

Special Education Updates

Mississippi Association of School Administrators
Fall Conference

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MISSISSIPPI
DEPARTMENT OF
EDUCATION

September 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





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

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STAYING OUT OF STRIPES

Laws that govern special education.

What laws govern special education?

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LAW: Individuals with Disabilities Education Act (IDEA 2004)

POLICY: State Board Policy Chapter 74, Rule 74.19

PROCEDURE: Office of Special Education Procedures for State Board Policy 74.19

FISCAL: Uniform Grant Guidance (UGG), Education Department General Administrative Regulations (EDGAR)

Helpful Links:

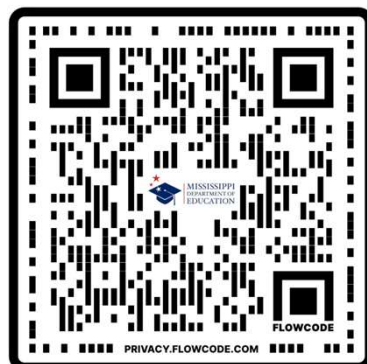
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IDEA 2004



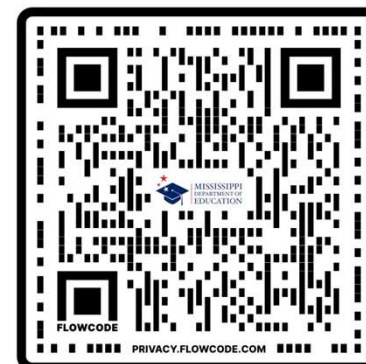
<https://sites.ed.gov/idea/>

State Board Policies



State Board Policies

Special Education Procedural Manuals



Procedural Manuals

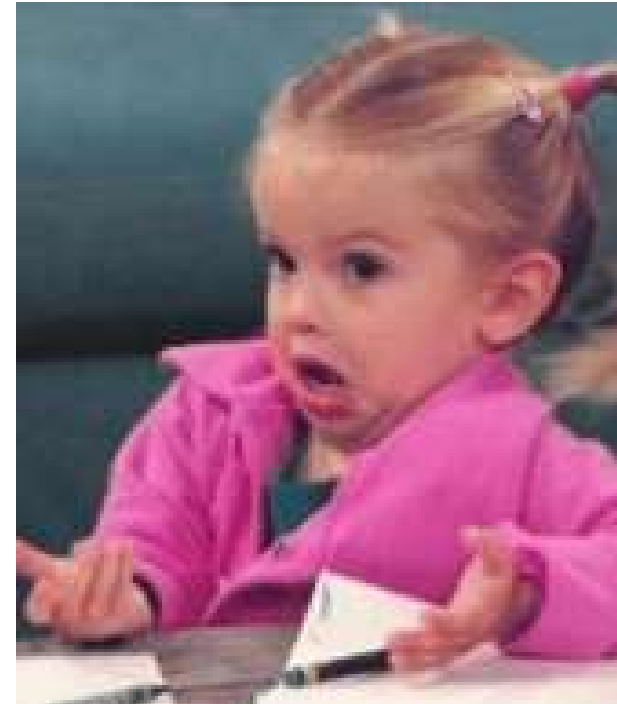
Pro Tips for Administrators

Be a special education hero!

Pro Tip #1: Agency Representative

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



What is it?

