



ANNUAL REPORT 2017-18

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2017-18**

**SOUTH CAROLINA ADVISORY COUNCIL
ON THE EDUCATION OF STUDENTS WITH DISABILITIES**

Dear Superintendent Molly Spearman and the South Carolina State Board of Education:

On behalf of the South Carolina Advisory Council on the Education of Students with Disabilities (Advisory Council), I am pleased to submit this report summarizing the Advisory Council's activities and accomplishments from July 1, 2017 – June 30, 2018.

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 students with disabilities, individuals with disabilities, K–12 general and special educators, school district administrators, advocates, representatives of nonprofit organizations, 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; Transition and Self Advocacy; Safe Schools and Mental Health; Professional Development of Teachers; and Preschool. Every Advisory Council member participates in at least one committee.

The full 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, Former Director of the OSES, Rebecca C. Davis, Interim Director of the OSES, Jennifer Dillon, OSES Advisory Council Liaison, Gwen Gladden, OSES Administrative Assistant, Christine Newton, OSES Administrative Assistant for their continuous commitment to the operation of the Advisory Council.

Sincerely,

Kimberly Tissot, Chair
South Carolina Advisory Council on the Education of Students with Disabilities

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I. Advisory 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 students 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. Advisory Council Membership

The members are selected on the basis of their knowledge of, or experience in, the education of students 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 students 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: During the Public Comment period outlined in the agenda
- In writing: Public comment may be submitted electronically or through the US Mail addressed to the Advisory Council liaison at the OSES or the Chairperson of the Advisory Council.
- By phone: Individuals who can't be physically present may call in on a toll-free teleconference line during the comment period if requested at least 48 hours in advance of the meeting.

There were no public comments made during the 2017-18 session.

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 **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 students, families, and schools in the area of mental health, bullying prevention, and seclusion/restraints.

The **Professional Development 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, administrators and general public.

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 updated the web page at the SCDE, OSES's website, to increase the presence of the Council.
- The Advisory Council has updated its web page to inform the public of the Advisory Council's responsibilities and roles.
- The Advisory Council utilized conference calls and e-mails to conduct business, review information, receive updates from the OSES, and expedite decision-making.
- The Advisory Council prepared 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 recorded and maintained minutes of each meeting of the Advisory Council and its committees. The minutes are available to the public online and 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;
- Received information from the OSES regarding the new Local Educational Agency (LEA) annual determination system;
- Reviewed dispute resolution data from the Office of General Counsel and provided comments;
- Received information from the OSES regarding Autism Spectrum Disorder Task Force including information about the Robots4Autism Curriculum;
- Received information from the OSES regarding the status of the Diploma Pathways Bill & Employability Credentials;
- Received information from the OSES regarding informal dispute resolution process with the Ombudsperson's Office;
- Participated in Advisory Council Orientation provided by Technical Assistance for Excellence in Special Education (TAESE);
- Renamed and rebranded the Advisory Council. The name changed from the South Carolina Advisory Council on the Education of Students with Disabilities to South Carolina Advisory Council for Educating Students with Disabilities (ACESD);
- Brainstormed for upcoming Strategic Planning; and
- Approved a letter to the General Assembly regarding concerns regarding school safety.

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 Advisory Application and made recommendations to update the logo;
- Revised the Advisory Council By-laws; and
- Reviewed applications for new members and made recommendations to the State Superintendent of Education for appointment.

Transition and Self Advocacy Committee

- During this reporting year, the Transition and Self-Advocacy Committee worked on the Indicator 14 survey with OSES as well as participated in meetings with OSES and Transition Assistance for Excellence in Special Education (TAESE) staff. The Committee reviewed the current Indicator 14 survey questions and provided OSES with recommendations to clarify some of the questions. Additionally, the Committee provided OSES with suggestions regarding options for the provision of resources to former students in conjunction with the survey. The Committee was invited to participate in a conference call with OSES/TAESE staff on March 29, 2018, as well as a meeting with OSES/TAESE staff on June 12, 2018, to discuss planning for the future of the Indicator 14 process. The Committee looks forward to continued involvement in this process.
- The committee continued discussions about unmet needs in the area of transition and self-advocacy. During the year, areas of concern were narrowed down by the committee. Areas discussed included:
 - Training:
 - Transition training for guidance, administrators, and general education teachers
 - Training staff in areas of job exploration/employment
 - Information:
 - Electronic resource packet about transition distributed by OSES
 - Consistent information about the area of transition for students and parents, for their education
 - Services for students in DJJ or at alternative schools
 - Increased involvement of students:
 - Student-led IEP meetings and guidance for districts
 - Increased student involvement & engagement in the IEP & transition process
 - Self-advocacy/self-determination
 - Started a discussion about transition earlier in the IEP process/introductory statement about the intent of IDEA at the beginning of IEP meetings
 - Appropriate assessments and meaningful goals
 - Preparation for college/university/tech. school/other postsecondary programs for both diploma/ non-diploma tracks
- The Committee received updates from OSES, which included information on the Disability History Awareness Month position paper, which Superintendent Molly Spearman approved.
- Members of the Committee provided updates about transition activities occurring throughout the state to inform the Committee's work
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Professional Development Committee

- This year the Professional Development Committee welcomed both new and returning members by evaluating progress with previous suggestions, unmet needs that had been prioritized, and accomplishments.
- During the year's continued discussions of unmet needs in the area of professional development, areas of concern surrounded two general areas of need that The Committee determined needed to be further defined. These included:
 - Social Emotional Learning, including (but not limited to):
 - Education and resources on Mental Illness for awareness and support through the lifespan – particularly birth to 21 (Part C and B)
 - Positive Behavior Interventions and Supports
 - Classroom and Behavior Management - Knowledge skills and resources for both general educators and special educators and other home/community/school-based supports
 - Team approach to Special Education and Related Services, including (but not limited to):
 - Presenting initiatives as cohesive (rather than competing)
 - Collaboration all stakeholders – parents, teachers, administrators, service providers – to develop strong support systems for students with disabilities
 - Determine where this may/maynot be occurring; locate exemplars
 - Greenwood 50 - may be a district to visit as an exemplar for working to build a solid foundation
- The Committee prioritized Social Emotional/Learning and Supports through the Lifespan, which overlaps many of the priorities/needs discussed in other council committees, to include the development of information, resources, professional development and training for all stakeholders in:
 - Mental Health Awareness
 - Positive Behavior Interventions and Supports (PBIS) as a continuum of support including best practice in:
 - Classroom and Behavior Management
 - Functional Behavior Assessments (FBAs) and Behavior Interventions Plans (BIPs)
 - Effective Communication and Collaboration
- Additionally, as discussions continued throughout the year for setting goals, it became clear that The Committee had been functioning as a separate entity alongside the other committees within the council. Working in conjunction with other committees in order to provide clear, concise alignment of our combined focus' and vision would help The Committee not only to better serve its purpose on the council - to improve and expand the delivery of information regarding special education issues, legal issues, and best practices to all teachers, administrators, and the general public – but also to promote meaningful changes and improvements. As a result, the Committee developed an Action Plan for functioning as a “responsive” committee in the coming year that included its members:
 - Attending committee work sessions of other council committees during future full council meetings; and

- Meeting monthly, in virtual format, to continue discussions and work between full council meetings towards action items and goals.

Safe Schools and Mental Health Committee

- Reviewed the Richland County School Resource Officers Policy that rolled out 10/17/17.
- Reviewed and followed various legislation introduced for school safety including disturbing schools, threat assessment, response to trauma, mental health counseling, active shooter drills and other
- Invited and spoke with guests on the “South Carolina Coalition for Youth Employment”
- Recommended the Advisory Committee write a letter to legislators regarding school safety recommendations that considered students with disabilities’ needs
- Developed content for the above letter that was approved and sent

Preschool Committee

- Reviewed requirements for membership on Preschool Committee, as included in section 59-36-20 and the intended focus, as defined by statute 59-36-30.
- Discussed ways to gather and disseminate information with stakeholders.
- Reviewed existing “landscape” of services to preschool children in SC
- Reviewed existing (and absent) preschool initiatives to reduce suspension/expulsion and collected ideas to acquire data to indicate current practices in SC.
- Completed Preschool Report to the General Assembly.

X. Recommendations

No formal recommendations were submitted for the 2017-18 school year.

APPENDICES

Calendar

Date	Time	Location	Meeting
Friday September 22, 2017	10 a.m. – 4 p.m.	OSES 1919 Blanding Street Columbia, SC	Executive Committee
Friday October 20, 2017	9 a.m. – 4 p.m.	Lexington Two 715 9th St West Columbia, SC	Full Council
Friday November 17, 2017	10 a.m. – 4 p.m.	OSES 1919 Blanding Street Columbia, SC	Executive Committee
Friday December 8, 2017	9 a.m. – 4 p.m.	Lexington Two 715 9th St West Columbia, SC	Full Council
Friday January 19, 2018	10 a.m. – 4 p.m.	OSES 1919 Blanding Street Columbia, SC	Executive Committee
Friday February 16, 2018	9 a.m. – 4 p.m.	Lexington Two 715 9th St West Columbia, SC	Full Council
Friday March 16, 2018	10 a.m. – 4 p.m.	OSES 1919 Blanding Street Columbia, SC	Executive Committee
Friday April 20, 2018	9 a.m. – 4 p.m.	Lexington Two 715 9th St West Columbia, SC	Full Council
Friday June 8, 2018	10 a.m. – 4 p.m.	OSES 1919 Blanding Street Columbia, SC	Executive Committee

South Carolina Advisory Council on the Education of Students with Disabilities

Lexington County School District Two Education Center
October 20, 2017

AGENDA

9:00	Registration
9:30	Welcome, Call to Order, and Introductions
9:45	Council Overview
10:00	Reading of Previous Minutes
10:15	Council Branding: Josh Findlay, IT Specialist, OSES
10:30	OSES Updates <ul style="list-style-type: none"> • Robots4Autism with Milo: Lisa Raiford, Autism Specialist • Preschool Parent Guide: Jenny May, Early Childhood Specialist • OSES Team Leads SCDE OSES Director Updates <ul style="list-style-type: none"> • John Payne, OSES Director
12:00	Public Comment
12:15	Working Lunch / Committee Work Preschool, Professional Development, Safe Schools, Transition & Self Advocacy
2:00	Council Business <ul style="list-style-type: none"> • Committee Reports • Branding Vote
4:00	Final Comments/Adjournment

MISSION

The SC Advisory Council's mission is to make recommendations and influence decisions made on behalf of students with disabilities, to enhance the quality of educational services they receive and to improve their outcomes.

