf education in Michigan because... Okay? And that's going to elaborate and really focus in on your significance. Okay?

>> So I voted no because essentially less than 5 years ago we set up a brand new campus at MSD. Now whether or not that's the way you want it or whether you asked for it to be this way or different ways I wasn't here, I wasn't involved. I don't know. But having a new campus in and of itself is not going to significantly impact becoming a center of expertise because even if you had a really phenomenal campus you still have to do all the other things that have to happen in order to become that center of expertise. Now if we have a vision for how we want this school to be and that means in order for us to have that we need a new facility. Then we can begin talking about what that facility would have to look like to do the things we say we're going to do. This feels like putting the cart before the horse. We're going to design a campus to do work we haven't really even come to agreement on other than the fact we want it to be this great thing. If it were flipped I could say well maybe. But I don't think having a new campus in and of itself is going to impact significantly the ability to be a center of expertise because if that were true we would already be there.

>> Anyone else?

>> I have something. We didn't get a new campus. We stayed where we were. My son grew up -- his best friend went to another school and my son MSD and I decided -- and they said they weren't going to send their

son to the top worst city in the state. So I mean we've -- we're going to have to get out of Flint.

>> Let's vote again.

>> 52 percent yes.

>> Go with a no. Fifty-three and 58. Please vote.

>> 24 percent yes.

>> Let's go with a no. 58 and 27. Please vote.

>> 57 percent yes.

>> 57 yes.

>> I voted yes. [Off mic] putting us in the building we're in but right now we're utilizing the basement for a play space for little kids. If we want birth to 3 program the basement is only so big. And that's why I voted yes.

>> I was going to say that. We're out of space. I mean it's really -- I mean the way the space was set up I agree. We need a new campus. We need -- I mean we need an entire new building.

>> Actually we don't really have a campus. Sorry. We don't have a campus. We're leasing a building that's too small to fit our needs and our students' needs and the safety. It is so crowded. I think we perhaps might be breaking the fire code. I don't even know where to go when the alarms do go off. We need to grow and have a safe environment.

>> Someone who voted no.

>> So again I'm not disagreeing about whether we need a new campus or in a different city or whatever else. My point is having a new campus will not significantly impact our opportunities for birth to 3 on the campus unless we have that as part of the vision for what we want to do. And that was not a consideration when we did what we did. Apparently there were a lot of things not factored in when we did what we did but having a new campus in itself is not going to significantly help us implement the other things when the reasons we're not implementing those things are not because of the facility. The reason we're not implementing birth to 3 opportunities has nothing to do with the campus. So having a new campus is not going to significantly impact having those opportunities. Because one is not a reason for the other to begin with. So I voted no.

>> Oh we're going right to vote. Wait. Sorry. I couldn't see. I was thinking of the parents with kids who are interested in going to MSD when they look at the building and see how crowded it is and the fact that there's not a lot of open space there for the kids they're going to try to fit another kid in a classroom, how crowded it is. I think they need to reinvent a new campus and think about that and then that will attract more families and families will feel comfortable that their students in the school is growing and they've got space there.

>> Okay. Quickly.

>> Just I think the idea of number 58 isn't really defined enough to be able to answer this question very well. I don't know if it's talking about moving it outside of Flint or talking about using more space or buying more space in the city or having more than one building or having a totally different building and that makes it hard for me to answer this.

>> Are you the author of 58?

>> I am. Yes I am.

>> You want to elaborate on what you mean by set up a new campus for MSD.

>> Okay. Well if we go back to our original theme for being here to reimage MSD it has to do with the image of how attract people to the school and I think that an important part of that is where it is and as was mentioned parents need to be comfortable regarding where they send their children and people are saying the basement is where kids are playing and in the past things were status quo. We can't worry about the past or think about it. We were asked to dream about what we would like to see as a perfect campus or a perfect -- you know no limitations so I think it's a good time for us to discuss this because Flint in its general state as we talked about there's 160 students now. Maybe I'm wrong but... People are still sending their students -- their kids to Flint. I'm surprised with the condition Flint is in but 0 to 3 to be a center of expertise as we talked about this might be needed.

>> I voted yes.

>> Who is the author?

>> Because of opportunity.

>> Thank you. Who is the author of 27?

>> I voted yes.

>> Let's vote again. We need one more.

>> 67 percent yes.

>> 67? Okay. We're going to go with a no. We were close but not quite close enough. So let's take a break. Ten minutes. Get a coffee.

>> Can we discuss more? Can we discuss it more? But it's not possible.

>> We've already discussed it at length. So it's one of those things where there were ample opportunities.

We voted again and we landed at 67. Short of the 75 percent.

>> Is the threshold 75 percent and above?

>> 75 percent.

>> All right. 75 percent. Yes.

[ 10 minute break ]

>> Let's get started in about 2 minutes. Two minutes. All right. Thank you. So before we get started again I want to go over a couple things. First thing is is that we created a website for housing everything that's generated from this series of meetings. I'll share with you the link for that site at the end of today then by tomorrow we will have the outputs from this meeting posted. Probably tonight. The one thing we want to do is at some point today take your picture along with your name so we can post a participant list on the site and we like a picture mainly for selfish reasons because I forget names. Again we will post all outputs generated which brings me to the next point I mentioned earlier this morning but I want to reiterate it and that is that even though we don't have all 74 ideas that are going to be influenced mapped we are not losing any of the content. We will continue to reference back to that content that was generated. So if you don't see your idea in the map that's okay. It's not lost. And a lot of times we will go back and go, okay, this is a piece of this larger part. So it's not lost but it's not again because it didn't receive a certain number of votes we're not going to influence map it. Okay? But I want to make sure and you'll see on the site how everything is captured and maintained. So any questions? Any concerns? Okay. Thank you. So not yet. All right.

>> You got it.

>> Okay. So when we left we were bringing in a new vision statement. That vision statement was number 8. Outreach collaborations with ISD/RESA school districts, universities and agencies. Take a look at the clarifications for statement 8 then let's vote on whether you think that if we implemented 36MSD will be the center of expertise on deaf education in Michigan that would help significantly in implementing vision 8. Vote when you're ready.

>> I have a question. RESA, what is that?

>> Sorry that is regional educational service agency. It's essentially the same thing as an ISD.

>> Oh they're the same?

>> Yep.

>> Okay.

>> 86 percent yes.

>> 86 yes. Okay. So who voted no? Anyone want to share their rationale for why they voted no? Are you batting a fly or you want to --

>> [Off mic]

>> All right. So we'll go with a yes. Now we reverse those. Number 8 is at the top. If we were able to implement vision 8 outreach collaboration with ISDs, school districts, universities and agencies will that help significantly in implementing 36? Center of expertise.

>> 90 percent yes.

>> 90 percent yes. Anyone who voted no want to share their rationale? Okay. Let's go with a yes. Bringing in number 7. New one. Take a look at your clarifications. It's a long one. So if we were able to implement 36 would that help us significantly with implementing vision 7? School staff with highly qualified teachers with sign language proficiency and a positive learning environment which allows opportunities for integration in public schools. Please vote.

>> I need clarification. If you don't mind. I'm not sure school staff at MSD or school staff at a public school? School staff at a public school.

>> MSD because the vision was --

>> Mic.

>> Sorry. For MSD. The school being MSD. [Off mic]

>> Okay thank you.

>> Please vote.

>> 81 percent yes.

>> 81 yes. Someone who voted no please share your rationale. No one? Did you vote no? You're looking at me. No one wants to admit they voted no. All right let's go with a yes. Seven and 36. Please vote.

>> 90 percent yes.

>> Okay couldn't get anyone to talk about their no vote with 19 percent. Anyone with 10 percent no want to go share their rationale?

>> Just because you're curious I voted no the first time and yes the second time because I knew this was coming. So in my mind this is the direct correlation.

>> So you voted yes?

>> Yes.

