



**Kemper County School District  
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# **KCSD Exceptional Education Procedures**

# KCSD Exceptional Ed Procedures

## Table of Contents

<b>I. Child Find Procedures</b> .....	<b>4</b>
A. <i>Public Awareness Campaign</i> .....	4
B. <i>Interagency Collaboration</i> .....	4
C. <i>Screening and Identification</i> .....	4
D. <i>Referral and Intake</i> .....	5
A. <i>Documentation and Record Keeping</i> .....	5
E. <i>Evaluation Process</i> .....	5
F. <i>Eligibility Determination</i> .....	6
G. <i>Timeline for Child Find Activities</i> .....	7
H. <i>Special Considerations</i> .....	7
I. <i>Staff Training</i> .....	7
J. <i>Documentation and Accountability</i> .....	7
<b>II. Evaluation and Eligibility</b> .....	<b>8</b>
A. <i>Procedures for Conducting Comprehensive Evaluations</i> .....	8
B. <i>Timelines for Completing Evaluations</i> .....	8
C. <i>Mississippi recognizes 13 disability categories as defined by IDEA:</i> .....	8
D. <i>Procedures for Determining Eligibility and Need for Special Education Services</i> .....	9
E. <i>Reevaluation Requirements and Procedures</i> .....	11
<b>III. Individualized Education Program (IEP) Development</b> .....	<b>11</b>
A. <i>IEP Team Composition</i> .....	11
B. <i>IEP Meeting Procedures</i> .....	12
C. <i>Developing Measurable Annual Goals</i> .....	12
D. <i>Determining Accommodations and Modifications</i> .....	12
E. <i>Placement Decisions</i> .....	13
F. <i>Additional IEP Components</i> .....	13
G. <i>IEP Implementation</i> .....	13
H. <i>Annual Review and Reevaluation</i> .....	13
I. <i>Timeline</i> .....	13
J. <i>Documentation and Record Keeping</i> .....	14
<b>IV. Procedural Safeguards</b> .....	<b>14</b>
A. <i>Procedural Safeguards Notice</i> .....	14
B. <i>Obtaining Informed Parental Consent</i> .....	14
C. <i>Maintaining Confidentiality of Student Records</i> .....	15

# KCSD Exceptional Ed Procedures

- D. *Mediation and Due Process Options for Dispute Resolution*..... 15
- E. *Implementation Timeline*..... 15
- V. Service Delivery**..... **17**
  - A. *Implementing IEPs and Providing Services*..... 17
  - B. *Monitoring Student Progress*..... 17
  - C. *Extended School Year (ESY) Services*..... 18
  - D. *Transition Planning and Services (Age 14 and older)* ..... 18
  - E. *Quality Assurance*..... 19
  - F. *Timeline for Service Delivery Activities*..... 19
- VI. Discipline**..... **20**
  - A. *Manifestation Determinations*..... 20
  - B. *Behavior Intervention Plans (BIPs)* ..... 21
  - C. *Services During Removals*..... 21
  - D. *Additional Considerations* ..... 21
- VII. Staff Responsibilities**..... **23**
  - A. *Certification Requirements*..... 23
  - B. *Certification Compliance: Ensure all staff members hold valid Mississippi certification for their positions.* ..... 23
  - C. *Certification Renewal Support:*..... 23
  - D. *New Hire Certification Verification:* ..... 23
  - E. *Professional Development* ..... 23
- VIII. Program Compliance and Accountability** ..... **24**
  - A. *Internal Monitoring*..... 24
  - B. *Data Reporting to MDE*..... 25
  - C. *Corrective Action Plans*..... 25
  - D. *Continuous Improvement*..... 26

# KCSD Exceptional Ed Procedures

## I. Child Find Procedures

### A. Public Awareness Campaign

1. Conduct a comprehensive annual publicity campaign using various methods:
  - a) *Newspaper articles and advertisements*
  - b) *Radio and TV announcements*
  - c) *Flyers and brochures distributed in community centers, doctor's offices, and public spaces*
  - d) *Social media posts and targeted online advertisements*
  - e) *Presentations at community events and parent-teacher meetings*
2. Ensure all materials include:
  - a) *The Child Find Coordinator's name and contact information*
  - b) *Information about the district's responsibilities and Child Find timelines*
  - c) *Descriptions of characteristics that may indicate a child needs special education services*
  - d) *A statement that Child Find applies to children from birth through 21 years of age*

