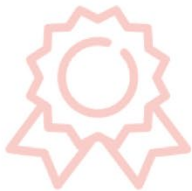




WHAT EVERY **INSTRUCTIONAL LEADER** NEEDS TO KNOW

September 2022

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

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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. Marla Davis, Associate State Superintendent

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Accreditation

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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

- **Current Accountability Standards** – 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 and Technical Education (CTE)

Contact Information:

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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

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. It 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 CTE Office offers several middle and high school CTE courses that fulfill the requirements of this 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

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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 high quality, 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

- **Flexibilities and Supply Chain** – The MDE has received approval for multiple waivers to assist schools and organizations to continue meal service in the event of unexpected closures and/or supply chain disruptions. This office continues to find alternate providers for food and supplies for those schools participating in the Statewide Purchasing system.
- **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. Visit <http://mrs.mdek12.org/>.
- **Summer Food Service Program (SFSP)** – *More* than half of the State's school districts participate in the SFSP, 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. For more information visit <https://www.youtube.com/watch?v=yeFjYur4Bh8>.

- **Equipment Grants for Schools** – This office administers multiple USDA Equipment grants which may be used to purchase critical kitchen equipment.
-

Communication & Government Relations

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What we do:

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

What you need to know

- **News Releases** – All official news releases published by the Mississippi Department of Education are archived online at mdek12.org/OCGR/News.
- **Social Media** – Go to <https://linktr.ee/mdek12> to follow MDE's social platforms, including Facebook, Twitter, LinkedIn and YouTube and to access our websites including MDE's main site, Strong Readers, TEACHMS.org
- **EdUpdate** – EdUpdate is a weekly email newsletter that includes important information, deadlines, opportunities, initiatives and professional development supports for local schools and districts. All published information is archived online at msachieves.mdek12.org/edupdate/administrator-news.
- **Education-related Legislative Summaries** – These summaries are posted during each legislative and are available online at www.mdek12.org/GR.
- **Communication Toolkits** – The MDE has put together several ready-to-use toolkits to support local schools and districts to facilitate communication and

awareness with parents and the community. The following communication toolkits are available for local level use:

- **Mississippi Academic Assessment Program (MAAP) Resources** – These resources help families understand Mississippi's statewide assessment system, grades K-12. Visit <https://www.mdek12.org/OCGR/mapct>.
 - **Mississippi Accountability System** – These resources help explain to parents and communities how schools and districts are graded. Visit <https://www.mdek12.org/OCGR/mact>.
 - **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. Visit <https://www.mdek12.org/OCGR/diploma>.
-

Compulsory School Attendance Enforcement & Dropout Prevention

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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 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). Call 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 provided.
 - 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.

- **Dropout Prevention** – Graduating from high school is a strong predictor of adult success which included physical and mental health outcomes. Mississippi is committed to improving the number of students who graduate each year College and Career Ready (State Board Goal 2). As required by state law, each school district shall implement an annual dropout prevention plan. The plan must be Board approved.

- **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** – Chronic absenteeism is defined as missing 10 percent (18 days) of the school year for any reason (unexcused/excused absences or suspensions).

District and School Performance

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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...

- **Office of District & School Performance 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>.
- **Accountability Reports** – To find accountability and other data reports, please refer to <https://www.mdek12.org/OPR/Reporting>.
- **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 Listserv** – Communications from the Office of District and School Performance are delivered via the accountability listserv. If you do not currently receive email communications from our office, you may request to be

added to the accountability listserv by emailing your name and email address to aburrow@mdek12.org.

Early Childhood

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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
- Coordinate and facilitate the Other-funded Pre-K Grant Program
- Represent Early Childhood on various statewide committees and groups

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What you need to know

- **Early Learning Guidelines and Early Learning Standards** – The guidelines include all of the National Institute for Early Education Research (NIEER) benchmarks with policy changes, except the coaching component which takes time and human capital 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-K classrooms will be monitored using this system. Public Pre-K classrooms will be monitored during the 202-2023 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 2022-2023 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

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Scott DeJong

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Evaluations

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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 laws related to educator licensure

What you need to know

- **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: <https://mdek12.org/OTL/OEL/misconduct>.

