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Hello

I am Jan Menzie, Chair of the Exceptional Children's Parent Advisory Council.

I have a special needs child in the Charleston County school system.

He started in PIC class at age three and he's now 14 years old in middle school.

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Hi, I am Stephanie Carl and I am the Vice Chair and Secretary of the Exceptional Children's Parent Advisory Council.

I am a parent of a child with an IEP in the Charleston County School District. She is in high school.

The purpose of ECPAC is to work collaboratively with district officials to improve services for children with disabilities through advocacy, information, and encouragement.

We are both parent volunteers, we are here as an additional resource to help you navigate the system. But always remember: you are your child's best advocate.

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We have received over 45 responses from parents to our questionnaire.

The questions represented a wide range of schools and all grade levels.

And now I would like to introduce our panel from the Charleston County School District who will be answering your questions.

And first we have Beverly Holt-Pilkey, Executive Director of the Department of Exceptional Children.

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Thank you so much to Ms. Menzie and Ms. Carl for having us all here this morning. And we'd also like to say a special thank you to Ms. Vanessa Brown, the Principal here at the beautiful new Cooper River Center for Advanced Studies.

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And then we have Sherry Bell, Director of the Department of Exceptional Children.

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Good morning, thank you so much for having us here today.

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And we have Lisa Allison, Director of Intervention and Psychological Services.

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Good morning, thank you for having me.

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And we have Elizabeth Young, Related Services Coordinator for the Department of Exceptional Children.

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So good to be here.

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And we have Shannon O'Neill, Compliance and Autism Coordinator for the Department of Exceptional Children.

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Good morning.

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And we have Mary Stahl, Secondary and Transition Coordinator for Department of Exceptional Children.

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Good morning.

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Welcome.

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And now to start our questions, our first question is: What is the CCSD policy regarding face coverings and how can a parent or guardian request an exemption? Beverly will answer this question.

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Thank you so much Ms. Carl. In August of this year the Charleston County School District Board of Trustees adopted temporary policy ADD which covers face coverings and it does indicate that all students and staff and visitors to our campuses should wear an appropriate face covering when they are on campus. This includes making sure that it is either a cloth mask or a paper mask. Bandanas and neck gaiters are not considered appropriate face coverings and in accordance with CDC guidelines face shields are not considered an appropriate face covering without a mask.

There are opportunities for parents to request exemptions for the face covering policy for health or developmental or religious reasons. So a parent may contact the building level administrator of his or her child's school to request a copy of a mask or face covering exemption form. That would be completed along with documentation from the children's doctor or physician, and that would then be submitted back to a district level committee designated by our superintendent of schools for review and approval of that face covering exemption.

There are also parents who may request a face covering exemption that is not an inapplicable means to either a health or a developmental concern or a religious exemption and in those cases the school may work with the parent for either a remote or a virtual learning.

So, face coverings is something that is very new for us this year, something that we have a lot of questions about and that parents and guardians have questions and concerns about. So we'd encourage you first of all to start with your school's administration. Reach out to your school nurse with questions regarding exemptions.

Students are provided opportunities during the day where there may be a mask break, such as when they are engaged in recess or physical education where they can be distanced more than six feet away from each other or at meal times.

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Thank you.

Our next question:

What steps should I take when I have concerns that my child's IEP accommodations are not being provided as written on the IEP?

And this one goes to Beverly.

F3

Thank you so much.

So, first of all, let's start about the process that CCSD uses in terms of informing everyone who works with a student with a disability, who has an IEP, about those accommodations or modifications or in some cases a behavior intervention plan.

So, the process is that at the start of the school year your child's team lead or case manager would be responsible for ensuring that the general education teachers who work with your child, anyone else who may be providing services for your child, receives a copy of those accommodations, modifications, and the behavior intervention plan if that is applicable.

If you would discover or you have a concern regarding the implementation of those accommodations for your student, we would first encourage you to have a conversation with the school. Start with your child's case manager or with the team lead for your child's IEP team. Talk with them about the concerns that you have regarding the implementation of those accommodations.

If you still have questions and concerns from that point, we encourage you to reach out to the LEA representative at your child's school. That is likely going to be the Principal or the assistant Principal in the building.

Discuss your concerns there. We are always here to be a support and a collaboration with schools and with families, and so if at that point in time you still have concerns that those accommodations have not been provided, as written on the child's IEP, please feel free to reach out to the Department of Exceptional Children for additional support.

