



State Advisory Panel

For Special Education

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**Minutes Summary
State Advisory Panel Meeting
January 17-18, 2013
Callaway Gardens
Pine Mountain, GA**

January 17, 2013

Time	Events																							
7:30 – 8:30	CONTINENTAL BREAKFAST																							
8:30 – 9:15	Welcome Panel Member Introductions and Update	<p>Linda Meiring, Chair, and, Steve Derr, Vice-Chair, opened the meeting and welcomed members. Scott Bales and the Department of Education indicated that they were recording the meeting.</p> <p>The following panel members were present:</p> <table border="0"> <tr> <td>Uzoma Anadu</td> <td>Wendi Baird</td> </tr> <tr> <td>Scott Bales</td> <td>Kyle Berry</td> </tr> <tr> <td>Susan Brown</td> <td>Steve Derr</td> </tr> <tr> <td>Kristie Johnson Gregory</td> <td>Leslie Lipson</td> </tr> <tr> <td>Linda Meiring</td> <td>Jennifer Mellor</td> </tr> <tr> <td>Brian Mosley</td> <td>Mike Newton</td> </tr> <tr> <td>Cheryl Ngoto</td> <td>Candice Norris Brown</td> </tr> <tr> <td>Sue Riner</td> <td>Dannette Rogers</td> </tr> <tr> <td>Cathy Smith Jackson</td> <td>Cynthia Spaulding</td> </tr> <tr> <td>Tangye Teague</td> <td>Karen Thrasher</td> </tr> <tr> <td>Natalie Whitlow</td> <td></td> </tr> </table>	Uzoma Anadu	Wendi Baird	Scott Bales	Kyle Berry	Susan Brown	Steve Derr	Kristie Johnson Gregory	Leslie Lipson	Linda Meiring	Jennifer Mellor	Brian Mosley	Mike Newton	Cheryl Ngoto	Candice Norris Brown	Sue Riner	Dannette Rogers	Cathy Smith Jackson	Cynthia Spaulding	Tangye Teague	Karen Thrasher	Natalie Whitlow	
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9:15 – 10:00	GaDOE Division for Special Education Services and Supports Update	<p>Dr. Zephine Smith-Dixon presented an update from the Division for Special Education Services and Supports.</p> <p>Dr. Smith-Dixon provided update on personnel changes at the Division. Dr. Alice Murphy retired and Sandy DeMuth has joined the Division, working with the Positive Behavior Supports program.</p> <p>The Spring Leadership meeting will be held in Athens on March 18-20, 2013. This annual meeting provides technical assistance to local school districts. Last year’s meeting revolved around the theme of General Supervision at the state level. Georgia is required by the federal government to monitor local districts. The Division has been working this year on refining and implementing the General Supervision process at</p>																						

		<p>the state level. This year’s Spring Leadership Meeting will focus on what districts are doing at the local level to implement the General Supervision process.</p> <p>The Institute Designed for Educating All Students (IDEAS) conference will be held at St. Simons Island on June 3-6, 2013. The focus will be on implementation and classroom ideas for teachers.</p> <p>The State Personnel Development Grant (SPDG) has been refunded. This grant will focus on the areas of graduation, college career readiness and transition.</p> <p>The Positive Behavior Interventions and Supports (PBIS) program currently has 18 counties, 1 state school and GNETS programs participating in the program.</p> <p>The state has made new determinations on disproportionality. The Office of Special Education Programs (OSEP) requires Georgia to identify districts with disproportionality in the areas of over identification of students by ethnic groups, placement and discipline issues. The state has identified approximately 40 districts. These districts will complete a self-assessment and come to a forum to review their policies, procedures and practices in their area of concern. If any of the identified districts are currently on a compliance plan or engaged in the active engagement process, they will be worked with separately.</p> <p>Dr. Smith-Dixon discussed the Division’s active engagement process. There are currently 12 districts that have been identified to participate in the process. This is to be a multi-year process that will focus on identifying the root causes of difficulties that the districts are experiencing in special education with targeted assistance provided to the districts. The Division is also checking to see if other departments within the DOE are working with these districts in order to partner with them.</p> <p>Questions and comments were taken from the panel.</p>
10:00 – 10:15	BREAK	
10:15 – 12:00	SPP/APR	<p>Elise Lynch presented on Georgia’s State Performance Plan (SPP) and Annual Performance Report (APR).</p> <p>Ms. Lynch reviewed the working documents the panel would be using for the SPP/APR work at this meeting.</p> <p>She provided an overview of the SPP/APR. The State Performance Plan was initiated after the reauthorization of IDEA. It started with 20 indicators around particular areas</p>