### B. Interagency Collaboration

1. Establish partnerships with:
  - a) *Local healthcare providers and pediatricians*
  - b) *Daycare centers and preschools*
  - c) *Head Start programs*
  - d) *Social services agencies*
  - e) *Private and parochial schools within district boundaries*
2. Conduct regular meetings with these partners to ensure seamless referral processes

### C. Screening and Identification

1. Implement a multi-tiered screening process:
  - a) *Universal screening for all students in the district*
  - b) *Targeted screening for students showing potential signs of disability*
  - c) *In-depth evaluation for students who meet specific criteria*
2. Train all school staff on recognizing potential signs of disabilities

## KCSD Exceptional Ed Procedures

3. Utilize an early warning system to monitor attendance, behavior, and academic performance
- D. Referral and Intake
1. Accept written requests for comprehensive evaluations
    - a) *Ensure all staff are trained to recognize and properly handle written evaluation requests*
    - b) *Provide a standardized form for parents or guardians to submit written requests*
  2. Document all requests within 24 hours of receipt
    - a) *Implement a centralized system for logging all incoming evaluation requests*
    - b) *Assign responsibility for documentation to specific staff members*
    - c) *Include key information such as date received, student name, and nature of the request*
  3. Respond to all requests within 14 calendar days
    - a) *Day one is considered the first business day after the request is received*
    - b) *Develop a standardized response template to ensure consistency*
    - c) *Include in the response:*
      - (1) Acknowledgment of the request
      - (2) Next steps in the evaluation process
      - (3) Contact information for the special education coordinator
    - d) *Maintain a tracking system to ensure timely responses*
  4. Follow-up Procedures
    - a) *If additional information is needed, contact the parent or guardian within the 14-day window*
    - b) *Schedule an initial meeting with the parent or guardian to discuss the evaluation process, if appropriate*
- A. Documentation and Record Keeping
- c) *Maintain copies of all written requests and responses in the student's file*
  - d) *Regularly audit the referral and intake process to ensure compliance with the 24-hour documentation and 14-day response timeline*
- E. Evaluation Process

## KCSD Exceptional Ed Procedures

1. Conduct comprehensive evaluations within 60 days of receiving parental consent
2. Ensure evaluations are:
  - a) *Conducted by qualified professionals*
  - b) *Use a variety of assessment tools and strategies*
  - c) *Are not culturally or racially discriminatory*
  - d) *Are provided in the child's native language when feasible*

### F. Eligibility Determination

1. Convene a Multidisciplinary Evaluation Team (MET) to review evaluation results
  - a) *Administrator (principal or IEP coordinator)*
  - b) *General education teacher*
  - c) *Special education teacher*
  - d) *Parents or guardians*
  - e) *School psychologist*
  - f) *Specialists (as needed), such as:*
    - (1) *Speech therapist*
    - (2) *Occupational therapist*
    - (3) *Physical therapist*
    - (4) *Mental health professional*
    - (5) *Vision specialist*
    - (6) *Mobility specialist*
  - g) *Professional who can interpret evaluation results (may be the school psychologist or another specialist)*
  - h) *Special education coordinator (who oversees the special education department)*
  - i) *Medical service providers (if the student requires medical services at school)*
  - j) *School nurse (for students with health-related needs)*
  - k) *Other relevant professionals based on the student's specific needs*
2. Use Mississippi Department of Education criteria to determine eligibility for each disability category
3. Ensure parents are active participants in the eligibility determination process

## KCSD Exceptional Ed Procedures

The exact composition of the MET can vary depending on the individual needs of the student being evaluated. The team is designed to bring together professionals with different areas of expertise to provide a comprehensive evaluation of the student's abilities and needs.

### G. Timeline for Child Find Activities

1. August: Begin annual public awareness campaign
2. September: Conduct universal screening in schools
3. October: Complete targeted screenings
4. November-April: Ongoing evaluations and eligibility determinations
5. May: Review Child Find effectiveness and plan improvements for next year
6. June-July: Conduct community outreach events

### H. Special Considerations

1. Homeless and Highly Mobile Children: Collaborate with local shelters and social service agencies to identify and evaluate these children promptly
2. Private School Children: Develop specific outreach strategies for private schools within district boundaries
3. Children in State Custody: Establish a direct line of communication with state agencies responsible for these children