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Our next question is: If my child is participating in the CCSD virtual academy, how are their teachers notified about their IEP?

And this question goes to Sherry.

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Thank you.

So, if a child is participating in the CCSD virtual academy, then they would still be working with their home school case manager, IEP team case manager, or 504 case manager. For all of those students who are participating in the virtual academy, those accommodations are shared from the case manager or from virtual academy liaison, which I have been participating in that role as a director in the department. We share those with all of the general education teachers for the virtual academy and we also share those with the special education teachers who have been assigned to the virtual academy.

So, all of those are shared and then they also send notification that they have received those accommodations or modifications and if they have any questions regarding those accommodations or modifications, then they reach out to either the case manager for that child or they can also reach out to me with any further questions.

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Okay, and the next question: What process will my child's IEP team follow when looking at how the spring impacted them? How will they receive help if they are struggling?

And this question goes to Beverly.

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Thank you. We all know that the experiences of school districts across the state of South Carolina and across our country last spring were unusual ones, unprecedented ones. And at that point in time the schools across the country and South Carolina and in Charleston County school district were providing those emergency continuous learning opportunities for students. One of the things that we always do when making decisions about services, accommodations, and modifications for students is to look back at the data. So taking data about where our students were when the brick and mortar buildings closed in March of this year, taking a look in where those students are in terms of the data when they return to us in September of this year, and then taking a look also at where they are as we progress through this first part of the school year. So using the data to help inform decisions about additional services that students may need. So that's looking at progress monitoring data. That's going back and looking at, for instance, MAP scores for students for whom that is an applicable assessment, where those were last winter and where they were in the fall in accordance with South Carolina Act 142, which required pre- and post-testing of our students during this first semester of the school year. So it's taking a look at those pieces, all the progress monitoring data that teachers are collecting right now, and making some determinations about what needs to happen next for your student. In some cases that may be taking a look at the IEP, reviewing the services that are outlined at this point in time, based on what the data tells us. Are there additional services that are needed? Do we need to make some sorts of changes in the accommodations or the modifications based on the data that we have available to us now? We often get questions about compensatory education services. Again, those kinds of decisions are made by an IEP team based on the data that is available to them to look to see "was there regression for the student?" Have they made gains and progress towards meeting their goals? And then what needs to happen next. All of those decisions are based on data. It's looking not only at the performance of the student with a disability, with an IEP, but then also looking at that in comparison to the impact of the school closures for all students.

So, a little bit of information there about it, it always comes back down to the team taking a very close look at the data and letting the data then inform the decisions about services, accommodations, modifications that may be needed.

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How will my child receive their related services while they are participating in school remotely or virtually?

And this question goes to Elizabeth.

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The model for the provision of related services varies based on the nature of the service and the needs of the child and family given the current circumstances. Team leads are responsible for collaborating with parents and all support providers to determine the appropriate services for the virtual setting and how those services will be provided.

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Okay, and the next question: What can I do as a parent to make sure I understand my child's IEP and make sure the appropriate modifications and accommodations are in place?

And this question goes to Shannon.

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Thank you. One of the first things that you're going to want to do whenever it's time for your child's annual IEP is to make sure you get a draft of that IEP in advance of the meeting. This is really helpful because then it will give you time to review the IEP prior to sitting in front of the rest of the IEP team. We also strongly encourage that you be part of the IEP development process by providing input to what goes into the IEP. Your case manager, your child's teacher should reach out to you for that input several days or weeks in advance of the IEP, asking you specifically how you view the child's progress, what you see as strengths and areas of continued concern. During that IEP meeting we definitely encourage you to ask questions. If there's a section that you're not sure of, or something that you don't understand, please ask your case manager. Ask the IEP team members to help you understand. What does that data mean? What do those services mean? Anytime there's an opportunity for parent meetings, trainings, options to attend something virtually or in person, we encourage you to do that as well. Our early or exceptional children parent advisory council is a great place to start. The family resource center, obtaining a parent mentor: those are all great ways to help you understand the IEP process and the importance of your role in that process.

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Okay, thank you. Next question: What are the differences between a 504 and IEP? How do I go about obtaining a 504 plan for my child?

And this goes to Sherry.

