SOUTH CAROLINA
ACESD
Advisory Council for Educating Students with Disabilities

ANNUAL REPORT 2018-19

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2018-19

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, 2018 – June 30, 2019.

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. We also include the subject of their concerns in Section VI of this Annual Report.

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, Director of the OSES, Jennifer Dillon, Former OSES Advisory Council Liaison, Lannette Cox OSES Advisory Council Liaison, Gwen Gladden, OSES Administrative Assistant, and 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 with 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.
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There were three public comments made during the 2018-2019 session. The subject matter for the public comments included: Support for a statewide Adapted Physical Education Endorsement; ABA Therapy Standards in Public Schools; and The Employability Certificate.

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;
- Participated in Strategic Planning Meeting provided by Technical Assistance for Excellence in Special Education (TAESE);
- Received information updates of SCDE/OSES 2018-2019 Priorities;
- Realigned each of the committees' goals for 2018-2019 to support ACESD priorities;
- Received information from the OSES concerning the Six Year State Performance Plan (SPP), the Annual Performance Report (APR), and The State Systemic Improvement Plan (SSIP) and provided comments;

- Received information from the OSES regarding Indicator 14 for Statewide College and Career Readiness and provided comments;
- Received information from the OSES on Indicator 8 (Parent Involvement) and provided comments and suggestions as requested;
- Received information from the OSES on Indicators 4, 9, and 10 (Disproportionality) and provided comments.
- Received information from the OSES on Formal Dispute Resolution, Due Process, Facilitated IEPs, and BIPs and provided comments;
- Received information from OSES on MTSS, Improving Student Outcomes, and IDEA Part B Program Reviews;
- Reviewed OSES Statistics and Procedures for Compliance Complaints and provided comments;
- Received information from the OSES regarding informal dispute resolution process with the Ombudsperson's Office;
- Received information on the state school budget, school funding, and the reorganization of SCDE;
- Presented additional information and reviewed existing information of inclusive meeting format for ACESD meetings with immediate compliance;
- Reviewed and recognized inconsistencies with the recording and sharing of committee minutes. Designated Executive Committee to address and improve for 2019-2020.

Executive Committee

- Conducted four executive meetings to set calendar/agendas, make recommendations for membership, and perform oversight of the activities of the Advisory Council;

Transition and Self-Advocacy and Professional Development Committees

Both committees unanimously agreed on the Advisory Council's drafted priorities.

During this reporting year, the Transition and Self-Advocacy and the Professional Development committees decided to meet jointly because of common goals and concerns. We chose to evaluate and prioritize the next steps to improve Special Education Certification in South Carolina. This process involved research and several discussions to determine the direction of the joint committees.

Areas discussed as part of this determination included:

- Ways to develop duel teaching certifications;

- Adding a Special Education specific endorsement;
- Offering Continuing Education Units in Special Education areas for certified teachers;
- Increasing collaboration between Special Education and General Education in school districts;
- Increasing Special Education awareness focusing on school district leaders.

- The committees consulted with the DOE's Educator Effectiveness & Leadership Development Department to learn what options are currently available and possible options to improve the current structure.
- The committees determined that the most viable solution to improving the current system is making a recommendation to OSES to develop a task force which would review current Special Education certifications in South Carolina while considering band certifications as an alternative to the current system. The committees would like to continue to conduct further research from other states' systems. We also will be sending a survey to current SC General Education and Special Education members; targeting administrators, school psychologists, school social workers, guidance counselors, and teachers. This survey is designed to collect opinions and perceptions regarding current Special Education certifications in our state. The survey questions have been drafted and are scheduled to be sent out in Fall of 2019.
- The joint TSA/PD committees will also be asking OSES to send a request to the DOE's Educator Effectiveness & Leadership Development Department to send an email to the National Listserv to collect information on how other states certify Special Education teachers and to report those results back to the committees.

- From this multitude of sources and information, the joint TSA/PD committees will develop a position paper to recommend a task force.

Safe Schools Committee

Priority 1. Review statewide threat assessment policy framework (once completed)

The committee served as an independent reviewer of the Best Practice Guide on School-Based Behavioral Threat Assessment & Management. Feedback was provided to the Office of Special Education Services staff to incorporate into training/guide revisions. Implementation is scheduled for the 19-20 school year.

Priority 2. Consider ways to improve professional development and technical assistance for FBA and BIP development

The committee reviewed two training modules and provided positive feedback on content. It was recommended that OSES utilize these modules with districts for training and needed technical assistance.

Priority 3. Track and advocate for legislation that promotes increased mental health services in schools (e.g., a mental health professional in every school)

The committee continued to track legislation although no new legislation passed.

Priority 4. Review developments relating to Multi-Tiered Support Systems (MTSS) and meeting student's social/emotional/behavioral needs, including the use of PBIS in intervention systems

Discipline data was reviewed and the committee continues to monitor across time periods.

Priority 5. Expansion of training for SROs on behavior and students with disabilities

The committee developed a survey on policy and training needs for the SC Association of School Resource Officers. Although the survey was not implemented, the Association requested and completed a training program on Special Education Identification/Section 504/FERPA/Preventing and Reducing Behavioral Incidents and other related disability issues. Officers indicated they wanted more training on student discipline policies/practices, more sharing of information/records, and needed more support in order to be effective team members.

Preschool Committee

The preschool committee of the Advisory Council for Educating Students with Disabilities (ACESD) is pleased to present its 2019 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 South Carolina Department of Education (SCDE), Office of Special Education Services (OSES).

The 2019 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 2019 recommendations of the preschool committee of ACESD include the following:

Coordinated Professional Development. It is recommended that the SCDE (specifically its Office of Special Education Services with the Office of Early Learning and Literacy) continue scaling-up its provision of high-quality professional development opportunities using multiple methods including 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, Early Childhood Multi-tiered System of Supports, 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.

Procedural Guidance and Training for General Education Early Childhood Teachers and Administrators on Inclusion and Least Restrictive Environment (LRE). Because the field of early childhood education is comprised of a variety of sectors, and none of these is mandatory for families to engage in, the IDEA mandate of LRE becomes increasingly important and multifaceted as regulations and procedures that operate a variety of programs must align with the federal mandate. By continuing to intentionally reach out to early childhood leadership across sectors and share training resources with early childhood educators and administrators, successful inclusion, access to the general education curricula and early learning standards, and typically developing peers will ensure we meet our state and federal legislative mandates, prepare young children with disabilities for kindergarten, ensure accommodations for children entitled to them are available, and all early childhood providers are supported, empowered, and expected to do so.

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 (LEAs), including public awareness, outreach, and coordinated activities with BabyNet, Head Start and other early care and education. This should include Child Find practices that may be related to use of exclusionary discipline practices in early

childhood environments such as removing a child from an activity or setting for behavior. Within the review of Child Find processes and procedures, examination of removing children from learning environments when challenging behavior occur should take place.

Review and Revision of Policies, Procedures, and Guidance Regarding Preschool Transition and Collaboration between Parts C and B. It is recommended that a plan be developed for the increasing projected numbers of eligible children from Part C who may be eligible for Part B 619 services. The 619 Coordinator, the Parent Training Information Center, and Part C leadership, including staff at SC Department of Health and Human Services, and the Transition Committee of the Interagency Coordinating Council, should work together to ensure that the numbers of children transitioning are communicated efficiently and that districts are prepared to serve young children and families. This plan should include examining processes for communication, transition, working with families, and supporting districts in accessing infrastructure (human and other resources) to meet the growing needs in our state.

