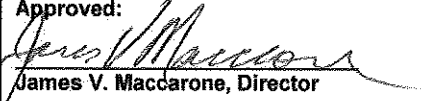


**MISSISSIPPI DEPARTMENT OF HUMAN SERVICES
DIVISION OF YOUTH SERVICES
JUVENILE INSTITUTIONS**

Subject: Special Education: Admission Procedures to the MDHS/DYS Education Programs	Policy Number: 1
Number of Pages: 7	Section: XII
Attachments A. Entrance Interview Form B. Request for Educational Records C. Notice of Continued Special Education Services	Related Standards & References Individuals with Disabilities Education Act Amendment of 2004 (IDEA '04) and Regulations Section 504 of the Rehabilitation Act of 1973 Mississippi Department of Education, Office of Special Education Policies (2013) Mississippi Department of Education, Office of Special Education Procedures (2016)
Effective Date: 06/09/2006 Reviewed 10/06/08, 12/15/10, 06/09/14, Revised 02/01/2017	Approved:  James V. MacCarone, Director

I. POLICY

It is the policy of the Mississippi Department of Human Services, Division of Youth Services (MDHS/DYS), that education placement decisions for new students to the MDHS/DYS facilities are made in a reasonable time and based on the findings of the educational screening process.

II. DEFINITIONS

As used in this policy, the following definitions apply:

Section 504: Section 504 is a part of the Rehabilitation Act of 1973 that prohibits discrimination based upon disability. Section 504 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met. An individual with a disability means a person who has a mental or physical impairment which substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such an impairment. Major life activities include, but are not limited to self-care, manual tasks, walking, seeing, speaking, sitting, thinking, learning, breathing, concentrating, interacting with others, and working.

Multi-Tiered System of Supports (MTSS) or TST (Teacher Support Team): MTSS/ TSTs are collaborative, problem-solving teams that help students to progress in the general education program and that serve as a screening mechanism for Special Education. The teams analyze student problems, develop and implement appropriate interventions, and monitor the effectiveness of those interventions.

Subject	Policy #	Page
Special Education: Admission Procedures to the MDHS/DYS Education Programs	X11.1	2 of 7

III. PROCEDURE

Within **48 hours (2 school days of admission)** an educational staff will conduct the following activities to screen and assess the educational status/needs of a new student:

- a. Student interview. Information obtained during this interview will be documented on the MDHS/DYS Entrance Interview Form.
- b. Academic testing. Students will be administered the TABE Locator, TABE Test, and/or the WRAT Test to assist the staff in determining the student's reading and math levels. These assessments will not serve as the sole indicator of academic abilities. Students who have been admitted to DYS Facilities within six months will not be required to re-test.
- c. Education records review (if available). If the student records are not available upon admission, the educational staff should implement the procedures identified in the "Request for Educational Records" Policy within **24 hours (1 school day)** of admission. In order to provide a continuum of services, the receiving employee will verify grade level, course enrollment, number of Carnegie units needed to graduate, prior TST/504 or special education referrals. Designated staff will utilize MSIS (Mississippi Student Information System) to check and verify students eligible to receive special education services. MSIS Codes of 56 or 58 denote non-graded or self-contained students. Fifty-six (56) is generally used for elementary students while 58 is generally used for high school students. Middle school students may be identified by either code based upon the home school district's policies. Other special education students may be verified utilizing screens in MSIS that have special education indicators. If yes, is checked in the box, the student has a special education ruling.
- d. Participation in the facility's classification team meeting regarding the new student. During the classification team meeting information about each student is shared among the interdisciplinary team which consists minimally of an educator, a counselor, a member of the psychology department and a nurse. The medical doctor will be available to meet on students requiring medication or other special needs students. The educator will ask the student relevant questions about his/her present grade level, class schedule, whether he/she was receiving special education services in his home school district, etc. Additionally, the education representative will inquire about students' educational interests and aspirations. This information along with information gathered from the Educational Entrance Interview will help the educational staff in developing student schedules that are consistent with the services he/she was receiving at his home school as much as possible. Information will be documented on the Entrance Interview Form.

Within **72 hours (3 school days of admission)** an educational staff will complete the educational screening process by:

- a. creating an academic schedule based on the findings in the screening process, information discussed in classification team, utilizing educational records and MSIS. Educational staff will utilize MSIS to look up and verify student schedules and/or make calls to the school district to gather information. Information received will be

Subject	Policy #	Page
Special Education: Admission Procedures to the MDHS/DYS Education Programs	X11.1	3 of 7

used to develop student schedules. Students will be enrolled in the same core academic courses unless the parent requests a change in writing. Students will be placed in career and technical programs that are similar or the same in nature as much as possible to the programs they were enrolled in their local school district. Overall, class schedules will be developed to promote continuity with classes taken in the students' previous school district.

- b. Initiating the continuation of existing educational services, i.e. MTSS/TST intervention plans, 504 plans, Special Education programs and services
- c. Required forms will be mailed to the parent or legal guardian. A Notice of Continued Special Education Services is mailed to the parents/legal guardian.