

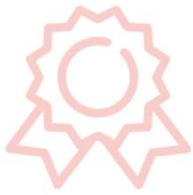


MISSISSIPPI
DEPARTMENT OF
EDUCATION

WHAT EVERY **INSTRUCTIONAL LEADER** NEEDS TO KNOW

September 2021

State Board of Education STRATEGIC PLAN GOALS



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

MISSISSIPPI DEPARTMENT OF EDUCATION

Dr. Carey M. Wright

State Superintendent of Education

Dr. Washington Cole

Chief of Staff

Jean Gordon Cook, APR

Director of Communication

Dr. Felicia Gavin

Chief Operations Officer

Joe Goff

General Counsel

John Kraman

Chief Information Officer

Dr. Nathan Oakley

Chief Academic Officer

Pete Smith

Chief Communication and Government Relations Officer

Dr. Paula Vanderford

Chief Accountability Officer

For questions or additional information about this publication, please contact Dr. Marla Davis, *Associate State Superintendent, Academic Liaison*, at mdavis@mdek12.org.

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Director, Office of Human Resources

Mississippi Department of Education

359 North West Street

Jackson, Mississippi 39201

(601) 359-3511

Publication Overview

In an effort to keep instructional leaders informed, the Mississippi Department of Education, through the Office of Academic Education, would like to provide this broad overview of various program offices within the agency, along with their contact information and key initiatives. It is our hope that you will find this document useful as you continue to serve students in our great state.

Dr. Nathan Oakley
Chief Academic Officer



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Accreditation

Contact Information:

601-359-3764

Dr. Jo Ann Malone

Executive Director

jmalone@mdek12.org

Melissa Biggs

Staff Officer III

mbiggs@mdek12.org

Chris Haynes

Staff Officer III

chaynes@mdek12.org

Shulawnda Johnson

Staff Officer III

sjohnson@mdek12.org

Angela Kitchens

Staff Officer III

akitchens@mdek12.org

Angelo Nuzzo

Branch Director II

anuzzo@mdek12.org

What we do:

- Administer the state's performance-based accreditation system for public schools and the accreditation system for nonpublic schools electing to seek accreditation from the State Board of Education
- Monitor school districts to verify compliance with applicable accreditation requirements through (1) investigative evaluations (complaints against school districts), (2) annual personnel data reports, and (3) reports from other state or federal programs
- Provide technical assistance and training on matters related to the Mississippi Public Schools Accountability Standards

What you need to know

- To access the current edition of the Mississippi Public Schools Accountability Standards, visit the Office of Accreditation's homepage at <https://www.mdek12.org/OA/Accred>

Career & Technical Education (CTE)

Contact Information:

601-359-3974

Dr. Aimee Brown

State Director

acbrown@mdek12.org

Tonya Gipson

Director, Instructional Development

tgipson@mdek12.org

Rozelia Harris

Director, Compliance and Reporting

rharris@mdek12.org

Shanta Villanueva

Director, Student Organizations

svillanueva@mdek12.org

What we do:

- Create and maintain secondary CTE programs that are aligned to the 16 national career clusters
- Provide opportunities for CTE students to earn national and/or state industry certifications, complete quality work-based learning experiences, and build comprehensive professional portfolios
- Oversee 9 student organizations that allow students to build leadership skills and demonstrate occupational skills through competitions at the local, state, and national levels
- Oversee all financial and audit responsibilities for career and technical education throughout Mississippi

What you need to know

- **Carl D. Perkins Act** – The *Strengthening Career and Technical Education for the 21st Century Act* reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins) and is referred to as Perkins V. Perkins V aims to increase access to high-quality career and technical education (CTE) programs that meet the changing needs of students and employers. Perkins V gives states and local communities the opportunity to build and implement a vision for CTE that uniquely supports the range of educational needs of students — exploration through career preparation — and balances those student needs with the current and emerging needs of the economy.
- **Mississippi Computer Science and Cyber Education Equality Act** – The *Mississippi Computer Science and Cyber Education Equality Act* requires all K-12 schools to offer computer science instruction no later than the beginning of the 2024-2025 School Year. The Office of Career and Technical Education offers several middle and high school CTE courses that fulfill the requirements of the legislation.
- **Mississippi Learn to Earn Act** – The *Mississippi Learn to Earn Act* provides guidance and regulations for implementing apprenticeship and pre-apprenticeship opportunities through the Work-Based Learning curriculum. The State Board of Education adopted State Board Policy 95.2 to align to the legislation.

Child Nutrition

Contact Information:

601-576-5000

Scott Clements

State Director

sclements@mdek12.org

Mary Burks

Schools Support

mburks@mdek12.org

April Catchings

Training and Outreach

acatchings@mdek12.org

Bill Urban

Purchasing and Food Distribution

burban@mdek12.org

Susie Evans-Gater

Child and Adult Care & Summer Food
Service Programs

mclayborne@mdek12.org

What we do:

- Administer USDA nutrition programs, including the National School Lunch & School Breakfast Programs, Child and Adult Care Food Program, Summer Food Service Program, and USDA Foods distribution
- Operate the MS Statewide Purchasing System, providing over 650 high quality and student approved items at a substantial cost savings to schools and other participating organizations
- Provide training and technical assistance for staff of participating organizations

What you need to know

- **Pandemic and Weather-Related Flexibilities** – The MDE has received approval for multiple waivers to assist schools and organizations to continue meal service in the event of unexpected closures. With approval from OCN, parent pick-up, bus deliveries, meal flexibilities, and other options may be available to continue providing meals to students.
- **Mississippi Recipes for Success (MRS)** – This free resource provides hundreds of recipes for use in school food service that have been thoroughly tested for yield, flavor, and quality, and comply with all USDA nutrition standards. MRS is available in print or online format, with complete nutrient analysis for each recipe: <http://mrs.mdek12.org/>.
- **Summer Food Service Program (SFSP)** – More than half of the State's school districts participate in the Summer Food Service Program, reaching children who don't have access to healthy meals when school is out. The SFSP offers flexibility in meal types and service locations, with no minimum number of sites. Please contact our office to

inquire about joining the SFSP or expanding your district's participation. [Summer Meals - Animated Video - YouTube](#)

- **Equipment Grants for Schools** – The Office of Child Nutrition administers multiple USDA Equipment grants which may be used to purchase critical kitchen equipment.
-

Communications & Government Relations

Contact Information:

601-359-3515

Pete Smith

Chief, Communications and Government Relations

psmith@mdek12.org

Jean Gordon Cook, APR

Director of Communication

jcook@mdek12.org

Corie Jones

Marketing Director

cojones@mdek12.org

What we do:

- Work with lawmakers on education policy and laws
- Implement communication plans that support public education and advance State Board and MDE priorities
- Manage agency-wide communication with school districts

What you need to know

- **Education-related Legislative Summaries** – These summaries are posted during each legislative session and are available online at www.mdek12.org/GR.
- **News Releases** – All official news releases published by the Mississippi Department of Education (MDE) are archived online at mdek12.org/OCGR/News.
- **EdUpdate** – EdUpdates is a bi-weekly publication that includes important information, deadlines, opportunities, initiatives, professional development supports, research, and COVID related information for local schools and districts. All published information is archived online at msachieves.mdek12.org/edupdate/administrator-news.
- **Communication Toolkits** – The MDE has put together several ready-to-use toolkits to support local schools and districts in their communication and outreach with parents and the community. The following toolkits are available for local level use:
 - ✓ [Mississippi Academic Assessment Program \(MAAP\)](#)
These resources help families understand Mississippi's statewide

assessment system, grades K-12.

✓ **Mississippi Accountability System**

These resources help explain to parents and communities how schools and districts are graded.

✓

Mississippi High School Diploma and Endorsement Options

These materials inform parents and students about Mississippi's high school diploma requirements and opportunities to earn endorsements.

Compulsory School Attendance Enforcement

Contact Information:

601-359-5743

Dr. LaRenda J. Harrison

State Director

lharrison@mdek12.org

Latoya Forbes-Jones

Division Director II

lforbes@mdek12.org

Kristina Oxendine-Moore

Project Officer IV

koxendine@mdek12.org

Danny Rochelle

Juvenile Detention Centers

drochelle@mdek12.org

Terissa Williams

Staff Officer III

Foster Care Coordinator

twilliams@mdek12.org

Allison Crain

School Attendance Officer Supervisor
(Northern District)

acrain@mdek12.org

Cheryl Mickens

School Attendance Officer Supervisor
(Central District)

cmickens@mdek12.org

Patrick Flagg

School Attendance Officer Supervisor
(Southern District)

pflagg@mdek12.org

What we do:

- Ensure that all students between the ages of 6-17 are enrolled and attending a public, private, or home school (MS. Code 37-13-91)
- Ensure that educational services are provided to youth in Juvenile Detention Centers (MS. Code 43-21-321)
- Ensure that educational services are provided for students placed in Alternative Education (MS. Code 37-13-92)
- Provide information regarding Mandated Reporting (MS. Code 43-21-353)
- Ensure that school districts comply with the Foster Care Enrollment Guidelines outlined in the Every Student Succeeds Act (ESSA)

What you need to know

- **Mandated Reporting** – State mandate for identifying and reporting suspected cases of abuse and neglect to the Mississippi Department of Child Protection Services (MDCPS) to 1-800-222-8000. Individuals may also download the MDCPS Report Child Abuse app.
- **Educational Stability for Children in Foster Care** – Federal requirements for the educational stability of students placed in foster care ensuring minimal educational disruption. Each district must have two (2) points of contact.
- **Trauma-Skilled Schools Model** – Improving School Outcomes for Trauma-Impacted Students
 - Trauma-individual response to adverse happenings that are experienced, witnessed and encountered
 - Build a systemic, intentional, and consistent culture that fosters key resilience factors
 - Develop skills that the team members can use in response to the context in response to trauma
- **Juvenile Detention Center (JDC) Education Programs** – Training and technical assistance meetings held on a quarterly basis with JDC education program sponsoring school districts
 - Each district must have two (2) points of contact to retrieve and disseminate student records, if requested, by any of the detention facilities
 - The sponsoring district, chosen by the youth court judge, is responsible for providing educational services to the youth detainees. All districts, including the sponsoring district, share in the total cost of the educational program.
- **Alternative Education and High School Equivalency** – Miss. Code Ann. §37-13-92, State Board Policy Chapter 7, Rule 7.1 - Rule 7.2 (High School Equivalency Guidelines), and Accreditation Standards 22 & 23. The alternative school program provides students an opportunity to continue their education in a more restrictive environment for a specified period, until behavior requirements have been met. Alternative Education Guidance Document can be found at https://www.mdek12.org/OCSA/AE_GED
- **Chronic Absenteeism Report** – Chronic absenteeism is defined as missing 10 percent (18 days) of the school year for any reason (unexcused/excused absences or suspensions).

