



DCYF Standard Operating Procedure

2200.1 GENERAL EDUCATION SERVICES

Policy Directive: **20-46**

Effective Date: **December 2020**

Implements Policy: **2200**

Approved:

Joseph E. Ribsam, Jr., DCYF Director

This SOP defines how to carry out the required practices for Educational Services.

Procedure

The following information is to support the implementation of the above referenced policy. This document shall not preclude staff from using their professional judgement based on individual circumstances, consistent with the requirements of the policy.

- I. To ensure that the SYSC School staff remains in good standing for accreditation:
 - A. SYSC School educational staff will participate in the NH DOE 5-year Professional Development Master Plan;
 - B. The SYSC School Principal or designee must adhere to policy 2476 PREA Standards – Hiring, Promoting, Corrective and Disciplinary Actions for SYSC in the hiring, supervising, and evaluating of SYSC educational staff, interns, and volunteers;
 - C. The SYSC Principal or designee must maintain a written plan for in-service and pre-service training for SYSC educational staff, in accordance with Administrative Rule Ed 500 Certification Standards;
 - D. All administrative, instructional, and related service staff must hold appropriate certification or licensure for the position in which they function as required by the State of New Hampshire and other licensing entities; and
 - E. SYSC educational staff will receive training in first aid and Cardio Pulmonary Resuscitation (CPR) according to the facility-training schedule.
- II. To ensure that youth's educational needs are met:
 - A. Within 2 business days of a youth entering the SYSC School program, the School Counselor or Special Education Director (or respective designee) will contact the sending school district and request copies of the following specific to the youth's educational programming:
 1. Educational transcript;
 2. Immunization records;

3. Any evaluations administered;
 4. Any IEP/504 plan in place (if applicable);
 5. Assigned Student Id Number (SASID); and
 6. Current/most recent class schedule;
- B. The Guidance Counselor or Special Education Director (or respective designee) shall complete individual assessments of youth in terms of academic, vocational, and personal needs that include conversations with the youth, parent/legal guardian, and other relevant persons, as well as information obtained from schools, and employers (if applicable). Information obtained regarding the youth should include:
1. Attitude toward education;
 2. Achieved academic levels;
 3. Developed vocational skills and expressed interests;
 4. Level of cognitive development;
 5. Any significant physical disabilities;
 6. Any communication access needs of the youth and/or parent/legal guardian; and
 7. Any other barriers that might interfere with learning;
- C. Routine communication among all staff members (instructional and residential) of the program who provide direct services to youth will occur;
1. Educational staff will attend a daily morning educational meeting to discuss pertinent details of what is occurring that can impact the school population;
 2. The SYSC School Principal or designee will meet with the Supervisor On-Duty to discuss school and residential matters (roll call). Each shall disseminate information back to their respective colleagues;
 3. The SYSC School Principal or designee will record the activities occurring that day on the Daily Morning Sheet (specific events, staff who are not present or are covering classes, and youth entering and leaving the facility) and leave it, along with the daily student class roster, at the Security Desk for the Youth Counselors and nursing staff;
- D. All staff involved in providing direct services to a youth will participate in the process of planning for that youth, to include knowing the contents of a youth's

IEP/504 and all other reports and evaluations, as appropriate to their role and responsibilities;

1. Youth counselors will attend the youth's treatment plan meeting (TPM) and, if applicable, the youth's IEP/504 meeting if possible; or
 2. If the youth counselor is not able to attend either meeting they will be provided the opportunity to give input via written correspondence and will receive information on the outcome of the meeting;
- E. Non-identified youth will be referred for evaluation through the sending school district when it appears a youth could be determined eligible for special education services or a 504 plan;
- F. Resources will be utilized, both on campus and in the community (as appropriate and in conjunction with the youth's programming), which provide opportunities for experiences in the least restrictive environment legally possible;
- G. Youth will participate in the statewide Education Improvement and Assessment Program as provided in RSA 193-C and as required by 34 CFR 300.157 and 300.320;
- H. Credit will be awarded to students for their educational participation with passing grades and approval of their sending school. Formal recognition of specific educational achievements, including Student-of-the-Quarter, High School Diploma, HiSET Certificate, promotion, and Job Title Certificates will also be awarded;
- I. Flexible scheduling will be offered within the school program that will allow youth to proceed at their own learning pace and provide for the attainment of necessary academic credits by:
1. Permitting youth to enter any time of the school year; and
 2. Allowing youth to continue schoolwork assigned by their previous school, including completing mid-term and final exams on schedule with their previous academic plan;
- J. Scheduled school classes will be designed to meet individual youth needs and teach youth through individualized instruction and structured group activities;
- K. Educational counseling services will be provided that offer youth assistance, encouragement, and feedback with respect to their educational or vocational goals; and
- L. Resource Program Services (accommodations, modifications, and related/special services) will be provided to all youth with an Individual Education Plan (IEP) or 504 plan. These services will be driven by the youth's specific plan.

- III. Methods for involving parents/legal guardians will include:
- A. Providing the education packet at the time of a youth's entry. The packet will contain:
 - 1. A Cover letter;
 - 2. "What Parents/Guardians Can Expect" sheet;
 - 3. Relevant authorizations;
 - 4. SYSC Visitor Rules;
 - 5. SYSC Visiting Hours;
 - 6. The Student/Parent Handbook; and
 - 7. The Special Education Procedural Safeguards Handbook;
 - B. Inviting parents/legal guardians to:
 - 1. Utilize the open invitation to meet with teachers at any time;
 - 2. Attend the annual open house held in the Fall;
 - 3. Attend the Student-of-the-Quarter Recognition Ceremonies and other special events; and
 - 4. Be involved in Treatment Plan Review and Individualized Education Plan meetings;
 - C. Providing transcripts and IEP Progress Reports (as applicable) to the parents/legal guardians and the sending school district quarterly, and upon request; and
 - D. Informing and engaging parents/legal guardians, in keeping with DHHS policy and procedures, through the use of interpreter/translation services relative to all communications with the family (as needed).
 - 1. SYSC school staff should consult with the [Office of Health Equity](#) (OHE) when there is any question or concern that a youth or their parents/legal guardians would be best served with interpreter or translation services. The OHE can assist in navigating the subtle differences in how these services are provided and in ensuring that the appropriate services are utilized.

- IV. The SYSC Parent and Youth Handbook is made available (via internet or hard copy provided by the school) to the parent/legal guardian of each youth. This handbook includes a written description of all admission policies and criteria, including:
 - A. Policies and procedures related to intake;
 - B. The age and sex of the population served at the facility;
 - C. The needs, problems, situations, or patterns best addressed by the program;
 - D. Any other criteria for admission;
 - E. The criteria for discharge;
 - F. Any pre-placement requirements of the youth, the parent/legal guardian, and the placing agency; and
 - G. Accessibility to educational materials.

- V. When youth are ready to leave the SYSC, the School Counselor (regular education) or Special Education Director (special education services) will provide the parents/legal guardians or youth (if age 18 upon their release) with:
 - A. The youth's educational transcript;
 - B. The youth's IEP progress report;
 - C. A copy of policy 2201 Educational Records; and
 - D. A release letter (to the sending school district).

Glossary and Document Specific Definitions

A - B C - D E - F G - I J - L M - N O - Q R - S T - V W - Z

Document Change Log			
PD	Modification Made	Approved	Date