Please send an electronic copy of the completed, notarized form to 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 Misconduct Evaluations
Post Office Box 771
Jackson, Mississippi 39205-0771

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

- **Process for Submission of Other Licensure Application Supporting Documentation:** 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, shall not be accepted for licensure application review. For instructions regarding the submission of certain documents, please visit <https://www.mdek12.org/OEL/Document-Submission>.

- **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:** The licensure application process now includes 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.

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 at <https://www.mdek12.org/OEL/Forms>.

Educator Preparation

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What we do:

- Collaborate with Educator Preparation Providers (EPPs) to ensure effective teachers and leaders for all Mississippi schools
- Coordinate national accreditation visits, conduct state program reviews, and assess EPP annual reporting measures
- Collaborate with the Divisions of Educator Talent Acquisition and Effectiveness, and 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.
- **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 and Effectiveness

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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** – The Mississippi Educator Shortage Survey will launch in August for completion by Superintendents or their designees. Results of the survey will then be combined with key trends from the Teacher Retention Survey by Educator Workforce Specialists to develop a comprehensive picture of current educator shortages. The results will also be used to convene collectives to build upon the recommendations of the [Mississippi Grow-Your-Own Teacher Task Force Report](#) through regionally-relevant workforce development strategies.
- **Mentoring and Induction Toolkit** – The Mentoring and Induction Toolkit has been released for the 2022-2023 school year. The toolkit is intended as a

comprehensive resource for funding, developing, implementing, and assessing mentoring and induction programming within districts and/or schools. Among other resources, the toolkit includes mentor selection guidance, mentee observation and coaching protocols, and a monthly professional learning series for mentors and mentees. The Mentoring and Induction Toolkit can be found at <https://www.mdek12.org/OTL/OTC/TMP>.

- **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. Twenty-five (25) districts and five (5) universities are currently partnering with MTR while eight (8) districts are participating in PBL. MTR aims to generate important findings in the area of educator recruitment and retention through tuition support, clinical practice, 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.
 - **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 2022-2023 school year, the counselor growth rubric has been revised and districts will be required to submit annual employee performance data via SharePoint by June 30, 2023. 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 2022-2023 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, session information can be found at <https://mdek12.trumba.com>.
-

Elementary Education and Reading

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What we do:

- Develop elementary curriculum and instructional material aligned to the Mississippi College- and Career-Readiness Standards
- Manage Early Childhood, Intervention, Library, Literacy, Digital Learning, Computer Science, 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, teachers, administrators, and 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

- **The following programs are located in the Office of Elementary Education and Reading:** Digital Learning, Early Childhood, Intervention Services, Literacy, Library, and Textbooks.
- **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: <https://msinstructionalmaterials.org/>.
 - **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.
 - **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>.
 - **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. (See mdek12.org/DLCoaches for more information.)
 - **Digital Learning Resources** – Create, align, and share resources to support the continued implementation and improvement of digital learning. (See mdek12.org/DLResources for more information.)
 - **Digital Teacher Academy** – The Digital Teacher Academy provides professional development and resources to support teachers as they build capacity for the delivery of effective digital instruction. Applications for teachers to participate in the Digital Teacher Academy for the 22-23 school year will be released in September of 2022.
 - **District Instructional Technologist Supports** – District Instructional Technology Specialists can receive support by joining professional learning communities to promote collaboration and improvement of digital learning. For more information on joining these communities, please contact Michelle Talley at mtalley@mdek12.org.
 - **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

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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

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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 at <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

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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.
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Intervention Services

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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 2022-2023 Dyslexia Scholarships, the 2021-2024 Dyslexia Grant, and the selection process of a 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 updated MTSS Quick Reference guide is available online under Tools and Supports 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 MTSS Guidance Document that was published in June 2020.