In the 2018 Annual Report, the committee recommended a cost study be funded and completed as it has been over twenty years since a full study of adequate funding for special education services in early childhood 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. The preschool committee with the SCDE, is exploring efficient methods to complete this study. Once completed, this report will be considered as part of future Annual Reports so that data-driven decisions can be made around service delivery models and ACSED recommendations around preschool special education funding.

X. Recommendations

No formal recommendation were submitted for the 2018-2019 school year.

Appendix

2018 – 2019 Full Council Meeting Calendar

South Carolina Advisory Council for Educating Students with Disabilities

All meetings will be held at the P Charles LaRosa, Jr Human Resource Development Center, Vocational Rehabilitation, 1410 Boston Avenue, West Columbia, SC 29170

9:30am-4:00pm

Thursday, September 6, 2018 (Strategic Planning, 10:00 am- 3 pm)

Friday, November 9, 2018

Thursday, February 7, 2019

Friday, April 12, 2019

Friday, June 14, 2019

Advisory Council for Educating Students with Disabilities
Strategic Planning and Council Priority Setting
September 6, 2018 | 10:00 – 3:00 PM
Columbia, South Carolina

Objective

To conduct a strategic planning and priority setting with council members to help establish focus goals/priorities that cross over all current council committees.

Facilitator

John Copenhaver, Technical Assistance for Excellence in Special Education (TAESE) at Utah State University

Agenda

10:00 – 10:15	Welcome, Introductions, and Purpose for the Meeting	Kimberly Tissot
10:15 – 10:30	An Overview and Explanation for Council Strategic Planning and Priority Setting	John Copenhaver
10:30 – 11:00	Strategic Planning, Priority Setting in the Context of the Four Council Committees and Overview of Committees	John Copenhaver
11:00 – 11:30	An Overview of Current Improvement Efforts and Priorities at the Office of Special Education Services	OSES Staff
11:30 – 12:30	Working Lunch – A Review of Regional and National Hot Issues in Special Education	John Copenhaver
12:30 – 1:30	Committee Discussions Regarding Possible Council Priorities	
1:30 – 2:00	Small Group Reports to Entire Council	
2:00 – 2:45	Moving Towards Consensus on Council Priorities	John Copenhaver
2:45 – 3:00	Final Comments and Next Steps	Kimberly Tissot
3:00 – 4:00	Meet with Executive Committee	
4:00	Adjourn and Safe Travels	

ACESD Full Council Meeting

Vocational Rehabilitation Human Resources Development Center

November 9, 2018

AGENDA

9:00 Registration
9:30 Welcome, Call to Order, and Introductions
9:40 New Member Welcome Emily Beasley & Monica Tudder
9:45 Public Comment
10:00 Council Overview / Reading of Previous Minutes
10:15 Committee Overview
10:30 Break into Committees to Discuss Council Priorities
12:00 Working Lunch / SCDE OSES Updates

- School Safety Video
- OSES Director's Updates - Beckie Davis, OSES
  - OSES vision & plan
  - Update on Disability History & Awareness Month
  - Compliance complaints
- Senate Bill 709 Update - Lisa McCliment, OSES
- Formal Dispute Resolution (2017-18) – Barbara Drayton & LaTonia Holloway, OGC
- Facilitated IEPs – Jenny Dillon, OSES

1:45 Council Business

- Committee Reports
- Council Vote on Priorities
- Council Vote on Annual Report

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

Vocational Rehabilitation Human Resources Development Center

February 7, 2019

AGENDA

9:00 Registration
9:30 Welcome, Call to Order, and Introductions
9:40 Council Overview / Reading of Previous Minutes
9:45 Public Comment
10:00 Committee Overview
10:15 Committee Work
11:30 Working Lunch / SCDE OSES Updates
- Director's Update: Beckie Davis, OSES Director
- Indicator 8 - Parent Involvement: Carolyn Bostick, Team Lead, Data & Technology and Andrea Cannon, Data Analyst

1:00 Committee Reports
2:30 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

Vocational Rehabilitation Human Resources Development Center

April 12, 2019

AGENDA

9:00 Registration
9:30 Welcome, Call to Order, and Introductions
9:40 Council Overview / Reading of Previous Minutes
9:45 Public Comment
10:00 Nominations for Chair
10:15 Creating an Inclusive Meeting: Kimberly Tissot
10:30 Committee Meetings
11:45 Working Lunch / SCDE OSES Updates

- Director's Update: Beckie Davis, OSES Director
- Legislative Update: Emily Heatwole, SC Department of Education Director of Governmental Affairs
- State Performance Plan (SPP)/
  Annual Performance Review (APR) Overview:
  Beckie Davis, OSES Director; Peter Keup, OSES Oversight and Assistance; Carolyn Bostick, SC Department of Education Innovation and Effectiveness
- Disproportionality: Carolyn Bostick, SC Department of Education Innovation and Effectiveness
- Determinations: Carolyn Bostick, SC Department of Education Innovation and Effectiveness

1:15 Committee Reports

2:30 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

Vocational Rehabilitation Human Resources Development Center

June 14, 2019

AGENDA

9:00 Registration
9:30 Welcome, Call to Order, and Introductions
9:40 Public Comment
9:55 Reading of Previous Minutes
10:15 New Members/Reappointments
10:30 Committee Meetings
11:45 Working Lunch

South Carolina Department of Education (SCDE) Office of Special Education Services (OSES) Updates

- Director's Update: Peter Keup, Oversight and Assistance Team Lead

1:00 Committee Reports
2:30 Council Business
3:30 Other topics of importance
4:00 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.

Advisory Council for
Educating Students with Disabilities

September 6, 2018

Full Council Session

Minutes

Members Present: Susan Beck, Valarie Bishop, Jean Brooks, Jennifer Buster, Amanda Singleton, V. Singleton (for Jay Collins), Kimberly Dunn Addis, Tia Fletcher, Robin Frierson, Nicole Davis (for Amanda Hess), Amy Hildenbrand, Amy Holbert, Kerri Kannengieser, Cathy Kovacs, Jane McMillan, Linda Mirabal-Pace, Emily Paul, Kimberly Perry. Lilli Rogers-Brown, Cara Senterfeit, Sarah Sharpe, Heather Smith Googe, Laura Spears, Kimberly Tissot, Laura Vazquez, Kyle Walker

SCDE Staff Present: Jennifer Dillon, Peter Keup, Lisa McCliment

Guests Present: None

Welcome, Call to Order, & Council Overview: 10:19 A.M. by Kimberly Tissot.

