Frequently Asked Questions Regarding Teachers’ Rights Related to the Reopening of School
**BOARD OF DIRECTORS**

**President**  
Devin Walsh  
6 Nicolaus Drive  
Hattiesburg, MS 39402  
601-297-7222  
devin.walsh@lamarcountyschools.org

**President-elect**  
Tamra Mills  
47 Monroe Street  
Hickory, MS 39332  
601-527-0843  
tmills@newton.k12.ms.us

**Secretary-Treasurer**  
Dr. LaShundia D. Carson  
1048 Lee Lane  
Raymond, MS 39154  
601-672-0939  
lidcarson@alcorn.edu

**Past-President**  
Lori Brennan  
317 Jamaica Drive  
Ocean Springs, MS 39564  
228-861-4824  
loribhgp@yahoo.com

**District 1**  
Gennella Graham  
904 E. 10th Street  
Corinth, MS 38834  
662-643-7790  
ggraham@corinth.k12.ms.us  
gennellagraham@gmail.com

**District 2**  
Jennifer Gaston  
8850 Hwy 31N  
Oakland, MS 38948  
662-230-0663  
jgaston@coffeevilleschools.org

**District 3**  
Nicole Spinks  
1500 Deering Street  
Cleveland, MS 38732  
662-299-7910  
nicole_spinks@hotmail.com

**District 4**  
Emily Edgar  
3759 Plum Nellie Road  
Columbus, MS 39701  
662-488-5335  
emilywedgar@gmail.com

**District 5**  
Missy Bufkin  
467 Myrick-Strengthford Road  
Laurel, MS 39443  
601-433-1759  
mbufkin24@hotmail.com

**District 6**  
Chris Chism  
105 Airline Terrace  
Pearl, MS 39208  
662-549-0257  
ccchism@pearl.k12.ms.us

**District 7**  
Amber Combs  
119 Mann Lane  
Raxie, MS 39661  
601-384-7933  
acombs@fcscd.k12.ms.us

**Community College**  
Dana Knight  
72 Kings Lane  
Laurel, MS 39443  
601-477-9428  
601-433-6907  
dana.knight@jcjc.edu

**University**  
Dr. Tracey Gregory  
1500 Peachtree Street  
Jackson, MS 39204  
662-231-1571  
tgregory@belhaven.edu

**Retirees**  
Ike Sanford  
170 Highway 598  
Seminary, MS 39479  
601-299-1559  
iikesanford081977@gmail.com

**Executive Director**  
Kelly Riley  
222 North President Street  
Suite 100  
601-573-6169  
kelly@mpe.org

- **Kelly Riley**  
  Executive Director  
  kelly@mpe.org

- **Barbie Ferguson**  
  Deputy Director  
  barbie@mpe.org

- **Stephanie Miller**  
  Accounts Manager  
  stephanie@mpe.org

- **Kathy Goldsmith**  
  Office Manager  
  kathy@mpe.org

- **Jessica Ridgeway**  
  Receptionist  
  jessica@mpe.org

**AREA DIRECTORS**

- **Michael Goff**  
  105 Carter Lane NE  
  McCall Creek, MS 39647  
  601-532-6556  
  (C) 601-384-6748  
  mikegoff@ftcweb.net

- **Brenda M. Smith**  
  P.O. Box 616  
  Leakesville, MS 39451  
  601-394-2847  
  (C) 601-394-8370  
  sssmith55@tds.net

- **Cheryl Howard**  
  700 East Friendship Rd.  
  Cleveland, MS 38732  
  662-710-7265  
  tiggerabc12360@yahoo.com

- **Julie Wilson**  
  125 CR 434  
  Oxford, MS 38655  
  662-816-2753  
  jawilson2016lms@gmail.com

- **Kris Winter**  
  1967 Oak Forest Rd.  
  Pontotoc, MS 38863  
  662-488-1740  
  kpwinter1010@gmail.com

**MPE STATE OFFICE**

P.O. Box 22550  
Jackson, MS 39225-2550  
Toll Free:(800)523-0269

www.mpe.org
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Kelly Riley, MPE Executive Director

MPE answers members’ questions regarding health and safety protocols, as well as various other issues related to the reopening of schools this fall.

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MESSAGE FROM THE PRESIDENT

Devin Walsh

“We are sorry to inform you that due to the Coronavirus outbreak, the event you were sched- uled to attend has been canceled.” Chances are you were the recipient of a letter, text, or email that included these words in the introductory line at some point during the last few months. Whether you planned to celebrate a family member’s graduation, hear songs performed by your favorite artist at a concert, or listen to a motivational speaker at the MPE Spring Symposium, the inconvenience probably paled in comparison to the disappointment you felt when you realized you wouldn’t be able to enjoy the event you had been looking forward to. The cancellation of events became so commonplace, in fact, that the phrase “2020 is canceled” began trending on social media as people struggled to find a way to respond to the frustrating circumstances in which they found themselves. Instead of continuing this narrative, an aspiring writer named Leslie Dwight challenged readers to ask themselves a very thought-provoking question: “What if 2020 ISN’T canceled?” The young poet suggested that although 2020 has proven to be “a year so uncomfortable, so painful, so scary, so raw,” it may actually be “the year we’ve been waiting for.” She went on to say that 2020 could be the year “that finally forces us to grow. A year that screams so loud, finally awakening us from our ignorant slumber. A year we finally accept the need for change. Declare change. Work for change. Become the change. A year we finally band together, instead of pushing each other apart.”

As I considered the challenges we have already faced in education in the year 2020 and those that inevitably lie ahead, I couldn’t help but think about how powerful this shift in perspective could be. There are many things that have changed and whether we liked it or not, they have all too often been out of our control. What we have TOTAL control over, however, is the way we respond to these changes.

In keeping with the theme of Ms. Dwight’s poem, I have some questions for you to consider as you begin a school year that promises to be “uncomfortable, painful, scary and raw.”

What if learning isn’t canceled? Whether it happens virtually, traditionally, or in a hybrid model, the fact is we WILL teach and they WILL learn. We’re educators; it’s what we do! It may look different and it won’t be easy, but we will make it work! Our students need us now more than ever to come up with innovative and engaging ways to present material. Maybe we will find that hand sanitizer and masks, although they may not be what we expected to see on this year’s school supply list, don’t deter things like curiosity and creativity. What if we rise to the occasion and figuring this out makes us better educators?

What if positivity isn’t canceled? Maybe your colleagues, your students, and their parents are looking to you to see how you will respond to the crisis at hand. Your attitude will be a determining factor in how the school year unfolds. A warm smile could speak volumes to a parent who is uneasy about the learning environment that has become their child’s new normal. A reassuring word of encouragement could make a big difference to a new teacher as they face what could potentially be the most challenging year of their career. What if we focus on using our words to build others up instead of using them to tear each other down?

