

Special Education State Advisory Panel (SAP) Meeting Minutes Friday, January 20, 2023

The SAP advises on the unmet needs related to the education of children with disabilities within the State and provides feedback on any rules or regulations proposed by the State regarding special education.

Time	Activity
10:00 am – 10:30 am	<p>Paula shared livebinder - https://www.livebinders.com/play/play?id=2395925#anchor Welcome/Opening Activity Patti Grayson, Chair Attendance at start of meeting:</p> <ul style="list-style-type: none"> ● Tyler Sapp ● Winifred Pierce ● Day Patterson ● Sabine Claster ● Alyssa Barnes ● Juianne Hunter ● Vicki Hilpp ● Eric McGhee ● Lisa Newbern ● Mitzi Proffitt ● Cynthia Banks ● Martha Jones ● Dawn Kemp ● Patti Grayson ● Anne Ladd ● Amber McCollum ● Wina Low ● Kelly Vandagriff ● Sean Cooper ● Greg? ● Jennifer Irvin ● Leroy Tre Hutchinson ● Tricia Troester



Time	Activity
	<p>Marilyn Carter Vicki Hilpp</p> <p>Called to order at 10:00am.</p> <p>Patti asked for volunteers to be on the membership committee. She needs - 2 parents of students who have a disability and/or a member with a disability plus 1 more for a total of 3. Email Patti, Wina, Paula, Karin, or Jennifer if interested.</p> <p>Current members can reapply after the first term but not the second term.</p> <p>Let constituents know we are looking for applicants. The application will be posted on the SAP website and will be broadcast throughout the state.</p> <p>Paula shared SAP Website https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/State-Advisory-Panel-(SAP).aspx</p> <p>Patti will send an email and link when the application is ready to the Panel.</p>
9:30 am – 10:00 am	<p>Understanding the Budget Process – Amber McCollum, Senior Program Manager for Budget, Grants, and Data</p> <p>Devon asked about this topic. Patti asked the Panel for suggestions. Reach out to her with other topic ideas.</p> <p>Wina introduced Amber. She said Amber is 1 of 2 senior program managers, a wizard at budgeting and quoting legislation, and a former educator. She is recognized at the state and national levels.</p> <p>IDEA funds are only received 1x a year. The federal fiscal year starts 10/1. They receive funds in June and decide allocations per a formula. Then it goes to the Board. In Oct, they can start drawing down their allocations. Then they can spend over 15 months.</p> <p>State agencies are limited in how much they hold. Almost all funds go out to districts, they want it to go to districts, and their services met.</p> <p>IDEA 611 funding includes SWDs ages 3-21. Total award almost \$400 million. LEA flowthrough \$360 million, High Rick Pool \$5 million, SEA admin, \$ 6.5 million, SEA special projects \$34 million. If the state uses a high-risk pool, they receive more funds. It is more than required, must spend all but 10%, 3.4 million. They use this. SEA has never spent all of the administrative funds, they do adjustments and flow it back out. They run the formula so it is equitable. SEA special project funds, a majority is allocated to districts for students. They don't keep at the state level.</p> <p>State Initiatives</p> <ul style="list-style-type: none"> ● A part of the state statute must expand state charters (~\$1 million),

Time	Activity
	<ul style="list-style-type: none"> ● School districts apply for Parent Mentor Grants (~\$1.3 million) - they fund anyone that applies. ● GLRS (\$6.6 million) and GNETS (\$7.5 million) are the biggest expenses. They are an extension of the state. ● Coaching Induction project - teacher retention (\$630k). ● PBIS - in another office, Whole Child office but IDEA funds (\$2 million). ● Tools for Life (AT; \$1 million) ● GAA testing funds (\$3 million) <p>Q: So Congress just provided additional funds under IDEA Part B. When will that flow to districts and when will it be reflected in the state budget?</p> <p>A: Congress has not communicated any amounts, but it will be next year. Amber said she would let SAP know when it is communicated.</p> <p>SEA also funds GOIEP which is cheaper than other vendors but some districts choose other vendors.</p> <p>Curriculum and instruction are funding dyslexia initiatives.</p> <p>Q: What happens to any funds districts don't spend?</p> <p>LEAs have 27 mos to spend their funds. They can carry over so they can spend the next year. The older money is always spent first so LEAs never run out. But if they don't they must send it back to DOE.</p>
10:00 am – 11:30 am	<p>Academic Assessment Results – Dr. Dawn Kemp and Dominique Donaldson, Part B Data Managers</p> <p>Dominique is the new part-time data manager.</p> <p>Did not have access to last spring's testing until right before the holidays.</p> <p>Need feedback for reports due 2/1.</p> <p>Changes were made to Indicator 3 components in 2025. The biggest difference is the disaggregation of SWD on general curriculum and those on alternative standards.</p> <p>Dawn reviewed 3B, 3C, and 3D standards.</p> <p>Q: Is there a way to disaggregate so that you know how gen ed vs spec ed students do, the data comparison doesn't seem to make sense.</p> <p>Dawn will produce in the future, a later session, what would be a totally stripped-down set that separates out SWD.</p> <p>Dawn reviewed 3A, reading, and math assessment participation. Ga's participation rate is back to pre-covid levels. Most states use 95% goal because it is consistent with ESSA.</p>