District & School Performance

Contact Information:

601-359-3514

C. Alan Burrow

Executive Director

aburrow@mdek12.org

What we do:

- Produce and report district and school accountability ratings that reflect performance through given indicators
- Facilitate the inclusion of all stakeholders through established methods and nationally recognized best practices
- Ensure compliance with federal and state mandated accountability standards and reporting requirements
- Assist districts and schools with data quality issues to ensure accurate measures of success

What you need to know

- **ODSP Webpage** – For up-to-date information and resources regarding accountability measures and business rules regarding accountability, please refer to the ODSP web page at <https://www.mdek12.org/OA/ODSP>.
- **Data Quality Improvement** – Quality data from the district is very important to many accountability measures. District and school administrators should work to ensure that the data entered in MSIS is timely and accurate. Also pay careful attention to deadlines for data entry.
- **Accountability Task Force** – The MDE works through the Accountability Task Force to discuss suggestions and proposed changes to the Mississippi Statewide Accountability System. The Task Force will continue to meet regularly to work through proposed changes to accountability rules and help to ensure that the Accountability System accurately reflects school and district performance.

Early Childhood

Contact Information:

601-359-2932

Dr. Jill Dent

State Director

jdent@mdek12.org

Kelly Carmody

Assistant Director

kcarmody@mdek12.org

Dr. LaTessa Long

Early Learning Collaborative
Coordinator

lalong@mdek12.org

Elizabeth Stone – Grimes

Early Learning Collaborative
Coordinator

estone@mdek12.org

Joyce Greer

Early Childhood Instructional Specialist

jgreer@mdek12.org

Marisa Prewitt

Early Childhood Instructional Specialist

mprewitt@mdek12.org

Candice Taylor

Early Childhood Special Education &
619 Coordinator

cataylor@mdek12.org

Tara Dickerson

Data and Reporting Coordinator

tdickerson@mdek12.org

What we do:

- Provide guidance, standards, and supports for public school pre-k and kindergarten settings
- Provide professional development and technical assistance to pre-k and kindergarten teachers and administrators
- Coordinate and facilitate the Early Learning Collaborative Grant Program
- Coordinate and facilitate the Blended Pre-K Grant Program
- Represent Early Childhood on various statewide committees and groups

Kristi Gary

Office Coordinator

kgary@mdek12.org

Angela Towers

Family Engagement Transition

Coordinator

atowers@mdek12.org

Amye Hoskins

Professional Development Specialist

ahoskins@mdek12.org

Robin Haney

Professional Development Specialist

rhaneu@mdek12.org

Jayme Jones

Professional Development Specialist

jjones@mdek12.org

Adrienne Mercer

Early Childhood Regional Coordinator

amercer@mdek12.org

Deeda Paula

Early Childhood Coach

dpaula@mdek12.org

Merry Pennell

Early Childhood Coach

mpennell@mdek12.org

Oki Ragins

Early Childhood Coach

oragins@mdek12.org

Sandra Watkins

Early Childhood Coach

swatkins@mdek12.org

Kathy Wall

Early Childhood Coach

kwall@mdek12.org

Tonya Pickens

Early Childhood Coach

tpickens@mdek12.org

Robin Brand

Early Childhood Coach

rbrand@mdek12.org

Carl Henderson

Early Childhood Coach

chenderson@mdek12.org

Dr. Vonda Pittman

Early Childhood Coach

vpittman@mdek12.org

Michael Mozee

Early Childhood Coach

mmozee@mdek12.org

Lydia Boutwell

Contract Worker

lboutwell@mdek12.org

What you need to know

- **Early Learning Guidelines and Early Learning Standards** – The guidelines include all of the NIEER benchmarks with policy changes, except the coaching component which takes time to implement. The Early Learning Standards (for infants through four-year-old children) includes infants and toddlers which create an alignment of standards from birth through 12th grade.
- **Brigance** – The Comprehensive Early Learning Observation Screener is a developmental screening tool to be used in Early Learning Collaborative classrooms as well as all other funded (e.g., Title I, local-funded, tuition-based) pre-k classrooms to support early detection of delays in the development of children.

- **Classroom Assessment Scoring System (CLASS)** – CLASS is an observation instrument to assess classroom quality in preschool classrooms through three dimensions: Emotional Support, Classroom Organization, and Instructional Support. All public school and collaborative pre-kindergarten classrooms will be monitored using this system. Public pre-k classrooms will be monitored during the 2021-2022 school year based on the Accreditation cyclical monitoring schedule.
 - **Effectiveness Evaluation Plan** – Schools providing services to pre-k children will receive an evaluation to ensure the quality and effectiveness of services on improving children’s learning and well-being. Evaluation occurs for the Early Learning Collaboratives, Blended Grant Programs, and other pre-K classrooms in Mississippi public schools. Evaluation consists of two parts: rate of readiness and monitoring. Please find the complete plan included in the Early Learning Guidelines for Classrooms Serving Three- and Four-Year-Old Children at www.mdek12.org/ec. Public pre-k classrooms will be monitored during the 2021-2022 school year based on the Accreditation cyclical monitoring schedule.
 - **Implementation of the Kellogg Pre-K Grant** – This infrastructure grant supports teachers statewide in the collaboratives and other funded pre-k settings to implement high-quality developmentally appropriate practices in classrooms. Major grant activities include professional development and coaching support, pre-k program evaluation to ensure program quality and student progress, implementation of developmental assessments for pre-k students, and assistance with increasing family engagement in their children’s education.
-

Educator Licensure

Contact Information:

601.359.3483

Dr. Cory M. Murphy

Executive Director

teachersupport@mdek12.org

Erica Coleman

Assistant Director

teachersupport@mdek12.org

What we do:

- Administer the licensing and verification of all educators and administrators working in Mississippi public schools
- Provide resources to assist school districts in maintaining compliance with state law

What you need to know

- **Reminder: Required Submission of Appendix B: Annual Report Form for Superintendent of Education for Reporting Infractions Under Miss. Code Ann. §37-3-2 is due by October 1** – Please submit the original completed notarized form via postal mail no later than the established deadline. For your convenience, you may access a copy of the current version of the Procedures for Reporting Infractions Handbook (page eight (8) represents the required form referenced herein) via the following web link: [Educator Misconduct | The Mississippi Department of Education \(mdek12.org\)](#).

Please send an electronic copy of the completed, notarized form to Mr. Scott DeJong via email at sdejong@mdek12.org to expedite the updating of our records and submit the original notarized form via postal mail using the following address:

Mississippi Department of Education
Division of Educator Licensure
Post Office Box 771
Jackson, Mississippi 39205-0771

Should you have questions, please contact Mr. Scott DeJong, Director of the Division of Educator Misconduct, at sdejong@mdek12.org.

- **Reminder: Process for Submission of Other Licensure Application Supporting Documentation:** Effective Monday, August 9, 2021, all applications and supporting documentation must be submitted electronically through the educator's assigned Educator Licensure Management System (ELMS) account. No documents should be submitted via postal mail. All original documents to be used as part of the licensure application review process must be scanned as a PDF file and uploaded to the applicant's ELMS account. Documents can be scanned through traditional means or with a smartphone application (app).

When capturing a photograph of the document to be submitted, please be sure to remove any content and/or extra spacing that is not part of the document. This should be done prior to document upload to not obstruct access to information pertinent to reviewing and processing the licensure request.

Academic transcripts and Test Score Reports uploaded to an applicant's ELMS account will not be accepted. Official academic transcripts must be submitted electronically directly from the college/university [transcript@mdek12.org], and test score reports should be sent directly from the appropriate testing company. In addition, documentation submitted through the teacher support email inbox, or any other MDE email inbox, will not be accepted for licensure application review. For instructions regarding the submission of certain documents, please visit <https://www.mdek12.org/OEL/Document-Submission>.

- **Reminder: Application Process Now Includes Requirement for Submission of Verification of an Applicant's Lawful Presence in the United States (US) of America by US Citizens and Non-US Citizens:** On December 17, 2020, the Mississippi State Board of Education granted approval to amend the current licensure application process to include procedures for verifying an applicant's lawful presence in the United States. Effective with applications received July 1, 2021, and thereafter, Citizens of the United States are required to submit appropriate documentation for verification once during their next most immediate licensure application submission. Non-US citizens are required to submit appropriate documentation for verification with each licensure application submission, or when their United States Citizenship and Immigration Services documents expire, whichever comes first.

Licensure application(s) shall not be processed if the applicant fails to answer the request for documentation required for verification of lawful presence in the United States. Any initial or renewable license issued to an applicant who is not a United States citizen shall expire in accordance with the appropriate validity date required by a particular license type but shall not exceed the expiration date of the applicant's authorized stay in the United States, whichever is the lesser period of time. A change in a non-US citizen's lawful presence status will affect his/her ability to receive or continue to hold a Mississippi educator license. It shall be the responsibility of the prospective or practicing educator to obtain and provide the MDE with required documentation regarding his/her United States citizenship or lawful presence status. Required forms and additional information found therein, can be accessed via the following web link:
(<https://www.mdek12.org/OEL/Forms>).

Educator Preparation

Contact Information:

601-359-3631

Dr. Debra B. Burson

Bureau Director

dburson@mdek12.org

Dr. Deborah Stoulig

Office Director II

dstoulig@mdek12.org

What we do:

- Collaborate with Educator Preparation Providers (EPPs) to ensure we have effective teachers and leaders for all Mississippi schools
- Coordinate national accreditation visits, conduct state program reviews, and assess annual reporting measures for EPPs
- Collaborate with the Division of Educator Talent Acquisition and Effectiveness, and Division of Licensure to provide support to EPPs and districts in attracting, supporting, and retaining effective educators

What you need to know

- **EPP Program Review** – Strengthening processes and developing strong data-sharing protocols to inform continuous improvement and ensure day-one ready teachers and leaders.
- **High-Quality Instructional Materials** – Ensuring teacher and leader preparation programs prepare candidates to discern and implement the use of high-quality instructional materials (HQIM) as defined by the MDE.
- **Advancing Inclusive Principal Leadership** – Ensuring leader preparation programs prepare candidates with the knowledge and skill to create inclusive schools that bolster learning outcomes for all students.
- **P-20 Collaboratives** – Working with the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) to establish state-wide shareholder collaboratives to support MDE initiatives.

