

2202 PHILOSOPHY OF EDUCATIONAL SERVICES

Chapter: **Sununu Youth Services Center**

Section: **Academic Vocation and Work**



New Hampshire Division for Children, Youth and Families Policy Manual

Policy Directive:

Approved:

Effective Date: **03-01-09**

Scheduled Review Date: **03-01-11**

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Related Statute(s): [RSA 621](#), and [RSA 621-A](#)

Related Admin Rule(s): [Ed 1123.05](#)

Related Federal Regulation(s):

Related Form(s): **Release of Information Form, PPR Form**

Bridges' Screen(s) and Attachment(s):

In concert with the mission statement of the SYSC, the philosophy of Educational Services provides focus for all educational employees by clearly stating beliefs, goals, and objectives established to promote consistency of positive attitude and responsible action among educators in the delivery of educational services to all students in the care of SYSC.

Purpose

The purpose of this policy is to articulate the SYSC Education Services' philosophy.

Procedures

- I. **Philosophy of Educational Services:** The philosophy of education and its' implementation must be compatible with the students' individualized program plans and identified needs and goals while in the care of the John H. Sununu Youth Services Center (SYSC). The population is unique when compared to others in a typical school setting, mainly because they are a highly transient population, with varying lengths of stay, coming from all over the state. The following characteristics help to further identify the needs of this special population. Although their chronological ages range from pre-teen to adult, their academic abilities extend from pre-school to 12th grade. The majority of our students have a history of failing experiences from school; subsequently, their self-esteem is low and they possess limited basic skills. Generally speaking, students are unmotivated toward learning and achievement. Between 50% and 65% of the students in SYSC's school programs are educationally disabled, with the most frequent identifications being emotionally disturbed and learning disabled. A high percentage of students will return to school, while others will secure employment on a full-time basis.
 - A. It is our belief and practice to encourage and involve parents/legal guardians in their children's entire educational program at SYSC. Initially, a packet of information is provided to the parent to include: (1) an overview of SYSC's Educational Services as described in the Dear Parent/Guardian letter; (2) an overview of the Behavior Management Program; (3) a handout on Parental Rights; (4) a copy of the regulation on Confidentiality of Educational Records; and (5) a Release of Information form for the purpose of securing educational records from their child's last school attended. Parents are invited to attend two Open Houses held during the school year, one in the fall and one in the spring. Realizing that parents reside all over New Hampshire (NH), parents are encouraged to call to set up other more convenient times for themselves, should they be unable to attend on the scheduled Open House dates.
 - B. Parents are contacted and encouraged to attend all award recognition ceremonies that honor their child's achievement. Intramurals and other recreational activities are ongoing throughout the year, and parents are encouraged to attend so they may watch their child's participation. Parents are notified to attend all student-centered meetings to include

monthly progress staffings, special conferences, and Individualized Educational Program (IEP) staffings. We believe that children need their parents to be involved in their educational program, and that through their parents' involvement, students succeed more, the family's best interest is served, and a more successful transition back into the community occurs for the student.

- C. It is our belief that every student in the care of SYSC is enrolled into approved educational programs and courses respective of individual needs. Educationally disabled students will have a meeting where their IEP will be reviewed and revisited, if appropriate. It is our belief and practice that the educational opportunities and programs available to the co-ed students be non-discriminating against race, color, national origin, age, sex, disability, or handicapping condition, while students are encouraged to enroll into non-traditional courses.
- D. It is our belief and practice that the educational programs and activities offered to students must be realistic to their future goals, relevant to the demands set by society, appropriate to their academic potential, and competency-based to allow students the opportunity to feel successful through personal achievement. Of equal importance it is our belief and practice that students must learn to demonstrate responsible actions, and learn to accept the consequences for their actions, as society will make those same demands upon them when they return to the community.
- E. It is our belief and practice to teach vocational education to meet the needs of the communities while also meeting the needs and interests of students. Through the structure of Vocational Program Advisory Committees, vocational educators and private sector professionals in business and industry join and work together to build and maintain quality vocational programs. Since jobs and job requirements are constantly changing, due to the rapid growth of science and technology, on-going evaluation is absolutely necessary. Specific tasks of each Vocational Program Advisory Committee include: Curriculum development activities, use of community resources, student-centered activities, job placement activities, staff development activities, program review activities, and legislative activities.
- F. It is our belief that our students have the potential to become productive citizens within society. Through demonstration of positive role modeling by the faculty, execution of accountability to behavioral and academic expectations, counseling opportunities, and participation in an educational program designed to meet the needs of the individual student, the foundation and framework will be constructed for the student to aspire to his/her full potential.
- G. On occasion, some students may be considered appropriate to attend NH public schools, while they still maintain residence at the SYSC facility. The few students chosen must meet the specific criteria listed below in this philosophy. The ultimate goal of SYSC's educational services is to return the student to the community as a productive citizen who demonstrates competent skills and responsible actions in work, school, and home life. This goal is achieved through the following educational objectives:
 - 1. To provide the student with the opportunity to achieve success and improve individual competence in basic skills, technical skills, and life skills through participation in a school program that has been designed to meet the student's specific needs.

