

South Carolina Advisory Council on the Education of Students with Disabilities Annual Report

Dear Superintendent Mick Zais and the South Carolina State Board of Education:

On behalf of the South Carolina Advisory Council on the Education of Children with Disabilities (Advisory Council), I am pleased to submit this report summarizing the Advisory Council's activities and accomplishments from July 1, 2013–June 30, 2014.

The past year has been another exceptional opportunity for collaboration between the South Carolina Department of Education (SCDE), Office of Special Education Services (OSES) and the Advisory Council. Membership of the Advisory Council includes: parents of children with disabilities, individuals with disabilities, K–12 general and special educators, school district administrators, advocates, representatives of higher education, and governmental service providers from throughout the state.

The majority of the work of the Advisory Council is done by five committees: Executive; Preschool; Transition and Self Advocacy; Safe Schools and Mental Health; and Professional Development of Teachers. Every Advisory Council member participates in at least one committee.

The Advisory Council meets four times a year and is open to the public. We encourage anyone with an interest in special education to attend and present their concerns and suggestions for improving opportunities for students with disabilities.

The Advisory Council appreciates the support, information and guidance provided by the SCDE, OSES as we strive together to make a free and appropriate public education a reality for all students in South Carolina. A special note of thanks goes to John Payne, Director of the OSES, Cheryl Fitts, OSES Advisory Council Liaison, and Brenda Turner, OSES Administrative Specialist for their continuous commitment to the operation of the Advisory Council.

Sincerely,

Diane Gaskins, Chair
South Carolina Advisory Council on the
Education of Students with Disabilities

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I. Council Mandate

In accordance with Section 300.167–300.169 of the final regulations of the *Individuals with Disabilities Education Improvement Act of 2004* (IDEA '04) each state is required to establish and maintain an advisory council for the purpose of providing guidance with respect to special education and related services for children with disabilities. The South Carolina Advisory Council on the Education of Students with Disabilities (Advisory Council) works in collaboration with the Office of Special Education Services of the South Carolina Department of Education (SCDE).

II. Vision

The Advisory Council envisions a world where all students are respected and challenged, where the needs of all students are met, and where the aspirations for success of all students are fulfilled.

III. Mission

The Advisory Council's mission is to make recommendations that impact decisions made on behalf of students with disabilities to enhance the quality of educational services they receive and to enable them to reach their individual potential.

IV. Council Membership

The members are selected on the basis of their knowledge of, or experience in, the education of children with disabilities. Members are broadly representative of South Carolina's population in regard to developmental, physical and mental disabilities, race, ethnic background, gender, and geographic location. Representation of the Council is established by statute to include parents of children with disabilities, individuals with disabilities, general and special educator's k–12, school district administrators, advocates, representatives of higher education, and governmental service providers. The majority of members must be parents or individuals with disabilities.

A formal application process is used by the Executive Committee to provide recommendations for appointment by the Superintendent of Education. New members are appointed in July of each year and serve for a three year period.

V. Public Participation

All Advisory Council meetings and agenda items are announced in advance of each meeting to afford interested parties a reasonable opportunity to attend. A public comment period is provided at each meeting. The Advisory Council takes all testimony under advisement and forwards comments to committees, agencies or departments as appropriate.

VI. Public Comments

Opportunities for public input into the activities of the Advisory Council are important. Individuals, groups, or organizations may address the Advisory Council in the following ways:

- In person at a full Advisory Council meeting during time allotted for public comment
- At forums conducted by the Advisory Council
- In writing to the Advisory Council
- Through a request of an Advisory Council member

There were no public comments during the 2013-14 sessions.

VII. Committees

The **Executive Committee** directs the business of the Advisory Council to include developing meeting agendas, overseeing the nomination process, setting the calendar, reviewing the by-laws and policies, and developing the annual report. This committee also represents the Advisory Council in a variety of state level activities.

The **Professional Development of Teachers Committee** collaborates with the SCDE and Higher Education to improve and expand the delivery of information regarding special education issues, legal issues, and best practices to all teachers and administrators.

The **Transition and Self Advocacy Committee** works to research and identify the unmet transition services needs of students with disabilities and to disseminate information about successful transition programs and services.

The **Safe Schools and Mental Health Committee** collaborates with state and local agencies that provide services to children, families, and schools in the area of mental health, bullying prevention, and seclusion/restraints.

The **Preschool Committee** works to improve the identification of preschool age children with special needs, improve access to inclusive practices and programs, and ensure the prompt delivery of services.

VIII Communications of the Council

To encourage the participation of all members in the Advisory Council's activities, and to keep the public informed and involved in identifying the unmet needs of students with disabilities, a variety of means of communicating and disseminating information is used.

- The Advisory Council has established a link at the SCDE, OSES's website.

- The Advisory Council utilizes conference calls and e-mails to conduct business, review information, receive updates from the OSES, and expedite decision making.
- The Advisory Council has updated its web page to inform the public of the Advisory Council's responsibilities and roles.
- The Advisory Council prepares the Annual Report for submission to the Superintendent of Education to formally inform the SCDE of the unmet needs of students with disabilities and to make recommendations for addressing those needs.
- The Advisory Council records and maintains minutes of each meeting of the Advisory Council and its committees. The minutes are available to the public upon request.

IX. Activities and Accomplishments

During the period covered by this report, Advisory Council members participated in the following activities:

General Activities of the Council

- Conducted four meetings to carry out the work of the Council;
- Received information from the OSES concerning the State Performance Plan (SPP), the Annual Performance Report (APR), The State Systemic Improvement Plan (SSIP) and provided comments
- Reviewed dispute resolution data from the Office of General Counsel and provided comments;
- Conducted the election of new officers;
- Received information about funding sources and procedures and provided feedback; and
- Provided recommendations to the OSES regarding sessions to be offered at its annual Research to Practice.

Executive Committee

- Conducted four executive meetings to set calendar/agendas, make recommendations for membership, and perform oversight of the activities of the Advisory Council;
- Revised the bylaws of the Advisory Council;
- Reviewed applications for new members and made recommendations to the State Superintendent of Education for appointment;
- Conducted orientation for newly appointed members in September 2013;
- Attended the Spring Administrator's Conference in March 2014

Transition and Self Advocacy Committee

- Submitted request for occupational programs survey with SCDE

- Proposed a Secondary Transition Credential to SCDE in conjunction with Professional Development committee
- Collaborated with Professional Development committee to develop a Transition Endorsement Task Force at Superintendent Zais' request
- Actively instrumental in the State proclamation of Advocacy Day for Access and Independence May 8, 2014

Professional Development of Teachers Committee

- Proposed a Secondary Transition Credential to SCDE in conjunction with Transition and Self Advocacy committee
- Recommended an experienced higher education special educator reading specialist be included on the SC Read to Succeed Act
- Recommended to OSES provision of Child Outcome Summary Form Train – the Trainer sessions.
- Collaborated with Transition and Self-Advocacy committee to develop Transition Endorsement Task Force at Superintendent Zais' request
- Collaborated with Preschool Committee to discuss training needs in the areas of Least Restrictive Environment, Child Outcome Summary Form, socialization/behavior management and Center on the Social and Emotional Foundations for Early Learning model

