

Back to School

Transition Guide for Students with Disabilities

Coming Home To Their Communities



**Wisconsin Department of Corrections
Division of Juvenile Corrections
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Key DJC Transition Contacts

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Division of Juvenile Corrections

Community Supervision/Aftercare Contacts

7/06

Southeast Region (SERO)

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Northwest Region (NWRO)

Regional Chief	Suzanne Boeke	608-288-3350
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Agents	(Neenah/Green Bay Office)	
	Joan Koch (Neenah)	920-729-3907
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Agents	Wayne Severson (Eau Claire)	715-836-6683
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Education is the Key



Chances are if you are an educator, you believe that education is the key to overcoming all manner of life's obstacles. Each year, the Wisconsin Department of Corrections' Division of Juvenile Corrections (DJC) releases hundreds of young people from its facilities. These youth have complicated, multifaceted histories. Many have a long history of involvement with the juvenile justice system. Others got into serious trouble in a one-time incident. Although some come from loving and supportive families, many have endured years of abuse. Our youth come from Wisconsin's urban centers, suburbs, and rural areas. They represent every ethnic and economic background found in Wisconsin. In fact, within any given year, most Wisconsin counties have sent at least one youth to DJC.

If we did not have one of your district's students in our system this year, chances are we will within the next few years.

When our youth are released from a DJC facility, most return to their home communities and their home school districts. DJC realizes that the youth's enrollment in school plays a critical role in the success or failure of the youth's reentry into the community. When transition is well done, the youth accepts responsibility for his/her actions, possesses the skills needed to successfully reintegrate into the community, and presents a decreased risk to public safety.

As a school district, we ask that you actively participate in helping provide a smooth transition – from our district to yours. If not today, probably tomorrow.

Quick Facts about DJC

DJC would like to introduce itself to you and your district. We hope to answer some of your questions about how we operate. Familiarity with us will facilitate communication between our staff and your staff.

Overview

- DJC schools are funded through program revenue as well as some federal grants administered by DPI. In 2005, DJC received \$957,000 in education grant funding through the NCLB/ESEA (Titles I, II, IV and V), IDEA (special education), and Carl Perkins for vocational education.
- In 2005, the portion of the program revenue budgeted for our educational operation was \$5.4 million.
- When a Wisconsin county or the federal Bureau of Prisons sends a youth to DJC, they pay a daily rate unless the youth was found to be a serious juvenile offender (SJO). Payments for these youth come from legislatively appropriated general purpose revenue.

Our Kids Are Your Kids

- Juvenile courts in all 72 Wisconsin counties have the authority to commit male and female delinquent youth aged 10 years or older to DJC in a Type 1 secured (fenced) juvenile correctional institution (JCI).
- In Wisconsin, the Type 1 juvenile facilities are –
 - Ethan Allen School (EAS) in Wales
 - Lincoln Hills School (LHS) in Irma
 - Southern Oaks Girls School in Union Grove
 - Mendota Juvenile Treatment Center (MJTC)
 - SPRITE – the experiential education program.
- In 2005, nearly 80% of DJC youth came from 12 Wisconsin counties including Dane, Eau Claire, Fond du Lac, Kenosha, Milwaukee (31%), Racine, Rock, Sauk, Sheboygan, Waukesha and Winnebago.
- 86% of the 2005 DJC enrollment was male youth.
- Of the total 2005 enrollment, 16% were admitted at age 14 or younger and 34% were admitted at age 16 or older. Half of 2005 enrollments were ages 14 to 17.

- Over one-third of DJC's male students have special education (SPED) needs. Over 50% of the female students have been placed in special education. Many of our special education students have multiple disabilities.
- 67% of our SPED population has emotional behavioral disability (EBD) as their primary disability. Another 25% have a specific learning disability (SLD) as their primary disability. Four percent have been determined to be cognitively disabled (CD).
- The majority of our students arrive with school histories rife with truancy, suspensions, underachievement, and major behavioral problems.

Our Schools and Teachers

- Nearly all of our teachers are licensed in special education. Chances are your teachers have met some of ours at professional conferences and graduate classes.
- DJC special education teachers use the same DPI forms and procedures for Individualized Education Program (IEP) team meetings as other Wisconsin public school districts.
- If a special education student needs specialized services that cannot be provided by DJC staff, the local CESA will help provide the needed expertise and services.
- DJC schools operate all year round.
- DPI considers the Department of Corrections a school district and the three DJC schools are subject to the same laws and regulations as a regular public school district. We align our curriculum to meet Wisconsin's Model Academic Standards.
- DJC schools are exempt from statewide testing.
- Our school libraries have fiction, nonfiction, and reference collections presented in a range of reading abilities and in various formats including video, DVD, and books on tape. Staff has access to a professional library.
- DJC youth take physical education. Programming includes fitness training, sports and challenge activities like ropes courses. For all youth, including those with superior athletic abilities, teachers emphasize how students can apply the mental discipline required by sports to academics.
- Our students participate in intramural basketball, softball and dodgeball. Selected students participate in the ten-mile Olympic Torch Run held on school grounds as part of a Special Olympics fundraising effort. Teachers emphasize the importance of lifetime leisure activities as a part of physical fitness.
- In addition to classroom and individual instruction, students have access to a variety of computer-assisted learning programs such as Destinations, Fast ForWord Reading, and self-paced Microsoft Office where students acquire keyboarding, word processing, spreadsheet management and desktop publishing skills.
- Students with limited English proficiency use Rosetta Stone to strengthen language skills.

