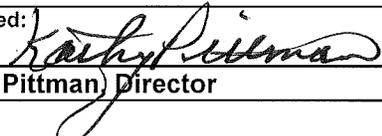


**MISSISSIPPI DEPARTMENT OF HUMAN SERVICES
DIVISION OF YOUTH SERVICES
JUVENILE INSTITUTIONS**

Subject: Special Education: Continuum of Services	Policy Number: 12
Number of Pages: 12	Section: XII
Attachments Notice of Continued Special Education Services Form IEP Form	Related Standards & References Individuals with Disabilities Education Act (IDEA '97) and Regulations Individuals with Disabilities Education Improvement Act (IDEIA '04) Corrections Education Association Standards (CEA) 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 MDHS/MDYS to accommodate the educational needs of all youth with disabilities in the least restrictive environment. Special education students shall have access to a continuum of educational services.

II. Definitions:

As used in this policy, the following definitions apply:

Inclusion-implies that all students will be taught inside the regular education classroom. Inclusion in the regular education class provides disabled students to be educated with their non-disabled peers.

Resource-implies that students are pulled out of their educational program for remediation and support that addresses their learning deficiencies. The goal of this option is to remediate the area of disability through the use of learning strategies and best teaching practices using content materials and re-teaching.

Self Contained- The self-contained programs provide small group instruction to classified students who require special education classes for more than half of their instructional day as determined by their Individualized Educational Program (IEP). These programs may address the academic, emotional, and social needs of students whose disabilities require subjects replaced in special education classes. These classes provide the students with strategies and curriculum modifications which address their individualized needs so that they may reach their potential. Self-contained programs provide a base for core content instruction with the understanding that students are

provided every opportunity to participate in a least restrictive environment whenever the student will receive education / social / emotional benefit.

III. PROCEDURE

1. The Director of Education or designee shall ensure that the design of educational services includes a continuum of special education services. This continuum shall consist of a range of placement alternatives for students that include: regular education classrooms, resource rooms, and self-contained special education classroom at minimum. Within each placement alternative, options exist for the delivery of special education instruction and support.

Regular Education Classroom: Full time student placement

- Supplementary support, i.e. materials and resources.
- Special Education teacher consultative services
- Indirect services to students through support to the general education teacher
- Direct services to students
- Team Teaching/co-teaching with general education teacher

Resource Room: Part time student placement (Less than 50% of school day)

- Direct instructional services
- Remediation in the student's areas of need
- Instructional support for general education classroom teachers
- Pull-out services and instruction in Resource Room

Self Contained: Full time placement (more than 50% of school day in special education)

Student attends some elective classes with non-disabled peers. Direct intensive instruction

The IEP committee must determine if the student's academic or emotional needs have a significant impact on the student's ability to learn in the regular education environment outside of the regular education classroom is approved, then the team must attach a rationale to the student's IEP.

All placement decisions will be based solely on the individual needs of the student. The regular education classroom is the first option to consider for placement. If the student is not placed in the regular education classroom, documentation must indicate that this option was considered. However, the placement should be in the student's least restrictive environment.

The Guidance Counselor shall define and develop a global school schedule making class periods available that address the special IEP requirements and the needs, interests and desires of the student regarding general and vocational education services.

2. The Principal, Special Education Coordinator or designee shall monitor and report quarterly the continuum of services and placement decisions to ensure that the setting is appropriate and based on the educational needs of each student.
3. The principal or designee shall monitor and report quarterly the decision process of the IEP committee in placing students. The administrator shall ensure IEP placements are in compliance with the requirements of the least restrictive environment.