




WV SCHOOLS OF DIVERSION AND TRANSITION ORGANIZATIONAL PROCEDURES

TRANSITION OF YOUTH FROM WV SCHOOLS OF DIVERSION AND TRANSITION TO THE COMMUNITY AND LOCAL SCHOOLS	Section	Programs and Services
	Number	4.7.2
	Effective Date	01-30-16
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	Revision No.	1
	Approval:	

1.0. PURPOSE:

To provide an operational framework for programs that prepare students to make the transition to an education program operated by a local educational agency, obtain employment upon release, enrollment into higher education and training programs; and gain access to necessary community resources.

2.0 APPLICABILITY:

This operational procedure shall cover all youth enrolled in WV Schools of Diversion and Transition facilities operated by the Department of Health and Human Resources and Division of Juvenile Services.

3.0 POLICY STATEMENT:

Access to transition skills curricula and aftercare planning is essential for responsible citizenship, the successful return to school, or entry into the world of work and ensures that students are well prepared for a successful reintegration into the community.

4.0 DEFINITIONS:

- 4.1** "Family": Families may include the natural or adoptive parent of a child; a guardian, but not the State if the child is a ward of the State; a person acting in the place of a parent (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare); or a surrogate parent who has been appointed to act in place of a parent.
- 4.2** "Mentor": A mentor is an individual who, along with parents or guardians, provide young people with support, advice, reinforcement and constructive examples. A mentor's main purpose is to help a young person define and achieve his/her own goals. Mentors help young people achieve their potential and discover their strengths. A mentor is not a disciplinarian or decision maker for a child.
- 4.3** "Outcome-Oriented Instruction": Instruction whose goal identifies specific outcomes for students, such as skill attainment, post secondary education, employment and participation in the community upon release.
- 4.4** "Portfolio": A portfolio is defined as a well organized collection of purposeful, collaborative and self-reflective accomplishments including academic, career and technical, practical and therapeutic treatment intervention. It demonstrates to host agency authorities, receiving education organizations and prospective employers the student's development, achievements and progress over time.

- 4.5** “Postsecondary Education”: All instruction provided for persons who have completed secondary education or who have discontinued secondary education and who are beyond the age of compulsory school attendance.
- 4.6** “Transition”: Outcome-oriented instruction and services provided to students to prepare for successful re-entry into the community that works in coordination with other programs and partners, including but not limited to:
- Identification of students’ educational and vocational interests, abilities and preferences;
 - Career readiness training including the development of employment goals, a plan for meeting them, and referral for further technical training;
 - Development of post-release education goals, and a plan for meeting them, including adult and postsecondary education;
 - A social skills curriculum that prepares students for independent living, obtaining and maintaining employment, securing and maintaining a stable residence, assuming family and community responsibilities and referral to community resources that aid in the same.
 - Development of a portfolio to be utilized in employment, education, classification, and custody decisions.
- 4.7** Personalized Education Plan (PEP): A plan developed from each youth’s strengths, barriers, interests and short and long term life goals and supported by WV State Board Policy 2315. The transition plan should include input from key partners including but not limited to: the parent/guardian, host agency, Department of Health and Human Resources, Division of Rehabilitation Services, receiving education organization personnel, mentor, probation, WorkForce WV and aftercare treatment agencies where applicable. The transition plan is not a prescriptive set of pursuits rather a mechanism which provides collective recommendations for the youth’s successful transition back into their community. This plan is initiated by the WVSOT School Counselor and accomplished via the cooperation of the Counselor and Transition Specialist in the institutional and community settings.

5.0 PROCEDURES:

- 5.1** Transition services shall be offered to all students including those who have finished the requirements to complete their high school diploma or who have passed the High School Equivalency Examination.
- 5.2** The WVSOT shall designate an individual to be responsible for issues relating to the transition of students to locally operated programs.
- 5.3** The WVSOT will work with students to identify educational and career and technical interests, abilities and preferences, and learning styles.
- 5.4** The WVSOT will offer an approved social skills curriculum, to prepare students for independent living, obtaining and maintaining employment, securing and maintaining a stable residence, and meeting family and community responsibilities.
- 5.5** Students will be provided, in facilities where available, prescribed assessments in social skills and cognitive reasoning. Grouping students for instruction according to identified need is recommended.
- 5.6** Staff shall assist students in the development of post-release education plans, including reentry to public schools, adult and postsecondary education via the Transition Specialist and/or School Counselor through MOUs when/where applicable.

- 5.7 Where appropriate, the WVSDT shall conduct employment maturity training, including the development of employment/career plans.
- 5.8 Students shall develop portfolios that may be utilized in employment, education, host-agency classification, and custody decisions.
- 5.9 Staff shall, through collaborative planning, work with key partners to develop meaningful, individualized student transition plans.
- 5.10 Staff shall include families in the development of individualized student transition plans when possible.
- 5.11 Staff shall facilitate student enrollment prior to their reentry into public schools. Students will attend such pre-registrations unless prohibited.
- 5.12 Staff shall refer students for further educational services post-release.
- 5.13 Staff shall provide referrals to appropriate community resources.
- 5.14 Document attached to this policy titled "Best Practices- Responsibilities for Counselors and/or Transition Specialists" was created and agreed upon by the Coordinator of Institutional Transition Programs and Student Support Specialist in cooperation with WVSDT Counselors, WVDE Director of School Counselors and Transition Specialists, Spring 2014

6.0 AUTHORITY

- 6.1 State Board of Education Policy 2800 - *Regulations for Juvenile Diversion and Transition Programs.*
- 6.2 State Board of Education Policy 2510- *Assuring the Quality of Education: Regulations for Education Programs, Section 5.6.4.*