>> All right. Anyone that voted no? All right let's go with a yes. New item vision number -- statement number 12. Balanced school year. Take a look at your clarifications so that you know what the author intended. Balanced school year. Then vote on whether you think 36 if implemented would significantly impact 12. Please vote. We need one more person that needs to vote.

>> 52 percent yes.

>> 52 yes.

>> So the reason I voted yes is because the research on student academic outcomes related to a balanced school year where you reduce that big long gap in learning over the summer especially for children whose families are limited, like socioeconomically disadvantaged, any kind of at risk learner is significantly better when they attend a balanced school year calendar rather than that big long gap in summer learning. So if we really were a center of expertise I think that would significantly impact having a balanced calendar because it would be an extension of that. It would stand to reason that it would have to be that way.

>> I voted yes because the question on IEPs is the school year and the 3 districts that have programs in Wayne county children do go to school year round.

>> To kind of piggy-back on that statement most of our students over 90 percent are from families and the families don't sign so the kids are often times isolated without language exposure and we have tests that show that when they come back in the fall their grade level -- their grade equivalency usually drops or regressions two grades and that's just unacceptable.

>> We are on the same wave length. She said what I wanted to.

>> Perfect.

>> Just had a question for the author of the statement. With balanced school year if you're imagining that does that include more options for more types of programs throughout the year? I know our people are looking at going to a balanced school year 2017 and talking about having programs open year round to take advantage of those programs.

>> Who is the author of 12?

>> I think that that related to what was said. They do regress a little bit through the summer. That's the only reason why I suggested a balanced school year. You know, to expand programs or other opportunities. I really didn't expect that. I really only said that because of what was said, the regression.

>> So just to be clear, does it require 1098 hours of instruction for kids that attend a public school. A balanced calendar the way we define it means you would take those 1098 instructional hours and you would spread them out over the calendar year but you would reduce the amount of time in between. So you would have maybe 6 weeks in the summer not June through September? So you would have the same hours just spread it out farther?

>> So?

>> Right. Right.

>> Did that clarify things for you?

>> Yes, that clarifies it. I tend to look at ideas and think about all the things that could come out of those ideas so I just wanted to know if other people were including that in the vision.

>> If I could say something Jeff.

>> Sure.

>> Good exercise for the interpreters going back and forth like this. Another thing I would like to add is also critical for us as staff, as educators and administration to have that time in between to sharpen our saw, really to rejuvenate. We need to have time to get together and meet, to have a dialogue about what needs to be done to meet the needs of our children as well.

>> So if we could focus again on the relationship, the influence relationship between the two that would help.

>> Yes it is related.

>> Okay.

>> That's just the comment I wanted to make because it sounds like -- I don't want to judge what people are saying but there are a lot of benefits to a balanced school year but I specifically voted yes because I feel like if MSD was the center of expertise then they would have the clout let's say to stand up and say here's the research, here's the reasons. That's the correlation you were talking about. That's what I saw.

>> Let's vote again.

>> Jeff could I make a comment before we do?

>> Absolutely.

>> I voted no and the reason why is again can MSD do that now themselves? Could they set up a balanced school year without being a center of expertise? I think why not. MSD could go ahead and set that up. However I do support the idea. I agree with you on the idea. I think it's a great idea. But how this is stated here, you know, deaf expertise, I don't think it's required to set up a balanced school year. I think that they can go ahead and implement that without being the center of expertise.

>> Thank you.

>> One more briefly then we'll vote.

>> So just -- um, right now if we wanted to do a balanced school year we would have to look at the facilities, are they adequate to accommodate children all year. What I'm saying is when you say could we do it anyway it would be very difficult to make a change like that just in the current situation. So as we're dreaming about what could this really be the dream is a plan to work towards that dream would help to grant a lot of other things into fruition including the balanced school year which I think is a harder case to make but the idea would be that that would impact our ability to do this significantly.

>> In your opinion. Yes. So again I don't want to be caught in the trap of what is. I don't want to be caught in the trap of being constrained by the current situation. So I want to be respectful of everyone's thoughts and opinions. Let's vote again. One more. Please vote.

>> 62 percent yes.

>> Let's go with a no. And my colleague in the back told me just for your entertainment there's evidently hunting occurring out at the pond on the golf course. So if you hear gun shots they may have just shot a duck. I don't know.

>> Is that lunch?

>> Okay so is anyone holding a CCL?

>> Safety first.

>> Not in here. All right.

>> I'm going out to scare them away. I'm going to save the ducks.

>> I bet you could do it.

>> Without a doubt.

>> All right. Cheryl the next one?

>> We're having duck for lunch.

>> All right. If we were able to implement vision 12 balanced school year would that help significantly with implementing 36? Center of expertise. Please vote.

>> 43 percent yes.

>> 43 yes. Anyone real passionate about their yes vote?

>> Yes. I voted yes because a balanced school year if we improved enrollment and people would -- we would see more balance and people would be more assertive. They wouldn't -- they would be more impressed with school and be more aggressive in school and participate.

>> Like I mentioned previously the ability to balance time we would be able to collaborate as a staff, reenergize, reevaluate and have a stronger program.

>> Research shows that children do better in a school with a balanced school year. Therefore to be the best place in Michigan for deaf children we should follow what research shows and have a balanced school year. The end.

>> Also if I can add MSD is our second home as students. So that makes sense to have a balance there. Just wanted to add that.

>> Anyone who voted no want to share their rationale for no? Let's vote again.

>> Oh I had something. You know what? I yield.

>> Okay let's vote.

>> 57 percent yes.

>> Okay. Let's go with a no. 53 and 12. We have 100 percent no. Open it back up again real quick. It worked. All right. So we didn't want to have any discussion on 100 percent no. All right. 58 if we were able to implement 58, set up a new campus would that help significantly in implementing 12? Balanced school year. Please vote.

>> I'm headed out. I'm heading out to the golf course.

>> Slightly offended about the ducks today.

>> I just made that up.

>> 29 percent yes.

>> Are you kidding me Jeff you made that up?

>> No there are people out there shooting guns. I just don't know what they're shooting at.

>> Well maybe let's say -- maybe it's a bad car backfiring over and over.

>> That's it. That's it. It's a golf cart that's gone bad.

>> Okay. We'll go with that.

>> All right.

>> 29 percent yes.

>> 29 yes. All right. Someone who feels strongly about their yes vote?

>> In order to have balanced school year we need to have a place for the kids to sleep during the summer

time. We have no air conditioning in the dorm right now and it's approximately a million dollars to get air conditioning. That's why I voted yes.

>> Anyone else? Vote again quickly. Looking for two more votes. One more vote.

>> 60 percent yes.

>> 60 percent yes. Let's go with no. Go with a no. 12 balanced school year if we were able to implement that would that help significantly with 27? Please vote. One more vote.

>> 62 percent yes.

>> 62 yes. That's close. Anyone want to share their rationale for yes?

>> I said yes because when I envision this out of the box a balanced school year with a zero to 3 program maybe some parents who are teachers themselves who don't have time to actually focus on their child at that age they might not -- they might not want to waste the summer. If we have a summer program so they can actually focus all their attention on their child in the 0 to 3 program so I think it would make a significant impact. I do.

>> Anyone else? All right. Let's vote again quickly.

>> 81 percent yes.

>> 81 percent. All right. Very good. Let's go with a yes. If we were able to implement 12, balanced school year would that help significantly in implementing 58? Set up a new campus.

>> 48 percent yes.

>> 48 yes.

>> I can envision a balanced school year bringing in and recruiting a large amount of students. So that we could implement a new campus: So I'm going to support him on that. If we did offer a balanced school year the needs that would have to be addressed because of the decision to go year round would include the consideration of the impact on our facilities which the combination with a lot of other things that we're envisioning may help us be able to see the need to set up something entirely new and different. I voted yes.

>> 52 percent of you voted no. Anyone like to share their rationale for no? Okay. Let's vote again. Ready for one more vote.