Safe Schools and Mental Health Committee

- Recommended OSES IDEA compliance monitoring activities include review of Positive Behavior Interventions and Supports implementation evidence
- Submitted a position letter to Superintendent Zais outlining the need for implementation and monitoring of Positive Behavior Supports statewide

Preschool Committee

- Recommended OSES provide information on resources for Praxis training to districts
- Recommended OSES offer class management strategies for preschool classrooms refresher training at Research to Practice
- Developed the 2014 Preschool Report to the General Assembly included the following recommendations:
 - professional development in the areas of a) Classification and Least Restrictive Environment categories, b) Child Outcome Summary Form c) Curriculum and Assessment (Universal Design for Learning and Response to Intervention); and d) Behavioral Management/Social Skills; along with an in-depth study of costs to included intensity of needs, related therapies and an intensive services; as well as a review of the Child Find Process

X. Recommendations

Please see appendix for the recommendations of Advisory Council committees.

APPENDICES

APPENDIX A
Agendas

**South Carolina Advisory Council
on the Education of Students with Disabilities**

Lexington County School District Two Education Center

September 27, 2013

AGENDA

9:00 Registration

9:30 Welcome, Call to Order, and Introductions

9:45 Council Overview/Reading of Previous Minutes

10:00 Public Comment

10:15 Committee Work/Induction Sessions

12:00 Working Lunch

1:30 Office of Exceptional Children Update

**2:00 Council Business and Committee Reports
Setting Priorities**

3:00 Adjournment

**South Carolina Advisory Council
on the Education of Students with Disabilities**

Lexington County School District Two Education Center

November 15, 2013

AGENDA

9:00 Registration

9:30 Welcome, Call to Order, and Introductions

9:45 Council Overview/Reading of Previous Minutes

10:00 Public Comment

10:15 Committee Work/Induction Sessions

11:45 Working Lunch

1:00 Office of Exceptional Children Update

**1:30 Council Business and Committee Reports
Setting Priorities**

**2:00 ESEA Flexibility Waiver – Dr. Nancy Busbee, Deputy
Superintendent**

3:15 Final Comments/Adjournment

**South Carolina Advisory Council
on the Education of Students with Disabilities**

Lexington County School District Two Education Center

February 21, 2014

AGENDA

9:00 Registration

9:30 Welcome, Call to Order, and Introductions

9:45 Council Overview/Reading of Previous Minutes

10:00 Public Comment

10:15 Committee Work/Induction Sessions

12:00 Working Lunch

1:30 Office of Exceptional Children Update

**2:00 Council Business and Committee Reports
Setting Priorities**

4:00 Final Comments/Adjournment

**South Carolina Advisory Council
on the Education of Students with Disabilities**

Lexington County School District Two Education Center

May 16, 2014

AGENDA

9:00 Registration

9:30 Welcome, Call to Order, and Introductions

9:45 Council Overview/Reading of Previous Minutes

10:00 Public Comment

10:15 Committee Work/Induction Sessions

12:00 Working Lunch

1:30 Office of Exceptional Children Update

**2:00 Council Business and Committee Reports
Setting Priorities**

4:00 Final Comments/Adjournment

APPENDIX B

Minutes

Session I Minutes

South Carolina Advisory Council on the Education of Students with Disabilities- September 27, 2013

Members Present: Lisa Harmon, Bernadette Darby, Jessie Davis, Kimberly Tissot, Rebecca Alexander, Tony Plotner, Sharon Durham, Sarah Pope, Susan Carter Spain, Sherri Freudiger, Tanya Inabinet, Bob Hatchette, Melina Lee, Kelly Kampwerth, Kathleen Marshall, Diane Gaskins, Lynn Bosma, JoAnne Bachman, Diane Flashnick, Laura Spears, Bill Brown, Dianne McLean, Patti Myers, Bev McCarty, Jennifer Buster, Teresa McAfee, Erik Norton, Karen Pettus, Linda Coon

SCED Staff Present: Mary Etta Taylor, Cheryl Fitts, John Payne, Cathy Boshamer, LaShawn Thomas Bridges, Tarrence McGovern, LaJamea C. Dixon, Angie Slatton, Brenda Turner, Bill Rynn, Lana Ott

Guests Present: Cara Shrader, Robbie Kopp, Heather Googe

Meeting was called to order at 9:30 by Sarah Pope, Chairman

Introductions were made

Council Overview - Bob Hatchette presented a summary of the establishment and purpose of the Council.

Reading of the Previous Minutes - Minutes of the May Council meeting were not available. Minutes will be emailed to all Council members.

A motion was made by JoAnn Bachman for Bob Hatchette and Mitch Yell to continue as Council members despite the fact that each had served at least two terms. Bill Brown seconded the motion and a vote was put to the Council. There was a unanimous vote for Bob and Mitch to continue on the Council.

OEC Update: Cheryl Fitts, New Ombudsman

- Organization chart and Project Management Assignments per region were reviewed and new OEC staff was introduced.
- Ombudsman Log was introduced and percentage of contacts was presented differentiated by type of contact.

- Database is being updated by Microsoft Access Database through the IT Department.

General Supervision: John Payne

- Child Count Date has changed from Dec. 1 to the 4th Tuesday in October effective July 2013.
- Data was shared reflecting the number of students with IEPs from 2000 - present.
- Onsite Monitoring Goals and the 2013-2014 monitoring schedule was shared. Goals include collecting and reviewing additional data, to visit schools to ensure IEPs are being implemented as written, to visit more LEAs to complete the cyclical schedule, to provide a more diagnostic report to LEAs and to make the verification process more efficient.
- 2012 data was shared regarding the LRE where students with SLD were served. Additionally, LRE data was shared regarding the Exit data of students with SLD.
- Policies and procedure guidelines were reviewed. Districts are to ensure LEA policies and procedures are updated to reflect recent changes to state regulations and that 'age 21' is clearly defined and uniformly followed. The 2013 policies and procedures are required to be submitted as part of the 2013 application and evidence of Meaningful Consultation for PPPSC is also required to be submitted as part of the 2013 application. The SCDE is updating/revising the SEED (important to note that SEED is non-regulatory guidance), is reviewing eligibility criteria for SLD and reviewing data for LRE for students with SLD, particularly those in \leq to 40% in general education.

Results Driven Accountability - Terrence McGovern

- Federal government is placing more emphasis on student outcomes as opposed to a compliance driven system.
- "In an effort to improve outcomes for students with disabilities, the SCDE, OEC, encourages LEAs to consider sustainable initiatives to increase access to learning opportunities in the least restrictive environment".
- Super indicator - Results driven accountability implementation guideline was presented to work with districts to collaborate on improvements, recognize pockets of excellence and identify areas of deficit. This is a qualitative indicator.

Special education and general education to be collaborating on CCSS, UDL and SIM strategies.