South Carolina Advisory Council on the Education of Students with Disabilities

Lexington County School District Two Education Center
December 8, 2017

AGENDA

9:00 Registration

9:30 Welcome, Call to Order, and Introductions

9:40 Reading of Previous Minutes

9:50 SCDE OSES Director Updates
• **John Payne, OSES Director**

10:30 Public Comment

10:45 Committee Work
Preschool, Professional Development, Safe Schools, Transition & Self Advocacy

11:45 Working Lunch: Advisory Council Orientation (TAESE)

3:45 Council Business
• **Committee Reports**
• **Branding Vote**

4:00 Final Comments/Adjournment

MISSION

The SC Advisory Council's mission is to make recommendations and influence decisions made on behalf of students with disabilities, to enhance the quality of educational services they receive and to improve their outcomes.

ACESD Full Council Meeting

Lexington County School District Two Education Center
February 23, 2018

AGENDA

9:00 Registration

9:30 Welcome, Call to Order, and Introductions

9:45 Public Comment

10:00 Council Overview / Reading of Previous Minutes

10:15 Council Vote for Required Council & Committee Members

10:25 Discussion of Orientation Take-Away

10:45 Committee Work

Preschool, Professional Development, Safe Schools,
Transition, & Self Advocacy

12:00 Working Lunch / SCDE OSES Updates

- IEP Program Reviews: *Peter Keup, O & A Team Lead*
- LEA Determinations System: *Peter Keup O&A Team Lead*
- Facilitated IEPs: *Jenny Dillon, Ombudsperson*
- Director Updates: *John Payne, OSES Director*

1:30 Committee Reports / Discussion of Council Priorities

2:45 Update on Council Branding

- Logo
- Website

3:15 Council Business

4:00 Final Comments/Adjournment

MISSION

The SC Advisory Council's mission is to make recommendations and influence decisions made on behalf of students with disabilities, to enhance the quality of educational services they receive and to improve their outcomes.

ACESD Full Council Meeting

Lexington County School District Two Education Center
April 20, 2018

AGENDA

9:00 Registration

9:30 Welcome, Call to Order, and Introductions

Recognition of new (required) members:

Kelly Birmingham- SCSDB

Cathy Kovacs-DSS

Allison Farrell- DMH

Kyle Walker- SCCB

Robin Frierson- Private School Rep.

9:45 Public Comment

10:00 Council Overview / Reading of Previous Minutes

10:15 Council Vote to Approve Amended Bylaws

10:30 Active Shooter Drill Letter

**10:45 Committee Work: Preschool, Professional Development, Safe Schools,
Transition & Self Advocacy**

12:15 Working Lunch / SCDE OSES Updates

- **Due Process: OGC**
- **Disproportionality: Data Team**
- **Fiscal Review: Finance Team**
- **Director Updates**

1:30 Committee Reports

2:30 Strategic Planning Update – September 2018

- **Strategic Planning with TAESE – September 6th**
- **Council Orientation**

3:00 Council Business

4:00 Final Comments/Adjournment

MISSION

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South Carolina Advisory Council on the Education of Students with Disabilities

October 20, 2017
Full Council Session
Minutes

Members Present: Valerie Bishop, Jennifer Buster, Jay Collins, Tia Fletcher, Heather Googe, Hollis Gunn, Amanda Hess, Melina Lee, Jane McMillan, Kristie Musick, Kimberly Perry, Lilli Rogers-Brown, Cara Senterfeit, Sarah Sharpe, Laura Vazquez, Sherry Williams, Linda Mirabel-Pace, Cherolyn Allen, Amanda Campbell

SCDE Staff Present: Jennifer Dillon, Jenny May, Sonya Gayles, Lisa Raiford, John Payne, and Mary Etta Taylor, Peter Keup, Lisa McCliment, Sara Garrett, Joshua Findlay

Guests Present: Michelle Myer, Kerri Kannegieser (representing Amy Hildenbrand)

Welcome, Call to Order, & Council Overview: 9:33 A.M. by Amanda Hess.

Introductions: All members and SCDE staff introduced themselves. All new members and guests were welcomed.

Reporting of the Previous Minutes: Minutes from the February 17, 2017 meeting were reviewed. However, May minutes needed to be reviewed. Unsure who took notes because Jean Brooks was out. OSES will look into this.

Public Comments:

None at this time

OSES Update:

Josh Findlay from OSES discussed the following:

1. New branding for the South Carolina Advisory Council
 - a. Reflects the council's goals, strategy, possible name change, and logos.
 - b. Rename, new logo, better website, and better process
 - c. Introduced the proposed name change for the council (Advisory Council for Educating Students with Disabilities; ACESD).
 - d. 13 different logos provided with colors (physical, cognitive, and emotional).
2. Website
 - a. Position papers own section
 - b. New council names-open to editing
 - c. Committee's Page with short description Council asked if we could add the committee members represented, what population they represent (parent, organization, etc, and why they are on the committee). Can we add a question and comment section. Include POC for public comment, can it be simpler to find.

Recommended by John:

1. Market the meeting
2. Market the council meeting
3. Travel for meetings (Something we can look at)
4. Public Notice-may want to consider

Lisa Raiford from OSES discussed the following:

1. ASD Curriculum Pilot: Robots4Autism and Milo
 - a. 103 lessons that last for three years
 - b. Lessons are implemented via humanoid with a teacher/therapist.
 - c. Allows collection of data
 - d. Works with two ipads (one for the teacher and one for the student)
 - e. Three year pilot
 - f. 16 schools, 16 districts
 - g. Academic study with college/university
 - h. Used with child's IEP
 - i. Students have to be tested to receive accommodation if it fits their needs
 - j. Can revisit this accommodation (is it useful)
 - k. Having positive impacts (even some students first time speaking)
 - l. Ongoing support
 - m. Onsite visits
 - n. OSES AT and IT support
 - o. Additional training
2. ASD Task Force
3. Autism Virtual Library
4. Educator training
5. Learning about ASD –Sensory Room and support

Jenny May from OSES; Early Childhood Specialist discussed the following:

1. Preschool Parent Guide
2. The Process
3. What the Next Steps are

John Payne Director of OSES discussed the following:

1. OSES Organizational Updates
 - a. 20 Staff four years ago
2. Settled lawsuit
3. Grown staff
4. Finance and grant management-money governed by federal laws and regulations and monitoring schools.
5. Oversight and Assistance
 - a. Jenny
 - b. Peter
6. Program monitoring
7. Policy guidance
8. Program and Initiatives

- a. Milo
 - b. Preschool Programs
 - c. SC Create-Grow your own program for SC Districts to increase population of certified special education teachers, speech therapists, psychologists, etc.
 - d. Sara Garrett-Special Populations
9. Data Technology Team
- a. Model decision making
 - b. Statistics
10. Result Driven Accountability Team
- a. New instructional guides
 - b. Accessibility of materials
 - c. Collaboration with Deaf and Hard of Hearing Partnership
 - d. Child Find Task Force
 - e. Child outcomes Summary Form (COSF) Support
11. Initiatives Updates
- a. Robots4Autism Pilot Project Launched
 - b. SC Educational Interpreter Training Center starts year 2
 - c. USC Psychology –LD Project launched
 - d. SC approved for intensive support from NCII
 - i. Starts next year
 - ii. Four states approved
 - e. TASC to assist in rollout of training for employability credential
 - f. Online Autism Spectrum Disorder Virtual Library is now live - Resources available
12. Data and Technology
- a. Philip Sherlock-Special Data projects
 - b. Elizabeth Moore-Assistive Technology
 - c. Child Count date is Oct 24, 2017 (fourth Tuesday of every year)
 - d. Assistive Technology Conference Oct 19, 2017
 - e. EdFacts submission of table 2 (personnel) Table 4 (Exiting) and Table 5 (Discipline):
Nov 1, 2017
13. Fiscal Updates and Reminders
- a. Claim any remaining Fiscal funds from 2016 by mid-October
 - b. Tier One MFS funds were out by June 30 (-\$35M)
 - c. Submit quarterly expenditure reports for MFS by mid-October
 - d. Over halfway with approvals for Tier Two funds
14. Additional Updates
- a. New IEP RFP to be issued in December 17
 - b. Enrich contract ends May 2018
 - c. Child Count-October 24, 2017
 - d. Consult 17/17
 - e. Data calendar and memo
 - f. ABA Medicaid Reimbursement
 - g. Upcoming guidance: assessments
15. Oversight and Assistance Team Updates
- a. Jenny Dillon – Ombudsman
 - b. Corrections

- c. Program reviews
 - d. Facilitated IEP team meetings
 - e. Data submissions for Indicator 13
16. The SC Employability Credential Update and Overview
- a. 59-39-100 May 2017
 - b. Very First State
 - c. Applicable to students with IEPs
 - d. This is not a HS Diploma
 - e. About ½ of districts already award a comparable credential at the local level
 - f. Standardized, state-recognized credential
 - g. Passing of amended section 59-39-100
 - h. Phase I regulate (current develop and approve employability credential regulation)
 - i. Phase II Plan 2017-2018 rollout employability credential statewide
 - j. Phase III Implement 2018-2019 launch employability credential with Freshman class.
 - k. 360 hours
 - l. Working with the community and with Technical Colleges
 - m. Employers Summit
 - n. SC African American Chamber
 - o. Free Appropriate Public Education (FAPE)
 - p. Graduates will still have to take Workkeys
 - q. Landscaping, CAN, Welding, Hotel and Tourism
 - r. Online Q and A Forum
 - s. Info on OSES Website and TASC Website
 - t. Online Q and A Forum
17. Events
- a. SC Deaf and Hard of Hearing Educational Partnership Summit (Oct 27, 2017, Stone Bridge Gardens and Events, Columbia, SC)
 - b. New Directors' Leadership Academy (Dec 6, 2017, Olympia Learning Center, Columbia, SC)
 - c. 2018 Annual SCCEC Conference (Feb 1-3, 2018, Myrtle Beach, SC)
 - d. 2017 Fall Special Leadership Meeting (Nov 3, 2017, Columbia, SC)

Committee Reports:

Safe Schools & Mental Health Committee

1. Richland County School Resource Officers Policy just rolled out 10/17/17. Will look at this in detail.
2. Possible legislation for the coming session S131, H3051, others?
3. Program review-Peter will bring regarding discipline & will look at the data and areas to make improvement.
4. Policies related to "alternative" schools.
5. Seclusion and restraint issues, suspensions and expulsions.

