

Mississippi Association of School Superintendents

Virtual Alliance Webinar

Office of Special Education

mdek12.org



MISSISSIPPI
DEPARTMENT OF
EDUCATION

November 2022



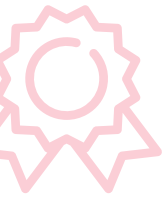
VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



1

ALL Students Proficient and Showing Growth in All Assessed Areas



2

EVERY Student Graduates from High School and is Ready for College and Career



3

EVERY Child Has Access to a High-Quality Early Childhood Program

EVERY School Has Effective Teachers and Leaders

4



EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



EVERY School and District is Rated “C” or Higher

6



Welcome and Introductions



Jennifer Boykin, Ed.D.
Executive Director



Ginger Koestler, Ed.S.
Director of Policy and
Programmatic Supports



Bobby Richardson, M.Ed.
Director of IDEA Fiscal Support
and Special Projects

Fiscal Updates

- Familiarize yourself with your school district's remaining FY21 and FY22 IDEA balance.
- Ensure that your school district is familiar with the drawdown dates.
 - Next request for funds date is November 14, 2022



- FY21
 - Liquidated by December 30, 2022
- FY22
 - Obligated by September 30, 2023
 - Liquidated by December 31, 2023
- FY23
 - Obligated by September 30, 2024
 - Liquidated by December 31, 2024



Section 504

Section 504 is part of the Americans with Disabilities Act (ADA)

- It is a sister law to IDEA.
- It is General Education!
- It is a civil rights law. Think about it from an equal access standpoint.
- It prevents discrimination and protects the rights of kids with disabilities in school.
- It is enforced by the U.S. Department of Education in the Office for Civil Rights.





To be protected under Section 504, a student must be determined to:

1. ^{A:} Have a physical or mental impairment (disability)
^{B:} that substantially limits one or more
^{C:} major life activities,
 2. Have a record of such an impairment
- OR**
3. Be regarded as having such an impairment.

Have a board approved district policy and district contact person!

Provide a free appropriate public education (FAPE) to qualified students in their jurisdictions. There is a different FAPE standard between 504 and IDEA.

Ensure teachers are trained in the policies and practices.

Have a plan for ensuring implementation and open two-way communication with families.



How the LEA establishes eligibility under Section 504.



Who to contact and how.



Any needed documentation and any LEA developed documentation.

