

Outreach IDEA SELDA Presentation

September 27, 2023

MEET OUR TEAM

IDEA Outreach Unit



**DR. LATANYA BARKLEY
WASHINGTON**

IDEA Ombudsman/Program Manager Outreach
Unit



ELISE JAMES

Program Specialist - Transition Postschool
Outcomes and Section 504



ANNE LADD

Program Specialist - Family
Engagement



TRACY BARBER JONES

Program Specialist - Special Education
Helpdesk



TYRA MILLS

Communications and Visibility
Specialist

Icebreaker

Word cloud

Question: What was your role prior to becoming a special education director?

Program Manager

Dr. LaTanya Barkley Washington

**IDEA Ombudsman/Program Manager Outreach Unit
Division for Special Education Services and Supports**

Outreach IDEA Unit Program Manager

Provides support and manages all components of the Outreach IDEA Unit to include:

- Communication and Visibility
- Facilitated IEP Team Meetings
- Family Engagement
- Special Education Helpdesk
- Transition Postschool Outcomes
- Section 504

Learning Outcomes

I understand the components of the IDEA Outreach Unit.

IDEA Ombudsman

Dr. LaTanya Barkley Washington
IDEA Ombudsman/Program Manager Outreach Unit
Division for Special Education Services and Supports

Learning Outcomes

I understand the role of the Ombudsman as a neutral party that connects LEAs and families in the interest of students with disabilities.

IDEA Ombudsman

- Builds a reputation for being a neutral party that is accessible.
- Is a neutral party that connects families, Local Agency Authorities (LEAs) and stakeholders at large in the interest of students with disabilities (SWDs).
- Serves as a source of information regarding state and federal laws and regulations governing special education.

IDEA Ombudsman

- Provides information to parents of SWDs to help them understand and navigate the special education process.
- Provides communication strategies to parents, LEAs and stakeholders at large for resolving disagreements and special education issues in a non-legal manner.
- Assists parents, LEAs, and stakeholders at large with developing strategies and informal options to address issues and concerns.

IDEA Ombudsman

- Promotes collaboration and positive communication between parents and school district personnel in addressing special education issues and concerns.
- Provides information and resources on available options for dispute resolution, such as mediation, state complaints, and due process hearings when collaboration efforts fail.

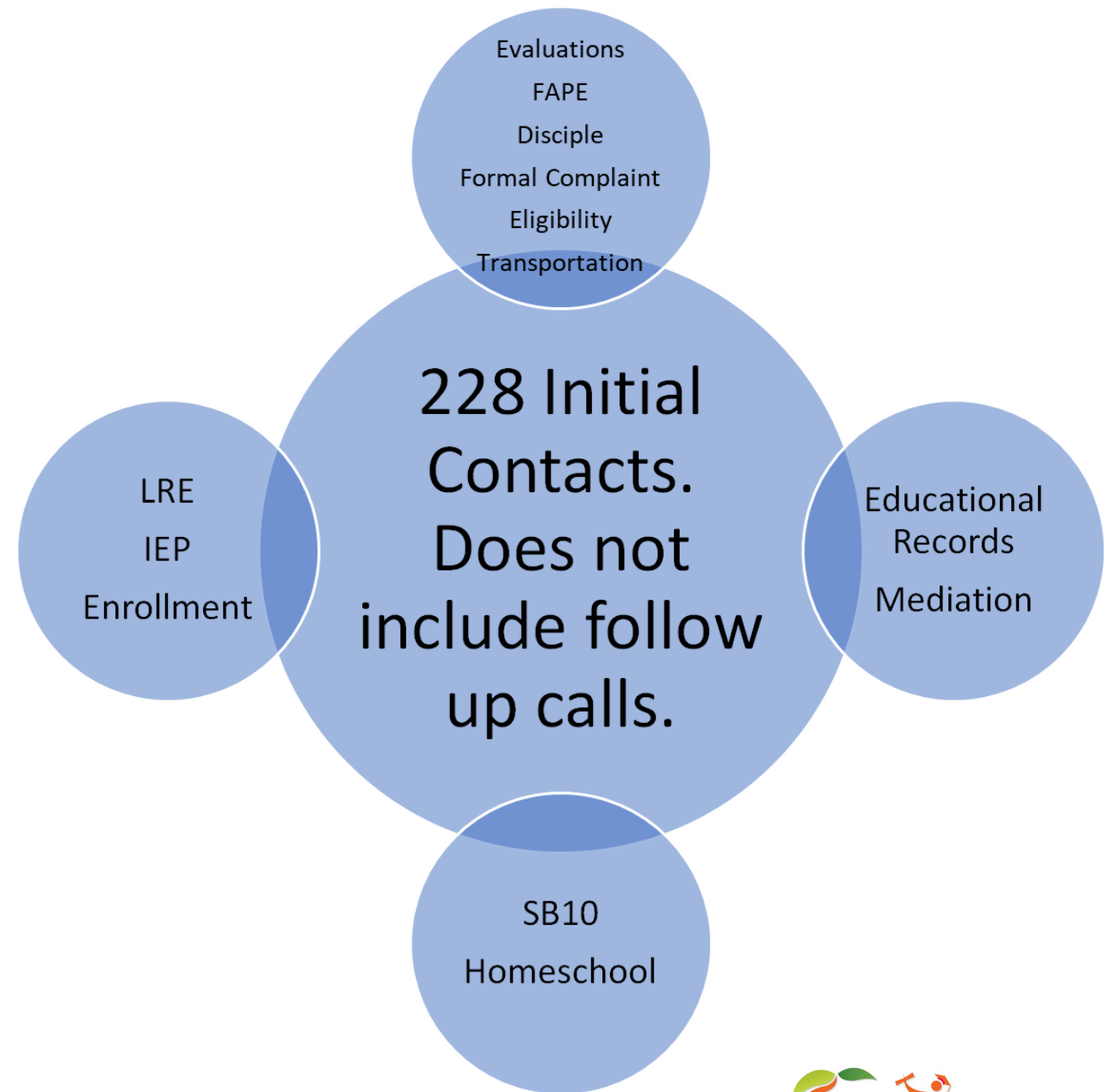
IDEA Ombudsman

- Serves as a resource for IDEA related information and referrals to available programs and services for individuals with disabilities.
- Identifies, track, monitor, and report to the Georgia Department of Education (GaDOE) Leadership on suspected systemic patterns of concerns that emerge from constituent contacts regarding special education services in local school districts to aid in addressing noncompliance with special education laws and regulations.

