



EAST TALLAHATCHIE SCHOOL DISTRICT

Special Education Procedures Manual

Programmatic, procedural, and IDEA fiscal controls

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Document Control

Control	Value
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Annual review	Required before July 1 and whenever controlling authority changes
Supersedes	Prior department procedure manuals and undated working copies
Controlling rule	Board policy and higher legal authority control over conflicting procedure text

Purpose: To establish consistent district procedures for locating, evaluating, identifying, serving, monitoring, and protecting students with disabilities from ages 3 through 21, and to define the records required to demonstrate implementation.

Authority: Individuals with Disabilities Education Act (IDEA); 34 CFR Part 300; Mississippi State Board Policy 7219 and its procedures; Section 504 where applicable; FERPA; current MDE guidance; ETSD Board policy; and applicable grant terms.

Revision Highlights

- Corrects department leadership and standardizes all district references to East Tallahatchie School District.
- Updates the school year to 2026-2027 and replaces stale calendars with an annual compliance calendar and live-source verification rule.
- Removes duplicated legacy narrative and directs staff to the current MDE Procedural Safeguards Notice instead of reproducing an outdated notice inside the manual.
- Clarifies 60-day evaluation controls, transition planning by age 14, discipline decision gates, service documentation, and parent communication evidence.
- Adds an IDEA Part B fiscal-control chapter aligned to current Uniform Guidance and the district's financial procedures.
- Converts embedded legacy forms into a controlled Forms and Evidence Register so staff use the current district or MDE version.

How to Use This Manual

- Use the numbered procedure in the applicable chapter before initiating the transaction, decision, or student action.



- Use the current ETSD form named in the Forms Register; do not reuse personal copies when a controlled form is available.
- Stop and escalate any conflict, missing approval, unusual exception, or suspected falsification before proceeding.
- Retain the complete supporting record in the designated district system and follow any longer legal hold or grant requirement.
- Treat this manual as an administrative procedure companion to Board policy; it does not replace law, regulation, award terms, or Board action.

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1. Governance, Scope, and Responsibilities

The Special Education Department administers IDEA Part B programs for eligible students ages 3 through 21. The District provides a free appropriate public education (FAPE) through an individualized education program (IEP) developed and implemented by a properly constituted committee. No department procedure may reduce a student's rights under federal or state law.

Conflict Rule: If this manual conflicts with current law, MDE direction, a due process order, an award condition, or adopted Board policy, staff must stop, notify the Director of Special Education and Superintendent, and follow the higher authority after obtaining appropriate guidance.

Role	Primary responsibilities
Board of Trustees	Adopts controlling policy; approves required contracts, budgets, and corrective actions; receives material compliance reports.
Superintendent - Raymond Russell	Ensures districtwide implementation, assigns resources, receives escalations, and reports material risks to the Board.
Director of Special Education - Tina Suggs	Program owner; supervises Child Find, evaluation, eligibility, IEP implementation, personnel, fiscal alignment, monitoring, and corrective action.
Psychometrist/Case Manager - Lori Criswell	Coordinates assigned evaluations, records, notices, committee documentation, and case follow-up within professional scope.
Principals	Ensure access, scheduling, general-education participation, discipline coordination, service delivery conditions, and building-level record integrity.
Case Managers/Teachers	Maintain compliant files, prepare meetings, implement services and accommodations, document progress, and communicate with families.
Related Service Providers	Evaluate and provide IEP services; maintain service logs, progress data, missed-service documentation, and provider credentials.
General Education Teachers	Participate in committees, implement accommodations and behavior supports, provide data, and document concerns and progress.
Federal Programs/Business Office	Coordinate allowability, procurement, payroll, inventory, maintenance of effort, proportionate share, and grant-to-ledger reconciliation.

- Program decisions are made by the appropriate committee, not by one employee acting alone.
- Placement is determined from the student's IEP and least restrictive environment needs; it is not selected for administrative convenience or available space.
- No service may be reduced, delayed, or omitted because of staffing or scheduling without immediate escalation and a documented corrective response.