Purpose of Today:

Purpose of Council:

1. Highlights
    a. Advise State Department
    b. Unmet Needs
    c. Regulations
    d. Data Collection
    e. Recommendations
    f. Corrective Actions
    g. We advise the State Department
    h. All Students/not just one
2. Past Successes
    a. Position paper/work
    b. On website
    c. Active shooter drills
    d. Disability History and Awareness Month
    e. Transition credential endorsement
    f. Position paper on bullying
    g. Seclusion and restraints
3. Mission and Vision
    a. Functions
        3.a.i. Advise State Department
        3.a.ii. Comment Publicly
        3.a.iii. Advice develop /implement programs

4. OSES
    a. Free
5. Responsibilities
    a. Police and procedures
    b. Collect data
    c. Report data
    d. Monitor
    e. Dispute
6. All members are appointed
7. Membership
    a. IDEA
    b. Individuals/parents with disabilities
    c. Actively participate with meetings
8. Bylaws
    a. Requirements
    b. Direction
9. Procedures
    a. Four times a year
        9.a.i. Open to public
    b. Official minutes are maintained and made available on request
    c. Agenda
    d. Annual Report
    e. State Department of Education
10. Committees
    a. Meet during ACESD meetings
    b. Collaborate in between meetings
11. Executive Committee
    a. Co-chairs
        11.a.i. Conduct business
    b. Coordinate Council Activities
    c. Assist annual report
12. Preschool
    a. Amy
    b. Cara
    c. Required by IDEA
    d. Report to General Assembly
13. Transition
    a. Kim
    b. Amanda
    c. Transition and Self-Advocacy
14. Professional Development
    a. Collaborates Department of Education

b. Op to grow
c. Position papers
14.c.i. Transition credential
d. Technical Assistance

15. Safe Schools and Mental Health
    a. Val
    b. Susan
    c. Make sure receive
        15.c.i. Mental Health
        15.c.ii. Policy is aligned
        15.c.iii. Students are safe in schools
    d. Website shared

John Copenhaver-Utah State and TAESE

16. Provide services to 27 states
    a. Indicator 14
17. Strategic Planning
    a. Priority setting
18. By Laws
19. Handouts
20. Disclaimer
    a. Does not provide legal advice
21. Purpose
22. Council Meeting Goal
    a. "Keep the Main Thing the Main Thing."
    b. "It is your turn to change the World."
23. Setting the Stage
    a. IDEA
        23.a.i. Part C-Infants (Birth-2)
        23.a.ii. Section 619=Toddlers (3-5)
        23.a.iii. Part B=School Age (6-21)
    b. Who we are representing
24. IDEA Regulations
25. State Advisory Council
    a. Provide Guidance
26. Purpose
    a. SCDE
27. Big Picture
    a. All Children with Disabilities
28. Meaningful Work
    a. Unmet needs and other functions
    b. SEA improvement efforts

c. APR-SSIP
d. “Go the extra mile, it is never crowded.”

29. Advocacy
    a. Not role of the council
        29.a.i. Take sides
        29.a.ii. To support
        29.a.iii. Plead case
30. Advisory
    a. Council Role
        30.a.i. Give advice
        30.a.ii. Inform
        30.a.iii. Council
        30.a.iv. Recommend
        30.a.v. Suggest
        30.a.vi. Guide
31. Exercising advisory responsibility (see slides provided)
32. Proper Advisory Process
    a. State Board of Education
    b. State Superintendent
    c. Chain of Command
33. Understanding
34. Strategic Planning Process and the Advisory Council
35. Strategic Planning Cycle (see slides provided)
36. Council strategic planning (see slides provided)
37. Goal Today
    a. Three to four priorities
    b. “Vision Without action is merely a dream.”
38. Levels of input
    a. Council Member
    b. Stakeholder group
    c. SEA priorities
39. Council Committees
    a. Executive
    b. Preschool
    c. Transition
40. Annual Priority Setting
41. Important for an organization to plan annually and focus efforts on a limited number.
42. Focus
    a. It is those who concentrate on one thing at a time
43. Setting Annual Priorities
    a. Study current and critical issues
    b. Data and facts

    c. Look beyond state
    d. Three to four priorities
44. Setting priorities
    a. IEP too many goals becomes ineffective.
45. Remember
    a. Every yes you say you say no to someone or something.
46. Priorities
    a. Things that matter the most
    b. “Only in darkness can you see the stars.” MLK
47. Priority setting
48. Consensus Is
    a. Acceptable proposal
49. Consensus is Not
    a. Unanimous vote
50. Priority Action Plans
    a. Create a framework or action plan
51. Determine Your Strategic Position (see slides provided)
52. Additional Slide (see orange slide provided)
53. Glacial Movement
    a. “Slow, continuous, always operating…”
54. Teamwork
    a. One person can make a difference
55. Keep it simple

OSES Efforts and Priorities

OSES Goals (see slides provided)

Jennifer Dillon and Peter Keup

56. Profile of SC
57. Data-based Individualization (DBI) through multi-tiered system support MTSS framework
58. High-leverage practices
59. Evidence-based professional development practices
60. Achievement outcomes for students with disabilities in ELA and Math
61. Career readiness
62. Positive behavior Intervention Strategies (PBIS)
63. Regular Reports
64. Tiered support to districts
65. Interagency collaboration and shared services
66. Working with other departments
    a. Vocational Rehabilitation
    b. List of all partnerships (provided)
67. Parent, family and community partners
68. Using ready work

69. Use data from districts
    a. Focus efforts
    b. Assist districts to analyze own data
70. OSES Projects and Partnerships
71. Funding Extension
    a. Special Education
        71.a.i. Tiered distribution of funds
        71.a.ii. You can ask MSF settlement plan
            71.a.ii.1. Tier 1- all districts
            71.a.ii.2. Tier 2-some districts
    b. Allocations-use something other than
        71.b.i. Salary
        71.b.ii. Stipend
    c. What are you going to do to sustain
    d. One time expenditures
    e. Startup-sustain
    f. Curriculum
    g. iReady
    h. Know how funding works
        71.h.i. Federal
        71.h.ii. State
        71.h.iii. Local
72. Basic funding 101
73. Jenny and Peter was asked to provide three or four most important goals

John Copenhaver

74. Hot topics in Special Education
75. Purpose
    a. Provide “Big Picture Summary”
76. Big Picture Educational Issues
    a. Evolution of Technology
    b. Results and accountability
    c. Privatization of Education
    d. IDEA re-authorization
    e. De-regulations
    f. Early Childhood Education
77. Evolution Education
    a. Education is a privilege
        77.a.i. Brick and mortar
        77.a.ii. Charter schools/vouchers
        77.a.iii. Homeschool
        77.a.iv. Virtual Education

77.a.iv.1. Business Education Model

78. Some current OSEP priorities
    a. Results/compliance
    b. Youth incarcerated in juvenile and adult facilities
    c. Dispute resolution
    d. Disproportionality and setting risk ratios
    e. Differential monitoring
    f. Implementation science
    g. Fiscal compliance
79. Keep the Main thing, the main thing
    a. Infants, Toddlers, children and youth with disabilities.
80. Children with disabilities-challenges
    a. Demands on families that impact children
    b. A society that is adult oriented
    c. Limited
81. Children/youth with disabilities
    a. The number of students 3-21 receiving Special Ed services
    b. 6.7 million students
    c. 13% of all public schools
82. Out of students who are receiving special education services
    a. Autism and sensory integration
        82.a.i. Autism
        82.a.ii. Dramatically increased
        82.a.iii. Rose 165% between 06-15
    b. Other Health Impairment (OHI)
        82.b.i. ADD
        82.b.ii. ADHD
        82.b.iii. Increased 51%
    c. Specific Learning Disability (SLD)
        82.c.i. Dyslexia
        82.c.ii. 45% - 2006
        82.c.iii. Declined 39%-2015
83. Can we find new proviso
    a. All districts
84. Predictors of success
    a. Seven characteristics
    b. Performing the acts of daily life skills
    c. Getting together with friends weekly
    d. Participating in a school sport
85. Mental Health
    a. What is mental health?
86. Statistics