What if community isn’t canceled? Following a time of quarantine and the period of isolation we all experienced, it’s understandable that we may have become withdrawn and may even be tempted to try to go it alone. The simple truth is that we need each other. We’ve been through some very difficult things as educators and we’ve discovered that we’re much stronger collectively. What if getting through this brings us even closer together and as a result, we change our schools and the entire educational system for the better?

So as you face the challenges that COVID-19 continues to bring, ask yourself this question: What if 2020 IS the year we’ve been waiting for?
Kelly Riley

“The harder the conflict, the more glorious the triumph.” – Thomas Paine

I shared this Thomas Paine quote in our spring MPE Journal. It still resonates with me as we face this new school year. It has been an extremely long summer. Guidance and information have changed almost daily. As a friend and educator shared with another friend who is not an educator, “We want to do what is right and best for everyone, but we are still facing all of the uncertainties of doing what has never been done before.” These are hard and challenging times, but I am confident that this year will provide numerous triumphs for our students and our educators.

Your MPE Board of Directors was busy over the summer planning for the 2020–21 school year. Even in the midst of COVID-19 and the uncertainties surrounding this school year, they were looking for more ways to support our members. I am excited to share that our MPE Board is offering two NEW benefits for our members – a student loan payment contest for our First Year Professional members and a scholarship for high school seniors who have at least one parent who is a member of MPE. See page 9 for additional details.

I have received a multitude of questions from our members regarding teachers’ rights regarding safety protocols, as well as various other issues related to the reopening of schools. You will find some of the most frequently asked questions and responses on pages 12 through 14. I shared this information with our members via my weekly email of July 24 and we have also posted it in the “Quick Links” menu on our website for our members’ reference. This FAQ was just one of several avenues we utilized, in addition to our weekly emails, social media posts, and responding to individual emails and phone calls from members, to update and educate our members during these past months.

MPE members’ recruitment efforts will be more important than ever during the upcoming school year, as our MPE Area Directors may be limited in visiting campuses due to COVID-19 restrictions. If you are an MPE Building Rep, MPE will reimburse you up to $50 for food and beverages if you host an informational meeting at your school to share our benefits with your co-workers. Any MPE member may recruit new members to our association. Be sure any new member writes your name in the “Recruited By” space on either our hard copy or online application. Recruit five new members in a year and you earn a FREE membership for the following year! Our 2020–2021 scholarships and grants on page 17 are a great recruiting tool, as they reflect our commitment to our members and their professional growth.

I always enjoy spotlighting the professional accomplishments of our members in my weekly emails, as well as our MPE Journal. Please see pages 8 and 22 for our “Member Spotlight.” We recognize our seventy members who were honored as 2020 STAR Teachers on page 15. If you have a recent accomplishment (educational degree, special honor/recognition, etc.) you would like to share with us – or if you are not receiving my weekly emails - please email me at kelly@mpe.org.

We are hopeful that we will be able to meet in person for our 2021 Best Practices Symposium on Saturday, April 17, 2021, at the Jackson Hilton. I am excited to announce that Dr. Adolph Brown, President and CEO of The Leadership & Learning Institute, will be our keynote speaker. As a former public school educator and credentialed administrator, full tenured university professor, university dean and businessman, Dr. Brown overcame an upbringing of extreme poverty and violence, welfare, fatherlessness, and a single mother-led household to become one of the world’s most popular speakers with his unique ability to inform as well as entertain. You don’t want to miss him!

Thank you for the incredible work you do and for your commitment and dedication to your students, especially in these trying times! MPE is here to support you throughout the school year. Please feel free to contact me (800-523-0269; kelly@mpe.org) if I can assist you. Take care and stay safe!
Hello Fellow Educators:

When I made the transition nine years ago from Corinth Middle School to Corinth High School, I thought I was leaving behind preparation for state testing. Around 2011, the MCT2 was the norm, and I was the 7th grade English teacher for my district. I was burned out, so the 9th grade classroom appeared to be the best opportunity for me to recuperate and go forth. Little did I know that the Corinth School District had just adopted the Cambridge Curriculum for all students at the high school level.

Some of you may ask what exactly is the Cambridge Curriculum. According to the Cambridge International Website, “The Cambridge international curriculum sets a global standard for education, and is recognised by universities and employers worldwide. Our curriculum is flexible, challenging and inspiring, culturally sensitive yet international in approach. Cambridge students develop an informed curiosity and a lasting passion for learning. They also gain the essential skills they need for success at university and in their future careers.” Cambridge offers students an opportunity to approach their learning in a rigorous fashion by educating them on how to properly analyze, interpret, and defend their beliefs about the different texts they encounter. Students learn how to enhance their critical thinking skills, which is crucial to be seen as college- and career-ready upon graduation.

Students also have the opportunity to graduate early via the early exit diploma route and start college sooner. Students who pass their examinations for The AICE (Advanced International Certificate of Education) Diploma can receive various scholarships and college credits recognized by different colleges and universities within the state and elsewhere.

In order to receive credit for their Cambridge classes, students must complete coursework, assessments, labs, video commentaries, etc. Most of the assessments take place in the spring and summer, as well as some in the fall. To help students better prepare for their examinations, the district has two scheduled Intersessions each year. During the month of October, students and teachers have three weeks off. Students who need extra guidance and help with assignments have the option to attend Intersession for two of the three weeks. During the month of March, students and teachers have two weeks off. Students still have the same opportunity to attend Intersession for help with coursework and remediation. Since some of our examinations are given in the summer, there is no summer school offered. Students at the elementary level also have opportunities to attend Intersession at their various schools for remediation or enrichment activities.

The school year runs from late July to early June. At first, it was challenging to continue going to school after Memorial Day, but with all things that pertain to education, we learn to persevere. Working with the Cambridge Curriculum has been an interesting and exciting venture. Watching students learn how to qualify their responses, articulate well, and write more than they ever thought possible has been amazing to see. Are there struggles and difficulties approaching this type of curriculum? The answer is yes. We push our students to go beyond what they think they can do and at times, the workload is burdensome and very time consuming, but the reward is that they seem to feel better prepared for college and life in general. Recently, we learned that our students are also responsible for learning the state curriculum as well as the Cambridge curriculum, so this has created another task for all to manage.

As challenging as things seem at times, the benefits with Cambridge far outweigh the obstacles that sometime occur. Being an educator in the state of Mississippi means being tough and prepared for whatever life throws at you. Whether one works for Corinth or another school within the state, we all hold a standard of excellence for our students.

Although I never did take a break from testing, I have learned I’m where I need to be and that brings me peace. The Cambridge Curriculum is different, but it’s home for those of us who teach it and love it.

Gennella Graham, MPE Board of Directors

Marching to a Different Set of Standards: The Cambridge Curriculum
GENERAL BILL HIGHLIGHTS

- **HB 667** provides that the Schools for the Deaf and Blind become Local Education Agencies and licensed employees of the schools will enter into written contracts of employment. The State Board of Education will continue to serve as the school board for these schools.

- **HB 751** removes the requirement that the State Department of Education administer the Mississippi Employer Assisted Housing Teacher Program in conjunction with the Federal National Mortgage Association and deletes the repealer on this program.