2. Annual Compliance Calendar and Core Timelines

Requirement	District control
Initial evaluation	Complete evaluation and eligibility within 60 calendar days after receipt of written



Requirement	District control
	parental consent, unless a lawful exception is documented.
IEP after initial eligibility	Convene and develop the IEP within 30 calendar days after eligibility is determined.
Annual IEP review	Review at least annually; schedule early enough to avoid expiration.
Reevaluation	Complete at least every three years unless the parent and District agree it is unnecessary; not more than once annually unless agreed.
Transition planning	In place no later than the first IEP effective when the student turns 14, or earlier when appropriate.
Parent access to records	Without unnecessary delay; before any IEP meeting, due process hearing, or resolution session; and no later than 45 days after request.
Manifestation determination	Within 10 school days of a decision to change placement because of discipline.
Procedural safeguards	At least annually and at every additional trigger required by IDEA.

Each case manager will maintain a date-control sheet or approved electronic dashboard showing referral, consent, evaluation, eligibility, IEP, reevaluation, transition, progress-report, and notice deadlines. The Director reviews exception reports at least monthly.

- July-August: verify rosters, schedules, service minutes, provider assignments, transfer records, transportation, accommodations, and expiring IEPs.
- Monthly: review evaluation and reevaluation timelines, service logs, missed services, discipline removals, transfer students, and incomplete parent notices.
- Each grading period: issue IEP progress reports when report cards are issued unless the IEP requires more frequent reporting.
- January-March: forecast transition, ESY, staffing, related-service, and evaluation needs for the next fiscal year.
- April-June: complete ESY decisions, reconcile service records, close corrective actions, inventory IDEA property, and prepare grant closeout support.

3. Child Find and Public Awareness

Child Find is a continuous obligation to identify, locate, and evaluate children ages 3 through 21 who may have disabilities and need special education and related services, including children who are highly mobile, homeless, wards of the state, incarcerated as applicable, parentally placed in private schools, or advancing from grade to grade.

1. Publish and maintain districtwide Child Find notice using media and locations reasonably calculated to reach families, private schools, service agencies, and the community.
2. Train principals, teachers, counselors, nurses, registrars, and relevant community partners on referral indicators and routing.
3. Accept a request from a parent, school employee, agency, or other person who suspects a disability; date-stamp the request on receipt.



4. Route the request to the designated evaluation team without conditioning it on completion of intervention cycles that would improperly delay evaluation.
5. Review existing data promptly and issue prior written notice proposing an evaluation or explaining a refusal, with procedural safeguards when required.
6. Track response, consent, evaluation, eligibility, and any follow-up in the Child Find log.

Current District Contact: Special Education Department, 662-647-5524. Birth-through-age-two referrals are coordinated with Mississippi First Steps and the appropriate early-intervention contact; the District's IDEA Part B responsibility begins at age three.

4. Referral and Initial Evaluation

A referral must be based on documented concerns and available data, but the District may not use response-to-intervention requirements to deny or delay an evaluation when disability is suspected. Screening is not an evaluation and does not require the same consent, but screening cannot replace a comprehensive evaluation.

1. Document the request date, source, concern, suspected areas, interventions and progress data, attendance, discipline, health/sensory information, language needs, and relevant records.
 2. Convene qualified personnel to review existing evaluation data and determine what additional data are needed.
 3. Provide prior written notice describing the proposal or refusal and the reasons, data considered, options rejected, and other relevant factors.
 4. Obtain informed written parental consent before conducting the initial evaluation. Consent to evaluate is not consent for initial services.
 5. Develop an evaluation plan that assesses every suspected area using technically sound, nondiscriminatory instruments administered by qualified personnel.
 6. Complete the evaluation, document any lawful timeline exception, and convene the eligibility committee within the 60-day control period.
- Use the parent's native language or other mode of communication unless clearly not feasible.
 - Assess limited-English-proficiency, cultural, sensory, motor, communication, and behavioral factors so results measure the intended skill.
 - Obtain medical or specialist information only when needed; a medical diagnosis alone neither establishes nor excludes IDEA eligibility.
 - Document repeated parent contact attempts and use multiple reasonable methods when consent or attendance is difficult to obtain.

5. Evaluation Standards and Eligibility Determination

Eligibility requires both a qualifying disability category and a need for specially designed instruction. The committee considers converging data, not a single score, and excludes lack of appropriate instruction in reading or mathematics and limited English proficiency as the determinant factor.