### I. Staff Training

1. Provide annual training to all district staff on:
  - a) *The importance of Child Find*
  - b) *How to recognize potential signs of disabilities*
  - c) *The referral process*
  - d) *Confidentiality requirements*

### J. Documentation and Accountability

1. Maintain detailed records of all Child Find activities, including:
  - a) *Public awareness efforts*
  - b) *Screening results*
  - c) *Referrals received and their outcomes*
  - d) *Timelines for each step of the process*
2. Conduct an annual review of Child Find effectiveness, analyzing data to identify areas for improvement

## KCSD Exceptional Ed Procedures

By expanding our Child Find procedures in this way, we can ensure that we are effectively identifying, locating, and evaluating all children with potential disabilities in our district, from birth through age 21. This comprehensive approach will help us fulfill our legal obligations and, more importantly, ensure that all children receive the support and services they need to succeed.

### II. Evaluation and Eligibility

#### A. Procedures for Conducting Comprehensive Evaluations

1. Obtain parental consent for evaluation.
2. Conduct screening to identify areas of concern.
3. Assemble a Multidisciplinary Evaluation Team (MET) ([see page 5](#)).
4. Administer a variety of assessment tools (psychological, educational, behavioral) to gather comprehensive data.
5. Include input from parents, teachers, and other professionals involved with the child.
6. Ensure assessments are conducted in the child's native language and in a non-discriminatory manner.
7. Review all evaluation data and decide on eligibility for special education services.
8. Document the evaluation findings and present them in a written report to the IEP team.

#### B. Timelines for Completing Evaluations

1. Day 0: Obtain parental consent for evaluation.
2. Day 1-14: Conduct screening and gather initial data.
3. Day 15-45: Conduct comprehensive evaluations with the MET.
4. Day 46: Compile and analyze evaluation data.
5. Day 47-60: Hold eligibility meeting with IEP team to determine eligibility.
6. Day 60: Provide written report and determination of eligibility to parents. Eligibility Criteria for Disability Categories

#### C. Mississippi recognizes 13 disability categories as defined by IDEA:

1. Autism
2. Deaf-Blindness
3. Developmental Delay (for children ages 3-9)



## KCSD Exceptional Ed Procedures

4. Emotional Disability
5. Hearing Impairment
6. Intellectual Disability
7. Multiple Disabilities
8. Orthopedic Impairment
9. Other Health Impairment
10. Specific Learning Disability
11. Speech or Language Impairment
12. Traumatic Brain Injury
13. Visual Impairment

Each category has specific criteria that must be met for eligibility. For example, for Autism, the evaluation must show significant impacts on verbal and nonverbal communication, social interaction, and educational performance.

### D. SCD Procedures

1. Assessment Phase:
  - a) *Assessments are selected based on language ability and strengths of students.*
  - b) *Teacher Narrative should show concerns in the adaptive behavior section if Intellectual disability is considered.*
  - c) *IQ score of 70 or below*
  - d) *Adaptive scales are completed by both teacher and parent.*
  - e) *A classroom observation should show that the student requires extensive direct instruction in both academic and functional skills.*
  - f) *Eligibility checklists are used when determining if students qualify for an Intellectual Disability, Autism, etc.*

## KCSD Exceptional Ed Procedures

2. Determination of SCD Criteria:
  - a) *SCD determination is made at the initial or annual IEP meeting.*
  - b) *The IEP committee uses the SCD guidance document as well as the comprehensive evaluation data supporting an IQ score that falls two standard deviations below the mean.*
  - c) *IEP Committee must answer yes to all three SCD questions on the IEP.*
  - d) *If a student falls into a disability category that is not listed, extensive documentation must be provided to support meeting SCD criteria.*
  - e) *IEP goals must be developed using the alternate achievement standards that are in line with the MAAP-A.*
  - f) *Teachers of students with significant cognitive are trained annually on how to make the determinations that a student qualifies for a significant cognitive disability.*
3. Assessing students through MAAP-A:
  - a) *Students must meet the criteria for SCD and have alternate achievement standards goals on the IEP.*
  - b) *Students are tested based on their peer age*
4. District Level Assessment Data:
  - a) *The Special Services department log all SCD students listed.*
  - b) *A Special Services Department Representative and the District Test Coordinator review the list of SCD students and the assessments that they are scheduled to take in the late fall/early spring.*
  - c) *Teachers are required to check IEPs of all SCD students at the beginning of the year and at the end of the first semester to make sure the MAAP-A assessments listed on the IEP matches the log.*

### E. Procedures for Determining Eligibility and Need for Special Education Services

1. Conduct eligibility meeting with the IEP team and the parent present.
2. Review all evaluation data and determine if the child meets the criteria for special education services.
3. Involve parents in discussions about the child's educational needs and possible services.

