

Educational Planning for and Transition of Adjudicated Residents

Rhode Island Department of Children, Youth, and Families
Division of Juvenile Correctional Services: Training School
Policy: 1200.1716

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The Education Program ensures that adjudicated residents receive comprehensive education planning and instruction. The Individual Treatment Plan (ITP) incorporates educational goals and objectives, including services required by the Individual Education Plan (IEP) or Section 504 of the Rehabilitation Act. During subsequent Bi-Monthly Reviews, the goals and objectives are updated to reflect each resident's progress.

Transition interventions promote successful re-integration of residents into the community. Transitional planning is the focus of a Bi-Monthly Review Meeting held prior to the resident's anticipated End of Sentence in conformance with DCYF Policy 700.0075: Comprehensive Assessment and Service Planning. Transition services help each resident achieve social adjustment, employment and educational success when he/she returns to the community.

Related Procedure

Educational Planning for and Transition of Adjudicated Residents

Related Policies

Comprehensive Assessment and Service Planning
Compliance with Section 504 of the Rehabilitation Act

Educational Planning for and Transition of Adjudicated Residents

Procedure from Policy 1200.1716: Educational Planning for and Transition of Adjudicated Residents

A. The Clinical Director or designee convenes a multi-disciplinary team in conformance with DCYF Policy 700.0075: Comprehensive Assessment and Service Planning.

1. The team engages in a systematic process of decision making that coordinates residents' educational, clinical and transitional needs.
2. Education staff completes the Education/Vocational History Form (SMO7BF77), which captures important information for the planning process.
3. The planning includes education program and/or subject assignment based on the results of the resident's assessment, screening and evaluation.
4. During the ITP meeting, a designated representative from the Education Program completes the Educational and Vocational Training Goals and Objectives form.
5. This information is entered into RICHIST within seven (7) working days of the ITP meeting and a hardcopy is maintained in the resident's education file.

B. In conformance with DCYF Policy 700.0075: Comprehensive Assessment and Service Planning, Bi-Monthly Reviews systematically monitor residents' progress to help each resident achieve educational and transition goals.

1. Teachers receive a computer-generated list of residents whose progress is scheduled for a Bi-Monthly Review for that month.
2. Prior to the scheduled meeting, teachers complete the Bi-Monthly Review and Transitional Planning—Teacher Input Report which indicates the resident's progress in each subject.
3. Transitional planning for adjudicated residents of the RITS begins in the initial ITP meeting and is pursued consistently throughout the Bi-Monthly Review process. The treatment team meets one to two weeks before the adjudicated resident's projected end of sentence to ensure that services identified during the ITP process and through the Bi-Monthly Reviews are in place to support the youth's transition. (Refer to RICHIST Window Help: Transitional Living & Discharge Plan Templates.). The Educational Transition Plan details the:
 - a. Anticipated educational plan;
 - b. Individuals and/or agencies responsible for making arrangements for educational needs; and
 - c. Individuals and/or agencies responsible for making arrangements for any anticipated vocational training needs.
4. The Educational Transitional Planning Packet includes:
 - a. The Adaptive Behavior Report;
 - b. The Clinical Psychological Evaluation, if applicable;
 - c. The Psychological Evaluation, if applicable;
 - d. The School Immunizations Report;
 - e. Transcripts from the RITS Education Program;
 - f. IEP/504 Plan, if applicable; and
 - g. Educational Evaluations.

C. At the ITP, Bi-Monthly Reviews and Transitional Planning Meeting, educational staff utilize the "Educational and Vocational Goals and Objectives" form to indicate measurable progress for each resident.

D. Educational Staff forward the resident's school registration packet to the receiving school/ district and note transmittal on the Transition Tracking Sheet at least 30 days prior to the official End of Sentence (EOS) date. If a resident is released prior to his or her End of Sentence, an educational packet is forwarded to the receiving school/district and to the resident's home.

E. Educational Staff forward a record of the resident's educational and immunization history to Probation or Family Service staff, as appropriate.

F. Paragraphs A—E are consistent with American Correctional Association Standard 3-JTS 5D-01.