- **Dyslexia Awareness Training** – Intervention Services provides the required dyslexia awareness training for the state according to MS Code § 37-173-16. This office provides four one-hour recorded sessions for educators to complete. If districts prefer in person dyslexia training, they can request such. 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. 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 Student Assessment and Federal Programs, has created and posted multiple webinars and videos to support instruction of ELs. Recorded supports include a variety of webinars for educators and recordings of monthly EL virtual office hour sessions. The webinar recordings are included along with the PowerPoint slides. All EL supports can be found at <https://www.mdek12.org/EL>.
- **English Learner Professional Development and Technical Assistance** – 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 with a dyslexia diagnosis in grades 1-12 are eligible to apply for a scholarship to attend an MDE approved special purpose non-public school. These students must have been in attendance in a

public school the previous school year, have a dyslexia diagnosis, and be accepted into a non-public school that meets legislative criteria. Professional development training is 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 or other related reading disorders and are 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** – Mississippi Code § 37-173-15 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 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** – In January 2021, Intervention Services solicited a request for competitive sealed qualifications from qualified vendors for evidence-based behavior interventions that would address the behavioral needs for students in Tier II or Tier III and align with the Social Emotional Learning (SEL) competencies identified by the Collaborative for Academic, Social, and Emotional Learning and additional standards approved by the MS State Board of Education. These behavioral and SEL interventions 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/mississippi_approved_list_of_behavior_interventions_2021_1.pdf to access the complete 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 academic, physical, speech/language, social emotional, behavioral, and organizational areas. 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. These meetings occur the first Wednesday of every month.
 - **High Dosage Tutoring Guidebook** – Intervention services, in collaboration with several offices at MDE and in partnership with Chiefs for Change, has worked to develop a High-Dosage Tutoring Guidebook for districts and schools. The guidebook aids administrators and teachers as they implement tutoring supports for ALL students by providing resources, suggestions, and strategies for effective tutoring practices. Districts and schools will also have access to a tutoring calculator. This calculator serves as a tool to assist in determining the number of tutors needed to effectively serve the students that would benefit from a tutoring program. These resources are available on the intervention services page. <https://www.mdek12.org/OAE/OEER/InterventionServices>.
 - **2022 GEP (GIFTED EDUCATION PROGRAMS) Regulations** – An external review team is currently working to provide updates to the 2013 GEP Regulations. The committee will meet in the early fall to discuss and make final changes to the regulations to then be approved for final publication.
 - **Gifted Virtual Office Hours** – The Gifted Support Specialist provides a one-hour session during the months of August-May where district gifted contact persons, administrators and gifted teachers can receive updates on the GEP, ask questions, and hear from guest presenters as they discuss strategies and assessments for the identification of potential gifted students.
 - **GEP Monitoring Visits** – The purpose of these monitoring visits is to ensure that districts and schools are following GEP regulations, and to provide support as needed.
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JROTC

Contact Information:

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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.

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.
 - **The Military Star School Program** – The purpose of the Military Star Program is to assist military children with unique challenges related to military transitions and parental deployment. The program awards public schools a Military Star designation if they have certain resources in place to accommodate children of a current or former member of the military.
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Literacy

Contact Information:

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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** – Passed during the 2013 legislative session, the [Literacy-Based Promotion Act](#) (LBPA) places an emphasis on grade-level reading skills, particularly as students progress through grades K-3. Please see the [FAQ](#) for any questions. It 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.
- **Technical Support** – Professional development and resources for all educators. To request technical assistance, send an email to askacoach@mdek12.org.
- **Strongreadersms.com** – Families want to help their children become strong readers but may not always know where to start. At the Mississippi Department of Education, we provide the necessary resources, activities, and information, so families can help their children become strong readers and strong leaders. The activities you will find are useful to all students at all levels. Families can move within grade levels to provide their children with the activities that are on their level.
- **Science of Reading** – The MDE Science of Reading page refers to the research that reading experts, especially cognitive and linguistic scientists, have conducted on how we learn to read. This body of knowledge reveals what happens in the

brain during reading and what needs to take place instructionally to enable skillful reading.