- 2012-2013 Complaints in SC reviewed and an analysis of findings were presented. There were 39 complaints filed, 28 complaints with reports issued, 23 with findings of noncompliance and 5 reports with no findings of noncompliance. Eleven complaints were withdrawn or dismissed. Trends of complaints reviewed. Violations of the IEP continue to be the greatest issue of noncompliance for the last six years. 100% compliance in resolving complaints within 60 calendar days for the last six years.

Lana Ott – OGC Complaint Investigator retiring October 1, 2013.

Committee Reports:

Safe Schools Committee - Susan Carter Spain, while remaining on the committee, resigned as Co-Chairman. Erik Norton will continue to act as Chairman. The committee discussed ways to ensure that schools that are implementing PBIS are doing so with fidelity. During SCDE compliance monitoring activities, the committee agreed that school special education procedures should indicate the need for positive behavior supports. In IEP reviews conducted during monitoring visits, there should be evidence of positive behavior supports. The committee will move forward with drafting a recommendation to be ratified by the entire Council and subsequently be presented to the SCDE.

Transition Committee - The transition subcommittee discussed the plan for the 2013-2014 year. Issues were discussed and the committee decided to focus on an alternative pathway to the high school diploma. Also, the committee will continue to make sure the transition endorsement is followed through. The committee decided that additional data will need to be collected and will discuss details on how to do this in November. The committee also agreed that an update is needed for members every meeting regarding the various transition efforts in the state: Gateways grant, Post- secondary ed. initiative (USC), DD Council grant and the new transition alliance of SC. A flier was given to all Council members regarding a transition conference being held on October 19, 2013.

Professional Development Committee - The Professional Development Committee discussed potential PD needs/issues to focus on this year. The committee's pressing concern pertains to PD aspects of the proposed SC Read to Succeed Act. The PD Committee is advising the OEC to take a position that an experienced higher ed special educator who is a reading specialist be included on the panel. The PD Committee will write a position paper that addresses considerations for supporting student with disabilities within the SC Read to Succeed Act.

Preschool Committee - The Preschool Committee engaged in an in depth review of 2012 ECSE data, trends and charts in order to 1) begin preparation for annual report and 2) identify target areas for discussion and review across the 2013-2014 school year in order to make appropriate recommendations for consideration by SC SDE. Focus Topics as of 9/27/13 are: certification support efforts, disaggregation of SLI data from Pre-K DD data across all indicators, financial study possibilities and disaggregation of data for subgroups by ethnicity and LRE, outcomes, COSF training and technical assistance, etc.

Session II Minutes

South Carolina Advisory Council on the Education of Students with Disabilities Full Council Session November 15, 2013

Members Present: Lisa Harmon, Laura Spears, Ivan Jefferson, Kimberly Tissot, Sarah Pope, Sherri Freudiger, Susan Carter Spain, Diane Gaskins, Sherry Williams, Bob Hatchette, Kelly Kempworth, Karen Pettus, Dianne McLean, Linda Mirabal-Pace, Beverly McCarty, Kathleen J. Marshall, Lori Suggs, Bill Brown

SCED Staff Present: Mary Etta Taylor, Cheryl Fitts, John Payne, Cathy Boshamer, LaShawn Thomas Bridges, Tarrence McGovern, LaJamea C. Dixon, Bevelyn Jackson, Nancy Busbee, Charmeka Childs

Guests Present: Susan Bruce, Teshia Hair, Louise K. Johnson, Lill D. Rogers-Brown, Kevin Sandifer, Katie Wolfe, Jocelyn Clark-Quiggle, Heather Googe, Stacy Coates, Mary Lynn Diggs, Holly May (Interpreter), Leslie Smith (Interpreter)

Meeting was called to order at 9:40 AM by Sarah Pope, Chairman

Introductions were made

Laura Spears with Vocational Rehabilitation shared information about a journalism contest for any junior or senior in high school in order to win a four-year degree to college

Council Overview - Bob Hatchette presented a summary of the establishment and purpose of the Council.

Reading of the Previous Minutes - Minutes of the September Council meeting were read. A motion to accept the minutes was made by Bob Hatchette and Kelly Campworth seconded the motion. The minutes passed with corrections by unanimous vote.

OEC Update: Cheryl Fitts, Ombudsman

- SC state government departments and agencies are building a shared capacity initiative aimed to develop and implement collaborative professional development for the state
- Mid-South Regional Resources Center and Southwest Education Development Laboratory visited SCDE on October 17-18, 2013 to discuss collaborative efforts
- Palmetto Coordinated System of Care is being established to provide a coordinated system of care for children in need of a variety of services
- The first New Directors' Leadership Academy of the 2013-14 school year was held October 30, 2013.

- State Personnel Development Grant (SPDG) is continuing with coaching. They are anticipating UDL training to be provided at the upcoming SC CEC conference.

- **Due Process Hearing and Mediation Requests**
- Between July 1, 2013 and October 31, 2013 six requests for due process hearings were received (3 pending) - one has reached a resolution agreement – 1 due process hearing held (2 requests were consolidated into one)
- 1 Mediation request was made but denied by LEA

- **Superintendent's Office**
- Dr. Zais endorsed the SCAC recommendation for Transition Committee's request for Secondary Transition certificate for transition specialists

General Supervision Update - John Payne

SPP/APR

- OEC is ahead of schedule with APR writing - will update APR at February meeting
- OEC is working with Results Driven Accountability team on Indicator 17

Regulations/Policies/Procedures

- Generic Special Education teacher certification - regulation has been repealed by State Board of Education
- OEC will be reviewing and incorporating the SEED into the Process Guide (and providing Technical Assistants to districts)
- OEC website is being updated - have updated forms

Data Collections

- Tables 2, 5, and 7 submitted to USED

- Discipline report
- Finalizing Child Count for FFY- changed submission date from Dec. 1st to the second Tuesday in October

Onsite Monitoring Visits

- Marion, Oconee and Orangeburg 5 rounds out the calendar year - doing about 2 districts a month until May 2014

Other Updates-

- Finishing round one of 'baseline' visits to the 19 licensed RTFs - focusing visits for the year 2014-2015 OEC on a targeted area determined from the baseline visits
- Working with the following:
 - Office of General Counsel on case management software (Ombudsman will use)
 - Office of Federal and State Accountability on Course Code Names and teacher qualifications
 - New IEP vendor on capturing data elements for reporting

Results/Outcomes – Tarrence McGovern

National Center and State Collaborative (NCSC) – SC is participating in development of new Alternative Assessment including curriculum and Common Core State Standards (CCSS)

- NCSC provided and will continue to provide training and professional development on instructional resources supporting the new Alternate assessment.
- Recent regional trainings took place the week of November 4th and attended by approximately 200 teachers, special education coordinators and directors.
- OEC is participating in aligning math assessment reviews to ensure instructional alignment to CCSS
- SC is participating in national study relative to Language Arts Scripted Systematic Instruction -25% of participants are SC teachers
- New Alternative Assessment webinars will be posted on OEC and Office of Assessment
- Teacher

Common Core College and Career Ready State Standards (CCSS) Implementation Professional Development Series

- Instructional Training sessions are scheduled for November 18, 19, 20, 21, 2013 in various locations in the state namely Spartanburg, Columbia, Lake City, Walterboro.
- Formative Assessment Training sessions are being conducted January 21, 22, 23, 27, 2014 in various locations in the state namely Spartanburg, Columbia, Lake City, and Walterboro respectively.