## KCSD Exceptional Ed Procedures

4. Document all eligibility determinations, including the reason for eligibility or ineligibility.
5. Develop and provide the IEP to parents within 30 calendar days of eligibility determination.
6. Hold a meeting to discuss the IEP and obtain parental consent for services.
7. Review and update eligibility determination and IEP annually.

### F. Reevaluation Requirements and Procedures

1. Conduct formal reevaluations at least every three years, unless the parent and district agree it is unnecessary, then conduct informal evaluations
2. Notify parents at least 30 days prior to the reevaluation meeting.
3. Gather new data and input from teachers, parents, and related service providers.
4. Conduct assessments in the same areas as the original evaluation, unless otherwise agreed upon.
5. After assessments, reconvene the IEP team to review data and re-determine eligibility.
6. Provide a written report of the reevaluation findings to the parents.
7. If the student continues to qualify, update the IEP as needed based on new data.
8. It's important to note that throughout this process, we must ensure that lack of appropriate instruction in math or reading, limited English proficiency, or social or cultural differences are not the determining factors for eligibility.
9. Additionally, for children aged 14 and above, we must include appropriate and ongoing assessment of the student's needs, preferences, and interests related to future working, educational, living, personal, and social environments.

### III. Individualized Education Program (IEP) Development

#### A. IEP Team Composition

1. The IEP team must include:
  - a) *The student's parents or legal guardians*
  - b) *At least one special education teacher*
  - c) *At least one regular education teacher (if the student participates in regular education)*

## KCSD Exceptional Ed Procedures

- d) *A district representative qualified to provide or supervise special education*
- e) *An individual who can interpret evaluation results*
- f) *The student (when appropriate, especially for transition planning)*
- g) *Other individuals with knowledge or expertise about the child, at the discretion of the parents or district*

### B. IEP Meeting Procedures

1. Schedule the IEP meeting at a mutually agreeable time and place.
2. Provide written notice to parents at least 7 days before the meeting.
3. Ensure all team members are prepared with relevant data and information.
4. Facilitate open discussion and collaboration among team members.
5. Document all decisions and the rationale behind them.

### C. Developing Measurable Annual Goals

1. Review the student's present levels of academic achievement and functional performance.
2. Identify areas of need based on evaluation data and input from team members.
3. Develop SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) for each area of need.
4. Ensure goals are aligned with grade-level standards when appropriate.
5. Determine how progress toward goals will be measured and reported.

### D. Determining Accommodations and Modifications

1. Consider the student's individual needs and how they impact learning.
2. Discuss potential accommodations and modifications in each relevant area.
3. Ensure accommodations and modifications are specific and clearly described.
4. Document the frequency, duration, and setting for each accommodation or modification.
5. Consider accommodations for state and district-wide assessments.

## KCSD Exceptional Ed Procedures

- E. Placement Decisions
  1. Consider the full continuum of placement options, from least to most restrictive.
  2. Make placement decisions based on the student's individual needs.
  3. Ensure placement allows for maximum appropriate interaction with non-disabled peers.
  4. Document the rationale for the chosen placement and why more or less restrictive options were rejected.
- F. Additional IEP Components
  1. Develop a behavior intervention plan if behavior impedes learning.
  2. Include transition services for students 14 and older.
  3. Consider assistive technology needs.
  4. Address communication needs for students who are deaf or hard of hearing.
  5. Provide Braille instruction for students who are blind or visually impaired.
  6. Consider English language learning needs for students with limited English proficiency.
- G. IEP Implementation
  1. Distribute copies of the IEP to all teachers and service providers working with the student.
  2. Provide training to staff on implementing accommodations and modifications.
  3. Monitor progress regularly and adjust instruction as needed.
  4. Communicate frequently with parents about progress and concerns.
- H. Annual Review and Reevaluation
  1. Conduct annual reviews to update the IEP and assess progress toward goals.
  2. Reevaluate the student at least every three years to reassess eligibility and needs.
  3. Consider whether any additions or modifications to special education services are needed.
- I. Timeline

## KCSD Exceptional Ed Procedures

1. Initial IEP Development: Within 30 days of determining eligibility
  2. Annual IEP Review: At least once every 365 days
  3. IEP Reevaluation: At least once every 3 years
- J. Documentation and Record Keeping
1. Maintain detailed records of all IEP meetings, including attendees, discussions, and decisions.
  2. Keep copies of all IEPs, evaluation reports, and progress monitoring data.
  3. Ensure all records are confidential and accessible only to authorized personnel.