- **HB 1176** increases the maximum speed for the driver of any school bus transporting children to sixty-five miles per hour on interstate highways.

- **HB 1336**, the Mississippi Learn to Earn Act, allows students to earn graduation credit upon completion of a registered school-to-work apprenticeship program, internship, and other approved courses.

- **HB 1788** provides $50 million (appropriated to MDE via HB 1797) for grants to public school districts, independent schools, and Native American tribal schools to obtain Internet connectivity for students and teachers who live in areas without Internet service.

- **SB 2283** provides that conflict-of-interest provisions applicable to school districts do not apply to employees with no authority to negotiate school district contracts.

- **SB 2353** extends the repealer to July 1, 2021, on the Critical Needs Teacher Forgivable Loan Program.

- **SB 2508** extends the repealer to July 1, 2021, on the programs that constitute the Mississippi Critical Teacher Shortage Act of 1998.

- **SB 2509** extends the repealer to July 1, 2023, on the State Board of Education’s authority to appoint a new school board in districts in which the Governor declares a state of emergency.

- **SB 2511** revises entry requirements for teacher preparation programs to include a 21 ACT or a 3.0 GPA or passing the Praxis.

- **SB 2594** strengthens the accountability of the Equal Opportunity for Students with Special Needs Act (i.e., SPED vouchers). Vouchers may not be used for online schools or out-of-state schools and state funds must be returned to the student’s home public school if the student returns to his/her school (i.e., money follows the child back to the public school district). Private schools that use public school educators to provide services to these voucher students must reimburse public schools fair market value for such services. PEER’s biannual review of the program must address the efficacy of the program, specifically the degree to which private schools are meeting the needs of students as defined by the students’ IEP, not just parents’ satisfaction with the program.

- **SB 2604**, the Equity in Distance Learning Act, utilizes $150 million appropriated in HB 1792 to create a grant program for the purchase of computers for students, as well as other distance learning expenses. The majority of these funds will be distributed according to Average Daily Membership, with $20 million to be distributed based upon needs assessment responses. MDE will administer the grant program.

- **SB 2606** authorizes $75 million to rural areas with no broadband service with a committed match by providers of $75 million, for a total of $150 million for rural broadband access.
**MEMBER SPOTLIGHT**

**BENTON TO LEAD MELFA**

Dr. Kim Benton of William Carey’s School of Education was recently selected as the President-elect of the Mississippi Education Leadership Faculty Association (MELFA), which represents colleges and universities that have educational leadership programs. The organization provides a structured forum for educational leadership faculty to collaborate and strengthen graduate programs across Mississippi. Dr. Benton served as MPE's 1995–1996 President. She worked most of her career in the Meridian Public School District, where she served as a teacher and a principal, as well as director of special populations and federal programs, before she joined the Mississippi Department of Education in 2010. She retired in June 2018 as MDE's Chief Academic Officer and joined William Carey School of Education's Educational Leadership Department.

**NALAMALAPU HONORED BY KAPPA DELTA PI**

Anji Reddy Nalamalapu, NBCT, an exceptional education teacher at Gentry High School in the Sunflower County Consolidated School District, has been honored as a 2020 Teacher of Honor by Kappa Delta Pi, International Honor Society in Education. The award honors those educators who foster the best learning from each student and who give back to their profession and communities via mentoring, leadership roles, and continued professional growth. A member of MPE since 2016, Nalamalapu earned National Board Certification in 2018 as an Exceptional Needs Specialist/Early Childhood Through Young Adulthood and he chairs Gentry High School's PBIS Program.

**MPE HONORS RETIRING MEMBERS**

MPE provides a special honorarium for those members who retire after belonging to our association for at least twenty years. We suggest an honorarium to the member’s grade/department, PTO, district education foundation (if applicable), or school library, but each member selects the beneficiary of their honorarium. Congratulations to the following six members and their beneficiaries we honored during the 2019–2020 school year:

- **Ken Basil** (29 years) - Union County Schools Theatre Boosters
- **Davy C. Hammons** (24 years) – Smith County Career Center, IT Program
- **Carla Kuhl** (21 years) – St. Jude Children’s Research Hospital
- **Jill Mallette** (28 years) – St. Martin Elementary, kindergarten department
- **Wendy Moore** (24 years) – University of Mississippi’s School of Education
- **Karen Nichols** (21 years) – Fairview Attendance Center, arts department
- **James C. Smith** (27 years) – St. Jude Children’s Research Hospital
- **Beverly Stubbs** (24 years) – Ripley Middle School, Sixth Grade Department
- **Gina Yarbrough** (21 years) – George County Middle School, social studies department

**AUSTIN HONORED AS MISSISSIPPI’S 2020 TEACHER OF THE YEAR**

MDE’s Office of Teaching and Leading held a virtual ceremony on July 23 to announce Mississippi’s 2020 Administrator of the Year and Teacher of the Year. **Ben Austin**, 9th and 10th grade Social Studies teacher at Petal High School, was selected as Mississippi’s 2020 Teacher of the Year! Ben has been a member of MPE since 2016.

The annual Mississippi Teacher of the Year program recognizes exemplary teachers in the state who inspire students, demonstrate leadership both inside and outside the classroom, and serve as active members of the community. Austin will receive a $5,000 stipend and will share expertise through various presentations and activities. He will also represent Mississippi in the National Teacher of the Year competition.

We want to hear from you! If you would like to be recognized by MPE in an upcoming journal or email, send your member spotlight to kelly@mpe.org
MPE’s recruitment incentives provide a great way for you to earn a free membership, as well as a little extra money. You earn a free year’s membership for simply recruiting five new members and you earn money for each new member recruited after five. Encourage your professional co-workers and friends to join the premiere organization for professional educators in Mississippi.

• Five new members = one year’s free membership
• 6-9 new members = one year’s membership + $10 per member*
• 10-14 new members = one year’s membership + $15 per member*
• 15+ new members = one year’s membership + $20 per member*

You will receive $5 per student member recruited.

Recruitment bonus checks will be awarded at the end of each quarter, with the first quarter beginning July 1 and ending September 30. Credit will be given for each new member who joins or re-joins** between July 1, 2020, and June 30, 2021. Free memberships will be credited towards the next year’s membership.

* credit will be given for each additional member after five
** member must have previously been made inactive for a period of three months or more

MPE Announces Two NEW Benefits

MPE is excited to offer the following NEW benefits for our members during the 2020-2021 school year:

• **STUDENT LOAN PAYMENT CONTEST:** MPE will pay one First Year Professional member’s student loan payments – up to $3,000 – for one year. The recipient will be chosen via a drawing in October 2020 of Student Members who transitioned to a First Year Professional membership between January 1, 2020, and September 30, 2020. There is no application, as MPE staff will run the list of eligible First Year Professional members from our database.