- Making CCS Explicit across all content areas training schedules were being conducted February 24, 25, 26, 27, 2014 in Spartanburg, Columbia, Lake City, and Walterboro respectively.
- Designing Change Trainings that focus on assessments, development and implementation) are scheduled for March 17, 18, 19, 20 2014 in Spartanburg, Columbia, Lake City, and Walterboro respectively.

Committee Reports:

Safe Schools Committee – A decision was made to revisit the issue of PBS. A draft letter to Dr. Zais was initiated outlining the PBS requirement by federal law, positive outcomes evidenced within research. The purpose of the recommendation will be to seek fidelity of implementation and monitoring of PBS within Behavior Intervention Plans for students with disabilities by putting specific statewide policies in place.

Transition Committee - Transition and self-advocacy subcommittee would like to bring attention to the self-advocacy piece to transition a little more. We are going to initiate getting the state board of education to designate a period of time each school year as a time for disability history and awareness.

We requested from the full council to move forward with submitting a formal request to get the state office to send a survey regarding occupational programs to school districts to collect information, so we can begin exploring a tiered-approach to pathways for students with disabilities to achieve a state acknowledged diploma.

The subcommittee developed recommendations for the transition endorsement taskforce members. Kimberly Tissot and Tony Plotner will schedule the first taskforce meeting in the coming weeks.

Professional Development Committee - Updates on Transition Task Force were given to include the following: Several PD and Transition Committee members met yesterday with Cathy Boshamer (OEC Director), Cindy Van Buren (Office of Teacher Certification) and two of her staff to discuss procedures and the timeline for creating a new endorsement. Basics of the timeline include:

- A proposal will need to be written, with the final proposal due by April 1, 2014.
- After approval, a drafting notice is sent by June 15th, 2014
- Goes before Cindy's subcommittee of State Board for first reading in September
- Public comment period
- Second reading in November
- If approved, it goes to the General Assembly by January, 2015.
- Official approval by June 2015

During the Advisory Council meeting, the PD committee joined the transition committee to develop the Transition Endorsement Task Force, which will meet in December to begin working with the new transition competences

The PD committee also met with the Preschool Committee to discuss training needs related to: classification and LRE categories, COSEF (child outcomes compliance data)

curriculum and assessment; as well as socialization and behavior management. Expanding training in the CSEFEL model was also discussed.

Preschool Committee – The Preschool Committee reviewed current and longitudinal data on financial sources, funding levels, and LRE categories by age, race, and ethnicity. With the input of members from the Professional Development committee recommendations for the *Preschool Report to the General Assembly* were made to include:

- Consideration of needed Professional Development in a variety of formats & for different audiences to address needs in (a) Classification and LRE Categories; (b) COSF; (c) Curriculum & Assessment (UDL & RTI); and (d) Behavioral Management/Social skills.
- An in-depth study of costs to include intensity of needs, related therapies and additional financial costs associated with of intensive services.
- A review of the Child Find Process based on repeated slight decline in the number of students served.

ESEA Flexibility Waiver - 2012-2013 Meka Childs Deputy Superintendent and Nancy Busbee – Director in the Office of Federal Programs

Meka Childs reported:

- 2014 deadline - expectation was that 100% of all students would be proficient in all schools. A review of the waiver request timeline from Sept 2011.
- ESEA waiver request was approved in July 12, 2013 and amended in Sept 2013
- Principle 1 - college and career ready expectations - our state had already adopted a plan with the following attributes: common core, smarter balanced assessment, college going and credit accumulation, integrated efforts to serve all students by preparing all educators, timeline.
- Full implementation is expected by 2014-2015 school year with Smarter Balanced assessment in the Spring of 2015

Dr. Nancy Busbee reported:

- Principle 2 - State Based accountability system - USED approved SCDE system, implemented for use in July 12 - no longer using AYP. System attributes: letter grades for state, districts, and schools. Wanted it to be easy to understand, transparent, not an all or nothing system
- Letter grades A, B or C meet or exceed the state's expectations. Grades are based on points for each subgroup. Schools can get partial credit. Matrices are the same for high schools and elementary schools. Letter grades don't apply until after 2 years. If schools have been reconstituted on a case by case basis,

Meka Childs reported:

- Principle 3 - Supporting effective instruction and leadership - USED SCDE Implementation Plan- streamlined professional standards for teachers and

principals, modernized data collection, student performance, personnel actions, timeline. The proposal will look at the performance of students and professional actions for personnel action. 47 schools in 12 districts are piloting the teacher evaluation – timeline approved was 2014-2015. Will implement the new system now but will not use it for personnel action until 2016-2017. Four evaluation areas - observation (50%), student performance (30%), school value-add(10%) and family input(10%). Teacher effectiveness level will be placed in teacher's file - five areas (A,B,C,D,F).

- Principals have a similar system but without family input.
- Public comment period - Dec. 13 - Jan. 30, 2014. Email: eseawaiver@ed.sc.gov or use the SCDE comment form on the ESEA flexibility web page at <http://ed.sc.gov/agency/lpa/eseaflexability.cfm>

Session III Minutes

South Carolina Advisory Council on the Education of Students with Disabilities Full Council Session February 21, 2014

Members Present: Lisa Harmon, Laura Spears, Ivan Jefferson, Kimberly Tissot, Bob Hatchette, , Karen Pettus, Dianne McLean, Linda Mirabal-Pace, Kathleen J. Marshall, Lori Suggs, Sharon Durham, Linda Koon, Melina Lee, Jacob Corey on behalf of Jennifer Buster, Jacqueline Venning, Bernadette Darby, Tanya Inabinet, Becky Alexander, Diane Flashnick, Ruth Myers, JoAnne Bachman, Mitchell Yell

SCED Staff Present: Cheryl Fitts, John Payne

Guests Present: None

Meeting was called to order at 9:40 AM by Robert Hatchett, standing in for Sarah Pope Chairperson-

Introductions were made.

Council Overview- Bob Hatchette presented a summary of the establishment and purpose of the Council.

Public Comments – There was no one present to make public comments. The floor was opened to members for comment. There were no comments from the floor.

Reading of the Previous Minutes - Minutes of the November 2013 Council meeting were read. A motion to accept the minutes was made and seconded. The minutes passed by unanimous vote.