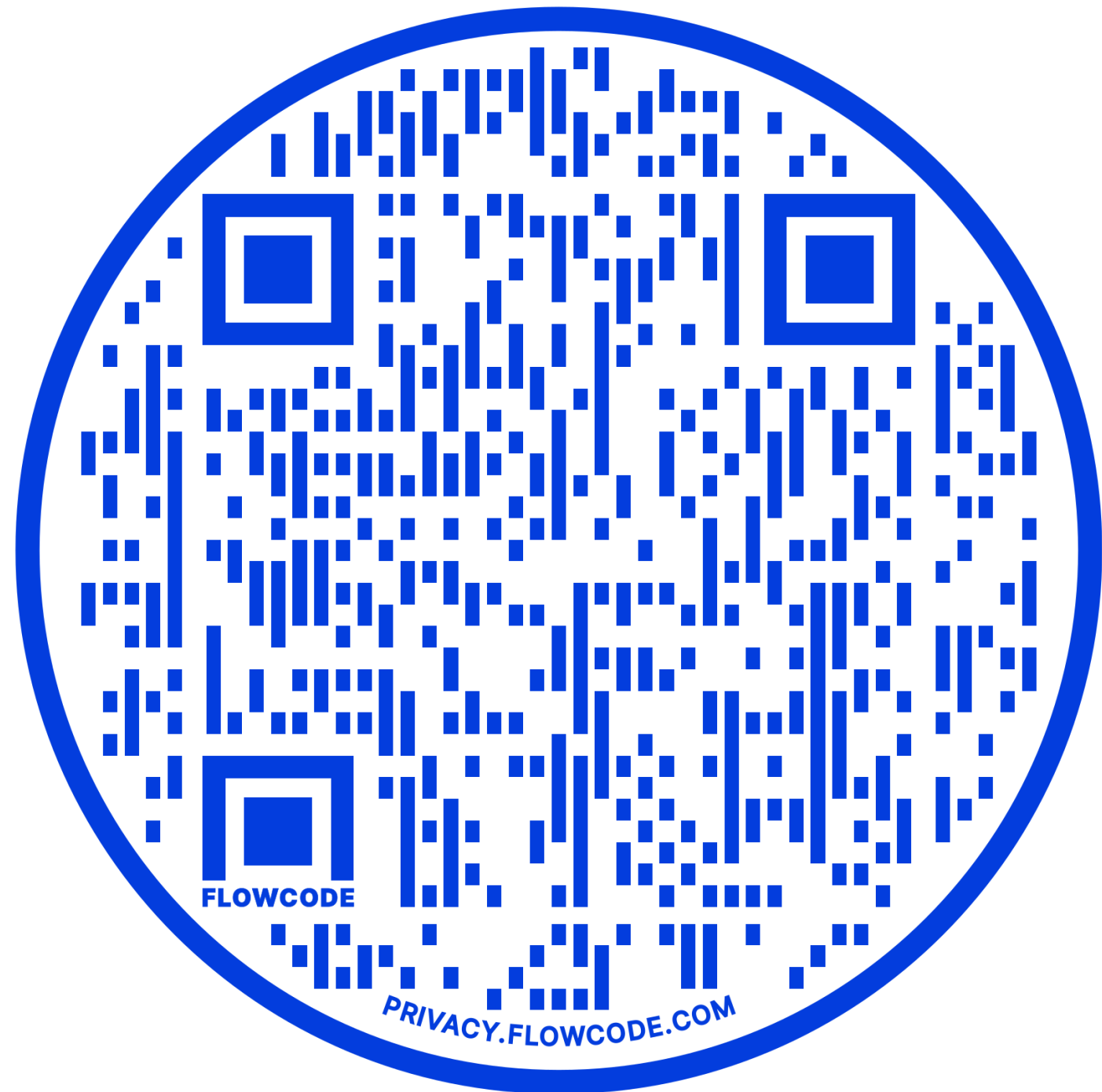


Operation timelines.



Grievance and discipline procedure.

