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	CHAPTER: Programs and Services	
	SUBJECT: General Education Program	
	EFFECTIVE DATE: February 15, 2023	
	<div></div> <div>Anders Jacobson, Director</div>	
THIS POLICY RELATES TO: Treatment Youth Centers		

I. **POLICY:**

Each Division of Youth Services (DYS) youth center shall have a comprehensive educational program that includes opportunities for each student to earn a high school diploma, earn a General Equivalency Diploma (GED), OR enroll in Post Secondary and Workforce Readiness coursework. All DYS school programs or educational program contractors shall develop or revise and implement an individualized graduation plan for each student. Special education and all federally funded programs shall be in compliance with federal and state laws, and the Division of Youth Services Special Education Comprehensive Plan.

II. **KEY TERMS:** See the Division of Youth Services website for detailed definitions.

 [DYS Policy Key Terms](#)

- A. Colorado Department of Education (CDE)
- B. Certified Proctor
- C. Family Educational Rights And Privacy Act Of 1974 (FERPA)
- D. General Education Program
- E. In-School Suspension (ISS)
- F. Modified Education
- G. Multi-Tiered Systems of Support (MTSS)

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- H. Open Entry
- I. Open Exit
- J. Out-of-School Suspension (OSS)
- K. School Principal
- L. Student Information System (SIS)
- M. Teacher

III. ASSOCIATED FORMS:

None

IV. PROCEDURES:

A. Education Program Requirements:

1. The youth center shall have an educational program that allows for flexible scheduling to permit students open entry into the program at any time, to follow an academic plan specific to their graduation preparation needs and learning needs, and that allows students to receive education credit appropriate to the course, the grade earned, and length of stay.
2. The education program shall provide all of the following services over the entire calendar year:
 - a. Middle school curriculum (if needed by the enrolled population).
 - b. Secondary curriculum.
 - c. Career and technical education (CTE) courses and post-secondary programming.
 - d. Special education programming.
 - e. Multi-tiered system of support (MTSS) identification and services.
 - f. Individual and career academic plan (ICAP) support.
 - g. Title I services and supports.
 - h. English language learners (ELL) instructional approaches.

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- i. Educational testing and assessment.
 - j. Alignment with CDE graduation guidelines as implemented by the Division of Youth Services (DYS).
- 3. The Student Information System (SIS) shall be required by all schools for all student data. Information in SIS must be accurate and follow registration guidelines. The SIS is owned and managed by the DYS education office. All students must be enrolled in the SIS and participate in classes within TWO school days of entering the youth center.
- 4. All education classes during the designated school day shall have no less than one teacher or adult for every 15 students assigned to a classroom.
- 5. Individual student class schedules shall match the schedule in the SIS.
- 6. The education program shall offer a minimum of 1056 hours of instruction twelve months of the year, from July 1 through June 30, or the minimum hours as determined by the Colorado Department of Education (CDE) and/or the DYS. All calendars and school daily schedules shall be approved by the DYS education office and the youth center director.
- 7. The school shall develop a fiscal year calendar from July 1 to June 30, and a daily school schedule that meets the required annual hours of instruction shall be provided to both the education director and youth center director for approval by May 1 of each year for the following fiscal year.
- 8. All core content area teachers must have a license granted by the CDE.
- 9. School programs shall schedule and implement all required educational testing on a weekly, monthly, quarterly, or yearly basis as outlined by the DYS education office and the CDE.
- 10. Students who are identified as being eligible for special education or other federally funded programs shall receive the support and services as identified in their individualized program and as outlined in DYS Policy S-17-8A Special Education Program.
- 11. Career and Technical Education (CTE) Programs shall be relevant to the vocational needs of the student and to employment opportunities in the community.