>> 86 percent.

>> 86 percent.

[Applause].

>> All right. Let's go with a yes. Can we get an update on the status of the golf cart?

>> Ducks.

>> It's still not working properly, the golf cart is still backfiring. All right we brought in a new vision statement. 29. Take a look at your clarification, MSD improve the ASL abilities of hearing members of deaf children. If we were able to implement 36, center on expertise would that help significantly in implementing 29? Please vote. Two more.

>> 95 percent yes.

[Applause].

>> 95 percent. 95 percent yes. Would the one person who voted no like to share their rationale?

[Laughing].

>> All right let's go with a yes. 29 and 36.

>> 67 percent yes.

>> 67 percent yes. Someone want to share their rationale for yes? No one? Go with a no. Okay. Go with a no. 58 and 29. Please vote.

>> 52 percent yes.

>> 52 percent yes. Share your rationale? Okay let's go with a no. 27 and 29.

>> 90 percent yes.

>> 90 percent yes. Anyone with a no want to share their rationale? Okay. Go with a yes. I want to pause

just a minute and talk to you about why we go with 75 percent majority in this. It is because sometimes like 67 percent that's a pretty big majority. But 75 percent we want -- if it were a simple majority 51 percent means nearly half the people can walk out with disagree with what we produce. Not only that, we will have minimally 75 percent of you walking out with consensus on what we produce. That's good for this group but also critically important moving forward because when we go to the action phase of this and we can go to the powers that be and say we had an adverse group of stakeholders come together and spent 6 days tolerating me and hunters and who knows what else and they came to 75 percent consensus on this product. That carries a lot of weight. We've seen that happen over and over again. So that's a very powerful thing for change. So that's the rationale behind that high threshold of a yes vote. All right. 29 and 3. Please vote. One more vote. Close the poll.

>> 70 percent yes.

>> 70 percent yes. Very, very close. Anyone want to share their rationale?

>> I will. I think yes. I voted yes because if MSD teaches hearing individuals ASL can actually be part of the community and once that happens then we can further develop.

>> Thank you.

>> Thank you. If MSD services families and teaches American Sign Language and about what deaf individuals need if that trust is built I think it will send -- it will set up opportunities for birth to 3. And individuals that have younger children. So I do think it's a trust building situation. It's a trust thing.

>> Anyone else?

>> I voted yes because if MSD decides and we envision that we want to enhance ASL capabilities of families and we have this program I do think the two have to be linked.

>> Anyone else? Let's vote again. Waiting on one more vote.

>> 85 percent yes.

>> 85. All right. Let's go with a yes. All right let's take another 10 minute break. We're making good progress.

[ 10 minute break ]

>> Okay if we can begin to make our way back to our seats. We are making good progress. We are on our tenth vision statement in the mapping process. So at 11:30 that will be our next break and we'll break for lunch at that time. Then we'll probably have to come back and we'll do a few more items but we'll be done I would say mid afternoon. Okay? All right. So when we left I believe we were bringing in statement 16. Is that correct? So take a look at clarification for vision statement 16. Allow parents with deaf and hard-of-hearing children to make the decision where a student is placed for school, freedom to make that decision. Then you have to make a decision if we were to implement vision 36 MSD will be the center of expertise on deaf education in Michigan would that help us significantly in implementing 16. And when you're ready please vote.

>> 52 percent yes.

>> 52 percent yes.

>> Voted yes. Currently we're the expertise on deaf education then our ability to change the way children are placed there could be leveraged a different way. Now it's type 2 foundation. If we really were the center on expertise and based on scientifically based research best practice parents making a decision about whether children attend school would be part of that. So I think we could significantly impact how decisions are made regarding placement.

>> If I could say something. I want to follow up with what was said. I agree with her but it would also help with the number of students. You know we talked about having adequate numbers for a classroom. Right now there's a large gap in the needs. So if parents have the right to decide I think the enrollment numbers would be a lot larger. So I see this as significantly impacting.

>> I think about the phrase knowledge is power and I think I agree with her. If MSD becomes the center of expertise it means people will be looking at MSD for advice about where their child should be placed. Right



now parents have very little information about educational access. So if MSD becomes the center of expertise parents will know to look there for information about the placement of their children.

>> So we've heard rationale for yes.

>> I supported yes but I did vote no because when I see how it is phrased here right now parents don't have the choice. They have to go to battle with the school district in order to get their child enrolled at MSD. So even though I am the center of expertise the parents still have to battle the local school district to get their child there.

>> I agree with him about that problem. Allow parents? That really is tied to rules in the current situation. But if we could dream without any limitations that's the reason why I said yes. But I agree with you in the current status it would be a struggle.

>> So I appreciate that. You actually took the words out of my mouth. This is a point where we are able to dream without constraints. So we want to look at this through that lens. So thank you. All right let's vote again.

>> 90 percent yes.

>> Very good. All right let's go with a yes. 16 and 36. Please vote. Waiting on one more vote.

>> 48 percent yes.

>> 48 yes. Okay. Let's go with a no. 27 and 16.

>> 67 percent yes.

>> 67 yes.

>> When decisions are made for children I think that what's in the best interest of the child is one of the first questions that's asked. So I voted yes because if I had a child who was 2 and had enrolled them in a program and I really wanted them to be able to continue at MSD I would go to my IEP meeting and I would say this child has already been at MSD, they've been in a successful program. They're doing really well there and I want them to be able to continue there and I think that would probably be my best offense for my school district arguing in favor of them being able to continue at MSD.

>> I just want to add that I voted yes as well because really if you have the opportunity for 0 to 3 it means you already have all the knowledge and information needed to work through the IEP process for your child.

>> I voted yes because if you have that 0 to 3 program the parents know what the capabilities of the child are and they can make a better decision about placement based on the first 3 years of their education. Maybe they are particularly skilled in the oral method or maybe in the signing method. So I don't want to have to be tied to the school district and have them making the decision. So I would think yes after the first 3 years you have a better understanding of what the child needs.

>> Thank you.

>> I voted no because the part about the vision 27 that gets me hung up is the fact that it's on the campus and so statement 16 refers to parents of deaf hard-of-hearing children all over the state. So in my mind having birth to 3 on the campus did not significantly impact whether parents across the state would have the ability to choose where their child goes.

>> I voted no for a different reason. Even if you -- in order for us to implement 27 even if we did number 27 other things have to change in order for parents to be allowed and I'm using the word allowed to make a decision about placement for kids. So I don't see having the children on campus is going to significantly impact changing the way we currently do decisions on placement. So it isn't that one is not important and that the other is not either. I just don't see that the first one 27 is going to significantly impact our ability to change anything about number 16.

>> I would put myself in the parent's shoes. If a parent -- MSD has a 0 to 3 program am I allowed to do that and they say no. I mean that's my child. You have a 0 to 3 program. It's an easy decision. Place them at MSD. Give them the choice.

>> All right let's vote again.

>> 62 percent no -- or yes. Sorry.

>> 62 percent yes. So we still have not reached the threshold of 75. So we're going to go with a no. 16 and 27. Waiting on one more vote. We're going to close.

>> 75 percent yes.

>> 75 percent. All right. Go with a yes. 12 and 16. Waiting on 3 votes.

>> 52 percent yes.

>> 52 percent yes. Anyone want to share a rationale for yes?

>> A balanced school year again I'm putting myself in the parent's shoes. Do you have a balanced school year? It makes the parent's decision easier.

>> I guess my comment is similar to yours but when I think about your comment about benefiting the staff and the parents to plan or to reenergize. Maybe with that information to let the parents know that it might change the way that they think about it. That's my comment.

>> I think -- I voted no because they're not really correlated because right now parents don't have the discretion. A balanced school year if we have that would that really help the state change and allow parents to make a decision? I don't think so. I don't see them as significantly impacting each other. But I think we need both of them.