2. To teach the student to demonstrate responsible actions and to be accountable for his/her actions through compliance with school rules and through the counseling efforts of the faculty.
3. To enroll the student into educational programs that are relevant, enjoyable, and have carry-over value to real-life situations.
4. To provide the student with the opportunity to achieve the successful completion of 8th grade, the General Education Development (GED) certificate, and to transfer partial/full units of instruction toward graduation requirements to the educational agency to which the student will return.
5. To enable the vocational student to develop a positive attitude toward work, to develop good work habits, and to learn technical skills for entry-level employment by successfully completing one or more Job Title Certificates (JTC) in the approved vocational programs.

II. **Planning and Communication:** These goals and objectives cannot be achieved without effective planning and good communication within the education programs and among the other departments at SYSC: Administration, Business, Training, Health, Residential and Clinical:

- A. The Faculty Handbook, the Student Handbook, Education Counts and So Do You, and all grant proposals and applications for funding, which are prepared by the Manager of Educational Services, are reviewed consistently with the other Department Managers for compatibility with Division goals and policy and procedure in meeting students' needs.
- B. All grant proposal budgets and state allocations budgeted for Educational Services are expediently processed by effective communication between the Manager of Educational Services and the Financial Manager, in order to avoid unnecessary delays, thereby meeting the educational programming needs, as well as teachers' and students' needs as quickly as possible. Additionally, the Business Office assists in processing student payment of fees and restitution for irresponsible behavior.
- C. As a working committee member on the Educational Services' Staff Development Committee (SDC), the Quality Improvement and Training (QIT) Officer is well informed of faculty training needs, through the processing of SDC Training Needs Surveys, and plans staff development activities to meet those specific needs and the needs of all SYSC staff.
- D. Ongoing assessment by every member of the faculty regarding maintenance, repair, and service needs to all school buildings, classrooms, labs, and traffic areas is completed promptly by the Maintenance staff to insure safety, security, and an uninterrupted learning process for our students. On-site evaluations by different Bureaus within the State Department of Education (DOE) and the Health and Fire Departments have listed areas of non-compliance or danger; and the maintenance staff has brought these areas into compliance and has acted on recommendations in order to improve the quality of the environment for the student and faculty populations. Maintenance contracts are provided for electronic equipment to prevent unnecessary downtime and delay in meeting students' needs.
- E. The individualized program plan for every student at SYSC (and IEPs, as appropriate) includes an evaluation, goal-setting, monitoring of objectives, and a re-evaluation process that requires cooperation and teamwork between residential and educational services to

reach established goals. Through the Education Department's representation at student-centered staffing, a clear, ongoing line of communication exists between residential staff, families, and educators in identifying each student's abilities, academic and behavioral needs and progress, achievements, goal attainment, changes in needs and subsequent changes in objectives, and each service unit's responsibility in meeting individual needs.

- F. On an as-needed basis, the Medical Department coordinates with the Education Department in responding to faculty and students' complaints of student illness, change in behavior, and injury, and scheduling students for medical appointments on and off campus.
 - G. Lastly, the communication between residential staff and the Education Department is the lifeline that contributes towards students' daily success in school, as well as students' accountability. At SYSC, student accountability begins with preparation and distribution of the school's daily attendance sheet. School security staff are strategically located on student traffic perimeters, and constant radio contact between the school's administration office and school security enables immediate communication for appropriate safety and security of students. Academic conferences, disciplinary conferences, and disciplinary hearings involve the student, parent, residential staff, teachers, and school administrators assisting in problem identification and resolution. The Education Department integrates the Residential Behavior Management Program of earning points to rise from level to level within program phases. Educational faculty document daily points earned by each student in four areas: (1) student's interaction with teacher, (2) student's interaction with peers, and (3) student's accomplishment of assigned class/homework, and (4) achievement of excellence in schoolwork product. On a weekly basis, faculty submits weekly averages, and school guidance counselor prepares a written report documenting average points and measurable justification. The student's total school performance, documented in points, is combined with the points earned by the student in the residence, and through each residence's point formula, each student's level, privileges, and responsibilities are earned.
- III. **Detention Unit:** Within the Detention Unit, communication between the Education Department and residential staff occurs in a number of ways. To integrate the Behavior Management System, students at the Detention School are assigned daily-earned levels by educators, which are integrated with the residential levels earned to produce a final daily level for each student. Regular meetings, which include both residential and educational administrators, afford the opportunity to discuss individual students as well as overall program improvements. Residential staff who work on the weekdays are assigned to the school area and provide support and assistance to educators. Student-centered meetings always include residential staff as well as educators to allow more consistency in implementation of the IEPs and other individual programs. During the transition at the end of the school day, educators accompany students to their unit and meet with evening residential staff to communicate regarding students.
- IV. **Faculty Meetings:** Within the Education Department, faculty members meet weekly to discuss problematic students and to identify measures that will work, when executed consistently, to improve students' behavior and self-image. IEPs are reviewed, and goals and objectives are clarified and discussed. Specific educators report on each student's monthly progress and identify changes in the individualized program plan when applicable. Anticipated remaining length of stay at SYSC is reported, alerting faculty to prepare students' final IEP progress reports, course information forms, and post-testing. On a daily basis, Enrollment Forms of newly enrolled students are distributed to all faculty. The information provided on this form, such as background information, testing results, and schedule of classes, prepares everyone who will be servicing the student.

