

## M-DCPS Student Transition Process for Day Treatment and Residential Programs

### PROCEDURES

<b>UPON PROGRAM ENTRY</b>	<ol style="list-style-type: none"> <li>1. Request prior school information (SPED, ELL, grades, transcripts, etc.)</li> <li>2. Test student w/in 10 days.</li> <li>3. Schedule student into classes.</li> <li>4. Initiate transition plan w/in 15 days.</li> </ol>
<b>AT TRANSITION MEETING DATE 60 days prior to scheduled release. (RESIDENTIAL PROGRAMS. ONLY)</b>	<ol style="list-style-type: none"> <li>1. Hold Transition Meeting.</li> <li>2. Participants include student, parent, DJJ program transition specialist, educational rep., MDCPS transition specialist, JPO and/or aftercare counselor &amp; any other interested party.</li> <li>3. Purpose: to update transition information, discuss educational, DJJ, &amp; family/community reintegration goals.</li> <li>4. Summary of student's transition meeting is forwarded to MDCPS administration and all personnel who need to follow up on any task required to assist student in successfully completing program and/or re-integrating into the community.</li> <li>5. Any questions or outstanding issues that need to be resolved prior to exit meeting are addressed.</li> </ol>
<b>PRIOR TO EXIT MEETING DATE 14 days prior to scheduled release</b>	<ol style="list-style-type: none"> <li>1. Post-test student.</li> <li>2. Update Transition Plan.</li> <li>3. Identify next school placement and aftercare, and confirm JPO.</li> <li>4. Obtain student grades and educational info. and prepare Educational Exit Packet (including updated transcripts)</li> </ol>
<b>AT EXIT</b>	<ol style="list-style-type: none"> <li>1. Hold Exit Meeting.</li> <li>2. Participants are same as for Transition Meeting.</li> <li>3. Purpose: to confirm/ update exit information, discuss educational, DJJ, &amp; family/community reintegration goals.</li> <li>4. Next school placement, living plans, &amp; aftercare placement are finalized along w/ release date.</li> <li>5. Academic re-entry goals, career &amp; employment goals, recommended educational placement, family and community reintegration goals are clearly addressed.</li> <li>6. Charges, pending violations, etc. are addressed at this point and considered for next school placement and aftercare.</li> <li>7. Any interagency collaboration required takes place at this point.</li> <li>8. Transition Coordinator E-mails JPOs, aftercare counselors, receiving school districts, etc. regarding student's progress at time of transition &amp;/or any questions that need to be resolved prior to exit</li> </ol>
<b>AFTER PROGRAM RELEASE (While on conditional release, or as needed)</b>	<ol style="list-style-type: none"> <li>1. Transition Coordinator facilitates school enrollment.</li> <li>2. Transition Coordinator works w/ school, region, district, aftercare, and/or JPO to ensure student registers for next school placement by monitoring attendance records.</li> <li>3. Transition Coordinator meets w/ JPOs and/or conditional release counselors regularly to provide educational progress information (grades, attendance, case management history, etc.) to be provided to the courts.</li> </ol>

**ADDITIONAL:**

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**The transition process during a student's stay at a residential or day treatment program is supported by the following activities:**

- Career/vocational presentations
- Counseling on diploma options
- Counseling on credits, grade placement, credit recovery, GED, GED exit option, etc.
- Review of student's face sheet with charges on which they were committed in order to identify viable career opportunities
- ASVAB testing to identify career/vocational strengths/weaknesses, interests, employment possibilities, salary range, etc.
- Presentations by various community agencies
- Presentations by colleges
- Presentations by various branches of the military