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Okay, thanks. So there are some differences between an IEP and a 504 and there are also some similarities. The major difference between the two is that an IEP is a plan or a blueprint that involves providing a student, if they if they are determined to be eligible, with specialized educational services. A 504 plan can involve some services for a student but mostly just accommodations are provided for that student if needed. An IEP is governed by the Individuals with Disabilities Education Act and then a 504 is governed by a Civil Rights Act, the section 504 Rehabilitation Act of 1973. So both of those are governed by federal laws and a student or a parent, if there is a concern and they would like for their child to have an IEP or a 504, then they're going to start with their team at their school. If the parent has concerns then they're going to talk to either the principal, the LEA representative. They can talk with their child's homeroom teacher, their general education teacher, and express their concerns in writing. Specifically, with an IEP they can express their concerns in writing in regards to a referral letter. If there are concerns with maybe possibly looking at a 504 plan, then they can also express those concerns. But usually all of those concerns are shared with a team. If it's an IEP or a 504 they usually start with what's called an IPS team, an individual problem solving team, and this can include a general education teacher, a school psychologist, an administrator, a special education teacher. It can include a variety of people who are serving that child or who may have an interest in serving that child later. So the parent can express those concerns in writing and then they will be invited in to sit down and talk with the team about their concerns and then some strategies and interventions may also be started with the child to see if we can really

narrow down what those child's strengths and what those areas of needs are and whether we need to go forward with the process of evaluation.

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Okay. If my child is learning remotely, I would like for them to be back in school.

What steps can I take as a parent?

And this goes to Beverly.

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Thank you so much. We know that our parents and guardians have completed a number of surveys during the course of the start of the 2020-2021 school year regarding your preference for the instructional model for your student, whether that is in person, on a temporary remote basis, or learning through our centralized virtual academy, or the virtual academy at your child's school. So you've completed a number of those surveys. In many cases the administrators in your school are already reaching out to you to determine what preferences you have for the upcoming nine-week period. One of the first things that you would do, if your child is currently learning remotely and you would like for him or her to go back to school in person, is to reach out and start that conversation with your school level administrator. Reach out to the principal of your child's school and let them know of what your preference is. Schools will be bringing in additional students for that five days a week in-person instruction, based on parent preferences as well as school capacity. During this unprecedented time in our country and across our school district, schools do have a COVID-safe capacity that they must maintain, which in some cases limits the number of students that may be back in the building. So, but certainly your request as a parent will be taken into consideration along with those other factors in determining in-person instruction.

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Thank you.

How often should I receive a progress report for my child? How do I go about making sure I receive it?

And this question goes to Shannon.

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Thank you. IEP progress reports are issued every four-and-a-half weeks. The best way to try to remember when those dates are is to look at the academic calendar for our CCSD school district. On that calendar you'll see whenever progress reports are due for the entire district. So our law in special education does require that we report progress at the same time as general education progress is reported. So you should find and you should expect that you would receive an IEP progress report every time that there is a report card or an interim report issued by the school district. If you are not receiving one, I would encourage you to reach out to your child's teacher, ask when you may expect it and then also keep track of those dates on the calendar.

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Okay, thank you. How do I make sure my child receives accommodations on state testing, SAT, PSAT or the ACT?

Sherry.

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Thank you. That would involve meeting with an IEP team or a 504. If your child has a 504, you can sit down with the team as a parent because you are part of that IEP or 504 team and you would discuss your concerns. From there it doesn't automatically mean that you can have accommodations on an SAT just because your child has an IEP or a 504. That has to be approved by the college board but you can apply for those accommodations. And usually that process would involve after you sit down and you have a conversation with the team and you determine why the child might need those accommodations. Then you hope that the guidance counselor, or you would want to invite the counselor for your school to that meeting and discuss those concerns with the counselor. And then the counselor usually involves the school testing coordinator. Sometimes that counselor can also be the school testing coordinator or that may

be someone entirely different in the school. But that is an application process and that school testing coordinator must submit that to the college board. And sometimes that involves documentation such as a copy of an evaluation, an IEP, a 504 plan, whatever. But that is an application process, and again, it doesn't automatically mean just because they have that IEP or 504 plan that they're entitled to those. But they can at least submit and try to hopefully get those if needed.

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Thank you.

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Great, thank you.

How will any lost service minutes be provided?

This question is for Beverly.