    a. 20% of youth ages 13-18 live with mental health conditions
    b. 10%-behavior
    c. 8% anxiety
    d. 50% dropout
    e. 70% state and local
87. Warning signs
    a. Issues and the impact
    b. Not organized delivery of quality mental health services
    c. Expensive
    d. Lack of school staff expertise
    e. 500 to 1 ratio
    f. Solutions for schools
88. Recruitment and retention of qualified staff
    a. Filling positions for general and special ed teachers
89. Concern
    a. Decrease candidates applying for IHE teacher training
    b. Relying on substitute teachers
90. Possible teacher shortage variables
    a. Wages and lack of leadership
    b. Political nature of education
    c. Erosion of tenure protect
91. Preservice
    a. Teacher training programs
92. Possible solutions
    a. State
    b. Positive marketing
    c. Promote respect and appreciative
    d. Recruitment strategic plan
    e. Grow your own
93. Leadership of Education
    a. Importance of education leadership
    b. More educators motivated
94. Research, the school Principal and Special Education
95. Leadership in Special Education
    a. Relationship between teaching, learning, and effective
96. School District Special Education Directors
    a. Many of these directors do not
97. Solutions
    a. Educate school boards
    b. Decrease turnover of Principals and Directors
    c. Use retired Principals and Directors as mentors
    d. Educational leadership Programs

e. More information on Special Education

98. Youth in custody who are IDEA flights prevalence of IDEA eligible youth in custody
    a. Between 30-80%
    b. Likely have academic and behavioral issues
99. The school-to-prison pipeline
100. Current challenges: Public
    a. IDEA incarcerated youth
101. Key principles of Practice: IDEA
    a. Eligible students in custody
102. Available resources
    a. MTSS/RTI
        102.a.i. 2001-No Child Left Behind
        102.a.ii. 2004-Developed and implemented
103. The famous triangle
104. Rationale for MTSS
105. So now what?
106. Resources for MTSS
    a. Preparing teachers for MTSS
107. Dyslexia
    a. Increased focus
    b. State legislative sessions
    c. Dyslexia and OSEP
    d. Next Steps
        107.d.i. Increase awareness
108. Implementation Science
    a. Increase fidelity coaching and mentoring
    b. Learning pyramid
    c. Professional Development
109. IDEA re-authorization
    a. The Legislative History of Special Education
    b. IDEA-possible issues
    c. Professional Development
110. Drug/Substance Addiction
    a. Other issues
        110.a.i. Definition of specially designed instruction and FAPE
        110.a.ii. Increased awareness for children who are gifted
111. What other issues and trends do you see?
    a. What should be taking?
    b. What replaces?
112. Education Issues versus Special Education
113. Teachers
114. Determining Council Priorities

a. Unmet needs in school districts and state
b. Data from APR/SSIP
c. PD/TA evaluations
d. Monitoring data
e. State/national trends
f. Dispute resolution activity

115. Program Mon
116. Determination
117. Dispute resolution
118. New that comes out
119. Order what you want us to come in on
120. Parent and Community involvement
121. Achievement outcomes for student with disabilities in ELA
122. Career readiness
123. Positive Behavior Intervention strategies (PBIS)
124. Parent family and community partnerships

Committees break out to come up with three to four goals

Other Business

Penguin Project
Aladdin Jr
Wednesday
7:30 PM
Greenwood Community Theater

125. Common
a. Formal Discussion
126. Inclusion
a. Action Plan-will flush out
127. PBIS
128. Suspension/Expulsion

Closing

With no further business, Kimberly Tissot motioned to adjourn the meeting. The meeting adjourned at 3:00 PM.

Advisory Council for
Educating Students with Disabilities

November 9, 2018

Full Council Session

Minutes

Members Present: Kelly Birmingham, Susan Beck, Jean Brooks, Erin Laughter (for Jennifer Buster), Amanda Campbell, Jay Collins, Kimberly Dunn Addis, Tia Fletcher, Rochelle Gadson, Hollis Gunn, Nicole Davis (for Amanda Hess), Amy Hildenbrand, Amy Holbert, Kerri Kannengieser, Cathy Kovacs, Linda Mirabal-Pace, Michelle Murphy, Laura Simmons (for Emily Paul), Kimberly Perry, Lilli Rogers-Brown, Cara Senterfeit, Sarah Sharpe, Heather Smith Googe, Kimberly Tissot, Laura Vazquez, Kyle Walker, Sherry Williams

SCDE Staff Present: Sonya Benson, LaShawn Bridges, Rebecca Davis, Tresa Diggs, Jennifer Dillon, Barbara Drayton, Holly Holden, LaTonia Holloway, Peter Keup, Jenny May, Lisa McCliment, Lisa Raiford, Mary Etta Taylor, Alex Temples

Guests Present: None

Welcome, Call to Order, & Council Overview: 9:35 A.M. by Kimberly Tissot.

Reminder: Mission of ACESD

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

New Members: Emily Beasley and Monica Tudder

Public Comments: None at this time

Committee Overview:

1. All committees provided a brief overview of what their committee is responsible for and listed the members on the committees. See hyperlink on Committee Overview for list of names and descriptions.
2. Preschool Committee (Cara Senterfeit, Co-chair)
    a. 3-5
    b. Written into Legislation
    c. Executive Committee (Kimberly Tissot)
3. Kimberly Tissot is the Chairperson, Amy Holbert Vice-Chairperson, and Jean Brooks is the Secretary
4. Transition and Self-Advocacy (Kimberly Tissot)

    a. Transition had several successes such as the Disability Awareness and History Month Paper
5. Safe Schools (Kimberly Tissot)
    a. Susan Beck and Val Bishop are Co-chairs
6. Professional Development (Kimberly Tissot)
    a. Improve and Expand the delivery of information regarding Special Education
    b. Partner with all committees

Reporting of the Previous Minutes: Minutes from the April 20, 2018 and October 12, 2017 meeting was reviewed. April 20, 2018 Approved- motioned by Sarah Sharpe and seconded by Cara Senterfeit. October 12, 2018 minutes will be voted on electronically at a later date.

