

Special Education Hot Topics

For High School Principals

OFFICE OF SPECIAL EDUCATION

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mdek12.org



MISSISSIPPI
DEPARTMENT OF
EDUCATION

MASS Webinar – June 3, 2024



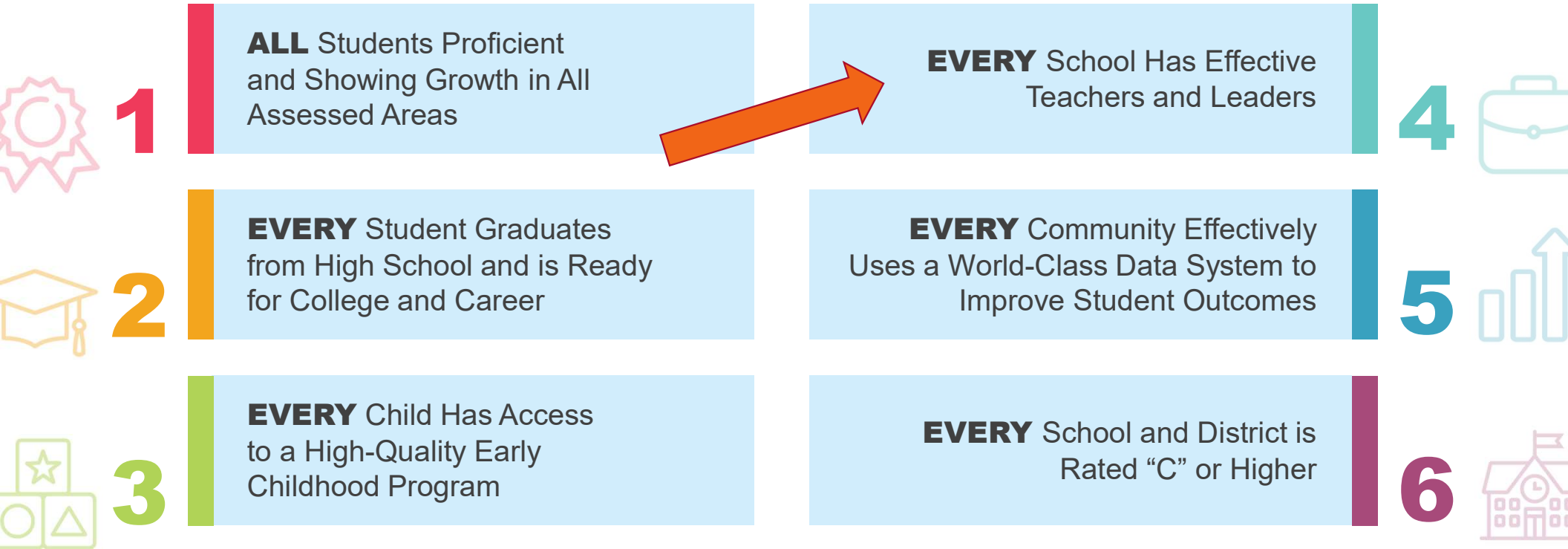
VISION

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



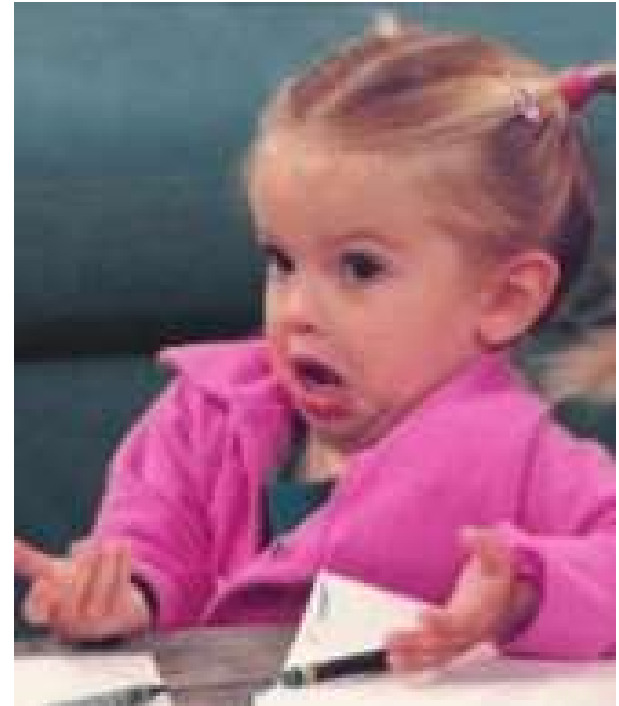
MISSION

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



Agency Representative

What is the role of the Agency Representative on the IEP Committee?