- **State Literacy Plan** – The How to Build Strong Readers: Mississippi's Guide to Developing Literacy Skills from Birth through Grade 12 resource is available at <https://strongreadersms.com/GUIDE>.
 - **Literacy Support Schools Non-Negotiables Resource** – Provides information regarding best practices in a K-3 ELA classroom. Visit https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/Literacy/7.14_final_22-23non-negotiablestemplateeditable_draft_4.pdf.
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Professional Development & Innovative Programs

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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
- Evaluate programs and course offerings for the MOCA process
- Assist districts with the creation of Career Academies

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What you need to know

- **Fall 2022 PD Catalog** – Administrators may request face-to-face and virtual professional development from the Fall 2022 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 bite-size chunks of professional development that are ideal 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

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Chandra Walker

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What we do:

- Ensure Equitable Academic, Social/Emotional, College/ Career Development Opportunities for all students
- Approved Courses for Secondary Schools and new course code requests
- Mental Health Support and training on Suicide and Bullying Prevention
- Comprehensive School Counseling Program
- Provide on-site and virtual professional development to School Counselors PK-12 grade and Educator Preparation Provider
- 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.
- **Professional School Counselors** – A professional school counselor is a certified mental health professional supporting all PK-12 students in their social/emotional, academic and career development. Through a comprehensive school counseling program, school counselors provide data-informed, universal and targeted learning experiences to develop the whole child in a diverse society.
- **Comprehensive School Counseling 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.
- **Mississippi Professional School Counselor Framework** – 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 social/emotional, 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** – 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** – Are in-person interactions between school counselors and students.
- **Indirect Services** – Are 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** – Addresses concerns of students that require short-term individual interventions.
- **Individual Student 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** – 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.
- **Mental Health and Suicide Prevention** – Per House Bill 1283, districts will develop provide in-service training for mental health and suicide prevention. Detailed legislation, proper procedures, guiding resources and approved training curriculum have been provided to districts at <https://www.mdek12.org/ESE/Mental-Health>.
- **Non-School Counseling Activity** – Any activity or duty not related to the design, implementation or assessment of the school counseling program.
- **Revised School Counselor Professional Growth Rubric** – The previous School Counselor Professional Growth Rubric was updated to align with the new Learning Standards for Libraries and consists of 9 standards that support student academic, social/emotional, and college/career in the school. Additional information is available at <https://www.mdek12.org/CTE/OCCSS>.
- **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: 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** – 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** – This 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.
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School Financial Services

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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.
- Annual collection and review of financial data from the local school districts.
- Provide technical review of public school districts' financial information to determine compliance with Accreditation Standards.

What you need to know

- **Responsibilities of the Office of School Financial Services (OSFS)** – 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
- **Website** – Access the Office of School Financial Services webpage at <https://www.mdek12.org/OSF>.

School Improvement

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What we do:

- Provide oversight and ensure the implementation of federal and state legislation for schools identified for school improvement
- Provide guidance and support:
 - for systematic improvement of the lowest performing schools and districts in the state of Mississippi
 - to Comprehensive Support and Targeted Support and Improvement School, and Schools At-Risk
 - through federal funds for schools to support evidence-based school interventions

What you need to know

- **Office of School Improvement Roadshows** – Sessions will be held in each Regional Education Service Agency (RESA) location. They are designed to provide information to school improvement schools and districts about the specific school improvement processes which include identifications, domains and indicators, comprehensive needs assessment, monitoring, school improvement plans, etc. The sessions will detail specific information on how districts are identified, exit criteria, timelines, and other supports. Participants will also be given opportunities to participate in discussions and activities around effective instructional and leadership practices.