Section 504 Resources



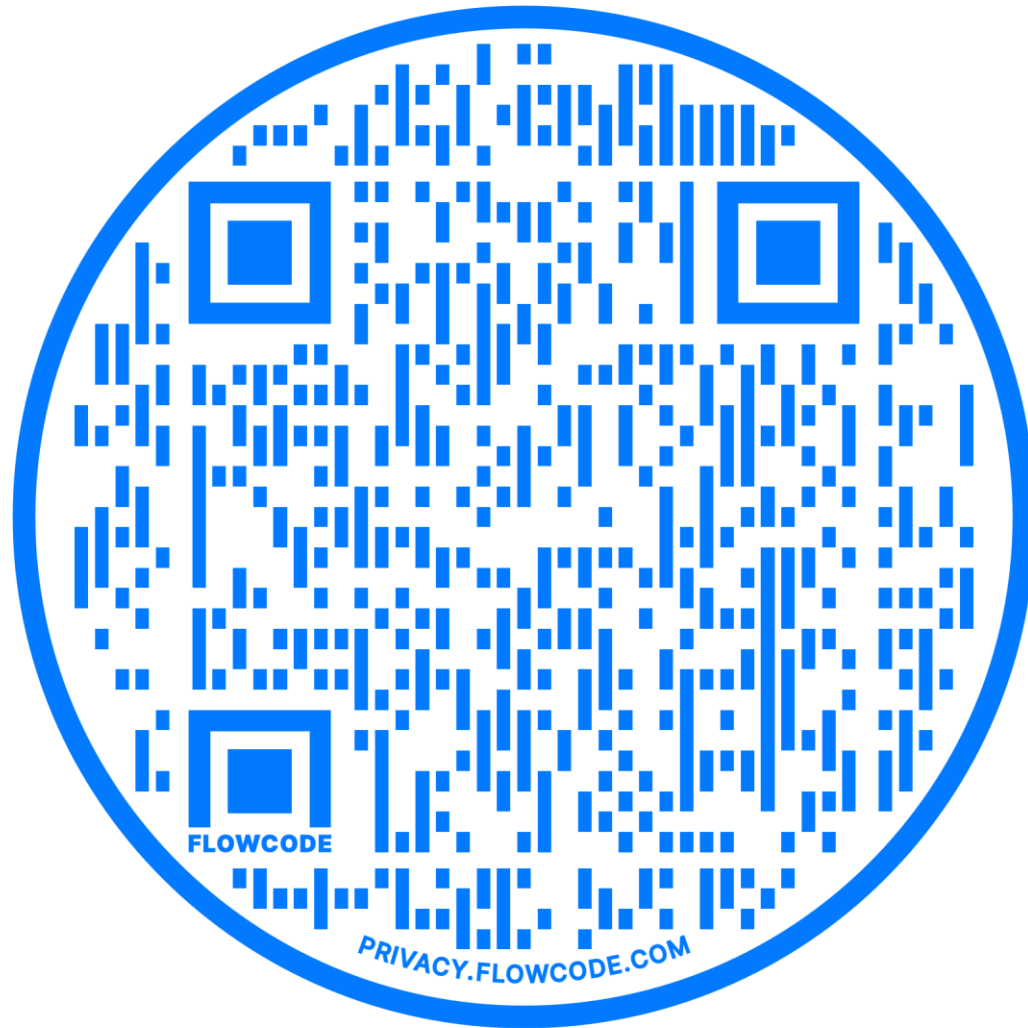
US Department Discipline Guidance



- To prevent discriminatory discipline practices, schools need to provide individualized services and supports to students with disability-related behavior challenges as required by federal laws, per guidance released by the U.S. Department of Education in July 2022.
- The guidance emphasizes schools' responsibilities under Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act to provide behavioral services and supports to students with disabilities. The department also let schools know federal laws don't stop them from responding to emergencies, and that they can take steps to ensure school safety that aren't discriminatory.

The new guidance:

- Outlines how Section 504's requirements to provide a FAPE to long-term disciplinary sanctions, such as out-of-school suspensions and expulsions.
- Explains Section 504's general nondiscrimination requirements, in the context of discipline, which applies to school staff and to the conduct of everyone with whom the school has a contractual or other arrangement, such as security staff and school police.
- Makes clear that Section 504 requires schools to provide reasonable modifications to policies, practices, and procedures when necessary to avoid discrimination.



Discipline Resources

Professional Growth System

Speech Language Pathologist and Special
Education Teachers

SLP Growth Rubric

- Domains and standards are aligned with the general education teacher rubric.
- Assists therapists and observers in developing a common understanding of the expectations of an effective Speech-Language Pathologist.
- May be used for both 215 and 216 license-holders.
- 22-23 is the pilot year; 23-24 will be the full implementation with training.

DOMAIN I: LESSON DESIGN

Standard 1: Lessons are aligned with the Mississippi College and Career Readiness Standards and/or the MS Alternate Academic Achievement Standards (as appropriate) and represent a coherent sequence of learning



Indicators

Lessons include student learning outcomes and instructional activities that:

- 4 • are fully aligned to the Mississippi College and Career Ready Standards and the Mississippi Alternate Academic Achievement Standards (as appropriate) and students' long-/short-term learning goals
- are part of a coherent sequence of learning with ample evidence of identifying prerequisites, adapting therapy activities based on student needs, and making connections explicit
- reflect collaboration with general education teachers, support staff, and families

3

• **Demonstrates collaboration with the educational team to create curriculum-based therapy plans**

• **Implements activities to incorporate academic curriculum into therapy**

Lessons include student learning outcomes and instructional activities that:

- 2 • are partially aligned to the Mississippi College and Career Ready Standards and the Mississippi Alternate Academic Achievement Standards (as appropriate) or students' long-/short-term learning goals
- are part of an ineffective sequence of learning with limited evidence of identifying prerequisites, adapting therapy activities based on student needs, and making connections explicit

1

Lessons include student learning outcomes and instructional activities that:

- are not aligned to the Mississippi College and Career Ready Standards and the Mississippi Alternate Academic Achievement Standards (as appropriate) or students' long-/short-term learning goals
- are not part of a coherent sequence of learning with limited or no evidence of identifying prerequisites, adapting therapy activities based on student needs, and making connections explicit

Evidence Collected

Notes

- Lesson Plans
- Therapy logs
- IEPs
- Progress Monitoring



Purpose

A rubric designed to define an effective special education teacher

Defines the roles and responsibilities of special education teachers across all learning environments



Training

Training available for leaders through a virtual session each month or a Canvas course

Trainings are all listed on MDE PD Calendar

Future trainings will be available for teachers & PLC supports

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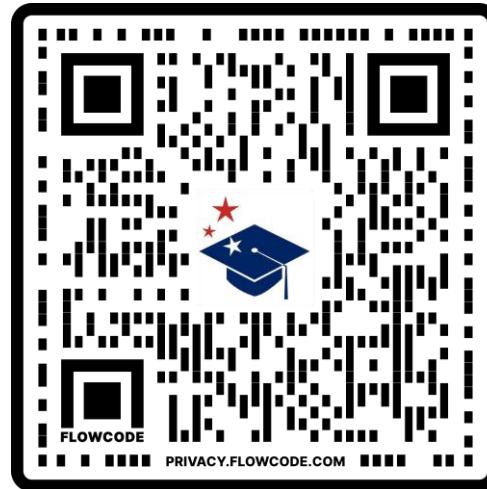
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