• **$500 HIGH SCHOOL SENIOR SCHOLARSHIPS:** MPE will award up to ten scholarships to high school seniors who have at least one parent who is a member of MPE. The application for this new scholarship will be posted to our website in January 2021. Applications will be due March 19, 2021, and we will announce recipients in April 2021. MPE will notify high school counselors throughout the state of this new scholarship opportunity.
MPE invites its members to apply for classroom grant funding each year to try out a new idea or buy the “extras” for an already great lesson plan or project. Eighty-eight members submitted applications for the 2019–2020 school year, with forty-six receiving grants of up to $1,000 for their class projects and instructional program. We are pleased to spotlight several of the grants below for your enjoyment, as well as your reference for ideas for your own classroom.

**Anita Graham**  
**Union Middle, 7th Grade Math**  
**IXL Math: X = Individual Learning**  
Back in the fall of 2019, my 7th grade math students and I had never heard of the novel coronavirus or the disease COVID-19 that it causes. We were just excited to get our IXL program funded by the MPE classroom grant because it is a fun and engaging way to practice what can sometimes become mundane math skills. But when school buildings closed in mid-March of 2020, IXL became an anchor to help us through the uncharted waters of distance learning. The program is adaptable to a myriad of devices, so my students in town with MacBooks and U-Verse or my students, like me, in the country working from a 2" x 4" iPhone screen and a cellular data plan could adjust and keep on having school. What I had planned to be a supplemental program to help boost end-of-year test scores became the main instructional tool to help me prepare students for 8th grade math and beyond. Thank you, MPE, for providing the funds to purchase the IXL math program. I truly don’t know how we would have finished the 2019–2020 school year without this resource.

**Elvira Deyamport**  
**Thames Elementary**  
**Art Infusion**  
Thank you, MPE, for helping us infuse art into our school and gifted program! With your help, we were able to purchase a variety of art supplies that included: photo framing kits for our photography projects, hand-held and mini-self portrait mirrors, weaving kits and stencils to explore art styles around the world, and letter stencils and collage kits to demonstrate our learning. We were also able to add tools such as the paint bellows, pipettes, and paint scrapers to add more depth to our paint projects. Finally, photo paper, matte frames, and colorful tag board have helped us create visually appealing displays of our art pieces to share with our school. Our students were excited to put their creativity to use this school year and have especially enjoyed experimenting with new techniques with our newly acquired art tools. These have definitely added a whole new dimension to our art pieces. We look forward to creating more art to express ourselves and how unique we are!

**Rodney Carver**  
**Lewisburg High School**  
**Sideline Report**  
Lewisburg High School Senior Katie Ditchkus anchors Patriot Vision Live from the gym floor to start off the LHS Winterfest Pep Rally in January. Patriot Vision students produce Mississippi’s only daily live high school newscast and typical episodes are broadcast from a live studio each morning to TVs in every classroom. On this day, however, the broadcasting students used the wireless video transmitter provided through the MPE classroom grant to produce a live remote broadcast from the gymnasium as part of the school’s Winterfest Pep Rally. The wireless transmitter allowed the camera on the gym floor to connect to the press box above the crowd. There the episode was produced in real time and displayed on the large video board (visible behind Katie) for the students and parents in attendance to view.

This year, Patriot Vision was awarded Mississippi’s Best High School Newscast by the Mississippi Scholastic Press Association and Broadcast Journalism Teacher Rodney Carver attributes much of the program’s success to the innovative ways it seeks to inform and engage students. Patriot Vision would like to thank the MPE for providing the classroom grant for the wireless video transmitter as they continue this pursuit of innovation in broadcast journalism.
Angie Burks
Myrtle Attendance Center, 3rd Grade Science
Investigation Lab

Thank you, MPE, for funding our Investigation Lab Project. Through the MPE grant, I was able to purchase a classroom materials kit that supports our Pearson Elevate Science Curriculum and a set of STEM Engineering leveled readers. The students have been able to apply the science and engineering practices by planning and conducting hands-on investigations in physical science and life science using the materials. The students were very engaged and motivated in their participation in the lab investigations and have gained a much deeper understanding of the science topics and standards. The STEM leveled readers allowed the students to read and expand their learning about how real scientists and engineers work to solve problems. I will be able to continue using this classroom materials kit and the STEM leveled readers each school year to provide students with opportunities for discovery and hands-on lab activities. Thank you again for your generous support of our project!

Keri McRaney
Simpson Central School, 5th-6th Grade Gifted
Discovering Ancient Egypt

Fifth and sixth grade gifted students were able to immerse themselves in the culture of Ancient Egypt thanks to the generosity of MPE. Groups of students created maps with three-dimensional figures as they explored the geography of ancient Egypt. Students were able to learn about the pyramids and create a pyramid with unusual pantry items and a little ingenuity. Mummification was another topic of interest as students created death masks and conducted a scientific experiment about mummification. Students used group collaboration, critical thinking, and research techniques with the Ancient Egyptian simulation.

Laura Jo Ferguson
Northside Elementary, 3rd Grade
Afterschool 3rd Grade Tutoring

Thank you so much for funding the Third Grade After School Tutoring Program that provided struggling students a safe place to learn on their level. With this program, our goal was to work with thirty of the lowest performing students at risk of failing the Third Grade Gateway Test. Due to Covid-19, all state end-of-year assessments were cancelled. Due to this, our goal was immeasurable. However, each one of our students left our tutoring program each session with a huge smile on their face and asking when they could come back. That type of excitement and newfound joy for learning can never be measured by an assessment. Thank you again for not only funding a grant, but also giving others the opportunity to show that learning can be fun!

Katie Thompson
South Forrest Attendance Center
Charging the Future

Thank you, MPE, for funding the classroom grant that provided three Chromebooks and a Chrome cart for my classroom. I have been struggling to provide access to technology in my classroom and with the additional Chromebooks and cart that this grant provided, we have been able to reduce the rotation time on the devices. We now have a safer way to store and charge the devices as well. My classroom only had access to thirteen Chromebooks prior to this grant and we had to rotate out in centers each day in order for students to complete a simple research assignment or to use their Google Drive. The addition of three more Chromebooks for the students to use reduced the rotation time for the students to work in the centers and has cut the length of time for students to complete assignments. The need for more Chromebooks led me to write this grant and has allowed me to properly engage my 21st Century learners in my classroom! Thank you!
Mississippi educators have a multitude of questions and concerns regarding the reopening of schools. While policy makers have focused on the reopening of schools so that our country and state may “return to normal,” educators have been charged with reopening schools in accordance with public health guidance, but limited resources. The safety and health of students, educators, and staff are just as important as the reopening of buildings. The expense of implementing health and safety protocols will be challenging to schools, especially given the state’s chronic underfunding and COVID-19’s economic impact and resulting loss of state revenue. Regardless, students, educators, and staff must be in safe learning environments.

I have received a multitude of questions from our members regarding safety protocols, as well as various other issues related to the reopening of schools. The following information addresses some of the most frequently asked questions. The following reflects guidance and information available as of July 17, 2020.