- Our distance learning labs (DLLs) allow parents, aftercare agents, and service providers to participate in IEP and Transition meetings when they are unable to travel to the school.
- The DLLs are used to enhance the school's curriculum and provide college classes to youth and staff. For example, Southern Oaks has used DLL technology to take its students on virtual fieldtrips to view exhibits at places like the Chicago Museum of Science and Industry and the Milwaukee Public Museum. LifeWork Education teachers use the DLLs to connect students with business leaders and employment specialists in distant locales.
- DOC's EDNET computer network allows for supervised student use of a variety of programs while strictly limiting student access to the Internet or our administrative networks. Programs like Encarta (an online encyclopedia) provide students with opportunities for research but disable links to other websites.
- We use JobNet to provide DJC students with employment information in the community to which they will return but with access to individual corporate websites disabled.

Other Programs

- Mendota Juvenile Treatment Center (MJTC) is operated by the Wisconsin Department of Health and Family Services (DHFS) and is also a secured Type 1 juvenile correctional facility. Male DJC youth, presenting with acute mental health problems requiring more intensive supervision and treatment than DJC school clinical staff can provide, are transferred to the MJTC for assessment and treatment.
- Female youth with acute mental health issues are moved to a special living unit at SOGS where specially-trained clinical staff monitor the youth and provide intensive treatment.
- SPRITE (Support, Perseverance, Respect, Initiative, Teamwork and Education) is a 30-day adventure-based education program designed to help eligible youth fine tune their pro-social behavior, independent living skills, and problem solving. Although these lessons are reinforced during wilderness expeditions, rock climbing, service projects, and urban exploration, SPRITE does not emphasize learning new recreational activities but rather the process of making responsible decisions and acceptance of consequences of inappropriate decisions or behavior.

DJC Aftercare (“parole” is the term used in the adult correctional system)

- A youth committed to one of our schools may be held until his/her court order expires. Most youth, however, leave with time remaining on their orders. These youth are supervised by DJC aftercare agents or by county aftercare workers.
- For aftercare, DJC divided the state into two regions; the Southeastern Region which covers five counties (Milwaukee, Racine, Kenosha, Walworth, and Waukesha) and the Northwestern Region covering the other 67 Wisconsin counties.

- The Southeastern (SE) Region offices are located in Milwaukee, Racine, and Elkhorn. **Audrian Brown** is the SE regional chief. His staff includes unit supervisors, aftercare agents, youth counselors, and program assistants.
- The SE Region has a liaison with the Milwaukee Children's Court.
- SE Region also operates the DJC Transitional School (a joint venture with Milwaukee Public Schools).
- The Northwestern (NW) Region covers the other 67 counties not included in the SE Region. **Suzanne Boeke** is the NW regional chief and her staff includes unit supervisors, aftercare agents, youth counselors, and program assistants. NW Region offices are located in Eau Claire, Green Bay, Madison, Neenah, Schofield, Sheboygan and Sparta. The NW Region also supervises SPRITE and the Independent Living Program.

The Trip From Your Community to Ours

This section provides a bit more detail on what the youth has been doing since he enrolled at our school. Although the wide diversity among our students requires an individualized program with an array of services and procedures, here we will present the highlights for a youth returning to his/her home school district.

How Did The Youth Get Here?

Generally, a juvenile placed in a DJC school must have committed an offense punishable by a sentence six months or longer if the offense had been committed by an adult and be found by the court to present a substantial risk to the community that necessitates placement in a secure facility. The average length-of-stay is approximately eight months. During the youth's time in a DJC facility, staff has four priorities;

- 1) raise the youth's academic levels,
- 2) bring the youth's behavior under control,
- 3) address specific treatment issues, and
- 4) transition the youth back to the community better prepared to make constructive choices.

Court. When a youth is involved in the commission of a crime and enters the juvenile justice system, Wisconsin counties follow a process outlined in Wisconsin Statutes. Law enforcement, the youth's family or the youth's school district can refer the youth to a County Intake Worker for an Intake Inquiry. After the Intake Inquiry is completed, the case may be closed, handled as a deferred prosecution (where the Juvenile Court Intake Worker and the youth's family give the youth a chance to comply with restrictions or treatment for a specified period of time and successful completion prevents filing of a delinquency petition), or referred to a prosecutor. If a case is referred, the county District Attorney or corporation counsel files a delinquency petition. A Plea Hearing allows the youth to admit or deny the allegations of the petition. The youth will be represented either by the Public Defender or by private counsel.

A youth may plead "no contest" or admit to the offense and enter into a consent decree that outlines terms of supervision. In this case, the youth has not been adjudicated delinquent and upon reaching 18 years of age, the record of the offense is expunged. If the youth contests the delinquency petition (pleads "not guilty") a fact-finding hearing is held. The prosecutor must prove in court beyond a reasonable doubt that the youth committed the offense(s) specified in the petition.

