

Comprehensive Facility Transition Plan Day Treatment Center

Transition Component: Academic Education

Objective: *To provide all students with aligned curriculum, instruction, and support services designed to meet their individual needs when entering our program. To continue affording students targeted support and transition services necessary to successfully return to their previous educational setting or the most appropriate academic environment upon discharge from the program.*

Strategy/Task	Implementation Measures/Resources
1. Upon admission all students will complete a variety of academic assessments and interpersonal inventories as specified by program policy. These tools will be used to identify specific student academic needs, career interests, and learning styles, thus determining their most appropriate academic plan.	Woodcock Johnson, Piney Mountain, Learning Styles Inventory, Career Scope, and Barriers
2. Educational and treatment team staff will meet jointly to review student transcripts, entering assessments, educational records, and interpersonal learning styles. Both departmental staff members will work cooperatively to plan individualized academic placement, targeted instructional strategies, and support services necessary to ensure successful student achievement and transition following their program completion.	IEP, ILP, IPI
3. Regularly scheduled progress reviews will be planned to include parents and allow for necessary modifications to student plans.	Monthly Treatment Team meetings, IEP meetings, 60 day reviews, and parent/teacher conferences
4. Educational and treatment team staff will work closely to plan, schedule, and encourage family participation throughout the students' placement.	Intake meetings, IEP meetings, ILP meetings, ITP meetings, 60 day reviews, parent/teacher conferences, transition meetings, point sheets, home logs, parent luncheons, monthly parent/group meetings, and field day activities.
5. Use of community resources will be planned and integrated according to individualized student academic, career, and interpersonal needs.	Tutoring, mentoring, ACT test, GED test, Youth Advisory Council, local business/industry, and vocational mentors.
6. Prior to student discharge from the program, a collaborative transitional meeting will be held. Parents/guardians, the student, receiving school representatives, and any other useful personnel will be involved in reviewing the student's academic progress, continuing needs, and support services available to ensure transitional success. Designated staff will follow up with receiving school representatives to ensure continued transitional monitoring of student progress.	Transition meeting: In home school with student's counselor, student, parent and guidance counselor Teacher/mentor visit to student at receiving school in 2 weeks. Additional 4 week meeting with release meeting occurring in 6 weeks.

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Transition Component: [Vocational Education](#)

Objective: To provide all students with multiple opportunities to explore career/vocational interests and options, experience career related learning and access to available community resources

Strategy/Task	Implementation Measures/Resources
1. Upon admission all students will complete a variety of academic assessments and interpersonal inventories as specified by program policy. These tools will be used to identify specific student academic needs, career interests, and learning styles, thus determining their most appropriate vocational plan.	WJ III Math and Reading, Learning Styles Inventory, Career Scope, (TABE, OPT, GED test will be administered as requested by students, parents, counselors, or social workers when appropriate.)
2. Educational and treatment team staff will meet jointly to review student transcripts, entering assessments, educational records, and interpersonal learning styles. Both departmental staff members will work cooperatively to plan individualized vocational activities, community resources, and support individualized student vocational planning and follow up services.	Development and/ or review of IEP (ARC), ILP, IPI, ITP
3. All students will be exposed to multiple opportunities designed to expand students' career related learning experiences.	Guest speakers, field trips, service learning projects, career related curriculum, and Career Day.
4. Program will access and align community resources with individual student needs. Program staff will assist students in completing appropriate referrals, letters of interest, and job applications, etc.	Vocational School, Vocational Rehabilitation, Job Corps, Educational Opportunities, LYNCS, KRA, Job Sites, mentoring.
5. Parents will be offered opportunities and encouraged to participate in their child's vocational planning. Program staff will share information regarding career interests, learning styles, available resources.	IEP meetings (ARC), IPI meetings, ITP meeting, 60 day reviews, parent/teacher conferences, transition meeting.
6. Prior to student discharge from the program, a collaborative transitional meeting will be held. Parents/guardians, the student, receiving school representatives, and any other useful personnel will be involved in reviewing the student's vocational progress, continuing needs, and support services available to ensure transitional success. Designated staff will follow up with receiving school representatives to ensure continued transitional monitoring of student progress.	Transition meeting. Pre-release: students must check in weekly with counselor for 6 weeks; students may be pulled back into program during this time if necessary.

Comprehensive Facility Transition Plan Day Treatment Center

Transition Component: [Health/Mental Health](#)

Objective: *To ensure all students have equal access to appropriate health/mental health services and resources to meet their individualized needs.*

Strategy/Task	Implementation Measures/Resources
1. Upon enrollment, counseling staff will review social history and assess all students' needs for health and mental health services.	Review records, family meeting, individual counseling
2. Staff will make referrals as necessary using community and school resources to meet health and mental health needs of students.	Referrals to FRYSC, School Nurse, Community Mental Health Centers, IMPACT, IMPACT Plus, Psychiatrist, Physicians, DCBS, DJJ
3. Staff will provide all students with support counseling services as indicated by the ITP. These services will assist students in developing life skills necessary for successful life transition.	Individual, group and family counseling, Behavior Modification program.
4. Staff will participate as appropriate in meetings outside the facility that will provide information for treatment planning, review progress and determine transition needs.	Conferences and treatment planning meetings with outside services and resources.
5. Family involvement will be encouraged throughout the treatment process to provide education to parents, access services for students and to assist in preparing for successful transition.	Intake meeting, IEP meetings, ITP meeting, 60 day reviews, parent/teacher conferences, transition meeting.
6. Prior to student discharge from the program, a collaborative transitional meeting will be held. Parents/guardians, the student, receiving school representatives, and any other useful personnel will be involved in reviewing the student's health and mental health progress, continuing needs, and support services available to ensure transitional success. Designated staff will follow up with receiving school representatives to ensure continued transitional monitoring of student progress.	Transition meeting <ul style="list-style-type: none"> • DCBS/DJJ will continue to monitor any mental health needs and court sanctions.