

# New Special Education Teacher Webinar Series

Introduction and Overview

September 2017



**Sharon Strong Coon**

Office Director II  
scoon@mdek12.org

## VISION

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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

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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
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

# Teacher Listserv



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## Special Education

The Office of Special Education is a service-oriented organization that seeks to improve the education experience for children with disabilities. We strive to nurture a dedicated staff through intense professional development opportunities, field experience, and individual accountability.

In keeping with the Individuals with Disabilities Education Act and state law, we help local schools and districts provide effective educational programs to students with disabilities, ages 3-20, who need special education and related services.

To register for professional development opportunities offered by the Office of Special Education, please visit [https://services.nmec.net/MDE\\_Workshops.cfm](https://services.nmec.net/MDE_Workshops.cfm). The professional development opportunities offered by the Office of Special Education can be located by selecting Special Education workshops. Once you select Special Education, a listing of all posted special education training sessions will appear for your review and consideration.

## Resources for Parents

For immediate assistance, call the Parent Hotline: 1-877-544-0408. For meeting updates, helpful articles, publications, forms and other resources, [click here](#).

## Resources for Teachers

For the latest updates, articles and other information related to special education and teaching, please [click here](#) to sign up for Special Education Teachers email list.



# Overview

# Target Audience

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This webinar series is intended for special education teachers with 0-3 years experience. However, it is available to anyone who would like to participate.

# Purpose

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- To provide support and guidance to new special education teachers on a consistent basis throughout the school year
- To address the topics and issues that are relevant to new special education teachers in a timely manner

# Registration and Dates

## Registration link:

<https://attendee.gotowebinar.com/register/8555677492844037122>

The webinar will be the **first Thursday** of every month at 3:00 p.m.

October 5, 2017

February 1, 2018

November 2, 2017

March 1, 2018

December 7, 2017

April 5, 2018

January 11, 2018



# Recordings

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- For those who are not able to participate in the live webinar, the recordings will be posted to the Office of Special Education's website along with any supporting documents that may be referenced during the webinars.
- The webinar recordings can be found by clicking on the following link: [www.mdek12.org/ose/training/webinars](http://www.mdek12.org/ose/training/webinars)

# Format

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- **Hot Topics** will address any new initiatives or important updates in special education.
- **Do Now** will provide teachers with a “To-Do List” of time-sensitive tasks.
- **Did You Know** will address specific special education topics.
- **FAQ** will answer questions submitted by participants.

# Questions

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- Submit questions to be addressed during the FAQ section of each webinar to [scoon@mdek12.org](mailto:scoon@mdek12.org) by the Friday prior to the first Thursday of each month.
- Put **New Special Education Teacher FAQ** in the subject line.

# What are your training needs?



Please click the link to inform us of professional development or training topics you consider beneficial.

<https://goo.gl/forms/zsFihdVxwVoJcBFo2>

The survey will close Monday, September 11, 2017 at 5:00 P.M.

# Do Now

# IEP Compliance Dates

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)** School Year: \_\_\_\_\_

Public Agency/School District: \_\_\_\_\_ Student's Name: \_\_\_\_\_

IEP Committee Meeting Date: \_\_\_\_\_ / \_\_\_\_\_ / 20  
Month Day Year

IEP Implementation Date (Projected Date when Services and Programs Will Begin): \_\_\_\_\_ / \_\_\_\_\_ / 20  
Month Day Year

Student's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_. Age: \_\_\_\_\_  
Month Day Year

Ethnicity: \_\_\_\_\_ Gender:  Female  Male

Primary Eligibility Category: \_\_\_\_\_ Secondary Eligibility Category: \_\_\_\_\_

Current Eligibility Date: \_\_\_\_\_ / \_\_\_\_\_ / 20 Projected Reevaluation Date: \_\_\_\_\_ / \_\_\_\_\_ / 20  
Month Day Year Month Day Year

MSIS Number: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Address: \_\_\_\_\_ Email: \_\_\_\_\_

# IEP Compliance Dates

- **IEP Committee Meeting Date** = Date the annual IEP is drafted.  
Update when an annual review is conducted within one year.
- **Implementation Date** = First day of the new school year (34 C.F.R. § 300.323)
- **Projected Reevaluation Date** = No more than 3 years from Current Eligibility Date or, for a child who is Developmentally Delayed (DD), before the child's 10<sup>th</sup> birthday.

# IEP Compliance Dates

- An IEP must be in place on the first day of school, including any related services that are needed such as occupational therapy, physical therapy or speech therapy.
- When a child is ruled eligible during the school year, an IEP must be written “without delay, but no longer than 30 days from the eligibility date.
- An annual review of the IEP must take place within one year of the IEP Committee meeting date on the front of the IEP.



# Other Important Dates

- Eligibility is valid for three years. A reevaluation must take place before eligibility expires on the Projected Reevaluation Date. This may include data collection and assessment, so allow ample time for this process.
- You may need to verify the eligibility date listed on the IEP with the Eligibility Determination Report.
- A student with a Developmentally Delayed eligibility must be reevaluated **before** his/her tenth birthday, regardless of his/her current eligibility date.

# Goal Measurability

- A measurable goal can be measured as written without additional information and should yield the same outcome if measured by several people.
- A measurable goal identifies how to measure progress and mastery of desired skill.
- A measurable goal allows the IEP Committee to determine progress since last measured performance.
- Avoid using vague, unobservable terms that do not target specific skills or behaviors such as: appropriate, improve, increase/decrease, and participate.

# Examples of Measurable Goals

- In 36 weeks, after reading a fifth-grade passage, Caleb will use context clues to answer comprehension questions correctly with 75% accuracy on 3 out of 5 attempts.
- In 9 weeks, when given a worksheet with 10 addition problems with sums from 5 to 20, Shelly will correctly answer 80 percent in 5 out of 6 attempts.
- In 18 weeks, when given a topic, Kendall will use complete sentences in writing with 90% accuracy in 3 of 5 attempts as scored by a writing rubric.

# Transition in the IEP

- Students **must** have a transition plan in place by age 14.
- Utilize age-appropriate assessments to form the basis for defining goals and services to be included in the IEP.
- Address students' strengths, needs, interests, and preferences in the Present Levels of Academic Achievement and Functional Performance (PLAAFP).
- Describe the effect of students' disabilities on their post-secondary goals in the PLAAFP.
- Include measurable post-secondary goals, a series of coordinated transition activities, and a related course of study.



# Behavior Intervention Plans (BIP)

- Check student IEP to determine if the student has a Behavior Intervention Plan that should be in place.
- The BIP should use information from the Functional Behavioral Assessment (FBA) to develop a plan of action for improving the student's behavior and addressing problem behaviors that are impeding student learning.
- BIP interventions must correspond with IEP goals.
- All teachers and relevant staff should have a copy of the student's BIP.



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# Sharon Strong Coon

Office Director II

[scoon@mdek12.org](mailto:scoon@mdek12.org)

601-359-3498