By following these comprehensive procedures for IEP development, we can ensure that each student receives an individualized education plan tailored to their unique needs, in compliance with state and federal regulations. Regular training for staff on these procedures will help maintain consistency and quality in our IEP process.

### IV. Procedural Safeguards

#### A. Procedural Safeguards Notice

1. We will provide parents with a Procedural Safeguards Notice in clear, understandable language. This notice will include:
  - a) *Right to Participate: Parents have the right to be involved in all meetings concerning their child's education.*
  - b) *Informed Consent: We will obtain parental consent before evaluating or providing special education services to their child.*
  - c) *Confidentiality of Records: All information regarding the child's evaluation and educational record is confidential.*
  - d) *Dispute Resolution: Parents have options to resolve disagreements, including mediation and due process.*
2. The notice will be provided to parents at least annually and will include contact information for the Special Education Office.

#### B. Obtaining Informed Parental Consent

1. We will implement a system to obtain informed parental consent for evaluations and services, which includes:
  - a) *Notification: Sending a letter to parents explaining the need for evaluation/services and requesting consent.*
  - b) *Information Session: Holding an information session to explain the process and answer questions.*

## KCSD Exceptional Ed Procedures

- c) *Consent Form: Providing a detailed consent form outlining proposed services or evaluations.*
- d) *Documentation: Maintaining a log of received consent forms and dates.*
- e) *Follow-up: Following up with parents within 14 days if consent hasn't been returned.*
- f) *Periodic Review: Annually reviewing the effectiveness of the consent process.*

### C. Maintaining Confidentiality of Student Records

- 1. To ensure the confidentiality of student records, we will:
  - a) *Implement Access Control: Only authorized personnel will have access to student records.*
  - b) *Ensure Data Security: Store electronic records in secure, password-protected systems and physical records in locked files.*
  - c) *Provide Staff Training: All staff will receive training on confidentiality laws, including FERPA and IDEA.*
  - d) *Maintain Access Logs: Keep a record of who accesses student records and for what purpose.*
  - e) *Uphold Parental Rights: Parents have the right to review their child's records and request amendments if needed.*
  - f) *Implement Secure Data Disposal: When records are no longer needed, they will be securely disposed of.*
  - g) *Develop Incident Response Protocols: Create a plan for responding to confidentiality breaches.*

### D. Mediation and Due Process Options for Dispute Resolution

- 1. We will offer the following options for dispute resolution:
  - a) *Informal Resolution: Encourage open communication with teachers and staff to resolve issues.*
  - b) *Mediation: Offer voluntary mediation with an impartial mediator to help resolve disputes.*
  - c) *Due Process Hearing: If mediation is unsuccessful, parents can request a formal due process hearing.*
  - d) *State Complaints: Parents can file a complaint with the Mississippi Department of Education if they believe special education laws have been violated.*
- 2. We will provide clear information on these options, including timelines and procedures for each.

### E. Implementation Timeline

## KCSD Exceptional Ed Procedures

1. Procedural Safeguards Notice Distribution: At the beginning of each school year and upon initial referral
2. Staff Training on Confidentiality: Annually, before the start of the school year
3. Review of Consent Process: Annually, at the end of each school year
4. Audit of Record Access Logs: Quarterly

By implementing these comprehensive procedural safeguards, we ensure that parents are fully informed of their rights, student information is kept confidential, and there are clear processes for dispute resolution. This approach helps maintain trust between families and the school district while complying with all relevant laws and regulations.



