

# THE TYC REHABILITATIVE STRATEGY CHAPTER 4

## CoNEXTions© Rehabilitative Strategy Overview

CoNEXTions© is an integrated, system-wide rehabilitative strategy offering various therapeutic techniques and tools that are used to help individual TYC youth. The name, CoNEXTions©, stems from the basic goal of the program – to prepare youth to take the *NEXT* step, to connect youth to healthy, law-abiding relationships with their peers, families, and communities. The name symbolizes the hope that once youth are properly connected with other people, they are in a better position to connect to their futures, or the NEXT phase of their lives, with an optimistic and realistic outlook.

CoNEXTions© focuses on two questions:

- What causes youth to come into the juvenile justice system? (**risk factors**)
- What keeps youth from returning to the system? (**protective factors**)

CoNEXTions© uses an evidence-based, automated assessment, the Positive Achievement Change Tool (PACT), to assess individual youth risk factors and protective factors.

The PACT provides the foundation for designing individual treatment plans targeting skill building to reduce a youth's risk factors and increase protective factors.

**The basic assumption of CoNEXTions© is that intense and system-wide implementation of thinking skills training and interventions specific to risk and protective factors will decrease recidivism and crime among youth in the program.**

Risk and protective areas that are addressed include:



### The Traditional Approach

- Establish control over offenders
- Fix youth problems with professional services
- Increase sanctions for anti-social behavior

### The TYC Approach



- Connect youth with positive social forces and assets
- Draw on community resources to engage youth
- Engage youth in pro-social activities and opportunities

- **Attitudes, values, and beliefs**
- **Influences and associations with people**
- **Effects of abuse of alcohol/drugs**
- **Personality traits**
- **Ability to control behavior**
- **Current family dynamics and supportive relationships within the family**
- **Academic/vocational achievement**
- **Use of leisure time**

## **CoNEXTions© Step-By-Step**

### ***Assessment & Orientation***

Upon admission to the TYC assessment units, youth are assessed in multiple areas: mental health; education; vocation; and medical needs, and are evaluated for specialized treatment needs. Risk and protective factors are identified and an initial case plan is developed to begin targeting these factors. Youth are classified according to their committing offense and needs, designated a minimum length of stay, and are assigned to a placement dependent upon their rehabilitation needs, proximity to home, and risk level. During the assessment and orientation process, youth are introduced to a skills program – Thinking for a Change (T4C). Planning for transition/reintegration into the community begins during assessment and the plan is revised as the youth progresses while in TYC.



### ***General Rehabilitation Program***

CoNEXTions© is an integration of programs within TYC, including education and workforce development, and provides a comprehensive case plan of rehabilitation for each youth and addresses their specific needs. The Thinking for a Change (T4C) curriculum is woven into daily interactions between youth and staff members, with “thinking reports” used to process problems when they arise. Four times each week, youth attend structured skills groups that target risk factors and help youth develop or improve the skills they need to live successfully in their communities. One day each week, youth participate in a skills application group. In this group, youth have

an opportunity to discuss and practice new skills, thereby increasing protective factors in those areas. These skills include: communicating effectively with others, managing emotions, evaluating their alcohol and drug use decisions, problem solving, family living skills, and making wise choices/decisions.

### ***Required Supplemental Groups***

In addition to attending skills groups, youth may be required to attend other types of groups which assist them in areas of special needs. Required supplemental groups are conducted up to four times per week and target specific risk factors, focusing on areas such as anger management, alcohol and other drug education, mental health support, and psycho-sexual development.

### ***Specialized Treatment Programs***

Specialized treatment is provided for youth identified as having a significant need in a specific area. The specialized treatment programs are: Capital and Serious Violent Offender Treatment Program, Alcohol and Other Drug Treatment, Mental Health Treatment Program, and Sexual Behavior Treatment Program. In these programs, youth receive treatment services from specially trained or licensed staff and participate in programming that is designed around their specific needs in that target area. Youth in specialized treatment programs receive ongoing support and staff receive specialized training to maintain the advanced skills and knowledge needed to work with special-needs populations.