OEC Update: Cheryl Fitts, Ombudsman

Staff Changes - Cathy Boshamer resigned as OEC Director January 17, 2014. John Payne – Interim Director. The following staff members are no longer with the agency Tarry McGovern – OEC Team Lead (interviewing); Star Harris – Finance Administrative Specialist, Lori James – Data Management (interviewing) Kathy Griffin – Compliance Monitor – Effective 2/28/2014

Professional Development –

- Lisa Harmon (SCAC member) presented at the New Leadership Academy’s final session Feb. 19, 2014. She shared the work of SCAC reiterating the importance of developing a community network and building partnerships.
- The Spring Administrator Conference is scheduled for March 20- 21, 2014 at Brookland Banquet and Conference Center in West Columbia, SC.
- Research to Practice is scheduled for the week of July 14, 2014 at River Bluff High School in Lexington 1. The request for proposals is expected to go out in the following week.
- OEC is developing an online portal enabling districts to make requests for technical assistance and professional development. Also used to assist parents, and organizations contact the appropriate personnel to address their concerns/questions. OEC is working with another office SC Virtual School program that will assist in producing video modules and/or courses of our top 10 Professional Development requests. Hope to build a support of districts, non-profit organizations, etc. to address the PD needs across the state.
- National Center State Collaborative (NCSC) is moving forward with field tests of the newly developed alternative assessment in the spring of 2014. It will be fully operational in spring of 2015. The SC-Alt for Science and Social Studies will continue to be administered. Kim Watkins is the OEC State Representative working directly with NCSC.

Funding – OEC is looking at a 5% cut of Federal dollars, as well as a possible onetime reduction in funds because the state failed to make a timeline. This may be \$36 million lost.

IEP Development – Enrich product will launch in the spring of 2014 with 3 pilot districts (Sumter, Lancaster, and Greenwood 51). There will be a rapid rollout of training and programming culminating in August 2014. An online portal is being developed to assist with district communication. Excent usage for IEP development ends October 2014. Peter Keup – OEC Chair of the Enrich Development and Rollout.

General Supervision Update - John Payne

SPP/APR

- OEC submitted Annual Progress Report (APR) in February 2014. The APR summary was reviewed. We met 14 target areas and improved on 6 target areas. Approximately 18,000 students were evaluated for special services placement.

- Federal government monitoring will include student outcomes. We are moving to the State Systemic Improvement Plan (SSIP). In preparation OEC wants to engage stakeholders in the multi-year Indicator 17 plan development. Detailed data mining and infrastructure analysis will lead to a meaningful change in Local Education Agency and Early Intervention Services. SSIP to take place in 3 phases – analysis, planning, and evaluation culminating in 2020.

Professional Development Question from the floor

- Question: Are there any changes to professional development suggested?
- Answer: OEC is hoping to implement some follow-up to the professional development sessions. They are looking to how we can scale up in a manageable way to determine if what we're doing is having an impact.
- OEC is also discussing Professional Learning Communities availability to provide resources and connection with others. This may be particularly beneficial for those educators in a smaller area where they are the only one in their area of expertise.

General Council Business:

- Bob Hatchett reported: SC state law requires certain agencies be a part of the preschool committee. Erik Norton is developing a letter to address this issue.
- Patti Myers made a request to council members for recommendation of a parent with a small child under age 3 with a disability who may be a candidate for the SCAC and Pre-school subcommittee.
- Due to a smaller number of council members and absence of subcommittee chairs (Erik Norton, and Dianne Gaskins), the 4 subcommittees were combined. Transition and Safe Schools worked together and Preschool and Professional Development worked together. Safe Schools' subcommittee members later pulled out to work separately with 6 members present.
- The proposed amendment to SCAC bylaws was reviewed. The changes recommended by the executive committee included removal of the Parliamentary position and removal of executive committee meeting minutes. The bylaws were amended as proposed by unanimous vote with no motions for additional changes.

Committee Reports:

Preschool Committee and Professional Development

Discussion:

- ECSE Certification
- Praxis preparation
- Previous Research to Practice (RTP) session was not helpful. How can we tap into a district or other training source that has developed a strong training program?

- Katie Wolf, faculty member with USC, has developed the courses and is teaching them, so we could possibly tap into using her as a trainer. Kathleen Marshall will contact Katie to see if she would be available to teach a session at RTP
- Recommendations:
- The OEC would provide information to districts pertaining to resources for Praxis training (e.g., districts that have developed strong training sessions) Offer a Refresher Training at RTP, particularly for newly Grandfathered ECSE teachers, addressing effective management strategies for preschool classroom behaviors

Research To Practice: We are requesting that all council members receive a copy of the request for proposals for RTP.

COSF Training

It has been a number of years since the OEC provided Child Outcome Summary Form (COSF) Train-the-Trainer sessions.

Recommendations:

- Consider developing a rubric to assist with determining reliable COSF ratings
- Re-tool COSF Trainings based on analysis of COSF outcome data and incorporation of rubric
- Provide updated COSF training to districts

Discussed ways to tap into all available knowledge bases (e.g., Center for Excellence) to create resources for districts in various areas (preschool curriculum, etc.). Perhaps develop a permanent website- What Works in SC? The committee requested information from the SDE as to whether Center for Excellence will be funded this year.

Transition Committee – The subcommittee discussed the following with updates on projects given:

- The Transition Alliance of SC is working on a list-serve or website to share information about transition to school districts, families, community stakeholders.
- Kathleen Marshall (SCAC Professional Development subcommittee member) joined briefly and the team discussed an update on the transition credential/endorsement task force which is currently drafting their recommendations that will be sent to the state board of education. The draft is due in April, 2014 to Marcia Berry in the SCDE Office of Educator Services.
- The subcommittee will be renewing their request for a survey tool to be administered to the school districts for information about their credentials for graduation /exit documents.
- The team reviewed material regarding disability awareness in schools by infusing disability rights history in the general curriculum
- Carrie Greenwood from the Kansas Center for Independent Living will join the subcommittee during the May meeting. She will share their experience passing a bill requiring school districts to infuse this in their curriculum statewide.

Safe Schools Committee – The committee’s focus this year is on the quality assurance measures in relation to the use of positive behavior supports for students with interfering

behavior. The committee finalized a letter to Superintendent Zais that outlines the need for implementation and monitoring of PBS to be implemented statewide. The committee is requesting approval of this letter by the council which would be sent to the Superintendent of Education from the SC Advisory Council.

The SCAC members approved the letter as written and moved to send it on to John Payne, OEC Interim Director who would then present it to Superintendent Zais.

Session IV Minutes

South Carolina Advisory Council on the Education of Students with Disabilities Full Council Session May 16, 2014

Members Present: Becky Alexander, JoAnne Bachman, Lynn Bosma, Jennifer Buster, Sherri Freudiger, Diane Gaskins, Bob Hatchette, Ivan Jefferson, Louise K. Johnson, Kathleen J. Marshall, Dianne McLean, Kristi Musick, Lillie Rogers-Brown for Sharon Durham, Kim Preston, Patti Myers, Laura Spears, Kimberly Tissot, Emmylou Todd for Lisa Harmon, Mitch Yell

SCDE Staff Present: John Payne, LaShawn Thomas-Bridges, Norma Donaldson-Jenkins, Cheryl Fitts, Mary Etta Taylor, LaJamea Dixon, Angie Slatton

Guests Present: None

Meeting was called to order by Diane Gaskins –Council Chair

Council Overview- Bob Hatchette presented a summary of the SC Advisory Council establishment by federal and state regulations outlining the council's continued mission.