Time	Activity
	<p>On 4B, reading proficiency rate, Dawn made an error when inputting targets, 8th grade - 2 percentage points each year. She will make adjustments in PPT and give them to Paula to put in livebinder.</p> <p>We met 3x to set highly ambitious target and they moved up but we didn't meet.</p> <p>Dawn reviewed 3B and 3C.</p> <p>There was a discussion about 3D - Reading proficiency gap. The gap increased in spite of all of the state initiatives. Dawn stated she would revise the analysis and share it.</p> <p>Reviewed 3D.</p> <p>The state does not compare its data with NAEP data.</p> <p>Federal reports were updated in January and can be found here.</p> <p>Updated in Jan, reports https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Federal-Data-Reports-Sp-Ed.aspx</p> <p>Q: I feel like a part of the problem is the shortage of highly qualified special education teachers. Have you considered adding teacher recruitment to the budget? It seems now it only focuses on retention.</p> <p>Wina - The state is losing 20-25% of new teachers, especially alternative certification teachers. Exit interviews showed they weren't prepared to teach special ed. Classroom instruction, navigate rules, regs, etc. Didn't feel supported by building-level admin. Mirrors what the CEC study found. - 5 years ago. Decided a bigger impact to focus on retention. Will go a long way to decrease the gap. SpEd has the largest shortage, then math, science, and Elem Ed. She is all for investing funds out of IDEA, not just her decision, but all stakeholders. SAP is a main stakeholder. It would be nice if we could support the recruitment of new teachers. Districts do recruitment.</p> <p>CEEDAR a national TA center supports R&R work w/ PSC and IHEs. We would like to move more towards growing your own. Being done in several areas, they received funding and target paraprofessionals. So classes come to them, tuition is paid. Assurance of a job if they agree to go through the program, now they don't need to quit to do student teaching. Pay is commensurate w/ what paraprofessionals do. However, they make more working retail, fast food, etc.</p> <p>Dashaunda S Patterson We are going to convene an affinity group to learn more about what this work looks like statewide. Let us know if you want to participate.</p>
11:30 am – 12:00 pm	<p>State Director's Updates – Wina Low</p> <p>Using a strategic approach to identifying priorities that can be accomplished in a year's time. At the midyear report, in the Dec. staff meeting. They accomplished:</p>

Time	Activity
	<p>Hiring SWD/ELL staff person. Partners with Title 3/ESOL</p> <p>Professional Learning on Jan 4- 150 teachers for dual-identified students.</p> <p>Completely developed instructional and improvement unit focused on instruction for SWDs.</p> <p>Providing support to School psychologists</p> <p>Hosted budget data road shows</p> <p>Professional learning provided for SELDA on results-driven accountability and budgeting.</p> <p>Data Go IEP unit - at mid-year - 187 LEAS are in GoIEP - out of 220, the majority of districts. The unit provides support for compliance, interaction from GoIEP, and data collection. Working on a new extraction tool for assessment data.</p> <p>Q: Does GO IEP connect to infinite campus?</p> <p>A: Yes, Infinite campus accepts an extract from GoIEP, they do interact seamlessly, which will help w/ reporting.</p> <p>Q: Looking at the map posted online, the metro area districts aren't participating. What else can we do to get the metro area to take advantage of what the state DOE offers?</p> <p>A: No metro districts use GoIEP - which represents half of the students in the state. They don't want to participate. They pay for staff and fees for their programs, but they don't like the idea that the state can look at a child's IEP at any time.</p> <p>GNETS - continues to provide services and therapeutic supports</p> <p>There are 46 due process hearing requests. on track for 100-120 for AY. Last year there were 115, the year before 73.</p> <p>Formal complaints as of 12/9 had 111, last year had 221, the highest year ever.</p> <p>Q: What do you attribute the increase to?</p> <p>Part of it is the pandemic, children were home, and some big districts were home for almost 2 years. Virtual instruction, reports of increased behavior problems, not being acclimated on how to attend class, and trauma. Parents are worried about their children.</p> <p>The teacher and staffing shortage - is unprecedented. File a formal complaint if your teacher was not certified - maybe the child had co-teaching, child reports, only 1 teacher in the room. They couldn't find anyone to fill the role.</p>

