

# New Special Education Teacher Webinar Series

December 2017



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## 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.



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# 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.

# Hot Topics

# Timeline

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- November 2017 Stakeholder group met to develop suggested requirements
- January 2018 Requirements were presented to the Superintendent's Teacher Advisory Panel
- February 1, 2018 Commission on School Accreditation(CSA) reviewed and approved requirements be submitted to the State Board
- February 15, 2018 State Board will consider the recommendation of the CSA. If approved, requirements will then go out for public comment

# Definition

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- A Certificate of Completion is not a high school diploma or an Alternate Diploma, but rather an acknowledgement of the student's participation in and completion of his/her Individualized Education Program (IEP).
- Students eligible to receive a Certificate of Completion must fall into one (1) the following categories:

# Eligibility

1. Students without a Significant Cognitive Disability at the end of 8<sup>th</sup> grade who:
  - Are 16 years old or older; AND
  - At least 3 or more grade levels below their peers in reading and math; AND
  - Have a signed statement from the parent that they understand that the Certificate of Completion is not a standard diploma and will not meet the requirements for entry into any career or post-secondary opportunity that requires a diploma.

# Eligibility

2. Students with a Significant Cognitive Disability at the end of 8<sup>th</sup> grade who:
  - Have extremely limited or no receptive and expressive communication skills AND
  - Have a signed statement from the parent that they understand that the Certificate of Completion is not a standard diploma and will not meet the requirements for entry into any career or post-secondary opportunity that requires a diploma.



# Eligibility

3. Students with or without a Significant Cognitive Disability at the end of their third school year of high school (6 semesters) who:
  - Have not earned at minimum of 3 English credits, 3 math credits, 2 science credits, 2 social studies credits, and 5 electives; AND
  - Have a signed statement from the parent and student that they do not wish for the student to be given services through age 20 and understand that the Certificate of Completion is not a standard diploma and will not meet the requirements for entry into any career or post-secondary opportunity that requires a diploma; AND

# Eligibility

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- Have evidence of 3 or more years of intensive intervention to earn Carnegie Unit bearing courses (Or Alternate Diploma Course Credits for students with a Significant Cognitive Disability).

# Requirements

- The student's IEP committee determines the course of study for the Certificate of Completion. Areas of instruction should be developed based on the needs of the individual student. Course work could include, as appropriate for the student:
  - Intensive remediation in deficit area skills
  - Career preparation courses
  - Life skills courses

# Requirements

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- Students earning the certificate of completion must have completed at least four years of high school and/or be at least 19 years of age at the time of graduation.
- All students are required to participate in the Mississippi Academic Assessment Program.

# Do Now

# Do Now

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- Schedule and conduct ESY meetings.
- Preparing for Statewide Assessments.
- Begin reviewing student progress and preparing for annual IEP meetings

# Did You Know?

Public agencies will ensure that all children with disabilities are evaluated periodically to determine whether the child continues to have a disability that requires special education and related services.

*State Board Policy Chapter 74, Rule 74.19*

*§ 300.303*



Unless the parent and the public agency agree to an exception, reevaluations

Must occur at least once every three years

May occur not more than once a year

Must be documented on the Eligibility Determination Report



## Reevaluations

When should a reevaluation be considered more often than every 3 years?

When considering a dismissal from any related service (i.e. speech, OT, PT)

Disability category no longer appropriate

Educational or related service needs warrant a reevaluation. (includes improved academic and/or functional performance)

Requested by the child's parent or teacher



## Reevaluations

When should a reevaluation be considered more often than every 3 years?

Committee disagreement with a child's eligibility status or disability category

Student has DD eligibility and is approaching 10<sup>th</sup> birthday

Exit from special education services for reasons other than

- Graduation with a regular diploma
- Reaching the maximum age of eligibility for services
- Parent revocation of services

A reevaluation may consist of

A review of existing and ongoing progress monitoring data, with or without a limited collection of new data

A comprehensive reevaluation

Consent is recommended but not required prior to conducting a reevaluation using **existing data**

When **additional data** are needed, the IEP Committee must

- Provide the parent with ***Prior Written Notice*** of the public agency's intention to conduct a reevaluation
- Obtain ***Informed Parental Consent*** prior to conducting any new individual assessments

## Parental Consent for Reevaluation

If a parent **fails to respond** to the request for consent, the public agency **may proceed** with the new individual assessments if it has made reasonable attempts to obtain consent from the parent.

If the parent **refuses to consent** for additional data collection for reevaluation, the public agency **may not conduct** new individual assessments for the reevaluation.

**A comprehensive reevaluation should be completed within a reasonable time.**

The IEP Committee must document the results of the reevaluation in a written reevaluation report(s).

Must meet the same criteria as evaluation reports

May compile all reevaluation information into a single comprehensive report or allow each examiner to submit an individual report

Parents receive a copy of all reevaluation reports at least seven (7) calendar days prior to the meeting to determine or reestablish eligibility

## Eligibility Determination Meeting

The IEP Committee, which includes the parent, must meet to review the reevaluation report(s) and to draft an eligibility determination report

Parent must be invited **in writing** to attend the eligibility determination meeting

Must document eligibility decision in an Eligibility Determination Report to either continue or change the eligibility



## Reevaluation Decisions

Reevaluation		
Eligible		Not Eligible
No change in eligibility category	Change in eligibility category	No longer eligible for special education and related services
Document continued eligibility status and disability category	Document change in disability	Document decision
	Parent provided with <i>Prior Written Notice</i> of the change and parent's receipt of the <i>Prior Written Notice</i> is documented	Parent provided <i>Prior Written Notice</i> of the intent to exit the child from special education services and parent's receipt of the <i>Prior Written Notice</i> is documented
Parent provided with <i>Prior Written Notice</i> for any necessary revisions in the IEP and parent's receipt of the <i>Prior Written Notice</i> is documented		

# FAQ



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