Public Comments – There were no requests for public comments. The floor was opened to members. There were no comments from the floor.

Reading of Previous Minutes - Minutes of the February 21, 2014 Council meeting were reviewed. A motion to accept the minutes was made and seconded. The minutes passed by unanimous vote.

OSes Update: Cheryl Fitts, Ombudsman

Community Events

- Governor Haley declared May 8, 2014 as Advocacy Day for Access and Independence.
- AbleSC Executive Director Kimberly Tissot recognized for instrumental work in connection with Advocacy Day and op-ed piece in The State Newspaper on 5/7/2014.

Agency Update -

- Effective May 2, 2014 the Office of Exceptional Children is to be known as the Office of Special Education Services (OSES)

OSES Staff Updates -

- John Payne named Director of OSES
- Peter Keup promoted to Team Lead position,
- Katie Heiss is coming on as compliance monitor,
- Fred Edora will work in finance and data management,
- Tiffany Hewitt joins the team in financial procurement and accountability.
- OSES is advertising for team lead, and interviewing for the high incidence disability associate as well as a compliance monitor.
- The following staff have resigned: Kathy Whatley (High Incidence Associate) and as of July 1, 2014 Angie Slatton – SPDC Project Administrator

Financial –

- South Carolina's 2012-13 statewide single audit by OSEP resulted in **no** findings for IDEA grant programs.
- IDEA Supplemental Awards totaling ~\$10 million dollars will be mailed to school districts by 5/16/2014
This is a slight increase over the prior supplemental funds allocation.
- Federal Fiscal Year 2014 IDEA application has been submitted to USED. OSES anticipates receiving a funding amount in early July 2014.

Enrich Project

- In the 2014-15 school term, SC Enrich IEP will replace Excent on line as the State web-based system for development and implementation of individualized education programs for students with disabilities.
- Train the trainer session for Groups 2-5 are being held June 2- August 8, 2014.
- OSES is working on a sample IEP that will be available by the next Advisory Council meeting.
- Special Invitation to Advisory Council Members for One Day Enrich Training for one-Users. August 5th and 6th, 2014. Contact Kathleen Heiss at kheiss@ed.sc.gov or 803-734-8061 for registration.

Professional Development –

- March 21 & 21, 2014 Spring Administrators Conference held in Columbia SC saw over 300 in attendance.
- Research to Practice is being held July 14-18, 2014 in Lexington School District One at River Bluff High School, Lexington SC.
- OSES has ~138 sessions scheduled an increase over the 98 from 2013 yet have come under budget by over \$20,000.

SPP/APR – Presentation by LaJamea Dixon (OSES) and Kristi Musick (BabyNet)

Changes to the State Performance Plan (SPP) and Annual Progress Report (APR) are outlined as follows:

- Combine the SPP/APR into one document
- Report slippage only if the State does not meet its target
- Develop streamlined/coordinated systems descriptions
- Eliminate some of the indicators
- Implement NEW Indicators C-11 and B-17 .

State Systemic Improvement Plan (SSIP) purpose is to :

- Identify systemic approach the will lead to improved results for children with disabilities across key measures.
- Develop a plan to support LEA's in identifying and implementing evidence – based practices that will result in changes.
- Align other initiatives including those in general education and other areas that impact students with disabilities.
- SSIP Team is seeking community stakeholders to be part of the core team and are building constituency across agencies and community organizations.

Organization and Legislative Update - OSES Director John Payne.

OSES Organization Teams

- Oversight and Assistance Team lead by Peter Keup will be responsible for developing and implementing a system of general supervision and guidance that assists and supports LEA's in meeting the requirements of federal and state regulations for students with disabilities
- Fiscal and Data Management Team lead by Michael Thom is responsible for collecting and managing all financial and programmatic data required by the IDEA
- Program and Initiatives team (team lead at this time) is responsible for projects, events, meetings, programs and committees or work groups developed to improve educational outcomes.
- Administrative and Logistical Support team lead by Marlene Sellars will be responsible for assisting with OSES's day-to-day operations and special events.

Hope to be fully staffed by the end of June 2014

Professional Development changes still in progress – online survey tool

Legislative

- South Carolina was removed from Smarter Balance Assessments initiative.
There is an emergency procurement in place to meet No Child Left Behind Act and acquire assessments for grades 3-8, and 11. SCDE is looking to purchase an assessment from off the shelf.
- OSES is expecting a final determination on the State's involvement with Common Core to be made in the near future.
- Graduation Act 155 – has passed.

This removed the Exit Exam requirements for students seeking a SC High School diploma. OSES forwarded guidance to Special Services Directors regarding 3 options students with disabilities have in relation to Act 155.

- **Read to Succeed Bill -**
If passed it is concerning for students with significant cognitive disabilities and students whose disability hinders their reading skill acquisition. In addition, the Learning Disability teacher and Speech and Language Pathologist may require an add-on reading credential.
- **Residential Treatment Facilities (RTF) Proviso -**
The proviso states the school district in which the RTF resides is responsible for providing educational services.
- **Proviso 185 – scholarship funding for private school students with disabilities.**
The language has been changed. The SCDE is no longer required to determine eligibility.
- **A newly developed stake holder work group is looking at alternative routes to obtaining a SC high school diploma.**

General Council Business:

Sarah Pope resigned as Council Chair due to family matters.

Presentation of Vice-Chair nominee Kimberly Tissot was made by Diane Gaskins.

Council members moved and second the motion with all in favor. Kimberly Tissot is instated into the position of Vice-Chair with duties to begin in the fall of 2014.

Committee Reports:

Preschool Committee and Professional Development – combined their efforts.

Discussion was held on the following:

- ECSE Praxis Preparation
- Child Outcome Summary Form completion (COSF)
- Curriculum and Assessment

The committees are considering input and recommendations from multiple providers (0-3 & 3-5) for session content. Possible venues for these sessions are 1) the 2015 DEC State Conference, to be imbedded in the Preschool Track; 2) Research to Practice for summer of 2015; and/or 3) an Early Childhood/EC Special Education “SUMMIT”.

Two new parents of preschoolers with special needs are identified to join in the fall of 2014 pending executive committee approval.

Nominations for 2014-15 co-chairs were made and will be shared with the executive committee for review and consideration.

Joint meetings are anticipated through 2015 or until ECSE Professional Development is developed for implementation.

Transition Committee – The subcommittee discussed the following with updates on projects given:

- Transition Alliance SC (Laura Spears from SCVRD)) – group members attended the NSTAC Conference in Charlotte, NC. Members are also preparing for transition conference (DCDT) in November, 2014.
- Transition Credential Taskforce – the course recommendations and endorsement proposal was sent to John Payne and the SCDE Office of Educator Services. Mr. Payne will follow up on behalf of the sub-committee for an update.
- Healthy Transition Grant (Louise Johnson from SCDMH) and shared DMH's plan for applying for this grant with SAMSHA. DMH is looking for stakeholder input before the grant is due on June 16th.