If the youth is adjudicated delinquent, a Dispositional Hearing determines the youth's plan of supervision, care, and treatment. A written court order details the judge's decision based on the evidence presented at the Plea or Fact-finding Hearing and in accordance with a court report described in Chapter 938 of the Wisconsin Statutes. The court order lists placement and services to be provided to the youth, the agencies responsible for providing those services, conditions for compliance, and expiration date of the order. Placement options available to the judge include:

- a type-1 secured correctional facility (Ethan Allen, Lincoln Hills, Southern Oaks) for a period of up to two years (5 years for certain offenses);
- commitment to the type 1 facility with a recommendation to place youth in SPRITE;

- a short-term (120 day) intensive program at Ethan Allen or Southern Oaks;
- the Corrective Sanctions Program (CSP) - includes a 35-day assessment and evaluation at one of the DJC schools after which the youth is placed in the community in an appropriate living situation with ongoing supervision by DJC staff; or
- the Cadet Achievement Program (CAP) - a 90-day structured program involving military-style operations and training that incorporates education, counseling and career education, military drill and ceremonies, experiential education (ropes courses, etc.) life skills training, and community service/restorative justice. Participants live in the CAP living unit and attend a separate education center on the grounds of Lincoln Hills School in Irma, Wisconsin.

Walking Through Our Gates

Reception

Arrival at the gatehouse of a DJC school marks the beginning of youth's Assessment and Evaluation (A & E) period. Staff members assign the youth a DOC number, issue uniforms, complete admission information, study the youth's court order, create an account for processing financial obligations, and mail the Admission Packet to the youth's parent(s)/guardian with information on visitation rules, staff contacts, and the special education Child Find notice. Within 35 days of admission, the youth's Joint Planning and Review Committee (JPRC) is established and holds its initial meeting. Members of the JPRC include DJC social workers and other staff members of the DJC school, a representative of the Office of Juvenile Offender Review (OJOR), a representative from the youth's county, and a juvenile aftercare agent or counselor. The youth's parents/guardian are invited to participate in this meeting which makes important short-term and long-term recommendations for the youth's future.

During the Assessment and Evaluation phase, the youth lives in the Reception Cottage with other newly-arrived youth. The Health Sciences Unit (HSU) performs a physical, a dental exam, and lab work. To identify ongoing treatment needs, the social worker and clinical staff administer the Adolescent Alcohol and Drug Intervention Scale (AADIS) and a suicide-risk screening instrument. The youth and parents are interviewed. As needed, the social worker may administer the Adolescent Diagnostic Interview-Light (ADI-L) and the Massachusetts Youth Screening Instrument-II, which assesses the student's alcohol/drug history, anger issues, depression, somatic complaints, suicidal ideation, and traumatic experiences. More intensive clinical evaluation is performed as needed.

The Wisconsin Delinquency Youth Assessment helps DJC staff to determine the youth's treatment needs by addressing 11 areas; educational involvement, emotional stability, substance use, parenting/care-giving, successful living skills, sexuality and health, family/community environment, conflict resolution, attitudes/values, social competence, and employment.

The Reception Teacher (licensed in special education) identifies the youth's educational needs through record review, observation, interviews, and testing. The school sends for the student's past school records and reviews those files looking for a history of special education needs, an Individualized Education Program (IEP), academic and behavioral problems and patterns, the student's previous transition work (portfolios, etc.), and transcripts. As soon as a special education history is discovered, the school's

education director is notified. The education director assigns the youth to a teacher/case manager who will oversee the youth's special education during the youth's stay in the DJC school.

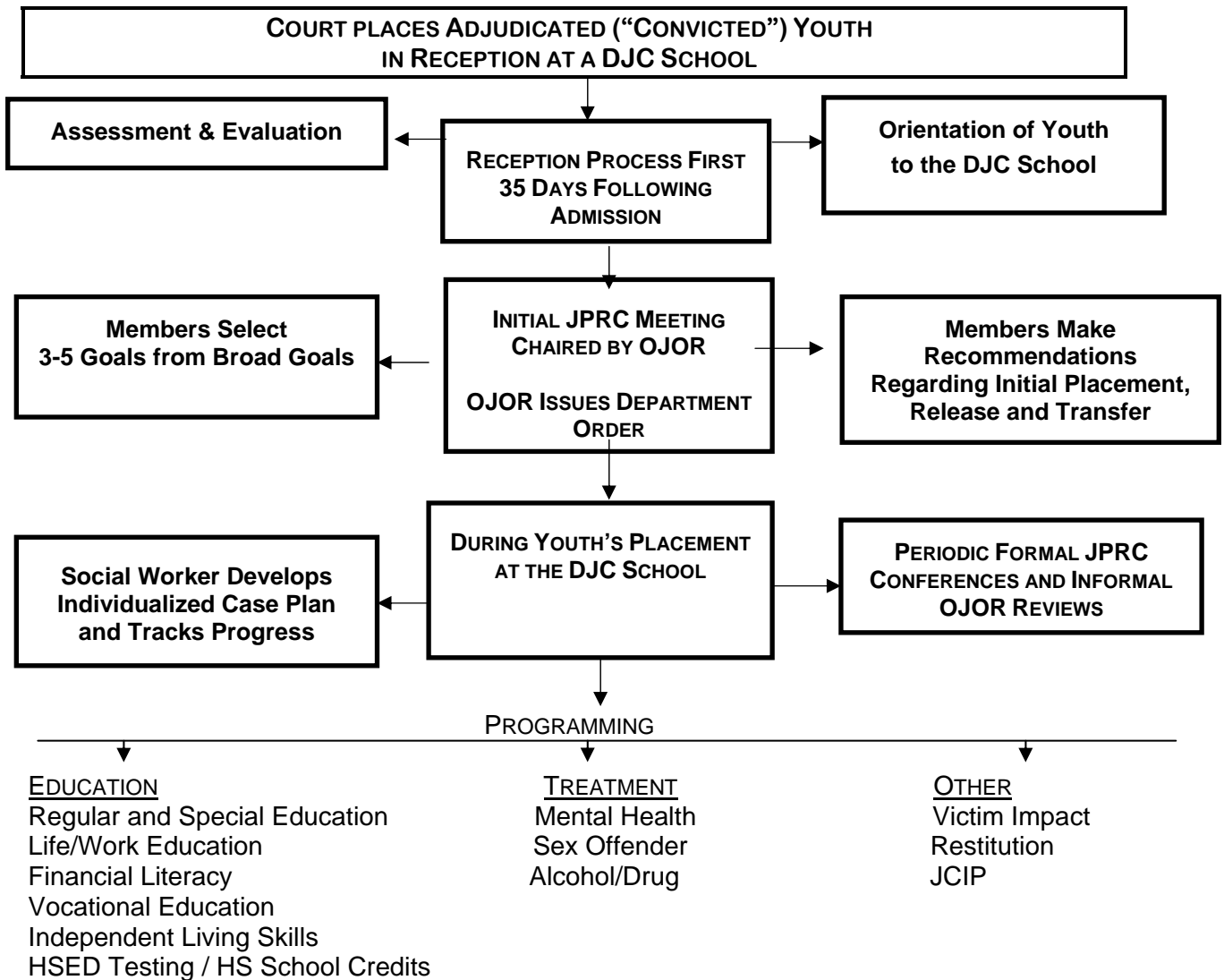
Reception education staff administers a variety of assessments including the following:

- the *Daniel Memorial Assessment of Independent Living Skills (DMAILS)* - a computer-administered assessment evaluates the student's knowledge in 15 life skill areas (money management, food management, personal appearance, health, housekeeping, transportation, education planning, job seeking skills, job maintenance skills, safety, community resources, interpersonal skills, legal skills, leisure activities, and housing). The youth's social worker explains the detailed report to the youth. Results are incorporated into the student's school curriculum, Life/Work Education program, special education program, and transition goals.
- *CareerScope*. This computer-administered instrument assesses the youth's vocational interests and aptitudes. The interest inventory helps target key areas of interest that correspond to 12 Department of Labor Interest Areas including artistic, mechanical, scientific, business detail, and selling. In addition, critical aptitudes are measured including the youth's general learning abilities, the youth's aptitude for learning number-related tasks, verbal aptitude, the ability to work with spatial relations, aptitude with forms, and clerical tasks. The resulting report provides career recommendations based on the youth's input and U.S. Department of Labor standards. The results are reviewed with the youth and a copy of the report is placed in the youth's LifeWork Education Portfolio.
- *Wechsler Individual Achievement Test-Second Edition (WIAT-II)*. The WIAT-II is an individually-administered assessment of the youth's present academic performance levels in the areas of reading (word attack and comprehension), spelling, and math (computation and problem-solving).
- *Gates-MacGinitie Reading Tests-Fourth Edition*. The GMRT assesses the youth's oral language concepts, listening comprehension, decoding skills, comprehension, and word knowledge, helping identify students requiring additional individual reading diagnosis.
- *Learning and Working Styles Inventory*. This assessment provides insight into the youth's preferred learning style – the optimal conditions under which the youth concentrates, absorbs, processes, and retains new or difficult information and skills.

Additional tools are used to meet the individual needs of each youth.

In the initial 35 days, staff teaches the youth about the facility rules and policies, including the disciplinary process and youth complaint procedures, as well as how the case management system works.

The flowchart below covers the Reception Process after the youth is admitted to a DJC school.



During the Youth’s Stay

During the youth’s stay at a DJC school, Health and Clinical Services attend to the youth’s physical and emotional needs, providing a full spectrum of medical, dental and mental health services. Licensed Health Services staff members provide regularly scheduled services as well as 24-hour emergency on-call services.

Joint Planning and Review Committee. After the initial JPRC meeting that establishes the youth’s goals and programming needs, the youth attends classes, participates in treatment programming, victim impact education and other assigned activities. The JPRC holds a formal review every 90 days to review progress reports submitted by the education staff, clinical staff, social workers, and youth counsellors. Informal reviews may be held in the interim.

Academic Programming. Wisconsin law requires that a youth under age 18 without a high school diploma (or equivalent) must attend school full time. Although a youth over age 18 is not legally required to participate in educational and vocational programs, DJC

usually requires all youth to participate in such programming as part of the youth's Individualized Case Plan (ICP).

DJC schools offer academic programming levels ranging from middle school through high school. DJC schools are allowed to grant 0.25 credits for partial completion of courses interrupted by their release. Older credit-deficient students may work on an HSED – an equivalency diploma based on GED tests plus the additional requirements of Health, Civics, and Career Development. In addition, eligible students may take courses from technical colleges and universities. In fact, an articulation agreement with the Wisconsin Technical College System allows students to receive both high school and college credit concurrently for courses like Human Development.

Special Education (SPED). For the youth with a special education history, the education director assigns a special education teacher as the youth's education case manager. The education case manager ensures compliance with federal and state special education law and regulations. The special education student's case manager ensures that IEP reviews and evaluations are performed on time, convenes IEP meetings, provides parents with reports on the youth's progress on IEP goals, and checks that the youth receives the type, frequency, and level of services, accommodations, and access to assistive technology specified in the IEP. The youth's education case manager is the institutional expert on that specific youth's educational needs.