Break into Committees: 9:55 AM and Full Council met back at 11:50 AM

OSES Update:
Video was shown-School Safety by Molly Spearman

OSES Director Updates-Beckie Davis, OSES

1. Directly ties
    a. MTSS of support
    b. Framework
2. MTSS
    a. Universal design for learning
    b. Preventative framework
    c. Solid system of instruction
    d. Provide additional support
    e. Intensifying
3. Cross Office/Division collaboration
    a. Early learning and literacy
    b. School
    c. Office that touch
4. SCDE and MTSS
    a. Mission
    b. Doing better job at collaborating
5. OSES-Four Areas
    a. Database
6. MTSS Framework
    a. Preventative model
    b. Methods of identifying at risk
    c. Intervention teams
7. Opportunity for more students
8. Needs met in least restrictive environment

9. High-level practices
    a. How to teach
10. Implementation
11. Family
    a. Authentic stakeholder engagement
        11.a.i. Two-way dialog
    b. Engaged process
12. Safer school climate
    a. How welcomed you feel
13. Clearly demonstrate culture environment
    a. How are they engaged while they are there
14. Implementation and support for fidelity
    a. Missed opportunity
    b. Matching their needs with instruction
15. Common things
    a. Stands Alone
    b. Crucial
    c. Benefit all students
16. Focus on
    a. Improving outcomes to three areas
    b. Reading outcomes
    c. Social-Emotional outcomes
    d. Post-Secondary Outcomes
17. How
    a. MTSS framework
    b. Intensive Intervention (databased)
    c. High Leverage practices
18. Matched to their needs
    a. Discipline
        18.a.i. Who
        18.a.ii. How
        18.a.iii. By whom
        18.a.iv. What settings
        18.a.v. How do we change
19. Social Emotional Development
    a. Need to feel comfortable teaching
20. Discipline
    a. Positive behavioral supports
    b. Collect, use and report data
    c. We have an idea
    d. Very high rate
    e. Equal opportunity

    f. Suspended
    g. Who are these kids behind the numbers?
21. Intensive Intervention
22. What will you see
    a. Transparency
    b. Common language
23. Improving Student Outcomes and results
    a. Data points
    b. Data sets
    c. Review of areas
24. Divisional Updates
    a. Reorganization of SCDE
    b. Report Card/Accountability
        24.b.i. Resources available
        24.b.ii. Total points
        24.b.iii. 8-10 areas
        24.b.iv. Elementary, Middle and High schools
        24.b.v. November 15, 2018
        24.b.vi. More comprehensive look (parent, student, educators, and performance)
        24.b.vii. Each school district or school
25. MTSS
    a. Bill passed
    b. Reading Disorders-Dyslexia
    c. Framework
    d. Awareness meetings
26. Reorganization
    a. Work together
    b. Working across the division
    c. Develop common language and goals
27. Compliance process
    a. Transferred back to OSES
    b. October 1, 2018
    c. All new complaints transfer or open
    d. Hiring investigator position
28. Other updates
    a. Disability Awareness Month
    b. Did receive support
    c. Emily Heatwole
    d. Get on calendar once in session
29. Development of common process
    a. Onsite monitoring
30. Initiatives

a. Indicator 14
b. Working % of disabilities
c. Trying to increase response
d. What can we do for those who are not employed or in school?

31. Pyramid
    a. Master trainees

Senate Bill 709 Update-Lisa McCliment, OSES

1. Video-School safety
    a. 25 external stakeholders
    b. Provided to all stakeholders
    c. Working in conjunction with SLED
    d. Now 8-Four –Department of Education
    e. Four Out
        1.e.i. Winthrop University
        1.e.ii. Received
        1.e.iii. Leading
    f. Develop Protocol
    g. Fastest come out of Department of Education
2. School Safety wrote letter
    a. Influenced this bill
3. Request
    a. Criteria/eligibility
    b. Review
    c. MTSS put us with learning disabilities
    d. Elaborate on this more
4. Hopefully next school year

Formal Dispute Resolution (2017-2018)-Barbara Drayton & LaTonia Holloway, OGC

1. Due process hearing request
    a. 25 request
        1.a.i. 18 regular and 7 expedited
    b. 20 resolution meetings
        1.b.i. 14 regular and 6 expedited
    c. 12 resolution agreements
        1.c.i. 6 regular and 6 expedited
    d. 3 hearings
    e. 10 withdrawn
    f. 1 dismissed
2. Due Process
    a. Hollis Gunn
        2.a.i. Related to discipline and placement

b. Set a fire in a trash can
    2.b.i. Is it related to the disability?
    2.b.ii. Not related to disability
    2.b.iii. Alternate School placement
c. Children moved to quickly in grades Pre K to K
d. See it more towards exiting
    2.d.i. Richland 2
        2.d.i.1. Opposite
    2.d.ii. Parent wanted the child moved
    2.d.iii. District wanted the child to stay in preschool
    2.d.iv. Child was a Junior
        2.d.iv.1. Diagnosis with Autism
        2.d.iv.2. District reevaluated and the student had Autism
e. Hollis Gunn
    2.e.i. Do you see any overall trends in complaints?
        2.e.i.1. IEP
        2.e.i.2. Goals were not measurable
        2.e.i.3. Implement not appropriate
        2.e.i.4. Interventions
        2.e.i.5. Not addressing behaviors
        2.e.i.6. No BIP specific
        2.e.i.7. Transportation

3. BIP
    a. Who does what
        3.a.i. Teacher
        3.a.ii. Student will do this
            3.a.ii.1. No instruction
        3.a.iii. How are we going to do Who, What, Where, When, and How?
    b. Amy Holbert
    c. PTI
    d. Behavioral Concern
    e. Service
    f. Placement
4. Complaint
    a. Disability
        4.a.i. Not appropriate
    b. Different expectations
    c. Failure to evaluate
    d. Medical Homebound

Facilitated IEPs-Jenny Dillon, OSES

1. Survey results

2. Parent surveys
    a. Effectiveness
3. Will come back with data
4. Not required by the IDEA
5. Parents want a second and third facilitated meeting
6. Model good behavior
7. Program growth
    a. On track as of last year
    b. Parent can make request
    c. Adult student
    d. LEA/SOP
8. OSES facilitator
    a. Three hours for these meetings
9. Failure to reach consensus
    a. Does not take place of process
10. Kim Addis
    a. Are districts required to send?
    b. Not considering all variables
    c. Is that for their purpose only
11. District one on one they prove to State Department
    a. No, district does not have to justify to State Department
    b. Don't want to spend money
    c. Accommodations
    d. Educational Assistance
    e. Procuring teachers
12. Peter Keup
    a. Determination systems
        12.a.i. Performance
        12.a.ii. Program review data
        12.a.iii. Compliance
        12.a.iv. Focus monitoring
            12.a.iv.1. Some areas
            12.a.iv.2. Some Districts
                12.a.iv.2.a. Classroom
                12.a.iv.2.b. Student
                12.a.iv.2.c. District
                12.a.iv.2.d. Personnel
                12.a.iv.2.d.i. Being fined
    b. As we see greater need
    c. Positive behavior supports
    d. Ratchet up support

Council Business
Committee Reports (See committee Reports)

Council Vote on Priorities

1. Everyone agreed with priorities. Approved- motioned by Michelle Murphy and seconded by Sarah Sharpe.

Council Vote on Annual Report

1. Sending out electronically
2. Update listing of Advisory Council - Jenny Dillon will resend FormStack Membership Update link

Events

March 15, 2019
Empowering a Future 2019
Inclusion
Technical Assistance
March 16, 2019
Mapping
Transition Success

February 26 and 27, 2019
Hopes and Dreams Conference
R2I2
Exhibitor
Call for proposals

March 1 and 2, 2019
SCCEC 2019 Annual Conference
Myrtle Beach
8:20-Noon
Tweety Yates
High Leverage Practices

March 14-15, 2019
State McKinney-Vento
Homeless Education Conference
Midlands Technical College

Closing

With no further business, Kimberly Tissot adjourned the meeting at 2:27 PM.