Educator Talent Acquisition & Effectiveness

Contact Information:

601-359-3631

Dr. Courtney Van Cleve

State Director

cvancleve@mdek12.org

Tiffany Hardy-Terrell

Coordinator

thardy-terrell@mdek12.org

Vanessa Wilbert

Assistant Director

vwilbert@mdek12.org

What we do:

- Assist districts in the identification and implementation of strategies to eliminate barriers to equitable access to effective teachers
- Engage in user-driven design with educator preparation providers, community colleges, workforce development centers, teacher academies, and grow-your-own programs to develop educator workforce policy recommendations
- Pilot innovative pathways for educator workforce entry and analyze findings to develop recommendations for scale
- Coordinate the implementation and training for the Mississippi Educator and Administrator Professional Growth System
- Provide technical assistance to districts to ensure compliance with MDE policies, state statute, and national legislation for educator effectiveness
- Collaborate with the divisions of Educator Preparation and Licensure to support districts in attracting, supporting, and retaining effective educators

What you need to know

- **Educator Workforce Development** – In an effort to address the policy implications of persistent teacher shortages, Educator Workforce Specialists will be convening regional collectives to build upon the recommendations of the [Mississippi Grow-Your-Own Teacher Task Force Report](https://www.mdek12.org/OETA/Mississippi-Grow-Your-Own-Teacher-Initiative). The goals of this initiative are to 1) create a pipeline of highly effective teachers and 2) improve teacher retention in districts with high teacher attrition. Additional information is available at <https://www.mdek12.org/OETA/Mississippi-Grow-Your-Own-Teacher-Initiative>

- **Mississippi Teacher Residency (MTR) and Performance-Based Licensure (PBL) Pilots** – The MTR and PBL pilots continue to provide innovative pathways for educator workforce entry and licensure. Four (4) districts and three (3) universities are currently partnering with MTR while eight (8) districts are participating in PBL. MTR aims to generate important findings for sustaining early career educators through tuition support, practice-based coursework, mentoring, and induction. PBL is an unprecedented effort to explore performance-based pathways for those educators who are making a positive impact on student achievement but have encountered licensure testing barriers. These supports are provided through a sustained partnership with the W.K. Kellogg Foundation.
 - **Professional Growth System** – The Mississippi Educator and Administrator Professional Growth System (PGS) is designed to increase student achievement by providing teachers and administrators with feedback to inform continuous improvement. For the 2021-2022 school year, districts will be required to submit annual employee performance data via SharePoint by June 30, 2022. Resources and additional information can be found at <https://www.mdek12.org/OTL/OTC/professional-growth-system>
 - **Professional Growth System (PGS) Training** – In an effort to increase district access to PGS training opportunities, the MDE plans to offer virtual synchronous, virtual asynchronous, and/or in-person sessions for the 2021-2022 school year. These collaborative, application-based sessions will focus on building a PGS knowledge base, observation and coaching practice, score calibration, and implementing professional growth cycles. As additional sessions become available, registration information can be found at <https://www.trumba.com/calendars/MDE>.
-

Elementary Education and Reading

Contact Information:

601-359-2586

Dr. Tenette Smith

Executive Director

Tenette.Smith@mdek12.org

Verna Covington, CPM

Accounting Specialist Senior

vcovington@mdek12.org

Delicia Ross

Special Projects Officer

dross@mdek12.org

Elizabeth Simmons

School Library Specialist

esimmons@mdek12.org

Chauncey Spears

Director, Textbooks

crspears@mdek12.org

What we do:

- Develop elementary curriculum and instructional material aligned to the Mississippi College- and Career-Readiness Standards
- Manage Early Childhood, Intervention, Library and Literacy, and Gifted services provided to schools and districts
- Provide technical assistance and professional development on the *effective implementation* of classroom instruction, intervention, and assessment
- Develop and publish resources to support districts, schools, administrators, teachers, and parents
- Design and deliver professional development and technical assistance to Pre-K-12 grade school librarians, administrators and for Gifted Education programming
- Coordinate textbook adoption, distribution, care and use in Mississippi's schools, both public and non-public and the Textbook Inventory Management System (TIMS)

What you need to know

- **State Adopted Textbooks** – The MDE Textbook Office provides districts with the lists of State Adopted Textbooks in the subject areas of Science, Math, ELA/Reading, Pre-K, and Social Studies. State Adopted Textbooks are reviewed by state textbook review committees comprised of teachers from around the state in the various subject areas. The Lists of State Adopted Textbooks can be found at

<https://www.mdek12.org/OAE/OEER/TextbookAdoptionProcurement> under the State Adopted Textbooks section.

- **High Quality Instructional Materials** - State Adopted textbooks are considered High Quality Instructional Materials (HQIM). For more information about HQIM, refer to the Mississippi Instructional Material Matter Website found here <https://msinstructionalmaterials.org/>.
 - **NEW Equipped: Mississippi Book List for All** – The K-5 Book List intends to equip educators as they make purposeful instructional decisions around the Mississippi College- and Career-Readiness Standards while promoting literacy that acknowledges a variety of text types. A robust list for multiple grade bands was curated and vetted with support from teachers and educational leaders. Visit <https://mdek12.org/OEER/Equipped-Booklist/lists> to view current lists.
 - **NEW Learning Standards for Libraries** – In Spring 2021, the MS CCR Learning Standards for Libraries was launched. Throughout the 2021-2022 school year, librarians will have several opportunities for virtual training on the new standards. For more information, visit <https://www.mdek12.org/LLE>.
 - **Revised School Librarian Professional Growth Rubric** – The previous School Librarian Professional Growth Rubric was updated to align with the new Learning Standards for Libraries and consists of 9 standards that support student learning in the school libraries. Additional information is available at <https://www.mdek12.org/ASL>.
 - **Content Area Listservs** – Administrators are encouraged to have all content area educators sign up for their respective listservs. Educators may register online at www.mdek12.org/ESE and at <https://mdek12.org/OEER>.
-

Federal Programs

Contact Information:

601-359-3499

Judy Nelson

Executive Director

jnelson@mdek12.org

Chad Daniels

Bureau Director

cdaniels@mdek12.org

Arthur Goss

Fiscal and Procurement Coordinator

agoss@mdek12.org

Aisha McGee,

Director, ESSER Programs

amcgee@mdek12.org

Brendsha Roby-Fletcher

Director, Non-Competitive Grant Programs

brrobby@mdek12.org

Greg Smith

Director, Data Collection and Reporting

gsmith@mdek12.org

Dr. Diona Stevenson

Director, Monitoring and Compliance

dstevenson@mdek12.org

Kerry Thomas

Director, MCAPS Applications

kthoms@mdek12.org

Barbara Greene

Coordinator, Title I

bgreene@mdek12.org

LaDwayne Harris

Coordinator, Homeless Education

laharris@mdek12.org

What we do:

- Provide leadership and guidance in the effective use of federal funds to improve student achievement
- Monitor the implementation of program requirements and expenditures of federal funds at the local level to assure program quality
- Support state and local reform efforts to improve teaching and learning, student achievement, and family engagement strategies
- Facilitate on-site professional development and technical assistance to local educational agencies (LEAs), community-based organizations (CBOs), faith-based organizations (FBOs), charter schools, private schools, and other state agencies

Dr. Melissa Levy-Jackson

Coordinator, English Learners, and
Immigrants

mlevy@mdek12.org

Bryan Lieb, Esq.

Ombudsman & Coordinator of Private
Schools and Migrant Program

blieb@mdek12.org

Porsha Jordan,

Specialist, 21st Century Community
Learning Centers

pjordan@mdek12.org

Yolanda Ray

Specialist, 21st Century Community
Learning Centers

yray@mdek12.org

Keondra Wallace

Specialist, Monitoring and Compliance

kwallace@mdek12.org

Betina White

Coordinator, Monitoring and Compliance

bswhite@mdek12.org

John Woodard

Coordinator, Title II and Neglected and
Delinquent Programs

jwoodward@mdek12.org

What you need to know

- **MCAPS** — Mississippi Comprehensive Automated Performance-Based System (MCAPS) is an online application system for the Mississippi Department of Education. It houses the consolidated federal programs application for Titles I, II, III, IV and V, Neglected and Delinquent; ESSER funds; Competitive grants: Homeless Education and 21st Century Community Learning Centers. It also houses the IDEA application and the 1003(a) application. The system contains resource information for districts and schools in the MDE Document Library. You can explore MCAPS here: <https://mcaps.mdek12.org>.
- **Schoolwide Plans** — For Title I schools operating schoolwide programs, federal law and guidance requires a district-approved schoolwide plan for each school

annually. Please ensure your Title I school has an approved schoolwide plan in MCAPS.

- **ESEA Programs Monitoring** – Monitoring federal programs of the LEA ensures compliance with federal regulations as well as assures quality programming and instructional delivery of at-risk populations. Required documentation is to be maintained, accessible, and readily available for OFP staff during the monitoring visit. Documentation should be organized in folders in the LEA Document Library, labeled, and correspond to the indicators of the consolidated monitoring *instrument*. District and school administrators should be available for interview by OFP staff during the monitoring visit. If technical assistance is needed, please contact the Office of Federal Programs.
 - **ESSER** – Elementary and Secondary School Emergency Relief Funds were awarded to State educational agencies (SEAs) for the purpose of providing local educational agencies (LEAs) with emergency relief funds to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the Nation.
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Healthy Schools

Contact Information:

601-359-1737

Scott Clements

State Director

sclements@mdek12.org

Louis King

Office Director

lking@mdek12.org

J. Dale Dieckman

Physical Education

jdieckman@mdek12.org

Larry Calhoun

Move to Learn

lcalhoun@mdek12.org

Connie Board

School Nurse Consultant

cboard@mdek12.org

Sharonda Banks

CDC: HIV/Youth Risk Behavior

shbanks@mdek12.org

Kegel Lyles

SBAC Specialist

kslyles@mdek12.org

Shuntaneka Taylor

Accounting Specialist

shtaylor@mdek12.org

What we do:

- Promote student achievement and increase academic performance by improving student health - Health is Academic!
- Provide training, technical assistance, and resources to promote school health and compliance with the Healthy Students Act
- Collect and report critical data to improve school health
- Provide guidance to School Nurses on evidence-based practice measures to meet school health needs