### ***Leisure Skills Building Groups***

Leisure Skills Building Groups are held on weekends and evenings and are offered by staff, volunteers or professionals with an interest and training in the chosen topic: money management, guitar lessons, painting, sculpting, etc. These groups provide the youth additional opportunities that are not solely focused on rehabilitation, but target the building of pro-social leisure skills.

### ***Family Involvement***

Family involvement and interaction is encouraged and supported. Each facility has unique strategies for increasing family involvement, including educational workshops, open house meetings, family day activities, multi-disciplinary team meetings, and facility orientations. Families are encouraged to be actively involved in developing their youth's community re-integration plan. At all facilities, visits and letters are encouraged and welcomed. Multi-family conferences are held quarterly to assist parents and guardians to understand and support youth in the TYC facilities. In addition to the case plan, the family is provided a written overview of the youth's progress every 90 days.



### ***Education, Vocational Training & Workforce Development***

The educational needs of each youth are individualized and supportive of the youth's goals. Youth are provided the opportunity to improve basic academic skills, particularly reading and math, and to work toward earning their high school diploma and/or a GED. Workforce Development programs offer employment preparation and reintegration services in both facilities and aftercare. The vocational goals are gender-sensitive and provide both traditional and non-traditional programming. Vocational programs are aligned with industry standards and certifications where possible. Teachers, with the assistance of juvenile correctional officers, use classroom management skills that provide an environment favorable to learning for all youth.

### ***Multi-Disciplinary Team and Case Planning***

Youth are evaluated monthly by a multidisciplinary team, which consists of their case manager, an assigned educator, and juvenile correctional officers, who work with the youth on a regular basis. Medical input is provided to ensure any medical issues are properly addressed in daily living and in case planning. Parents are also invited to participate in the monthly multi-disciplinary team meeting. The multi-disciplinary team formally reassesses a youth's progress each month, changing case plan objectives as needed to meet the individual youth's needs, targeting specific skills to develop, and assessing their overall "stage" in CoNEXTions©.

### ***Evaluating progress – Stages of CoNEXTions©***

Progression through CoNEXTions© is measured through five stages, beginning with Stage 1 and ending with Youth Empowerment Status (YES). The youth's stage assignment reflects the stage objectives on which the youth is currently working. Once those objectives are completed, the youth is promoted to the next stage.



Each stage has objectives for the youth to complete that will assist with the following outcomes:

- increase understanding of personal risk and protective factors and how those relate to success/lack of success in the community;
- movement toward developing a concrete community reintegration plan; and
- engagement of the youth's family in programming; and
- understanding how the youth's committing offense was related to risk factors, including their underlying attitudes, values and beliefs.

The youth's consistent and active participation in all areas of programming – development and completion of case plan objectives, groups, specialized

treatment programs (if applicable), academic and workforce development programs, and consistent application of learned skills in daily behavior is also required for stage promotion.

### ***Positive Behavior Change System – 5 Basic Rules***

The Positive Behavior Change System (PBCS) is designed to bring out the best in youth, offering them strong incentives to behave in ways that contribute to a safe, therapeutic culture. At the same time, youth learn skills which help them solve problems and manage emotions that can lead to negative behaviors.



All youth are expected to follow **five basic rules**:

1. Be in the right place at the right time;
2. Follow directions;
3. Participate in activities;
4. Respect others; and
5. Accept consequences.

Youth are provided a daily rating of their performance in following the five basic rules.

Aside from privileges awarded to youth based on their progress in the stages of CoNEXTions®, youth may receive additional privileges based upon their daily and weekly performance ratings. These ratings also contribute to evaluating the youth's stage progression.