Professional Development Committee

1. Welcomed new and returning members

2. Introductions
3. PD committee overview and discussion of previous recommendations addressed by the SCDE/OSES
4. Continued discussion of unmet needs for planning yearly goals:
 - a. Behavior Management/discipline – in terms of guidance for schools/districts/teachers on process of PBIS – blueprint similar to ones on PBIS.org as a starting point, allowing districts to individualize, etc.
 - b. With that...a focus on the FBA/BIP process - in terms of considering student behavior and whether it impedes learning - during IEP development, including measurable behavior goals, progress monitoring, and fidelity of implementation
 - i. Behavior complaints
 - ii. What is considered behavior that impedes learning
 - iii. Expulsion or removal to alternate setting
 - c. TEAM approach to special education supports and related services
 - i. Do all districts have access to team members and/or experts in Behavior, AT, Low Vision, Hearing Impairments, LD, ID, AU, School Psych, SLP and so on?
 - ii. Has there been consideration for an OSES expert in LD?
 - iii. Collaboration, shared, and independent roles for various stakeholders in school and home supports (parents, general educators, special educators, school psychologists, SLPs, OTs, PTs, Para-educators, Admin, etc.)
 - iv. Are there incentives for Advanced level certification in Special Education or Dual-certification
 - d. Options for competitive salary
 - e. Funding for coursework
5. The committee will continue discussion of unmet needs and goal setting in the next full-council meeting
 - a. Additions to this year's goals will include (at minimum) ideas for:
 - i. Joining efforts with other committees on common areas of need for a well-rounded focus
 - ii. Reviewing the OSES page and link on the SCDE website, including SCAC information, for ease of use by various stakeholders to develop some recommendations for SCDE/OSES development

OSSES Questions/Requests:

The committee asks that SCDE/OSES provide information about:

1. Team members/experts/specialists in related service areas or specific to disability categories available in each district.
2. Provide an update on AT team leads from SC school districts
3. Provide information on incentives for teachers of special education in SC – including (at least) those incentives for pursuing advanced levels, certain specialty areas of high need

Preschool Committee

The priorities that were identified at the close of 2016-17 which includes:

- a. Transition (from Part C to Part B)
- b. Preschool inclusion and expulsion

- c. The committee discussed areas with and without data collection about expulsion in public and private settings. Preschool expulsion is going to be a primary topic this year.
- d. A third priority was added to discuss the consistency/equity and access to resources across the state, and if it is due to lack in professional development.

OSES Question/ Request:

Multiple questions were posed last year (ex: data from OGC) and haven't been answered. When do those get answered/who can follow up?

Transition Committee

- 1. Welcome and committee member introductions.
- 2. Discussed the background and purpose on the transition and self-advocacy committee.
- 3. Committee recapped last year's committee activities.
- 4. Discussed the current status of the council approved Disability Awareness & History Month Position Paper. We understand it has gone through OSES and is currently within the State Department of Education.
- 5. Continued unmet needs discussion. Items discussed last year were reviewed with the current committee. Some items we had further discussions. The further need for the development of consistent information regarding the area of transition for students and parents for education on this area. A concern was also raised on the uniformity of this information being offered by the school districts.
- 6. The status of the Indicator 14 survey. The committee will share suggestion questions for this survey. We will check if there is a formal process for the committee to do this or if it can be done informally.
- 7. Received updates on statewide transition activities including OSES, SC Disability Employment Coalition, and TASC.
- 8. Ideas for future meetings was discussed. Committee would still like to have a joint meeting with the Safe Schools Committee. The committee would like to invite a representative from SCVRD and SCCB to discuss transition services and transition services under WIOA. We would like to invite someone from the Brain Injury Association of SC to discuss transition needs. We would also like to meet with Sara Garrett, OSES Special Populations, at a meeting later in the year to discuss transition needs.
- 9. A list of the unmet needs discussed will be shared with the committee to narrow the list down to determine the committee's next focus.

Council Business:

Voting to revise the name of the advisory council. Question is whether The Advisory Council on the Education of Students with Disabilities should be changed to The Advisory Council for Educating Students with Disabilities, and go by the acronym "ACESD".

- 1. Caution from council - Be careful that ACE is not highlighted
- 2. Simple majority is in favor of an online vote
 - a. Hollis Gunn motioned in Favor, Valarie Bishop 2nd
 - b. Jane McMillan opposed.
- 3. Voting link was provided to narrow down choices

- a. Top 4-will be emailed
- b. Would like to add comments
- c. Council decided to make no decision at this time and will revisit. Sara motioned and Kristie Musick second

Hollis Gunn mentioned that Governor McMaster recognized that October is will be Rett Syndrome Awareness Month.

Closing

With no further business, Amanda Hess asked for a motion to adjourn the meeting; so moved by Hollis Gunn and seconded by Valarie Bishop. The meeting adjourned at 2:58 PM.

The Advisory Council for Educating Students with Disabilities

Full Council Session Minutes December 8, 2017

Members Present: Kimberly Addis, Cherolyn Allen, Susan Beck, Valarie Bishop, Amanda Campbell, Jay Collins, Tia Fletcher, Hollis Gunn, Amanda Hess, Amy Hildebrand, Bev McCarty, Jane McMillan, Linda Mirabel-Pace, Michele Murphy, Emily Paul, Kimberly Perry, Cara Senterfeit, Sarah Sharp, Laura Spears, Kimberly Tissot, Laura Vazquez, Sherry Williams

SCDE Staff Present: Tresa Diggs, Jennifer Dillon, Joshua Findlay, Sara Garrett, Lisa McCliment, Peter Keup, John Payne, Lashawn Thomas-Bridges

Guests Present: John Copenhaver (TAESE), Meghan Trowbridge (Center for Disability Resources)

Welcome & Call to Order: 9:38 A.M. by Kimberly Tissot. Kimberly referenced the name change of the Advisory Council.

Introductions: All members and SCDE staff introduced themselves. Guests were welcomed.

Reading of Previous Minutes: Multiple changes were noted to the minutes as follows: Page 7 - no "h" in Rett Syndrome; page 5 Safe Schools #2 - delete "t" before H3051; page 7 # 6 SCVRD (not u); Page 7 sb Sara Garrett, not Barrett; Page 5 Remove the second "3.". Valarie Bishop moved to approve the minutes with corrections, Michelle Murphy seconded, and the minutes were approved.

SCDE OSES Updates:

Peter Keup reported for John Payne.

1) General Updates

- a) 3 new staff on board (2 finance/grants and 1 IT)
- b) December 1 MFS Estimate submitted to General Assembly
 - i. MFS met (total and per pupil) for 2016-17
 - ii. Estimated to meet MFS in both areas for 2017-18
- c) Eleventh Grade Assessment memo issues
- d) Preparing for annual single audit
- e) Welcoming aboard Dr. David Mathis as new Deputy Superintendent (John's supervisor)
- f) Gearing up for SC-CASE and SC-CEC conferences

2) Programs & Initiatives

- a) ASD Virtual Library will follow the ASD/Milo Curriculum Pilot starting January 2018
 - b) Collaboration with USC to develop a "Behavior Project" to reduce expulsion and suspension of student with disabilities
- * Discussion on (b): questions about general ed teachers; Francis Marion would like to partner; would like to include pre-school. Tresa gave additional detail. They will start with the districts of highest need. Cherolyn asked to get updates as this is a huge concern of parents. Peter mentioned the 15.9% of suspensions of students with IEPs (the target is 9% or fewer).

- 3) CREATE
 - a) 138 course scholarships were awarded for the Spring semester across 14 colleges and universities
 - b) New applications being processed daily. 123 individuals have qualified for funds this year
 - c) USC - a new cohort for Orientation and Mobility Specialists was established in the upstate
 - * Discussion about whether there is a program for psychologists – yes, and they are looking to add the Citadel starting fall 2018. Question about whether there is statewide vacancy data. Use of contractors may skew this information so it is hard to pin down. Diverted to discussion about BCBA - USC Columbia is offering courses. Francis Marion has a new BCBA program
- 4) Interpreting Services for Deaf Students
 - a) 102 full time and 10 substitute Educational Interpreters registered with the SC Educational Interpreting Center at Clemson
 - b) Interpreters have received 132 hours of professional development
 - c) Partnership with OSES, Clemson and the SC School for the Deaf and the Blind
 - d) *A Best Practices Guide for Educational Interpreters* is posted on the OSES website - Resources
- 5) Data & Technology
 - a) Child Count was October 24, 2017
 - b) Number were emailed on 12-1-17
 - c) Signed certifications due by districts January 12, 2018
- d) Peter agreed to bring a summary back to the Council
- 6) Save the Date
 - a) SCCEC - 2018 Conference February 2nd – 3rd in Myrtle Beach
 - b) 2018 Southeastern Behavioral Conference - April 19th – 20th in Myrtle Beach
 - c) Vision Summit - March 30th, 2018 in Columbia
 - d) Hope & Dreams Conference March 19th – 20th in Columbia
 - e) Empowering a Future - Feb 16th, 2018 and Mapping Your Future Feb 17th, 2018

Public Comment:

None at this time

Committee Breakouts

TAESE Orientation

South Carolina Advisory Council on the Education of Students with Disabilities

Orientation and Training

December 8th, 2017

Columbia, South Carolina

Summary of Training

John Copenhaver, from the Center for Technical Assistance for Excellence in Special Education (TAESE) at the Center for Persons with Disabilities at Utah State University, conducted a comprehensive training and orientation for the South Carolina Advisory Council on the Education of

Students with Disabilities. Council members and selected staff from the South Carolina Office of Special Education Services attended the training.

The purpose for the orientation and training was to provide Special Education Advisory Council members and SEA staff with information regarding the Council's purpose and functions under the Individuals with Disabilities Education Act (IDEA). The training covered aspects of IDEA relating to the Advisory Council and best practices from other Advisory Councils across the country.

The following topics were addressed in the training:

- The Council in the context of the history of special education
- Purpose for the special education advisory council under IDEA
- IDEA regulations regarding the Advisory Council
- Required membership of the Advisory Council under IDEA
- Working as an Advisory Council, not an advocacy group
- The major functions of the Advisory Council under IDEA
- Council meeting procedures and open meeting requirements
- The Council role regarding the SPP, APR, and SSIP
- Setting Council annual priorities
- The relationship between Part C of IDEA and Part B of IDEA
- Current hot topics in special education and the possible impact on the Advisory Council

Notes on TAESE Training

Reaching out for stakeholder input - discussion - use of marketing and social media. How do we report out to other groups?

Some issues take longer than others and some may not happen. John indicates we should come back to report the "why". He suggests capturing a one page summary of advice/recommendations made during each Council meeting. If these aren't captured in the minutes - mention this. Stay on the agenda - may need to add to the next agenda if something is not on the agenda - don't get sidetracked.

Review of functions

- 1) Advise the SEA of unmet needs - John gave examples of training educators working with students with autism; student not served well in juvenile & adult correctional facilities.
- 2) Comment publicly on rules or regulations of the state

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Jean Brooks 4/5/2018

3) Advise the state in developing evaluations & reporting data to the secretary - Section 618 of the Act - Examples of SEA reviewing annual performance report; students had lower graduation rates

4) Advise development of corrective action plans from monitoring reports

5) Advise developing policies relating to coordination of services

Examples of MOE added or revised

6) We don't have #s - provide due process findings - decisions to Council without PII**

7) Waiver of non supplant requirements - consult re: FAPE**

8) State retain discretion to determine risk ratio threshold above which disproportionality is significant, so long as the threshold is reasonable - based on advice from their stakeholders, inc. advisory council.**

OSEP Letter - 12-5-14 - Dear Colleague OSEP Letter - John has this - correctional facilities - coordinated activities

SC Additional Functions were reviewed. Suggest putting functions on the back of the Agenda. Suggest putting the role of state director as an ad hoc to the advisory council. Annual priorities - focus efforts and set committee work. Focus on a few items that make the biggest difference. Will need to redo the Bylaws if we address this. Are the committees all still relevant? Suggest review annually when setting priorities.