Dates:

- October 12, 2022 – Oxford, MS
- October 13, 2022 – Cleveland, MS

- October 14, 2022 – Jackson, MS
 - October 17, 2022 – Biloxi, MS
 - October 18, 2022 – Hattiesburg, MS
 - October 21, 2022 – Meridian, MS
 - **School Board Updates** – Monthly updates to the School Board will resume after the release of 2022 Accountability and School Improvement Identifications. A template for School Board Updates will be provided to support this process.
 - **FY23 Allocations** – FY23 allocations will be awarded to the new list of schools based on the State Board of Education’s approved methodology. Allocations will not be released until schools are identified. Currently identified schools can only receive an allocation if re-identified in Fall of 2022.
 - **Virtual Touchpoints with CSI Schools** – Meetings will resume with SI Facilitators of newly identified CSI schools following the release of identifications in the Fall of 2022.
 - **Continued Coaching Support for Current CSI Schools** – CSI schools that received face-to-face coaching support during the 2021-2022 school year will receive continued support during the month of September to discuss plan implementation and progress towards goals.
 - **Community Engagement Council Guidance** –Also referred to as P-16 Council Guidelines are in the process of being revised for the 2022-2023 school year. The revised guidelines will be released Fall 2022.
 - **School Improvement Grants Period of Availability (FY20 and FY21)**
 - Obligation Deadline – September 30, 2022
 - Liquidation Deadline – December 30, 2022
 - **School Improvement Convening**
 - Date: February 1 – 3, 2023
 - Location: The Mill – Starkville, MS
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Secondary Education

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Sara Flowers

Assistant Director

Math Nation/Algebra Nation*

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*Statewide legislatively funded program

What we do:

- 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
- Audit of secondary school programs, districts, and schools

What you need to know

- **Instructional Planning Guides** – The Mississippi Department of Education developed the Instructional Planning Guides (IPGs) 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. Visit <https://mdek12.org/ESE/Home>.
- **Essentials for College Literacy / Mathematics Courses** – Based on Mississippi Institutions of Higher Learning (IHL) Policy 608, students who complete one or both courses with an 80 or above will not be required to take the corresponding remedial courses for College Algebra or English Composition I at any of the eight public Mississippi Universities.
- **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 sixth 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. Visit <https://www.mathnation.com/ms/>.
- **MPB Classroom TV** – In partnership with the MDE, Mississippi Public Broadcasting (MPB) offers an array of high-quality instructional videos for PreK-12 at <http://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 <https://www.mdek12.org/OEER/Equipped-Booklist/lists>.
- **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. Visit <http://www.mdek12.org/ese/College-and-Career-Readiness>.
- **Dual Enrollment/Credit and Accelerated Programs** –The Mississippi Dual Enrollment and Accelerated Programs Fall 2022 Procedures Manual is located on the MDE Secondary Education Accelerated Programs webpage. Additional information concerning Accelerated Programs, including administrator resources for Advanced Placement courses. Visit <https://mdek12.org/ESE/Accelerated-Programs>.

- **Mississippi Instructional Materials Matter Website** – This new website 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. Visit <https://msinstructionalmaterials.org/>.
- **High Quality Instructional Materials (HQIM)** – Rubrics for evaluating current instructional resources, textbooks, and materials are available for school and district use at <http://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 <http://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. Visit <http://www.mdek12.org/ese/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. Visit <https://www.mdek12.org/ese/Mississippi-Seal-of-Biliteracy>.

- **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, knowledge, 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.
- **Balancing the Equation, Leveling the Playing Field for Mississippi's Math Instructors** - Balancing the Equation is a Virtual Professional Learning Community for Mississippi math 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 math. Each month spotlights a topic, and math educators share the resources, knowledge, and skill building tips with respect to the topic of interest. This is a great opportunity for math educators with any level of experience to become an essential member of foundation for a stronger Mississippi math network. Visit <https://mdek12.sharepoint.com/sites/BalancingtheEquationPLCMathTalks>.
- **The Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST)** – The current PAEMST cycle for 7-12 teachers will close January 2023, for Nominations. The deadline for applications will be February 2023. State level finalists will be selected by an anonymous committee and announced later in the 2022-2023 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. Outstanding educators that can show exemplary practices via a classroom video and several writing narratives are encouraged to apply when the application window opens. Visit <http://www.paemst.org/>
- **Desmos Calculator Support** – Starting with the 2020-2021 Mississippi Academic Assessment Program (MAAP) assessments, the Desmos graphing calculator (MAAP version) is now the embedded graphing calculator in the Nextera test delivery platform for End-of-Course (EOC) Algebra I. The Desmos graphing calculator (MAAP version) is also available with the online End-of-Course (EOC) Algebra I practice test. 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 located at <https://www.mdek12.org/ese/Desmos-Calculator-Support> or the MDE Office of Student Assessment located at <https://www.mdek12.org/OSA>.