# KCSD Exceptional Ed Procedures

## V. Service Delivery

### A. Implementing IEPs and Providing Services

1. Service Implementation:
  - a) *Begin services immediately after IEP approval*
  - b) *Ensure all staff involved have access to the IEP*
  - c) *Provide training to staff on specific accommodations and modifications*
2. Service Documentation:
  - a) *Maintain detailed service logs for each student*
  - b) *Record date, duration, and type of service provided*
  - c) *Document any deviations from the IEP and reasons for changes*
3. Collaboration:
  - a) *Schedule regular meetings between special and general education teachers*
  - b) *Ensure related service providers (speech therapists, occupational therapists, etc.) coordinate with classroom teachers*
4. Assistive Technology:
  - a) *Provide and maintain any assistive technology specified in the IEP*
  - b) *Train staff and students on the use of assistive technology*

### B. Monitoring Student Progress

1. Progress Monitoring Tools:
  - a) *Use a variety of assessment tools aligned with IEP goals*
  - b) *Implement curriculum-based measurements*
  - c) *Utilize standardized assessments when appropriate*
2. Data Collection:
  - a) *Collect data on IEP goal progress at least bi-weekly*
  - b) *Use data collection methods appropriate for each goal (e.g., rubrics, checklists, work samples)*
3. Progress Analysis:
  - a) *Review progress data monthly to identify trends*
  - b) *Adjust instruction based on data analysis*
4. Reporting to Parents:

## KCSD Exceptional Ed Procedures

- a) *Provide written progress reports to parents at least quarterly*
  - b) *Schedule parent-teacher conferences to discuss progress*
  - c) *Offer additional meetings upon parent request*
- C. Extended School Year (ESY) Services
- 1. ESY Eligibility Determination:
    - a) *Review student data for regression and recoument patterns*
    - b) *Consider the nature and severity of the disability*
    - c) *Evaluate emerging skills and breakthrough opportunities*
  - 2. ESY Planning:
    - a) *Develop ESY IEPs for eligible students*
    - b) *Determine specific services, frequency, and duration for ESY*
  - 3. ESY Implementation:
    - a) *Provide services during summer months or other extended breaks*
    - b) *Maintain progress monitoring during ESY services*
  - 4. ESY Evaluation:
    - a) *Assess effectiveness of ESY services at the start of the new school year*
    - b) *Use ESY data to inform the next year's IEP*
- D. Transition Planning and Services (Age 14 and older)
- 1. Transition Assessments:
    - a) *Conduct age-appropriate transition assessments annually*
    - b) *Include assessments of interests, aptitudes, and skills*
  - 2. Transition Goals:
    - a) *Develop measurable postsecondary goals in education/training, employment, and independent living*
    - b) *Align IEP goals with transition goals*
  - 3. Transition Services:
    - a) *Provide instruction in self-advocacy and self-determination skills*
    - b) *Offer work-based learning experiences and career exploration*
    - c) *Collaborate with vocational rehabilitation and other community agencies*
  - 4. Student Involvement:

## KCSD Exceptional Ed Procedures

- a) *Ensure students actively participate in their IEP meetings*
  - b) *Teach students to lead their own IEP meetings when appropriate*
5. Agency Linkages:
- a) *Connect students with appropriate adult service agencies*
  - b) *Invite agency representatives to IEP meetings with parent consent*
- E. Quality Assurance
1. Fidelity Checks:
- a) *Conduct regular observations to ensure services are delivered as specified in the IEP*
  - b) *Provide feedback and support to staff based on observations*
2. Professional Development:
- a) *Offer ongoing training on evidence-based practices in special education*
  - b) *Provide opportunities for staff to attend conferences and workshops*
3. Parent Satisfaction:
- a) *Conduct annual surveys to gauge parent satisfaction with services*
  - b) *Use feedback to improve service delivery*
- F. Timeline for Service Delivery Activities
- 1. Daily: Implement IEP services and document delivery
  - 2. Weekly: Collect progress monitoring data
  - 3. Monthly: Analyze progress data and adjust instruction
  - 4. Quarterly: Send progress reports to parents
  - 5. Annually:
    - a) *Conduct ESY eligibility determinations (typically in spring)*
    - b) *Update transition plans for students 14 and older*
    - c) *Review and revise IEPs*

By implementing this comprehensive service delivery plan, we ensure that students receive appropriate services, their progress is closely monitored, and necessary adjustments are made in a timely manner. This approach helps us meet the individual needs of each student while complying with state and federal regulations.

