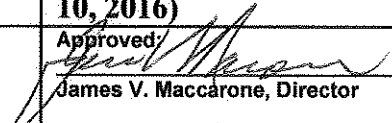


**MISSISSIPPI DEPARTMENT OF HUMAN SERVICES  
DIVISION OF YOUTH SERVICES  
JUVENILE INSTITUTIONS**

<b>Subject:</b> <b>Special Education: IEP Monitoring</b>	<b>Policy Number:</b> <b>13</b>
<b>Number of Pages:</b> <b>3</b>	<b>Section:</b> <b>XII</b>
<b>Attachments</b> <b>A. IEP Schedule</b> <b>B. IEP Form</b> (See Policy 6 for IEP form)	<b>Related Standards &amp; References</b> <b>Individuals with Disabilities</b> <b>Education Act Amendment of 2004</b> <b>(IDEA '04) and Regulations</b> <b>Mississippi Department of Education,</b> <b>Office of Special Education Policies</b> <b>(2013)</b> <b>Mississippi Department of</b> <b>Education, Office of Special</b> <b>Education Procedures (2016)</b> <b>Mississippi Nonpublic School</b> <b>Accountability Standards, 2004</b> <b>Section 504 of the Rehabilitation Act</b> <b>of 1973</b> <b>2016 Mississippi College- and</b> <b>Career-Readiness Standards (June</b> <b>10, 2016)</b>
<b>Effective Date:</b> <b>06/09/2006 Reviewed 10/06/08,</b> <b>12/15/10, 06/09/14, Revised 02/01/17</b>	<b>Approved:</b>  <b>James V. Maccarone, Director</b>

**I. POLICY**

It is the policy of the Mississippi Department of Human Services, Division of Youth Services (DYS), that students with identified special needs will be served according to their Individualized Education Program (IEP)

**II. DEFINITIONS**

As used in this policy and procedure, the following definitions apply:

**Individual Education Plan (IEP)** –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.

**III. PROCEDURE**

- A. Within the first 24 hours of student admission, education staff phones the previous school to determine if the student had been enrolled in special education.
- B. Once students are identified, a faxed request is sent to the previous school to have a copy of the student's current IEP to be faxed to the school.

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- C. Special Education services will be provided in the general classrooms when appropriate.
- D. Upon receipt of the current IEP, an educational staff member will meet with the IEP committee to review/revise and adopt an interim IEP for the new student. Parents and other require personnel shall be invited to participate in this meeting.
- E. Schools will have 30 days to complete the new IEP.
- F. IEPs will be implemented within ten (10) school days following the IEP meeting unless the parent is there, then the IEP can be implemented immediately.
- G. If the student's IEP and eligibility report is out of date by more than 12 months, the student is referred to the TST and served in regular education.
- H. Related services on the current IEP are to be implemented within one week.
- I. A special education teacher will monitor the implementation and progress made on the IEPs.
- J. Objective criteria, evaluation procedures, and schedules for determining mastery with review dates to determine progress toward meeting the student's annual goals are provided. Each objective should include at least two different strategies to evaluate mastery.
- K. Review dates for objectives will reflect the dates established for progress for all students.
- L. Review dates must include the established reporting date(s) for MDHS/DYS semester reporting.
- M. More frequent review dates may be established as needed as may be appropriate for the student or at parent request.
- N. Review dates should be staggered for review of short-term objectives.