OSES Update given by John Payne, Mary Etta Taylor and Angie Slatton regarding Enrich, Research to Practice, the tiered diploma work group and SC Gateways grant.

Safe Schools Committee – The following priorities were set for 2014-15 school year

:

- Dispute Resolution Follow Up
 - Appointment of hearing officers
 - Increased number of hearing officers
- Follow up in training for SRO's
- Counseling services in IEP's

Identify data points to develop practical recommendations to ensure counseling services are being considered and provided.

Diane Gaskins, Council Chair, thanked members for the work done during the school year.

Adjournment was motioned and seconded for the 2013-14 South Carolina Advisory Council on the Education of Students with Disabilities Full Committee session.

APPENDIX C
Recommendations/Position Papers



March 13, 2014

Dr. Mick Zais
State Superintendent of Education
South Carolina Department of Education
1429 Senate Street
Columbia, SC 29201

Dear Dr. Zais:

Please accept this letter as the official recommendations from the Safe Schools Committee of the South Carolina Advisory Council on the Education of Student with Disabilities (Council). The Council recognizes the clear need to implement and monitor the fidelity of the inclusion of positive behavior supports in the Behavior Intervention Plans developed for students with disabilities. This monitoring should be included in the on-site monitoring activities conducted by the Office of Exceptional Children (OEC). Further, the OEC should take necessary steps to ensure the use of positive behavior supports for students with disabilities in South Carolina.

As indicated in the Individuals with Disabilities Education Act, 2004, the use of positive behavior supports for some students with disabilities is a required component of their free and appropriate public education (FAPE). Research has shown that the faithful implementation of positive behavior supports for students with severe interfering behaviors can reduce the occurrence of suspensions, expulsions, and potentially, reduce the dropout rate.

The Council strongly believes that the use of positive behavior support practices should be implemented appropriately and monitored for fidelity. We look forward to improving the outcomes of students with disabilities in South Carolina, and we feel that the monitoring of positive behavior support implementation is an important step towards that goal.

Thank you for your time and consideration.

Best regards,

Sarah Pope, Chair
South Carolina Advisory Council on the
Education of Students with Disabilities



November 18, 2013

South Carolina State Department of Education
Attn: Dr. Mick Zaid, State Superintendent of Education
1429 Senate Street
Columbia, SC 29201

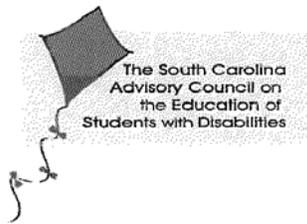
Dear Dr. Zais:

To initiate exploration of the possibility of creating a tiered-approach to pathways for students with disabilities to achieve a state acknowledged diploma, the SC Advisory Council respectfully requests that the Office of Exceptional Children collaboratively conducts a state-wide survey of local districts existing alternative exit documents (occupational credentials, etc.).

We look forward to improving the outcomes of students with disabilities in South Carolina. Thank you for your time and consideration.

Best regards,

Sarah Pope
Chair
SC Advisory Council
on the Education of Students with Disabilities



August 23, 2013

Dear Dr. Zais:

Attached you will find the official recommendations from the Professional Development and Transition committees of the South Carolina Advisory Council on the Education of Students with Disabilities (Advisory Council). The Advisory Council recognizes the clear need to prepare the next generation of special educators and administrators in the area of Secondary Transition. South Carolina is one of only 7 states in the country, and the only state in the southeastern region, that does not have a Secondary Transition-relevant credential in place. A secondary transition endorsement will build the capacity to maximize services to South Carolina youth transitioning to adult life.

We hope you will find our recommendations to the State Department of Education helpful. We look forward to improving the outcomes of students with disabilities in South Carolina, and we feel that this endorsement is an important step towards that goal. Thank you for your time and consideration.

Best regards,

A handwritten signature in black ink, appearing to read "Sarah Pope".

Sarah Pope
Chair
South Carolina Advisory Council
on the Education of Students with Disabilities

The South Carolina Advisory Council is a state and federally regulated organization pursuant to the Individuals with Disabilities Education Act, 2004 and the SC State Board of Education Regulations at 43-243 and 59-36-10.

Proposal: Task Force to develop criteria for Secondary Transition Specialist

The SC Advisory Council on the Education of Students with Disabilities recognizes a clear need to prepare the next generation of special educators and administrators in the area of secondary transition. Individuals prepared with this area of expertise will teach students and lead efforts to develop effective programs, including college and career readiness curricula, for middle and high school students resulting in improved student graduation rates and adult outcomes. Specifically, we recommend:

- 1) support for an endorsement in secondary transition
- 2) that the Office of Exceptional Children create a task force charged with identifying recommended coursework, practical experience, and content delivery options for the endorsement in secondary transition. This task force should include a representative from each of the following areas: higher education faculty, higher education/disabilities services, Vocational Rehabilitation, Center for Independent Living; Special Education and school administrators, individuals with disabilities, Businesses with history of hiring individuals with disabilities (e.g. Walgreens), parents of students with disabilities, transition coordinators, disability rights organizations.

Secondary transition refers to planning for students to move from school to adult life. A secondary transition specialist would focus on preparing students for all postsecondary outcomes (e.g., college attendance, employment, independent living) and would design programs and provide adequate preparation for all students, with an emphasis on students with disabilities and students at risk for dropping out of school. Transition services are defined in the Individuals with Disabilities Education regulations (IDEA: 34 CFR § 300.43), and appropriate services in the form of IEP goals and transition services are required in Indicator 13 in the State Performance Plan. This endorsement will address a critical need in this state – improving the outcomes of students receiving special education or students struggling through typical college preparatory curricula. Specialized coursework will address areas of employment, interagency collaboration, independent living skills, and postsecondary educational programming.

Need

Currently, many personnel preparation programs available to special educators in South Carolina suffer from the same lack of comprehensive training on transition that has been documented in other states (Benitez, Morningstar, & Frey, 2009; Morningstar & Kleinhammer-Tramil, 2005). A recent survey of transition practices of South Carolina special educators found great inconsistencies in the amount of training received by transition personnel, specifically special educators who are the main providers of transition planning and services. Most noteworthy were responses indicating that those responsible for operating transition programs had little experience with evidence-based practices (Plotner & Mazzotti, 2013). South Carolina is one of only 7 states in the country, and the only state in the southeastern region, that does NOT have transition-relevant credential structures or content requirements. Although several colleges and universities in South Carolina provide pre-service undergraduate and graduate personnel preparation in special education there is only one transition focused degree (a temporary, federally-funded opportunity at the University of South Carolina) available in the state. Currently, individuals designated as transition specialists meet minimal state certification requirements, often they have very limited experience and inadequate training directly related to the significant needs of transition-age youth with disabilities and their families (e.g., brief part- or one-day workshops, single, annual, didactic and de-contextualized conference presentations). Despite the rising need for transition service delivery, critical shortages in adequately prepared personnel continue to be troublesome at the local, state, and national levels (Anderson et al., 2003).