- V. **Instructional Strategies:** Teaching faculty have a significant challenge in trying to increase the basic skills, technical skills, and social skills of their transient, highly deficient, and irresponsibly acting student population. Through combination of staff development activities, teacher workshops, IEP objectives, teacher preparation course work, behavior management philosophy and practice, and faculty meeting discussions regarding consistency in carrying out established policy and procedure, the teachers effectively use the behavioral strategies and teaching methods listed below. The right combinations work for each student. Through veteran teaching experience, and/or direction from school administrators, the right combinations are identified and actualized.
- VI. **Five Phases to Actualize the Philosophy:** Actualizing the school philosophy takes places through five phases:
- A. Admittance/Return and Pre-Enrollment
 - B. Enrollment
 - C. Affecting Student Progress
 - D. Preparation for Transition
 - E. Transition/Follow-Up
- VII. **SYSC Educational Program Descriptions:** The following are the SYSC educational program descriptions:
- A. Regular Classroom with Support – This program provides regular and vocational classroom instruction with support through weekly/monthly review, case management, related services (counseling), and transitional services. The program is composed of both students with disabilities and their non-disabled peers. Primary instruction is provided by regular educators with support from team teachers and paraprofessionals as needed. The curriculum is considered standard for age and grade level.
 1. School District-Provided Services – The home school district is responsible for providing whatever services the SYSC cannot provide in accordance with the student’s IEP and the New Hampshire Rules for the Education of Students with Disabilities.
 2. Ages/Grades Served – Ages 11 years to the age of majority; grades 6 through 12.
 3. Class Size – Typically 6 to 8 students, with the exception of physical education, social studies, and science where class sizes generally have a maximum of 15 students.
 4. Characteristics of Students Served – Students who are working independently; students determined to be working at or near grade level; students consistently demonstrating appropriate classroom behavior; and students determined not to be in need of curriculum modification.
 5. Criteria for Placement – The following is the criteria for placement:
 - (a) IEP explicitly states the educational environment for the student as being a regular program with supports;

- (b) Based on previous home-school placement decisions (previously participating in inclusive classroom settings);
 - (c) Diagnostic record;
 - (d) Teacher/counselor comments and remarks;
 - (e) Academic and psychological testing profile;
 - (f) Teacher specialist, and administrator observations; and
 - (g) IEP placement team recommendations.
6. Program Curriculum – Mainstream curriculum without modifications.
 7. Primary Methods and Material Available – Grade level texts and multimedia resource materials for grades 6 to 12; small group instruction and self-paced instruction; individualized program for each student in grades 6 to 12; and a Behavior Management Program designed to meet the individual needs of the students.
 8. Types of Services and Strategies Available in Support of Program – Peer collaboration/tutoring; individual folders with assignment sheets and expectations for completion; access to learning centers; access to library information center; and work simulation activities in vocational education, transition service support, GED study support, and multimedia and computer-assisted instruction.
 9. Student Evaluation – Student is evaluated by: daily/weekly behavior management point system; 6 week Program Plan Review (PPR) report, including academic and behavioral progress; and progress on IEP goals and objectives (three times per academic year covering four marking periods).
 10. Program Evaluation – Review of student achievement on IEP goals and objectives. Annual needs assessment conducted internally by specialists and administrators.
 11. Use of Results – Results are reviewed by teachers, team teachers, specialists, and administrators and used to modify and improve individual student’s program. Also used by Manager of Education Services to improve overall school program design and implementation. Furthermore, results are forwarded to student’s home-school district as part of the student’s permanent record.
 12. Distinguishing Program and Service Features – Provide regular and vocational classroom instruction with support through weekly/monthly review, case management, related services (counseling), and transitional services; curriculum is considered standard for age and grade level; designed for students in need of curriculum modification; designed for students who are working independently and working at or near grade level; and designed for students consistently demonstrating appropriate classroom behavior.
- B. Modified Regular Program – This program provides regular and vocational education with modifications in curriculum and/or instructional techniques to meet the unique needs of the student with a disability and his/her goals as stated in the IEP. Consultation from

specialist(s) is provided as needed for specific students and for curriculum/instructional modifications. The program is composed of both students with disabilities and their non-disabled peers. These students receive their special education in the mainstream 100% of the time through special education accommodations and modifications implemented by a mainstream teacher or teacher assistant in consultation with a special education teacher as specified by the student's IEP.