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Thank you. The determination of compensatory services, making up for lost services, is a complex one that always involves the IEP team and the consideration of data regarding the student's progress and performance. Again, going back to where we were last spring at the time that governor McMaster issued that executive order, we know that services looked different. In fact, guidance from both the state and the federal level recognize that the provision of IEP services and supports may look different in the time of the COVID school closures last spring. So thinking about compensatory services, that's often what comes to mind when we think about "how will my child receive those lost service minutes?" First of all, a consideration that that is not necessarily a minute-for-minute determination and it is based on the data available to the students. So an IEP team would convene to consider what services were possibly missed and then what impact that had on the student's performance. Again, it is always based on what the data is telling us about the student's performance and is always a decision that rests within an IEP team. So I will share with you that case managers, team leads, have been monitoring the data for students since their return back to school. They collected baseline data, they have been working with progress monitoring data throughout this point in time and will continue to look to see where students were in the spring, where they are as they come back into the fall, and then what sort of recoupment of any kind of academic loss they have over a period of time. So in a nutshell that's what we would look at in terms of making any kind of determination about compensatory services.

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Okay, thank you.

Okay. How do I make sure my child is getting all the therapy they need?

Elizabeth.

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So, school-based therapy is provided to ensure a child has access to the educational environment and is able to progress through the curriculum. Each year the IEP team should consider the needs of the child during the annual IEP meeting to determine the type, frequency, and amount of supportive services that are needed to facilitate progress. Educational services are focused on integrating skills for success across educational environments, whereas private therapy may target isolated skills in the clinical setting. So that's really an individual determination for each child.

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Thank you.

What reading assistant programs are available in the middle schools?

And this question will go to Mary.

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Thank you. Across the middle schools in Charleston County School District, we do have a continuum of direct instruction reading programs that are available for students with disabilities. All of the programs that we utilize are based on research-based interventions and strategies to teach reading to students. The specific program is selected based on the individual needs of the

students and also involves a review of multiple sources of data to make sure that we are targeting the specific skill deficits that a student is displaying. Some of the specific programs that we are using include Voyager Journeys program and that is targeted more on vocabulary and comprehension development for students. We also utilize the Voyager Language Live curriculum. It is a very comprehensive reading program that will address the foundational reading skills as well as vocabulary comprehension and written expression skill deficits. Another program that we are utilizing is the iSPIRE reading program. It is a multi-syllabic, multi-sensory program that addresses all of the areas of reading and really focuses on addressing the foundational skills that students may be lacking as they're approaching middle school and really need assistance with accessing the general curriculum reading material. We are also piloting Read 180 this year in a few of our middle schools, and that program is also very comprehensive and is going to address multiple areas of needs for students that are struggling with reading. So we do have a variety of reading programs that are available. They all include progress monitoring that is built in and assessments that are going to guide the teacher in making those adjustments to instruction in order to help our students achieve their IEP goals.

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Okay, thank you.

And then: Can my student continue with virtual studies due to high-risk people in the home?

And that's Beverly.

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The simple answer to that is 'yes', that there are options for families who wish for their children to continue to learn remotely or in a virtual manner due to concerns that they may have about the health and safety of their own child or others in the home. So there are opportunities for your child to be able to continue to learn virtually and remotely as we progress through the school year. A few moments ago, we talked about the surveys that were shared with parents and guardians regarding preferences for the instructional delivery model for your child. The same would apply here. If you are wanting your child to remain in that virtual or remote learning environment, please make sure that you have shared those concerns and that preference with your building level administrator.

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Thank you.

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Next question: Can my child's IEP continue after high school?

And this question will go to Mary.

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So, special education and related services do end under the IDEA for students with disabilities upon completion of earning the standard high school diploma or upon aging out of a special education program, and that is at age of 21. So although those services do end upon completion, we strongly encourage for any students that are pursuing post-secondary education to contact the university or college's disability services center to work with them to determine what accommodations may be able to be made available for the student. In addition, all of our students in Charleston County School District with an IEP will leave with a summary of performance upon completion of their program. The summary of performance is a comprehensive document that will outline the students' performance throughout high school, throughout their educational career. It will identify their strengths, some of their weaknesses, as well as the supports that they required throughout the program. It will outline their post-secondary goals and their skills and abilities in the areas of self-advocacy and their ability to interact with peers and adults. The summary of performance can be provided to employers as well as to other individuals that the student may encounter in their professional career.

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What is the process for getting an IEP for my child?

Lisa.