What you need to know

- **Move to Learn** – Better grades. Better health. Studies have shown that physical activity increases children's ability to learn, and as fitness improves, test scores improve. That's why Move to Learn incorporates movement in the classroom through short exercise videos and healthy lesson plans. Visit <http://www.movetolearnms.org/> for free resources or to schedule a MTL Live! event at your school.
 - **School Based Administrative Claiming (SBAC)** – The SBAC program offers school districts an excellent opportunity to obtain additional funding as reimbursement for staff time spent assisting students and their families learn about Medicaid, Medicaid benefits, and other health care needs of students.
 - **School Nurses**– OHS administers the School Nurse Intervention grant, Elementary and Secondary School Emergency Relief (ESSER) funded School Nurse grants and provides guidance for telehealth and offers training to School Nurses.
 - **Menu of Services** – Physical Education Curriculum and Instruction, School Nurse training and resources, Framework revisions for Contemporary School Health and Physical Education, HIV/AIDS/STD/Teen Pregnancy Prevention, Youth Risk Behavior Survey, and School Health Professional Development, Technical Assistance, and Resources.
-

Intervention Services

Contact Information:

601-359-2586

Laurie Weathersby

State Director

lweathersby@mdek12.org

Jayda Brantley

Academic Specialist
& Intervention

jbrantley@mdek12.org

Sandy Elliott

English Learner Specialist
& Intervention

selliott@mdek12.org

Mathis Sheriff

Academic Specialist
& Gifted

msherriff@mdek12.org

Jackie Mockbee

Dyslexia Support Service
Specialist

jmockbee@mdek12.org

What we do:

- Provide technical assistance and professional development on the implementation of the Multi-Tiered System of Supports (MTSS), Early Warning System, Dyslexia Initiatives, Gifted supports, and regulations, and English Learner Supports
- Coordinate and manage the process for reviewing and awarding the 2021-2022 Dyslexia Scholarships, the 2021-2024 Dyslexia Grant to districts, the selection process of State Board of Education approved list of dyslexia screeners, along with academic and behavior interventions
- Develop and publish academic and behavioral resource documents to support districts, schools, administrators, teachers, and parents with improving student outcomes (related to MTSS, dyslexia, gifted and English learners)
- Provide schools and districts with updated guidance and supports for dyslexia, MTSS (academic and behavior), gifted, and English learners

What you need to know

- **Multi-Tiered System of Supports** – Intervention Services provides guidance to districts on the implementation of the essential components of MTSS for effective team-based problem solving that is data-informed, evidence-based, and flexible enough to meet the academic and the behavioral needs of all students. Professional development opportunities are offered to support MTSS implementation. Additional resources can be found by visiting the Intervention

Services page at <http://www.mdek12.org/OAE/OEER/InterventionServices>. The new editable MTSS Documentation Packet is now available online under Resources by clicking on the link listed above.

- **MTSS Guidance Document** – Intervention Services convened a diverse group of educators, administrators, interventionists, and counselors to provide feedback on the establishment and implementation of MTSS policies as well as the development of resources and the new MTSS Guidance Document that was published in June 2020.
- **Dyslexia Awareness Training** – Intervention Services will be providing the dyslexia awareness training for the state according to House Bill 754. This office will provide four one-hour sessions that will be recorded for the teachers and paraprofessionals to complete. The first two sessions will be released in September and the second two sessions in November. Districts will have until the end of April to complete the trainings. Visit the dyslexia website for additional information. <https://mdek12.org/OAE/OEER/Dyslexia>
- **MTSS Professional Development and Technical Assistance** – Intervention Services provides professional development and technical assistance to districts and schools at no cost. All supports are designed to meet the specific needs of the district or school. To request support, complete the Professional Development Request form found on the Intervention Services webpage <https://www.mdek12.org/OAE/OEER/InterventionServices>.
- **English Learner (EL) Guidance Document** – Intervention Services developed an Instructional Strategies and Supports for English Learners Guidance Document to provide teachers information that will assist them with the planning and delivery of effective instruction specifically designed to meet the needs of English Learners. This document provides teachers and administrators specific evidence-based strategies to ensure EL students can achieve the same standards of performance we ask of other students. Professional development opportunities are offered to support teachers of English Learners at no cost. Other available documents include Supports for Parents of English Learners (a guide to help parents understand what it means to be an English learner) and the EL Progress Checklist (a resource to assist schools in setting language goals for students). Visit <http://www.mdek12.org/EL> for all EL resources that support effective implementation of EL services.
- **English Learner Check-in, Video and Webinar Support** – Intervention Services in cooperation with the Offices of Literacy, Student Assessment and Federal Programs, has 36 created and posted webinars, video supports for instruction of ELs. The three-part summer webinar series addresses English learner supports through distance learning. All EL supports can be found at <https://www.mdek12.org/EL>. The webinar recordings are included along with the PowerPoint slides.

- **English Learner Professional Development and Technical Assistance** – Intervention Services, in cooperation with other MDE offices, provides professional development and technical assistance to districts and schools at no cost. All supports are designed to meet the specific needs of your district or school. To request support, complete the Professional Development Request form found on the English Learner Supports page <https://www.mdek12.org/EL>.
- **Student Dyslexia Scholarships** – Students in grades 1 – 12 with a dyslexia diagnosis are eligible to apply for a scholarship to attend an MDE approved non-public school. These students must have been in attendance in a public school the previous year prior to requesting the scholarship, have a dyslexia diagnosis, and be accepted into a non-public school that meets legislative criteria. Professional development trainings are available for school districts to receive more information on dyslexia. Visit <http://www.mdek12.org/OAE/OEER/Dyslexia> for dyslexia resources.
- **Dyslexia Grants** – The purpose of the dyslexia grant is to assist school districts in piloting programs needed to meet the needs of general education students identified as having dyslexia and other related disorders and in need of a multisensory, systematic language-based instruction and programming, in accordance with Mississippi Code §37-23-15. It is the intent of the MDE that these dyslexia programs support the needs of identified students in accordance with the College- and Career-Readiness Standards, the State Board of Education Goals, and State Board Policy 41.1 on the Intervention Process. The current grant cycle is 2021 – 2024.
- **SBE Approved List of Dyslexia Screeners** – Section 37-173-15 of House Bill 1046 mandates that each local school district screen students for dyslexia in the spring of their Kindergarten year and the fall of Grade 1 using a State Board of Education approved screener. Visit <http://www.mdek12.org/OAE/OEER/Dyslexia> to access the list of approved screeners. In addition, districts are required to submit dyslexia data on the students who are screened in Kindergarten and Grade 1. The Dyslexia data sheet can be found on the Dyslexia homepage above.
- **SBE Approved Academic Intervention List** – In January 2021, Intervention Services solicited a request for competitive sealed qualifications from qualified vendors for evidence-based academic interventions that would address the academic needs for students in Tier II or Tier III. These academic interventions will include a face to face, virtual, or hybrid components, that can help improve students' deficit areas. Visit https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/Intervention/approved_academic_intervention_list_2021.pdf to access the complete list.

- **SBE Approved Behavior Intervention List** – Visit https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/Intervention/mississippi_approved_list_of_behavior_interventions_2021_1.pdf to access the complete list of approved list.
 - **Access for All Guide 2.0** – Intervention Services, in collaboration with several offices at the MDE, developed the AFA document to provide educators resources and strategies to assist all students. The document offers adaptations that can be used to support all students in the areas of academics, physical, speech/language, social emotional, behavioral, and organizational. The AFA guide and associated publications can be found at https://issuu.com/rcumedia/docs/afa_2.0
 - **MTSS Virtual Office Hours** – Intervention Services, provides a one-hour session where schools and districts can join a virtual call to discuss MTSS, interventions, dyslexia, gifted, and EL updates. This meeting occurs the first Wednesday of every month.
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JROTC

Contact Information:

601-359-2925

Dr. Dexter M. Brookins, Lieutenant
Colonel, USA (Ret)
State Director
dbrookins@mdek12.org

What we do:

- Represent MDE's interests to the 82 Junior Reserve Officer Training Corps (JROTC) programs in Mississippi
- Coordinate statewide JROTC competitions and events
- Serve as an information conduit on JROTC matters
- Assist school districts, JROTC units, and service JROTC headquarters on issues related to the JROTC program

What you need to know

- **JROTC's Purpose** – The purpose of JROTC is to instill in students of the United States secondary educational institutions the values of citizenship, service to the United States, personal responsibility, and a sense of accomplishment. JROTC is the nation's largest youth training and development program with over 3,400 units and 560,000 students participating. In Mississippi, we have 82 units, 180 instructors, and nearly 11,000 students (cadets). JROTC's focus is on character education and career preparation. It is not a military recruiting program.
- **JROTC's Curriculum** – The JROTC Curriculum is an accredited academic curriculum that is designed to give students the skills they need to be productive and responsible young adults. JROTC can provide a niche for students of varying interests with regional, state, and national competition in academics, drill, air rifle, orienteering, and athletics. JROTC classroom instruction supplements core curriculum in world history, physical science, civics, finance, political science, aviation, physiology, engineering, and international law in addition to character development and leadership/life skills.

Additionally, in Mississippi, JROTC I can fulfill the PE graduation requirement. JROTC I and II can fulfill the Health graduation requirement. JROTC III and IV can fulfill the College and Career Readiness (CCR) graduation requirement.

- **JROTC's Alignment** – JROTC is aligned with statewide educational initiatives that are designed to increase the exposure of our cadets to STEM-related career opportunities. Exposure occurs through classroom instruction, field trips to our state's high technology industries, orientation flights with the Air National Guard and Air Force Reserve, and 38 participations in STEM summer programs at Jackson State University, Mississippi State University, and William Carey University.
 - **JROTC and the National Flight Academy** – Many organizations provide funding to allow JROTC cadets to attend the outstanding, 6-day STEM program at the National Flight Academy at Naval Air Station Pensacola, FL each year.
 - **JROTC State Championships** – For the past six years, the MDE JROTC Bureau has hosted the all-services JROTC State Championships in drill, athletics, and air rifle. All 82 units are eligible to participate.
-

Literacy

Contact Information:

601-359-2925

Kristen Wynn

State Literacy Director (K-12)

kwells@mdek12.org

Melissa Beck

Assessment Coordinator (K-3)

mbeck@mdek12.org

Kelli Crain

Assistant State Literacy Coordinator (K-3)

kcrain@mdek12.org

Jill Hoda

Assistant State Literacy Coordinator (K-3)

jhoda@mdek12.org

Lori Stringer

Assistant State Literacy Coordinator (K-3)

lstringer@mdek12.org

What we do:

- Support and train Kindergarten through Grade 3 teachers, curriculum specialists, and other educators by providing evidence-based literacy strategies aligned to the science of reading
- Provide resources and support to families on how to improve students' reading skills at home
- Deploy K-3 Literacy Coaches (annually) to selected Literacy Support Schools

What you need to know

- **The Literacy-Based Promotion Act (LBPA)** – The LBPA places an emphasis on grade-level reading skills, particularly as students' progress through grades K-3. The intent is to increase the proficiency of all students in reading by the end of their 3rd grade year of school.