1. School District – Provided Services – The home school district is responsible for providing whatever services SYSC cannot provide in accordance with the student's IEP and the New Hampshire Rules for the Education of Students with Disabilities.
2. Ages/Grades Served – Ages 11 years to the age of majority; Grades 6 through 12.
3. Class Size – Typically 6 to 8 students, with the exception of physical education, social studies, and science where class sizes generally have a maximum of 15 students.
4. Characteristics of Students Served – Students capable of working independently in areas of strength and requiring modifications in areas of weakness (academic and/or behavioral).
5. Criteria for Placement – The following is the criteria for placement:
 - (a) IEP explicitly states the educational environment for the student as being a modified regular program;
 - (b) Generally based on previous home school placement decisions (previously participating in modified regular classroom settings);
 - (c) Diagnostic information that identifies specific areas of weakness;
 - (d) Teacher/counselor comments and remarks regarding specific areas of strength and weakness;
 - (e) Academic and psychological testing profiles which identify areas of strength and weakness;
 - (f) Teacher, specialist, and administrator observations; and
 - (g) IEP placement team recommendations.
6. Program Curriculum – Mainstream curriculum with modifications and adaptations as needed.
7. Primary Methods and Material Available – Grade level texts and multimedia resource materials for grades 6 to 12; small group instruction and self-paced instruction; one-to-one instruction, individualized program for each student in grades 6 to 12; changes in testing methods, shortened assignments, oral presentations, computer-assisted instructional programs, peer tutoring, books on tape, writing and spelling supports, enlarged texts, organizational strategies, preferential seating, vocational learning activity packets with multi-media instruction, and audio-visual software; and a Behavior Management Program designed to meet the individual needs of the student.

8. Types of Services and Strategies Available in Support of Program – Peer collaboration/tutoring, individual folders with assignment sheets and expectations for completion, transition service support, GED study support, access to learning centers, access to library information center, and work simulation activities in vocational education.
 9. Student Evaluation – Student is evaluated by daily/weekly behavior management point system; 6-week Program Plan Review (PPR) report, including academic and behavioral progress; and progress on IEP goals and objectives (three times per academic year covering four marking periods).
 10. Program Evaluation – Review of student achievement on IEP goals and objectives. Annual needs assessment conducted internally by Specialists and Administrators.
 11. Use of Results – Results are reviewed by teachers, team teachers, specialists, and administrators and used to modify and improve individual student’s program. Also used by Manager of Educational Services to improve overall school program design and implementation. Further, results are forwarded to student’s home-school district as part of the student’s permanent record.
 12. Distinguishing Program and Service Features:
 - (a) Modifications in regular and vocational education curriculum and/or instructional techniques to meet the unique needs of the student with a disability as stated in the student’s IEP.
 - (b) Consultation from specialist(s) provided as needed for specific students and for curriculum/instructional modifications.
 - (c) Designed for students capable of working independently in areas of strength and requiring modification in areas of weakness (academic and/or behavioral).
- C. Resource Program – Provide individual education services for less than 50% of the school day that enable students with disabilities to achieve success through the following support services: instructional, counseling, and/or specialist(s). The goal is to return the student to the regular education program with appropriate support services. Students are involved in the regular education program for a majority of the school day.
1. School District Provided Services – The home-school district is responsible for providing whatever services SYSC cannot provide in accordance with the student’s IEP and the New Hampshire Rules for the Education of Students with Disabilities.
 2. Ages/Grades Served – Ages 11 years to the age of majority; Grades 6 through 12.
 3. Class Size – Typically 1 to 6 students.
 4. Characteristics of Students Served – Students in need of one-to-one support services (academic and/or behavioral) for less than 50% of the school day.
 5. Criteria for Placement – The placement criteria is as follows:

- (a) IEP explicitly states the educational environment for the student as being resource program;
 - (b) Generally based on previous home-school placement decisions;
 - (c) Diagnostic information that identifies areas in need of attention;
 - (d) Teacher/counselor comments and remarks regarding specific areas of remediation and support;
 - (e) Academic and psychological testing profiles which identify areas of need (often identifying severity of academic deficit[s]);
 - (f) Teacher, specialist, and administrator observations (specifically noting level of distractibility and disruptiveness); and
 - (g) IEP placement team recommendations.
6. Program Curriculum – Program includes individual educational learning objectives as specified in the student’s IEP provided primarily by special education teachers and Teacher/Consultants. Planning, instruction, and follow-through of educational services provided by special education teachers and teacher/consultants serving as case managers, and the support staff.
 7. Primary Methods and Material Available – Grade level texts and multi-media resource materials for grades 6 through 12; small group instruction and self-paced instruction; one-to-one instruction, individualized program for each student in grades 6 through 12; changes in testing methods, shortened assignments, oral presentations, intensive small group instruction, computer-assisted instructional programs, adapted mainstream activities, books on tape, writing and spelling supports, enlarged texts, organizational strategies, preferential seating, vocational learning activity packets with multi-media instruction, and audio-visual software.
 8. Types of Services and Strategies Available in Support of Program – Greater access to teacher assistants and other related services personnel; a structured Behavior Management Program designed to meet the individual needs of the student and specified in student’s IEP; individual instructional folders with assignment sheets and expectations for completion; individual contracts for work completion; point system for behavioral management; individual student carrels to remove/lessen distractions; transition service support; GED study support; access to learning centers; access to library information center; and work simulation activities in vocational education.
 9. Student Evaluation – Student is evaluated by daily/weekly behavior management point system; 6-week Program Plan Review (PPR) report, including academic and behavioral progress; and progress on IEP goals and objectives (three times per academic year/covering four marking periods).
 10. Program Evaluation – Review of student achievement on IEP goals and objectives. Annual needs assessment conducted internally by Specialists and Administrators.

11. Use of Results – Results are reviewed by teachers, team teachers, specialists and administrators and used to modify and improve individual student’s program. Also used by the Manager of Educational Services to improve overall school program design and implementation. Further, results are forwarded to student’s home-school district as part of the student’s permanent record.
 12. Distinguishing Program and Service Features:
 - (a) Students in need of one-to-one support services (academic and/or behavioral) for less than 50% of the school day.
 - (b) Students are involved in regular education program for a majority of the school day.
 - (c) A structured Behavior Management Program designed to meet the individual needs of the student and specified in student’s IEP.
 - (d) An individualized education and training program designed to meet the needs of the student as specified in the student’s IEP.
- D. Self-Contained Program – Provide individual educational programs and services for 50% or more of the school day that enable the student with a disability to achieve success through high levels of supports, instructional services, and counseling with educator(s) and/or specialist(s). The goal is to return the student of a less restrictive regular program with appropriate supports. Supports include, but are not limited to, psychological services, case coordination, and a highly structured Behavior Management Program.
1. School District Provided Services – The home-school district is responsible for providing whatever services SYSC cannot provide in accordance with the student’s IEP and the New Hampshire Rules for the Education of Students with Disabilities.
 2. Ages/Grades Served – Ages 11 years to the age of majority; Grades 6 through 12.
 3. Class Size – 1 to 4 students.
 4. Characteristics of Students Served – Students with disabilities in need of one-to-one support services (academic and/or behavioral) as specified in the IEP for 50% or more of the school day. This program is generally reserved for students with severe academic deficiencies, high levels of distractibility, disruptiveness and lack of behavioral self-control.
 5. Criteria for Placement – The criteria for placement is as follows:
 - (a) IEP explicitly states the educational environment for the student as being self-contained;
 - (b) Generally based on previous home-school placement decisions;
 - (c) Diagnostic information that identifies areas in need of special attention;
 - (d) Teacher/counselor comments and remarks regarding specific areas of remediation, and academic and behavioral support;

- (e) Academic and psychological testing profiles which identify areas of need (often identifying severity of academic deficit[s]);
 - (f) Teacher, specialist, and administrator observations (specifically noting level of distractibility and disruptiveness), and
 - (g) IEP placement team recommendations.
6. Program Curriculum – Program includes individual educational learning objectives as specified in the student’s IEP provided primarily by special education teachers and teacher/consultants. Planning, instruction, and follow through of educational services coordinated by student’s case manager.
 7. Primary Methods and Material Available – Grade level texts and multi-media resource materials for grades 6 through 12; small group instruction; one-to-one instructional assistance, individualized program for each student in grades 6 through 12; changes in testing methods, shortened assignments, oral presentations, intensive small group instruction, computer-assisted instructional programs, and adapted mainstream activities.
 8. Types of Services and Strategies Available in Support of Program – Greater access to psychologists and other related service personnel; a highly structured Behavior Management Program designed to meet the individual needs of the student and specified in student’s IEP; individual contracts for work completion; point system for behavioral management; individual student carrels to remove/lessen distractions; transition service support; access to learning centers; and access to library information center.
 9. Student Evaluation – Student is evaluated by daily/weekly behavior management point system; 6-week Program Plan Review (PPR) report, including academic and behavioral progress; and progress on IEP goals and objectives (three times per academic year/covering four marking periods).
 10. Program Evaluation – Review of student achievement on IEP goals and objectives. Annual needs assessment conducted internally by Specialists and Administrators.
 11. Use of Results – Results are reviewed by teachers, team teachers, specialists, and administrators and used to modify and improve individual student’s program. Also used by the Manager of Educational Services to improve overall school program design and implementation. Further, results are forwarded to student’s home-school district as part of the student’s permanent record.
 12. Distinguishing Program and Service Features
 - (a) High levels of support including, but are not limited to: educational psychological services, case coordination, and a high structured Behavior Management Program.
 - (b) Highly structured Behavior Management System.

