

MINA Charter School

Policy to Offer a Full Continuum of EC Services

MINA Charter School continuum of EC **services** for students with disabilities is an array of services to meet an individual student's needs. Students with disabilities may receive OCS, co-teaching (inclusion), pull-out special education, self-contained settings for specific needs. These decisions are made by the student's IEP team.

To the maximum extent appropriate, students with disabilities are to be educated with their non-disabled peers. In addition, to the maximum extent appropriate, students with disabilities are to participate with non-disabled peers in both non-academic and extracurricular activities.

Specially Designed Instruction

Specially designed instruction is designed to meet the needs of all students with disabilities and consists of:

- Access to the general curriculum and intervention programs
- Full continuum of services that are provided in the least restrictive environment and may include: co-teaching (inclusion) and small group classes.
- Instruction in the North Carolina Standard Course of Study and North Carolina Extended Content Standards
- Related services that may include speech, occupational and physical therapy
- Specialized instruction for students with hearing impairments, visual impairments and physical disabilities
- Modifications and accommodations
- Accessible space in schools to meet the needs of students with physical disabilities
- Appropriate technology to support students

Service Delivery

A student's IEP team considers service delivery options based on the needs of each student. The team may consider regular, resource or separate settings which are available for students participating in the North Carolina Standard Course of Study. The IEP team may also consider self-contained classes for students with significant cognitive disabilities who participate in the North Carolina Extended Content Standards.

Students with disabilities most often receive special education in one of the following educational settings:

Regular Setting (general skills): Students with disabilities who receive the majority of their educational program, 80% or more of the day, with non-disabled peers.

Resource Setting (targeted skills): Students with disabilities who receive general education 40%
- 79% of the day with non-disabled peers.

Separate Setting (sustained or intensive skills): Students with disabilities who receive general education 39% or less of the day with non-disabled peers.

Adopted and Approved by MCS: 05/20/2020