Time	Activity
	<p>Not acceptable to IDEA. We can't back away from what the law says. No flexibility allowed due to pandemic or teacher shortage. Not that it makes it any better, but other states, report some are having double the rate than they had prior. It is not a goal to have the largest dispute in the nation. We need to provide support and training and address the teacher shortage. She had to add more people to handle compliance and needs to hire 3 to 4 people.</p> <p>SDI - SWD needs regardless of setting.</p> <p>HLPs - what practice yields better outcomes.</p> <p>Statewide behavior training offered called back to basics series about behavior.</p> <p>Paula - AT work - back to basics and make and take PL.</p> <p>Partnering with Tools for Life. Read and Write and Equatio Math programs are offered free to districts. The board of regens also offers for SWDs. So students don't need to learn when they transition to college.</p> <p>GLRS support schools, teachers, and leaders. From July-Dec they hosted 1604 sessions with 13,777 participants.</p> <p>The outreach unit is an ombudsman to offer support to parents, Encourages districts to work w/ parents before it goes to a formal complaint or due process.</p> <p>Q: Are those recorded so that they can be accessed</p> <p>A: no</p> <p>Monthly meetings w/ Parent to Parent - no set agenda - discuss what is going on to keep communication open.</p> <p>Q: In high school, there's a program called Aleks. Not a very good idea for students with special needs. Or maybe some teachers do not know how to motivate or encourage students appropriately.</p> <p>Wina - I was not aware. She will let districts know programs need to have built-in support for all students.</p> <p>Paula - language should be added to purchase orders to make sure items are accessible.</p> <p>[12:13 PM] Anne LaddParent Mentors have made 31,968 phone, email, and text contacts with families in the first half of the year and provided 246 trainings. Anne - parent survey - link https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Parent-Survey.aspx</p> <p>Measures Indicator 8, SAP has helped create questions.</p>

Time	Activity
1:15 pm – 2:30 pm	<p>Understanding District Determinations – Linda Castellanos, Program Manager for Data and GO-IEP</p> <p>SEA are required to monitor LEAs for IDEA implementation. Linda explained the areas that were required to be monitored. She showed the matrix used for compliance determination on Indicators 4b, 9, 10, and general supervision.</p> <p>Q: Will the data be made public?</p> <p>A: Data will be found in the reports.</p> <p>If an LEA is out of compliance, the SEA looks at practices and procedures, if still not compliant, LEA needs to submit all data to reexamine if they are reflecting compliant practices.</p> <p>Linda explained the methodology and formula, general supervision, and maintenance of effort.</p> <p>Indicators 11,12, and 13 were discussed along with the need for timely and accurate data. She reviewed 11 items that need to be submitted.</p> <p>OSEP requires 100% compliance.</p> <p>APR characteristics were provided. SAP provides input on the targets.</p> <p>https://spedpublic.gadoe.org/Views/Shared/ Layout.html</p> <p>Patti 1:57 - Ahead of schedule - no public comment</p> <p>Members discussed inclusion vs. self-contained classrooms.</p> <p>Q: Can we have the state CTI coordinator in a future meeting? Career Technical Instruction - worksite, after school hours, etc. food prep, SWD, not CTAE.</p> <p>Q: Can CTAE and CTI be merged? Would love to see if anyone is doing successfully,. Can we encourage and help to facilitate?</p> <p>Discussion about required discipline and suspensions. If a students with ASD hits a teacher, there is confusion about how teachers and admin handle it and look beyond discipline. If you don't suspend, what can they do? How can we support them? Has Ga. delved into it? If not, how can we help resolve the issue?</p> <p>Linda: They are providing training, not on what students need to do, but what are adults doing. Looking at zero tolerance in the student handbook, where they must suspend, are there rules that they might need to revisit?</p> <p>Data demonstrate suspensions don't work. There must be an alternative. I get he lost it because he wanted spaghetti and there wasn't any, but he doesn't get to throw a food tray at a worker's head. We need answers other than yes he does.</p>

Time	Activity
	<p>Behavior needs to be required to be assessed and addressed in the PLAAPF.</p> <p>Maybe add a category of aggressive behavior.</p> <p>Patti will give suggestions to Wina</p> <p>adjourned 2:11pm</p> <p>Paula will email individuals about reimbursements.</p>
2:30 pm – 3:00 pm	<p>Public Comment Public Comment(s)</p> <p>This portion of the SAP Meeting is open to the public. The Public Comment procedures can be obtained using the following weblink: Procedures. Public Comment Online Survey Link: Survey Link Public Comment Printable Form: Form Link</p> <p>Requests to provide Public Comments, either by Phone or written submissions, must be received no later than 1/17/2023 and accommodation requests necessary for participation in the public comment process.</p>

Respectfully Submitted by:

Karin Fisher