Why aren’t all school districts in Mississippi implementing the same policies and practices regarding the reopening of schools? State law (MISS. CODE ANN. Section 37-7-301 (1972)) grants each school district in Mississippi the authority to govern itself. This is referred to as “home rule.” State law provides that a local school board may adopt orders, resolutions, or ordinances with respect to school district affairs, property, and finances, as long as such orders, resolutions, or ordinances are not inconsistent with the Mississippi Constitution of 1890, the Mississippi Code of 1972, or any other state statute or law. While each district will develop its own policies, procedures, and practices in response to COVID-19, they should refer to guidance offered by the Centers for Disease Control and Prevention (CDC), the Mississippi State Department of Health (MSDH), and the Mississippi Department of Education (MDE).

Can my district require me to sign a waiver certifying that I won’t sue the district if I should contract COVID-19 during the course of my professional duties? While your district may request that you sign such a waiver, you are not required to do so. If you are presented with such a waiver, you should ask if you are being directed to sign or being requested to sign the waiver. If you are directed to sign the waiver in order to keep your job, you should add “My signature is not voluntary, as I was directed to sign this document.” If you are requested to sign the waiver, you may decline to do so.

May a parent sue my district, school, or me if their child is exposed to COVID-19 in my classroom? Recent legislation provides immunity to entities who have adhered to public health guidance. SB 3049, the Mississippi Back-to-Business Liability Assurance and Health Care Emergency Response Liability Protection Act, was passed by the Mississippi Legislature during the 2020 legislative session to address concerns that businesses could be sued if an employee or a customer claimed they got sick at a business. SB 3049 protects businesses, healthcare providers, and political subdivisions of the state – including school districts – from such action if they were following government guidelines during the COVID-19 emergency. SB 3049 provides that entities are immune from civil action, from March 14, 2020, to one year after the state of emergency ends, if such civil action alleges an injury from actual or potential exposure to COVID-19 when the entity attempted in good faith to follow applicable public health guidance from state or federal agencies. SB 3049 does not provide immunity if a plaintiff shows an entity acted with actual malice or in cases involving willful, intentional misconduct. Members should be aware that the protections provided in the Back-to-Business Act are very new and there are no reported court cases interpreting this new law, so we cannot provide any firm guidance on the amount of protection this new law will provide.

What type of health protocols can my district require of me? Can my district require me to be tested for COVID-19? School districts may require certain health protocols or assessments as a means of ensuring a healthy learning environment that complies with public health guidance. Any procedures that are implemented should be consistent and uniform for all staff. The Americans with Disabilities Act considers taking an employee’s temperature a medical examination, so doing so cannot normally be done without proof of business neces-
sity. The Equal Employment Opportunity Commission (EEOC) issued guidance this past March that provides employers may do so during the COVID-19 pandemic. The EEOC also classified COVID-19 as a “direct threat” to the health and safety of employees for purposes of the ADA; thus, employers may ask employees who report being sick if they have COVID-19 symptoms (i.e., cough, shortness of breath, fever, chills) and employers may send or keep employees home from work (see subsequent question regarding leave.) Your district may administer COVID-19 testing before you return to the workplace, as a person with the virus poses a risk to the health of others. The ADA prohibits the identity of any employee that has tested positive from being shared with others. Most importantly, district and school leaders should require students, educators, staff, and campus visitors to adhere to public health guidance such as handwashing and social distancing to prevent the spread of COVID-19.

Will I be covered by Workers’ Comp if I am exposed to COVID-19 at school and test positive? As with any insurance, a claim must go through underwriting before eligibility may be determined. While MPE cannot provide a definitive answer to this question, we can advise that in order to be eligible for workers’ compensation, you must get sick on the job or while acting within the scope of your employment. Your district does not have to be at fault for your being diagnosed with COVID-19; thus, you may file for workers’ compensation if your district has taken all precautions and you get sick at work. It is important to remember that your illness must be work-related and that, as more and more persons are infected and claims increase, workers’ compensation insurance companies will be looking for definitive evidence that you got sick at school and not somewhere else. Your district’s Personnel/Human Resources Office can provide you with the information and documents related to your workers’ comp policy.

Will educators have to use their own leave if they are exposed to COVID-19 in the classroom and must quarantine/self-isolate or be hospitalized OR will educators be granted administrative leave by their districts? While state law (MISS. CODE ANN. Section 37-07-307) authorizes each local school board to establish policies governing the leave of the district’s employees, as well as rules and regulations to implement such leave policies, Congress has passed legislation that provides that eligible educators who are unable to work or telework with a period of two weeks (eighty hours, pro-rated for part-time employees) of paid leave. The provisions of H.R. 6201, the Families First Coronavirus Response Act (FFCRA), went into effect April 1, 2020, and expire December 31, 2020. The FFCRA applies to local school boards, as well as to federal, state and local government, as well as private employers with less than 500 employees.

All full-time and part-time school employees are covered by the FFCRA and are eligible for the two weeks of emergency paid sick leave (EPSL) if they meet one of six qualifying reasons:

1. The employee is subject to a federal, state, or local quarantine or isolation order related to COVID-19.
2. The employee has been advised by a health care provider to self-quarantine.
3. The employee is experiencing symptoms of COVID-19 and is seeking a medical diagnosis from a health care provider.
4. The employee is caring for an individual who is subject to a federal, state, or local quarantine order related to COVID-19 or has been advised by a health care provider to self-quarantine due to concerns related to COVID-19.
5. The employee is caring for his or her son or daughter whose school or place of care has been closed for a period of time, whether by order of a state or local official or authority or at the decision of the individual school or place of care, or the child care provider of such son or daughter is unavailable for reasons related to COVID-19.
6. The employee has a substantially similar condition as specified by the Secretary of Health and Human Services, in consultation with the Secretary of the Treasury and the Secretary of Labor. The substantially similar condition may be defined at any point during the effective period, but the U.S. Department of Health and Human Services has not yet identified such a condition that would allow an employee to take EPSL. If any such condition is identified, the U.S. Department of Labor will issue guidance explaining when EPSL is available for this reason.

An employee/educator is deemed an eligible employee if that employee is unable to work or telework and if they fall into one of the categories of Qualifying Reasons listed above. Teleworking employees are not eligible for this leave unless they are ill or caring for someone impacted by COVID-19 and are unable to work from home. An educator can use up to two weeks (eighty hours, pro-rated for part-time employees) of paid leave (EPSL). The eighty hours is available to be used for any combination of the qualifying reasons, but the total number of EPSL is capped at eighty hours. This sick leave is in addition to any other paid leave already available to educators and they may choose to use this “emergency” paid sick leave before using their other available paid leave.

The paid leave entitlement amounts are based on the reason for the leave. If the qualifying reason falls under #1-#3, the employee is entitled to receive their regular rate of pay, subject to a maximum of $511.00 per day, or $5,310.00 over the entire two-week period. If the qualifying reason falls under #4-#6, the employee is entitled to receive $2,000.00 over the two-week period. Employers are required to post notices in conspicuous places that advise employees of their rights under the FFCRA. You may contact your district’s
Personnel/Human Resources Office for additional information and specifics.