Remember if you say yes to something you say no to something else.

Things do not change overnight - systems change is slow.

Check open meetings law in SC and make sure we're meeting requirements. Talked about having the Advisory Council on the website. John shared a template for establishing priorities. Important when you leave group you support the decisions made of the group.

**Don't move out of public comment period until the time has expired - leave open but can discuss other items until the time has expired. May want to consider a conference line - will need to schedule this and market it or use adobe connect or other option. Have forms available at sign in table for public comment. Or can make written comments and the co-chairs can read them. What about options for other languages? Limit time/set ground rules/don't respond to comments (courtesy to acknowledge person (SDE staff or co-chair). Jane relayed her experience when coming to give public comment - it was positive.

Committee work - need Executive Committee and Pre School. Others?

Best practice - Annual Report - July 1st. It should be user friendly and fairly short. Will need a list of issues reviewed.

Are there emerging issues? Keep in mind the following hot topics:

- Leadership in Special Education
- Vouchers & private schools
- MTSS/RTI
- Dyslexia

- Recruitment & retention of qualified staff
- Implementation science
- IDEA reauthorization
- Mental Health
- Disproportionality

Effective Practices for Advisory Council

Relationship with the state director

Orientation

Meaningful work

Collaborative agenda building

Inservice on confidentiality

Develop an awareness brochure/market it

Complete a report

Include results on indicators

Kimberly noted that we will do the branding vote electronically.

Committee Reports:

Preschool

Committee Name: Preschool Committee

Date: Dec 08, 2017

Committee Secretary: Cara Senterfeit

Members Present: Cara Senterfeit
Amanda Campbell
Hollis Gunn
Kimberly Perry

Meeting Summary:

- Read the statutes regarding the preschool committee and our work. The decision was made to include information in section 59-36-20 regarding membership and section 59-36-30 regarding the focus of the preschool committee in future meeting agendas.
- Also discussed how to gather information from our stakeholders and how to disseminate information back to those groups.
- Professional development for general education teachers and school staff was discussed again. See questions below for ideas / concerns.
- Membership requirements were reviewed.
- Discussed the disability-specific resources available on OSES website, especially the new Autism Virtual Library. We look forward to more virtual libraries for other disabilities.

Questions for OSES:

1. What are the professional development strategies for general ed. Teachers / staff that exist within the OSES?
2. For 619 Office – how are the state agencies listed in 59-36-20 involved – in capacity and financially – with preschool education of children with disabilities?
3. Will the “Behavior Project” at USC include preschool?

Professional Development

Committee Name: Professional Development Committee

Date/Time: Dec 08, 2017

Committee Secretary: Michelle Murphy

Members Present: Kimberly Dunn Addis

Jane McMillan

Michelle Murphy

Emily Paul

Cherolyn Allen

Amy Hildenbrand

Other: Tresa Diggs (OSES/SCDE)

Meeting Summary:

1. Introductions/Re-introductions for new and returning members
2. Conversation and sharing of personal backgrounds, experiences and perspectives related to needs in special education and related supports and services across stakeholders in various locations, districts, and organizations represented on the committee
3. Continued discussion of unmet needs and goal-setting
 - a. Determined two general areas of need to be further defined:
 - i. Social Emotional Learning, including (but not limited to):
 1. Education and resources on Mental Illness for awareness and support through the lifespan – particularly birth to 21 (Part C and B)
 2. Positive Behavior Interventions and Supports
 3. Classroom and Behavior Management - Knowledge skills and resources for both general educators and special educators and other home/community/school-based supports
 - *Other ideas from brainstorming reported on 10-20-17
 - ii. Team approach to Special Education and Related Services, including (but not limited to):
 1. Presenting initiatives as cohesive (rather than competing)...a quote from today's discussion...“No more tweaking, it's time for an overhaul.”
 2. Greenwood 50 - may be a district to visit as an exemplar for working to build a solid foundation
 - *Other ideas from brainstorming reported on 10-20-17
 - b. Plans from here:
 - i. First: Determine PD needs of stakeholders across both areas of need
 - ii. Then: Join efforts with other committees accordingly and further define action plan for advising
4. Questions we have as a committee: We listen as a council, meet as a committee, report back to the council...then what – when do we *do* something?; and So...with these two areas of unmet needs/concern, what are we going to *do*?
5. Additional time for discussion within committee/committee work is desired amongst our committee members, so we plan to be in touch via email and virtually between the full council meetings that remain this year
6. Jane McMillan will serve as co-chair for the PD Committee

Do you have Action Items? No

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Jean Brooks 4/5/2018

Questions for OSES? The PD committee asks that SCDE/OSES provide information about:
Child Find data from October - disaggregated at least by disability category and basic demographic information

Safe Schools & Mental Health

Committee Name: Safe Schools & Mental Health Committee

Date/Time: Dec 08, 2017

Committee Secretary: Beverly McCarty

Members Present: Susan Beck

Valarie Bishop

Tia Fletcher

Beverly McCarty

Linda Mirabel-Pace

Laura Vazquez

Other: Lisa McCliment (OSES/SCDE), Peter Keup (OSES/SCDE), Sara Garrett(OSES/SCDE) and guest

Meghan Trowbridge, Center for Disability Resources

Minutes:

Committee reviewed discussion from previous meeting. Highlights recorded in 10/20/17 minutes. Committee discussed status of S 131 (Disturbing Schools). Bill did not move out of committee; will be revisited in January. Committee requested data on suspensions. Peter reported that complete data would be available in the summer as Performance factor 5. State suspension rate for IEP students is 15.9% (SDE goal 9%). Additional data was requested for homeless students. Discussion regarding restraint and seclusion and the "Minimum Standards of Student Conduct" as applied across districts. Guest Meghan Trowbridge shared info on the "South Carolina Coalition for Youth Empowerment (SC-YEA) & their conference scheduled for Sept 28 & 29th. The committee will invite Shirley Vickery from Richland 2 to share her threat assessment guidelines. Peter will provide data to the committee at the April meeting.

Do you have Action Items? No

Questions for OSES? The Safe Schools Committee requests involvement in the collaborative "Behavior Project" with USC.

Transition & Self-Advocacy Committee

Committee Name: Transition & Self-Advocacy

Date/Time: Dec 08, 2017

Committee Secretary: Amanda Hess

Members Present: Kimberly Tissot

Amanda Hess

Sarah Sharpe

Laura Spears

Jay Collins

Sherry Williams

Meeting Summary:

- The Committee reviewed the current Indicator 14 survey questions that OSES shared with us. Concerns raised by the Committee include: how this survey gauges the substance of the received transition services; the readability of the survey; whether survey recipients will understand survey terms used such as “term,” “minimum wage,” and “sheltered employment;” and that some questions may have more than one response. The Committee discussed Committee questions and current status of this survey with Peter Keup. Committee plans to provide input to OSES for current survey and understands that next year OSES will be evaluating this survey. Committee also plans to provide input and/or recommendations to OSES during that process.
- The Committee continued the discussion about unmet needs in the area of transition and self-advocacy. Committee is currently working on narrowing down the current list to determine next Committee focus. A list of the unmet needs previously discussed was shared with the Committee to help facilitate this discussion. Committee combined some of the list as the areas were related. Committee eliminated inconsistency of transition services and transportation from the list. While both of these areas present problems, Committee feels these would be difficult to address. School districts can request assistance from OSES if need assistance with the area of transition. Transportation is a problem that extends beyond education. The unmet needs list will be updated based on this conversation and Committee plans to continue this discussion at the next meeting.
- OSES request: The Committee requests that Tabitha Strickland attend the next Committee meeting to discuss the TASC transition toolkit.

Continuation of Meeting:

Kimberly referenced the addendum to the minutes questions.

Valarie Bishop made a motion to adjourn, Sarah Sharpe seconded it, and the committee adjourned at 3:58 P.M.

OSES Response to Committee Questions:

Preschool Committee Questions for OSES:

1. What are the professional development strategies for general ed. teachers / staff that exist within the OSES?

Recognizing that our training on inclusion needs to support gen ed early childhood teachers, the following strategies are in place:

- a. *All head start directors, CDEP district leadership, and First Steps 4k local leadership are/will be informed of PD such as the Research to Practice preschool strand, SC Council for Exceptional Children, Champions for Children, etc. These conferences offer continuing education credits to motivate attendance.*
- b. *A virtual toolkit on supporting young children with hearing loss is in development that will be available to all for the purposes of providing resources to a variety of audiences including general ed early childhood teachers. This target audience will be*

notified via memo to superintendents and EC and Special Education directors at the districts.

- c. OSES-sponsored TA around preschool inclusion requires a team of both ECSE and EC teachers and administrators, and PD is offered to districts tailored to their needs as specified through needs assessment and strategic planning activities.*
- d. In 2018 an internal lunch and learn between OSES and OELL will be held once a month to share and discuss ECSE initiatives and ensure these two offices work more closely together on policy as well as PD and training.*
- e. As districts request specific TA, OSES staff will provide training on this topic to all convened at the district during work days, etc. These current efforts are the beginning of our collaboration, and in 2018, OSES intends to connect more closely with the early childhood gen ed staff to ensure we collect information and offer trainings that meet their needs, promote inclusion for all children, and build infrastructure that ensures EC and ECSE builds a comprehensive system of personnel development so that all who work with young children are prepared to meet their unique needs. We will receive federal TA to complete this work through Early Childhood Personnel Center.*

2. For 619 Office – how are the state agencies listed in 59-36-20 involved – in capacity and financially – with preschool education of children with disabilities?