- (c) Students with disabilities in need of one-to-one support services (academic and/or behavioral), as specified in the IEP for 50% or more of the school day.
 - (d) This program is generally reserved for students with severe academic deficiencies with high levels of distractibility, disruptiveness and lack of behavioral self-control
 - (e) The goal is to return the student to a less restrictive regular program with appropriate support as soon as possible in accordance with the student's IEP.
 - (f) Lowest student-to-professional ratio.
- E. Modified Regular Program – Provides regular and vocational classroom instruction in English, Mathematics, Science, Social Studies, Physical Education, Computer, Health and various other enrichment classes with modifications in curriculum and/or instructional techniques to meet the individual needs of students with disabilities and their goals as stated in IEPs. Consultation with specialists is provided as needed for specific students and for curriculum/instructional modifications. Program is composed of both typical students and students with educational disabilities. Special Education students receive their education in the mainstream 100% of the time through accommodations and modifications implemented by mainstream teachers, special education teachers or teacher assistant with consultation by special education personnel as specified by the student's IEP. Primary instruction is provided by regular educators with support from Special Education certified personnel and paraprofessionals as specified by each student's IEP.
1. School District Provided Services – The home-school district is responsible for providing whatever services SYSC cannot provide in accordance with the student's IEP and the New Hampshire Rules for the Education of Students with Disabilities.
 2. Ages/Grades Served – Ages 8 years to the age of majority; Grades 1 through 12.
 3. Class Size – Typically 6 to 8 students, with the exception of large group activities when class sizes have a maximum of approximately 15 students.
 4. Characteristics of Students Served – Students capable of working independently in areas of strength and requiring modifications in areas of weakness (academic and/or behavioral).
 5. Criteria for Placement – The following is the criteria for placement:
 - (a) IEP explicitly states the educational environment for the student as being a modified regular program;
 - (b) Generally based on previous home-school placement decisions (previously participating in modified regular classroom settings);
 - (c) Diagnostic information that identifies specific areas of strength and weakness;
 - (d) Teacher/counselor comments and remarks regarding specific areas of strength and weakness;

- (e) Academic and psychological testing profiles which identify areas of strength and weakness;
 - (f) Teacher, specialist, and administrator observations; and
 - (g) IEP placement team recommendation.
6. Program Curriculum – Mainstream curriculum with modifications and adaptations as needed.
 7. Primary Methods and Material Available – Grade level texts and multi-media resource materials for grades 1 through 12; small group instruction and self-paced instruction; one-to-one instruction, individualized program for each student in grades 1 through 12 as needed; changes in testing methods, shortened assignments, oral presentations, computer-assisted instructional programs, peer tutoring, books on tape, writing and spelling supports, enlarged texts, organizational strategies, preferential seating, vocational learning activities, and audio-visual software; and a Behavior Management Program designed to meet the individual needs of the student.
 8. Types of Services and Strategies Available in Support of Program – Peer collaboration/tutoring; individual folders with assignment sheets and expectations for completion; transition service support; GED study support; access to learning centers; access to library materials; and vocational education activities.
 9. Student Evaluation – Students are evaluated by a daily behavior management level point system; behavioral progress notes, academic reports, and progress reports for IEP goals and objectives are completed as requested at the time of discharge; IEP progress notes are completed at least quarterly.
 10. Program Evaluation – Review of student achievement on IEP goals and objectives. Annual needs assessment conducted internally by Specialists and Administrators.
 11. Use of Results – Results are reviewed by educational faculty and administrators and are used to modify and improve individual student programs. Also used by the Manager of Educational Services to improve overall school program design and implementation.
 12. Distinguishing Program and Service Features:
 - (a) Modifications in regular and vocational education curriculum and/or instructional techniques to meet the individual needs of the student with a disability as stated in the student’s IEP.
 - (b) Consultation from specialist(s) provided as needed for specific students and for curriculum/instructional modifications.
 - (c) Designed for students capable of working independently in areas of strength and requiring modification in areas of weakness (academic and/or behavioral).