Professional Development & Innovative Programs

Contact Information:

601-359-2957

Wendy Clemons

Executive Director

wclemons@mdek12.org

Dr. Lea Johnson

State Director

lea.johnson@mdek12.org

Jen Cornett

Professional Development Coordinator
(Social Studies Grades K-12)

jcornett@mdek12.org

David Cress

Director of Career Academies

dcress@mdek12.org

Amber Fuller

Project Officer

afuller@mdek12.org

Denise Harrison

Professional Development Coordinator
(Special Education)

dharrison@mdek12.org

Kristi Higginbotham

Professional Development Coordinator
(Visually Impaired)

khigginbotham@mdek12.org

Christy Hunt

Professional Development Coordinator
(Special Education)

chunt@mdek12.org

Tanjanikia McKinney

Professional Development Coordinator
(Science Grades 6-12)

tanjanikia.mckinney@mdek12.org

What we do:

- Facilitate professional development priorities for the Office of Academic Education
- Implement the Regional Service Delivery Model for professional development throughout the state
- Facilitate the Professional Development Coordinator Model by providing on demand and online professional development to districts and schools
- Guide schools and districts through the creation of Professional Development plans with the Professional Development Plan Template
- Provide support for Districts and Schools of Innovation
- Provide support for Dropout Prevention and High School Restructuring plans
- Evaluate programs and course offerings for the MOCA process
- Assist Districts with the creation of Career Academies

Amy Pinkerton

Professional Development Coordinator
(Math Grades K-5)

apinkerton@mdek12.org

Dr. Sarieta Pollard

Professional Development Coordinator
(Special Education)

spollard@mdek12.org

Amy Shelly

Professional Development Coordinator
(Special Education)

ashelly@mdek12.org

Melanie Watkins

Professional Development Coordinator
(ELA Grades K-5)

mwatkins@mdek12.org

Kandra Wilkins

Professional Development Coordinator
(Math Grades 6-12)

kwilkins@mdek12.org

Ashten Yost

Professional Development Coordinator
(Special Education)

ayost@mdek12.org

What you need to know

- **Fall 2021 PD Catalog** – Administrators may request face-to-face professional development from the Fall 2020 PD Catalog and educators may find information about online courses by visiting <https://www.mdek12.org/OPD>.
- **Online PD** – Teachers can register for free online courses each semester by visiting <https://www.mdek12.org/OPD/Online>.
- **PD on Demand** – Teachers and administrators can access professional development sessions that are great for PLCs and professional growth. More information can be found by visiting <https://www.mdek12.org/OPD/PDOD>.
- **District and School of Innovation** – Administrators and teachers may review the requirements and application process by visiting <https://www.mdek12.org/ese/Districts-and-Schools-of-Innovation>.

- **Mississippi Online Course Approval (MOCA)** – Information on applying for course codes for online classes may be found by visiting <https://www.mdek12.org/ESE/OCA>.
 - **District and School Professional Development Plans** – A template and sample plan can be found by visiting <https://www.mdek12.org/OPD/PDR>.
-

Professional School Counseling & Support Services (PK-12)

Contact Information:

601-359-3461

Wendy Clemons

Executive Director

wclemons@mdek12.org

Dr. Chancey Fort

State Director, Professional School
Counseling and Support Services

cfort@mdek12.org

Kathy Mangum

Counseling Programs

klmangum@mdek12.org

Chandra Walker

Director of CTE Counseling and
Student Services

cswalker@mdek12.org

What we do:

- Academic Development
- Approved Courses for Secondary Schools
- College and Career Readiness
- Mental Health Support
- Comprehensive School Counseling Program
- Social/Emotional Development Programs
- Suicide and Bullying Prevention
- Provide on-site and virtual professional development to School Counselors PreK-12 grade
- Develop and implement curriculum, instructional materials, and programs aligned to the ASCA Student Standards: Mindsets and Behaviors for Student Success

What you need to know

- **PK-12 Supports** – The division of Professional School Counseling and Support Services provides oversight, guidance, and technical assistance to all public schools, PK-12.
- **Comprehensive School Counseling Program** – This program is an integral part of the total educational program that helps every student acquire the skills, knowledge, and attitudes in the areas of academic, career, and social/emotional development that promote academic achievement and meet developmental needs.

- **Academic Counseling** – The School Counselors’ framework, developed by the MDE, is aligned with the American School Counselors National Model. School counselors have a tremendous responsibility in addressing the personal/social, academic, and career needs of every Mississippi student in prekindergarten through grade 12 and career and technical education. Academic and personal/social counseling use multiple student data sources to help students with the following :make informed academic and career choices; career and educational counseling; individual and group counseling (large/small); crisis intervention and preventive counseling; community resources awareness and referrals; educational consultations and collaboration with teachers, administrators, parents and community leaders; educational and career placement services; follow-up counseling services; and conflict resolution.
- **Consultation** – Consultation is the collaboration of school counselors with parents, students, teachers, administrators, and other helping professionals, both within and outside the school setting. The goal is to empower those involved to assist students in the areas of academic, college/career, and social/emotional development.
- **Counseling** – Professional assistance, support and instruction provided to an individual utilizing a variety of techniques, provided by a specifically trained professional.
- **Crisis Response** – The immediate and follow-up intervention necessary to meet urgent needs and prevent situations from becoming more severe.
- **Direct Services** – Direct Services are in-person interactions between school counselors and students.
- **Indirect Services** – Indirect services provided on behalf of students, as a result, of the school counselors’ interactions with others including referrals for additional assistance, consultation, and collaboration with parents, teachers, other educators, and community organizations.
- **Individual Counseling** – Individual counseling addresses concerns of students that require short-term individual interventions.
- **Individual Student Planning** – These planning sessions in which school counselors focus on educational planning, including, but not limited to, social skill development, academic planning, course enrollment, graduation planning, and developing individual learning plans.
- **School Counseling Curriculum** – This is a K-12 course of study presented systematically through structured, developmental classroom, group and individual activities designed to assist students in attaining the ASCA Mindsets & Behaviors for Student Success.

- **Multi-Tiered System of Support (MTSS)** – The School Counselors are stakeholders in the development and implementation of multi-tiered system of supports (MTSS), including, but not limited to, response to intervention and responsive positive behavioral interventions and supports. School counselors align their work with MTSS through the implementation of a school counseling program designed to affect student development in the academic (achievement), career (career exploration and development) and social/emotional (behavior) domains.
- **ASCA Mindsets & Behaviors for Student Success** – K-12 College-and-Career-Readiness Standards for Every Student: Research-based statements of the knowledge, attitudes, and skills students need to achieve academic success, college and career readiness and social/emotional development
- **Social and Emotional Learning (SEL)** – The MDE has released the K-12 SEL Competencies for local level use. The overarching purpose of these standards is to address the social and emotional needs of all students to ensure their success in school and in life. SEL skills improve a student’s capacity to engage in academic learning and prepares them to meet the college and career readiness standards (CCRS). They further assist school staff with their respective roles in integrating social emotional learning into daily classroom and school experiences of students.
- **Suicide and Bullying Prevention** – Per House Bill 263, districts will develop anti-bullying policies and provide in-service training for suicide prevention. Detailed legislation, proper procedures, guiding resources and approved training curriculum have been provided to districts at www.mdek12.org/ESE/secondaryeducation/suicide-bullying-prevention.
- **Individual Success Plan** – Process Standard 14.1.4: The Individual Success Plan (ISP) is a personalized plan for all students in grades 7-12. School districts, using this document as a resource, should select activities to guide students in exploring strengths and interests, connect strengths and interests to a career pathway, and set career and academic goals based on a chosen pathway.
- **MS Career Resource Guidance Document** – Guidance document to districts on creating a “college-going culture” and preparing students to make postsecondary decisions. This document includes the ISP and other designated activities at grade levels 6-12. This includes an appendix of materials related to academic success. Visit: www.mdek12.org/CTE/OCCSS to view these resources.
- **MS Career Guidance Standards** – Grades K-5 & 6-12 – Online guidance documents that include objectives, lessons, and resources for all grades with an emphasis on career exploration and awareness for grades K-5 and educational and career planning for grades 6-12. Visit: www.mdek12.org/CTE/OCCSS to view these resources.

- **Career Development Education** – Is a lifelong process by which an individual defines and refines life and work roles. Career development education includes awareness of individual interests, skills, attitudes, talents, and abilities, particularly as they change and develop during the educational experience. The process of educating students about career development provides the context in which students explore a variety of educational and occupational opportunities, learn the realities of the workplace, and identify both the technical skills and individual qualities they will need for success in the modern economy.
- **Comprehensive School Counseling Program** – This is an integral part of the total educational program that helps every student acquire the skills, knowledge, and attitudes in the areas of academic, career, and social/emotional development that promote academic achievement and meet developmental needs.
- **Counseling Education (CTE) Counseling** – Career and technical counselors' work responsibilities impact students directly with career and personal development training curricula. Indirect involvement includes considerable efforts by counselors to provide enhanced experiential opportunities to fine-tune workplace skills through collaborations and partnerships with local area businesses and business leaders. Career and technical counselors collaborate with instructors, academic counselors, Student Services staff, and other professional staff to provide a seamless integration of academic, career and technical and personal skills resources. They work closely with Special Education teachers and the academic counselors to maximize students' academic achievement.
- **Special Populations (Student Services)** – The purpose of instructional services rendered by Special Populations personnel is to enable special population students to experience success in their chosen career and technical education programs. Student Services Coordinators may provide instruction for the disadvantaged career and technical student in areas including mathematics, reading, and writing in addition to any assistance needed in their career and technical classes. The instruction is coordinated with the career and technical instructor and services are delivered concurrently with enrollment in a career and technical education program.
- **Early Warning System (EWS)** – The EWS guide provides information on how to effectively use early warning data to identify, support, and monitor at-risk students in grades K-12. Visit www.mdek12.org/CTE/OCCSS to view this resource.

School Financial Services

Contact Information:

601-359-3294

Sheila Franklin-Buie

Executive Director

sfbuie@mdek12.org

Letitia Johnson

Bureau Director

ljohnson@mdek12.org

Christie Jones

School Finance Officer

cjones@mdek12.org

Brittany McWillie

School Finance Officer

bmcwillie@mdek12.org

What we do:

- Provide technical assistance and guidance to public school districts in the area of school financial management. This involves assisting school districts and other entities in their budgeting, fiscal and program operations.
- Additional responsibilities include the annual collection and review of financial data from the local school districts. This office also performs some technical review of public school districts' financial information to determine compliance with Accreditation Standards.