A representative of the public agency who -

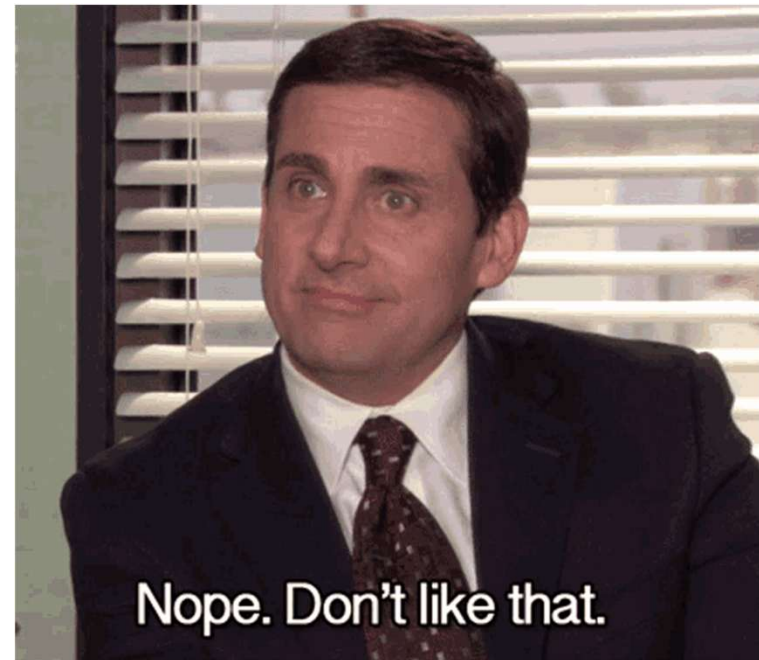
- Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
- Is knowledgeable about the general education curriculum; and
- Is knowledgeable about the availability of resources of the public agency.

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



What is it?

- ❑ Supports the development of effective teaching strategies
 - Strong focus on learning, not just measuring
 - Holding high expectations
 - Creating and supporting student learning goals
 - Monitoring learner progress
 - Supporting teacher learning
 - Protecting instructional time
 - Coordinating curriculum
 - Providing instructional support

What is it?

☐ Awareness of district resources

- Availability of district/IDEA/Federal Programs resources
- Restrictions on available funds
- Availability of personnel
- Cost/availability of AT/accommodations/modifications
- Continuum of placements & associated costs

Pro Tip #2: Avoid Common Missteps

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- ✓ Predetermination & Parental Input
- ✓ Documentation
- ✓ Discipline
- ✓ Generalized Statements



Common Missteps: PRE-DETERMINATION

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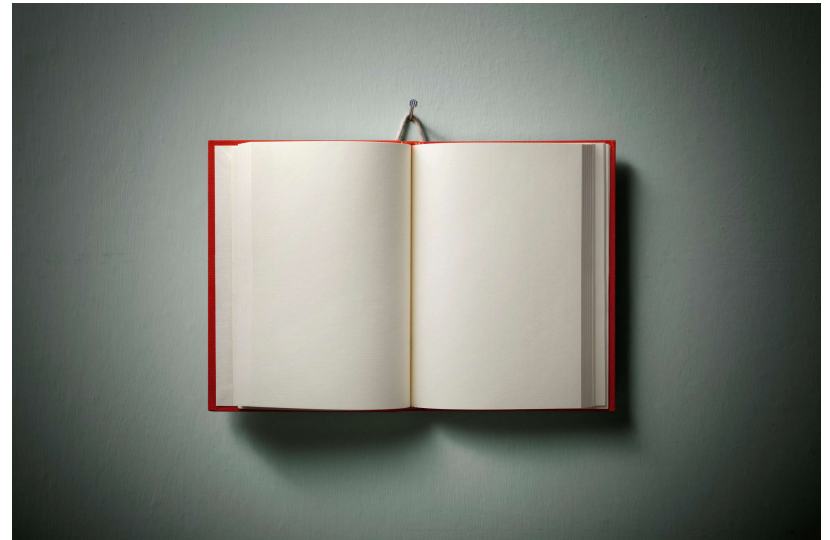
- Pre-determination
 - Avoid the “meeting before the meeting” to discuss the services or supports included in the IEP.
 - Open mind – not a blank mind
 - *Doyle v. Arlington County School Board*, 806 F. Supp. 1253 (E. D. VA 1992)
 - Preparing a draft IEP is acceptable
 - *Letter to Helmuth*, 16 EHLR 503 (OSEP 1990)
 - Parents must have the opportunity to have meaningful participation (more than just the opportunity to attend)
 - The district’s obligation is to consider all parental input

Common Missteps: DOCUMENTATION

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Document ~ Document ~ Document