VIII. **Public School Students:** Students with Educational Plans that include the goal of returning to their community schools on a full-time basis may be eligible and appropriate to enroll into NH Public School System. Students will only be enrolled in the public school at the start of a new marking period (quarter).

- A. Eligibility Criteria – A student’s eligibility is determined by the following criteria:
 - 1. Students from appropriate SYSC residential units;
 - 2. Students who are Manchester Residents;
 - 3. Special education students with approved IEP mandates;
 - 4. Students with exceptional situations (e.g., 12 grader preparing for graduation; student already in a special program or requiring a special program);
 - 5. Students must be working to potential in SYSC school and must be consistently earning average points in attitude, effort, and behavior;
 - 6. Students must be meeting all expectations in residence and must be consistently earning average points toward their levels.

- B. Eligibility Approval – All educationally disabled students at the SYSC School have final approval for public school decided by the Special Needs Coordinator. All non-educationally disabled students at the SYSC School have final approval for public school decided by the following team: Principal, Guidance Counselor, and Vocational Coordinator.

- C. Initial Education Plan – The initial educational plan is developed via the Classification Board by the School Principal based upon information/data collected from public school personnel.

- D. Program Plan Review Committee – The Program Plan Review (PPR) Committee will monitor the initial plan, and recommend changes as appropriate. All PPR members will recommend and discuss, for preparation purposes, the need to plan for the final phase of a student’s educational program. No final action will take place in PPR until documented approval is given by relative educators:
 - 1. For educationally disabled students: Special Needs Coordinator.
 - 2. For non-educationally disabled students: Principal, Guidance Counselor, and Vocational Coordinator.

- E. Approval will be documented on the PPR Form – Students will only be enrolled at the start of the public school’s marking period (quarter). No educationally disabled student will be enrolled until a staffing has been held and the parents have officially signed the revised IEP signifying their approval.

- F. SYSC Guidance Counselor – The SYSC Guidance Counselor will be responsible for enrolling the students into public school, by executing the following steps:
 - 1. Requesting a School Transcript from the School Secretary.
 - 2. Securing all health records and medically related issues.

3. Scheduling an appointment to enroll the student and taking the student to public school to enroll.
- G. Communication – The SYSC Guidance Counselor will follow through, on a weekly basis, and communicate with public school’s guidance counselors/teacher(s) to monitor the student’s behavioral and academic progress.
1. All information learned will be shared with the student’s residential counselor.
 2. PPR reports will be prepared by the SYSC Guidance Counselor and will identify the student’s academic/behavioral progress.
 3. Public school teachers or guidance counselor will contact the SYSC Guidance Counselor when necessary.
- H. Meeting Coordinator – All arrangements to meet with the public school teachers/guidance counselors will be coordinated by the SYSC Guidance Counselor.
- IX. **Prior Consent for Disclosure Required:** SYSC shall obtain written consent of the parent(s) or eligible student before disclosing personally identifiable information:
- A. To any party, including participating agencies, from a student’s educational records, other than directory information, unless authorized to do so according to the New Hampshire Rules for the Education of Children with Disabilities, and
 - B. Used for any purpose other than meeting a requirement under ED 1123.05.
 - C. Consent will not be required when the disclosure is to a parent of a student who is not an eligible student or to the student himself/herself.
 - D. Whenever written consent is required, SYSC may presume that the parent(s) or eligible student giving the authority has the power to do so unless there is evidence to the contrary, such as a state law or court order governing such matters as divorce, separation, or custody.
 - E. The required written consent must be signed and dated by the parent(s) or eligible student and shall include:
 1. A specification of the records to be disclosed.
 2. The purpose of the disclosure.
 3. The party or class of parties to whom the disclosure may be made.
 - F. When a disclosure is made, a copy of the record that is disclosed shall be made available to the parent(s) or eligible student making the request.