## KCSD Exceptional Ed Procedures

### VI. Discipline

#### A. Manifestation Determinations

1. Triggering Events:
  - a) *Any disciplinary removal that would exceed 10 consecutive school days*
  - b) *A series of removals totaling more than 10 school days in a school year that constitute a pattern*
2. Timeline:
  - a) *Conduct the manifestation determination review within 10 school days of the decision to change placement*
3. Manifestation Determination Review (MDR) Process:
  - a) *Assemble the relevant members of the IEP team and the parents*
  - b) *Review all relevant information in the student's file, including the IEP, teacher observations, and any relevant information provided by the parents*
  - c) *Determine if the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability*
  - d) *Determine if the conduct was a direct result of the school's failure to implement the IEP*
4. Outcomes:
  - a) *If the behavior is a manifestation of the disability:*
    - (1) Return the student to the placement from which they were removed (unless the parent and school agree to a change of placement)
    - (2) Conduct a functional behavioral assessment (FBA) and implement a behavioral intervention plan (BIP)
    - (3) If a BIP already exists, review and modify it as necessary
  - b) *If the behavior is not a manifestation of the disability:*
    - (1) Apply relevant disciplinary procedures in the same manner as for students without disabilities
    - (2) Continue to provide educational services to enable the student to participate in the general education curriculum and progress toward IEP goals
5. Documentation:
  - a) Maintain detailed records of the MDR process, including all information considered *and the rationale for the decision*

## KCSD Exceptional Ed Procedures

- B. Behavior Intervention Plans (BIPs)
  - 1. Functional Behavioral Assessment (FBA):
    - a) *Conduct an FBA when behavior significantly interferes with learning or when required after an MDR*
    - b) *Gather data on the frequency, duration, and intensity of the behavior*
    - c) *Identify antecedents, consequences, and possible functions of the behavior*
  - 2. BIP Development:
    - a) *Based on the FBA results, develop a plan that includes:*
      - (1) Positive behavior interventions and supports
      - (2) Strategies to address the behavior
      - (3) Supports for school personnel to implement the plan
    - b) *Involve the student, when appropriate, in developing the plan*
  - 3. BIP Implementation:
    - a) *Train all relevant staff on implementing the BIP*
    - b) *Ensure consistency in implementation across all school settings*
  - 4. Monitoring and Evaluation:
    - a) *Regularly collect data on the effectiveness of the BIP*
    - b) *Review and modify the BIP as needed, at least annually*
- C. Services During Removals
  - 1. For Removals Exceeding 10 School Days:
    - a) *Provide educational services that enable the student to:*
      - (1) Continue to participate in the general education curriculum
      - (2) Progress toward meeting IEP goals
  - 2. Determining Services:
    - a) *The IEP team decides on appropriate services*
    - b) *Services may be provided in an interim alternative educational setting*
  - 3. Documentation:
    - a) *Maintain records of services provided during removal periods*
    - b) *Document the student's progress during this time*
- D. Additional Considerations

## KCSD Exceptional Ed Procedures

1. Special Circumstances:
  - a) *School personnel may remove a student to an interim alternative educational setting for up to 45 school days, regardless of whether the behavior is a manifestation of the disability, in cases involving:*
    - (1) Weapons
    - (2) Illegal drugs
    - (3) Serious bodily injury
2. Stay-Put Provision:
  - a) *If a parent challenges a disciplinary change in placement, the student remains in the interim alternative educational setting pending the decision or until the disciplinary period expires, whichever occurs first*
3. Protections for Students Not Yet Eligible for Special Education:
  - a) *A student not yet identified as having a disability may assert IDEA protections if the school had knowledge that the student might have a disability before the behavior occurred*
4. Training and Professional Development:
  - a) *Provide regular training to all staff on:*
    - (1) Positive behavioral interventions and supports
    - (2) De-escalation techniques
    - (3) Proper implementation of BIPs
    - (4) Understanding manifestation determination procedures
5. Data Collection and Analysis:
  - a) *Maintain data on disciplinary actions for students with disabilities*
  - b) *Regularly review this data to identify trends and address any disproportionality*

By implementing these comprehensive disciplinary procedures, we ensure that students with disabilities receive appropriate behavioral support and that their rights are protected throughout the disciplinary process. This approach helps maintain a safe and productive learning environment while complying with all relevant laws and regulations.

# KCSD Exceptional Ed Procedures

## VII. Staff Responsibilities

### A. Certification Requirements

#### 1. Certification Status Monitoring:

- a) *Conduct monthly checks of certification status for all special education teachers and related service providers.*
- b) *Maintain a database of staff certifications, including expiration dates.*

### B. Certification Compliance: Ensure all staff members hold valid Mississippi certification for their positions.

### C. Certification Renewal Support:

1. Notify staff members 6 months before their certification expiration date.
2. Provide guidance and resources for certification renewal process.
3. Assist staff in completing necessary professional development for renewal.