>> All right let's vote again.

>> 24 percent yes.

>> 24 percent. Let's go with a no. Bringing in a new vision statement vision 21. MSD will raise the bar in teaching literacy. Take a look at the clarification. Remember the author is in the room if you need additional clarification. If we were to implement vision 36 center of expertise would that help significantly in implementing 21? MSD will raise the bar in teaching literacy.

>> 95 percent yes.

>> We'll go with a yes. Don't think we've reached that 100 percent yes Mark yet. All right. 21 and 16. Waiting on one vote. We'll close the poll.

>> 25 percent yes.

>> Go with a no. 27 and 21. Waiting on one vote.

>> 86 percent yes.

>> 86 yes. Anyone with a no want to share their rationale? Okay. Go with a yes. 21 and 27. Please vote.

>> 62 percent yes.

>> 62 percent yes.

>> I voted yes because if MSD decides that they want to enhance literacy you can't do it without 0 to 3. So definitely significantly impacts those opportunities.

>> And to add on to what was said if you need to wait on the implementation I think we need to flip these statements. Will literacy help 0 to 3 or will 0 to 3 programs help literacy? So I don't think that the relationship is significant which lends itself to each other better.

>> I disagree. If we say we're going to raise the bar for literacy then how are we going to do that? We would have to implement a 0 to 3 program. So I think that it does significantly impact. Once we raise the bar, once we set the expectation to raise the bar if the implementation is through a 0 to 3 program.

>> I am the author of that statement. And I think we all need to recognize that MSD's literacy -- to enhance that we want parents to look at the enhancement of literacy. We really need to focus on 0 to 3 and I think parents will recognize that.

>> Anyone else? Let's vote. Waiting on one vote.

>> 80 percent yes.

>> We want to have any more discussion before we go with a yes? Go with a yes. All right we're bringing in 32. Yeah, 32. New vision statement 32 bolstering of students' education expectation and the use of the latest best practice methods as has created an increase in student achievement on statewide assessments. If we

were to be able to implement 36 MSD will be the center of expertise for deaf education in Michigan would that help significantly in implementing 32? Please vote. Waiting on 3 votes. Two votes. One vote. Getting closer. Okay we're going to close the poll.

>> 100 percent yes.

>> Wow we made it. 100 percent yes. All right. Anyone want to change their mind?

>> Go team.

>> Educational expectations, add an S? Thank you. All right. 32 and 16. Waiting on 4 votes. Waiting on 2 votes. Waiting on 1 vote. Five seconds we'll close the poll. Closing.

>> 60 percent yes.

>> 60 percent yes.

>> So this is where I say we would be especially able to make change in how decisions are made and to what extent parents can make that decision. Right now local districts say their programs can provide for the needs of deaf children and they will give you all kinds of data that shows you how what they're doing is going to positively impact your child based on how it's impacting other children. If we had this ability. When we have the center of expertise then we would be able to -- we would be able to have better data which is to the point to say these types of outcomes our school show kids can be expected to achieve at much higher levels than potentially the children in local school programs in which case parents would have a different ability to make the decisions. It would be harder for a district to say no.

>> Anyone else?

>> I voted no on this one and I get hung up on the allow parents to make the decision. And it's not because I disagree with allowing parents. I want parents to make that decision. It's the implication that the decision hinges on the quality of the school alone. In the UP the issue I think is more about the distance and getting kids there. As the director I don't -- I'm not trying to influence the decision making of parents there. My job is to support the parent and the team to get the kid the best education they can. And certainly if the MSD is the best quality institution in the state that influences -- it may influence the parent but all the other factors that are implicated in the decision making, that makes sense.

>> Anyone else? Okay. Let's vote again.

>> 62 percent yes.

>> 62 percent yes. Anyone want to share or give their rationale for yes or go with a no? Okay let's go with a no. Thank you. 27 and 32. Please vote. Waiting on one vote.

>> 67 percent yes.

>> 67 percent yes. Anyone want to share their rationale for yes?

>> Who wrote this? I don't understand 32 particularly. It seems like it's a declaration of sorts -- wait is that yours? It's yours?

>> 32.

>> 32. It's hers. I guess I don't understand -- the expectations --

>> Can you --

>> I think actually many people talked about this yesterday that if we have high expectations for our students then -- it's proven they will do better overall in the classroom setting. If -- it's certainly important that we have the latest best practice methods in the field so that we have the greatest and best educational tools for our students to be able to achieve. You know, I'm not certain that student achievement on statewide assessments is the most important thing because we just want overall achievements for our students. However that is what we need -- a goal that we do need to achieve. Did that help you?

>> Um, not so much. I guess --

>> So do you understand?

>> No. I mean I understand how it's worded it just seems more like you're just stating a fact that this then you will be able to prove something. I don't know what you're seeking by saying this. Does that make sense what

I'm saying?

>> That it's a fact that if you do this then that will happen. I'm not sure what the goal is. It doesn't seem like it's a goal oriented statement that you want to see something happen, the way that it's worded. Your intention. Do you want to use -- would you want MSD to use enhanced training or better practices? It just seems like a declaration statement. I don't know if I'm making sense in how I'm saying it. Regardless I want to make sure. You know, I don't know. I guess we can move on.

>> No. I actually can further explain this for your understanding. Research indicates that when we use best practice methods in a school setting no matter where it is that students -- most students, not all, we never say all, students will achieve at a higher level. The same thing with higher expectations. I believe that I heard some of the students say that this student has this kind of a program. The next one has another. But if we have high expectations for all students then they learn from one another and they do better. That is what I'm saying.

>> Okay, right. Right. I agree with you. But the wording should say MSD will use best practices. Does that make sense? Maybe it's the wording. It seems as if it's worded as if it's already happening.

>> So this is where we don't look to the statement for the author's intent. We read the clarification, we listen to the author and their explanation of what they mean. That's the challenge if we leave it at the statement.

>> I got it. So leave it.

>> Bolstering meaning building it up. And it could read bolstering of MSD's or students at MSD educational expectations. It could read that way because it was a headline.

>> So it's important -- it's critical everyone understands the intent behind this.

>> I got it.

>> And if that means that -- if you understand her intent you can go ahead and in your mind change the way this reads.

>> Sure.

>> Okay?

>> Sure.

>> This isn't really related to this particular statement but I do support this because we need to educate parents from birth to 3 so they have more knowledge on what they're looking for for their child and that way they will support this bolstering what we're looking for for best practices and therefore it will impact their children.

>> All right. Let's vote. Waiting on one. Waiting on one more. Closing the poll in 5 seconds.

>> 85 percent yes.

>> 85 yes. Do the no's want to share their rationale? Okay. Let's go with a yes. 32 and 27. Please vote. Waiting on one more. Closing.

>> 60 percent yes.

>> 60 percent yes. Anyone?

>> I said no. Maybe for those that said yes tell me what I'm missing in all of this. If the student's expectations are top notch already how is it going to help the birth to 3? What am I missing? Somebody that voted yes tell me what I'm missing in all of this.

>> I voted no too so I'm feeling probably the same thing as you. So I envision 0 to 3 -- I'm trying to figure out how that's going to impact seniors and people in high school are already getting education how that's going to impact 0 to 3. So tell me.

>> I voted yes because I think if we have higher expectations for our kids and we're using best practice methods then part of best practice is the earlier you start the better and early intervention is critical to thorough documentation overall success. I think we can really significantly impact our ability to look at birth to 3 programming differently if we were doing the first one.

>> Anyone else?

>> I have something. Just a follow up on the comments. If you have a good measurement -- system, an assessment system that's already implemented and you say to the parents if you start at birth to 3 look at the outcomes. Look at the achievements that you could have later on for your children. Data in place and implemented. And if they choose not to use that data to make their decisions then that's fine. But you want the parents to be involved but you have to have an appropriate assessment system in place and currently there isn't one so if you have that assessment it can certainly assist the parents making decisions.