### ***Program Completion***

Youth who reach and maintain the highest stage, Youth Empowerment Status (YES), and meet other objective release criteria are considered to have successfully completed the program. These youth are released from high restriction facilities under the authority of the local administrator (or the executive director, for youth with more serious offenses). Youth who do not achieve YES, and who are not committed to TYC with a determinate sentence (a sentence of up to 40 years imposed by the court), may still be released to the community after completion of their minimum length of stay. The Release Review Panel (RRP) reviews these youth. If the RRP determines the youth has no rehabilitative needs requiring continued confinement in a residential facility, the RRP authorizes the youth's release to parole or discharges the youth from TYC supervision.

### ***Community Re-entry and Parole***

Community re-entry planning begins upon admission to TYC. As youth near completion of their minimum length of stay, case managers, parole officers, youth and their parents or guardians formalize individualized transition plans. These plans include all of the elements required for the youth to be successful

upon return to the community. Youth must engage in productive activity once in the community and continue to reduce risk factors and increase protective factors. They receive help and support from not only their parole officers, but from re-entry teams which include family and educational liaisons, workforce development specialists, and other community resource providers. This ensures the needs of youth and families, especially those exhibiting high or multiple needs, are addressed.

## **Volunteers as Advocates in Transition Decisions**

Volunteers who have worked with individual youth are invited to share their opinion and recommendations when the youth's transition to another level of supervision is discussed. Specifically, volunteers are able to provide input into the Multidisciplinary Team, Special Services Committee (SSC), and Release Review Panel deliberations. A youth may request that a volunteer who has been closely working with them (i.e. mentor, tutor, pastoral counselor) be listed as the youth's designated advocate.

### ***Multidisciplinary Team Meetings***

Before a youth's minimum length of stay has expired, the youth's multidisciplinary team must review and determine whether the youth meets program completion criteria.

Staff shall notify the designated advocate (usually the volunteer) for the youth of the pending release review by the multidisciplinary team at least 30 days prior to the date of the review.

Youth will be eligible for parole when the following criteria have been met:

1. no major rule violations within 30 days prior to the exit review or during the approval process; and
2. completion of the minimum length of stay; and
3. participation in or completion of specialized treatment programs; and
4. completion of the **"YES" stage**, which reflects that the youth is currently:
  - a. consistently participating in academic and workforce development programs;
  - b. consistently participating in skills development groups;
  - c. consistently demonstrating learned skills;

**Or**

5. completion of a community re-integration plan, approved by the youth's treatment team, that demonstrates the youth's:
  - a. understanding of his/her risk and protective factors;
  - b. development of skills, abilities, and knowledge to reduce risk factors and increase protective factors;

- c. identification of goals and a plan of action to achieve those goals; and
  - d. identification of obstacles that may hinder successful re-entry and plans to deal with those obstacles; **and**
6. participation in or completion of any required rehabilitation programming, including but not limited to:
- a. participation in a reading improvement program for identified youth;
  - b. participation in a positive behavioral interventions and supports system; and
  - c. completion of at least 12 hours of a gang intervention education program, if required by court order.

If the multidisciplinary team determines that the youth **does** meet program completion criteria, the youth's case will be referred to the **final decision authority** (either the superintendent, division director, or executive director depending on the offender classification). If the final decision authority approves the release, the youth must be placed on parole or parole status on the minimum length of stay date.

If the treatment team determines the youth **does not** meet program completion criteria, the youth's case will be referred to the **Release Review Panel** for decision.

Staff shall notify the **designated advocate (usually the volunteer)** for the youth of the review decision at least 30 days prior to the expiration of the minimum length of stay.

The release review panel determines whether a youth who has completed his/her minimum length of stay but not released by the facility as program complete should be discharged, released onto parole, or given an extended length of stay.

**Any advocate chosen by a youth may submit information for the Panel's consideration.** Information and arguments should be submitted to the Panel **in writing on or before the expiration of the youth's minimum length of stay**, or if applicable, expiration of the extension length of stay. A youth may request assistance from any volunteer or advocate in communicating with the Panel. You may write to the Panel in support of a youth. If you are acting as the youth's advocate, rather than simply providing information for the Panel, you will need to specifically state such and provide documentation that the youth has chosen you to assist him or her.