Advisory Council for Educating Students with Disabilities

February 7, 2019

Full Council Session

Meeting Minutes

Members Present: Kelly Birmingham, Emily Beasley, Susan Beck, Valarie Bishop, Jean Brooks, Jennifer Buster, Amanda Campbell, Jay Collins, Kimberly Dunn Addis, Tia Fletcher, Hollis Gunn, Amanda Hess, Amy Hildenbrand, Amy Holbert, Kerri Kannengieser, Joyce Kimrey, Cathy Kovacs, Jane McMillan, Linda Mirabal-Pace, Michelle Murphy, Emily Paul, Kimberly Perry, Irene Stevens (for Lilli Rogers-Brown), Sarah Sharpe, Heather Smith-Googe, Laura Spears, Kimberly Tissot, Monica Tudder

SCDE Staff Present: Mary Etta Taylor, Tresa Diggs, Rebecca Davis, Jenny May, Jenny Dillon, Alex Temples, Peter Keup, Sherry Schneider, Carolyn Bostic, Andrea Cannon

Guests Present: Meghan Trowbridge, Marianne Koehl, Angie Slatton

1. **Welcome, Call to Order, & Council Overview:** Kimberly Tissot started the meeting at 9:34 A.M.

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

3. **Approval of Previous Minutes:** Minutes from February 7, 2019 were reviewed and the following corrections need to be made: Approved by Michelle Murphy and second motion by Hollis Gunn.

4. **Public Comments:** There were no public comments

5. **Committee Overview:**

    A. **Professional Development** (Michelle Murphy & Jane McMillan)

This committee works in collaboration with the SCDE and higher education to improve and expand the delivery of information regarding special education issues, legal issues, and best practice for all teachers, administrators and general public in efforts to address unmet needs in partnership with all advisory council committees. Past work included a recommendation to SCDE leading to the development of the virtual Autism Resource library. The committee is currently working jointly with the Transition and Self-Advocacy committee to look more closely at teacher certification.

B. **Transition and Self-Advocacy** (Amanda Hess & Kimberly Tissot)

This committee works on identifying the unmet needs regarding transition and developing solutions. Past work included Disability History and Awareness month and the High School Credential. The committee is currently looking at teacher certifications because of the gap of education for general education teachers and administrators.

C. **Safe Schools** (Val Bishop and Susan Beck)

This committee works on school safety policy and practices including reviewing the statewide threat assessment policy framework when completed, expansion of School Resources Officer training, improving professional developmental and technical assistance for functional behavioral assessments and behavior plan development. We also track legislation that promotes increased mental health services in schools and use of positive behavioral intervention supports.

D. **Preschool** (Amy Holbert and Cara Senterfeit)

The preschool committee works to improve access to inclusive practices and programs, and ensure the prompt delivery of services.

OSES Director Updates-Beckie Davis, OSES (See Power Point provided)

1. Topics
    a. SCDE Priorities:

1. Support the social-emotional learning, health, and safety needs of South Carolina's students through a whole-child approach.

2. Strengthen standards, curriculum, instruction, and assessment alignment within South Carolina schools and districts.

3. Enhance infrastructures, resources, data, and technology of the State's public educational systems.

4. Address the equity needs of districts and schools through differentiated supports and school transformation.

5. Promote educator and school leader development.

b. OSES priorities align with SCDE priorities
   - 1.b.i. Increasing reading outcomes for students with disabilities
   - 1.b.ii. Increasing social-emotional outcomes for students with disabilities
   - 1.b.iii. Increasing postsecondary outcomes for students with disabilities

c. SPP/APR
   - 1.c.i. Fiscal Year 2017 Annual Performance Report (APR) was submitted on February 1
     - 1.c.i.1. Indicators 1-16 are included
     - 1.c.i.2. Indicator 17 (SSIP) to be submitted 4/1
   - 1.c.ii. Feedback/clarification period will be near April
   - 1.c.iii. Met targets/no slippage for most indicators

d. Legislation: Proposed H.3759
   - 1.d.i. Statewide college and career readiness goal by 2030
   - 1.d.ii. Student Bill of Rights
   - 1.d.iii. Huge emphasis on career readiness and reading proficiency

e. Upcoming events
   - 1.e.i. SC High School Credential Symposium February 11-19
   - 1.e.ii. Spring Special Educators Leadership March 18

OSES Carolyn Bostick, Team Lead (See Power Point provided)

Carolyn Bostic and Andrea Cannon of the Data and Technology team discussed Indicator 8: Parent Involvement. Indicator 8 is a measure which details the percentage of parents with a child or children receiving special education services who report that schools facilitated parent involvement. The Data and Technology team is working to strengthen data collection and requested input from the advisory council. Current procedures were discussed, which include mailing surveys and providing online access. The advisory council offered suggestions for improvement including parent contact through email and QR codes, increasing district involvement, and completing surveys at IEP team meetings. The council also raised the issue of accessibility of the survey for parents who have disabilities as well as those for whom English is not their primary language. The Data and Technology team will be reaching out to the advisory council by email for further input regarding the language used in the survey.

Committee Reports: The committees gave a quick overview:

Transition and Self-Advocacy and Professional Development Committee: (Amanda Hess & Kimberly Tissot; Michelle Murphy & Jane McMillan)

- Transition & Self-Advocacy and Professional Development Committees met jointly to discuss the topic of dual certification of teachers that came up at the last meeting. Sherry Schneider from teacher certification in the SCDE joined the committees for this discussion and provided information in this area. The committees discussed concerns of improving inclusion and student success and how that could be addressed. Concerns about putting more requirements on teachers versus giving teachers options was raised. The discussion prompted more ideas of ways to possibly recommend to address concerns. Areas that were discussed:
    - The ways to develop dual teaching certifications;
    - Adding a special education specific endorsement;
    - Continuing Education Units in special education areas for certified teachers;
    - Increasing collaboration between special education and general education in school districts;
    - Increasing special education awareness in school district leaders.
- The Committees plan to meet jointly again at the next council meeting to continue this discussion. Research is also being conducted regarding how other states are certifying teachers in this area.
- The Committees discussed special education certifications in South Carolina. We understand that currently this is broken up into disability categories. Some states certify this area in bands. Based on the information discussed, the Committees will begin work on a likely recommendation to OSES that it create a task force to review current special education certifications in South Carolina and moving toward band certifications.
- **OSES request**: The Committees request that Sherry Schneider and Lilla Toal-Mandsager (of Educator Effectiveness & Leadership Development) attend the next joint meeting of the Committees.

Safe Schools Committee: (Val Bishop and Susan Beck)

Priority 1: Four regional trainings will be held on threat assessment. Peter and Lisa will be attending. No advance copies are available yet. We will review this at the next meeting of the committee. Each district will be expected to develop a district team and then implement a standardized threat assessment protocol.

Priority 2: Data will be available in April. This data is collected during the file reviews completed by OSES. There have not been many changes. Data suggests need in advancing the post- MDR IEP, FBA/BIP development, target behavior identification, crisis

plan writing to be more specific/discrete. Training modules are being piloted. All school psychologists review all 7 and the administrators review modules 1 and 4. Then in-person meetings occur to discuss specific cases. Peter will send the link to the modules.

Priority 3: Pending legislation is being monitored. It is still early in the process. There is an emphasis on improving education. Will report in April.

Priority 4: Not addressed at this meeting.

Priority 5: SCASRO would not permit surveying their members at this time. But the survey can be distributed to attendees of the state training. Requested training topics are: Preventing negative behavioral issues/responses from students with disabilities

IEP, IAP, FERPA, 504, BI's

Guest Dr. Angie Slatton will share the OCR settlement agreement-developed training, if possible, to be used and adapted for this training. This is advantageous moving toward standardized training content and coverage.