- **Mississippi Mathematics Manipulatives Manual (MMMM)** – Teachers across the state of MS, along with content staff at the MDE, and staff at the Center for Math and Science helped to develop nearly 100 featured activities involving the use of manipulative to help build conceptual understanding in Mathematics. 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. Visit <http://www.mdek12.org/secondaryeducation/mathematics>.
 - **Mathematics Instructional Observation Protocol (MIOP)** – The primary purpose of the Mathematics Instructional Observation Protocol (MIOP) is to provide instructional leadership teams at the local level with common, research-based, and content specific criteria when conducting instructional observations. The feedback provided to each mathematics educator, along with coaching and professional learning, are meant to build teacher capacity and improve student achievement while implementing the Mississippi College- and Career-Readiness Standards (MS CCRS) for Mathematics. Visit https://www.mdek12.org/sites/default/files/documents/OAE/OAE/final-june_24_2022_math_instructional_observation_protocol.pdf.
 - **Content Area Listservs** – Administrators are encouraged to have all content area educators sign up for their respective listservs. Educators may register online at <http://www.mdek12.org/ESE>.
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Special Education

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What we do:

- Responsible for submitting the Annual State Funding Application to the United States Department of Education (USDE) Office of Special Education Programs (OSEP) each Fiscal Year
- 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

Vanessa Virgil

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Scholarship Account (ESA), Extended
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Specialist (PBS), 504 Teacher Units, and
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What you need to know

- **Alternate Diploma** – This diploma 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 Accountability Standards located <https://www.mdek12.org/Accred/AAS>.
 - **Attract and Retain Highly Qualified Special Education Teachers** – The Office of Special Education (OSE) collaborates with the Council of Chief State School Officers (CCSSO) and the Center for Effective Educator Development, Accountability, and Reform (CEEDAR) to support and sustain initiatives designed to attract prospective special educators and to increase the longevity of practitioners in the field of teaching special education.
 - **Certificate of Completion** – A Certificate of Completion is an acknowledgement of the student's participation in and completion of his/her Individualized Education Program (IEP) and **NOT** a high school diploma or an Alternate Diploma. For more information on the Alternate Diploma, please refer to Appendix A-11 in the Accountability Standards located at <https://www.mdek12.org/Accred/AAS>.
 - **Child Find** – Child Find is the LEAs ongoing obligation to identify, locate, and evaluate all children suspected of having a disability/disabilities and in need of special education and related services. The Office of Special Education maintains and oversees policies and procedures related to Child Find.
 - **Comprehensive Coordinated Early Intervening Services (CCEIS)** (mandatory) – LEAs identified as having significant disproportionality in identification, placement, and/or disciplinary removals must use exactly 15 percent of IDEA Part B funds for CCEIS.
 - **Coordinated Early Intervening Services (CEIS)** (voluntary) – LEAs can choose to use a portion (up to 15 percent) of their IDEA Part B funds for services to a defined group of at-risk students.
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- **Child Count (December 1)** – The Annual Child Count data collected from the December 1 Child Count is used for reports to the Office of Special Education Programs (OSEP) to determine funding and teacher unit allocations for districts. The data is collected between October 1 and December 1 each year.
- **Dispute Resolution/Due Process** – The OSE maintains a system, policies, procedures, and practices required to implement due process complaint procedures as required by the Individuals with Disabilities Education Act (IDEA). Options for resolving disputes include IEP facilitation, mediation, formal state complaints, due process hearings, resolution meetings, and expedited due process hearings in disciplinary situations.
- **Early Childhood Programs** – Special education services are provided by each school district for children with disabilities, beginning at age 3, through a continuum of placements. Appropriate placement for each child is determined by their IEP committee. Some districts 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 general education pre-K classrooms in public schools across the state. Districts also have the option of providing itinerant services to children in inclusive community-based settings such as Head Starts or childcare centers. Self-contained special education classes are provided to children that need more intensive services, as determined by their IEP committee.
- **Educable Child Program** – The OSE provides 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 which are state licensed as Intermediate Care Facilities for Intellectual Disabilities (ICFID) and/or Psychiatric Residential Treatment Facilities (PRTF). The OSE annually accepts applications beginning in July. Reimbursements are provided every 2 months for 5 pay periods.
- **Educational Interpreter (EI) Program** – The OSE utilizes IDEA and state funds to assist districts with funding an educational interpreter to facilitate communication between Deaf or Hard of Hearing students and hearing persons. Services include, but are not limited to administrators, staff, teachers, service providers, parents, and peers within the educational environment. Applications are posted on the OSE website on August 1 annually with applications due October 1.
- **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 OSE oversees the Equal Opportunity for Students with Special Needs Act (ESA) which provides an opportunity for parents of children with disabilities who wish to withdraw their child from the public-school