>> Let's vote again. Oh.

>> Continuing would be better if the person who wrote that could they clarify number 32?

>> Bolstering of students educational expectations. Let's change it to just say we really want to improve the expectations of all students. Okay? So we can change it to that. And then -- and then best practices using the latest method. Let's get rid of best practices and just say let's use the greatest methods that we know nationally that work for students who are deaf hard-of-hearing because what we really want to do is we want to improve not only test scores on statewide assessments but overall education for all students. I believe they all have a right to the best education. And I did hear students supporting that yesterday.

>> I have to say best practices. I'm sorry. That's what it really is. By using best practice methods and improvement on statewide assessments. I'm not totally... I liked my first one.

>> Again it's more important that they understand your intent and they can adjust your statement anyway they want to that makes sense for them. So would you like it back to the --

>> I like my original statement but I will definitely clarify further if anybody has any questions about it.

>> So we'll work on getting it.

>> I understand. I understand.

>> All set? Okay. I'm fine.

>> Give us a couple seconds to retype. So people understand the intent which is 32. Think whether you think that would have significant influence on implementing 27. Let's vote.

>> My problem is implement I think. I mean that's something -- it's not something you can just implement. It's a fact. It's something -- so as stated it's just a fact. You can't just implement that.

>> You're getting hung up on the title.

>> I know. I understand I am, Jeff.

>> Let's go with the intent.

>> Okay I've got to let it go.

>> Yes, let it go. All right. We're waiting on 3 more votes. One more. Please vote. Close the poll in 5.

>> 90 percent yes.

>> 90 percent yes. Let's go with a yes. All right. We're bringing in 3. We're going to map 3 and whatever time we're done there we'll take a little break then we'll go to lunch. So new vision statement number 3. I a state of the art ASL/English, bilingual early childhood program for deaf children for the age 0 to 3 in the entire state of Michigan. If we were able to implement 36 center of expertise on deaf education in Michigan would that help us significantly in implementing vision 3? Please vote.

>> Wait did we have something -- wait we've got -- how does it differ from what we already saw? The previous one?

>> Vision 3 is new.

>> But it's the same vision as the previous one. Is it not? Is it similar or the same thing? To me conceptually to me they mean the same thing. Okay.

>> The entire state.

>> That's what I was going to say. I wasn't the author of number 3 but that's the difference. In the previous statements we're saying early childhood, early intervention program birth to 3 on the campus. This one says throughout the entire state. That's the difference I see.

>> Got it.

>> I would recommend that you always have your clarifications in front of you. Take a look at the author's intent and if you still have questions we want to make sure everyone understands the intent. So don't hesitate to speak up.

>> Can we take off number 3 the first two words I want?

>> Who is the author of number 3?

>> I am the author.

>> You are the author?

>> You can do anything you want.

>> So I would like to edit vision 3. Delete the words I want.

>> Good?

>> Thank you.

>> Capital. Yes just capitalize. Thank you.

>> Okay. Please vote.

>> 90 percent yes.

>> Anyone with a no vote want to share their rationale? Okay let's go with a yes. 3 and 16. Please vote. Waiting on 3 votes. Waiting on 2 votes. Closing the poll in 5.

>> 84 percent yes.

>> 84 percent yes. Anyone with a no vote want to share their rationale? Okay let's go with a yes. 3 and 36. Please vote. Waiting on 2.

>> 57 percent yes.

>> 57 yes. Anyone want to share their rationale for yes?

>> I did vote yes because if we go wide spread teaching ASL approach I think the focus will come to MSD and I think that it will excel.

>> Anyone else?

>> It needs time to develop.

>> I said no because the school or whatever program needs to know what they're talking about. They need to have expertise that know this is the model and MSD should listen to know what they're doing and to try to convince the whole state, MDE. It just seems like a lot of work to prove themselves first before you can implement a statewide program.

>> My intent of this was for it to be run and operated by MSD. They would run the whole state. MSD would run a whole statewide program. So that's why the recognition would come to MSD. So it would -- yes, be a statewide thing. Maybe under the department but it would be run by MSD. I think there are many schools all over the state that may have an ASL bilingual program. MSD of course should be the center and monitor those. So... I voted no. Really there isn't ASL -- an ASL English bilingual approach for 0 to 3. There is none. There was one but closed. So currently we have none for childhood, early childhood. Other schools do have programs but none have the early childhood birth to 3 here in Michigan.

>> She said suppose. So it's hypothetical. Suppose we implement this statewide. Suppose this naturally didn't happen and we had a statewide program bilingual. Hypothetically. Okay? So if you're thinking like you have to prove yourself first, no, she's saying suppose. Suppose we have the bilingual statewide program. Would it be easy to have this center? Yes I think it would be. And that's the reason that I voted yes.

>> I agree.

>> I'm not disagreeing but I think this is important. I don't think if you have a statewide process from birth to 3 that's going to significantly impact on making the school itself the center of expertise on deaf education. Because the first one is really talking about birth to 3 component as opposed to the center of expertise overall. I don't see how that one significantly impacts the other.

>> I voted yes because suppose we had that program. That would impact research, information, resources and MSD as the center of expertise for deaf education I think yes, we have the English ASL program, MSD

would be there to help us do that.

>> Again you have to remember that we're supposed, hypothetical, the dream. So if that program did exist would it impact the birth to 3? Would that influence us becoming a center of expertise?

>> Please vote.

>> 81 percent yes.

>> 81 yes. Thank you. Thank you also for recognizing that this is the time to dream and that we are in that ideal state. I love it when -- I can leave I think for the afternoon. Or go to the closet. So let's go with a yes. And let's pause. Let's take a break, get some fresh air. It's kind of stuffy in here.

>> I would like to make a comment. Before we take a break I do -- I would like to take about 5 minutes of your time. I would like to take a picture of the group as a whole. Maybe we could go -- we could kind of make a group picture over here in this area. Would that be possible, Jeff?

>> As long as it's not out by the pond.

[Laughing].

>> Can we do it right now?

>> Sure.

>> We would do it right here in this room. I think we can do it right here.

>> Yeah we can do that. I'll take the picture.

>> She'll be the photographer.

>> We want to be on a wall with no windows.

[ lunch break ]

>> Okay. All right everybody have a good lunch? All right? Cold?

>> It is cold in here Jeff.

>> We can see if there's any down feathers out there.

>> Jeff... You are officially pushing it. By the way they are geese, Canadian geese for the record.

>> We will see about the temperature in the room and we have a couple more items. So you guys will get out of here certainly before 5:00. Probably before 2:00. So... Unless you want to stay. I think you should stay. Until 5:00.

>> That means with you? I'll take a pass on that.

>> No thank you.

>> All right. So we left off, we brought in vision statement 22. So you can look at -- oh -- before we get started I made a mistake earlier today. I put some papers on your table in front of you this morning. Those tables represent the clusters or categories of ideas. They represent the number of votes that you guys placed on those ideas. And it's all the statements that were generated. Additionally you guys had part clarifications from yesterday and you got all the clarifications of the statements this morning. So you have all the clarifications for everything. That's the critical document you want to look at right now and that's on white. The blue ones, you can take a look at later. All this again will be posted on the website as well. So when we left we just brought in vision item 22. And that is increase the public relations of the MSD, the Michigan school for the deaf. We'll take a look at your clarifications for that. Then make a decision whether you think vision 36 MSD will be the center of expertise on deaf education in Michigan, if we were to implement that would that help significantly in implementing 22? Then you can vote when you're ready. Waiting on 2. You.

>> You want me to vote for him?

>> 95 percent yes.

>> 95 yes. One no? Okay. Let's go with a yes. 22 and 16. Please vote.

>> 80 percent yes.

>> 80 percent yes. Someone who voted no want to share their rationale? Okay. Go with a yes. 22 and 36.

>> 55 percent yes.

>> 55 percent yes. Someone who voted yes?