Other: Guest Dr. Angie Slatton shared research on therapeutic day program models from Lexington-Richland School District 5. Until the state mandates braided services between education and mental health, the situation will improve minimally. This is a costly model. Centennial lab school connected to LeHigh University (PA). They employ graduate students to teach at the school. Once they graduate, they can no longer be the teacher (100% employment rate after degree completion). The school is publicly funded but it is a private school. There is no seclusion room in the day school. The best practice implementation was evident in reviewing expectations and common language. Discussed the idea of creating lab schools in SC connected to education, social work, school psychology, OT, PT at the universities. The Tier 3 middle and high school students with the highest needs (15 in Rich/Lex 5) would receive this model. The committee discussed inviting the Director of the Continuum of Care to discuss further and then also exploring the topic with the staffer of the Joint Legislative Committee on Children to see if this fits with the committee agenda.

Preschool Committee: (Amy Holbert and Cara Senterfeit)

The preschool cost study will move ahead via a team within the Dept. of Education. The group at DOE will develop a plan and a timeline soon. This will be included in next year's Preschool Report to the General Assembly. There was a robust discussion about various factors that impact funding for preschool, such as Federal dollars and the assumption of what they can/do cover, the rise of children who've been impacted by opioids, and to what extent the funding is affected by zip code. The committee also discussed a virtual toolkit for hearing resources which will be finishing by July 4, 2019. The activities before the next meeting will be to develop a

visual framework for information gathering as we collect resources for the Preschool Continuum of supports.

Comments:

Members announced the upcoming events:

Hopes and Dreams

February 26 and 27, 2019

Register online

March 5, 2019

Assistive Technology Expo

Downtown Columbia Convention Center

March 15, 2019

Empowering a Future 2019

This conference is for Transition professionals.

March 16, 2019

Mapping Your Future

Transition Conference for youth (in and out of school) and their families

March 14 -15, 2019

State McKinney Vento

Homeless Education Conference

Midlands Technical College

EQUIP

June 17-21; 13-28

EQUIP is a young adult program ran by young adults with disabilities

SC Youth Leadership Forum

July 21-24

15-23

Overnight youth leadership summer program

The Champions for Young Children Symposium

Five year

August 2, 2019

R2I2

Other Business:

- Microphones- Kimberly asked for more microphone during the next meeting. Microphones are best practice for creating an inclusive meeting.
- March 1, 2019-ACESD applications will be open March 1, 2019. The Council will be accepting applications from parents and/or individuals with disabilities.

Closing:

With no further business, Kimberly Tissot adjourned the meeting at 1:11 PM.

Advisory Council for Educating Students with Disabilities

April 12, 2019

Full Council Session

Meeting Minutes

Members Present: Cherolyn Allen, Kelly Birmingham, Emily Beasley, Susan Beck, Valarie Bishop, Amanda Campbell, Jay Collins, Tia Fletcher, Hollis Gunn, Amanda Hess, Amy Hildenbrand, Amy Holbert, Kerri Kannengieser, Joyce Kimrey, Cathy Kovacs, Melina Lee, Jane McMillan, Linda Mirabal-Pace, Michelle Murphy, Emily Paul, Kimberly Perry, Lilli Rogers-Brown**,** Cara Senterfeit, Sarah Sharpe, Heather Smith-Googe, Laura Spears, Kimberly Tissot, Laura Vazquez, Sherry Williams, Erin Laughter (for Jennifer Buster)

SCDE Staff Present: Jenny May, Sherry Schneider, Gwen Gladden, Lannette Cox, Jennifer Dillon, Alex Temples, Peter Keup, Rebecca Davis, Carolyn A. Bostick, Andrea Cannon, Phil Sherlock, Emily Heatwole

Guests Present: Robin Burgess Mack, Shaun Greiner, Sally Miedema

1. **Welcome, Call to Order, & Council Overview:** Kimberly Tissot started the meeting at 9:42 A.M.

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

3. **Approval of Previous Minutes:** Minutes from February 7, 2019 were reviewed. Some corrections were noted. The minutes were pulled from consideration. We are working on formatting. The group agreed to do an electronic vote.

4. **Public Comment:** Sally Miedema provided public comment. Mandatory physical education is in IDEA – Students with disabilities participate in less physical education than students without disabilities. Adaptive physical education is taught by non-qualified instructors. She is asking the Advisory Council to ask for support as they push for an Adapted Physical Education Endorsement in South Carolina. See attachment for full written comments.

5. **Nominations for Chair –** Kimberly has been the chair for 3 years which past her limit. We need a new Chair and Secretary. She asked for nominations. Val nominated Jane McMillan for chair. No other nominations were made for chair. There were no nominations made for Secretary. Kimberly will appoint someone. We will vote at the next meeting.

6. **Creating an Inclusive Meeting:** Kimberly Tissot (See Power Point provided)
   Kimberly Tissot gave a presentation on inclusive meetings. Things that were included were:
   - Why should we have inclusive meetings. We should model inclusion and expect it. It is our responsibility under the ADA.
   - Accessible Meeting Checklist. Location, Outreach, Meeting Materials, Meeting layout.
   - Know your audience and accessibility requests. Key – use ADA standards to check accessibility.
   - Outreach tips
   - Make sure social media is accessible
   - Meals-buffets accessible
   - Microphones – make use a habit. We watched a YouTube video about accessibility- Like the Mic Don't use Facebook live because of no live captioning.
   - Presentation tips
   - Handouts and Alternative formats

Jane indicated it takes practice. Kathy asked if the video is available. Kelly asked to have the power point. Kimberly offered technical assistance from Able SC as needed.

7. **The group broke into committee meetings at 10:40 and returned at 12:05.**

8. OSES Updates

Legislative Update: Emily Heatwole, SCDE Director of Governmental Affairs – 3 things: 1) Budget (will get summary) – full Senate next week. Small increase for EFA; 2 salary increases – raise minimum for new and small increase for others. (Perspective – state employees may get 2%, teachers will be around 4%). Talk about continuing next year with increases. Instructional materials and school buses. Some funds for capital

improvements (S203-passed Senate – school district consolidation-gave an overview) House and Senate looking at incentives to attract commerce – this could help rural areas with limited industries. There were no questions. 2) Revenue and Fiscal Affairs asked to produce a funding study. Expenditures at state and local levels. Will get a link to this. Next step would be to have the legislator file a bill to change education funding. Bills have been introduced in the past and nothing has changed for funding. 2) Big Education bill-Bill as amended went from 84 pages to 52 pages. Doesn't add a bunch of new tests; read to succeed – what low performance districts will need to do to improve performance. Both bills are sitting in the Senate now. Emily not sure if anything is going to pass. SCDE will provide a summary for students with disabilities for consideration. SCDE working hard to expand funding for 3k & 4k and looking at parent involvement.

Q-any talk about providing transportation for (paid by state). Discussion about bus availability. $$$ in state budget (`$20 mil) and VW settlement - $30 mil. Once replacement is done, then adding buses might be possible.

Q-How often does the "flavor of moment" override long term impact? A-Large bill is complicated; language can be an issue; one size fits all (discussion). Important to build stakeholder involvement. You may not get exactly what you want but say thank you and then build on what you get.

