

**Education Program: Structure and Operations**

Rhode Island Department of Children, Youth, and Families

Division of Juvenile Correctional Services: Training School

**Policy: 1200.1702**

Effective Date: June 14, 2004 — Revised Date: September 1, 2010 — Version: 2

**The Principal of the Training School Education Program develops and implements a total programming approach that places the educational services in the context of a youth centered rehabilitative program. The Principal develops and maintains a program structure that:**

- Allows residents to enter programming at any time and proceed at their own pace.**
- Encourages collaborative planning and policy development with educators, community resources and other Training School staff.**
- Guides daily operations and supports the delivery of state of the art educational services.**
- Facilitates effective communication.**
- Complies with requirements under the No Child Left Behind Act, Title I, Part D, for institution-wide programming.**
- Makes certification and credentialing courses available to residents.**

**Related Procedure**

**Education: Program Structure and Operations**

**Related Policies**

**Middle/Secondary Education**

**General Education Development (GED)**

**Post Secondary Education**

**Special Education Services**

**Compliance with Section 504 of the Rehabilitation Act**

**Legal Establishment**

Education Program: Structure and Operations

~~Procedure from Policy 1200.1702: Education Program: Structure and Operations~~

~~A. The principal develops and maintains a program structure and operational plans that include referral and program entry and exit procedures, safety protocols, monitoring and reporting procedures and guidelines for the operation of a staff team.~~

~~B. This Educational Program addresses the profound and diverse needs of residents and includes:~~

~~1. Middle/Secondary Programs in conformance with DCYF Policy 1200.1722, Middle/Secondary Education~~

~~2. General Education Development Program in conformance with DCYF Policy 1200.1731, General Education Development (GED)~~

~~3. Post Secondary Programs in conformance with DCYF Policy 1200.1724, Post Secondary Education~~

~~4. Special Education and Section 504 service in conformance with DCYF Policy 1200.1725, Special Education Services and DCYF Policy 1200.1726, Section 504 of the Rehabilitation Act~~

~~C. The Education Program assists residents in participating in, receiving credit for and completing credentialing programs within the requirements established by state and federal law and regulation.~~

~~1. Teachers identify residents, based on education history, academic ability, behavior and performance, placing them according to their educational needs and eligibility.~~

~~2. Residents access certificates through an array of programs that may include, but are not limited to:~~

~~a. Middle/Secondary Education~~

~~b. General Education Development~~

~~c. Community College of Rhode Island~~

~~d. Drivers Education~~

~~e. Computer Technology~~

~~f. Carpentry~~

~~g. Culinary Arts~~

~~h. Creative Arts~~

~~3. Residents remaining at the Training School to the completion of the course of study may receive a:~~

~~a. Certificate of completion in career/co-curricular courses~~

~~b. High School Diploma (awarded by the resident's identified community Local Education Authority)~~

~~c. General Education Diploma~~

~~d. College course credits (awarded by the college or university)~~

~~4. Transition Plans address the strategies for assisting residents leaving the Training School before the completion of the course of study to achieve a certificate, Diploma, GED or college credit.~~

~~D. The Education Program utilizes Title I funding to provide direct and indirect support services to all residents to:~~

~~1. Improve academic performance.~~

~~2. Provide transition planning.~~

~~3. Provide residents returning to the community with support to ensure continued educational success.~~

~~E. In compliance with RIGL 42-72-6-2, the Education Program, with full and reasonable staff and community participation, prepares a detailed comprehensive educational plan which includes, but is not limited to:~~

~~1. Assessment and Education Planning:~~

~~a. Assessing residents' strengths and weaknesses through the use of a variety of screening techniques and instruments;~~

~~b. Identifying any difficulties experienced by residents and communicating that information to professional support staff;~~

~~c. Distributing the assessment data for overall education planning;~~

~~d. Facilitating specialized medical and/or psychological testing that is determined to be essential; and~~

~~e. Offering a diagnostic perspective of each resident's educational needs to the school, court or other involved agencies/individuals.~~

~~2. Social and Educational Skills Development:~~

~~a. Focusing on coping skills for daily living during confinement and re-socialization skills for return to the community;~~

~~b. Providing support and information for residents to reduce their anxiety about their status;~~

~~c. Improving the quality of staff-resident relationships, helping residents to more positively respond to adults as authority figures; and~~

~~d. Assisting residents to increase and improve their independent problem-solving skills.~~

~~3. Education:~~

~~a. Providing an educational experience that promotes achievement and replaces patterns of failure with patterns of success;~~

~~b. Providing educational services that motivate residents to continue their education upon release;~~

~~c. Providing career/occupational counseling and experiences that emphasize occupational interests, skills, knowledge, habits and attitude required for successful employment; and~~

~~d. Introducing community resources that support and sustain residents~~

~~F. The Principal is responsible for ensuring the development of a curriculum that is:~~

~~1.Data driven, competency based and compatible with the mission of the Education Program~~

~~2.Revised as necessary, but no less than annually, to ensure congruence with resident needs.~~

~~3.Compatible with state requirements.~~

~~G.In curriculum and lesson planning, teachers consider:~~

~~1.Resident needs~~

~~2.Resident involvement in planning~~

~~3.Social, cultural, economic and geographic factors~~

~~4.Assessment and monitoring~~

~~5.Formal and informal reporting procedures (e.g., report cards, bi-monthly reviews, Individual Educational Plans, conferencing)~~

~~6.State Performance Standards and the Common Core Curriculum~~

~~H.The Principal ensures that daily program operations comply with policy and procedure, collective bargaining agreements and state and national accreditation standards.~~

~~I.The Principal ensures that classrooms meet state educational requirements and that the program has access to specialized equipment necessary to meet state standards.~~

~~J.A Librarian, certified in conformance with DCYF Policy 1200.0000, Legal Establishment, coordinates and supervises library services.~~

~~1.Library materials are acquired to meet resident educational, vocational, health and mental health needs.~~

~~2.The Library is available to all residents.~~

~~K.Administrative staff conduct daily operations and management in conformance with RIGL 16-2-9.1 that describes ethical professional principles in the school management.~~

~~L.Education staff comply with Department and RITS attendance and lateness policies and contact the designated staff member on the morning of an absence no later than 6:30 AM.~~

~~M.The communication structure supports programming and operations.~~

~~1.Mandatory staff meetings, facilitated by the Principal or his/her designee, occur at a minimum of one (1) hour per month.~~

~~2.Teachers attend without additional compensation in accordance with the contractual agreement.~~

~~3.Unless modified by the Principal or designee, the monthly meeting is scheduled on a rotating basis, for a different day of the week each month to accommodate teacher schedules.~~

~~4. In addition, all teachers participate in collaborative meetings as scheduled to discuss the teaching/learning process.~~

~~5. With the exception of the Superintendent, only school administrators and staff and/or faculty attend staff and/or faculty meetings. Third party attendance and/or presentations at staff and/or faculty meetings only occur with prior approval of the Principal.~~

~~N. Paragraphs A – M are consistent with Correctional Education Association Standards 13 – 18, 38 – 39, 43 – 44 and 46 – 63 as well as American Correctional Association Standards 3-JDF-5C-03; 3-JDF-5C-04; 3-JDF-5D-02; 3-JDF-5D-03; 3-JTS-2E-04; 3-JTS-5D-01; 3-JTS-5D-02; 3-JTS-5D-13 and 3-JTS-5D-14.~~