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12. All transcripts from a student's prior educational experience in high school shall be requested within 30 school days of placement. All prior credits evidenced on transcripts shall be used in the development of the students' ACADEMIC plan.
13. A specific ACADEMIC plan shall be designed for and with each secondary student within a maximum of 30 calendar days after placement in a treatment program. A student's course of study shall be determined by the ACADEMIC plan and shall support progression toward meeting graduation requirements. A post-secondary individual career and academic plan (ICAP) shall be designed for all post-secondary students within 30 school days of placement in a treatment program and shall include a course of study specific to programming offered within the youth center and the DYS. ICAPs for all students shall follow CDE guidelines and specific DYS implementation guidelines.
14. Programs for the completion of a high school diploma, high school equivalency program preparation, and general education diploma testing shall be available at no cost to the student or the student's family.
 - a. Any high school equivalency program shall be offered to identified students in a DYS education-approved testing location by a certified proctor.
 - b. Student access to GED testing shall occur after pre-testing.
15. There shall be provisions for the formal recognition of specific educational accomplishments through credits, certificates, and diplomas.
16. Graduation ceremonies or celebrations for all students earning a high school equivalency diploma shall also be conducted or made available, as appropriate.
17. All students shall have access to and be allowed to participate in educational services and curriculum at all times during school hours. Exceptions to allowing access are to follow all state and DYS guidelines for out-of-school suspension and in-school suspension.

B. Employee Training:

1. Youth centers/programs shall provide all new education employees the required education onboarding as outlined in the YOUTH CENTER TRAINING & ORIENTATION PROGRAM (YCTO).
2. Onboarding must be completed in the first 60 school days of hire.

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3. The school principal shall ensure all education team members receive annual training as required by DYS Policy S-4-1 Training and Training Requirements-Youth Center Based - OR DYS Policy S-20-1 Visitors, Volunteers, Contractors, and Presenters Providing Services to Youth, and the DYS education office youth center training orientation requirements.

C. Curriculum and Instruction:

1. All courses taught within a fiscal year shall have a DYS-approved written course syllabus aligned to Colorado academic standards. Courses offered and approved shall be appropriate to the graduation course needs, the academic needs, and the length of stay of the student. Courses for post-secondary students shall also have a course syllabus and address CDE essential skills in addition to the content objectives.
2. All teachers shall complete unit plans on the approved template for all courses taught during the fiscal year to align with the course syllabi and Colorado academic standards. Plans shall be made available to the principal prior to instruction.
3. Credit recovery and independent study shall be used by approval of the school principal and should not replace classroom instruction for new credit when classroom instruction is offered or available with a LICENSED teacher.
4. All schools shall implement a multi-tiered system of support (MTSS) process to identify and track interventions for students who exhibit a need in academics or behavior. Academic performance or behaviors shall be documented that significantly impact educational and/or pro-social growth. The MTSS process shall include all of the following:
 - a. APPROVED MTSS FORM.
 - b. Clearly written and measurable goals.
 - c. Documented interventions.
 - d. Progress monitoring data every four to EIGHT weeks at a minimum on the student's response to interventions and progress on goal(s).
 - e. Team meetings, held no less than two times per month, using individual student plans and the DYS MTSS PROCESS.

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- f. Documented process for student eligibility for interventions and process for exit from MTSS.
 - g. Maintain documentation of all students' MTSS plans for each fiscal year.
5. A class, program, or process shall be in place to support students in developing an ICAP as required by the CDE and the DYS education office.
6. Classroom instruction that provides a positive learning environment as evidenced by:
 - a. Unit instructional plans and aligned lesson delivery within the instructional model.
 - b. Observable student participation when appropriate for the lesson, and may include multiple strategies, approaches, listening, asking questions, participating in group/class discussions, working on assignments individually or as a group, and presenting to the class.
 - c. Teacher interaction modeling skills and expectations for student prosocial behavior and academic performance.
 - d. Observable teacher instructional practice may include multiple strategies and approaches: guiding student responses, monitoring student progress, checking for understanding, providing wait time for student response, use of multiple instructional tools.
 - e. Classroom management that includes the use of youth center/program & DYS EDUCATION pro-social behavior EXPECTATIONS which are encouraged, practiced and reviewed regularly.
7. Teachers shall utilize technology in classroom instruction based on the lesson objectives and resources available at the school, including the use of approved electronic devices (e.g. computer, laptop, tablet) for assignments and projects. Teachers shall maintain the security of the student network when using said electronic devices by monitoring student use.