A volunteer or advocate representing a youth may **make a written request for personal communication with a member of the Panel on or before the**

**expiration of the youth's minimum length of stay**, or if applicable, expiration of the extension length of stay. The time, place, and manner of communication will be established by the Panel.

The Panel may, at its discretion, interview the youth or any other individual who may have information relevant to the youth's rehabilitation needs. When notified that a youth has a representative assisting him/her with the review, the panel will notify the representative of any scheduled interviews with the youth prior to conducting the interview.

The Panel will make a determination as to whether TYC will discharge the youth, release the youth, or extend the youth's stay in a residential placement. If the Panel determines that a youth's length of stay **should not** be extended, TYC must release or discharge the youth within 15 calendar days after the date of the Panel decision .

The Panel's determination may include assessments of factors including:

- a. the youth's efforts to reduce individual risk factors and increase individual protective factors;
- b. length of time in a residential program relative to the youth's conduct;
- c. degree and quality of the youth's participation in available treatment programs;
- d. behavior during the youth's length of stay as evidenced by the number and frequency of rule violations confirmed through due process, with special consideration given to:
  1. serious rule violations, aggressive incidents, or criminal conduct; and
  2. incidents that demonstrate conduct similar to the youth's criminal conduct prior to TYC commitment.

If the Panel **extends** the length of a youth's stay, the Panel must:

- a. specify the additional period of time that the youth must remain in residential placements; and
- b. provide a written report explaining the reason for the extension to the youth, parent/ guardian, and any **designated advocate**. The report must be provided within 10 calendar days after the date of the Panel decision.

A volunteer may submit a **request for reconsideration** of an extension order. The request for reconsideration must be **in writing** and should be received by the Panel **within 15 calendar days after the date of the written notice** explaining the reason for the extension. The youth may request assistance from any volunteer or advocate in completing a request for reconsideration. Upon receipt of a request for reconsideration of an extension order, the Panel must reconsider an extension order that:

- a. extends the youth's stay in TYC custody by six months or more; or

- b. combined with previous extension orders, will result in an extension of the youth's stay in TYC custody by six months or more.

### ***Release or Transfer of Sentenced Offenders***

The Special Services Committee (SSC) will review a sentenced offender's progress to determine whether the youth will be transferred or released to TYC parole, adult parole, or a TDCJ institution.

**The SSC will notify the designated advocate (the volunteer) for the youth of a pending SSC exit review/interview at least 30 days prior to the date of the review.** The notification shall inform the advocate/volunteer that they have the opportunity to submit written comments to the SSC. Any information received will be considered by the SSC and included in the release/transfer packet. The final decision authority for TYC's recommendation to transfer or release a youth is the executive director.

For a youth sentenced on or after June 9, 2007 who will not have completed his/her MPC upon reaching his/her 19th birthday, TYC shall request a court hearing to determine whether he/she will be transferred to TDCJ-ID (adult prison) or TDCJ-PD (adult parole). TYC will consider the following in forming a recommendation for the committing court:

- length of stay in TYC;
- youth's progress in the rehabilitation program;
- youth's behavior while in TYC;
- youth's offense/delinquent history; and
- any other relevant factors, such as risk factors and protective factors the youth possesses as identified in his/her psychological evaluation; and the welfare of the community.

A defense attorney may subpoena a volunteer or advocate to testify on a youth's behalf during the hearing. Volunteers are asked to notify their community relations coordinator and the youth's caseworker if they receive a subpoena for a transfer/release hearing. The final approval authority for transfer to TDCJ-ID (adult prison) is the committing juvenile court.