>> I would say maybe switching this because if you increase PR more people will know that Michigan school for the deaf is an expert in deaf ed. I think there's a direct correlation here.

>> So I want to be clear do you see the significant influence the other way around?

>> I do.

>> Okay.

>> Well I think this is better than the previous one, yes.

>> So did you vote yes or no?

>> This is a stronger correlation. I voted yes for this. The other one I voted no.

>> Thank you. Anyone else? Anyone with a rationale --

>> I voted yes for this because due to a current social media situation we've got the ability to impact on a wide spread basis so that people can know where we are and have the opportunity to make a placement of selection and decision. That's my perspective so I voted yes.

>> Anyone that voted no want to share their rationale for no?

>> I guess I voted no on this because I don't think that public relations campaign necessarily increases the expertise of the facility. As was said the reverse is true but to state it this way I don't -- I voted no.

>> I voted no for the same reason. Increasing -- having some kind of public relations promotion so to speak about MSD in the absence of actually changing what we're doing at MSD isn't going to make it the center of expertise. It's not going to impact that part. I don't see them related that way.

>> Anyone else? Remember when you're looking at this you're looking at it through an ideal lens. Purest form. Increase public relations would that lead significantly to implementing MSD being a center of expertise on deaf education. So please vote again.

>> 65 percent yes.

>> 65 percent yes. Still shy. Let's go with a no. 16 and 22. Waiting on 2 votes.

>> 55 percent yes.

>> 55.

>> So one of the challenges right now and probably one of the biggest reasons the school for the deaf is not promoted is because the way we fund the school really puts the parent and the district at odds if they don't agree on a place. At the school. If we allowed parents to just simply enroll their children our ability to promote that would go up immeasurably because we would not be knowingly creating conflict between parents and districts. And right now we know that's an issue and so we don't make a big promotion because we don't want parents and districts at odds with one another. This would liberate that -- change it completely.

>> Anyone else? Let's vote again.

>> 80 percent yes.

>> 80 percent yes. Congratulations. Go with a yes. Okay we're bringing in vision statement 64. Look at your clarifications. White pages in front of you. MSD will provide residential opportunities on weekends for students. If we were able to implement 36 MSD will be the center of expertise on deaf education in Michigan would that help us significantly in implementing 64? Please vote.

>> 65 percent yes.

>> 65.

>> If we really were the center of expertise on deaf education it stands to reason to me part of that would be we need to offer opportunities for kids who may be staying over the weekend much like, um, I can't remember which one of the kids yesterday -- I think it was house parents need to be more engaged with the kids. There needs to be a purposeful engagement around language and other activities. If we were the expertise center it means our residential is an important part too. Our families under any other circumstance are expected to partner with the schools in helping children learn. I was talking a minute ago and she spends a lot of time working with her children to help them be good readers. So if we're going to have children in our residential facility and we're going to have them there over the weekend there have to be opportunities for them to learn



much like other children in homes across the state do. This would stand a reason to me we would make that opportunity available.

>> I also think as a parent if I knew that MSD was the center of expertise then I would have more trust in the institution to want to send my child there on the weekend even if -- I mean if you open up your mind to think about what residential opportunities for weekends could it be, maybe it's even for students who aren't MSD students. So the outreach could be even bigger. So the trust would be there if it was a center of expertise. I think parents would send their children there.

>> Am I good to go, Jeff? It's a great idea. I thought this weekend discussion was to provide opportunities for enhancing life skills and providing weekend activities in the dorms to talk about perhaps house bills regarding, finances, crafting, literacy skills, I mean there's a variety we could discuss. There are so many activities that could be provided in the weekends, during the weekends so that's what I thought we were talking about.

>> Also a long time ago we had students who lived in the community that actually lived there on the weekends and because funding was cut we do have a dream to get our weekends back. And we could become an elite school like we talked about. To have all of those things on the weekends. When kids go home on the weekends they're sitting on their butts all the time. I think it would be very good for us to be there on the weekends.

>> One more then let's vote.

>> Are you the author of this one?

>> I am.

>> Were you thinking also after school to enhance the residential opportunities for the kids?

>> Yes, I mean currently there are things after school activities but I was talking about enhancing the weekends. I thought of that last night. It would be nice if kids out of the public schools if they were there during the week they could come and stay on the weekends. We used to have a mobility training at the blind school on the weekends. I thought it would be really cool if the mainstream kids would like to get a test of MSD they could actually come stay there on the weekends. So that's a great piggy-back to what I was thinking that was just brought up. I thought that would be a wonderful opportunity for them to come on to the campus on the weekends if it was available.

>> Great. Thank you.

>> All right.

>> I voted no on this and maybe I'm over thinking this sometimes. I'm not opposed to providing residential opportunities on the weekends or after school opportunities. I think that's important. Where I think sometimes I get caught up in this or confused is which comes first. If we were to do residential opportunities would it lead to expertise in education? So I would vote yes and I think that's going to be the next option. But -- so sometimes I read this as if this than the following. Maybe that's not the right way to look at it.

>> You're always going -- you're looking at it in the right order. If you were to do that then you would have much better chance of the other being implemented.

>> And I guess I look at this -- the bottom piece, the residential opportunities as a method for getting to [someone coughing] viewed as expertise.

>> Right. So with that flip you're voting no.

>> That's correct.

>> All right. So I want to --

>> Jeff?

>> Yes.

>> Two things. I am still processing. Lunch is still processing so I'm still processing. First of all if we become an expert a center for expertise and convince the entities to give us money for the weekends will it be research based? Do we have data to show? Otherwise we're going to be met with quite a bit of resistance. One. We

know we would like to take stress off students. We have kids coming in from the northern regions of the state, the city, other places for example. The school districts would not have to worry about transportation, especially during the winter months in Michigan. Also with structure, having a school day with structure doesn't provide opportunity for the community and that kind of participation in the community. And having that socialization so that they can have complete understanding how to be involved in the community. So my vote was yes. Thank you.

>> I voted yes for a different reason. I voted yes because as a recent -- I was reading 64 as a residential opportunity for students and for families and possibly for teachers who are in public school districts across the state.

>> Oh, I second that.

>> Thank you. Okay. So let's vote again. Waiting on one. Waiting on one more vote. If you haven't voted please vote. Closing in 5 seconds.

>> 89 percent yes.

>> 89 percent yes. A no want to share their rationale? We'll go with a yes. Okay let's go with a yes. I want to reference something that was mentioned. He said I think it will be reversed the next time around. And I was having this conversation at lunch with Beth. There's an algorithm in the software that is keeping track of all the connection that is your responses are creating. So it's not -- we don't have any control over which item comes in next. And we don't have control over how they're connected. That's determined completely by your input and votes. So if there's 75 percent consensus in the room then we are making a connection. The software -- we can't possibly in our minds keep track of all the connections that are being made. So the software takes that burden away from us and all we have to do is think about these two things. And from our response whether we enter a yes or a no based on your vote it knows how to connect the two. Okay? So when he said I think it's going to be that way... Maybe. I mean that's what it is every time. So I just wanted to clarify. All right. So no we're at 64 and 16. Please vote.

>> 65 percent yes.

>> 65 you said?

>> Yes.

>> 65 percent yes.

>> First I thought there was no relationship but now that I think about it if we're open on the weekends the people that are coming from far distance, let's say they're going home once a month. The school district might say no that they can't go back and forth every weekend. So they might say they have to stay there once a month. They can only come home once a month.

>> Anyone else?

>> I voted yes. What it does is allows students to experience the community at large and the services that are out there. There are deaf seniors that are in much of the community as it stands now there are group homes in the Flint area. They can actually have hands on opportunities that they would otherwise not be provided during the school day in the school week. So I'll expand on that further in December.

