

**Special Education State Advisory Panel (SAP) Virtual Meeting
Thursday, September 2, 2021**

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 – 10:15 am	<p>Welcome/Opening Activity The Chair and co-Chair welcomed State Advisory Members. Since this was the first meeting of the academic year, members introduced themselves.</p>
10:15 am – 12:15 am	<p>New State Performance Plan Annual Performance Report Indicators GaDOE is required to submit an Annual Performance Report to the Office of Special Education Programs (OSEP) by February 1st each year. The SAP must advise the State Director of the unmet needs of the state and give feedback concerning targets, progress, slippage, and activities in these areas. Dawn Kemp and Linda Castellanos of GaDOE presented on Indicators 5 (school age environments), 6 (early childhood environments), 11 (Child Find and Initial Evaluation), and 12 (Part C to B Transition). The Panel was divided into five groups: Group A: High School and Life Outcomes Group B: Disproportionality Group C: Environment and Timelines Group D: Preschool, Parent Involvement and Legal; and Group E: Assessment Panel members provided their input on targets for indicators discussed in their groups.</p>
12:15 pm – 1:15 pm	Lunch Break
1:15 pm – 1:30 pm	<p>Therese McGwire of GaDOE presented updates on Equitable Opportunities for physical education for students with disabilities. The presentation included the OSEP response to a complaint, the salient points of which are:</p> <ul style="list-style-type: none"> - Physical Education includes special physical education, adapted physical education, movement education, and motor development. - All children with a disability MUST be afforded the opportunity to participate in regular PE. - When PE is SDI to meet the needs of the student, the service is



Time	Activity
	<p>considered special education and is NOT a related service. As with any direct service, the IEP determined the frequency, location, and duration of the service.</p> <ul style="list-style-type: none"> - Each State’s policies and procedures MUST provide for the establishment and maintenance of standards to ensure that personnel necessary to carry out SDI for PE are appropriately and adequately prepared and trained.
1:30 pm - 2:00 pm	<p>Karin Fisher, Chair, provided updates and suggested next steps on State Advisory Panel Operating Procedures. Discussion items included:</p> <ul style="list-style-type: none"> • The past chair will keep minutes, or add their designee • Public comments: <ul style="list-style-type: none"> ◦ Protected space and time for public comments like the state board of education ◦ Discussion about providing separate public comment link ◦ Starting agenda with public comment • Executive committee engagement strategies • Karin will share the revisions with the Panel with redline through changes • Revised operating procedures to be added to the LiveBinder to adopt in FY 22
2:00 pm – 2:30 pm	<p>State Director’s Updates by Zephine Smith-Dixon on:</p> <ul style="list-style-type: none"> - SB48 – Dyslexia Law amendment; - “Reimaging Education” initiative by State Superintendent Woods, setting high expectations for children; - Tell us what you hear to mitigate the impact of a child’s disability; - Broad themes of the American Rescue Plan that included: 1. Accelerated Learning; 2. Personalized supports in place for students, teachers and parents; and 3. Opportunities in advanced learning.
2:30 pm – 3:00 pm	<p>Public Comment Public Comment(s) One public comment was heard during the SAP meeting, from Tricia Harris.</p> <p>The comment addressed concerns on equity and underfunding, and more comprehensive integration of IEPs with academic and functional benchmarks against peers.</p> <p>The meeting adjourned at 3:00 PM.</p>