Forgive the lengthy response. I wanted to be sure to address everything I believe was asked, but would be happy to discuss this further at our next meeting. –Jenny May

- *Department Disabilities and Special Needs: Provides Part C services and 3-5 services. DDSN receives funds from the general assembly to do the work of the agency in addition to contractual monies from other state agencies to serve young children as part c providers*
- *School for the Deaf and the Blind: Provides Part C services and 3-5 services to children with hearing and/or vision loss. SC SDB receives funds from the general assembly to do the work of the agency in addition to contractual monies from other state agencies to serve young children.*
- *Department of Health and Environmental Control: Offers a number of screeners for young children to refer to districts for Child Find.*
- *Department of Mental Health: Is actively engaged variety of initiatives related to competencies of adults who work with young children with and without disabilities to support resilience to trauma, social-emotional development, and relationship-based care.*
- *Department of Social Services: Under the Office of the Child Care Administrator, children with disabilities may be served in private childcare facilities. Training through CCCCD, quality rating improvement systems, and ensuring young children have access to child care that meets their needs is provided by this agency. Monies for this work are largely from CCDF federal block grants. State funding is used, as well. Young children with disabilities might also access other services (Child protective services, SNAP etc.) that are related but not specific to preschool education.*
- *State Department of Education: The Office of Early Learning and Literacy, and the Office of Special Education Services support districts in serving young children with disabilities in the LRE and ensure they receive FAPE. CDEP funds come from the SC General Assembly in the annual budget and are audited/monitored by OELL. OSES Part B 619 funds are IDEA*

monies that include a state set aside for staff to support districts, but also some OSES sponsored TA to districts in accordance with IDEA and state financial requirements. The Part B 619 monies that flow through OSES go to districts to serve children 3-5 but are monitored to ensure that these funds are only used for “excess cost” (so the 619 funds don’t pay for the EC gen ed materials, etc., but do pay for the services, accommodations, and modifications the child needs to access the gen ed curriculum and typically developing peers as determined by the IEP team with parents as a full member of that team.)

- Department of Health and Human Services: The new part C lead agency and the Medicaid agency both screen, supervise, and financially contribute to the education of young children with disabilities.

The state advisory council shall advise the Department of Education and the State Board of Education in developing a comprehensive service system for special education and related services to preschool children with disabilities. The assistance includes, but is not limited to:

(1) a comprehensive method of identifying children with disabilities: Upcoming Child Find Task Force, Text 2 Read, and Transition C-B and Head Start MOU to facilitate efficient eligibility determination.

(2) a public awareness program focusing on identification of preschool children with disabilities: Upcoming Child Find Task Force, Text 2 Read, new brochures

(3) a coordinated system of personnel development for those who serve preschool children with disabilities: State plan for ECPC work---detailed updates on progress can be provided. Part B 619 participation in IMPACT and Pyramid statewide implementation to ensure those who work with young children have competencies that align with professional organizations, state and fed requirements, and DEC best practices. New development of shared training calendars across early childhood environments using a crosswalk of requirements for a variety of environments. (see attached)

(4) formal interagency agreements which:

1. define the financial responsibility of each agency for providing special education and related services;
2. establish procedures for the transition of children served under Title 44, Chapter 7; and
3. contain procedures for resolving disputes.

Part C/transition MOU is being revised currently by new Part C lead agency. SCSDB, Head Start (waiting on 1 more signature), and others are completed and on file at OGC office. MOUs contain parts a,b,c.

3. Will the “Behavior Project” at USC include preschool?

Not at this time. It currently will serve middle and high schools, but preschool behavior and social emotional development will be supported through statewide implementation of the Pyramid Model. Updates on implementation progress can be provided at our next meeting.

Professional Development Committee Questions for OSES:

The PD committee asks that SCDE/OSES provide information about Child Find data from October - disaggregated at least by disability category and basic demographic information.

The OSES Data Team is still finalizing Child Find data. The results should be available in late January 2018.

Safe Schools & Mental Health Committee Questions for OSES: The Safe Schools Committee requests involvement in the collaborative "Behavior Project" with USC. *The "Behavior" project is still in the approval phase with USC and the South Carolina Department of Education. Once everything is approved we will consider building relevant partnerships which may include the Safe Schools Committee.*

Transition Committee Questions for OSES: None at this time. There is a request that Tabitha Strickland from OSES attend the next meeting to discuss the TASC transition toolkit. *Ms. Strickland looks forward to meeting with the committee, but will not be able to go over the tool kit until after the launch which is scheduled for 2/26/18-2/27-18. She will share information with the committee when it becomes available.*

Advisory Council for Educating Students with Disabilities

February 23, 2018
Full Council Session
Minutes

Members Present: Susan Beck, Jean Brooks, Amanda Campbell, Jay Collins, Allison Farrell, Tia Fletcher, Robin Frierson, Heather Googe, Hollis Gunn, Amanda Hess, Amy Holbert, Melina Lee, Beverly McCarty, Jane McMillan, Michelle Murphy, Kimberly Perry, Lilli Rogers-Brown, Cara Senterfeit, Laura Spears, Kimberly Tissot, Laura Vazquez, Kyle Walker, Val Bishop, Cherolyn Allen, Emily Paul, Amy Hildenbrand

SCDE Staff Present: Jennifer Dillon, Joshua Findlay, Peter Keup, Jenny May, Lisa McCliment, John Payne, Lisa Raiford, LaShawn Thomas-Bridges, and Dino Teppara

Guests Present: Joyce Kimrey (DDSN), Lauren Figurski (Jennifer Buster), Rebecca Williams-Agee (Val Bishop), Nicole Davis (Amanda Hess), Keri Kannengieser (Heather Googe), Cathy Kovacs (Heather Googe), Basil Harris (rep. Linda Mirabel-Pace)

Welcome, Call to Order, & Council Overview: 9:33 A.M. by Kimberly Tissot.

Introductions: All members and SCDE staff introduced themselves. All new members and guests were welcomed.

Reporting of the Previous Minutes: Minutes from the December 8, 2017 meeting were reviewed. Approved - motioned by Laura Vazquez and seconded by Amy Hildenbrand.

Public Comments: None at this time

Bylaws Review:

The Bylaws are out of compliance:

1. Trying to work through them now.
2. Vote on OSES Representatives:
 - a. John Payne, agency rep -All in favor
 - b. Jennifer Dillon, council liaison -All in favor
 - c. Jenny May, preschool liaison -All in favor
3. New members:
 - a. Executive committee will discuss and appoint. New members will be recognized at the next council meeting.
4. Last Meeting
 - a. John Copenhaver (TAESE):
 - i. Take a ways (update bylaws)
 - b. Looking at structure
 - i. Identify council priorities
 - ii. Set committees
 - iii. Strategic planning
 - iv. Celebrate successes

- v. Getting information from stakeholders
- vi. Identify stakeholders
- c. Talk about these in committees:
 - i. Committee structure
 - ii. New priorities
 - iii. Reference other sheets use when we meet in committees

OSES Updates:

IEP Program Reviews & LEA Determinations System: Peter Keup, OSES

1. OSES IDEA Part B
 - a. Program review process
 - b. Monitoring
 - c. Second year of the six year
2. LEA Determinations
 - d. District determinations
 - e. New system to be determined
3. Teams of six to eight people
 - f. Two roles
 - i. Lead Program Monitor
 1. Work with Directors
 2. Logistics of review
 3. Policy and procedures
 4. Draft Reports
 - ii. Technical Assistance
 - g. Do not view as a one year process
 - iii. Continue with Districts another year as a joint effort
 - iv. Documents are available on the website
 - v. Oversight and assistance
 - h. Districts reviewed
 - vi. See list 2016-17 and 2017-18 (handout provided by OSES)
 - vii. Provide notice in the Spring
 - viii. Full Session which we invited the Districts to Research to Practice to provide an overview (handout provided by OSES)
 - i. Policy and Procedures

Facilitated IEPs: Jenny Dillon, OSES

1. Facilitated IEP Team Meetings
 - a. Have not been going on long
 - b. Are optional dispute resolution
2. Facilitators are provided by OSES
 - a. Facilitators are there for the process
 - b. This is the best solution for all involved
3. Not required by the IDEA
4. Voluntary process; both parties must agree
5. Use of facilitators is growing nationally

6. There are varied program practices state to state
7. History: SC facilitated IEP
8. Program growth: Held 36 meetings so far this year
9. The FIEP request
 - a. Parties involved: Parent, student, LEA/SOP
 - b. OSES pays for facilitators, but they do not represent the state, district, or school
 - c. Facilitator duties
 - d. Dino facilitates contracts & scheduling
 - e. Facilitator bios are provided to both parties prior to meeting
 - f. Participants may request different facilitator
10. Overall duties
 - a. Keep IEP team on task
 - b. Clarify agreement/disagreement
 - c. Provide for everyone and keep the meeting focused
11. OSES Facilitators
 - a. Meeting preparation
 - b. Try to help team reach consensus
 - c. Provided with a follow-up survey
12. If consensus cannot be reached, parents have due process options

Director's Updates: John Payne, OSES

1. Dino Teppara
 - a. Contract Manager
 - b. Attorney
 - c. MFS Settlement
 - d. 100's of contracts
2. Peter-Kudos
 - a. Pleased with work in South Carolina
3. Data Collections
 - a. Carolyn Bostick
 - b. Indicator 14
4. Working with TASE for Student Survey
 - a. Return rate
 - b. Create some meaningful engagement
 - i. Able SC, Vocational Rehabilitation
 - ii. Indicators 4, 9, and 10
 - iii. Disproportionality
 - iv. Suspended more than ten days
 - v. Race and Ethnicities: 7 Self-identified
 - vi. Indicator 9: disproportionality
 1. Race and ethnicity
 2. Special Education
 3. Not over identifying
 - vii. 10-Six highest incidents
 1. LD
 2. Speech

- 3. Autism
- 4. OHI
- viii. Crunch numbers for 4, 9, and 10
 - 1. Thresholds
 - a. 2.5 to 1
 - b. Flagged in data
 - c. Review records
 - d. Did you fix
 - ix. ES4 Report
 - 1. Number estimated to extend school through the summer
 - a. This helps with funding
- 5. Legislation
 - a. Dyslexia Bill
 - i. Extensive language in the bill
 - ii. You can have dyslexia and NOT have an IEP
 - iii. State District is excited about this
 - 1. Read to Succeed
 - 2. Processed
 - b. Interpreter Bill
 - i. Not sure
 - ii. Interpreter-public agencies
 - iii. We are proactive rather than reactive
 - iv. Department -> Clemson -> Deaf and the Blind
 - v. 100 interpreters
 - vi. Scores -> intensity of support
 - 1. 100% certificate
 - vii. Long range
 - 1. Pipeline of new interpreters
- 6. Proviso Change
 - a. One year low
 - i. Budget every year
 - b. Funding proviso
 - i. Some should be made law
 - ii. Group homes -> \$1.8
 - iii. Residential frequent facility
 - c. One Proviso this year
 - i. Education Act
 - 1. Public list
 - 2. Base student cost
 - ii. Caveat
 - 1. EFA 250 direct Special Education
 - 2. Meaningful and Inclusive Education
- 7. 3414 Dyslexia- Coach Hayes
 - a. Sponsored
 - b. Fiscal impact
 - c. Drive student cost

