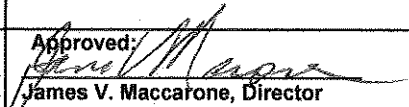


**MISSISSIPPI DEPARTMENT OF HUMAN SERVICES
DIVISION OF YOUTH SERVICES
JUVENILE INSTITUTIONS**

Subject: Special Education: Continuum of Services	Policy Number: 12
Number of Pages: 4	Section: XII
Attachments A. Notice of Continued Special Education Services Form B. IEP Form (IEP in Policy 6)	Related Standards & References Individuals with Disabilities Education Act Amendment of 2004 (IDEA '04) and Regulations Mississippi Department of Education, Office of Special Education Policies (2013) Mississippi Department of Education, Office of Special Education Procedures (2016) Corrections Education Association Standards (CEA)
Effective Date: 06/09/2006, Reviewed 10/06/08, 12/15/10, 06/09/14, Revised 02/01/17	Approved:  James V. MacCarone, 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- is not a service delivery option. Inclusion is a belief system or philosophy that guides all the practices in any specific school. Inclusion philosophy adheres to the belief that all staff members believe that it is their job to provide the best education for all children, respecting their pupils' diversity and maximizing their potential. Full participation with peers is the strong preference with the goal of membership in the same learning community to the maximum extent possible, with the first consideration being the needs of the individual child.

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

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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.

Continuum of Services-In determining appropriate settings and services for a child with a disability, the IEP Committee must consider the child's needs and the continuum of alternative placements and related services appropriate to meet those needs. The continuum of settings includes instruction in general education classes, special classes, special schools, home bound instruction and instruction in hospitals and institutions. In addition, a public agency must make a provision for supplemental services, such as resource services or itinerant instruction, to be provided in conjunction with the general classroom. The Continuum of Educational Options includes, but is not limited to:

- General Education Classroom with Consultative Services
- Itinerant Instruction in the General Education Classroom
- Co-Teaching with the Regular Educator
- Resource Room Instructional Support
- Part-Time Special Class
- Full-Time Special Class
- Community-Based Services
- Special School
- Residential Facilities
- Home/Hospital

Placement Options-Each child's educational placement is determined at least once a year based on the child's IEP and determined by the child's IEP Committee. Federal law requires children with disabilities to be educated "to the maximum extent appropriate in the regular education classroom." Education in a regular classroom may not meet the needs of all children with disabilities; however, serious consideration must be given to educating children with disabilities in regular classrooms or other opportunities to participate with their non-disabled peers.

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: General 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.

General 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

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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 General education environment outside of the General 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.