		<p>related to IDEA. The number of indicators has since dropped to 18. Georgia needed to look at data in the identified areas to see where the state fell and then set targets for improving performance in each area over 5 years. The plan shows the baseline and all targets for 5 years. These targets were extended for another 2 years as IDEA was not re-authorized.</p> <p>The Annual Performance Report (APR) tells about all the indicators and how the state has performed on each indicator. This report is required by OSEP and is their way to supervise the state and Georgia’s implementation of IDEA. Georgia is required to look at how each Local Educational Agency (LEA) performs on each indicator and make determinations for each district. The performance of both the state and districts on these indicators has to be publically posted. This information is posted on the DOE website. Georgia met requirements last year, but was placed in the “Needs Intervention” level due to its performance on the Transition indicator.</p> <p>Ms. Lynch reviewed the changes from OSEP. 1) Activities from Indicators 1, Graduation Rate, and 2, Dropout Rate, can be combined. 2) Indicators 16 & 17, due process indicators, were removed from the APR. These indicators will continue to be monitored, just not in the APR. 3) Indicator 20, Timely and Accurate Data, is directly submitted to OSEP. 4) There have been changes in the structure of the APR. Due to a change in measurement of Indicator 1, the baseline is reported in the SPP, but is not in the APR. Previously, Indicator 6, Least Restrictive Environment – Preschool, had not been reported in the APR. It had been reported separately. It is now required to be in the APR. Due to the Elementary and Secondary Education Act (ESEA) waiver, Indicator 3, Assessment, is on hold until guidance for reporting is obtained from OSEP.</p> <p>The group activities to be conducted by the panel were reviewed by Ms. Lynch. The groups will look at the state’s performance on assigned indicators and provide suggestions for activities for those indicators.</p>
12:00 – 1:00	LUNCH	
1:00 – 2:00	SPP/APR Question and Answer	Ms. Lynch answered questions from panel members on information presented on Georgia’s State Performance Plan and Annual Performance Report,
2:00 – 2:15	BREAK	
2:15 – 4:00	SPP/APR Work Groups	<p>Panel members worked in group to review data, activities and make recommendations on their group’s indicators.</p> <p>Panel groups reported on the findings and recommendations of their groups.</p>

4:00 – 4:30	Public Comment Session	No individuals were present to make comment and no public comments were requested at this meeting via phone or e-mail.
4:30 – 5:00	State Advisory Panel Planning for Future Meetings	<p>Panel members provided input on topics for future meetings.</p> <p>Linda Meiring, Panel Chair, reviewed the draft agendas for the February and May meetings and asked for suggestions. The following topics were suggested by the panel.</p> <ul style="list-style-type: none"> - A presentation on the Growth model in the Longitudinal Data System (LDS) - A presentation on the PARCC assessment by Melissa Fincher - A presentation by students participating in the Inclusion Academy and the Able Student Support System during the May meeting at Kennesaw State University, - A presentation on the preparation of general education teachers to work with special education students - An update on The Restraint and Seclusion rule - A presentation on how students leaving school and entering competitive employment are supported - A presentation on reducing the use of suspension/expulsion - A presentation by students on their expectations for after graduation and how the academy has supported them during the February meeting at the Georgia Academy for the Blind, - A presentation on Paulding County’s restraint and seclusion practices - A tour of the Smokey Powell Center at the Georgia Academy for the Blind - In-depth conversation about what is happening with special education diplomas - A presentation on disproportionality

