



NH Department of Health & Human Services
Division for Children, Youth & Families

DCYF Standard Operating Procedure

2200.2 SPECIAL 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 relative to special education.

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. The SYSC School shall maintain special education accreditation/certification through the New Hampshire Department of Education (DOE) by:
 - A. Participating in the NH Special Education Monitoring and Improvement Process;
 - B. Maintaining an approved alternative plan for current New Hampshire certification;
 - C. Ensuring that subject area or field of specialization endorsement(s) are appropriate to the needs and educational disabilities of the youth to be served; and
 - D. Maintaining a written, standardized, competency-based curriculum supported by appropriate material and classroom resources.
- II. Within 2 days of learning a newly arriving student receives special education services, the Special Education Director or their designee shall coordinate with the Local Education Agency (LEA) to schedule a meeting to review the youth's Individual Education Plan (IEP) for the purpose of determining how best to implement the plan.
 - A. Staff shall make themselves available to participate in all IEP meetings as requested. If they are not able to participate, they must advise the Special Education Director and provide any requested information prior to the IEP meeting.
 - B. Staff shall encourage youth to participate in their own IEP meetings and will advise the Special Education Director of any barriers to their participation.
 - C. The SYSC Educational Department will provide the LEA with information as to any crises or emergency intervention procedures that may be used with the student while in the SYSC School setting (no later than the initial IEP meeting) for the purpose of discussing and adding these interventions to the IEP.

1. All crisis or emergency intervention procedures will comply with Ed 1114.07 and RSA 126-U:5 and SYSC policy.
 2. Any time an intervention is utilized in the school setting, the SYSC Special Education Coordinator will notify the LEA within 24 hours for the purpose of the LEA determining if an IEP meeting should occur.
- III. The SYSC Education Department will, to the best of their ability within the confines of their authority regarding a student's IEP, ensure that all IEP meetings include:
- A. Review of the student's educational needs;
 - B. A determination as to if the current IEP meets the needs of the student;
 - C. Changes as appropriate;
 - D. Review of the student's current educational placement within the facility; and
 - E. A determination as to if the educational placement can fully implement the student's IEP and provide FAPE.
- IV. The SYSC Educational Department will take the following into account if modifying lesson plans is necessary to accommodate a youth's individualized programming needs:
- A. The youth's IEP or 504 Plan;
 - B. The number of credits the youth has already earned;
 - C. If independent study is necessary for them to achieve their required number of credits; and
 - D. The results of assessment testing in Reading and Math.
- V. If, at any time, the SYSC Education Department believes it can no longer implement a youth's IEP or provide FAPE, the SYSC Special Education Coordinator will immediately notify the LEA and request the convening of the IEP team to review the program's concerns and to amend the IEP and educational placement, if necessary.
- A. An educational placement outside the secure facility is not appropriate given the unique circumstances of the student body at SYSC.
 - B. A change in educational placement within the secure facility may be considered by the IEP team when appropriate to meet the student's needs.
- VI. In the event that a staff member of the SYSC or the SYSC School note a possible deficit with a youth's adaptive equipment, they will inform the Manager of Health Services by contacting the Medical Department. Upon notification of a potential need, the Manager of

Health Services will consult with the parents/legal guardians or LEA, dependent on the need, to secure necessary adaptive equipment.

- A. Adaptations to chairs, desks, or other SYSC equipment are arranged by the SYSC Principal or designee, in coordination with Maintenance and the Manager of Health Services.
- VII. If a staff member of the SYSC or the SYSC School note a potential need for adaptive equipment not already identified, they will contact the Medical Department who will act as instructed directly above.
- VIII. Each quarter the Special Education Director will seek input from each student's teachers around the student's educational goals and their achievement of those goals to complete the quarterly report.
- A. If the Special Education Director determines that an identified student at the SYSC is not making progress towards meeting their IEP goals at the rate anticipated, they shall contact the LEA for the purpose of reviewing the IEP and considering modifications/amendments to the IEP.
 - 1. No modifications/amendments shall be made without the agreement of the youth's IEP team and approval of the LEA.
 - B. Should concerns arise that a non-eligible youth could benefit from adaptive services, the Special Education Director or the SYSC School Counselor shall contact the LEA to discuss the implementation of a 504 Plan or begin the referral process for an IEP.
- IX. The Special Education Director shall conduct periodic review and annual evaluation of each eligible youth's progress relative to their IEP in collaboration with the LEA, but not less than 3 times per year. The quarterly report for each special education student shall:
- A. Describe the youth's progress toward meeting the IEP goals (via NHSETS);
 - B. Include a record of the youth's attendance;
 - C. Be written in the parent's/legal guardian's native language or other mode of communication;
 - D. Be written in terminology that the parent/legal guardian can understand; and
 - E. Be provided to the sending LEA and the parents/legal guardians of the youth.
- X. The parents/legal guardians of an eligible student may waive any of their rights relative to special education, or revoke said waiver at any time. This is done in writing and through the LEA. The SYSC School shall honor this decision.

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