What you need to know

- The Office of School Financial Services (OSFS) is responsible for the administration, calculation and/or distribution of the following programs:
 - ✓ Chickasaw Cession
 - ✓ Critical Shortage Home Loans
 - ✓ Critical Shortage Moving Expense
 - ✓ Education Enhancement Funds (EEF)
 - ✓ EEF Buildings and Buses
 - ✓ EEF Teacher Procurement Cards
 - ✓ Financial Accounting Manual for Public School Districts
 - ✓ Mississippi Adequate Education Program (MAEP)
 - ✓ National Board Certification Reimbursements
 - ✓ School Business Manager License (SBA)
 - ✓ School District Indirect Cost Applications and Rates
- To access the Office of School Financial Services webpage, visit the link below:
<https://www.mdek12.org/OSF>

School Improvement

Contact Information:

601-359 -1003

Dr. Sonja Robertson

Executive Director

srobertson@mdek12.org

Re’Nona Jackson

Office Manager, School Improvement Programs

rjackson@mdek12.org

Alisa Price

Office Manager, School Improvement Programs

aprice@mdek12.org

Shakinna Patterson

Director, School Improvement Programs

spatterson@mdek12.org

Noleen Clark

Coordinator

School Improvement Programs

nclark@mdek12.org

Chris Norwood

Director, Program Monitoring & Support

crnorwood@mdek12.org

Michael McDonald

Leadership Coach

mimcdonald@mdek12.org

Dr. Sebrina Palmer

Leadership Coach

spalmer@mdek12.org

Dr. LeKeisha Sutton

Leadership Coach

lsutton@mdek12.org

Dr. Tim Wilcox

Leadership Coach

twilcox@mdek12.org

What we do:

- Provide oversight to ensure the implementation of federal and state legislation for schools identified for Comprehensive and Targeted Support and Improvement School, and Schools At-Risk
- Provides guidance and support for identified schools through:
 - ✓ Federal funds for schools to implement evidence-based school interventions
 - ✓ Direct coaching for selected schools
 - ✓ Professional learning for identified schools

What you need to know

- **School Board Updates** – Monthly updates to the School Board resume in September and must be uploaded each month thereafter for the 2021-2022 school year. Each identified CSI, TSI, or ATSI school must upload the monthly updates to the correct folder in the MCAPS LEA Document Library. To access the current form to complete the Board Update, please click [here](#).
- **FY22 Plan/Applications** – The FY22 school improvement application in MCAPS and guidance for receiving substantial approval was released in early August. FY22 1003 applications are due by September 30, 2021.
- **Professional Learning for New Principals** – These regional sessions are designed to provide support to principals who are new in the role of leading school improvement efforts. The sessions will provide an overview of supports and requirements for identified schools through an understanding of the Four Domains of Rapid School Improvement. Participants will explore effective practices that will assist in supporting their continuous improvement efforts.

Dates:

September 15, 2021 – Jackson

September 16, 2021 – Oxford

- **Professional Learning for Assistant Principals** – These regional sessions are designed to provide support to assistant principals who assist in leading school improvement efforts. The sessions will provide an overview of supports and requirements for identified schools through an understanding of the Four Domains of Rapid School Improvement. Participants will explore effective practices that will assist in supporting their continuous improvement efforts.

Dates:

October 13, 2021 – Jackson

October 14, 2021 – Oxford

- **Virtual Office Hours** – During this designated hour, Federal Programs Directors and School Improvement Facilitators will have an opportunity to virtually meet with OSI Team to address guidance for implementing school improvement requirements, including, but not limited to plan implementation and funding.

Date:

October 15, 2021 – 9:00 a.m. – 10 a.m.

- **Touchpoint Documentation Due for CSI Schools** – In approved 1003 applications, districts identified how they would monitor plan implementation for those schools receiving 1003 funds. For CSI identified schools, a process has been developed that allows principals, leadership coaches and/or school improvement facilitators an opportunity to engage in conversations focused on monitoring the

effectiveness of funded interventions. This process is required for CSI schools and is optional for TSI and ATSI schools. Leaders of TSI and ATSI schools may use the form at their discretion to support monitoring efforts. Please click [here to access the Monitoring Actions for Plan Implementation touchpoint document.](#)

Dates of Completion:
October 18 – 22, 2021

Date of Submission:
October 25, 2021

- **Virtual Touchpoint Meeting with CSI Schools** – Individual sessions will be hosted by the OSI team with school improvement facilitators of CSI schools to discuss progress toward plan implementation and effectiveness of interventions. A Doodle Poll link will be emailed to school improvement facilitators to schedule meeting times.

Dates:
November 1 – 12, 2021

Secondary Education

Contact Information:

601-359-3461

Wendy Clemons

Executive Director

wclemons@mdek12.org

Tammy Crosetti

State Director, Curriculum & Instruction

tcrosetti@mdek12.org

Chonette Bouldin

Special Projects Officer

cbouldin@mdek12.org

Jen Cornett

K-12 Social Studies

jcornett@mdek12.org

Natalie Crowder

K-12 English Language Arts Content Director

ncrowder@mdek12.org

Limeul Eubanks

Dance, Media Arts, Music, Theatre, Visual Arts & World Languages Director

leubanks@mdek12.org

Dr. Kevin Gaylor

K-12 Science Content Director

kgaylor@mdek12.org

Tommisha Johnson

K-12 Mathematics Content Director

tjohnson@mdek12.org

Heather Morrison

Dual Enrollment-Dual Credit & Advanced Programs

hmorrison@ihl.state.ms.us

Sara Flowers

Assistant Director, Math Nation® *

sara@mathnation.com

What we do:

- Audit of secondary school programs, districts, and schools
- Oversight, design, and management of ongoing secondary initiatives and programs
- Develop and implement curriculum, instructional materials and programs aligned to the Mississippi College- and Career- Readiness Standards in core subjects
- Provide on-site and virtual professional development and technical assistance to teachers in core subjects and STEM related courses
- Design and assist in the national promotion, mentorship, and selection of state-level finalists for the PAEMST Award
- Evaluate programs and course offerings for the MOCA process
- Oversight, promotion, and assistance in the selection of nominations for the U.S. Presidential Scholars Program

**Legislatively funded program*

Sha Walker

State Lead, *JumpStart ACT Test Prep**

sha@jumpstarttestprep.com

What you need to know

- **Instructional Planning Guides** – The Mississippi Department of Education is pleased to announce the release of K-12 Instructional Planning Guides (IPGs) in English Language Arts, Mathematics, and Science. The purpose of the IPGs is to assist teachers in planning rigorous, coherent lessons that focus on critical content at each grade level through an intentional grouping of standards, time considerations, and resources for consideration. mdek12.org/ESE/Home
- **Math Nation (Algebra Nation)** – Through funds appropriated by the Mississippi Legislature, all MS public school districts will have access to the Algebra Nation platform for a fifth year. Access includes free workbooks for all Algebra I students and 24/7 access to resources for classroom teachers, students, and families aligned to the MS CCRS Algebra I course. Additional resources are being developed to meet the needs of English Language learners and classroom teachers in non-Algebra and pre-Algebra “type” courses.
- **MPB Classroom TV** – In partnership with the MDE, Mississippi Public Broadcasting (MPB) offers an array of high-quality instructional videos for PreK-12 education.mpbonline.org/mpb-classroom-tv/.
- **Equipped: Mississippi Book List for All** – The book list equips educators as they make purposeful instructional decisions around the Mississippi College- and Career-Readiness Standards while promoting literacy that acknowledges a variety of text types. A robust list for multiple grade bands was curated and vetted with the support from teachers and educational leaders. Visit: www.mdek12.org/OEER/Equipped-Booklist.
- **College and Career Readiness (CCR) Course Resources** – The CCR curriculum outlines the knowledge secondary students should obtain and the types of skills relevant for a successful transition to postsecondary and the workforce. **This course is a graduation requirement beginning with the Class of 2022.** CCR resources, including a recorded from the Summer 2020 virtual training, can be found at www.mdek12.org/ease/College-and-Career-Readiness.
- **Dual Enrollment/Credit and Accelerated Programs** – The Mississippi Dual Enrollment and Accelerated Programs Fall 2021 Procedures Manual is located on the MDE Secondary Education Accelerated Programs webpage. Additional information concerning Accelerated Programs, including administrator resources for Advanced Placement courses, are also available there. Visit the website www.mdek12.org/ESE/Accelerated-Programs for more information.

- **Mississippi Instructional Materials Matter Website** – The new website ([Mississippi Instructional Materials Matter](#)) offers a centralized location for Mississippi math, English, and social studies teachers to review high-quality, standards-aligned materials that have been evaluated and adopted by other Mississippi teachers and school districts, which sheds light on the selection process at the state level.
- **High Quality Instructional Materials (HQIM)** – Rubrics for evaluating current instructional resources, textbooks, and materials are available for school and district use at [www.mdek12.org/HQIM](#) as well as the Mississippi Instructional Materials Matter website. The High-Quality Instructional Materials ELA Review Rubric was developed in partnership with EdReports® and Student Achievement Partners for local-level use in Mississippi public schools. The Rubric will be used to identify resources for textbook adoption.
- **Arts Learning Standards for Dance, Media Arts, Music, Theatre, and Visual Arts** – These Standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and to compete in the global economy. The Arts standards also serve to empower and inspire arts educators and their students to explore the many facets of the arts while preparing them for a lifetime of engagement with art forms. Ensuring a “Well-Rounded Education” means that all students have access and the opportunity to experience a high-quality instruction in the Arts (Dance, Media Arts, Music, Theatre, and Visual Arts). For more information on the standards and resources visit [www.mdek12.org/ESE/Arts](#).
- **Mississippi World Languages Framework and Teaching Guide** – The purpose of this guide is to help teachers and administrators understand and effectively implement the Mississippi World Languages Framework. This document is also meant to be a reference for World Language teachers as a comprehensive document which links multiple resources, programs, websites, and research that are important and of interest to World Language teachers. It will be beneficial for the first-year teacher as well as the veteran teacher to use. This document contains research on best practices, the latest trends in presentation of material, assessment, and the use of technology. For more information visit [www.mdek12.org/esw/worldlanguages](#).
- **Mississippi Seal of Biliteracy** – This Seal recognizes and awards native English speaking, as well as English learner, students who have attained proficiency in one or more world languages and English by high school graduation. The Seal of Biliteracy demonstrates attainment of a high level of language proficiency in English and at least one other world language for students. It signals employers, and postsecondary institutions of a student's readiness for college and career and for engagement as a global citizen. ***Participation in the Seal of Biliteracy shall be determined by each Local Education Agency (LEA) who must notify the MDE of local policy adoption.*** Recognition for

demonstrating a level of biliteracy shall be indicated on the student's final high school transcript. For more information regarding the Mississippi Seal of Biliteracy Policy and Guidelines visit: www.mdek12.org/ease/worldlanguages.