### **The Volunteer's Role in CoNEXTions©**

Simply put, CoNEXTions© is the "way we do business" in TYC. Therefore, every staff member, every family member, every volunteer, and every youth has a role to play in CoNEXTions© and in the success of youth committed to the Texas Youth Commission. TYC staff promotes a "CoNEXTions© Culture" by:

- Practicing/Modeling the five basic rules
- Participating actively in multi-disciplinary teams
- Asking youth about their community re-integration plan
- Coaching youth according to their individual risk and protective factors

- Setting limits by giving youth options paired with consequences
- Using “thinking reports” when problems arise
- Modeling partnership, teamwork and effective communication
- Proactively engaging families and volunteers
- Celebrating positive accomplishments, emphasizing educational achievement
- Using the common language of CoNEXTions©

## Basic Youth Rights

Just because youth are at TYC doesn't mean they lose all of their rights. At TYC, youth have the basic rights listed here. TYC can limit youth rights to make sure everyone is safe and getting the best treatment. Youth who think TYC has violated their rights can use the youth grievance process to get help.

1. **Right to Equal Treatment** – Youth have the right to be free from discrimination.
2. **Right of Free Speech & Expression** – Youth can express themselves if it isn't disruptive or unsafe.
3. **Right of Religious Freedom** – Youth and their parents (if they are under 18) can decide whether or not to participate in religious activities of their choice.
4. **Right to Personal Possessions** – Youth can keep and use personal possessions that are safe and don't disrupt programs or promote bad behavior.
5. **Right to Receive Visitors** – Youth can receive visitors, including private in-person communication with parents.
6. **Right of Access to Mail & Telephone** – Youth can freely send and receive letters in the mail except if the mail is a security risk. Youth will have access to phones as much as possible.
7. **Right to Earnings & Monetary Gifts** – Youth have the right to their own money. TYC may limit the amount of cash youth can have in their possession but can't take money from their trust fund without permission.
8. **Right to Protection from Physical & Psychological Harm** – Youth have the right to be protected from harm and to get healthy food, clothing, and shelter.
9. **Right to Medical & Dental Care** – Youth will get basic and necessary medical and dental care, both routine and emergency.



10. **Right of Access to Attorneys** – Youth can talk with their attorney in private.
11. **Right to be Informed** – TYC will tell youth about all policies, procedures, and rules affecting them at TYC.
12. **Right to Accuracy & Fairness** – Decisions about youth will be fair and correct.
13. **Right to Confidentiality of Records** – Youth have the right to confidentiality of their records. They will not be released except to those authorized by law.
14. **Right to File Grievances & Appeal Decisions** – Youth have the right to have their complaints resolved quickly and fairly.

## **Specialized Correctional Treatment**

Many young people with identified needs require more intensive and specialized treatment. Specialized residential treatment at the Texas Youth Commission includes programs designed specifically for the treatment of serious violent offenders, sex offenders, chemically dependent offenders, offenders with mental health impairments, and offenders with mental retardation.

While TYC does not provide specialized residential treatment for all youths with identified specialized treatment needs, these issues are identified in their individual case plans. Adjunct clinical services are also available to youths who need it in order to participate successfully in the general treatment program.

TYC's assessment and placement process is designed to ensure that those youths with the most severe need and/or high risk for violent reoffending are assigned to specialized residential treatment programs.

### ***Capital and Serious Violent Offenders***

The Giddings State School operates a Capital and Serious Violent Offender Treatment Program for youths that are committed for murder, capital murder, and if the offense involved the use of a weapon or deadly force. The program helps these young people connect feelings associated with their violent behavior and to identify alternative ways to respond when faced with risky situations in the future. Participants in this program are required to reenact their crimes and to play the role of both perpetrator and victim.

The Giddings Capital and Serious Violent Offender Program has gained worldwide attention and been featured on several national news programs. It is one of TYC's most promising specialized treatment programs. Research shows

that participation in this program reduced the likelihood of being re-incarcerated for any offense by 55 percent, and for a felony offense, by 43 percent.

### ***Sex Offenders***

Specialized treatment for sex offenders is provided at three TYC institutions. (Prior to FY 2004, this treatment also was provided by specialized contract providers.) The Sexual Behavior Treatment program (SBTP) builds on the agency's treatment program using cognitive-behavioral strategies and a relapse prevention component.