>> So having residential opportunities on the weekend is a great thing. I'm not saying that's not. I don't see how doing that would change a parent's ability to make a decision about placing the child there. It may be one more reason a parent would want their child there or not. I just don't see that it's going to result in a changed process that would enable parents to make the decision for kids to attend there. So I voted no.

>> Thank you. Anyone else?

>> I guess I have a question for the author of the weekend thing. Going back to her point on the last --

>> Comparison.

>> Comparison. Is the intent about allowing parents to come -- parents of non--- nonresident parents or students who are not a resident of MSD to come down on the weekend to provide maybe enrichment activities or that sort of thing for a weekend program. I'm not sure who the author is.

>> I never thought about parents wanting to do that on the weekends so I think having opportunities for parents, certainly we could discuss that. I don't think every family but I doubt that every family would come every weekend. But sure we can have a literacy weekend for the families, yeah I think that's a great idea.

>> But opening on the weekends I think would be a great opportunities for families in the UP to come down. Currently it's almost impossible for them to come in on the weekends. So that opportunity would certainly be available.

>> I would like to add for this analysis I voted yes because it provides more opportunities and options for parents and more freedom for parents to make decisions in where they wish to place their child and to provide the best options -- more options and the best options for their child.

>> So I want to go back to the elaboration of the original intent. She as the author she had questions come up and sought clarification and she took that question and incorporated that into her idea as the author she can do that. What we're going to do is capture that, pull it out from the transcript and put it embedded into the original author's statement so it's captured in that as well. All right. So let's vote again. Waiting on one vote. Five seconds.

>> 58 percent yes.

>> 58 yes. Okay we're going to go with a no. 27 and 64. We're very close. As soon as this is mapped we're done for the day. So hang in there.

>> Will we be able to see the map today?

>> You will be able to see the map but the map will not look as good as the one I showed you as an example until tomorrow when I recreate it. Or tonight on the website. Waiting on one.

>> We're good now. 40 percent yes.

>> 40 percent yes. Okay. Let's go with a no. 64 and 27. If we were able to implement MSD providing residential opportunities on weekends for students would that help us significantly in implementing birth to 3 opportunities for families on MSD campus? Waiting on two votes. Waiting on one vote.

>> 55 percent yes.

>> 55 percent yes. Anyone want to share their rationale?

>> This would be awesome. Can you see me? All right. This would be a wonderful opportunity for parents and families from the UP to come on weekends to really get that exposure and opportunity, especially for children birth to 3.

>> I never thought about parents on the weekend but what she said, really, the only place I know of that has kind of a weeklong or weekend deaf family experience is the Holly Institute. Whatever the official term is. I know Michigan has a summer program of family ASL week but I can't think of any other program. So if we were the center of expertise and provided those opportunities once in a while I think that's a wonderful idea that I didn't even think about before. And we could provide programming on weekends for families that don't necessarily live near to MSD.

>> One second. I want to make sure because I'm hearing a bunch of other ideas being brought into this idea. So when we're making the decision and I understand it would be awesome but we're looking at it -- all these ideas would be awesome on one level or another but we're looking at whether it has influence on the idea below it. On whether we did this it would significantly influence.

>> Yes. Yes it does.

>> Okay.

>> Would you like me to explain my rationale as to why I say that? That opportunity -- through this opportunity we have more opportunities to provide for families of infants. So -- okay. We have to think big. We have to think big dream. We have the resources. We have the physical space, we have the time. We would be able to provide for these families.

>> With the birth to 3 we're talking about a natural home environment that is the best place for students to learn, for children to learn. So I'm thinking about a place on campus with deaf role models interacting with the

children. So I think if you provide a structured environment on campus on the weekends it would pull in more families to expose them to a bilingual experience in a home like setting. The LRC is really what I'm thinking of. The LRC dorm.

>> I just want to comment that indeed she is correct that we used to have weekends on the campus in the LRC or the CAC, students who are blind or visually impaired and it would be a family opportunity and then they would bring their youngsters birth to 3 and so if you make that extension that they're comfortable and they are learning then perhaps this really could be true.

>> I am the author and I'm also the site coordinator -- [Off mic] and a weekend opportunity for families birth to 3 would be an opportunity for us -- [Off mic] -- and come back the next week -- [Off mic] 20 weeks but we can break them into 10. That would be an -- [Off mic] birth to 3 opportunities for families on campus.

>> So you voted?

>> Yes.

>> Thank you. All right let's vote good.

>> Could I say something?

>> Quickly.

>> Several of us here are certified shared reading program consultants should I say. So we can't forget that we could partner with Madonna's shared reading program and work in collaboration. I think that that would be a great opportunity to leverage.

>> Just a point. Keep that in mind for when we get to --

>> Oh I'm sorry.

>> Keep that in mind for when we get to the action stage.

>> Yes. Okay. Okay I'm looking forward. I'm already in December.

>> That's okay.

>> Sorry.

>> Hold on to that idea. It's a good problem to have.

>> Okay. Let's vote.

>> 95 percent yes.

>> Okay. Let's go with a yes. 16 and 64. Please vote. Waiting on two more votes.

>> 55 percent yes.

>> 55 percent yes. Okay let's go with a no. 12 and 64. Please vote.

>> 75 percent yes.

>> 75 percent. Right at the threshold. Anyone who voted no want to share their rationale? You guys are all tired? All right. Let's go with a yes. I'm guessing this is it. Yep. All right. So take a break. This is going to generate the map. So I'm going to wait around and try to get it as in as readable format and when you get back I will give you what I can and know I will improve the map tonight.

[ 10 minute break ]

>> Okay we'll get started in about 2 minutes. All right. So... As luck would have it our printer quit working right now. And our back up printer isn't working either. So I can send this to everyone as a PDF but I'll recreate it tonight. What you'll notice is there's a lot that appears to be missing. Right? It's working? Hey we've got it.

>> [Off mic]

>> Note that on the record. Okay so while that's printing I want to just walk you through again how to interpret this map. So we have in this map -- we never know how much levels we're going to have. We never know how much cycles we're going to have but we have 4 levels in this. The deepest driver, the one that appears to have a high leverage point is not the HP printer. Okay. So down here -- can you guys see my mouse? You'll see vision statement 53. That is conduct a hiring process of teachers of the deaf with a better collaboration with the MSD with the MDE -- and I ran out of room. So the statements you have, you have

copies of the full statements. When I recreate the map the full statement will be included in that. But that's our deep driver. That's the one that's likely to have high leverage.

>> Could you repeat -- I can't read it. It's habitual.