- X. **Refusal to Grant Consent:** If a parent of a child with a disability or the student, if appropriate, refuses to provide consent to release personally identifiable information, SYSC shall use the impartial due process hearing procedure as outlined in the Procedural Safeguards section of the New Hampshire Rules for the Education of Children with Disabilities.
- XI. **Prior Consent for Disclosure not Required:** Personally identifiable information about a student may be disclosed without written consent if and when the disclosure is:
- A. To other SYSC officials, including teachers, who have been determined to have a legitimate educational interest in the student.
 - B. To officials of another school in which the student seeks to or intends to enroll.
 - C. To organizations conducting studies on behalf of educational agencies or institutions for the purpose of developing, validating, or administering student aid programs and improving instruction. Said studies are to be conducted in a manner which will not permit the personal identification of students and their parents by individuals other than representatives of the organization. The information will be destroyed when it is no longer needed for the purposes of the study.
 - D. To accrediting organizations in order to carryout their accrediting function.
 - E. To parents of a dependent student, as defined in the Internal Revenue Code of 1954, Section 152.
 - F. To comply with a judicial order of lawfully issued subpoena, provided that SYSC makes a reasonable effort to notify the parent or student of the order or subpoena in advance of compliance.
 - G. To appropriate parties in a health or safety emergency.
- XII. **Record of Disclosures Required to Be Maintained**
- A. SYSC shall, for each request for and each disclosure of personally identifiable information from special education records of a student, maintain a record to be kept with the student's records which indicates:
 - 1. Parties who have requested or obtained information from the records.
 - 2. The legitimate interest that the parties had in requesting or obtaining the information.
 - 3. This does not apply to disclosures to parents or eligible students, disclosures pursuant to written consent of a parent or eligible student, disclosures to school officials, or disclosures of directory information.
 - B. The record of disclosures may be inspected:
 - 1. By the parent(s) of a student or the eligible student.
 - 2. By the SYSC official, or designee, responsible for the custody of the records.

3. For the purpose of auditing the record-keeping procedures of SYSC by the authorized parties.

- XIII. **Limitation on Redisclosure:** SYSC may disclose personally identifiable information from educational records of a student on the condition that the party to whom the information is disclosed will not disclose the information to any other party without prior written consent, except that the information disclosed to an agency or institution may be used by its officers, but only for the purpose for which the disclosure was made.
- A. This does not preclude an agency from disclosing information after written consent has been given with the understanding that the information will be redisclosed, provided that the record-keeping requirements are met.
 - B. SYSC shall, except for the disclosure of directory information, inform the party to whom a disclosure is made of the requirements set forth in this section.
- XIV. **Conditions for Disclosure to Officials of Other Schools/School Systems:** SYSC, when transferring the educational records of a student who intends to enroll in another school, shall:
- A. Make a reasonable attempt to notify the parent or student of the transfer of records at the last known address of the parent(s) or student, except when the transfer is initiated by the parent(s) or student at the SYSC School.
 - B. Provide the parent(s) or student, upon request, with a copy of the records that have been transferred.
 - C. Provide the parent(s) or student, upon request, with a hearing as provided for.
 - D. If a student is enrolled in a school in addition to the SYSC School or receives services from another school, the two schools may disclose information from the records of the student to each other without obtaining written consent, provided they meet requirements of Section (a) of the Confidentiality of Information Section of the State Standards.
- XV. **Conditions for Disclosures in Health and Safety Emergencies:** SYSC may disclose personally identifiable information from educational records of a student to appropriate officials if such disclosure is necessary to protect the health or safety of the student or other individuals. Factors to be taken into account in determining whether personally identifiable information may be disclosed under this section are as follows:
- A. The seriousness of the threat to the student or other individuals.
 - B. The need for the information to meet the emergency.
 - C. Whether the parties receiving the information are in a position to deal with the emergency.
 - D. The extent to which time is of the essence in dealing with the emergency.
- XVI. **Conditions for Disclosure of Directory Information:** SYSC may disclose personally identifiable information from the educational records of a student if the information has been designated as directory information. SYSC may not disclose directory information of a student no longer in attendance without following the procedures in Section A, Paragraph 1 d and e.

- A. The parent(s) or eligible student has the right to refuse designation of any or all of the categories of personally identifiable information as directory information.
 - B. The period of time within which the parent(s) or eligible student must inform SYSC in writing that such information is not to be designated as directory information with respect to that student is 30 days.
- XVII. **Monitoring of Aids and Adaptive Equipment:** The Manager of Health Services of SYSC shall be responsible for ensuring that hearing aids, low vision aids, and other orthodontics and prosthetic devices and adaptive equipment used by students with disabilities in the SYSC School are functioning properly.
- XVIII. **Suspected Child Abuse:** Any allegations of abuse of students within the SYSC School shall be fully investigated in accordance with the policy and procedures set forth in [Policy 2475](#).
- XIX. **Child Management Techniques:** Child management techniques used by the staff of the SYSC School shall be in accordance with Division policy.
- XX. **Evaluation of Programs:** Periodic review and annual evaluation of each student's progress relative to the written IEP shall be completed by the legally liable school district and SYSC. SYSC shall complete a minimum of 3 comprehensive reports per year on each student regarding the student's progress in his/her educational program, including the record of attendance. These reports shall be provided to the legally liable school district and the parent(s) or guardian(s) of the student. Reports shall be written in language that is understandable to parents.