What The IDEA Ombudsman Does Not Do:

- Does not serve in a role that would compromise neutrality.
- Is not an attorney and cannot provide legal advice.
- Does not make decisions or mandate policies.
- Does not have the authority to direct a LEA, parent or stakeholders at large to make decisions.

Fiscal Year 2023 Initial Ombudsman Contacts



IDEA Ombudsman

- Attends GLRS Meetings
- Attends State Advisory Panel Meetings
- Attends SELDA Meetings
- Attends Special Education Administrators Academy Meetings
- Attends Director's Webinars
- Maintains positive relationships with special education directors to connect families to the district in the interest of the student.

What Did You Learn?



Facilitated IEP Team Meetings

Dr. LaTanya Barkley Washington

**IDEA Ombudsman/Program Manager Outreach Unit
Division for Special Education Services and Supports**

Learning Outcomes

- I understand the Facilitated IEP Team process (FIEP) process is a dispute preventive initiative.
- I understand that IDEA does not require facilitated IEP Team meetings.
- I understand the role of a facilitator in an IEP Team meeting.
- I understand who can request a FEIP meeting.
- I understand where to locate the form to request a FIEP meeting.

Facilitated IEP Team Meetings (FIEP)

- IEP Team Facilitation is an optional process, not required by the IDEA that state educational agencies (SEA) or school districts may provide to parents and schools.
- A facilitated IEP Team meeting is the same as any other IEP Team meeting, except that a facilitator joins the meeting.

What Is IEP Team Meeting Facilitation?

- IEP Team Meeting Facilitation is a collaborative dispute prevention and resolution process used when members of an IEP Team agree that the presence of a third party would help facilitate communication and problem solving.
- IEP Team Meeting Facilitation can be especially useful when there is a history of communication challenges, or a meeting is expected to be particularly complex or controversial.

What is IEP Team Facilitation?

- In a facilitated IEP Team meeting, an impartial facilitator helps to keep members of the IEP Team focused on the development of the IEP while addressing conflicts and disagreements that may arise during the meeting.
- At the meeting, the facilitator will use communication skills that create an environment in which the IEP Team members can listen to each member's point of view and work together to complete the development of a high-quality IEP.

What Is The Role Of The Facilitator?

- Helps IEP Team members develop group norms, an agenda, and desired outcomes for the meeting
- Guides discussions by asking student-focused questions
- Keeps the IEP Team on task and the meeting on schedule

What Is The Role of The Facilitator

- Asks questions to clarify points of agreement and disagreement and assists parties in identifying workable solutions
- Does **NOT** make decisions and is **NOT** a member of the IEP Team
- Does **NOT** address issues unrelated to the IEP and does **NOT** need a draft of the IEP prior to the meeting

What Are Some Benefits Of IEP Team Facilitation?

- May build and improve relationships among IEP Team members
- Team members may feel better heard when a facilitator is involved
- Allows all members of the IEP Team the chance to participate fully

What Are Some Benefits Of IEP Team Facilitation?

- The IEP Team may work together more effectively and efficiently to create an IEP that benefits the student and is supported by all IEP Team members
- Keeps decision-making with the IEP Team members who know the student best
- Helps resolve disagreements more quickly than other dispute resolution processes

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What Are Some Benefits of IEP Team Meeting Facilitation?

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- Allows all members of the IEP Team the chance to participate fully

How Do You Request A Facilitated IEP Team Meeting?

- Parents or district personnel may initiate the process by completing the IEP Team Meeting Facilitation Request form.
- Both the parties (district and parents or student if 18 years or older) must agree to participate.

How Do You Request A Facilitated IEP Team Meeting?

- A complete and signed request form and notice of meeting must be submitted to the GaDOE at least 7-10 days before the scheduled IEP Team meeting.
- Upon approval, a facilitator will be provided at no cost to the parent or district



Facilitated Individualized Education Program (FIEP)
 Team Meeting Request Form
 "A Collaborative Dispute Prevention and Resolution Option"

Name of Student			Grade of Student		Date of Birth
Name of School District			Current School		
Name of Special Education Director or Designee			Name of Parent/Guardian		
Address			Address		
City	State	Zip	City	State	Zip
Contact Numbers	Work	Cell	Home	Work	Cell
Email			Email		
Who initiated this Facilitated IEP Team meeting request? <input type="checkbox"/> Parent <input type="checkbox"/> School District					

An IEP Team meeting is currently scheduled for:

Date	
Time	
Location	
Purpose	

Required Signatures: We understand that a Facilitated IEP Team meeting is a voluntary alternative dispute resolution option. We understand and agree to the seven (7) items listed on page one of this request form.