- If it is not documented, it did not happen
- Prior Written Notices
- Complete IEP
- Progress Monitoring Data
- Provision of Services



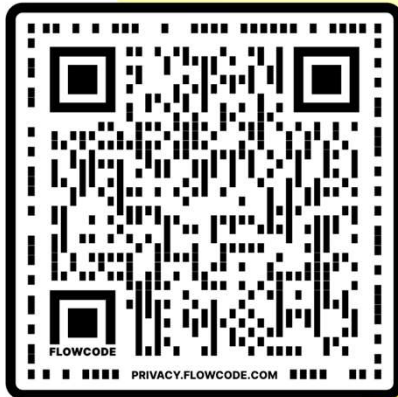
Common Missteps: DISCIPLINE

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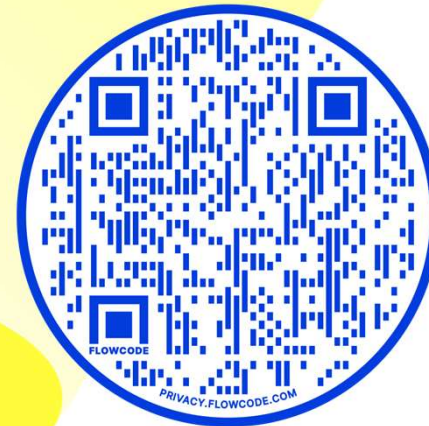
- Discipline (*See Policy and Procedural Manual, Volume IV*)
 - Avoid undocumented/unofficial removals
 - Sending home for the rest of the day
 - Time out in the office
 - Follow the IEP and Behavior Plan (*if applicable*)
 - Update the IEP to address all needs
 - Conduct timely Manifestation Determination Reviews
- When in doubt, call your Sped Director



Discipline Guidance



OSEP Discipline Q&A



Federal Guidance for
Section 504 Discipline

Common Missteps: GENERALIZED STATEMENTS

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When you are unsure how to respond...

- Say so... Tell the parent that you will research an answer and get back with them – BE SURE TO FOLLOW UP

Never say never...

- Never is a very limiting word. Use it sparingly...
- Placements, services, supports – it can all be customized

We don't have the resources for...

- A lack of resources can never be a reason to deny something the student may need...

The angry parent...

- Stay calm and treat the parent respectfully
- Don't be afraid to adjourn and reschedule

Pro Tip #3: Know the Lingo

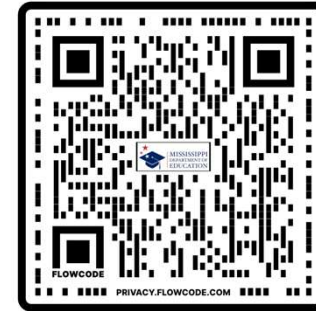
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- Special Education is not a place
 - Students with disabilities are general education students first
 - Plan with all students in mind
 - Inclusion is not a service delivery model, it's a belief system.
 - All students must have access to the general education system.
 - Students with disabilities should benefit from everything provided to all students.
- If a student requires a more intensive placement to provide FAPE, the LEA is responsible for the cost of such placement.

Pro Tip #3: Know the Lingo *(continued)*

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- Provide FAPE to eligible students
 - ✓ Free Appropriate Public Education
 - ✓ Develop Compliant IEPs
 - ✓ See the IEP Development Guidance Document
 - ✓ All components are required
- Implement IEPs for all students
 - ✓ Document the provision of all services
 - ✓ Collect progress monitoring data
 - ✓ If it is not documented, it did not happen



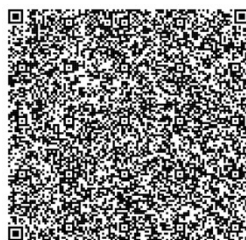
IEP Guidance Document

Pro Tip #4: Use Available Resources

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Professional Development:

- Canvas courses for Spring Semester:
 - ❖ Family Guides to Special Education and Specially Designed Instruction
 - ❖ Registration will be through Go Sign Me Up when posted