Youths in the program receive additional individual and group counseling interventions that focus on the youth's deviant sexuality, in particular on deviant arousal patterns and deviant sexual fantasies, which contribute to the youth's sexual abusiveness.

Additional program components include psychosexual education and, for those with histories of abuse, trauma resolution therapies. The latest research shows that participation in this program reduced the likelihood of being re-incarcerated for a felony offense by 50 percent, rearrested for a violent offense by 46 percent, re-arrested for a felony sex offense by 37 percent, re-arrested for a felony offense by 29 percent, and re-arrested for any offense by 28 percent.

### ***Chemically Dependent Offenders***

Alcohol and Other Drugs (AOD) Treatment Program is offered at Giddings, Gainesville, Crockett; Al Price, McLennan County Unit I, and Ron Jackson Unit II state juvenile correctional facilities; Evins Regional Juvenile Center in Edinburg; and McFadden Ranch in Roanoke.

Program components include chemical dependency education, group and individual counseling, and living and social skills training. Participants examine their life stories, offense histories, and relapse cycles. The criminal behavior is addressed through linking the use of drugs to the youth's life story and offense.

Research shows that chemical dependency treatment at McFadden Ranch, a non-secure facility, was found to reduce the likelihood of re-arrest for a violent offense by 37 percent, re-arrest for a felony offense by 19 percent, and re-incarceration for any offense by 13 percent.

### ***Offenders with Mental Health Impairment***

The number of youths committed to TYC with severe mental health problems has increased greatly in recent years. The severity of these problems also has increased. Youths who are diagnosed with severe mental health problems and/or illnesses may receive specialized treatment at Corsicana Residential Treatment Center and at Crockett State School. Those with unstable mental illnesses who are also dangerous to themselves or others receive care at the Corsicana Stabilization Unit.

The immediate goal for this group is treating the basic mental health problem or illness and allowing the youths to regain control over their behavior. Once this is accomplished, the young person is better prepared to benefit from treatment that focuses on changing the delinquent and criminal patterns of behavior.

The final goal concerns reintegrating the young person with his or her family and community in a program that addresses his or her mental health and correctional therapy needs. Youth with mental health problems pose a particularly difficult problem for TYC, yet the specialized treatment is showing promise. Research showed that specialized treatment in a secure restriction program reduced the likelihood of being re-arrested and of being re-incarcerated for a felony offense by 13 percent.

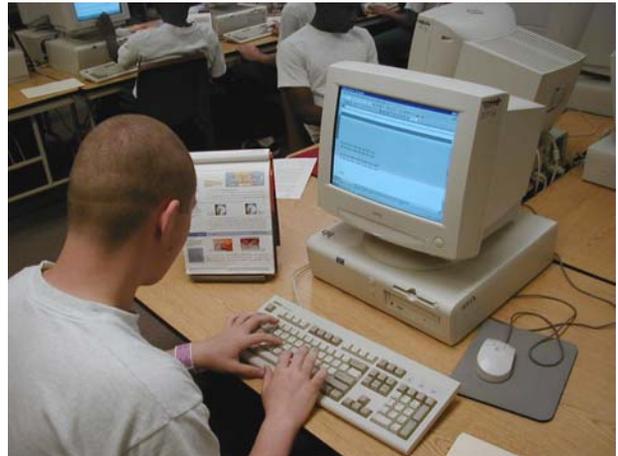
## **TYC's Education Program**

TYC operates year-round educational programs for incarcerated youth ages 10 through 19 within each of its institutional schools. Principals and teachers at the schools are TYC employees. At TYC halfway houses and some contract facilities, TYC has memorandums of understanding with local school districts to provide formal education.

The TYC Board provides policy to guide those areas of the instructional program that require board leadership. The schools are recognized as accredited campuses and held accountable through an appropriate educational accountability system.

The accountability criteria are especially structured to appropriately measure academic results for youth at TYC facilities. The accountability system addresses improvement gains in reading and math and completion of a general educational development (GED) certificate or a diploma of graduation under the requirements of the Texas Education Agency and the State Board of Education. In addition, TYC-operated schools are held accountable for average daily attendance (ADA).