Decision gate	Required evidence
Comprehensive	All areas related to the suspected disability, including functional, developmental, academic, behavioral, communication, and transition needs as appropriate.
Multisource	Parent input, teacher data, observations, assessments, records, interventions, work samples, and relevant medical or outside information.
Valid and nondiscriminatory	Measures selected and administered for the intended purpose, by trained personnel, in the appropriate language and form.
Educational impact	Evidence showing how the condition adversely affects educational performance and access.
Need for special education	Evidence that the student requires specially designed instruction, not solely accommodations or general education supports.
Committee documentation	Eligibility report signed or participation documented, with dissenting conclusions recorded when required.

For specific learning disability determinations, the committee will follow Mississippi's approved criteria, document appropriate instruction and progress data, conduct required observation, rule out exclusionary factors, and include all required statements in the eligibility report.

When reevaluating, the committee reviews existing data and determines whether additional data are needed to establish continued eligibility, current needs, present levels, service needs, and any additions or modifications. If no additional data are needed, the parent receives notice of that determination and the right to request assessment.

6. Individualized Education Program Development

The IEP is a binding service document developed by the IEP Committee through meaningful parent participation. It must be individualized, measurable, internally consistent, and reasonably calculated to enable progress appropriate in light of the student's circumstances.

Required component	District quality standard
Present levels	Current, specific baseline data describing academic achievement and functional performance and the disability's effect on access and progress.
Annual goals	Measurable condition, behavior, criterion, and timeframe linked to identified needs and baseline data.
Progress measurement	Method, frequency, responsible provider, and reporting schedule sufficient to determine whether progress is on track.
Services and supports	Special education, related services, supplementary aids, program modifications, staff supports, frequency, location, duration, and start date.
Accommodations	Assessment and instructional accommodations supported by routine use and student need; no convenience-only selections.
LRE explanation	Extent, if any, the student will not participate with nondisabled peers and the individualized reason.



Required component	District quality standard
Transition	Age-appropriate assessments, measurable postsecondary goals, transition services, course of study, agency participation with consent, and annual updates.

1. Invite all required members with adequate notice and a stated purpose, time, and location; invite the student when transition is discussed and at other appropriate times.
2. Provide relevant draft data for preparation without predetermining the final IEP.
3. Review progress, parent concerns, evaluation results, strengths, behavior, communication, assistive technology, language, sensory needs, and transition needs.
4. Reach committee decisions, record unresolved concerns and options considered, and issue prior written notice for proposals or refusals.
5. Provide the parent a completed copy at no cost and distribute implementation information to every responsible employee before services begin.

7. IEP Implementation, Progress, and Amendment

Services must begin as soon as possible after the IEP is developed. Each responsible teacher and provider must have access to the IEP and know the accommodations, modifications, supports, and specific implementation duties assigned to that person.

- Maintain dated service logs showing the service delivered, duration, setting, provider, student response, and reason for any missed session.
- Reschedule or otherwise address missed services based on individualized impact; recurring misses must be escalated immediately.
- Collect progress data using the method stated in the IEP and report progress to parents on schedule.
- Convene the committee when progress is insufficient, needs change materially, behavior impedes learning, services are not being implemented, or a parent/teacher requests review.
- Use a lawful written amendment process only when the parent and District agree; provide the amended document and update all implementers.
- Do not make informal service, placement, or accommodation changes through email, scheduling notes, or verbal direction.

8. Placement, LRE, Related Services, and Assistive Technology

Placement follows the IEP and is determined at least annually by a group that includes the parent and persons knowledgeable about the child, evaluation data, and placement options. The student is educated with nondisabled peers to the maximum extent appropriate, with removal only when education in the regular setting with supplementary aids and services cannot be achieved satisfactorily.

- Consider the full continuum of placements and supplementary aids before selecting a more restrictive option.
- Base placement on the student's IEP and locate services as close as possible to home, ordinarily in the school the student would attend if nondisabled unless the IEP requires otherwise.



- Do not remove a student from age-appropriate regular classrooms solely because curriculum modifications are needed.
- Evaluate and provide related services when required for the student to benefit from special education.
- Consider assistive technology devices and services at every IEP meeting and document assessment, trial, training, maintenance, and home-use decisions when relevant.
- Address transportation as a related service when necessary, including equipment, route, aide, medical, behavioral, and emergency information.

9. Secondary Transition and Graduation Planning

Transition planning must be in place no later than the first IEP effective when the student turns 14, or earlier when appropriate. Planning is student-centered and updated annually from age-appropriate transition assessment data.