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8. High school equivalency testing waivers for students under the age of 17 shall be approved by the school principal after consultation with the DYS education office and informing the student, parent/guardian, and client manager of the student's current ACADEMIC plan and potential for obtaining a high school diploma. Any student for WHOM a waiver is approved shall have a documented assessment completed of workforce readiness.
9. Lesson plans, curriculum, and instructional practices shall be culturally and gender-responsive, trauma-informed, and content-standard aligned.

D. Program Evaluation and Data Collection:

1. The education program shall establish annual performance objectives through the creation of an annual school development plan, using the DYS template for schools funded by the long bill. The development plan shall be submitted annually by September 1 to the DYS education office. Progress on school goals shall be documented a minimum of every three months and submitted to the DYS education director for review.
2. Students' success indicators and outcome measures shall be compiled. Compiled outcome data shall be documented in the DYS SIS and/or the DYS education office reporting document. The following are the minimal indicators/outcome measures, AND SHALL BE REPORTED TO THE DIRECTOR OF EDUCATION AS REQUESTED:
 - a. Number of students who obtain a GED or diploma. This data will also be entered into the Colorado Trails database for each student.
 - b. Number of students accepted and enrolled in college-level courses.
 - c. Number of students enrolled in vocational programs and who complete vocational programs.
 - d. Students' academic performance changes as measured by academic progress (MAP) and other formal assessments..
 - e. Students' academic performance changes in reading and math.
 - f. Behavioral data to include removal from or refusal of school.
 - g. Any and all data associated with ongoing or new legislative requirements, CDE reporting, or internal reporting.

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3. A curriculum and data review shall be completed EACH GRADING TERM by each permanent teacher for each course taught during the fiscal year. The curriculum and data review shall ADDRESS THE REQUIREMENTS AS OUTLINED BY THE DYS EDUCATION OFFICE.
4. The curriculum and data reviews shall be compiled in a report by the school principal, which evaluates potential new course needs, curriculum needs, data and grade distribution, and high-ranking or common professional development goals for the teachers. The report shall be provided to the DYS education director by August 1 annually.
5. All programs shall be evaluated by the DYS compliance reviewer/monitor during an annual compliance review and/or ongoing monitoring visits.

E. Discipline Processes and Requirements:

1. The school principal or designee has the authority to administer and has oversight of all school discipline that requires ISS and OSS actions for students.
2. IGCPs are implemented by the behavioral health team with the participation of the school principal or designee to ensure the impact on the school is considered as well as to obtain the support of the school in implementing the IGCP.

F. Educational Records:

1. Educational records for each individual student shall contain all required educational information.
2. Special education records shall be maintained in the electronic format required by the CDE.
3. Upon a student's withdrawal, the SIS shall be updated and transcripts shall be maintained in the student's education folder at the school site as well as sent to client manager within five school days of the student's release.
4. In accordance with applicable state and federal laws, students' rights to privacy and confidentiality shall be maintained. Annual FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) guidelines shall be given to all students when they turn 18 and annually thereafter.
5. Daily attendance shall be recorded and reflect absence codes in the SIS within one full school day.

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6. Gradebooks shall include assignment titles/descriptions and grades on assignments, and be updated in accordance with DYS expectations. Excused absences shall allow students to make up missed work for full credit. Progress reports shall be mailed to families of students with Individual Education Plans (IEP) and given to all students prior to the end of the grading term. Client managers for each student shall also receive a copy of all progress reports or access shall be provided in the SIS to obtain a progress report.
7. The dates GED or other high school equivalency exams and diplomas are earned shall be entered into the Colorado Trails database within 30 school days.