LifeWork Education (LWE). In 2001, DJC implemented its LifeWork Education Program which helps each youth to understand the connection between education and reaching career goals. If the youth does not yet have any career plans, the LifeWork Education staff helps the youth explore possible career paths using the CareerScope results, occupational books and videos, and JobNet (a computer-based aid similar to that used in the Wisconsin Department of Workforce Development's regional Job Centers).

CareerScope. During Reception, each youth takes aptitude and interest assessments, including the computer-administered CareerScope. The youth reviews the assessment results with the LifeWork Education teacher, discussing individual strengths and weaknesses and how aptitudes and interests fit into the youth's career plans. To provide current assessment information that reflects the youth's growth, CareerScope is re-administered to youth at least once a year.

Career Plan. Next, the youth builds a Career Plan based on three questions: Who am I? Where am I going? How do I get there? Activities may include choosing a career major which helps the student define the sequence of courses, the field of study, and the experiences that will help prepare him/her for employment in the chosen area.

LWE Classes. LifeWork Education classes blend job-related skills into academics and teach the youth how to communicate their knowledge, strengths, and skills to employers and admission counselors. The youth learns how to interact with a prospective employer in an interview, how to write a resume, and the importance of making a favorable first impression. The student learns how to use various job-search methods and technologies that will be available when he is back in the community.

Career Portfolio. The importance of the Career Portfolio is not only the final product but the process of self-discovery the youth needs to go through to build the portfolio. The Career Portfolio is a tangible record of the youth's academic, vocational, social, and employment achievements and strengths. It provides the framework for gathering and organizing information about vocations, education, training, skills, interests, and abilities. The portfolio helps the youth to communicate personal knowledge, strengths, and skills to employers, and college admission counselors. Finally, the portfolio is a working instrument

used by the aftercare agent to help keep the youth on track with transition goals and remind the youth what is possible.

DJC social workers, education staff, treatment staff, youth counselors, and agents are responsible for being familiar with the contents of the youth's portfolio. Staff must discuss how the youth's newly-acquired behavioral skills, leadership, teamwork and problem-solving skills can apply to the workplace and how this progress can best be documented.

Community Partnerships. To add to the real-life applications, the LifeWork Education Program forms community partnerships with post-secondary education sites and businesses. The schools invite speakers to address the students on a variety of employment issues. The culmination of these partnerships is the Job Fair held on the DJC school campus. The Job Fair brings in representatives from a variety of businesses and colleges to discuss post-high school options with youth.

Alcohol and Other Drug Abuse Treatment (AODA). The AODA program provides a safe and supportive environment inside which the youth can address his/her substance abuse treatment needs. Program objectives include educating the youth on the effects of alcohol/drug abuse to self, family members, and the community; helping the youth develop skills needed to abstain from misusing alcohol/drugs; measuring progress through pre/post tests and weekly discussion and assignments; reducing the number of AODA relapses among youth returning to the community, and increased communication between school staff and community agencies/service providers

Juvenile Cognitive Interventions Program (JCIP). A cognitive restructuring program, the Juvenile Cognitive Interventions Program (JCIP) teaches the youth to build the cognitive skills needed to staunch negative thought patterns that once led to poor decisions and illegal or harmful behaviour. Youth learn to change thinking patterns and develop pro-social interpersonal skills. Trained facilitators deliver the three-phase JCIP using standardized instructional materials. The first two phases take place in the DJC school with the final phase taking place in the community.

Sex Offenders Accepting Responsibility (SOAR). The SOAR curriculum is designed for the youth identified as a sex offender and consists of Enhanced Thinking Skills and the CORE program. Enhanced Thinking Skills (ETS) consists of a 4 to 6 month cognitive skills program to build skills in problem identification, generating alternative solutions, impulse control, perspective taking and evaluating solutions. Upon completion of the ETS program, the youth begins the six-month CORE program. The CORE program specifically addresses sexual offending through the following 12 modules;

- What is Consent?
- Risking Thinking
- Coping with Problems
- Decision Chains
- Life History
- Sexual Fantasies
- Patterns in Offending
- Coping with Urges
- Impact of Offending on Victims
- Impact of Offending on Family Members of Offenders
- Coping with Disappointments and Setbacks
- What a Non –Offending Future Looks Like.

Throughout the program, staff monitors the youth's behavior and treatment progress. All youth prepare a thorough and detailed relapse prevention plan, including triggers,

intervention, cognitive and behavioral traps, strategies for assessing risk, and development of failsafe methods.

College Credits. Eligible students may take college-level courses for college credit through the Wisconsin Technical College System(WCTS) and several universities and colleges. In fact, an agreement between DJC and WTCS allows eligible students to earn both high school credit and college credit for certain courses.

Re-Entry Back to Your Community – Three Phases

The ultimate goal of every youth who enters our gates is to leave and go home. Because our youth have a wide range of needs, release can mean going home to their family (after a review of the home situation by an aftercare agent), to placement in foster care, or an alternative situation. Careful re-entry planning helps the youth, the family, DJC staff, your district staff, and other involved agencies to prepare for the youth's move out of the secure juvenile correctional setting. DJC re-entry planning has three phases:

- 1) *the Institution Phase* begins during the youth's stay;
- 2) *the Transition Phase* begins approximately 90-days before a youth's release and continues approximately 30 days after release; and
- 3) *the Stabilization Phase* during the community supervision for six to nine months.