Signature of Parent/Guardian	Date Signed
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Signature of Special Education Director	Date Signed
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Submit the signed FIEP Team Meeting Request Form and copy of the fully executed IEP Team meeting notice to:
 Division for Special Education Services and Supports
 205 Jesse Hill Jr. Drive, SE, 1870 Twin Towers East
 Atlanta, Georgia 30334
 eFax: 770-344-4458 or Email: spedhelpdesk@doe.k12.ga.us
 Attention: FIEP Request
 Electronic submissions are strongly encouraged

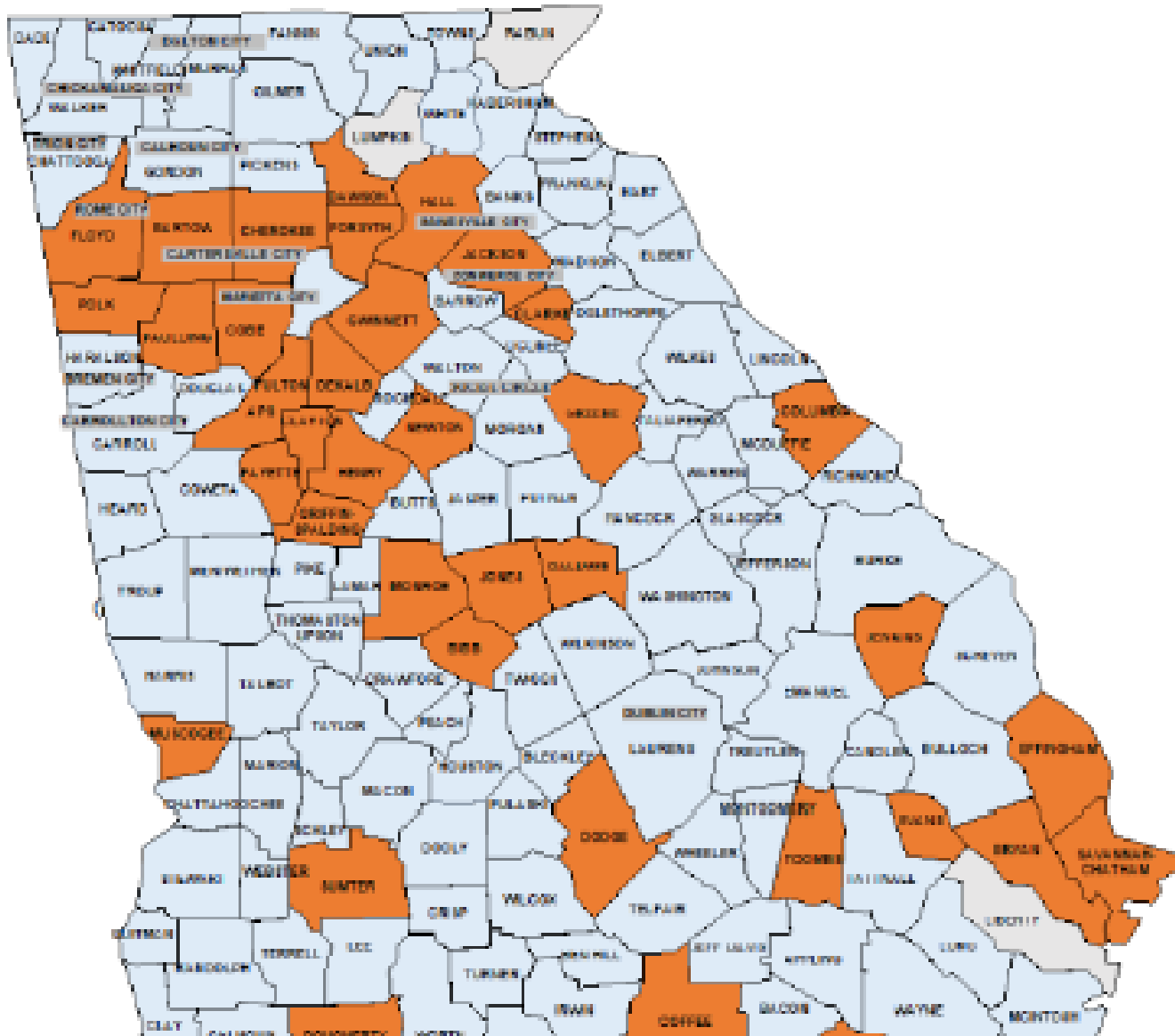
For questions, contact the Special Education Help Desk at (404) 657-0968 or spedhelpdesk@doe.k12.ga.us

Facilitated Individualized Education Program (FIEP) Team Meeting Request Form

"A Collaborative Dispute Prevention and Resolution Option"



Fiscal Year 2023 LEAs That Utilized The FIEP Process



What Did You Learn?

- What are the benefits of the FIEP Process?



Family Engagement

Anne Ladd

Program Specialist, GA Parent Mentor Partnership
Division for Special Education Services and Supports

Together, We Can!



Georgia
Parent Mentor
Partnership

- 21 Years Together 2002-2023

Learning Outcomes

- I can list two benefits of family engagement.
- I can identify who is responsible for family engagement.
- I can name two areas to focus on for to increase family engagement.

What is Family Engagement?

Family Engagement is any way that a child's family (biological parents, foster parents, siblings, grandparents, etc.) effectively supports the child's learning and healthy development.

What are the benefits of Family Engagement?

What the Research Says:

One of the most comprehensive research synthesis on Family Engagement was completed in 2002 by Anne Henderson and Karen Mapp. The researchers focused on the relationship between student achievement and family-community involvement.



When Families are Engaged...