system to use state funded scholarship money appropriated to help defray the cost of private school tuition and/or other specific allowable activities to educate their child. Applications are accepted throughout the year and awards are given on an on-going basis. Scholarships are awarded first come first served basis until funding is exhausted, OSE accepts and disburses quarterly reimbursements annually August-June.

- **Extended School Year (ESY)** – 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. ESY services must be determined on an individual basis by each student's IEP committee based.
- **Juvenile Detention Center (JDC) Support** – The OSE provides funding through IDEA for a salary and benefits for Juvenile Detention Center (JDC) support in the Office of Compulsory Attendance.
- **Mississippi Comprehensive Automated Performance-Based System (MCAPS)** – MCAPS is the online grant funding application system for the MDE which houses the districts IDEA funding applications. The OSE assists districts in budgeting, revisions, and subsequent approvals of their funding application. For more information visit <https://mcaps.mdek12.org>.
- **Monitoring (Programmatic and Fiscal)** – The OSE conducts programmatic and fiscal monitoring of district compliance, services, and results through district self-assessment, district determination data reports, desk audits, and on-site visits. Cyclical monitoring begins in the fall and intensive monitoring is conducted in the spring based on data collected. Targeted technical support is provided based on individual district needs identified. School districts upload documentation in MCAPS within 2 weeks of the scheduled monitoring visit. Based on results, findings are issued, corrected action timelines are indicated, and follow-up professional development is provided.
- **New Special Education Director Mentoring Program** – The OSE provides direct technical support to all new special education directors and directors with three years or less experience as a district director throughout the school year. OSE offers a New Director Boot Camp, which provides an overview of the responsibilities of a special education director.
- **Orton-Gillingham Based Professional Development** – The OSE offers teachers, free of charge, intensive multisensory Orton Gillingham based training courses to support effective classroom instruction for students who struggle with reading. On average teacher participation yearly is 1,200. Due to COVID 19, courses have been offered either online in a self-paced or via a live-stream format. Follow-up refresher courses

and webinars are also available to teachers who have completed the training.