Institution Phase. During this phase, DJC staff is responsible for the youth's care, education, and treatment. The youth's social work case manager coordinates the youth's needs assessment, treatment programs, behavioral progress, and security concerns. Often, the social work case manager is the person who refers a youth for special education evaluation.

For the student with special education needs, transition planning becomes a critical part of the IEP beginning with the IEP in effect at age 14. Under state and federal law, the IEP team (including the youth, parent/guardian, regular education teacher, special education teacher(s), specialists (school psychologist, speech/language pathologist), community service providers) is required to take the youth's postsecondary goals, put them in measurable terms, and lay out a course of study and a coordinated set of activities that will help the youth achieve those goals.

The postsecondary goals:

- must be the student's goals – others have input but the student must have ownership and take responsibility;
- must be measurable – stated so that whether the student has achieved/not achieved the goal can be clearly ascertained; and
- should include training, education, employment, and independent living skills.

NOTE: As the student grows older, the postsecondary goals become more specific.

The course of study should:

- lay out the types of courses and educational experiences the student will need to meet post-secondary goals; and
- show how those courses are linked to the youth's chosen goals to increase motivation.

NOTE: If you send us the course of study as part of the transition plan your SPED staff developed with the student prior to the student's DJC commitment, we will follow that as closely as we can. If we do not receive a course of study with the student's IEP, we will develop a broad course of study that will fit with the offerings of most high schools. Your SPED staff will have to add the specifics at the youth's next IEP meeting in your district.

The coordinated set of activities should:

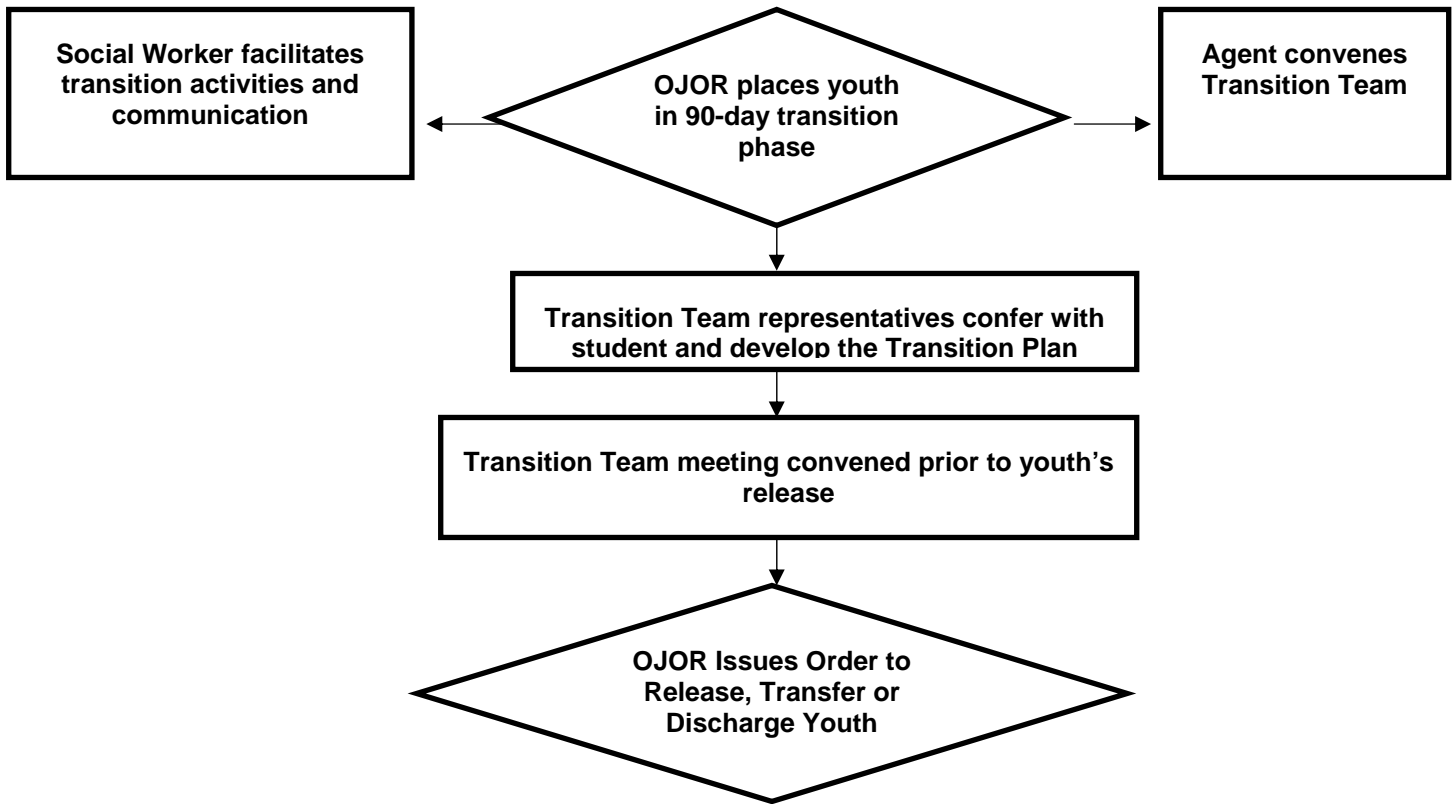
- use the students strengths, preferences and interests as well as needs;
- deal with instruction, related services, community experiences, employment, post-school adult living, daily living skills, and a functional vocational evaluation.