After exhausting FFCRA leave, an educator may use any other leave they are entitled to, including personal, medical, and FMLA. All leave must be used in accordance with their respective district’s leave policies. A district does have the discretion to grant employees administrative leave for purposes decided by the district.

Do I have to report to work if I have a medical condition which puts me at greater risk of COVID-19?
You may request to teach virtually if your district is offering virtual or hybrid classes. If this is not possible, you may request accommodations. While you may informally request accommodations, if your request is denied you should then follow district policy for formally requesting accommodations. This process will involve documentation from your physician regarding your need for accommodations. You ultimately must fulfill your contract or your district will have grounds to terminate you. Information is presented below regarding request- ing to be released from your contract should that become necessary.

Do I have to report to work if I live with a family member who is at risk of COVID-19 due to their age or medical condition? Please see the information above regarding the Families First Coronavirus Response Act (FFCRA). In addition, if an educator’s family member has a serious health condition, leave protections under Family Medical Leave Act (FMLA) may also apply. You should consult your district’s leave policies and/or Personnel Office for additional information. An educator has the right to exercise all leave rights afforded to them. If an educator does not report after exhausting all leave rights, their district does have grounds to terminate their contract.

Will students’ temperature be taken when they get on the bus or will I have to take it in my classroom? Will a student who has been exposed to COVID-19 be allowed in my classroom? While best practices would suggest that any policy adhere to public health guidance issued by the CDC, MSDH, or MDE, a district’s home rule authority allows the district to decide how these and other scenarios will be handled. MDE’s Considerations for Reopening Mississippi Schools, released this past June, addressed daily screenings and suggested each district develop a plan for when a student or adult becomes ill that includes identifying an isolation room to separate anyone who shows symptoms.

May I contact MDE if my district is not adhering to CDC, MSDH, or MDE guidance? While Process Standard 30 of the Mississippi Public School Accountability Standards provides that, ”The school district provides clean and sanitary facilities in a safe and secure environment,” this standard addresses several specific statutory requirements (i.e., utilities, fire and active shooter drills, protective eye devices in vocational classes). If a district is not complying with Process Standard 30, a formal complaint may be submitted to MDE’s Office of Accreditation. All formal complaints made against schools or districts must be submitted to the Office of Accreditation in writing and include the name and contact information (valid phone number or valid e-mail address) of the individual(s) filing the complaint. The written complaint shall contain specific details concerning alleged violations. The Office of Accreditation may receive anonymous complaints, but these complaints are not considered formal. While you may submit COVID-19 concerns in writing to the Office of Accreditation, be advised that such concerns are not specifically addressed in Process Standard 30.

May I automatically be released from my contract if my district does not follow proper health guidance or protocols? No. State law (MISS. CODE ANN. Section 37-9-55) requires any educator wishing to be released from his/her contract to submit a written request to their local district and this request must include the reason for the request. Districts have total discretion as to whether they release an educator from a contract. If the district denies an educator’s request and the educator then abandons (i.e., breaks) his/her contract, state law (MISS. CODE ANN. Section 37-9-57) provides that the educator’s license may be suspended for one school year. The same is true if an educator does not follow this process, but simply submits a letter of resignation rather than submitting the written request to be released. The Licensure Commission has not adopted any special provisions for educators who break their contracts due to COVID-19.

In closing, we are all entering an unprecedented new school year. The challenges will be many and the work and stress will be more tiring than usual, but I encourage you to be a team player and to support your district’s protocols and practices. Your students will take their lead from you. Whether you agree with their decisions or not, most school leaders and administrators have worked tirelessly throughout the summer to prepare for the reopening of school. MPE is here to support you throughout the school year. Please feel free to contact me (800-523-0269; kelly@mpe.org) with any additional questions you may have.
MPE congratulates the following seventy members for being among the 320 educators honored by the Mississippi Economic Council as 2020 STAR Teachers.

Bethany Abdul-Hadi, Enterprise High School
Tammy Alford, Quitman High School
Tyler Arnold, Pontotoc High School
Ravichandran Ayyappan, Crystal Springs HS
Annah Bailey, South Panola High School
Megan Berry, Clinton High School
Debra Bird, D'Iberville High School
Ashley Boatner, Louisville High School
Angela Brelend, Neshoba Central High School
Michael Brewer, Pearl High School
Leah Burch, Greene County High School
Tim Caldwell, West Lauderdale High School
Wendy Cawthorn, Bogue Chitto School
Sandy Childs-Jones, Ashland High School
Kristen Cook, Perry Central High School
Melinda Cook, Madison Central High School
Cindy Renee Cooper, Newton High School
Christine Davidson, Ridgeland High School
Tabitha Dillard, Ingomar High School
Justin Evans, George County High School
Amanda Ford, Hickory Flat High School
Jessica Franklin, Loyd Star High School
Linda Franklin, West Lincoln High School
Crystal Giles, Petal High School
Jennifer Grisham, Pine Grove High School
Kim Grisom, Baldwyn High School
Pam Harless, Richton High School
Jeff Harmon, South Pontotoc High School
Julie K. Heintz, MS School for Math & Science
Ashley Henderson, West Union High School
Stevie Herrington, Winston Academy
Jennifer Hood, Amory High School
Susan Huckaby, McComb High School
Deandriana Jackson, Natchez Early College
Melissa Jackson, Leake Academy
Marie Joachim, Ocean Springs High School
Jeffrey Jones, Oxford High School
Michelle Jones, Center Hill High School
Richard Jones, New Hope High School
LaShanda Kennedy, Enterprise High School
Elizabeth Knight, Richland High School
Rebecca Knight, Amite School Center
Melinda Kopp, Houlka High School
Heidi Leggett, Wayne Academy
William Mayfield, Madison Central High School
Amy McWilliams, Simpson County Academy
Laura Miller, Madison Central High School
Elizabeth Morgan, MS School for Math & Science
Paul Nunnery, North Pike High School
Patricia Perdue, Heritage Academy
Deborah Pouders, Columbus High School
Kim Sanford, Tylertown High School
Kristal Sisson, Resurrection Catholic High School
Terri Smith, North Pontotoc High School
Jonathan Sours, Cedar Lake Christian Academy
Jessica Stroo, Northeast Jones High School
Cindy Stroud, Nanih Waiya High School
Rebecca Temple, Madison Central High School
Susan Thames, Brookhaven High School
Connie Townsend, Mize High School
Christina Walters, South Jones High School
Kristin Walters, Laurel High School
Stephany Watson, West Point High School
Lisa Webb, Olive Branch High School
Aaron Williams, Mendenhall High School
Samantha Williams, O'Bannon High School
Craig Winship, West Jones High School
Jonathan Winstead, Union High School
Tamara Yowell, Madison Central High School
Lauren Zarandona, MS School for Math & Science
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that connect aspiring educators to their dreams

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- English
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- Interscholastic Athletic Administration
- Mathematics
- Mild/Moderate Disabilities
- Secondary Education
- Teaching & Learning Globally

DOCTORATE PROGRAMS
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- Emotional/Behavioral Disorders
- Gifted Education
- Reading
- Severe/Profound Disabilities

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- Educational Leadership
- Emotional & Behavioral Disorders
- Instructional Leadership
- Interscholastic Athletic Administration

Contact us to get started

education@wmcarey.edu  |  (601) 318-6600  |  🌐   📝
MPE SCHOLARSHIPS AND GRANT INFORMATION FOR 2020–2021

All guidelines and applications will be posted on the MPE website (www.mpe.org). With the exception of the scholarship for high school seniors who are children of MPE members, the following scholarships and grants are available only to MPE members. See guidelines for details.