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All right, thank you for the opportunity to answer that question. First, I will say that it is critical that school staff work collaboratively with parents to meet the needs of their students, especially if someone suspects that a student has a disability that might require specialized instruction. School districts have an obligation, known as Child Find, to locate, identify, and evaluate all children suspected of disabilities who need special education and related services as a result of those disabilities. This applies to children from ages 3 to 21 and includes children enrolled in both public school, private school, and home schooled. In order to support the Child Find obligation here in Charleston County School District, we have adopted a multi-tiered system of supports, or MTSS framework. The MTSS framework includes a problem-solving process to design appropriate interventions and supports to meet students' needs. So students may receive academic or behavioral supports as a result of a school-wide database decision-making process or as a result of individual problem solving, and that could include a referral from a parent or a teacher. Once interventions and supports are in place, the team reviews the student's response to those interventions and parents should be notified frequently about the student's response to those interventions. So this response helps teams determine the recipe for success for a student. It also helps teams determine when a disability may be suspected. It is the responsibility of school district staff to initiate an evaluation if a child has not made adequate progress in general education interventions after an appropriate period of time. And again, any time, if you as a parent have a concern for your child's progress in school, please reach out to your school so that they can help. The school will immediately engage in problem solving, which should lead to an action plan designed to address the concerns and better support your student. Any time team members suspect an educational disability, the team will identify those areas related to the suspected area of disability that will be evaluated and that will happen through an evaluation planning meeting. Parents are a crucial part of that meeting. As the outcome of that meeting a prior written notice will be written that summarizes the team's decisions and the rationale for those decisions. If you are a parent of a child enrolled in a private school or a private preschool, you can call our Child Find office and they will walk you through our screening and evaluation process. This is really important that while an evaluation is being completed that the school team continue to provide interventions and support for a student. Once that evaluation is completed, the team will meet to review the evaluation results and determine eligibility based on our state department and district criteria. If the need for specialized instruction is determined and the student is determined eligible, the team will design an individualized education plan or IEP.

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Thank you.

Can you explain LRE? How can my child be served in general education for all or some subjects with possible assistance?

And this question goes to Shannon.

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Thank you. LRE stands for 'least restrictive environment.' Federal law known as IDEA, the Individuals with Disabilities Education Act, as well as South Carolina regulations require that school districts provide a full continuum of services and supports for students with disabilities. This continuum ranges from the general education environment all the way through to specialized programming, specialized schools, medical homebound, and sometimes specialized facilities. Our obligation as a school district is to make sure that we have the data that will support providing the least restrictive environment education in that LRE to the greatest extent possible. We make sure as an IEP team that we have services, supports, accommodations, modifications in place to provide your child with that LRE. When students are educated in their least restrictive environment, we look at what do they need to access and make progress in the general education curriculum. If the team is considering a change in that LRE, that has to be done through an IEP team. It always comes back to the team to review that data, look at what the student needs, what's currently being provided, and if any changes need to be made, what does that look like? So if you have questions about whether or not your child is being educated in their least restrictive environment, we would encourage you to go back to your IEP team and have those questions answered. Again, look at that data. If they're in the general education environment, what support do they need? What support can they be provided that maybe isn't being provided right now? And in the chance that the team has looked at all of that data and the



team has determined that the student requires additional supports, that's when that change in the LRE may take place.

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Thank you.

And how does a child qualify for speech therapy?

Elizabeth.

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The speech pathologist will complete a comprehensive evaluation that includes standardized and/or criterion-referenced measures. At least two other assessment methods are also used to collect information and may include language sample analysis, structured observations, teacher interviews or checklists, and parent interviews or checklists. In order to qualify as a child with a speech language impairment, the standardized or criterion-referenced measures indicate the child's performance falls within the disordered range, which is at least one-and-a-half standard deviations below the mean. The information collected supports a diagnosis of speech language impairment, adverse educational impact is documented, and there's evidence that that the child requires specialized instruction due to speech language impairment to progress in the curriculum.

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Thank you.

How does my child qualify for ESY and what are those services?

This question is for Sherry.