Students achieve more, regardless of socioeconomic status, ethnic/racial background, or the parents' education level.

and

These students also exhibit more consistently higher grades, test scores, better attendance, completed homework; and positive attitudes and behavior. (Anne Henderson & Karen Mapp)

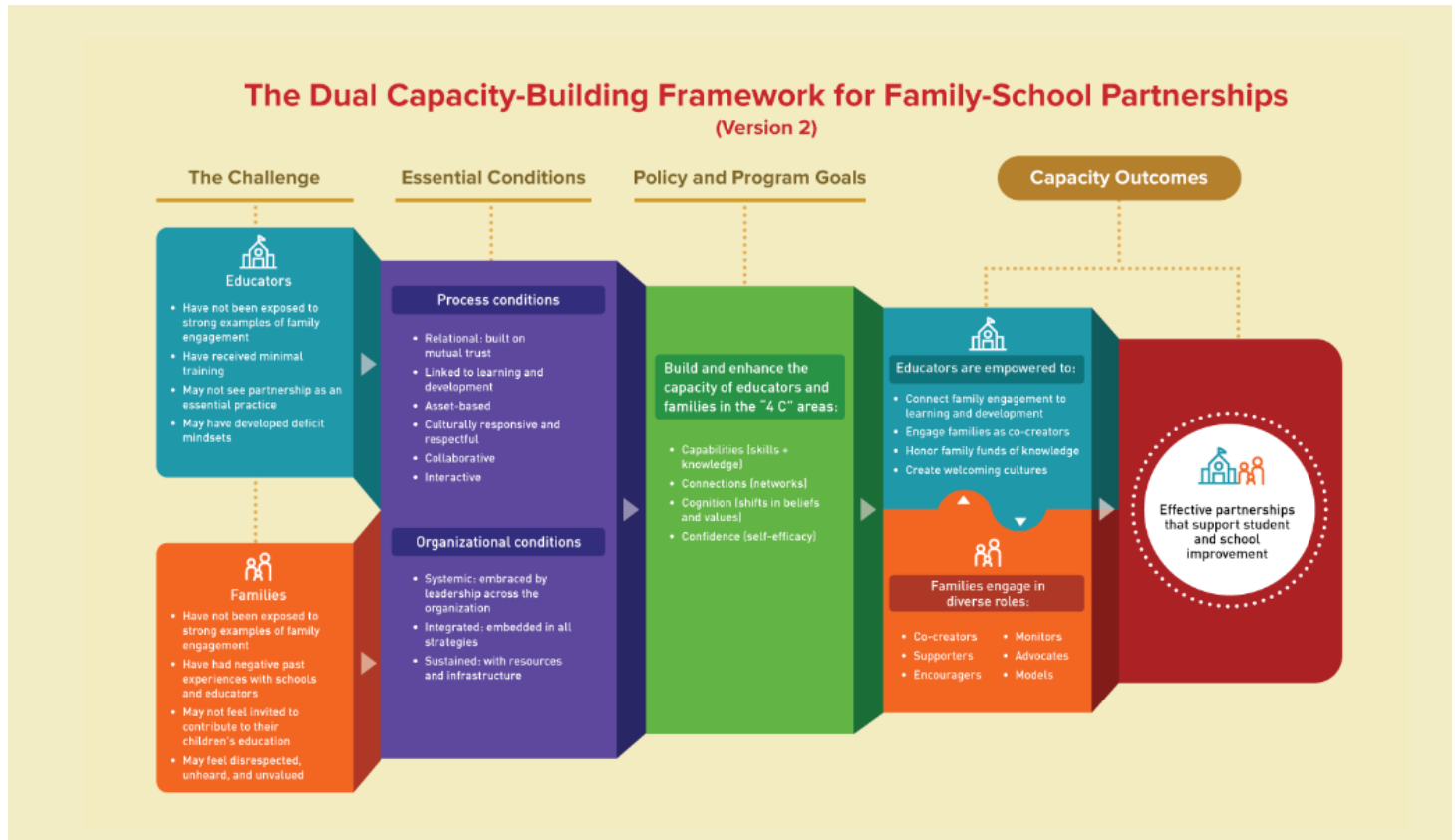
What the Research Says

National and state evidence indicates that a high dropout rate and a wide gap in achievement cannot change without effective family engagement.

What the Research Says

When parents understand the vital role that accommodations play in the success of their child's classroom education, then they can partner with the IEP team to discuss if the implementations are working successfully. **Source: Epstein**

Who is responsible for Family Engagement?



Focus Areas for Family Engagement

- Two-way Communication
- Show up at school meetings and trainings
- Provide buy-in for priorities
- Change mindset around possible outcomes (raise expectations)
- Collaborate in the IEP process
- Build partnerships

Begin to Build Your Family Engagement Toolkit

- Hierarchy of needs
- National PTA Standards
- Parent/family training
- Vital Behaviors
- Communication strategies

National Standards for Family-School Partnerships

- **Standard 1:** Welcoming all families into the school community
- **Standard 2:** Communicating effectively
- **Standard 3:** Supporting student success
- **Standard 4:** Speaking up for every child
- **Standard 5:** Sharing power
- **Standard 6:** Collaborating with community

Building on Strengths

- ***Identifying family strengths is critical to engaging families as partners in their children's education.*** To identify and make use of family strengths, educators may need to shift from a deficit-based model, which focuses on what families are not doing, to a strengths-based model, which acknowledges that families want to help their students succeed (Moore, 2011).

Building on Strengths

- ***Collaborating with families based on strengths develops strong relationships between home, school, and community.*** Educators can create opportunities for involvement. When educators recognize families' strengths, they are more likely to reach out to parents or other family members as true partners. (Moore, 2011)

Families of Students with Disabilities



Sharing the Journey



- Established in 2002
- 88 districts across the state & over 101 mentors
- Family members who have the shared, lived experience
- Provide family training & support
- Statewide reach for information distribution and stakeholder input
- Work to build capacity through collaboration with other agencies and organizations
- Promote family engagement as an integral strategy for school improvement & increased positive outcomes for students

Ga Parent Mentor Partnership

Working to Connect Families, Schools and Communities

The Georgia Parent Mentor Partnership is parents and professionals working together to improve outcomes for students with disabilities by enhancing communication and collaboration between families, educators and the community.