### D. New Hire Certification Verification:

1. Verify certification status of all new hires before their start date.
2. Develop a plan for any new hires who are not fully certified to obtain proper certification.

### E. Professional Development

#### 1. Comprehensive Professional Development Plan:

##### a) *Implement a professional development plan addressing key areas:*

- (1) Behavior Management Techniques (Biannual)
- (2) Individualized Instruction Strategies (Annual)
- (3) Collaborative Team Teaching (Quarterly)
- (4) Assistive Technology Training (Annual)
- (5) Cultural Competence in Education (Biannual)

#### 2. Professional Development Logging:

##### a) *Maintain records of all professional development activities completed by staff.*

##### b) *Conduct quarterly reviews of professional development logs.*

#### 3. Individualized Professional Growth Plans:

## KCSD Exceptional Ed Procedures

- a) *Work with each staff member to develop personalized professional growth plans.*
  - b) *Align individual plans with district goals and student needs.*
  - c) *Review and update plans annually.*
4. In-House Training:
    - a) *Organize regular in-house training sessions led by experienced staff or external experts.*
    - b) *Encourage peer-to-peer learning and mentoring programs.*
  5. External Professional Development Opportunities:
    - a) *Identify and share information about relevant conferences, workshops, and online courses.*
    - b) *Provide support for staff to attend external professional development events.*
  6. Collaboration with General Education:
    - a) *Facilitate joint professional development sessions with general education teachers to promote inclusive practices.*
  7. Evaluation and Feedback:
    - a) *Conduct annual surveys to assess the effectiveness of professional development activities.*
    - b) *Use feedback to refine and improve the professional development program.*
  8. Technology Integration:
    - a) *Provide training on the latest educational technologies and assistive devices.*
    - b) *Ensure staff are proficient in using required software for IEP development and progress monitoring.*

By implementing these comprehensive staff responsibilities, we ensure that our special education teachers and related service providers maintain the necessary certifications and continuously improve their skills. This approach helps maintain high-quality special education services while complying with Mississippi certification requirements and promoting ongoing professional growth.

### VIII. Program Compliance and Accountability

#### A. Internal Monitoring

1. Risk-Based Monitoring Approach:
  - a) *Conduct annual risk assessments of our special education programs.*





## KCSD Exceptional Ed Procedures

- b) *Provide necessary resources and training to staff to implement corrective actions.*
- 3. Monitoring Progress:
  - a) *Establish a system to track progress on corrective action items.*
  - b) *Conduct monthly reviews of corrective action plan progress.*
- 4. Verification and Closure:
  - a) *Once all corrective actions are completed, conduct a final review to verify full compliance.*
  - b) *Submit evidence of correction to MDE for approval and closure of findings.*
- D. Continuous Improvement
  - 1. Professional Development:
    - a) *Provide ongoing training to staff on federal and state special education requirements.*
    - b) *Offer targeted training based on identified areas of need from monitoring results.*
  - 2. Parent and Stakeholder Engagement:
    - a) *Conduct annual surveys of parents and stakeholders to gather feedback on special education services.*
    - b) *Use feedback to inform program improvements and identify potential compliance issues.*
  - 3. Technology Integration:
    - a) *Utilize data management systems to streamline compliance monitoring and reporting.*
    - b) *Regularly update and maintain these systems to ensure accurate and efficient data collection.*
  - 4. Peer Review:
    - a) *Participate in peer review processes with other districts to share best practices and identify areas for improvement.*

By implementing this comprehensive Program Compliance and Accountability plan, we ensure that our special education programs meet all state and federal requirements. This approach helps us maintain high-quality services for students with disabilities while demonstrating our commitment to continuous improvement and accountability.

This manual aligns with the Mississippi Policies and Procedures Regarding Children with Disabilities under the Individuals with Disabilities Education Act Amendments of

## KCSD Exceptional Ed Procedures

2004. We'll review and update this manual regularly to reflect any changes in state or federal laws.

Our goal is to provide a free appropriate public education to all children with disabilities in our district, in full compliance with state and federal regulations. These timelines provide a structured approach to implementing our exceptional education policies and procedures, ensuring that we meet critical deadlines for evaluations, IEP development, and reviews. Staff should be trained on these timelines and understand their responsibilities in meeting these deadlines.