1. Invite the student and document how student preferences and interests were considered if the student does not attend.
2. Complete age-appropriate assessments covering education/training, employment, and independent living when appropriate.
3. Write measurable postsecondary goals and align annual goals, transition services, activities, course of study, and agency linkages to those goals.
4. Obtain consent before inviting an outside agency likely to provide or pay for transition services.
5. Review diploma/credential pathway, graduation requirements, assessment status, transfer credits, CTE/dual enrollment opportunities, and age-of-majority notice.
6. Provide a summary of academic achievement and functional performance with recommendations when IDEA eligibility ends because of graduation with a regular diploma or aging out.

10. Extended School Year Services

ESY services are considered individually at least annually and are not limited by disability category, program availability, or a predetermined number of days. The IEP Committee determines whether services beyond the normal school year are necessary for FAPE.

- Use regression-recoupment data when available and also consider emerging skills, critical stages, severity, behavior, transition needs, interfering circumstances, and the ability to benefit without ESY.
- Do not require a student to fail or wait for summer before considering ESY.
- Document the decision, data considered, goals/services to be provided, frequency, location, duration, transportation, and progress measurement.
- Issue prior written notice when ESY is proposed or refused and preserve the committee evidence.



11. Behavior, Discipline, and Manifestation Determination

Students with disabilities are subject to the student code of conduct, but IDEA discipline protections apply. Administrators must coordinate with the case manager and Director before a removal becomes a change of placement or when disability-related behavior, restraint, seclusion, law-enforcement involvement, or an interim alternative setting is considered.

Trigger	Required response
Short-term removal	Track every partial and full day. Continue access and services as required after the tenth cumulative school day in the year.
Pattern of removals	Determine whether removals constitute a change of placement based on total days, proximity, length, and similarity of behavior.
Change of placement	Notify parent and provide safeguards on the decision date; convene manifestation determination within 10 school days.
Manifestation	Review all relevant information and determine whether conduct was caused by, or had a direct and substantial relationship to, the disability, or resulted from failure to implement the IEP.
Manifestation found	Return to placement unless an exception/agreement applies; remedy implementation failures; conduct/review FBA and implement/modify BIP.
Special circumstances	A 45-school-day interim alternative educational setting may apply for weapons, illegal drugs/controlled substances, or serious bodily injury, subject to IDEA requirements.

Non-Negotiable: A student may not be informally sent home, placed on a shortened day, excluded from transportation, or repeatedly removed from instruction to avoid discipline or service obligations. Count and document all removals.

12. Procedural Safeguards, Consent, and Prior Written Notice

The District provides meaningful notice and participation in the parent's native language or other mode of communication. Prior written notice is issued a reasonable time before proposing or refusing to initiate or change identification, evaluation, educational placement, or FAPE.

- Prior written notice must describe the action proposed/refused, explain why, identify each evaluation/record/report used, describe other options considered and rejected, identify other relevant factors, and provide safeguards/contact resources.
- Informed consent must describe the activity, records to be released if applicable, voluntary nature, and revocation rules. Consent is activity-specific.
- Provide the current MDE Procedural Safeguards Notice at least annually; upon initial referral or parent request for evaluation; upon the first state complaint and first due process complaint in a school year; upon a disciplinary change of placement; and upon parent request.
- Do not insert a static copy of the safeguards notice into this manual. Use the current MDE version and document the date/method provided.



- Maintain interpreter/translation evidence and document reasonable attempts to secure parent participation.

13. Confidentiality, Records, and Parent Access

Special education records are education records protected by FERPA, IDEA confidentiality rules, Board policy, and district security standards. Access is limited to persons with a legitimate educational interest or other lawful authority.

1. Authenticate the requester and log the request date, scope, response, and any copies provided.
2. Provide inspection without unnecessary delay and within the IDEA/FERPA deadline; explain records when reasonably requested.
3. Maintain an access record when required, including person, date, and purpose.
4. If a parent seeks amendment, follow the FERPA/IDEA amendment and hearing process and preserve the parent's statement when applicable.
5. Transmit records securely; use least-privilege access, approved storage, multifactor authentication, and no unapproved personal accounts or devices.
6. Destroy records only under the approved retention schedule after verifying no audit, complaint, litigation, public-records request, investigation, or legal hold requires preservation; notify parents when IDEA records are no longer needed to provide services as required.