Our Mission

The mission of the Georgia Parent Mentor Partnership is to build effective family, school, and community partnerships that lead to greater achievement for students, especially those with disabilities.

Our Vision

The vision of the Georgia Parent Mentor Partnership is Parent mentors and special education administrators will lead the way in Georgia to bridge the gap between home, school and community partnerships.



Georgia
Parent Mentor
Partnership

Quick Links

- Home
- About Us
- Find A Mentor

Get in Touch

- Email Us
- Facebook

What Did You Learn?



Special Education Helpdesk

Tracy Barber Jones

Program Specialist

Division for Special Education Services and Supports

Special Education Helpdesk

What is it?

- Telephone and email options
- Designed to answer special education-related questions
- Provides useful information and resources



Who can use it?

- Parents
- Teachers
- School and district administrators
- Members of the community

Special Education Help Desk



Types of information provided:

- Explanation of IDEA procedural safeguards (Parents' Rights).
- Information about, access to, and assistance with the family engagement resources and dispute prevention and resolution processes.
- Discussion of options for addressing concerns or disagreements about a student's special education program.

Special Education Help Desk

- Information relevant to the education of students with disabilities.
- Information about other agency resources and materials.



Special Education Help Desk

- Who provides the information and support?
 - Members of the Georgia Department of Education Outreach Unit.
- How do I access it?
 - Call: (404) 657-9968
 - Email: SPEDhelpdesk@doe.k12.ga.us



Effective Transition for Students with Disabilities

Elise James

**Program Specialist, Transition Postschool Outcomes
Division for Special Education Services and Supports**

Learning Outcomes

- I can identify compliance requirements for transition planning.
- I can identify best practices in for transition planning.
- I can list two reasons that transition programs should include self-determination building.

Why Do We Have Transition?



- Changing and expanding expectations for students with disabilities
- Basic structure for preparing students with disabilities to live, work and play in the community, as fully and independently as possible
- Supported by changes in laws and policies to promote equal access and opportunity

Why Do We Have Transition?

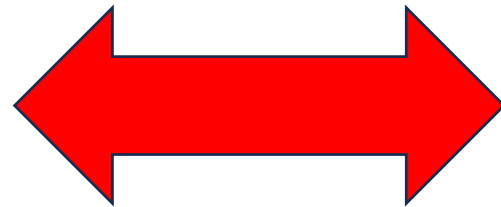


- Changes in laws and policies:
 - Educating all Handicapped Children Act (1975): Established free appropriate public education (FAPE)
 - Bridges from School to Work: First conceptual model of transition by the Office of Special Education and Rehabilitation focused on work (Will 1984)
 - Halpern Model of Transition: Residential, employment and social interpersonal networking focus (1985)
 - The Individuals with Disabilities Education Act of 1990: Transition plans required
 - IDEA (2004): Education, employment and independent living focus

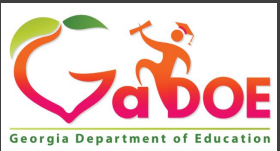
Transition for Students with Disabilities

Compliance

Best Practice



LETTER OF THE LAW



Transition Services Defined (Sec. 300.43)

- A **coordinated set of activities** for a child with a disability that is designed to be a **results-oriented** process focused on improving the academic and functional achievement... to facilitate the child's movement from school to **employment, continuing adult education, adult services, and independent living or community participation**
- Based on child's **individual needs** and takes into account the child's **strengths, preferences and interests.**
- Beginning no later than the first IEP to be in effect **by a student's 16th birthday**, the IEP **must include transition services.**

Sec. 300.43 Transition Services

- (2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes—
 - (i) Instruction;
 - (ii) Related services;
 - (iii) Community experiences;
 - (iv) The development of employment and other post-school adult living objectives; and
 - (v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.
- (b) Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.

State Monitoring of District Plans

Compliance

- Districts submit State-selected plans for review
- State reviews for compliance
- Non-compliance must be corrected
- Districts develop a Corrective Action Plan to ensure systemic compliance

Name: _____

Date: _____

Transition Planning Checklist



Preferences				
Checklist Items	Yes	No	Required	Comments
Course of Study	<input type="checkbox"/>	<input type="checkbox"/>	Required	State the student's diploma type, career pathway, or types of courses/classes/program.
Description of the transition Assessment	<input type="checkbox"/>	<input type="checkbox"/>	Required	Give the name or description of the assessment(s) used.
Transition Assessment Results	<input type="checkbox"/>	<input type="checkbox"/>	Required	Indicate the results from all assessments used.
Preferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Indicate things that the student prefers; you can mention what the student does during their free time.
Strengths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Indicate what the student is good at doing.
Interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	List the student's career and personal interests.

Desired Measurable Post-Secondary/Outcome Completion Goals				
Checklist Items	Yes	No	Required	Comments
a) Education	<input type="checkbox"/>	<input type="checkbox"/>	Required	Start with "After graduation, ____ will...". After that, tell what type of training the student will get and in what field. If the student is going into the military, you do not have to list the area/field.
b) Employment	<input type="checkbox"/>	<input type="checkbox"/>	Required	Start with "After graduation, ____ will...". After that, tell what type of job or career the student will have.
c) Independent Living (as appropriate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	This section is optional. Only complete if the student needs to work on goals in the adult living skills or daily living skills section. Start with "After graduation, ____ will...". If not needed, leave it blank. If completed, you must write goals in the adult living skills or daily living skills section.

(Required Section) Education/Training Annual Transition Goals (Goals based on academics, functional academics, life centered competencies or career/technical or agricultural training needs and job training.)