$475 NBCT SCHOLARSHIPS
MPE will award up to 10 National Board Certification Scholarships.
  Posted on the MPE website in May/June
  Due Date: August 7, 2020, by 4:30 p.m.

$1,000 CLASSROOM GRANTS
MPE will award up to 40 Classroom Grants.
  Posted on the MPE website late May/June
  Due Date: September 4, 2020, by 4:30 p.m.

$1,000 NON-CERTIFIED PERSONNEL SCHOLARSHIPS
MPE will award up to 20 Non-Certified Personnel Scholarships.
  Posted on the MPE website in July
  Due Date: October 2, 2020 by 4:30 p.m.

$570 NBCT MAINTENANCE OF CERTIFICATION SCHOLARSHIPS
MPE will award up to 10 National Board Certified Teacher Renewal Scholarships.
  Posted on the MPE website in September
  Due Date: October 23, 2020, by 4:30 p.m.

STUDENT LOAN PAYMENT CONTEST
MPE will pay one First Year Professional member’s student loan payments – up to $3,000 – for one year. The recipient will be chosen via a drawing in October 2020 of Student Members who transitioned to a First Year Professional membership between January 1, 2020, and September 30, 2020.

$500 LINDA ANGLIN TEACHER PREPARATION SCHOLARSHIPS
MPE will award scholarships to student members who will student teach during the spring of 2020 or during the 2020/2021 academic year. Applications sent to Deans of Education and Directors of Field Experience at colleges & universities.
  Due Date: January 22, 2021, by 4:30 p.m.

$1,000 GRADUATE SCHOLARSHIPS
MPE will award up to 20 Graduate Scholarships.
  Posted on the MPE website in December
  Due Date: February 19, 2021, by 4:30 p.m.

$500 HIGH SCHOOL SENIOR SCHOLARSHIPS
MPE will award up to 10 scholarships to high school seniors whose parent is a member of MPE.
  Posted on the MPE website in January
  Due Date: March 19, 2021, by 4:30 p.m.

All guidelines and applications will be posted on the MPE website (www.mpe.org). With the exception of the scholarship for high school seniors who are children of MPE members, the following scholarships and grants are available only to MPE members. See guidelines for details.
In the spring, I wrote to you about the sudden and unexpected end of the 2019–20 school year. The ongoing impact of this novel coronavirus (COVID-19) is still impacting Mississippi and the country.

When schools closed in the spring, millions of students throughout the country were shut out of learning because they did not have computers or adequate internet access to participate in distance learning. Mississippi shared in the disruption of traditional educational services, issues of inadequate internet access, and insufficient numbers of devices.

In response, the Mississippi Department of Education (MDE) developed a digital learning plan to address the needs of districts and the students they serve. The Mississippi Legislature recently passed SB3044, a law providing $150 million in devices and services, and HB1788, a law providing $50 million for connectivity, to begin to narrow the digital learning gap and increase equitable digital learning opportunities. These funds will be distributed in late summer.

Insufficient internet access is a pervasive issue across the state. This requires a multiagency response and I know state public officials are working on a solution.

Despite the challenges wrought by the current public health crisis, we all have the same passion for educating our state’s children. One positive aspect of what has happened over the last few months is a greater appreciation for teachers, schools, and the important role communities play in supporting children. None of us can do this work alone.

I am especially grateful for all of the communities that have rallied around their schools during this difficult time. Every school district grappled with tough decisions as they planned to open schools safely this fall. Community support and input have never been more important.

This same support from parents and communities is what has helped push public education forward. Fueled by your hard work, Mississippi earned national recognition last fall when the National Assessment of Educational Progress (NAEP) results showed we were one of only two states or jurisdictions with significant gains in three of the four NAEP-tested subjects. We were also recognized by Quality Counts 2020 as one of the five most improved states in the nation.

Sustaining this progress will be more difficult because of COVID-19 and I am aware of the ongoing impact of this virus. MDE is steadfast in our role of support to local school and district leadership as they make decisions in the best interests of their communities. As your school districts work to mitigate health and safety risks, we must remain committed to our mission to improve academic outcomes for all students. The upcoming school year will look different than any previous year. Still, every parent, educator, and school leader have the same goal: They want their children to learn and grow and to be successful in school and life.

This year is going to challenge our educators, families, and communities, but I am confident we can rise to this challenge together. Our students are depending on us. Thank you for your service to your students, and I wish you well as you start this school year.
OVERCOMING CHALLENGES BUILDS RESILIENCE AMONG STUDENTS, EDUCATORS

To say that we are living through a time of uncertainty would be a tremendous understatement. The uncertainty surrounding the pandemic—how long it will last, the best measures to combat it, and when a vaccine will be available—is only the tip of uncertainty spear. The ripple effects of the pandemic have led to uncertainty in every facet of our lives, our families, our work, our schools, our communities, and our economy.

There is incredible uncertainty surrounding education on all levels. What is the safest way to hold classes? What is the best method for instructional delivery—balancing safety with the many different learning styles to ensure that we provide the best education possible for every student? The pandemic has brought the digital divide to the forefront. Although online instruction may provide a safe alternative to in-person classes, not all students have access to the equipment and services that are necessary to participate effectively in online instruction.

In addition, some students do not learn as well in an online-only environment. This environment also limits the building of soft skills, such as teamwork, communication, and leadership, that employers tell us are extremely important for their work-force. Hybrid classes offer a blend of in-person and online instruction. We continue to ask our educators to be creative, flexible, and ready to pivot from one form of instruction to another as the situation remains fluid.

While many challenges remain, you have already overcome many challenges through the spring semester and summer. Your students have also overcome many challenges. You and your students have developed a resiliency that will continue to serve you well. I encourage you to remind your students that the resilience they have developed will prepare them well for the challenges they will face throughout their lives.

Resiliency is not a fact from a book that can memorized. It is a skill that is learned through trials and tribulations. It is developed by facing and overcoming challenges. This year has brought all of us unwelcome challenges, but we can welcome the fact that it has made all of us stronger and better prepared for the future. I hope you will remind your students that the resilience they have developed through these experiences will serve them well as they become adults and face the challenges that come with seeking and keeping employment, raising families, and contributing to their communities.