14. Transfers, Private Schools, Home Schools, and Outside Placements

Situation	ETSD procedure
Transfer into ETSD	Request records immediately, consult parent and prior district, provide comparable services without delay, and adopt or develop an IEP within applicable requirements.
Transfer out	Send records promptly and securely upon lawful request; retain required district record and transmission evidence.
Parentally placed private school	Conduct Child Find and equitable-services consultation for eligible children located within ETSD jurisdiction; distinguish service plan rights from an individual entitlement to FAPE.
Home school	Route suspected-disability requests through Child Find and determine applicable responsibilities based on Mississippi and IDEA requirements.
District placement outside ETSD	ETSD retains responsibility for FAPE, IEP oversight, monitoring, records, parent participation, and fiscal controls unless law provides otherwise.
Parent unilateral placement	Provide notice and process rights; do not represent reimbursement or FAPE responsibility without committee/legal review.



15. Assessment Participation and Accommodations

The IEP Committee determines how each student participates in state and districtwide assessments. Accommodations must be individually selected, routinely used during instruction, allowed by the current testing guidance, and recorded consistently across the IEP and testing systems.

- Use the current MDE accommodations guidance and assessment-specific rules; do not carry forward obsolete accommodation codes.
- Train test administrators and proctors, preserve test security, and verify the student receives the approved accommodation.
- For alternate assessment, document that the student meets every participation criterion and provide the required explanation and parent communication.
- Review assessment incidents immediately and determine whether invalidation, corrective action, IEP review, or parent notice is required.

16. Personnel Responsibilities, Caseloads, and Service Documentation

Personnel assignments must meet state licensure and professional-scope requirements. The District uses caseload and workload data to ensure services can be delivered as written, evaluations completed timely, and compliance duties performed.

- Verify credentials, background requirements, contracts, and supervision before service delivery.
- Provide annual training on IEP implementation, confidentiality, behavior/discipline, Child Find, timelines, progress monitoring, and assigned system use.
- Use service logs and workload reviews to identify missed minutes, excessive caseloads, vacancies, or travel/scheduling barriers.
- Require substitute, vacancy, and contractor contingency plans; staffing shortage does not suspend FAPE.
- Keep contractor agreements, licenses, insurance, background evidence, invoices, deliverables, and student service support together.

17. Monitoring, Complaints, Corrective Action, and Dispute Resolution

The Director operates a risk-based monitoring system using file reviews, timeline reports, service-data reconciliation, classroom/service observations, parent concerns, discipline data, fiscal reports, and MDE findings. Evidence, not verbal assurance, is required to close an item.

1. Log each finding, complaint, missed deadline, service failure, or monitoring exception with source and date.
2. Determine immediate student-specific remedy, including IEP review or compensatory-service consideration when appropriate.
3. Identify root cause and assign a corrective action owner, deadline, required evidence, and validation method.
4. Report material or recurring risks to the Superintendent and, when appropriate, the Board and counsel.



5. Validate completion independently and monitor for recurrence before closure.

Complaint Response Rule: Preserve records, respond truthfully, and do not backdate, recreate, or alter missing evidence. If documentation does not exist, state that fact and initiate corrective action.

18. IDEA Part B Fiscal Controls

IDEA Part B funds are managed jointly by Special Education, Federal Programs, and the Business Office. Every cost must be necessary, reasonable, allocable, consistently treated, within the approved award and period, and adequately documented under current 2 CFR Part 200 and IDEA requirements.

Control area	Minimum district procedure
Budget and allowability	Programmatic approval by the Special Education Director and fiscal approval by the Business Office before obligation; retain allowability rationale and budget alignment.
Maintenance of effort	Calculate and monitor IDEA LEA MOE using applicable methods and exceptions; obtain MDE guidance before relying on an exception or adjustment.
Proportionate share	Calculate, consult, obligate, track, and report proportionate-share funds for parentally placed private-school children as required.
CEIS/CCEIS	Track eligibility, required reservation, participants, services, and expenditures separately; coordinate with MDE when significant disproportionality applies.
Personnel charges	Use records that accurately reflect work performed, reconcile to payroll and assignments, and correct variances timely under 2 CFR 200.430.
Procurement	Apply 2 CFR 200.317-327 plus the more restrictive Mississippi/ETSD rule; maintain competition, conflict, suspension/debarment, price, and contract records.
Equipment	Tag, record, safeguard, inventory, reconcile, transfer, and dispose under federal and stricter Mississippi/ETSD controls.
Reconciliation	Reconcile award budget, obligations, expenditures, payroll, inventory, and drawdowns at least quarterly and at closeout.