Checklist Items	Yes	No	Required	Comments
Annual Transition Goals	<input type="checkbox"/>	<input type="checkbox"/>	Required	Must have at least one, must be measurable, attainable in a year, be age and grade appropriate, and must be in line with the post-secondary Education/Training goal.
Activities/Services	<input type="checkbox"/>	<input type="checkbox"/>	Required	Must have at least one per transition goal. Write as steps to lead to the attainment of that goal. Indicate the person(s) or agency(ies) that will be involved for each.

(Required Section) Development of Employment Annual Transition Goals (Goals based on occupational awareness, employment related knowledge and skills and specific career pathway knowledge and skills.)

Checklist Items	Yes	No	Required	Comments
Annual Transition Goals	<input type="checkbox"/>	<input type="checkbox"/>	Required	Must have at least one, must be measurable, attainable in a year, be age and grade appropriate, and must be in line with the post-secondary Education/Training goal.
Activities/Services	<input type="checkbox"/>	<input type="checkbox"/>	Required	Must have at least one per transition goal. Write as steps to lead to the attainment of that goal. Indicate the person(s) or agency(ies) that will be involved for each.

Adapted with permission by Dr. Jacquell Johnson

Georgia Department of Education
Division for Special Education Services



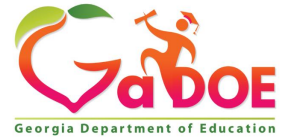
Transition Documentation Checklist

System _____

Date _____

NAME	1. POSTSECONDARY (PS) GOAL FOR EMPLOYMENT	2. POSTSECONDARY (PS) GOAL FOR EDUCATION/TRAINING	3. POSTSECONDARY (PS) GOAL FOR INDEPENDENT LIVING	4. ANNUAL IEP TRANSITION GOALS TO MEET PS GOALS	5. PS GOALS BASED ON TRANSITION ASSESSMENTS	6. TRANSITION SERVICES (ACTIVITIES) ACADEMIC AND/OR FUNCTIONAL TO FACILITATE MOVEMENT TO PS GOALS	7. COURSE OF STUDY TO FACILITATE MOVEMENT TO PS GOALS	8. STUDENT INVITED TO IEP MEETING	9. AGENCY REPRESENTATIVE MEETING INVITED TO MEETING	10. PRIOR PARENTAL CONSENT FOR AGENCY REPRESENTATIVE TO ATTEND	ALL AREAS IN COMPLIANCE (Y=YES, N=NO)

Georgia Department of Education
Richard Woods, State School Superintendent
July 24, 2019



Contact Information

- Results Driven Accountability
 - District Liaison
 - Laurie Ponsell
 - lponsell@doe.k12.ga.us
- [Transition Compliance Website](#)

Transition for Students with Disabilities



This is WHY it is Important!