NOTE: In DJC, we use the Daniel Memorial Assessment of Independent Living Skills (D-MAILS) to evaluate the student's knowledge in 15 functional areas including money management, safety, housing, food management, and housekeeping. The IEP team uses the D-MAILS report as one key information source when building the youth's annual goals and transition plan. A copy of the youth's most recent D-MAILS report will be in the youth's SPED file.

Transition Phase. The Office of Juvenile Offender Review (OJOR) periodically reviews the youth's progress, determines if the youth is ready for release, and decides the youth's placement category upon return to the community. DJC youth generally are returned to the community with time remaining on their dispositional orders. During this phase, the youth's aftercare agent plays the primary role. The social worker case manager, the teacher case manager, OJOR review staff, and Health Services staff also have specific duties.

Once OJOR has recommended that the youth be prepared for release, the youth enters the Transition Phase. The finishing touches are put on the student's LifeWork Education Portfolio, the youth's special education case manager makes sure the student's IEP is up-to-date, and communication among the youth and parents, the social worker, aftercare agent, and teachers intensifies. During the Transition Phase, the youth's aftercare agent schedules a Transition meeting with the youth's Transition Team. Team members include the youth and family, the aftercare agent or county correctional liaison, the DJC social work case manager, Corrective Sanctions Program youth counselor (if youth is scheduled for placement in CSP), Special Education case manager (if applicable), informal supporting individuals and community-based service providers including past employers and representatives from the youth's faith community.

It is on the Transition Team that DJC would like your district to have a voice.



Stabilization Phase – the Community Component. Aftercare supervision services have been provided to delinquent youth since 1959. A second type of community supervision, placement in a Type 2 secured correctional facility (an institution without walls), was created by the legislature in 1994.

Once the youth is back in the community, the aftercare agent monitors the youth’s behavior and level of risk to the community (and uses appropriate control and disciplinary procedures to protect the community). The youth continues to participate in treatment programs and educational/ vocational training according to the youth’s individualized case plan (ICP). The frequency of contacts by the agent with the youth varies depending on the specific needs of the youth. All youth follow written rules of supervision. If a youth violates a rule, the DJC agent implements clear and specific disciplinary procedures including possible return to a DJC school. The supervision continues until the court commitment order is terminated or the administrative discharge from supervision is issued.

Every youth released from a DJC school with time remaining on his/her court order receives individual case planning, liaison services with the home county, and reintegration/transition services. Counties either directly provide aftercare services for their youth (through the county’s department of human/social services) or contract with DJC to supervise the youth.

The daily practice of each DJC aftercare agent is directed by *The Guiding Principles for Community Supervision*. Some of these principals include:

- Striving to place a youth back in his/her own home unless circumstances make that option untenable.
- Implementing services for youth in the community that are victim sensitive, risk-based and accountability driven.
- Developing the youth's individual case plan to bridge the goals and objectives completed by the youth at the DJC school. Continuing to address the restorative justice philosophy and continue to build upon the youth's strengths, skills and competencies.
- Monitoring and reporting regularly on youth's progress with respect to established performance measures.
- Striving to build effective services for youth in the community by implementing the best practices based upon research regarding how to effectively intervene and change the lives of delinquent youth.
- Connecting youth to their communities through educational/vocational programming, community service, payment of financial obligations, participation in religious opportunities, if desired, and mentor matches.
- If the youth has a disability and received special education programming in the DJC school, monitor that modifications and accommodations specified in the youth's Individualized Education Program (IEP) are used in the youth's required programs as well as educational/vocational programming.
- Assisting the youth to build a support network of positive people who will be available to them for personal guidance and life planning.

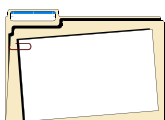
The ultimate goal is successful reentry into the community without a return to the criminal justice system.

Conclusion

What does DJC need from your school district?



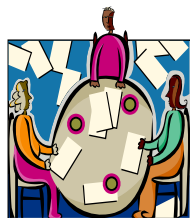
Student Records. We need timely access to the student's cumulative record and special education file. Because our schools operate year round, we frequently experience significant delays in receiving student records from districts during their summer vacations. This delays our ability to provide much needed services to the student.



Complete special education records. In an effort to get our youth needed services and into appropriate classes as soon as possible, we need complete special education records -- including evaluation reports with test scores. These are needed to prevent unnecessary testing and to help document the youth's disability for government programs, GED testing accommodations, and use by post-high school education disability coordinators.



Transition Plans. With Wisconsin's recognition that transition planning should begin in the year a special education student turns age 14, we will expect to see transition plans in the IEPs of nearly all our students. Please send us the transition planning that your IEP team has already done with the youth, including referrals to outside service providers. You know your community better than we do, so we are counting on you to help us locate community service providers who can help the youth.



DJC Liaison. We will be asking your district for a contact person for general education and special education records. Tell us how to best access student records during your holiday and summer vacations. We need complete and up-to-date school records, including the student's last evaluation report and IEP, sent to us in a timely manner.

As the school district receiving one of our youth, how can we help you fulfill your obligations to this youth?