- **Under the Microscope** – Under the Microscope is a Virtual Professional Learning Community for Mississippi science teachers and is offered through the Office of Secondary Education. These sessions are semi-formal in nature and offer teachers a safe space to discuss issues and concerns around approaches to teaching and learning in science. Each month spotlights a topic, and science educators share the resources, knowledges, and skill building tips with respect to the topic of interest. This is a great opportunity for science educators with any level of experience to become an essential member of foundation for a stronger Mississippi science network.
 - **The Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST)** – The current PAEMST cycle for K-6 teachers will close January 7, 2022, for Nominations. The deadline for applications will be February 6, 2022. State level finalists will be selected by an anonymous committee and announced later in the 2021-2022 school year. National level winners are honored in Washington, D.C, each year and are awarded a \$10,000 award for their personal use. These winners are identified within 1.5 years of the award cycle closing. The upcoming PAEMST award cycle, for 7-12 teachers, will open in Fall 2022. Outstanding educators that can show exemplary practices via a classroom video and several writing narratives are encouraged to apply when the application window opens. For more information, please visit www.paemst.org.
 - **Desmos Calculator Support** – To support Algebra I teachers with this transition, the MDE has created a web page compiled of Demos resources. In addition to resources, a Desmos 101 Webinar will guide teachers on key functions of Desmos. The Desmos Calculator Support Web page can be accessed by visiting either the MDE Mathematics web page www.mdek12.org/secondaryeducation/mathematics or the web page dedicated to the MDE Office of Assessment.
 - **Mississippi Mathematics Manipulatives Manual (MMMM)** – These activities are meant to serve as short, hands-on procedures that may be implemented before, during, or after a lesson. The activities are aligned to the MS CCRS, connected to the MS CCRS Scaffolding Documents, and include step-by-step instructions. They are also adaptable to meet the needs of hybrid, virtual, or in-person instruction formats. Activities are uploaded periodically and are accessible at www.mdek12.org/secondaryeducation/mathematics.
 - **Content Area Listservs** – Administrators are encouraged to have all content area educators sign up for their respective listservs. Educators may register online at www.mdek12.org/ESE or at <https://mdek12.org/OEER>.
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Special Education

Contact Information:

601-359-3498

Robin Lemonis

State Director

rlemonis@mddek12.org

Dr. Margaret Elmer

Bureau Director, District Services and Program Operations

margaret.ellmer@mddek12.org

Dr. Armerita Tell

Bureau Director, Parent Engagement and Support

atell@mddek12.org

LaKenya Moore

Bureau Director, Financial and Operations

lmoore@mddek12.org

Sharon Coon

Office Director, Data and Policy

scoon@mddek12.org

Ginger Koestler

Office Director

Academics, Technical Assistance, and Professional Development

gkoestler@mddek12.org

Teresa Laney

Office Director, Programmatic Monitoring and Related Services

tlaney@mddek12.org

Tonya McDonald

Office Director,

Educable Child, PBS, ESY, ESA, and Contracts

tmcdonald@mek12.org

What we do:

- Provide technical assistance to support schools and districts as they implement State and Federal regulations to improve student outcomes for children with disabilities and their families
- Communicate and provide guidance to parents of children with disabilities and local school district personnel in the resolution of disputes through formal dispute resolution processes
- Develop and publish instructional and behavioral resources to support and ensure accountability and student achievement in all programs and for all students with disabilities
- Establish and foster a system of school, home, and community resources that provide the physical, emotional, and intellectual support that each student needs to succeed
- Support districts with effective fiscal management practices

Bobby Richardson

Office Director

IDEA District Fiscal Support and Special
Projects

brichardson@mdek12.org

Mona Spells Adou

Lead Coordinator

Parent Engagement and Dispute Resolution
Specialist

mspells@mdek12.org

Candice Taylor

Lead Coordinator

Early Childhood Instructional Specialist
and 619 Coordinator

cataylor@mdek12.org

What you need to know

- **Alternate Diploma** – This option shall be offered by districts for incoming ninth graders with significant cognitive disabilities beginning in the year 2018-2019 and thereafter. Only students identified by their Individualized Education Program Committee as having a significant cognitive disability, as defined by the Testing Students with Disabilities Regulations and State Board Policy Chapter 78, Rule 78.1, may be eligible to earn the Alternate Diploma. For more information on the Alternate Diploma, please refer to Appendix A-10 in the [2021 Mississippi Public School Accountability Standards](#).
- **Certificate of Completion** – 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). For more information about the Certificate of Completion, please refer to Appendix A-11 in the [2021 Mississippi Public School Accountability Standards](#).
- **Child Find** – *Child Find* is the ongoing obligation to identify, locate, and evaluate all children suspected of having a disability/disabilities and are in need of special education and related services as a result of those disabilities.
- **Determination Reports** – The Office of Special Education issues the [Special Education Performance Determination Reports](#) annually. Your State Lead will be in touch with you to discuss your district's determination and required actions. In the meantime, if you have any questions or need any additional information, please do not hesitate to contact the Office of Special Education.
- **Dispute Resolution/Due Process** – The Individuals with Disabilities Education Act (IDEA) provides options for resolving disputes that allow the

parties to continue their work together afterwards—namely, ensuring that a child with a disability has available to him or her a free appropriate public education in the least restrictive environment. These options include the following:

- IEP facilitation
 - Mediation
 - Formal state complaint
 - Due process hearings
 - Resolution meetings
 - Expedited due process hearings in disciplinary situations
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- **Early Childhood Programs** – Special education services are provided by each school district for children with disabilities, beginning at age 3. Some districts also participate in an Early Learning Collaborative. Children with disabilities are included in these programs as specified in each program’s policy. Other districts participate in the Blended Pre-K program. This program uses IDEA funds to provide inclusive Pre-K classrooms in public schools across the state.
 - **Educable Child Program** – Per State Board Policy, Rule 74.1, the Mississippi Department of Education (MDE), Office of Special Education (OSE) is directed to provide oversight through the Individuals with Disabilities Education Act (IDEA) and State Statute in the placement and funding of students with disabilities in private school/facilities.
 - **Educational Interpreter (EI) Program** – *The fundamental role of an educational interpreter is to facilitate communication between Deaf or Hard of Hearing students and hearing persons including, but not limited to administrators, staff, teachers, service providers, parents, and peers within the educational environment. Districts are encouraged to apply for EI funds using the process outlined online at <https://mdek12.org/OSE/funding/special-education-educational-interpreters>.*
 - **Educational Scholarship Account (ESA)** – The Equal Opportunity for Students with Special Needs Act (Miss. Code Ann. §§ 37-181-1 through 37-181-21) was signed into law during the 2015 session of the Mississippi Legislature and established Education Scholarship Accounts. The Education Scholarship Account (ESA) provides an opportunity for parents of children with disabilities who wish to withdraw their child from the public-school system to use scholarship money to help defray the cost of private school tuition or other specific allowable activities to educate their child.
 - **Extended School Year (ESY)** – Extended school year (ESY) is the provision of special education and related services to students with disabilities in accordance with their individualized education program (IEP) beyond the normal school year of the local district and at no cost to the parents of the students.

- **Mississippi Comprehensive Automated Performance-Based System (MCAPS)** – MCAPS is an online application system for the Mississippi Department of Education. It houses the Individuals with Disabilities Education Act (IDEA) funding applications. The system contains resource information for districts and schools. For more information visit <https://mcaps.mdek12.org>.
- **Monitoring** – Monitoring of district compliance and services to students with disabilities is an ongoing activity that may be completed through district self-assessment, district determination data reports, desk audits or on-site visits. Targeted technical support is provided based on individual district needs.
- **New Special Education Director Mentoring Program** – The Office of Special Education (OSE) provides a unique opportunity to all new special education directors across the state. The OSE has Educators in Residence (EIRs) with extensive experience as administrators in the area of special education. EIRs provide technical support to directors with three years or less experience as a director. Each year the OSE offers a New Director Boot Camp specifically designed for new directors which provides an overview of the role/responsibilities of a special education director. The EIR also provides direct technical support to these individuals throughout the school year. For more information about this program, please contact Alice Hunter at ahunter@mdek12.org and/or Cindy Taylor at ctaylor@mdek12.org.
- **Phonics First** – This comprehensive and highly intensive multisensory training course qualifies teachers to bring Orton-Gillingham instruction into their classrooms. Phonics First transforms beginning, struggling, dyslexic and learning-disabled students into skilled learners through its effective, fun, multisensory approach to reading and spelling. The Office of Special Education is providing this training, free of charge, to teachers across the State. Due to COVID-19, we are offering courses online in either a self-paced or live-stream format. For more information on this program, please contact Teresa Laney at tlaney@mdek12.org.
- **Positive Behavior Specialist Program** – A Positive Behavior Specialist (PBS) is a licensed professional with training and experience in behavior management and positive behavioral interventions in the educational setting. Individuals who may satisfy these requirements include licensed school psychologists, social workers, and counselors. Some teachers with a background in behavioral disorders or emotional disabilities may also qualify. Each district will receive an allocation based on a formula to employ or contract with a Positive Behavior Specialist to

implement these requirements. Each district's allocation is calculated based on a percentage of the average daily attendance and the December 1 Child Count with a ratio of one specialist per 1,000 students. Districts are encouraged to apply for funds by using the information found at <https://mdek12.org/OSE/funding/special-education-positive-behavior-specialist>.

- **Related Service Support** – Speech-Language Pathologists, Occupational Therapists and Physical Therapists provide critical support for some students with disabilities. The OSE provides technical assistance for these professionals who work in schools regarding best practices, compliance, and other support as requested.
- **State Personnel Development Grant (SPDG)** – REACH MS supports the Mississippi State Personnel Development Grant (SPDG). It was first awarded to the Mississippi Department of Education in 2005, and refunded in 2010, 2016, and 2021. The grant is operated by the University of Southern Mississippi's Department of Curriculum, Instruction and Special Education. The grant has three areas of focus: Universal Design for Learning (UDL), Positive Behavior Interventions and Supports (PBIS), and Social Emotional Learning (SEL). The purpose of grant is to increase the academic performance in English/Language Arts of Pre-K – 3 students with disabilities through implementation of UDL and support development and expansion of positive learning environments in Mississippi through effective implementation of PBIS within a MTSS framework. This is accomplished through professional development, training, and ongoing technical assistance provided at no cost to schools and districts across the state. For more information about UDL and PBIS, please contact Selina Merrell, Director, by email at selina.merrell@usm.edu or by phone at (601) 325-6958.
- **State Systemic Improvement Plan (SSIP)** – The OSE's SSIP plan is aligned to the strategic goals established by the State Board of Education. This comprehensive, multi-year plan is based on high expectations for students with disabilities and is focused on building the capacity of local districts to implement and scale-up evidence-based practices in reading with a focus on improving third grade reading proficiency. Aligned with other State and Federal initiatives, the SSIP was developed so that resources could be leveraged for maximum impact to improve outcomes for students with disabilities.
- **Section 504** – Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected

to discrimination under any program or activity receiving Federal financial assistance"

The Section 504 regulations require a school district to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met.