>> So if you look at vision statement 53 on your information whether it be the clarifications or table 4. 53 is the statement and it starts with conduct the hiring process of teachers of the deaf with a better collaboration with the MSD with the MDE to... Then it runs out of room. But again you have it so if you look at 53 on your clarifications or your table 4 you will see the full statement. That leads up to the second box here on level 3. You'll notice the dark line around that box. And that's because there are -- there's a cycle of mutual influence in this box. So you see that it includes vision 36 but it also includes 3, 7, 8, 18 and 39. Now what these cycles mean is that they are mutually influential. We have a cycle that has 6 ideas contained in it. Meaning 36 influences 3, 3 influences 36, 3 influences 7, 7 influences 3, 7 influences 36... So all of these items within that cycle influence one another. That adds to the complexity. So when we're looking at addressing that one we have to address everything kind of in that cycle in order to get the leverage that would be gained from it. Over here next to that at the same level 3 we see vision number 12, balanced school year. You'll also notice that there's nothing that is an arrow connected from below. That -- we call these roots if you will. If you think of the root of a tree. This is also a root. Because nothing is influencing it from below. It's just at a different level. So we actually have in this map two roots. This influences everything that is connected to above. So it influences 64, it influences 58, and it influences again this cycle at the top level 1. So when I go to level 2 now we have another cycle. And cycles are created when we -- when we have agreement. When we say yes. There is an influential relationship. And when it's flipped or reversed we say yes again. That's what creates a cycle in part. Then once you have that cycle created then something else influences it becomes part of that cycle. Okay? And I'll write this up for further explanation and post this on the website as well. But if we go up to here we see vision 16, allow parents of the deaf and hard-of-hearing children to make the decision where a student is placed for school. And again you'll have the full statement. That's in cycle with one other idea and that's 22. So if you look at 22 you'll find the full statement for that. Over here we have vision 64, MSD will provide residential opportunities on weekends for students. Then up at the very top level 1 we have vision 27 which is birth to 3 opportunities for families on MSD campus. And that's in cycle with 3 other ideas, 21, 29 and 32. So again we can look at those and get the full statement in your clarifications. And then lastly we have vision 58. Set up a new campus for MSD. What this tells us is that if we were to set up a campus, a new campus for MSD it's not likely to have an impact on any other thing in the map but things are going to influence getting to that point. So below that balanced school year is going to have an impact likely on setting up a new campus. So in and of itself it doesn't have a high -- a level of influence. I want to reiterate that that does not mean that it's not important. It just means that it's not likely to have a lot of impact on the overall system. Okay? So these were all -- this map was generated by consensus of at least 75 percent of this group. So I don't want to spend a lot of time interpreting the map today. What I would like to do is recreate the map and include all of the statement information. I'll also pull out all of the clarifications for every item that's in the map and I will share that so it makes it easy correspondence to know what these mean. Then when we come back in November we can spend a little part of that first time reviewing this map and making any amendments to it. So this is a snap shot in time. It's not etched in stone. So if there's, you know, disagreement for instance we can delete any of these items and remap it. So if we wanted to delete 53 we could delete 53 and pull it back in again and remap it, see where it lands. Landed in the same spot? Probably the right spot to begin with. Lands in a different spot. Maybe that's the more appropriate place for it to be. Again nothing is etched in stone. This will be more important as we go forward and we start to establish the actions out of this series of dialogues. So any questions or comments, thoughts before we leave?

>> Maybe I didn't catch it. Maybe this was stated before and I didn't catch it but I was just wondering if all the dialogue is going to be posted on the website as well or if there's a mistake that's something we should correct?

>> Everything should be posted and yes if you notice a mistake make us aware of it and we'll edit. All right?

>> I don't know if this is the place or the time but once we get to bear yes, sir in the month of November and action in the month of December can you tell us how you envision this process happening going forward after December once the action phase is done, the implementation phase of this. January, going into 2016.

>> So I'm going to let -- what we're doing right now is setting the foundation for the work to move forward. When we get done in December what I will say is that's the real start of the work, that defines where we want to go. But it's certainly not in and of itself going to make things different.

>> Right. Yes.

>> So Terry.

>> So Jeff told me about this process about 5 years ago and I have used it repeatedly in a number of things we have done in the department that I think the most influential area is changing how the departments within and across the Department of Education is there are many different divisions and offices within the Department of Education and we're using this process to kind of define how we work better together in a more coordinated way. And it has shown a lot of value in the department. And so as the director of this office it has for 5 years concerned me that as a Department of Education school the department really is not coordinated in how they understand their role in supporting the school much less how they should be interacting with the school. They have given the responsibility of oversight for the school to my office. Mostly because the dollars that support your work comes from our office. There is no way in Special Education by itself we should be trying to meet the broad and diverse needs of children in that school. So I felt like this was an opportunity to get a whole lot of people together who are much more knowledgeable about this than anyone person at the department would be to have some conversation that would enable us to really think about purposely what do we want our school to be and what types of action plans would we put together if we understood what some of the challenges were that would enable the department to have a better understanding of where we are and what through this process we decide we really want to be. Because it has been my experience that if we just say we are not happy with the way things are and we don't have some really great recommendations on what we want we're probably not going to get any traction. But if we come together and my ability to get the department involved when I say to them we had a really diverse knowledgeable group of stakeholders involved for 6 full days of really deep discussion about how we really believe our school needs to be structured, that will carry a lot more weight than me sit not guilty somebody's office saying, um, you guys there's got to be better buy in at the department for us to support this school. Because then I'm a net buzzing in somebody's ear. Right? The power that's going to come from our 6 days of working together really does position our ability to make significant change. But... It's taken all of us to envision it, it's going to take a group of us to actually figure out short term and long term plans. And it isn't going to just be the Department of Education doing it. There's a lot of other partners we may want to get involved in figuring out what it would be in terms of actionable steps. So I think there's some short term things that are going to come from this but I think more importantly it will give us a longer view of a bigger vision and what we may want to develop more strategically to get to a very different outcome. This to me is like barely a baby step given all the work that we're going to be doing. But it's really been a great launch point for us to get started.

>> If I can just add to that. Terry often uses a video about the Moso bamboo tree that takes 5 years before you see anything. You water this seed and nothing happens literally for 5 years. So you can think nothing is happening. Then all of a sudden it sprouts and it grows very, very rapidly. And I think we all want things to change tomorrow. But the stuff that we're talking about takes time and it takes effort and it takes a group of stakeholders who are committed to making the change and in it for the long term and that's the opportunity we have here. So, you know, come December we're going to have the foundation for a vision of where we want to go with some defined actions but that can take quite a number of years. Jen and I have been working on some of the effort at the broader department level for at least the last 3 years and now we're starting to see sprouts come out of the ground. And so, you know, again that's the power of bringing you guys together because as

Terry just said we can't do this alone. We have to have a community to make the changes that we're looking to make.

>> Jeff?

>> I would like to present an observation. First I'm excited. This process has taught me so much. I have seen respect, I haven't seen distension in people. I think we're respecting this collaborative process. I'm very excited about that. Second observation is I'm scared. I have to admit I'm very fearful because within this group we feel power, we feel collaboration, we feel like, yes we're ready to go out there and do it, we're on the same page but once we go out and you're one person out there, Mark for example we have our principal and we have Mark and then if everything is placed on their shoulders they may wither and they may experience great hurdles. And how can we help them be strong against all of those issues that they have to deal with? When I worked in Las Vegas and Virginia in the past some of those schools in Virginia were the top schools in the country and we valued the top infrastructure. We had to have a wonderful internal design and we have to know how to make this process be successful. I'm leery and excited simultaneously because of past experiences and there are avenues in organizations and paths that need to be taken and we have to bring all the stakeholders to the table and then we have to maneuver a process departmental changes, transitions and it's like throw out the baby with the bath water, kind of that whole discussion. So I'm hoping that this will be a strong foundation and it will become a successful endeavor.

>> If I can just respond briefly to that. That is the whole point of this process is to co-construct a different future. But it doesn't end for any of us in December. That's the thing about it is we have to continue. We have to hold ourselves accountable to the changes that we're pushing towards realizing that we're going to run into some challenges along the way that we didn't anticipate. We need to keep our focus on where we want to go and we need to figure out routes around those barriers and challenges to get us as close as we can to where we want to be. So any last comments before we wrap the day up?

>> Really I just want to say thank you to the interpreters. Of course it's their job. We don't have to thank them but I want to say thank you to them and also to all of you because really bilingual projects are complex and I know that their work is very complex as well so I want to thank the team of interpreters and thank you you as well for collaborating and working together with them so that we can have smooth communication. Thank you.

>> I 100 percent concur and also like to thank our service that is occurring virtually down from Louisville, Kentucky. So thank you Faith as well. And I also want to thank Jen, Cheryl and Amy for their work around the last couple days. So... All right.

>> Could I add? As a student it's very overwhelming for me but also at first I thought the meeting is probably not really going to, you know, really going to come to anything. You know we've experienced in the past where we say what we say then nothing really happens. But I really -- I feel like -- I'm looking forward to the upcoming meetings. I feel like a camaraderie with you. I'm excited to see how MSD will improve with all of you working together.

>> All right. Thank you. We'll see you in November.

>> If you want to leave your name tags on the table that would be great and also don't forget the reimbursement forms if you haven't received one already.