- d. May or June -> pass budget
- 8. Regulation Employability
 - a. Go through
 - b. Ready to roll out
 - c. Big launch Monday and Tuesday
- 9. Child Count Certification
 - a. IEPs
 - b. Third Tuesday of October
 - c. Deals with money
 - d. 105,000 with IEPs in South Carolina
- 10. IDEA Application
 - a. Due in May
 - b. Public Comment
 - c. \$3 million -> State
 - d. 16/17 million initiatives
 - i. State level activities
 - e. Audited
 - i. Pulled every year
 - ii. Exit interview
 - iii. 0 findings with IDEA
 - f. MFS Spending
 - i. Letters to Districts

Events

- 1. Hopes and Dreams
 - a. Family Connections
 - b. March 19-20
 - c. River Center Saluda Shoals
- 2. Spring Administrative Leadership Meeting
 - a. Data driven decision making
 - b. March 15 8:30-4:00
 - c. Embassy Suites
- 3. Annual Vision Summit
 - a. March 30
 - b. Department of Archives and History
- 4. Southeastern
 - a. April 19-20
 - b. Convention Center
- 5. Assisted Technology Expo
 - a. March 6
- 6. Research to Practice
 - a. July 16-19 2018 @ Blythewood HS
 - b. Francis Marion to collaborate
 - i. PD
 - ii. Training
 - iii. Institute info sessions

iv. CEUs

1. Homebound -> Timeline to provide teacher
 - a. Reasonable amount of time
 - i. Appropriate for the child
 - ii. At a meaningful speed
2. Abbreviated Day
3. Home based-> Discipline
 - i. Using only alternative setting
 - ii. Student needs to be served
 - iii. IEP team needs to change
4. Discipline
 - a. Building
 - b. Transition Alliance
 - c. Preschool collaborative
 - d. Mental Health-Social emotional
 - i. New partnership USC, Clemson, Mental Health, and Human Services
 - e. Offer tiered support
 - f. Include MTSS
 - g. Putting in place positive supports
 - h. Want to provide information and support to SROs
 - i. Emphasis on de-escalation
 - j. Check out the video of Molly Spearman
 - k. Prevent / intervene
 - l. Safety of all students

Committee Reports/Discussion of Council Priorities – see committee minutes (below)

Branding Update: Joshua Findlay, OSES

1. New website
 - a. Electronic RSVP
 - b. More robust
2. Members & Committees
 - a. Members
 - i. Representation – council members’ organization information will be displayed on the website
 - b. Membership
 - i. Details of website were discussed
 - ii. What is expected of new members
 - iii. Application
 1. Sent to EC chairperson, vice chairperson and Jennifer Dillon
 2. Application acceptance period is March 1st – June 1st
3. Meetings
 - a. Discussed open meeting policy
 - b. Agenda posted 24 hours or earlier
 - c. Minutes posted after council approval

- d. Calendar
- e. Public Comment
 - i. Expectations
 - ii. Online form
 - iii. Options for comment: in person, by phone, written comment
- 4. Reports, Papers, Resources
 - a. Accomplishments – option for the future; list of SCAC/ACESD accomplishments
 - b. Representation
- 5. Logo – previously approved; press kit online

Council Business

- 1. Hollis Gunn
 - a. Charleston County
 - i. Exceptional Child Advisory Council
 - ii. March 6th
 - b. Bev McCarty
 - i. There have been various enthusiasm
 - ii. There have been several directors
 - iii. Follows attitude of the Director
 - iv. Berkeley was active
 - v. Dorchester has not had one
 - vi. Interested on how the parents were recruited
 - vii. Please bring back what you learn
 - viii. Madeline Jacobs-spearheading
- 2. Champions for Young Children Symposium
 - a. Understanding Trauma
 - b. August 3
 - c. Columbia, SC
- 3. What is our Plan?
 - a. Strategic Planning
 - i. Plan for Summer
 - ii. Get someone from TASE
 - b. Next meeting
 - i. Continue for now

Closing

With no further business, Kimberly Tissot asked for a motion to adjourn the meeting; so moved by Cara Senterfeit. The meeting adjourned at 2:44 PM.

Committee Minutes

Preschool Committee

Members Present:

Cara Senterfeit, Co-Chair, secretary
 Amy Holbert, Co-Chair
 Heather Googe
 Kerri Kannengieser

Cathy Kovacs
 Amanda Campbell
 Lilli Rogers-Brown
 Hollis Gunn

Kyle Walker
LaShawn Bridges
Allison Farrell
Kimberly Perry

Lauren Figurski
Joyce Kimrey

Reviewed preschool committee and the state mandates

- Discussed new focus of ACESD and impact on preschool committee
- Heather Gooe and Cathy Kovacs reported on the First Steps Chairman's Summit, especially two major concerns as defined by Walter Gillingham, a researcher focusing on preschool expulsion:
 - Data is not being collected outside of federally-funded programs, and
 - Staff serving 0-5 preschool kids may not consider their practices as expulsion/suspension
- The committee will meet virtually before the next ACESD meeting to get an overview of the preschool "landscape" in school districts and regulated child care programs.
- Heather Gooe announced her upcoming research grant focusing on collecting information around preschool suspension/expulsion in regulated child care programs.
- The committee wants to take advantage of the Preschool Report that is compiled and submitted by the 619 coordinator.
- We look forward to the strategic planning process that can help align and define priorities, especially collaborating with the entire council.
- Also discussed that our role as a committee is to advise, not implement. This will include position papers, etc.
- SCinclusion.org has modules available. Parents can view with borrowed ID: 000000.

Professional Development Committee

Members Present:

Michelle Murphy
Amy Hildenbrand
Emily Paul
Cherolyn Allen
Jane McMillan, Secretary

- Agreed on need to meet more frequently (electronically) - monthly
- Offer to add members
- What is our focus/vision: Dependent on executive council -> Full Council -> Subcommittees to keep strategic planning consistent. Now too many "priorities."
- Our Motivation:
 - Social/Emotional learning for teachers/administrators with emphasis on:
 - Educational resources on mental illness
 - Positive Behavioral Intervention & Supports (PBIS)
 - Classroom & behavior management
 - Other focus:
 - Gen Ed & Special Ed MUST merge in vision, communication much more than currently
 - Too much delay with any action

- Should PD be a sector of all other subcommittees?

Summary Minutes from Meeting:

1. Agreement of members to communicate electronically on a monthly basis.
2. Requested need of P.D. Sub Committee to interact/communicate with all other Sub-Committees in order to remain in alliance with their goals. Our committee must be serving the needs of other sub-committees as well.
3. Our focus/vision must align with the Executive Council > Full Council > other Sub-Committees to keep strategic planning consistent. Right now, there are too many "priorities" in P.D. to successfully complete all of them. We must "pair down".
4. Priorities of P.D. currently:
 - * Social/Emotional training for teachers/administrators with emphasis on:
 - >Educational resources for mental illness
 - >Positive Behavioral Intervention & Supports (PBIS)
 - >Classroom and Behavioral Management
 - * Other Priorities:
 - >Gen. Ed & Special Ed MUST merge in vision, communication, and training far more than happens currently
 - >Currently far too much delay with action response to problems

Safe Schools Committee

Members Present:

Bev McCarty	Lisa McCliment
Val Bishop, Secretary	Peter Keup
Laura Vazquez	Tia Fletcher
Susan Beck	Rebecca Williams-Agee (Guest for SC-Yea)

- Discussed Senate Bill 131. Discussion about this bill and concerns for current happenings and how this impacts students with disabilities. Discussion.
- Discussed threat assessment. The committee might be interested in participating at the committee level. Val will look at connections with Rep Govan and others to get invited.
- Rebecca mentioned SHAPE - school health assessment and performance evaluation. She will share this - consider as assessment tool, what are the existing roles? Lisa mentioned some mental health funding.
- We will look at SC 43-166.
- Bev referenced a Safe Schools Checklist that SDE has developed a model (1990) - include plans, incidents, etc.
- Need to look at priorities and what is the crossover. Believe that Safe Schools should remain a committee next year.

Priorities

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Jean Brooks 4/5/2018

- Believe all options on agenda are priorities.
- ****Making sure our focus is for students with disabilities.**
- Recommend that we consider standardized threat assessment protocol that takes into consideration needs of students with disabilities.
- Would like to see that any legislation recognizes the exceptional needs and circumstances of these students, including referrals, etc.
- Threat assessments, mental health services, trauma based care, active shooter (4966) drills (what is the format that is followed - Susan referenced sensorial experiences that could add to trauma.
- School Resource Officers - Richland County Policy and how to impact this across South Carolina. Would like to impact the training. The question is how to provide this. Susan will provide a link to the model. Discussion.
- Bev mentioned Who Cares About Kelsey film by Dan Habib and how well this portrayed a student with acting out behavior and the intervention that worked for her in a school environment.
- Rebecca talked about Children's Trust - ACES training. She will share information about this.
- Peter discussed data findings - related to behavioral intervention plans and the need for training - shared ideas. Technical improvement noted, but the quality varies.
- Research to Practice, virtual options, other? The group should think about this before the next meeting.
- Discussion about the Notice of Procedures and the Right to Appeal - consider separating this out and "adding" this.
- ACESD sent a letter to the legislature to consider active shooter legislation take into account special circumstances of student with disabilities.
- Look for the Checklist and report as required by 43-166 by district - Superintendent Spearman -2016 Memo. Lisa will provide an example of a good assessment from Richland Two (based on SAVRY). Peter will provide the data report for the next meeting.

Action Item: Recommend the Advisory Committee write a letter to legislators regarding school safety recommendations that will consider students with disabilities needs.

Transition & Self-Advocacy Committee

Members Present:

Kimberly Tissot
 Amanda Hess
 Laura Spears
 Robin Frierson
 Melina Lee
 Jean Brooks

Basil Harris
 Jay Collins
 Nicole Davis

- The Committee reviewed its prior discussions on the Indicator 14 survey and the current survey questions that OSES shared with us. Committee will not be providing input to the current survey as we understand it will remain the same. Committee understands from OSES that OSES will be evaluating this survey. Committee discussed potential areas of concern, such as: how the survey is distributed, questions asked, follow up, how to engage the recipient, how to make it meaningful, and resources. Committee has questions for OSES and will revisit this topic once the Committee has more information. OSES Response: We welcome input from the transition committee as it relates to Indicator 14. We will continue our contract with the current vendor for the upcoming year, but the survey can be amended to better suit our needs.
- The Committee discussed the TAESE training from the last full Council meeting. Committee discussed the need for this Committee as well as having Council priorities. Committee feels there is a continued need for this Committee. Committee also discussed the Council setting priorities and reviewing them in committees.
- The Committee continued the discussion about unmet needs in the area of transition and self-advocacy. Committee is currently working on narrowing down the current list to determine next Committee focus. An updated list of the unmet needs previously discussed was shared with the Committee to help facilitate this discussion. Committee discussed the areas of training, information, and increased involvement of students and how these areas related to each other. In the area of training, Committee discussed training of general education staff and administration. In the area of information, Committee discussed information about IEPs and transition in an understandable format to students and families. In the area of increased student involvement, Committee discussed student led IEPs, self-advocacy skills and self-determination. There was a thought to combine these three areas. There was also a thought to focus on general education and administration concerns. Committee will be seeking more information from OSES about the requirements for general education teachers and administrators. Committee plans to continue this discussion at the next meeting.
- The Committee received updates on statewide transition activities.