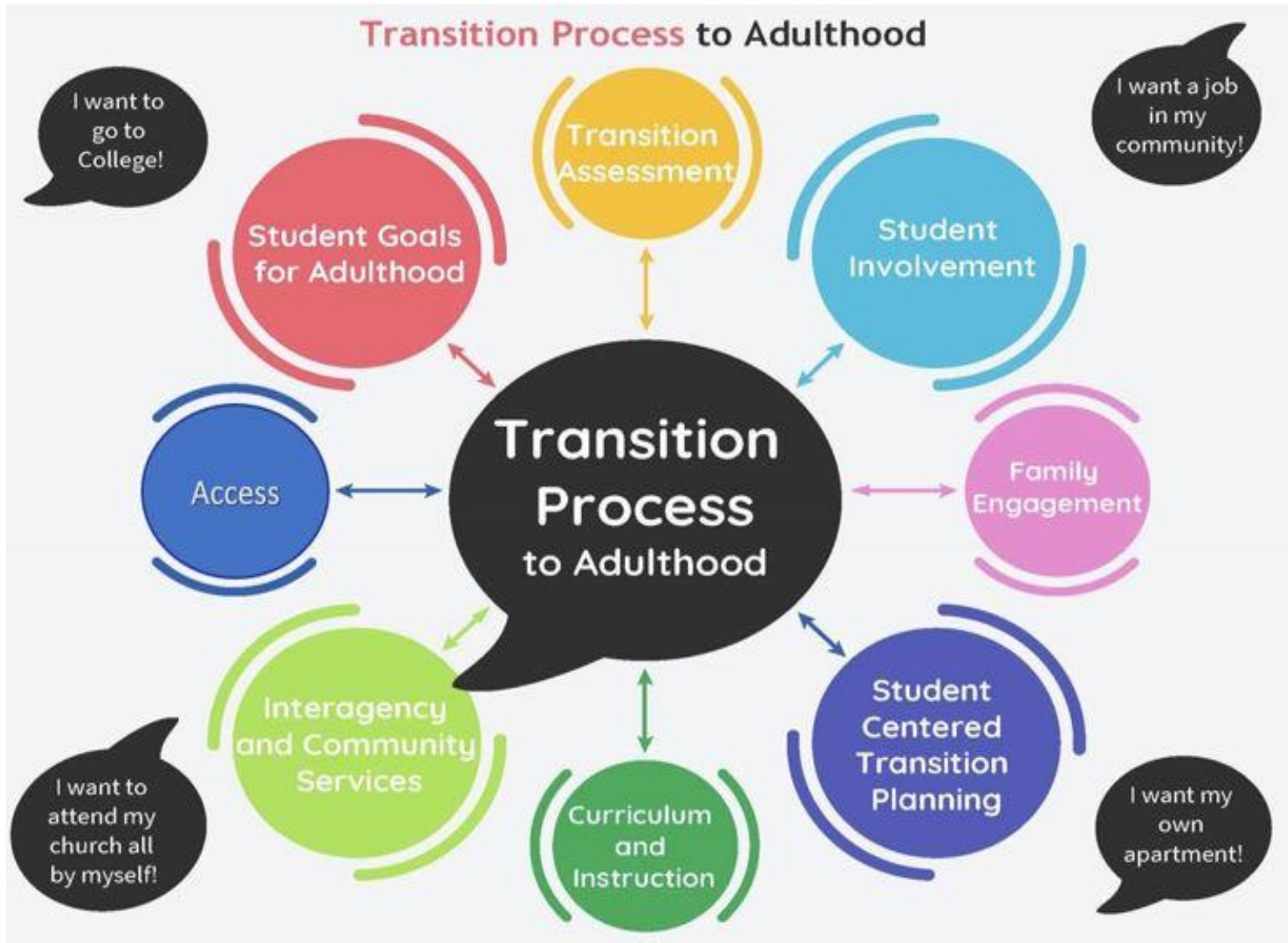
GRADUATION

POSTSCHOOL OUTCOME



- College or university
- Competitive employment
- Postsecondary training
- Vocational school





- Each area is necessary for students with disabilities to transition successfully to their postschool environment
- Every area should be monitored for progress and reporting

Adapted from "Your Complete Guide to Transition Planning and Services" (Morningstar and Clavenna-Deane, 2018)

Georgia's Systems of Continuous Improvement

- Identify Needs
- Select interventions/Strategies
- Plan Strategy Implementation
- Implement Plan/Strategies
- Examine Progress and Impact



Key Points



Begin with the End in Mind



18- 22
Transition
Programs



High
School



Middle
School



Elementary
School



Preschool

- Coordinated activities and programming
- Results-oriented
- Strength-based
- Interest-based

Access

- General education curriculum
 - High School Diploma
 - State-Defined Alternate Diploma
- Technology access
- Career, Technical, and Agricultural Education
 - Pathways
 - Career Technical Education

Access

- Dual enrollment
- Interagency collaboration
 - Georgia Vocational Rehabilitation Agency (GVRA)
 - Georgia Behavioral Health and Developmental Disabilities (GBHDD)
- Intra-agency collaboration and support
 - Counseling
 - Building Resourceful Individuals to Develop Georgia's Economy (B.R.I.D.G.E.)
 - Career and Technical Education (CTI)
 - [Transition for all students](#)

Build Self-Determination Skills

- Self-regulation
 - Self-advocacy
 - Self-awareness
 - Self-efficacy
 - Choice-making
 - Decision-making
 - Problem-solving
 - Goal setting and planning
- State sponsored self-determination initiatives:
 - Student-led individual education program (SLIEP)
 - Self-Determined Learning Model of Instruction (SDLMI)
 - Self-Determination Inventory (SDI)

Why?

**The moment
Patrick and
SpongeBob
realize that
they live
underwater
but can't
swim!**



With Self-Determination Comes Great Power



Transition Programming Guided by Data

- State Performance Plan
 - Indicator 1
 - Indicator 2
 - Indicator 3
 - Indicator 13
 - Indicator 14
- Student, parent, and teacher perception data
- Progress monitoring of transition plans
- Matching outcome data to students
- [Predictors of Postschool Success](#)

Technical Assistance and Webinars

- Check Email Blast for upcoming TA.

Engagement/Quiz



Section 504 of the Rehabilitation Act of 1973

Elise James

Program Specialist, Section 504

Division for Special Education Services and Supports



U.S. Department of Education

Role of Section 504 Program Specialist

- Guidance for districts and parents
 - GaDOE has no authority
 - Governance and authority belongs to the United States Department of Education Office of Civil Rights (OCR)
- Technical Assistance for districts
 - Support in thinking through the process
 - Provide training to follow the law and debunk myths
 - Provide information on changes and precedence set through litigation
- Provide tools and resources for districts and parents

The Basics



- All schools and school districts receiving Federal financial assistance from the United States Department of Education (USED) **MUST COMPLY.**
- Students who meet the definition of an individual with a disability under Section 504 (**not IDEA**) are eligible.
- Students must have an equal opportunity to participate in athletics and extracurricular activities.
- Students must not be bullied or harassed based on their disability.

Disability Defined Under Section 504

- A person or students who:
 - (1) has a physical or mental impairment that substantially limits a major life activity;
 - (2) has a record of such an impairment; **or**
 - (3) is regarded as having such an impairment.
- **Broad coverage**



Major Life Activities

Includes but are not limited to:

- Caring for oneself
- Performing manual tasks
- Walking
- Seeing
- Hearing
- Speaking
- Breathing
- Working
- Learning

Reminder

- Civil rights law
 - “Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED).”
 - "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance“

Reminder

- Educational responsibility
 - “The Section 504 regulations require a school district to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability.”
 - “Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met.”

Reminder

- Two parts
 - Identify that there is a disability and a need for protection under the law
 - Determine need for an educational plan (504 Plan)

Preschool and Day Care

- “A recipient to which this subpart applies that provides preschool education or day care or adult education may not, on the basis of handicap, exclude qualified handicapped persons and shall take into account the needs of such persons in determining the aid, benefits or services to be provided.

Procedural Safeguards Under Section 504

- “Recipient school districts are required to **establish and implement procedural safeguards** that include notice, an opportunity for parents to review relevant records, an impartial hearing with opportunity for participation by the student's parents or guardian, representation by counsel and a review procedure.”
- “Compliance with the procedural safeguards of **section 615 of the Education of the Handicapped Act** is one means of meeting this requirement.”

