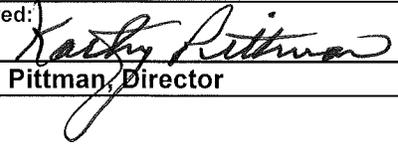


MISSISSIPPI DEPARTMENT OF HUMAN SERVICES DIVISION OF YOUTH SERVICES JUVENILE INSTITUTIONS	
Subject: Individualized Education Program (IEP): Implementing Existing IEP	Policy Number: 10
Number of Pages: 15	Section: XII
Attachments IEP Schedule Receipt of IEP Documentation IEP Committee Minutes Form IEP Form	Related Standards & References Individuals with Disabilities Education Act (IDEA '97) and Regulations Individuals with Disabilities Education Improvement Act (IDEIA '04) Section 504 of the Rehabilitation Act of 1973 Performance-based Standards (Revised, November, 2004) Mississippi Department of Education Framework Standards Mississippi Nonpublic School Accountability Standards, 2004 Mississippi Department of Education, Office of Special Education Policies and Procedures (2003)
Effective Date: 06/09/2006 Revised: 12/15/2009	Approved:  Kathy Pittman, Director

I. POLICY

It is the policy of the Mississippi Department of Human Services, Division of Youth Services (MDHS/DYS), that students are entitled to receive a free and appropriate public education in the least restrictive environment and that it provides for the student to receive special education services that may be reasonably predicted to benefit the student. In order to provide these services an individualized education program (IEP) for students eligible for special education services is developed.

II. DEFINITIONS

As used in this policy, the following definitions apply:

- A. Administrator or Agency Representative-** is an individual who is qualified to provide or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; is knowledgeable about the general curriculum; and is knowledgeable about the availability of the agency's resources.
- B. Individualized Education Program (IEP) -** An individualized education program is a written statement for a student with a disability that is developed, implemented, reviewed, and revised in accordance with Mississippi Special Education Rules and required procedures of the Mississippi Department of Education. The IEP evidences that the student is receiving a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)

and that it provides for the student to receive educational services – regular and special education – that may be reasonably predicted to benefit the student.

- C. Individualized Education Program Team (IEP)** – the Individualized Education Program Team is the group responsible for the determination of a student’s special education eligibility. The team also designs the student’s educational program to address specific educational needs and/or transitional life goals. The IEP Team bases decisions on the information provided in the Assessment Team Report and other diagnostic data.
- D. Least Restrictive Environment (LRE)** – Least Restrictive Environment is a federal mandate that requires education programs, to the maximum extent appropriate, to educate students with disabilities with their non-disabled peers.

III. PROCEDURE

Parent(s)/legal guardian and the student shall be invited to participate in IEP activities and provide input.

1. An IEP meeting is required for students entering a MDHS/DYS facility from a Mississippi public school district or other Mississippi or out-of-state public/private educational agency. An IEP is required for all eligible students entering a MDHS/DYS facility.
2. The purpose of this meeting is to review eligibility and determine if any evaluations are required to address eligibility and to develop an IEP to be implemented by MDHS/DYS facilities. If evaluations are required, a temporary IEP is written until the evaluations are completed.
3. The IEP Team/Committee will review the student’s current IEP (this review will be documented in the team/committee minutes. If sections of the student’s current IEP can be implemented in the MDHS/DYS facility, and are accepted as part of the student’s new IEP, they are added to the student’s MDHS/DYS IEP to document review and acceptance.
4. The case manager/IEP team chair initials each page that is to be accepted for the MDHS/DYS IEP. The IEP that has been received by the MDHS/DYS facility from the previous school district remains intact as received. If sections of the student’s current IEP have been amended or new goals and/or objectives have been added, these are included in the complete IEP. Present levels of academic achievement and functional performance are entered on Page 1 of the MDHS/DYS IEP. Minutes of the meeting are documented on the IEP Committee Minutes Form. Copies of the minutes of the meeting are provided to the parent and the original document is placed in the student’s folder. If required supplemental material for eligibility reports are not sent by the previous school district, these must be developed by the receiving facility (e.g., work samples, observation reports).
5. A copy of the IEP will be given to each of the student’s teachers. These teachers will sign the Receipt of IEP Form to verify receiving of the IEP.
6. The guidance counselor shall define and develop a global school schedule making class periods available that address the special IEP requirements and the needs, interest, and

desires of the student regarding general and vocational educational services.