- **Social and Emotional Learning (SEL)** – The MDE has released [*the K-12 SEL Standards*](#) for local level use. The overarching purpose of these standards is to address the social and emotional needs of all students to ensure their success in school and in life. SEL skills improve a student's capacity to engage in academic learning and prepares them to meet the college and career readiness standards (CCRS). They further assist school staff with their respective roles in integrating social emotional learning into daily classroom and school experiences of students.
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Student Assessment

Contact Information:

601-359-3052

Dr. Jackie Sampsell

State Assessment Director

jsampsell@mdek12.org

Elizabeth Cook

MAAP Program Coordinator &
Mathematics Content Specialist

ecook@mdek12.org

Sharon Prestridge

EL Program Coordinator & Accountability

sprestridge@mdek12.org

Dr. Jerrika Mabry

MAAP-A Coordinator

jmabry@mdek12.org

Farrah Nicholson

NAEP Coordinator

fnicholson@mdek12.org

Melissa Beck

K-3 Assessment Coordinator

mbeck@mdek12.org

What we do:

- Evaluate student performance using the Mississippi Academic Assessment Program (MAAP) in grades 3 through 8 in English Language Arts (ELA) and Mathematics, grades 5 and 8 Science, Algebra I, Biology, English II, and U.S. History
- Ensure all MS students are assessed according to the Every Student Succeeds Act of 2015 (ESSA) – including English learners and students with significant cognitive disabilities (SCD)
- Provide districts with valid and reliable results to guide instruction through data driven decisions

What you need to know

- Testing Calendar – The statewide testing calendar may be found under Links on the Student Assessment webpage. [Combined file \(mdek12.org\)](#). Please note that the dates for assessments in SY 2021-2022 are subject to change.
- List of Assessments and Vendors (2021-2022) see below:
 - Fall 2021** – These are screeners and End-of-Course (EOC) assessments for students on 4 x 4 block schedules and/or any re-test student who needs to test to meet one of the graduation options.
 - **K-Readiness Screeners** – This is the first of three screeners to provide the “first look” at students. (Renaissance Learning, Inc.)
 - Mississippi Academic Assessment Program (**MAAP**) – English II, Algebra I (Questar Assessments, Inc.)

- Mississippi Academic Assessment Program (**MAAP**) – Biology, U.S. History (Data Recognition Corporation)
- Mississippi Academic Assessment Program – Alternate (**MAAP-A**) – Alternate Biology, Alternate English II, Alternate Algebra I, (Questar Assessments, Inc.)

Spring 2022 – This is a list of our spring assessments:

- **ACT** – Available to all juniors for a one-time testing opportunity (ACT, Inc.)
 - English Language Proficiency Test (**ELPT**) – This assessment is administered annually monitor identified English learners' (ELs) progress in acquiring academic English. (**DRC LAS Links**)
 - **MAAP-A**: Given to students with Significant Cognitive Disability (SCD); Grades 3-8 Math & ELA; Grades 5 & 8 Science; EOC Alternate Biology, Alternate English II, Alternate Algebra I, (Questar Assessments, Inc.)
 - **MAAP – Grades 3*-8 ELA and Math, EOC Algebra I and English II -** (Questar Assessments, Inc.)
 - * Students must pass Grade 3 Reading (Session 1) or meet a passing score when combined with Grade 3 Writing (Session 2) to meet the Literacy-Based Promotion Act (LBPA).
 - **MAAP** – Grades 5 & 8 Science, EOC Biology and U.S. History - (Data Recognition Corporation)
- **NAEP (National Assessment of Education Progress)** – This assessment is a congressionally mandated project administered by the National Center for Education Statistics (NCES). It is given to a representative sample of students across the country.
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Technology and Strategic Services (OTSS)

Contact Information:

601-359-3487

John Kraman

Chief Information Officer

jkraman@mdek12.org

John Hartley

Director of Infrastructure

jhartley@mdek12.org

Deborah Donovan

Director of Data Analysis and Reporting

ddonovan@mdek12.org

Melissa Banks

Director of Digital Learning

mbanks@mdek12.org

Sarita Donaldson

Director of Core School Applications

sdonaldson@mdek12.org

Tamala Matthews

Director of Customer Support and Training

tmattthews@mdek12.org

Debra Hines

Director of Administration and Budget

dhines@mdek12.org

Lee Bray

State E-Rate Coordinator

lbray@mdek12.org

MDE Network Help Desk

601-359-2837

mdenet@mdek12.org

What we do:

- Provide technical assistance to school districts in the form of remote tech support and onsite field engineers
- Build and host online applications for district and state document sharing and collaboration (SharePoint)
- Provide guidance and consultation on networking best practices and security strengthening
- Provides data reporting services for both internal and external MDE stakeholders
- Support schools as they provide a rigorous, engaging, and secure digital learning experience to all students
- Assist school districts in ensuring the confidentiality and privacy of student data; in its use to improve student outcomes via data driven decisions
- Provide training and support for school districts reporting demographics, student, personnel, and financial data to MSIS
- Assist school districts in data submission and quality related to absences; student indicators; course codes; incidents; enrollment, withdrawal, etc.

MDE Applications Help Desk

mdeapps@mdek12.org

K12 Network Support Help Desk

k12net@mdek12.org

- Provide technical assistance to school districts related to data entry issues with TIMS, ELMS and MSIS
- Provide training and support for school districts filing, responding and processing E-Rate applications submitted to USAC
- Assist school districts in the E-Rate consortium with internet bandwidth and related issues

What you need to know

- **Digital Learning Coaches (DLC)** – The DLC program provides individualized supports to administrators and teachers as they adapt to the challenges of digital learning and using educational technology to improve student outcomes. DLC program staff will work with school leadership to create a Digital Learning Action Plan, complete learning walks, and deliver schoolwide professional development. Applications for schools to participate in the DLC program for the 22-23 school year will be available during the spring semester of the 21-22 school year. The Digital Learning Office also supports **Digital Teacher Academies** and a professional learning community for **District Instructional Technologists**. To request technical assistance, please complete the [Digital Learning Professional Development Request form](#). (See mdek12.org/DLCoaches for more information.)
- **Data Request** – Members of the public may submit a Public Records Request at <http://mdek12.org/OPR/Reporting/Request>. In order to provide the most timely and efficient service, please provide a thorough description of the data being requested, including the school year and any breakouts (By District, School, Gender, Race/Ethnicity, etc.)
- **Security and Privacy Investigations Form** – This form is for the reporting of security incidents related to the privacy, security, and confidentiality of student data. Any security or cyber incident that warrants attention may be reported at <https://cspr.mde.k12.ms.us/TakeSurvey.aspx?SurveyID=mlKM68lK#>
- **Information Security and Data Privacy** – Districts, schools, and MDE employees, will be able to find industry standards, best practices, and a growing list of resources that pertain to protecting student data and the privacy of students, teachers, state, and district staff.

- **MDE Applications Help Desk** – Districts may request assistance with the reporting of data (schedules, attendance, grades, transportation, discipline, Career and Technical Education, Gifted, Special Education and Textbooks) to meet state and federal requirements at <https://servicedesk.mde.k12.ms.us/> or email mdeapps@mdek12.org.
 - **K12 Network Support Help Desk** – At no cost to the district, districts can request the assistance of Network Engineers to assist with network configuration and implementation. To request support, send an email to k12net@mdek12.org.
 - **SharePoint** – MDE program offices provide a secure location for sharing files with the school districts. For assistance with account access, send an email to mdenet@mdek12.org. For additional information on how to gain access to SharePoint, or the content stored in SharePoint, please contact the MDE program office specific to your need.
 - **E-Rate Program** – E-Rate is a federal program that provides discounts to schools and libraries for purchases of telecommunication services and network equipment/services. The program is governed by the Federal Communications Commission (FCC) and administered by USAC, the Universal Services Corporation. OTSS assists school districts with the E-Rate process from the initial application, implementation, and closeout of each year's application. Training consists of annual roadshows prior to the application process and roundtables to assist in filing for E-Rate reimbursement. For more information visit <https://www.mdek12.org/OTSS/e-rate>.
 - **The MDE Technology Advisory Committee (TAC)** – TAC is comprised of technology directors, coordinators, and administrators from districts across the state. These individuals serve in an advisory role to the OTSS. The committee focuses on technology needs, strategic and measurable actions for technology integration, guidelines for technology planning, and collaboration between MDE/OTSS and school districts. The committee meets every other month to share ideas and discuss relevant topics. If you are interested in becoming a member, please email dhines@mdek12.org.
 - **Website Feedback** – The new MDE website has a feedback form built into every page that allows users to report any issues with the website. The feedback form submissions will be sent to the MDE Network Helpdesk upon completion.
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Textbook Adoption & Procurement

Contact Information:

601-984-8273

Chauncey Spears

Director of Textbook Adoption and Procurement

crspears@mdek12.org

What we do:

- Textbook Adoptions
- High Quality Instructional materials (HQIM)
- Accreditation Standard 19-Textbook Management/ TIMS

What you need to know

- **State Adopted Textbooks** – The MDE Textbook Office provides districts with the lists of State Adopted Textbooks in the subject areas of Science, Math, ELA/Reading, Pre-K, and Social Studies. State Adopted Textbooks are reviewed by state textbook review committees comprised of teachers from around the state in the various subject areas. The Lists of State Adopted Textbooks can be found at <https://www.mdek12.org/OAE/OEER/TextbookAdoptionProcurement> under the State Adopted Textbooks section.
- **High Quality Instructional Materials** – State Adopted textbooks are considered High Quality Instructional Materials (HQIM). For more information about HQIM, refer to the Mississippi Instructional Material Matter Website found here <https://msinstructionalmaterials.org/>.
- **Accreditation Standard 19** – The MDE Textbooks office offers districts guidance concerning State Accreditation Standard 19 – Textbooks. This guidance includes information about the required accessibility of textbooks for students and community members, the proper storage of textbooks, and navigating the state Textbooks Inventory Management System (TIMS). More information concerning Textbook Management can be found online here <https://www.mdek12.org/TIMS>.