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Thank you. So, ESY means 'extended school year services' and that would go back to the IEP team to make that determination. And again, the parent is part of that IEP team. There are three key words that a parent needs to remember when they're thinking about extended school year: the word 'regression', which means how, the skills that the child might lose, and 'recoupment', which is how long would it take the child to regain those skills, and then 'data.' And you've heard us say data a lot today in in our discussions but when an IEP team sits down and they look at the data for that child over the school year, and how those goals have been implemented, and the progress that they've made on those goals, then they sit down and have that discussion with the parent and the team as a whole and determine, you know, is the child going to lose these skills over that extended school year period, which we usually look at is during the summer. And if they are, then how long is it going to take them to regain those skills, to recoup those skills. Extended school year services aren't necessary for every child. It may be that a parent can work on activities during the summer with that child and can help the child maintain those skills. But an example would be that a child has just recently been determined to be eligible with a specific learning disability in the area of reading, and it's May and school is getting out in June, and this child has been making great progress in the area of reading. And so that team would really look at that reading and look at that progress monitoring and that data for that child and determine, and you know, if there's a possibility of losing any of that over the summer or if those skills could be recouped. And basically that determination would just be made and documented on the IEP and then it would be determined, if the team decides that those services are needed, then those would be provided during the summer.

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Okay, thank you.

And next question: What do I need to know about the differences between a high school diploma versus a certificate? And what is the South Carolina high school credential program?

Mary.

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Thank you. In the state of South Carolina we do have one standard state high school diploma. This is considered to be the most rigorous high school pathway and it is also the first consideration for all students. We always consider the standard high school diploma pathway. At the end of each student's eighth grade year, the IEP team will convene for either an annual review or special review meeting in order to determine what the student's high school exit option

and pathway will be. Many sources of data will be used to make that determination for students. In the state of South Carolina, starting in the year 2018, we now have a statewide recognized South Carolina high school employability credential. This is not a standard high school diploma pathway. It is a pathway for students with disabilities and it is focused more on preparing the students for employability options for after high school. It is an academic program of study but it also includes a number of hours that have to be completed in the area of employment activities. So that is a unique pathway that is now... we are now in year three. But again, the IEP team will convene at the end of the eighth grade year to make that determination. In addition, the IEP team may determine that the standard high school diploma and employability credential are not appropriate exit options for a student and that student may be on a certificate completion attendance certificate. And that program of study includes specialized instruction targeted on the student's IEP goals throughout the high school program.

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Thank you.

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Thank you.

And our last question is going to go to Shannon.

What should I do if my child is learning remotely and they are not getting all of the services outlined in their IEP, such as organizational and study skills?

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I would say that regardless of whether your child is learning remotely or they're in person, if you have concerns about whether or not services are being provided, please reach out to your child's teacher. That is always going to be the best way to get your concerns expressed and to find out what might be happening. In this specific question, the question about whether or not a service is provided while a student is learning remotely, again that would be a question for the case manager. But I would also encourage looking at the contingency learning plan that has been developed specifically for your child. So during the first few months and weeks of school, special education teachers were working collaboratively with parents, with other school team members and with administrators to determine what services might look like for a student who needed to be provided services on an alternate instructional model. So that alternate model could be temporary remote or, although we're not using it, could be a hybrid model. There are several different options that were being discussed initially for Charlestown County schools. So in that contingency learning plan the team may have determined that a service or a skill area wasn't appropriate to be addressed while the student was learning at home. So that's a good place to start when you're thinking about "was this service supposed to be provided?" And if it's not, "why isn't it?" But at the end of the day you always want to go back to that IEP team. They are ultimately responsible for making sure that your student is getting what is outlined in that IEP.

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And this concludes our question and answers. I'd like to thank the panel today for coming and giving us their time and making this opportunity a reality. The ECPAC will meet via Zoom on the third of December from 6 to 7:30 p.m. And we're going to have a guest speaker who will be Ms. Tara Lannou, who is the high school coordinator and her topic is going to be about the South Carolina high school credential program.

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And also in regard to that program, if your child is in elementary school you really need to listen to what she has to say. You need to start early knowing what track you want your child on. And also, if you provided your email address in the questionnaire, you will be emailed a link for the Zoom meeting the week of the 3rd of December. And if you're interested in the Zoom meeting or being a part of the ECPAC, a link to our information will be provided at the end of the video. Also on the video, at the end of the video, you will see a link for the coordinators in the schools. So parents you can go to that. And you will also see a flow chart with the chain of command, so you'll know which step to take. Because in some of the questions we noticed that the parent had made the first step. And I cannot emphasize enough that you, you as the parent, are the best advocate for your child. And we like to thank you for your time today.

[Music]