



WV SCHOOLS OF DIVERSION AND TRANSITION ORGANIZATIONAL PROCEDURES

INTAKE PROCESS FOR JUVENILE EDUCATION PROGRAMS	Section	Programs and Services
	Number	4.3.1
	Effective Date	04-25-16
	Revision Date	06-25-16
	Revision No.	1
	Approval:	<i>Jackie Deen</i>

1.0 PURPOSE:

The intake process is designed to obtain the student's education history; determine current education status; assess the student's strengths, weaknesses, interests, aptitudes and learning styles for the purpose of developing an appropriate Personalized Education Plan (PEP) for all students.

2.0 APPLICABILITY:

Procedures apply to all Diversion and Transition Programs located in state juvenile facilities.

3.0 POLICY STATEMENT:

The consistent implementation of standardized intake procedures ensures each student is provided an opportunity to better understand his/her current educational levels and to more effectively participate in making the best decision possible regarding his/her individual program and transition.

4.0 DEFINITIONS:

- 4.1** "Intake Process" refers to the first few meetings between a new student and education personnel. It involves an initial interview and a series of assessments which results in selecting an appropriate schedule for the student.
- 4.2** "Intake Interview" refers to the initial meeting between a new student and school personnel. The education staff utilizes motivational interview techniques and asks a series of questions to obtain a general personal, social and educational history of the student.

5.0 PROCEDURES:

- 5.1** The principal/lead teacher is responsible for the implementation of the Intake Process to ensure that juveniles entering these facilities have the opportunity to receive an equitable and appropriate education.

- 5.2 The principal/lead teacher, school counselor or other designee shall conduct an Intake Interview with a new resident to obtain a general personal, social and educational history of the student. Each school shall utilize the standardized Educational Intake Form (Addendum 1) to record the information gathered during this interview. Since specific information regarding health/meds is protected under FERPA/HIPAA, a simple “yes” or “no” may be written in the blank as an indication that the resident may need medical attention, which may or may not impact his/her performance in the classroom.
- 5.3 The principal/lead teacher, school counselor or other designee shall contact the school most recently attended by the resident for the purpose of requesting education records and dropping the student from West Virginia Education Information System (WVEIS) within twenty-four (24) hours of enrollment in the education program. The standardized Request for Education Records (Addendum 2) is to be utilized when faxing or mailing a written request to another school or placement. The standardized Request for Special Education Records (Addendum 3) is to be utilized when faxing or mailing a written request for these records; this standardized form is to be sent to the Special Education Office (as opposed to the home school) in the county board office of the student’s home county.
- 5.4 The principal/lead teacher, school counselor or other designee shall verify education records and related information through a thorough review of the records received and by contacting the prior school, host agency and/or court personnel to resolve any concerns.
- 5.5 The principal, lead teacher, school counselor and/or teachers shall conduct educational screening and diagnostic activities within ten (10) school days of enrollment in the education program to assess the student’s educational levels, learning styles and career and technical interests and aptitudes to determine appropriate educational placement. Teacher observations of student behavior and performance will be included, when appropriate.
- 5.6 The Student Assistance Team (SAT) Coordinator shall be notified of all new student enrollment within twenty-four (24) hours of the actual enrollment.
- 5.7 The principal/lead teacher must initiate steps to ensure student evaluations and IEP’s are current and are appropriately implemented. Students enrolling with exceptionality must have a valid Individualized Education Plan through adoption, amendment or writing of a new IEP within 13 schools days from the date of enrollment.

6.0 AUTHORITY

- 6.1 State Board of Education Policy 1471: *Regulations for Adult Diversion and Transition Programs, Section 5. Implementation Procedures.*
- 6.2 State Board of Education Policy 4200: *Provision of Equal Opportunity in West Virginia Public Schools.*
- 6.3 State Board of Education Policy 2419: *Regulations for the Education of Students with Exceptionalities.*