What is it?

A representative of the public agency who -

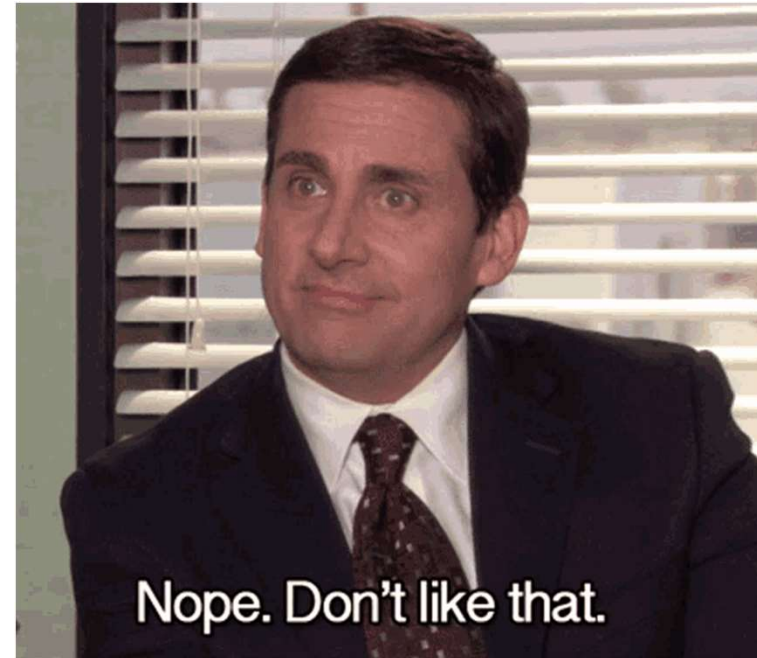
- Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
- Is knowledgeable about the general education curriculum; and
- Is knowledgeable about the availability of resources of the public agency.

Legal Reference:

34 C.F.R. §300.321 (a)(4)(i-iii); *Miss. Admin Code* 7-3:74.19, State Board Policy Ch.74, Rule 74.19, §300.121 (a)(4)(i-iii)

What ISN'T it?

- An inactive observer
- Leaving during the IEP meeting
- Working on other tasks during the IEP meeting



CAUTION

- ✓ Predetermination
- ✓ Parental Input
- ✓ IEP Team Composition
- ✓ Generalized Statements



Legal Spotlights

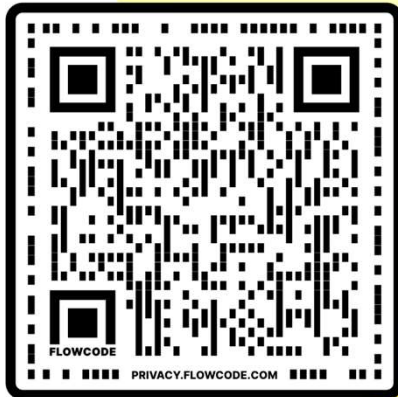
HELP ME HELP YOU!



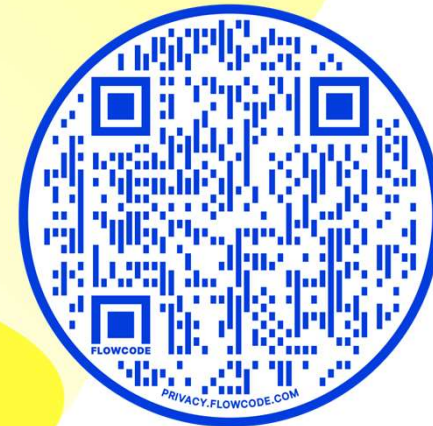
FAPE Legal Spotlight:

- Procedural
- Substantive
- Implementation

Discipline Guidance



OSEP Discipline Q&A



**Federal Guidance for
Section 504 Discipline**

Students with Disabilities and Statewide Assessments

SIGNIFICANT COGNITIVE DISABILITIES AND THE 1% ASSESSMENT CAP

- Every Student Succeeds Act (ESSA 2015)
 - amended the Elementary and Secondary Education Act (ESEA 1965).
- According to ESSA:
 - a State may not assess more than 1.0 percent of students with an alternate assessment in the grades assessed
- IDEA places no such “cap” on the administration of alternate assessments
 - IDEA only requires that the IEP must include a statement of why the alternate assessment is the appropriate option *34 CFR § 300.320(a)(6)(ii)*

- Each district that assessed over 1% of their student population using the alternate assessment must submit:
 - a justification for exceeding the 1%,
 - and all districts must submit assurances that only students that meet the criteria for a significant cognitive disability are being assessed using the alternate assessment

- Assurances include:
 - the processes/procedures that staff use to determine and verify that all students participating in the MAAP-A meet the criteria for a significant cognitive disability,
 - the district's plan for lowering the number of students participating in the MAAP-A in the future, and
 - the submission of additional documentation if any student taking the MAAP-A who is eligible for special education in one of the following categories: Language/Speech Impairment, Visual Impairment, Hearing Impairment, Specific Learning Disability, Other Health Impairment, Emotional Disability.

What is the purpose?

- The purpose of these assurances is:
 - to ensure that the right students are taking the right assessment,
 - significant cognitive disabilities are accurately identified, and thus
 - students are appropriately identified for participation in the alternate assessment.
- Resources:
 - SCD Guidance Document – *revised document coming soon!*
 - IEP Development Guidance Document



- Scheduling high school students:
 - Students with disabilities who are pursuing the Alternate Diploma should be enrolled in the corresponding course to take the MAAP-A in English, Algebra, and Biology
 - These courses are:
 - Alternate English II = MAAP-A English
 - Alternate Biology = MAAP-A Biology
 - Alternate Algebra = MAAP-A Algebra
 - These students should only take each course and associated MAAP-A **once***
 - **Unless they need to reassess to obtain a passing score*
 - *Students who receive a passing score on an assessment should not take that assessment again.*
 - Students who are not SCD cannot take MAAP-A

Students with disabilities who have significant cognitive disabilities (SCD) must not be prohibited from taking general education courses, as appropriate.

- Consider electives: choir, digital media, art, ROTC, etc.
- Consider general education courses with modifications: Sciences, Social Studies, Humanities courses

Benefits:

- All students benefit from inclusive practices
- Reduce class sizes for special education teacher for certain periods

Teacher schedules for those teaching Alternate Elements course will look very odd

- Concurrent courses
- Based on composition of students and student needs

Who do you call?

You have questions. We have answers!

Do you have questions? We have *ANSWERS*:

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Sharon Coon – Bureau of Data and Compliance
scoon@mdek12.org

- December 1 Child Count
- Data Clarifications
- Determination Reports
- Programmatic Monitoring
- Parent Complaints (Dispute Resolution)
- Policy and Procedure

Do you have questions? We have *ANSWERS*:

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Ginger Koestler – Bureau of Policy and Practice
gkoestler@mdek12.org

- IEP Development and Implementation
- Scheduling and Programming for SwD
- Related Services
- Sped Director Supports
- New Sped Teacher Supports
- Training
- Policy and Procedure

Do you have questions? We have *ANSWERS*:

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Vanessa Virgil Ruffin – Bureau of Fiscal Services
vvirgil-ruffin@mdek12.org

- ESY Applications / Reimbursement
- Positive Behavior Specialist Applications
- Educational Interpreter Applications
- IDEA Part B Project Applications (MCAPS)
- Fiscal Bootcamps and Training
- Fiscal Monitoring



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Also contact:

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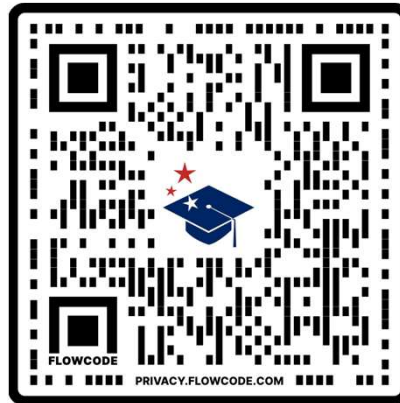
(601) 359-3498

Any
Questions

Office of Special Education

601-359-3498

www.mdek12.org/OSE



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