- **Performance Determination Reports** – The OSE issues the Special Education Performance Determination Reports annually to inform all stakeholders regarding the extent to which the district is supporting students in special education. The data for this report is based on district results and compliance data compiled annually in the Annual Performance Report of the State Performance Plan under the Individuals with Disabilities Education Act (IDEA). The State Performance Plan is comprised of 14 items that indicate how well the State is serving students with disabilities. The OSE submits an Annual Performance Report on these indicators to the U.S. Department of Education. The OSE publishes a synopsis of the performance of each district in respect to the indicators. A target score for each indicator was set by the MDE with input from the Special Education Advisory Panel when the State Performance Plan was written. Visit <https://www.mdek12.org/OSE/SPP-APR/Special-Education-Performance-Determination-Report> for more information.
- **Positive Behavior Specialist Program** – OSE utilizes IDEA and state funds to offer districts funds to assist them in employing or contracting with a Positive Behavior Specialist to assist with behavior management and positive behavioral interventions in the educational setting. Applications are posted on the MDE OSE website annually in the Fall.
- **Professional Development Coordinator (PDC) Model** – The OSE funds nine Professional Development Coordinators (PDCs) to provide training and technical assistance to districts specific to the field of special education through the North Mississippi Education Consortium.
- **Related Service Support** – The OSE provides technical assistance, best practice recommendations, compliance oversight, and other support for districts and professionals related to Speech-Language Pathologists, Occupational Therapists and Physical Therapists.
- **Secondary Transition Services** – OSE oversees transition services for IDEA eligible students ages 14-21. Through monitoring, each district is evaluated regarding compliance and the results of the services provided. The OSE collaborates with multiple state agencies and businesses to aid in post-secondary outcomes. Funding to support this initiative is provided through IDEA funds and the Mississippi Department of Rehabilitation Services. The Mississippi State Personnel Board assists the MDE OSE with employing entry level positions for students. Collaborative efforts with several businesses in the state have resulted in an agreement to hire a percentage of their workforce from our student pool.

- **Special Education Connection** – Special Education Connection is the premier on-line resource for information and guidance regarding all aspects of special education published by the LRP Media Group. The MDE OSE provides access to all Mississippi districts to encourage compliance and results in providing services to students with disabilities.
- **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 School of 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 the grant is to increase the percentage of K12 students with disabilities who are showing growth in ELA and Math on statewide assessments required for Mississippi students. This is accomplished through professional learning, training, and ongoing coaching provided at no cost to schools and districts across the state. For more information about PBIS, SEL, and UDL, 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 submits the SSIP comprehensive, multi-year plan to OSEP annually. The SSIP plan focuses 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. Data is reported to the US Department of Education on February 1 each year.
- **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). 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.

Student Assessment

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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 located at <https://www.mdek12.org/OSA>. Please note that the dates for assessments in SY 2022-2023 are subject to change.
- **For 2022-2023, see the list of assessments and vendors offered below.**
 - Fall 2022 – Screeners for elementary students and End-of-Course (EOC) assessments for high school 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/NWEA 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/NWEA Assessments, Inc.)

Spring 2023 Assessments:

- ACT – Available to all juniors for a one-time testing opportunity (ACT, Inc.)
 - English Language Proficiency Test (ELPT) – This assessment is administered annually to 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/NWEA Assessments, Inc.)
 - MAAP – Grades 3*-8 ELA and Math, EOC Algebra I and English II - (Questar/NWEA 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 requirements of the Literacy-Based Promotion Act (LBPA).
 - MAAP – Grades 5 & 8 Science, EOC Biology and U.S. History - (Data Recognition Corporation)
 - **National Assessment of Education Progress (NAEP)** – 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

Contact Information:

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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
- 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.
- 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

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Stakeholder Engagement
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MDE Network Help Desk
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MDE Applications Help Desk
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K12 Network Support Help Desk
k12net@mdek12.org

- Assist districts in the E-Rate consortium with internet bandwidth and related issues
- Communicate with district personnel and other stakeholders about the MSIS 2.0 project

What you need to know

- **Data Request(s)** – 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 break-outs (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 of cyber incident you feel warrants OTSS' 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@mdk12.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 Technology Advisory Committee (TAC)** – The 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@mdk12.org.
 - **Stakeholder Engagement** – Communication and other interaction activities with both internal and external stakeholders to build buy-in and support for OTSS IT initiatives, primarily MSIS 2.0.
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Textbook Adoption and Procurement

Contact Information:

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Director of Textbook Adoption and Procurement

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What we do:

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

What you need to know

- **Textbook Depository** – Starting September 2022, the MDE will be working with the procured regional textbook depository to transfer all past and present adoption information. Along with the establishment of the depository, the Textbook and Instructional Materials Administration Handbook will be updated during this time. There will be training throughout Spring 2023 on the regional depository and updated handbook.
- **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. The next adoption cycle will start during the 2023-2024 school year.