OSSES Question/Request:

- The Committee requests to be involved with the review of the Indicator 14 survey and be given the opportunity to provide suggestions and input. Additionally, the Committee has the following questions:
 - Are there mandatory components of the Indicator 14 survey? If so, what are they?
 - Can additional questions be added to this survey?
 - Can resources be included with this survey?
 - What is the anticipated timeframe of the Indicator 14 survey review?

*The transition committee was invited to and participated in a recent conversation with the OSES and TAESE regarding Indicator 14. OSES has asked the transition committee to prepare a draft of the Indicator 14 survey with recommendations/amendments which the OSES will discuss with our current vendor.

- Can someone attend an upcoming meeting to provide information on requirements for general education teachers and administrators as well as continuing education requirements?
*These questions are best answered by someone from the Office of Teacher Certification. OSES will help the committee find someone from that office who can discuss these issues with the committee this fall.

Advisory Council for Educating Students with Disabilities

April 20, 2018
Full Council Session
Minutes

Members Present: Cherolyn Allen, Susan Beck, Kelly Birmingham, Valarie Bishop, Jean Brooks, Jennifer Buster, Jay Collins, Kimberly Dunn Addis, Robin Frierson, Hollis Gunn, Amy Hildenbrand, Cathy Kovacs, Linda Mirabal-Pace, Michelle Murphy, Emily Paul, Kimberly Perry, Lilli Rogers-Brown, Cara Senterfeit, Sarah Sharpe, Kimberly Tissot, Laura Vazquez, Kyle Walker, Sherry Williams

SCDE Staff Present: Jennifer Dillon, Carolyn Bostick, Devan Brothers, Tresa Diggs, Barbara Drayton, Joshua Findlay, Shanna Graham, LaTonia Holloway, Holly Hadden

Guests Present: Nicole Davis (representing Amanda Hess), Deirdre Cato (representing Laura Spears), Kerri Kannengieser (representing Heather Googe), Susan Nelson, Annette Halter

Welcome, Call to Order, & Council Overview: 9:27 A.M. by Kimberly Tissot.

Recognize New Members: Kelly Birmingham-SCSDB, Allison Farrell-DMH, Robin Frierson-Private School Representative, Cathy Kovacs-DSS, Kyle Walker-SCCB

Public Comments:
None at this time

Reporting of the Previous Minutes: Minutes from the February 23, 2018-Under Committee Reports change 1. Explosion to Expulsion, Add page numbers, remove Professional Development. Approved- motioned by Michelle and seconded by Valarie Bishop and Hollis Gunn.

Bylaw Review:
Valarie Bishop:

5. Small group worked on reviewing
 - a. Intention of the meeting to meet all Federal and State Laws.
 - b. Simplicity-What the council does.
 - c. Name Change
 - d. Wording
 - e. Authority Reference
 - f. Simplified language
6. Membership

- a. Laws
 - b. Language
 - c. A lot of time
 - d. Add state and federal making sure we had both sides represented.
7. Page 4 Breakdown
- a. Preschool
 - b. A lot of required members missing
 - c. Clarifying
 - d. Had Dino there with legal background assisting
8. How a member can be effective
- a. Nominations
 - b. Recruitment
 - c. Spent a lot of time
 - i. Operating consistently
9. Page 4
- a. Three years
 - b. Coming from IDEA
 - c. More are not IDEA
 - d. Group looks at annually consulting with TASE
 - e. What should you do?
 - f. What do other people do
 - g. Amending state law -looking into it.
10. Page 5 Priority settings
- a. What is our focus
 - b. New issues can come up
 - c. Language on Nominations
 - d. Terms and Memberships
 - i. Spent a lot of time
 - e. June 30
 - i. Terms expire
 - ii. Happens in annual report
 - f. Attendance
 - i. Language is clear
 - ii. Make sure we are making attendance
 - g. Second-substitutes
 - i. Last paragraph
 - ii. May need to reconsider membership if too many absences
 - h. Facilitation
 - i. Took out OSES giving direction and more resourceful
 - ii. Hollis Gunn stated: I do not like that substitute recommendation.
 - 1. They should not have a vote/input.
 - 2. Maybe put more teeth in attendance.
 - iii. Send in Proxy
 - iv. Can we ask John at TAESE
 - v. Valarie suggested-consider approving and look at next revision.
 - vi. Kimberly said we will continue looking at this.

- i. Consider approving attendance
- j. Alternate form to vote
 - i. Can amend
 - ii. Offsite voting
 - 1. Still working on
 - iii. Limited by site
 - iv. Availability of technology

11. Page 7

- a. Co-chairs
 - i. Language
 - ii. Consistency
 - iii. Not following this-and fixing it
 - iv. Rules-undefined
 - v. Expected duties

12. Committees

- a. Biggest Section
 - i. Preschool
 - ii. Wording is exactly as

13. Page 9

- a. Function and Duties
- b. CRF Duties
 - i. Laws and Check
 - ii. Very specific
 - iii. Codes and sections match one function for State Department what needed to be done by the State Department.

14. Meetings

- a. Clarifying
- b. Post them
- c. Posting Agenda
- d. Committee agendas
- e. Meetings are determined in the summer
 - i. Website on OSES website
 - ii. Minutes are not required to be posted
 - iii. Once they are approved they are posted
 - iv. We do not post Executive Committee minutes

15. Page 10

- a. Reflected vote, telephonic, email, ballot

16. Public Comment

- a. Clear
- b. Not action taking on that
- c. John-acknowledged by someone
 - i. It is not an actionable item taking under advisement.
 - ii. Bring back to Executive Committee.
 - iii. 48 hours in advisement
 - iv. Written comment
 - v. How are parents made aware they could come here to make a comment?

1. We do speak about to get the word out so parents can make a Public Comment.
 - vi. We need more parents
 - vii. We need to recruit.
 - viii. 51% rule.
17. Built in strategic plan
 - a. Josh has helped with website
 - b. Making it present.
 - c. We could look into creative way-video/upload files (add to bylaws)
 - d. We need to hear from students with disabilities.
 - e. We are looking.
 - f. Outreach-interagency teams reach
 - g. Robocalls
 - h. District can send out to schools
 - i. Recruiting parents and disabilities
 - j. Application is online
18. Functions and Duties
 - a. Not clear
 - b. After meeting
 - c. Then what happens when we discuss
19. Annual Report
 - a. Recommendations
 - b. OSES to follow and improve education system
 - c. Voices will be heard
 - d. True recommendations
 - i. We do not feel we have recommendations
 - e. We will show you what we have done that was successful.
 - f. Some urgency will get to OSES right away
20. Preschool and Annual Report
 - a. We need to come back and discuss prior to
21. Page 11 Annual Report
 - a. Conflict of interest
 - i. Cleaned up language
 - ii. Non-voting
 - iii. Jenny May
 - iv. Linda Mirabel-Pace
 1. SCED-Should be OSES
 2. Need to change
 - v. Additional language
 1. SC State Law
 2. Clarify Preschool
 - vi. Representative of Full Council
 - vii. Need to reconsider language except as required by law.
 1. OSES Employees
 2. Exception-Preschool
22. Page 12

- a. Termination
 - b. Add language
 - c. Look at membership
 - d. Not coming
 - e. Do they need to be removed and replaced
23. Voting
- a. How to do votes
 - b. Mail, electronic
24. Substitute
- a. Look at this section
 - b. By laws-look at annually
 - c. Linda Mirabel-Pace –amazing job
 - d. Not requirement for parent on Executive Committee
 - e. Become co-chair of committee
 - f. Hollis –No stipulation that a parent is on Executive Committee?
 - i. We need to relook to revise.
 - g. Motion to approve-Linda
 - h. Second Motion-Jay
 - i. All in Favor
25. By Laws
- a. Active Shooter Letter
 - b. Submitted
 - c. Emailed
 - d. Susan Beck
 - e. Died in committee
 - f. Conversation will continue
 - g. Ten different bills
 - h. School Safety
 - i. Senate 709 is active
 - j. It should go through
 - k. Significant approval from Senate
 - l. Study
 - m. Fire Drills = cost
 - n. Representative Pendarvis
 - o. Mental Health Professionals
 - p. School employment
 - q. Counselors
 - r. School Psychologist
 - s. Developmentally Appropriate
 - t. ½
 - u. Staffer= Amanda
 - i. Running backside
 - v. Representative Ericson/Pendarvis
 - i. Development
 - ii. School Employee Mental Health
 - w. Does open up dialog.

- x. Hollis said he would have disagreed with arming teachers with guns in school/
- y. General letter does not see bill
- z. School Safety is the main issue
 - i. Prevention
 - ii. Training
 - iii. Sensitive to those with Special needs
 - iv. A whole package that needs to be in place.

OSSES Update:

Barbara Drayton from OSSES discussed the following:

1. Due process hearings, mediation requests and complaints 2016-2017 (*See Handouts).
2. Devon Brothers, Holly Hadden, and Latonia Holloway
3. 16-17
 - a. 20 request (five expedited)
 - i. Discipline issues
 - ii. Appeal Due Process
 - iii. Manifestation
 - iv. Placement of Child
4. Reached a resolution-Allendale County
5. Met-reached agreement (2)
 - a. Must be in writing (2)
6. One resolved, One full blown hearing, One At the State level (3)
7. Expedited (9)
8. Expedited (10)
9. Expedited (11)
10. Full Blown (13)
11. Full Blown-appealed at the state level (14)
12. Due Process Hearing
 - a. 17-18 (23)
 - i. Six expedited
 - ii. Second Richland 2
 - iii. Multiple filers
 1. One parent filed four
13. Mediation request 16-17
 - a. Six request
 - b. 17-18
 - c. One request
 - i. District
14. SCDE complaint investigators
 - a. 51 complaints
 - i. 39 LORs
 1. 31 issues violation by school
 2. 12 withdrawn or dismissed
15. Breakdown of complaints Investigations
 - a. SCDE complaint 17-18
 - i. 50 written complaints

- ii. 24 LOR
 - iii. 10 Dismissed
 - iv. 8 Withdrawn
- 16. Hollis Gunn
 - a. Trends with complaints
 - b. Tracking informal complaints
 - c. IEP Procedures
 - d. Fully implement issues
- 17. More about behavior
 - a. Behavior development plan=implement
 - b. Allegations of (Autism, Dyslexia)
- 18. Medical Homebound
 - a. Failure to provide
- 19. IEP
 - a. measurable goals
 - b. Academics
 - c. Not a lot of parental involvement
 - d. Discipline
- 20. Informal complaints
 - a. Goals not measurable
 - b. methodology
 - c. Placement issues
 - d. Medical homebound
 - e. Procedural
 - i. Misunderstanding
 - f. Need to educate parents
- 21. Suspended or expelled
 - a. No BIP
 - b. Complaint, Mediate Due Process-Hard to Navigate.
- 22. Expedited due process
 - a. 1. is the problem as it is or should have been
 - b. Manifestation of disability