The post-school outcomes of students with disabilities compared to their peers without disabilities continues to be unacceptable, despite 25 years of laws, policies, and funding dedicated to preparing students with disabilities for adult life (Kessler Foundation/ National Organization on Disability [NOD], 2010). Nationally, 21% of working-age people *with* disabilities say they are working full or part-time compared to 59% of working-age people *without* disabilities. Four years after leaving school, only 52% of youth with disabilities are working, and their jobs are short in duration, averaging 13 months and averaging wages of only \$9.00 an hour (Wagner, Newman, Cameto, Levine, & Marder, 2007). Given these poor outcomes, it is not surprising that people with disabilities are more than twice as likely to live in poverty as those without disabilities (34% vs 15%) and a majority who work report that they struggle to get by, or live paycheck to paycheck (NOD, 2010).

According to the *Twenty-fifth Annual Report to Congress*, South Carolina data indicated that the percentage of students ages 14-21 served under IDEA, Part B, exiting school by dropping out was 48%, well above the national average (United States Department of Education, 2010). With the advent of federal mandates to serve transition-age youth with disabilities in South Carolina, highly qualified teacher shortages have been and continue to be a severe personnel problem for administrators in Local Education Agencies (LEAs). Outcome data specific to the state of SC reveals that in 2011, the employment rate for individuals with a disability, age 16 – 20, in South Carolina was 9.1%, compared to national rate of 19.1%. This is the second lowest rate in the nation (only Puerto Rico was lower, at 6.4%) (American Community Survey, 2012). We do not, however, have access to additional information that informs us how well we are preparing students at risk or students with disabilities for life after school (e.g., independent living status, incarceration rates). One role of transition specialists would be to work with districts and the state department to collect and analyze such data and use it to improve existing programs.

Capacity

A secondary transition endorsement in South Carolina could address this need by ensuring professionals are equipped to maximize services to youth transitioning to adult life. Preparing qualified transition personnel is recognized in the research as one of the critical factors for improving outcomes of students with disabilities (Benitez, et al., 2009). South Carolina needs both quality pre-service and in-service options that prepare future and current educators as Secondary Transition Specialists. Ensuring that special education teachers are prepared to support students with disabilities and their families as they enter adult life is critical. Enacting a state-wide endorsement on secondary transition services will speak volumes about how we as a society view youth with disabilities, our belief in students' potential for success, and willingness to invest in their future..

Currently, South Carolina has the interest, personnel, and mechanisms for creating and providing training for Secondary Transition Specialists. Special education directors throughout the state enthusiastically support the need for training and an endorsement in this area. New university faculty with specific expertise in secondary transition and the South Carolina State Transition Capacity Building Team have worked together during the past two years to identify training needs in the area of transition throughout the state and to focus the development of a collaborative, interagency network that could help provide training opportunities. The current state improvement grant (Project Gateway) includes a transition emphasis and could serve as a foundation for state-wide service delivery. It is clear that the state of South Carolina is ready and able to provide much needed training in an area critical to the successful outcomes of so many of its citizens.

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**APPENDIX D
Member Listing**

South Carolina Advisory Council on the Education of Students with Disabilities

2013-2014 Membership

Ms. Rebecca Alexander

(Parent of a child with a disability to age 26)

Ms. JoAnne Bachman, NBCT

(Parent & Teacher)

Ms. Lynne Bosma

(Other Organization/Representation)

Protection and Advocacy for People with Disabilities, Inc.

Dr. William H. Brown (Bill)

(Higher Education Representative)

University of South Carolina

Ms. Jennifer Buster

(Parent of a child with a disability to age 26 & Other State Agency)

Director, Office of Children's Services

South Carolina Department of Disabilities and Special Needs

Ms. Susan Carter Spain

(Parent of a child with a disability to age 26 & Special Education Administrator)

Ms. Linda Coon

(Other State Agency & Special Education Administrator)

Special Education Director

South Carolina School for the Deaf and the Blind

Ms. Melissa Craft

(Other State Agency)

Director, School-Based Coordinator

South Carolina Department of Mental Health

Ms. Bernadette Paula Darby

(Parent of a child with a disability to age 26 & Teacher)

Ms. Jessie Davis

(Parent of a child with a disability to age 26 & Teacher Assistant)

Ms. Sharon Durham

(State Representative~ DSS/Foster Care)

South Carolina Department of Social Services

Ms. Diane Flashnick

(Other Organization Representation)

Federation of Families of South Carolina

Ms. Sherri Freudiger

(Parent of a child with a disability to age 26 & Certified Public Accountant)

Dr. Diane Gaskins, Vice-Chair

(Parent of a child with a disability to age 26 & Special Education Administrator)

Ms. Lisa Harmon

(Special Education Administrator)

Director, Special Services

Lexington County School District Two

Dr. Robert Hatchette

(Special Education Administrator)

Ms. Tanya Inabinet

(Parent of a child with a disability to age 26 & Other Organization Representation)

PRO-Parents of South Carolina

Mr. Ivan Jefferson

(Special Education Administrator)

Ms. Kelly Kampwerth

(Parent of a child with a disability to age 26 & Teacher)

Ms. Melina Lee

(Parent of a child with a disability to age 26 & Other State Agency ~ SC Disabilities Council & Other Organization ~ PRO-Parents Board of Directors & Exceptional Family Member Program Family Case Worker)

Dr. Kathleen Marshall

(Higher Education Representative)

University of South Carolina

Ms. Teresa McAfee

(Parent of a child with a disability to age 26)

Ms. Beverly McCarty

(Other Organization Representation ~ Parent Training & Resource Center)

Ms. Dianne McLean

(State Representative ~ DJJ)

Special Education Services

South Carolina Department of Juvenile Justice

Ms. Linda Mirabal-Pace

(McKinney-Vento Act Representative)

South Carolina Department of Education

Ms. Kristie K. Musick

(Other State Agency ~ SC First Steps)

SC First Steps/BabyNet Part C

Ms. Patricia Devine Myers (Patti)

(Parent of a child with a disability to age 26 & Teacher~ York District Two ~ Clover)

Mr. Erik Norton, Esquire

(Other Organization Representation ~ Pro Bono Attorney for Parents of Children with Disabilities)

Dr. Karen R. Pettus

(Higher Education Representative)

Director

Office of Student Disability Services

University of South Carolina

Dr. Anthony Plotner

(Higher Education Representative)

University of South Carolina

Ms. Sarah Pope

(Parent of a child with a disability to age 26 & Other Organization/Representation ~ non-profit services for people with disabilities)

Ms. Laura Spears

(Other State Agency Representative)

South Carolina Vocational Rehabilitation Department

Ms. Lori B. Suggs

(Parent of a child with a disability to age 26 & Teacher)

Ms. Kimberly A. Tissot

(Individual with a Disability ~ Transition Services Organization & Other Organization/Representation)

Able South Carolina

Ms. Jacqueline Venning

(State Representative ~ Adult Prisons)

Palmetto Unified School District

Ms. Sherry Williams

(Parent & Individual with a Disability)

Dr. Mitch Yell

(Higher Education Representative)

University of South Carolina