Noncompliance

- “A school district is out of compliance when it is violating any provision of the Section 504 statute or regulations.”
- “OCR does not review the result of individual placement or other educational decisions so long as the school district complies with the procedural requirements of Section 504 relating to identification and location of students with disabilities, evaluation of such students, and due process”

Noncompliance

- “...OCR generally will not evaluate the content of a Section 504 plan or of an individualized education program (IEP);”
 - Decisions should be made by a team

Take Aways

- IDEA and Section 504 of the Rehabilitation act are separate laws.
- Separate policies and procedures for Section 504
 - May follow IDEA but not required
 - IDEA requires more
- Read the law to determine procedures
- Provide training for school personnel
- Documentation, oversight, and supervision

Resources

- [GaDOE Section 504 Guidance \(PDF\)](#)
- [GaDOE webpage for Section 504 Guidance and Forms](#)
- [GaDOE Overview Document](#)
- [USED Office for Civil Rights](#)
- [USED Office for Civil Rights -504 FAQ](#)
- [USED Parent and Educator Resource Guide to Section 504 in Public Elementary and Secondary Schools](#)



Questions are the path to learning

Engagement/Quiz

- True/False

Communications and Visibility

Tyra Mills

Communication and Visibility Specialist

Division for Special Education Services and Supports

Learning Outcomes

- I understand the role of the Communication and Visibility Specialist.

The Role of the Communications and Visibility Specialist

- **Strategic Planning:** Develop communication strategies to communicate the division's goals and objectives.
- **Public Presence:** Responsible for managing the division's image.
- **Content Creation:** Creating various forms of content, including written materials, graphics, videos and social media posts.
- **Social Media Management:** Managing the department's social media presence, including platforms like Twitter and Facebook.
- **Community Engagement:** Work with and engage stakeholders to gather input, share information and build support for the division's initiatives.

Communication and Visibility

- Help manage already established social media pages (Facebook, Twitter) dedicated to special education news, resources, and success stories.
- Share tips and resources for parents and educators online via social media content and newsletters.
- Highlight success stories of special education students and teachers.
- Run social media campaigns to promote special education awareness and advocacy.
- Partner and showcase with all teams within the Division of Special Education Services and Supports (GaDOE).

Communication and Visibility

- Increase awareness and support for special education stakeholders and students with disabilities through social media.
- Improve the public's understanding of special education students' individual communication needs and preferences, while helping stakeholders and GaDOE staff to adapt new communication strategies to match those needs.
- Fosters collaboration with stakeholders to make all content and marketing materials accessible for the public.

GaDOE Original Content Created

SAVE THE DATES
2024 GaDOE Federal Programs Conference Series

A collaborative initiative from the Offices of Federal Programs, School and District Improvement, Teaching and Learning, Whole Child, Financial Review, Assessment & Accountability, and Rural Education and Innovation

District and School Leaders Improving Outcomes for Georgia's Students
February 13th & 14th, 2024

Coordinating federal funds in FY25 and supporting newly identified CSI and TSI schools

Teachers and Leaders Improving Outcomes for Georgia's Students
June 11th - 13th, 2024

Improvement planning and instructional strategies development for teachers and leaders

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DID YOU KNOW?

According to the National Center for Education Statistics, around 7 million students in the United States receive special education services. This represents about 14% of all public school students.

Visit the Special Education Services and Supports page, hosted via the Georgia Department of Education website, to learn more.

WWW.GADOE.ORG

Q & A

WHAT DOES GEORGIA DEPARTMENT OF EDUCATION (DIVISION FOR SPECIAL EDUCATION SERVICES AND SUPPORTS) PROVIDE?

The Georgia Department of Education (Division for Special Education Services and Supports) provides necessary infrastructure and supports for students, teachers, and families to meet the whole child needs of each student improving student outcomes and school climate resulting in an increased quality of life and workforce-ready future. We must commit to effective collaboration across agencies and school-home partnerships to support local school districts in their efforts to provide special education and related services for students with disabilities.

www.gadoe.org

ASPIRE Ambassadors Celebration

At this celebration, for their participation and dedication to ASPIRE and the ASPIRE Ambassador program, Host of Georgia Region ASPIRE Ambassadors were honored by the Georgia Department of Education.

Students received information regarding the hospitality industry, including employability skills, entrepreneurship, and tips for business dining. Some even met some furry friends!

TARINA JONES

Tarina Jones is the Shawwood Jones Elementary Teacher of the Year. Tarina is a proud native of Savannah, Georgia. She has had the honor to culture, cultivate, inspire, and nurture future generations.

Congratulations Tarina!

For sixteen years, she has had the pleasure to teach students from various cultures and socioeconomic backgrounds. Her devotion for learning and the education she has for her students is unwavering. Her most proud career accomplishments are not the shiny degrees that lay on the top of the closet. It's the numerous "beams of a 'lock lady'" or the "uh-oh" heart's with misquoted words that students have gifted her over the years. She often recalls those days to remind her of her purpose and passion for teaching.

THE GEORGIA DEPARTMENT OF EDUCATION WANTS TO HEAR FROM YOU

The Georgia Department of Education is seeking parent input on its new Georgia Alternate Assessment rubric. Join the Georgia Department of Education and Parent to Parent of Georgia to provide your input on this new rubric.

DATE: THURSDAY, JULY 27TH, 2023
7:00PM - 8:00PM

<https://calendar.gadoe.org/e/690297214>

WELCOME TO THE DIVISION OF SPECIAL EDUCATION SERVICES & SUPPORTS

ESSENTIAL SUPPORT FOR STUDENTS, TEACHERS, AND FAMILIES TO MEET THE WHOLE CHILD NEEDS OF EACH STUDENT'S UNIQUE LIFE & FUTURE. KAREN KATZ

www.gadoe.org

What Did You Learn?

- What are two takeaways from the overall Outreach Unit presentation that you can begin to utilize in your work moving forward?
- Drop your answers in the chat!

Thank You!

Contact Information

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Preparing students for life.

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