Carolyn Bostick from OSES discussed the following:

- 11. Indicators 4, 9, and 10 (2017-18 Reporting)
 - a. Previous school year 4A and 4B
 - b. Rates of suspensions and expulsion
 - c. Looks at 10 students
 - i. Risk / Ratio
 - ii. At least 2.5
- 12. Six identified
 - a. None to be found disproportionate
- 13. Four districts
 - a. None to be found disproportionate
- 14. Indicators 9 and 10 -Purpose
 - a. Child count 17/18

- b. 45 day enrollment within district
 - 15. 16/17
 - a. No districts for 7
 - b. 5 for 10
 - i. None to be found disproportionate
 - 16. How does this relate CEIS
 - a. 2.5 -> 4.0
 - b. Districts did not fall in this area
 - 17. Questions
 - a. postponed 2024 for review
 - b. Indicator 4
 - i. Total through the year
 - 1. Suspended more than 10 days
 - 2. Does it follow district to district
 - 3. Race and ethnicity
 - 4. Seven reporting ethnicity
 - 5. 45th day enrollment
 - 6. Federal indicators
 - 7. Multiple options
 - a. Weighted risk ratio
 - 8. Total # suspended
18. Information is online

Shawna Graham from OSES, discussed the following:

- 1. Fiscal and grants management
 - a. Responsible for all finances
 - i. Inside
 - b. Fiscal monitoring
 - i. Anything tide with money
- 2. \$180 Million
 - a. 15% State level activities
 - b. IDEA 1619 -\$6 Million- Preschool money
- 3. OSES Projects
 - a. Special Olympics
 - b. Invest in other activities
- 4. MFS-Maintenance
 - a. Settlement with US Government
 - b. \$51 Million-> LEAs
 - c. \$15 Million -> rural area
 - d. ESIP -> Paid
- 5. Teril-2018 -70% expended
 - a. Spend wisely
- 6. Fiscal monitoring
 - a. Spent correctly/properly
 - b. Excess cost -> IDEA
- 7. OSES Projects

- a. Interpreter Center
- b. Family Connection
- c. SC Create
- d. Research to Practice

OSSES Updates, Jenny Dillon:

1. Programs and Initiatives Updates
 - a. Early Childhood Updates
 - i. Pyramid master cadre
 1. BPIs Model
 2. Reducing suspensions / expulsions
 3. Next six months - > implement
2. Launch of early learning standards and new ABC quality
 - a. Standards rating
 - b. Build
 - c. Technical
3. SCPI
 - a. 30 districts
 - i. Getting support
4. Research to Practice
5. Champions for Children
 - a. August 3rd
 - b. Conference Center
6. Continued work
 - a. Possible tool kit
7. Shared screening training
 - a. Single screening training
 - b. Training for screeners
 - c. Head Start
 - d. C - > B transition
 - i. Family Connection
8. Data quality
 - a. collection
9. CREATE
 - a. Grow your own program
 - b. Working in educational setting
 - c. FT employees
 - i. Psychologist
 - ii. Mobility
10. Behavioral alliance of SC
 - a. Suspension rates
 - b. Lack of involvement
 - c. Invited to behavioral conference
11. 2018 Southeastern School Behavioral Conference
 - a. Autism spectrum disorders

- i. Milo
- ii. Virtual Library
- iii. ASD task force
 - 1. Administrators 2018-2019
 - 2. Reach out to Lisa Raiford

12. Ongoing PLOs

13. Four research to practice sessions

- a. July
- b. Open in May/notification

Other

- 1. Committee Reports-Will be sent in
- 2. Being excluded for Life Scholarship because of certificate / No degree
- 3. Last meeting
 - a. Calendar -> Summer
 - b. Listed on website
 - c. June 30
 - d. Application → help with recruitment
 - e. Updated bylaws
 - i. When is the next opportunity
 - ii. Will review annually
 - iii. Send suggestions to Val
- 4. Charleston
 - a. Exceptional Advisory Council
 - b. ½ the people present
 - c. One question
 - d. How was the committee selected?
 - e. Others requested?
 - f. Different ages?
 - g. Elect chair and Secretary
- 5. Rett Run/Walk
 - a. May 5th
 - b. Wannamaker Park
 - c. Greenwood Genetic
 - d. Greenwood October
 - e. Article-Hollis Gunn Daughter
- 6. Intelligent Lives
 - a. Tuesday May 22, 2018
 - b. Screening of film
 - c. <https://intelligentlives18.eventbrite.com>
 - d. Proving wrong
 - e. Free
 - f. Limited capacity
- 7. Lexington 5
 - a. Transition
 - b. Have spots to participate

- c. Meeting with students and parents
- 8. Advocacy Day
 - a. April 25 at 10:00 AM
 - b. Spearman
 - c. Able savings program
 - d. Barriers impacting them
 - e. Employment
- 9. Subcommittee going forward and hopefully will pass.
- 10. How can we move the State forward?

Closing

With no further business, Kimberly Tissot asked for a motion to adjourn the meeting; so moved by Valarie Bishop. The meeting adjourned at 1:47 PM.

Member Listing

Allison	Farrell	Coordinator of SCDMH School Mental Health Programs
Amanda	Campbell	
Amanda	Hess	Protection and Advocacy for People w/ Disabilities, Inc.
Amy	Hildenbrand	
Amy	Holbert	Family Connection of South Carolina
Cara	Senterfeit	Beginnings SC
Cathy	Kovacs	Program Manager for SC's QRIS / SC Dept. of Social Services
Cherolyn	Allen	
Emily	Paul	SC Charter
Heather	Smith Googe	SC Child Care Inclusion Collaborative, USC
Hollis	Gunn	
Jane	McMillan	
Jay	Collins	Palmetto Unified School District
Jean	Brooks	
Jennifer	Buster	Dept. of Health and Human Services
Joyce	Kimrey	
Kelly	Birmingham	School for the Deaf & Blind Teacher / Administrator
Kerri	Kannengieser	South Carolina Partnerships for Inclusion
Kimberly	Dunn Addis	Elementary School Counselor
Kimberly	Perry	
Kimberly	Tissot	Able SC
Kyle	Walker	Commission for the Blind
Laura	Egbert	
Laura	Spears	SC Vocational Rehabilitation Dept.
Laura	Vazquez	
Lavernda	Ragins	SC Continuum of Care
Lilli	Rogers-Brown	DSS
Linda	Coon	SC School for the Deaf and the Blind
Linda	Mirabal-Pace	SC DOE, McKinney Vento Act Rep.
Melina	Lee	SC Disabilities Council, PRO-Parents Board of Directors, Exceptional Family Member Program Family Case Worker
Michelle	Murphy	Francis Marion University - School of Education
Michelle	Myer	DHEC
Robin	Frierson	Glenforest School
Rochelle	Gadson	
Sarah	Sharpe	Able SC
Shelley	Floyd	
Sherry	Williams	
Susan	Epting	Newberry College
Susan	Beck	SC Council of Administrators of Special Education
Susanne	Nelson	Newberry College
Tia	Fletcher	
Valarie	Bishop	Dept. of Admin, Office of Executive Policy and Program, South Carolina Developmental Disabilities Council

Summary of Preschool Report

The preschool committee of the Advisory Council for Educating Students with Disabilities (ACESD) is pleased to present its 2018 Annual Report of services provided to children ages three through five, and corresponding recommendations. The committee is charged with the important responsibility of identifying and studying key issues in special education and early intervention, advising and assisting the Office of Special Education Services of the South Carolina Department of Education (SCDE). The 2018 Annual Report and resulting recommendations are pursuant to Act 86 of 1993, Chapter 36 of Title 59 of the Amended Code of Laws of South Carolina, 1976. The 2018 recommendations of the preschool committee of ACESD include:

Request for Funds to Commission a Cost Study. It has been over twenty years since a full study of adequate funding has been conducted. Therefore, the base funding has not kept pace with the increasing costs of providing programs and services to preschool children and the drastic increase in the number of children with autism spectrum disorder and severe needs being served. It is crucial that funding for services to young children be funded appropriately and without a study of cost, this cannot be accomplished. South Carolina runs the risk of not fulfilling its federally-mandated obligation to young children. It is requested that the General Assembly allocate funds for a complete study of funding for children ages three through five receiving special education and related services. This should include an in-depth examination of costs associated with serving students with intensive special education and related services.

Review and Revision of Policies, Procedures, and Guidance Regarding Preschool Transition and Collaboration between Parts C and B. It is recommended there be a thorough review of data, policies, procedures, and guidance, including any memoranda of agreement pertaining to preschool transition. This work should include the parents and other members of the Transition Committee of the South Carolina Interagency Coordinating Council and the Preschool Committee of the South Carolina State Advisory Council. Data for this review should include calls from parents to state offices (the Office of the General Counsel and Ombudsperson) for assistance to identify trends.

Coordinated Professional Development. It is recommended that the SCDE (specifically its Office of Special Education Services) continue scaling-up its provision of high-quality professional development opportunities using multiple methods ranging from online modules, face-to-face presentations, webinars, and

follow-up on-site collaborative consultations with feedback to practitioners and administrators. Professional development activities should be posted and archived on the SCDE website for future use whenever possible. It is further recommended that the SCDE pursue collaboration across early childhood sectors and agencies including early childhood education, special education, early care and education, Head Start, BabyNet, First Steps to School Readiness, and other early childhood service providers. A statewide implementation schedule for personnel in the multiple early childhood sectors should be developed based on an annual needs assessment that may include a statewide survey of practitioners and key administrators and practitioners in the multiple early care and education sectors. Professional development activities should be aligned with the evidence-based and evidence-informed recommendations, especially in the areas of:

- Behavioral Guidance and Social Skill Strategies;
- Curriculum Implementation and Formative Assessment Strategies (e.g., screenings, progress monitoring), especially with consideration of Universal Design for Learning and Response to Intervention;
- South Carolina Early Learning Standards and access to the general education curriculum; and
- Augmentative and alternative communication methods, and use of assistive Technology.

Child Find Process Review/Revision. In response to the current data on the reduction in numbers of children ages three through five served in special education, it is recommended that a review of the current Child Find process be conducted to assure that all eligible children are being provided with appropriate services and that Child Find is implemented in collaboration with BabyNet. Further, it is recommended that a study be conducted in order to determine Child Find strategies utilized across local educational agencies, including public awareness, outreach, and coordinated activities with BabyNet, Head Start and other early care and education providers.