Pro Tip #4: Use Available Resources

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Professional Development:

- Trainings offered by Special Education's Professional Development Coordinators
 - ❖ Significant Cognitive Disability
 - ❖ Access for All 2.0
 - ❖ All Teachers All In
 - ❖ Discipline and Behavior Supports and several others!
- Available in person and virtually statewide upon request for all schools and districts.
- Please visit <https://www.mdek12.org/OPD/home>

Pro Tip #4: Use Available Resources *(continued)*

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Product Resources:

- Access For All Guide 2.0
 - ❖ <https://www.mdek12.org/OAE/2019-Access-for-All-Guide>
- Family Guides to Special Education
 - ❖ <https://www.mdek12.org/OSE/Information-for-Families/Resources>
- Section 504 Guidance
 - ❖ https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OSE/Info-and-Publications/mde_section_504_guidance_document_updated.pdf

Pro Tip #4: Use Available Resources *(continued)*

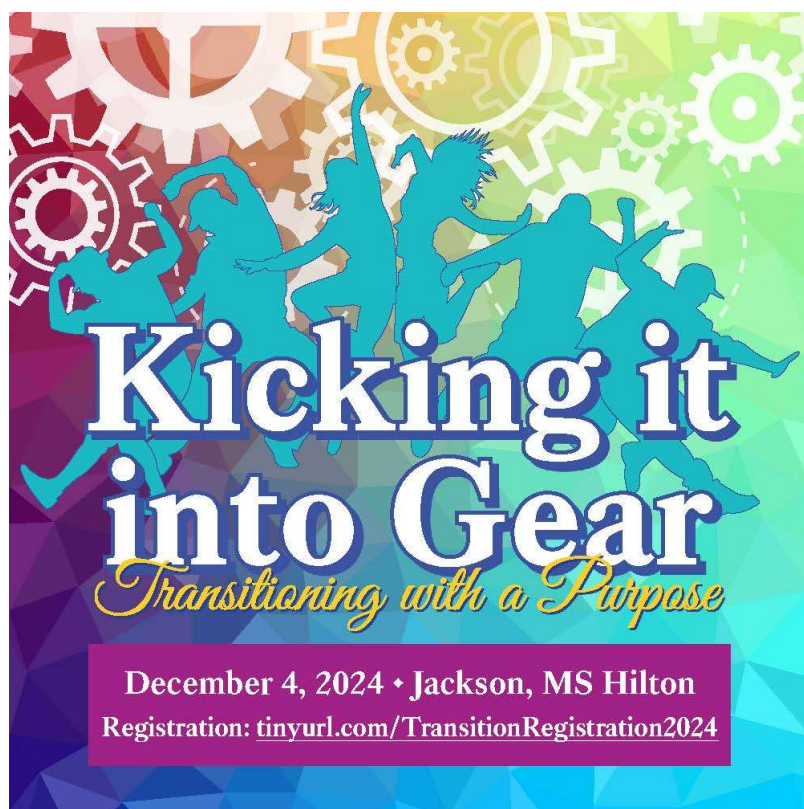
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Product Resources:

- Inclusive Leadership Guide
 - ❖ https://www.mdek12.org/sites/default/files/inclusive_leadership_guide_v4.pdf
- Specially Designed Instruction Guidance Document
 - ❖ https://www.mdek12.org/sites/default/files/sdi-guide_access_237118.pdf

Pro Tip #4: Use Available Resources

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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

Any
Questions



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Also contact:

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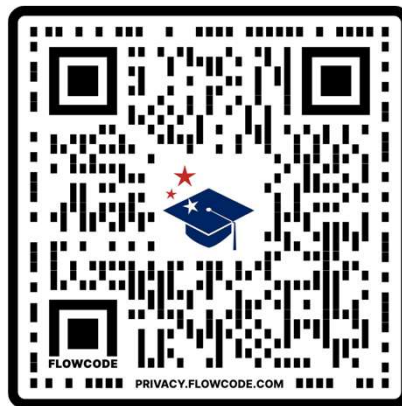
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Office of Special Education

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