One of this youth's biggest adversaries is the time gap between leaving the DJC school and returning to the public school, post-secondary HSED program, or alternative school. As this gap widens, we all risk losing much of the progress the youth has made in the structured environment of the DJC school.

We can provide several options that can close the gap between release and re-enrollment.



For example, would your district accept records prior to the youth's appearance at your Enrollment Office or do you prefer to request the records yourselves?



Would your district permit the youth to enroll with a draft transcript until we can summarize course completion and final credit allocation on an official transcript?



Do you have a centralized student services coordinator for late-term enrollment? Can we discuss the options you present for youth enrolling in the middle of a term?

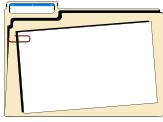


Would you like to have a district representative meet with the student before release? We can offer video conferencing if distance precludes a face-to-face meeting. We may even be able to arrange off-grounds transport to take the youth to your district's Enrollment Office prior to release.



We would like to invite you to participate on the youth's Transition Team or minimally as part of the final team meeting. If you cannot send a district

representative, your district can participate in a conference call, videoconferencing technology, or via a distance learning lab. Your school district will play a critical role in the youth's reentry to the community.



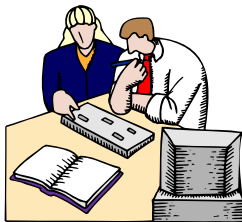
We will send you a complete student file including scores from any education-related achievement and diagnostic assessment administered while the youth was at our school. The youth in special education will have a complete and up-to-date IEP. If DJC has done an evaluation during the youth's stay with us, that report will be included.



We will send you the youth's transition plan – a continuation of the plan your district began for the student. Our transition plan will include the youth's IEP transition summary.



The student's SPED file will contain the most recent report from the Daniel Memorial Assessment of Independent Living Skills (D-MAILS) so your transition plan can pick up where ours left off.



The youth's most recent CareerScope report addressing the youth's vocational interests and aptitudes will be in the youth's SPED file for transition planning purposes. The results of any other vocational assessments and interest inventories administered while the youth was at the DJC school will be added to the SPED file as well.



Each DJC youth has worked on his/her LifeWork Education portfolio during their stay. The student decides what will go into the portfolio so the contents will vary by individual. These items may be found in the LifeWork Education portfolio. Some of the items that may be found in the portfolio include resumes and cover letters on a disk, sample job applications, education and career goals, birth certificate

and Social Security card, occupational research information, employment competencies, and work samples.

Ask to see it.



You can email or call our education directors to ask general questions about our curriculum, programming, resources, and policies. If you need information regarding your specific student, we will need the parent's permission to discuss those things with you. **Please use the Key DJC Transition Contacts (page 3) as a starting point to reach the DJC staff person with whom you would like to communicate.**

We invite you to visit any of our schools.

Call the school's education director for details.

Appendix Commonly Used Acronyms

A & E	Assessment and Evaluation
AADIS	Adolescent Alcohol and Drug Involvement Scale
ABE	Adult Basic Education
ADD	Attention Deficit Disorder
ADHD	Attention Deficit / Hyperactivity Disorder
AODA	Alcohol or Drug Abuse
AT	Assistive Technology
CAP	Cadet Achievement Program
CCI	Child Caring Institution
CD	Cognitive Disability
CIW	County Intake Worker
CESA CESAs)	Cooperative Educational Service Agency (WI divided into 12 CESAs)
CMM	Case Management Manual
CSP	Corrective Sanctions Program
DAI	DOC's Division of Adult Institutions
DCC	DOC's Division of Community Corrections
DHFS	Wisconsin Department of Health and Family Services
DJC	Division of Juvenile Corrections (within Department of Corrections)
DMAILS	Daniel Memorial Assessment of Independent Living Skills
DOC	Department of Corrections
DPI	Wisconsin Department of Public Instruction
EBD	Emotional Behavioral Disability
GED	General Education Development Diploma
HSED	High School Equivalency Diploma
HSU	Health Services Unit
ICJ	Interstate Compact for Juveniles
ICP	Individual Case Plan
IDEA	Individuals with Disabilities Education Act (federal special education law)

IEP	Individualized Education Program
JCI	Juvenile Correctional Institution
JCGIP	Juvenile Cognitive Interventions Program
JJIS	Juvenile Justice Information System (DJC computer program)
JPRC	Joint Planning and Review Committee
L/W Ed	Life/Work Education Program
MJTC	Mendota Juvenile Treatment Center (under DHFS supervision)
NCLB	No Child Left Behind
OJOR	Office of Juvenile Offender Review
R & O	Reception and Orientation
SJOP	Serious Juvenile Offender Program
SLD	Specific Learning Disability
SORP	Sex Offender Registry Program
SPED	Special Education
SPRITE	Support, Pride, Respect, Initiative, Teamwork, Education
SSOP	Serious Sex Offender Program
SW	Social Worker
Type 1	A secured (fenced) juvenile facility
Type 2	A supervision status that permits immediate return to a type 1 facility
WAIS-III	Wechsler Adult Intelligence Scales – Third Edition
WIAT-II	Wechsler Individual Achievement Test – Second Edition
WISC-IV	Wechsler Intelligence Scales for Children – Fourth Edition
WJ-III Ach	Woodcock John Tests of Academic Achievement-Third Edition
YC	Youth Counselor

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