- Do not charge costs to IDEA merely because the expenditure benefits a student with a disability; the cost must satisfy the award and cost principles.
- Do not use IDEA funds to supplant state/local obligations or to resolve general-fund shortages.
- Maintain three-way approval for federally funded purchases: request/program need, programmatic allowability, and fiscal/procurement compliance.
- Retain records for at least the federal minimum and any longer state, award, audit, claim, investigation, or legal-hold requirement.

Appendix A. Timeline Quick Reference

Event	Control deadline
Initial evaluation	Within 60 calendar days after written parental consent, absent documented



Event	Control deadline
	exception.
Initial IEP	Within 30 calendar days after eligibility determination.
Annual IEP	At least annually; complete before expiration.
Reevaluation	At least every three years unless parent and District agree unnecessary.
Transition	No later than first IEP effective when student turns 14; update annually.
Manifestation determination	Within 10 school days of decision to change placement.
Records access	Without unnecessary delay and no later than 45 days; earlier before IEP/hearing/resolution session.
Safeguards notice	At annual and event-specific IDEA triggers.
Progress reports	At IEP-stated frequency; ordinarily concurrent with report cards.

Appendix B. Required Forms and Evidence Register

Process	Controlled evidence
Child Find	Public notice, referral/request, log entry, data review, parent contacts, PWN, safeguards evidence.
Evaluation	Consent, evaluation plan, reports, observations, existing-data review, eligibility report, meeting participation.
IEP	Invitation, parent/student contacts, current data, completed IEP, PWN, consent where required, distribution/implementation evidence.
Services	Schedules, service logs, progress data, missed-service and make-up documentation, provider credentials.
Discipline	Removal log, notices, manifestation record, FBA/BIP, services during removal, placement decision.
Transition	Assessments, student invitation/participation, goals, services, course of study, agency consent/invitation, summary of performance.
ESY	Data, committee decision, PWN, service plan, attendance/service logs, progress review.
Fiscal	Budget approval, allowability, procurement, invoice/receipt, inventory, payroll/time records, reconciliation, closeout.

Appendix C. Annual File Review Checklist

- Student identity, eligibility, current evaluation, current IEP, and required signatures/participation are complete and internally consistent.



- Annual and triennial dates are timely; transition is present at the required age; notices and consent are documented.
- Present levels, goals, services, accommodations, LRE, and progress reports align and are supported by current data.
- Service logs reconcile to the IEP; missed services and provider absences have documented response.
- Discipline removals are cumulative and accurate; manifestation and service requirements were triggered correctly.
- Parent communication, interpreters, translated information, safeguards delivery, and record access are documented.
- Assessment participation and accommodations match current systems and daily instruction.
- Fiscal transactions reconcile to the award, ledger, payroll, inventory, and program records.
- Open findings have written corrective action, evidence, owner, due date, and validation status.

Board Approval and Final Certification

This manual is the Board-approved official administrative procedures manual of the East Tallahatchie School District for the 2026-2027 school year. It remains in effect until amended, superseded, or rescinded by Board action or controlling law. Annual administrative review does not alter Board policy.

Role	Name	Final Status	Effective Term
Superintendent	Raymond Russell	Certified Final	2026-2027
Director of Special Education	Tina Suggs	Certified Final	2026-2027
Board of Trustees	East Tallahatchie School District	Approved	2026-2027

Authoritative Sources and Live References

The live source controls when it is newer or more restrictive than this manual. Staff must verify current forms, thresholds, and deadlines before action.

- **MDE Office of Special Education:** <https://mdek12.org/specialeducation/>
- **MDE Special Education Policies and Procedures:** <https://mdek12.org/specialeducation/pp/>
- **MDE Information and Publications:** <https://mdek12.org/specialeducation/ip/>
- **IDEA Part B Regulations - 34 CFR Part 300:** <https://www.ecfr.gov/current/title-34/subtitle-B/chapter-III/part-300>
- **Uniform Guidance - 2 CFR Part 200:** <https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200>
- **ETSD Special Education Department:** <https://www.etsd.k12.ms.us/specialeducation>