This time has also required us to be creative and find solutions to problems we have not faced as a state or nation. This creativity often leads to improvements that may impact education in positive ways for decades to come. As educators, we have an important role to play in using our ingenuity to meet the challenges of today and help our students learn to use this time to prepare them for the challenges of tomorrow.
As I write this article in July, Mississippi continues to experience a record number of COVID-19 cases. This pandemic has changed our typical way of life as we know it. The adaptability educators in Mississippi displayed was remarkable. Your commitment to education is unwavering! The adaptability and resiliency of Mississippi’s community colleges is nothing short of testament to the responsive nature of the community college to ever-changing needs and circumstances. The successful ability to navigate change in this environment is the result of exceptional leadership at community colleges. Having the foresight to develop a virtual community college model twenty years ago, Mississippi’s community colleges seamlessly transitioned face-to-face classes to the online classroom environment. Though a seamless transition, there were technical challenges in delivering skills-based instruction for career and technical education programs and in workforce training classes. Plans were implemented to address the challenges for both faculty and students having never participated in the online environment. New resources, services, and tools were identified as critical needs to ensure effective teaching and learning online. With CARES dollars, we have the opportunity to address the challenges associated with the lack of technology, broadband, and the lack of specific tools and services essential to online teaching and learning.

Community college leaders have in place plans to address the face-to-face classroom environment, cafeteria services protocol, and dormitory design aligned with social distancing protocol and other protective measures to ensure a safe return. Colleges are re-thinking their approach to athletics, student activities, and events. College administrators are making decisions at each community college as the best way forward to operate in a safe manner. Mississippi must make and implement intentional and strategic plans to continue educating and training the people of Mississippi. Our economic return hinges on our collective abilities to prepare people for work.

Additionally, the community college system is thankful for legislative support that resulted in the community colleges receiving nearly $100 million dollars from federal CARES money to help pay costs associated with the pandemic, distance learning-related resources, and workforce training-related expenses. While there are specific guidelines that define how these funds can be expended, the funds are most helpful to the community colleges in this period of financial burden.

As we all begin a new school year, I am extremely thankful for the leadership and ingenuity of Mississippi’s community college presidents. What I know is when the community colleges are faced with challenges, they rise to the occasion in adapting and changing how they conduct the business of educating and training people. It takes tremendous leadership, ingenuity, and adaptability to confront the challenges associated with change head-on and with the fortitude to move forward and make a difference in the lives of those we serve.
NATIONAL BOARD UPDATE
The National Board for Professional Teaching Standards has been awarded a grant from the William and Flora Hewlett Foundation totaling $700,000 over two years. The National Board’s focus with the grant resources is to accelerate Mississippi’s trajectory towards becoming a national model for Board certified teachers. The National Board will partner with local and state education agencies and Mississippi National Board Certified Teachers (NBCTs) to:

• Strengthen policy conditions through teacher advocacy and state and local legislative support for National Board Certification.

• Drive board awareness through a statewide teacher-led campaign to expand significantly the number of NBCTs, targeting high-need communities and early career teachers.

“The National Board’s vision is to improve teaching and learning in Mississippi by increasing the number of NBCTs, especially the number of NBCTs of color, and ensuring equity by targeting early career teachers and high-need areas across the state where currently no NBCTs exist,” said Peggy Brookins, NBCT President and CEO of the National Board.

Funding for National Board stipends, as well as our Mississippi’s World Class Teaching Programs, was not impacted by Governor Reeves’s partial veto of HB 1700, as he did not veto these sections of the appropriation bill. Funding for World Class Teaching Programs, which provide mentoring and support for National Board candidates, was reduced by $50,000, while funding for National Board stipends was increased by $50,000. World Class Teaching Programs do not plan on offsetting this cut in funding by increasing their fees for candidates; rather, they will take other steps to absorb the cuts.
MEMBER SPOTLIGHT

Congratulations to the following members who earned a free membership for recruiting during the 2019–2020 school year.

LaShundia Carson, Alcorn State University
Melissa Chance, Lowndes County School District
Iris Dismuke, Clay County School District
Emily Edgar, Lowndes County School District
Becky Hayes, Lowndes County School District
Rochelle Holston, Pearl River County School District
Cheryl Howard, Quitman County School District
Brad Johns, Rankin County School District
Sky Kong, Poplarville Separate School District
Charles McClatchy, Marshall County School District
Aimee Piland, Lamar County School District
Anjanette Powers, Delta State University
Stacy Reeves, University of Southern Mississippi
Timeka Thomas, Tate County School District
Stephanie Thornton, Leake County School District

CHISM NAMED DIRECTOR OF SPECIAL SERVICES

Ashley Chism was recently named the Director of Special Services for the Pearl Public School District. A member of MPE since 2004, this is her sixth year in Pearl. Chism served as the district’s dyslexia therapist prior to being named to her new position. In her eighteen years in special education, she has taught from kindergarten to high school and served as both a self-contained and an inclusion teacher.

FREE RESOURCES

If history were taught in the form of stories, it would never be forgotten.
~ Rudyard Kipling

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INSTRUCTIONAL STRATEGIES AND RESOURCES

Visit:
http://www.msstatetps.org
Please plan to join us for MPE’s 2021 Best Practices Symposium featuring Dr. Adolph Brown. He is the founder, President and CEO of The Leadership & Learning Institute. A former public school educator, he overcame an upbringing of extreme poverty and violence, welfare, fatherlessness, and a single mother-led household to become one of the world’s most popular speakers with his unique ability to inform as well as entertain. Dr. Brown will share his “Championship Habits” for workplace, family, and personal success. You don’t want to miss him!

The day’s agenda and additional details will be announced in December. Priority registration will open for MPE members in January. Registration will open for non-members in March if space allows. Mark your calendars now and plan to join us on April 17!

Engaging Speakers  Legislative and budget news  Great door prizes  CEUs available

Registration opens in January for MPE Members!

Saturday, April 17, 2021
The Hilton
Jackson, MS

Register online at www.mpe.org.

Register early so you don’t miss this day of networking and learning!
Non-members may register beginning March 1, if space is available.
Your MPE membership includes...

Professional liability protection of $2,000,000 with $3,000,000 maximum
Legal assistance related to employment or professional matters per MPE policy
$10,000 accidental death & dismemberment coverage
$2,500 assault related property damage
Consistent and economical dues-MPE has not increased dues in 11 years
Identity theft coverage
Graduate & undergraduate scholarships awarded annually
NBCT scholarships awarded annually
Classroom grant opportunities awarded annually
Non-certified personnel scholarships awarded annually
Student loan payment contest
High school senior scholarships
Free regional trainings offering CEUs to members at no cost
Unlimited professional advice available 24/7
Brightview Credit Union membership
MPE Journal published three times per year
Staff monitors legislation at the state capitol, with weekly updates provided to membership
Every dollar of your dues stays in Mississippi for your benefit! MPE does not support political candidates.

Optional group discounts...

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