Q-If you are trying to read a bill and understand it – how can you develop talking points in non-legislative language? A-Use reputable organizations/associations that may have the position you want to promote. You can also contact legislative staff who can help walk you through a bill and are independent. If you do your own summary you can ask them to look at it & help.

OSES Director Updates-Beckie Davis, OSES (See Power Point provided)

Beckie gave an overview of Section 616 of the 2004 IDEA Amendments which relates to results and functional outcomes and ensuring that states meet requirements.

Parental Involvement Survey Follow-up: Andrea Cannon, OSES Data & Technology, Data Analyst (See Power Point provided)

Andrea gave an overview of Indicator 8 and follow-up from last meeting.

The goal is to increase responses. Feedback from this committee and family connection staff was shared. They want input on how to proceed. Discussed possible options from districts for completion.

Q-Why use more than the 6 options that were identified?

A-No problem to go with less.

Amy Holbert gave a summary of why/how family connection looked at this.

Cara Senterfeit - Make sure that accessibility of feedback using smart phones is important.

Andrea indicated that is consistent with the feedback from the last meeting.

Amanda Hess asked considering a question similar to 17 and/or 25.

Jane McMillan – suggested that question 22 is important.

Determinations: Philip Sherlock, OSES Data & Technology, Data Analyst (See Power Point provided)

Philip gave a presentation on LEA Determination Profiles. Components included: compliance Scoring; performance scoring key; performance data (7 factors). Each district gets a total sore and whether they meet requirements. 0-36 is the range. 27 is the cut off to meet requirement, etc. Philip shared a state data sheet of where everyone fell – generically. Looked at a graph on needing intervention, assistance and meets requirements. OSES is allowing districts to collect own Indicator 14 survey and 40% gets them a point and 60% gets them 2 points added.

Q-Amanda Hess – When districts need assistance what is done. A-there is a team to help districts improve that require needs intervention using the Success Gaps Rubric.

A- Are the results posted? Yes

A link will be made available

Disproportionality: Carolyn Bostick, OSES Data & Technology Team Lead (See Power Point presentation)

Carolyn's report was for Indicators 4, 9, 10 for 2018-2019. She acknowledged a question from the report last year about students suspended for greater than 10 days. 1,428 had more than 10 day suspension. Here report included:

- Indicators 4A and 4B

    - Descriptions
    - Rates of Suspension and Expulsion including tentative aata analysis
- Indicators 9 & 10
    - Descriptions
    - Disproportionate Representation
- Relationship to Coordinated Early Intervening Services
    - Risks and Ratios

Amanda Hess – Asked about data collection on abbreviated days that don't get "counted". Jenny May indicated they are piloting use of a Behavior Incident Reporting System. Jenny gave a brief overview. This will include details beyond suspensions. Carolyn indicated there was discussion with districts to encourage submission from private schools.

Committee Reports: The committees gave a quick overview:

Pre-School (Amy Holbert and Cara Senterfeit)

The Preschool Committee reported on the new Preschool Development Grant (PDG) that SC DSS received in January 2019. Members were encouraged to participate in focus groups that are being held across the state to assess gaps and needs to create a supportive infrastructure for early childhood. Emily Heatwole, the Governmental Affairs Liaison for SCDE, spoke to the group about the current legislative session and the Education Bill. See attached minutes.

Transition and Self-Advocacy and Professional Development Committee: (Amanda Hess & Kimberly Tissot; Michelle Murphy & Jane McMillan)

The committee reported they worked on Special Education Certification and will be creating a survey. See attached minutes.

Safe Schools Committee (Val Bishop and Susan Beck)

The Committee reported they review the Statewide Threat Assessment rollout, FBA/BIP and Legislation. See attached minutes.

Comments:

Members announced the upcoming events:

- Hollis Gunn shared that Exceptional Children's Council – Charleston County – held 3 info sessions. 2) Having a 5K with Greenwood Genetics Center Foundation on May 18, 2019 in Mt. Pleasant. Events also being held in Greenwood and Greenville.

Hollis Gunn made the motion to adjourn and it was seconded by Amy Holbert and moved by the group. Kimberly Tissot adjourned the meeting at 1:49 PM. The next meeting will be June 14, 2019.

Advisory Council for Educating Students with Disabilities

June 14, 2019

Full Council Session

Meeting Minutes

Members Present: Cherolyn Allen, Emily Beasley, Valarie Bishop, Jean Brooks, Jay Collins, Kimberly Dunn Addis, Tia Fletcher, Kerri Kannengieser, Cathy Kovacs, Jane McMillan, Linda Mirabal-Pace, Lilli Rogers-Brown, Cara Senterfeit, Kimberly Tissot

Guests/SCDE Staff Present: Molly Bloom, Deirdre Cato, Lannette Cox, Audrey Culbreth, Peter Keup, Erin Laughter, Jenny May, Alex Temples, Tamarell Valentine, David Warner

Welcome, Call to Order, & Introductions: Introduced new members and guests.

Public Comment: David Warner (parent) spoke regarding ABA Therapy Standards in Public Schools. Audrey Culbreth (parent and student) spoke regarding the Employability Certificate.

Reading of Previous Minutes: Minutes from April 12 were reviewed. The group agreed to do an electronic vote after the completion of any needed corrections.

New Members/ Reappointments: Review of four new members.

Committee Meetings

Working Lunch: South Carolina Department of Education (SCDE) Office of Special Education Services (OSES) Updates: Federal reports: Ratings for SCDE will be received the end of June, including ratings on all school districts. Handouts were shared listing 2018-2019 and 2019-2020 IDEA Part B Program Review districts.

Committee Reports:

Preschool: The committee reviewed accomplishments from the prior year and discussed three potential priority areas for the upcoming year. Additional meeting dates for committee work were proposed.

Safe Schools: The committee completed work on the priorities for the year and set new action steps for the coming year.

Transition and Self-Advocacy and Professional Development: The committee discussed survey questions that will be sent to school personnel for developing a recommendation to OSES that it creates a task force to review current special education certifications in South Carolina. The committee discussed further collaboration and information needs from OSES.

Council Business:

The calendar was confirmed for 2020, and will be emailed to members.

Other Topics of Importance:

Members announced upcoming events:

August 2nd, Champions for Young Children event. Information can be found at scinclusion.org

Adjournment: Motion to adjourn the meeting made, seconded, carried. The next meeting will be September 13.

(Adapted version; original version of minutes lost due to weather circumstances)

Members 2017-2018

Amanda L. Campbell

Amanda Hess

Amy Holbert

Cara Senterfeit

Cathy Kovacs

Cherolyn R. Allen

Deirdre Cato

Emily Beasley

Emily Paul

Heather Smith Googe

Hollis Gunn

Jane McMillan

Jay Collins

Jean Brooks

Jennifer R. Buster

Joyce Kimrey

Kelly Birmingham

Kerri Kannengieser

Kimberly Dunn Addis

Kimberly Perry

Kimberly A. Tissot

Laura Vazquez

Lilli Rogers-Brown

Linda Mirabal-Pace

Louise Johnson

Mary Lynne Diggs

Melina B. Lee

Michelle R. Murphy

Robin Frierson

Sarah Sharpe

Sherry L. Williams

Susan Beck

Tammy McKenna

Tia Fletcher

Valarie Bishop

Kathy Bryant

Full preschool report found here.