January 18, 2013

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7:30 – 8:30	CONTINENTAL BREAKFAST	
8:30 – 9:30	Committee Meetings	All committees met.
9:30 – 10:15	Committee Reports	<p>Committees reported to the panel on current activities and recommendations.</p> <p><u>Operating Procedures:</u> A recommendation was made to schedule panel meetings on Friday and Saturdays with public comment held on Saturday. This schedule was felt to be better for increasing the amount of public comment and for panel members who need to be gone from work for 2 days.</p> <p><u>Family Engagement:</u> The committee has finalized the acronym list and will send it to Linda Crawford at the Division for distribution. The committee has discussed concerns related to the low return rate on parent surveys. They would like to formally submit a list of ideas and recommendations that could be submitted to school districts.</p> <p><u>Public Comment:</u> The committee felt that the public comment period should be scheduled early on the first day of the SAP meetings. They discussed different places to reach people with information about the opportunity to make public comment, such as the public library systems, especially in the area where the meeting will be held. Ideas such as reaching out to the press for notice of the meetings, asking Parent to Parent to send out information to their members, exploring social media with different support groups, working with parent mentors, the Georgia Learning Resource System (GLRS) and the Parent Student Association (PSA) were discussed.</p> <p><u>Dispute Resolution:</u> Dr. Mike Blake is working on the Facilitated IEP project and is soliciting input. He discussed the IEP project with the committee. The committee reviewed the dispute resolution numbers for last year. They also reported that the Division is looking for more complaint investigators.</p>
10:15 – 10:30	BREAK	
10:30 – 11:30	Manifestation Determination	<p>Dr. Mike Blake presented an overview of Manifestation Determination to the panel.</p> <p>Dr. Blake discussed why the Manifestation Determination process was developed. This process was developed in order to protect students with disabilities from discrimination due to behaviors that were a manifestation of their disability. Previously, students with disabilities may have been prohibited from attending school because of behavior. This does not mean that students with disabilities can violate the Code of</p>

Time	Events	
		<p>Conduct. Schools can still take steps to have safe environments. As long as the manifestation determination process is followed, students can get a Free and Appropriate Public Education (FAPE) and schools will have protections.</p> <p>The manifestation process is used for students that have disciplinary actions that exceed 10 consecutive days or have removals that constitute a pattern which results in more than 10 days, either of which constitutes a change of placement. Within 10 school days of the decision to change placement, the IEP team needs to meet for a manifestation determination.</p> <p>There are 2 questions for manifestation determination to answer. 1) Was the conduct caused by a direct or substantial relationship to students' disability? 2) Was the conduct a result of the district's failure to implement the IEP? If the behavior is a manifestation of the disability and there is no Behavior Intervention Plan (BIP) in place, the school must conduct a Functional Behavior Assessment (FBA) and implement a BIP. If a BIP is in place, the IEP team must modify and monitor the BIP.</p> <p>If the behavior is not a manifestation of the student's disability, the same disciplinary action as non-disabled peers can take place; however, the student must continue to receive FAPE, although in another setting. If the disciplinary action results in expulsion, the IEP team must determine how the student will continue to receive educational services in order to access the general education curriculum and progress on their goals on the IEP.</p> <p>Dr. Blake reviewed exceptions. There are certain situations where the student can be moved to an interim alternative educational setting (IAES), even if the behavior is a manifestation of their disability. These exceptions can include weapons, drugs, or serious bodily injury.</p> <p>Questions and comments were taken from the panel.</p>
11:30 – 12:30	LUNCH	
12:30 – 2:00	CTAE and Transition for Students with Disabilities	<p>Lu Nations-Miller and Vivian Snyder presented on transition, Career, Technical and Agricultural Education (CTAE) and the Bridge Bill. They discussed the importance of the Bridge Bill which provides for transition planning for all students. This process begins earlier than the transition planning process through the IEP for students with disabilities. The Bridge Bill puts an emphasis on transition planning for all students. This legislation was passed in 2010 and will be implemented over 3</p>

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		<p>years.</p> <p>The website, Georgia College 411 (www.gacollege411.org), was reviewed. This is a website that offers educational and career planning assistance.</p> <p>There are 17 career clusters published in the College and Career Readiness Performance Index (CCRPI). Mrs. Snyder discussed the need to prepare students beginning at elementary school level.</p> <p>Student in grades 6 through 8 will be provided counseling advisement and career counseling and will develop an individual graduation plan with parents and teachers. The Bridge Bill also states that high school students will be provided with guidance, advisement and counseling annually to successfully complete their individual graduation plan. The individual graduation plan includes both academic and career focused course work and should incorporate components of the IEP where applicable.</p> <p>In the past, Georgia College 411 only addressed students going to college. Now it includes anything students may be going to after high school, including college (either 2 or 4 year), technical college, special purpose schools, military and employment.</p> <p>The website was reviewed and panel members were given the opportunity to explore sections of the website.</p> <p>Questions and comments were taken from the panel.</p>
2:00 – 3:00	SPP/APR	<p>A wrap up of the panel work on indicators within the State Performance Plan was provided and the meeting was adjourned by Linda Meiring, Panel Chair.</p>