Youth committed to TYC function, on average, four to five years below expected grade level for their ages. Nonetheless, they participate in all required state assessments as well as the nationally standardized Test of Adult Basic Education (TABE).



A youth's educational progress is a consideration in determining the youth's overall achievement in completing his or her personal re-socialization plan. A youth has the opportunity to learn basic academic skills, explore career options, earn course credits toward high school graduation, prepare for and, if old enough, test for a GED. Youth who have graduated or completed a GED may also pursue college credits and/or special vocational certificates at most of the TYC institutions, depending on available resources and meeting program entry requirements.

### ***Primary Goal of the TYC Education Program***

The primary goal of the TYC educational program is to **provide each youth the opportunity to learn the maximum educational skills possible during the time the youth is a student in a TYC school.** The greater the improvement a youth achieves in educational skills, the better the youth is equipped for a successful reentry into community life, whether that reentry includes additional formal education or immediate employment. Research also indicates that students who have completed a GED or diploma are less likely to commit new crimes.

### ***Educational Assessment***

Upon admission to TYC Orientation and Assessment, each youth receives individualized achievement testing and completes a vocational aptitude and interest inventory. As appropriate, youth also receive psychological and language proficiency evaluations. In addition, each student completes standardized testing in reading and math that determines the instructional needs of the student.

Upon placement in a TYC educational program, a student who is of high school age participates in developing an appropriate four-year graduation plan. The student is then placed into appropriate courses and at the correct sequence in each course to progress in an accelerated program. Additional diagnostic assessment continues as students demonstrate their proficiency in the classroom.

During a student's stay at an institutional placement, the student will again take standardized tests to determine progress and to evaluate the school's instructional effectiveness. Another part of educational assessment in a TYC school is to establish for each student educational goals as part of the student's Individual Case Plan (ICP).

### ***Educational Instruction***

#### **Individualized**

Students, at their individually appropriate pace, complete lessons or learning units designed to teach the course objectives they still need to master. When

students demonstrate mastery of an objective, they proceed to the next objective.

Students are provided individual instruction encouragement and reinforcement. The teacher supplements the basic individualized learning strategy with small group and entire class learning activities.

Course objectives and sub-objectives required by the state-approved curriculum, the Texas Essential Knowledge and Skills (TEKS), must be successfully mastered for a given course. The students are then recommended for course credit and will be scheduled in the next required course.

### **Student Mastery**

If a student does not demonstrate mastery, the teacher assists the student in determining the cause and then provides appropriate re-teaching strategies until the student demonstrates mastery. Unlike traditional instruction, the teacher may not simply give the student a failing grade and have the student move on to the next objective of the course.

### **Materials**

The school provides appropriate curricula and supporting material including, computer-assisted instructional technology for TEKS-based courses, and student progress and documentation charts for the course.

### **Student Progress**

Each school has established procedures through which the teacher continually informs appropriate staff about the student's progress and participation in the classroom. Teachers meet with members of rehabilitation treatment and corrections teams to make recommendations regarding the student's progress in treatment goals.

### **Educational Courses**

All students receive the appropriate language arts, reading and math courses for their performance level. Individual students may be scheduled for social studies, science, physical education, and academic electives. Students may also take courses in career and technology education (CATE).

### **Special Education**

If a student is eligible for special education services, an Admission, Review and Dismissal (ARD) committee is convened to determine the student's instructional objectives and any related needs. A full continuum of special education services is available, and all procedures required under federal statute are addressed. Parents are notified of all ARD meetings and invited to attend. Parents may participate in the ARD decision-making process in person or by telephone.

hrough the ARD process, an appropriate course schedule is developed for each student with disabilities, including instruction with a properly certified special education teacher in those subjects for which assistance is needed.

### **English as a Second Language**

Students identified as Limited English Proficient are assessed and a language proficiency assessment committee (LPAC) is established to develop an appropriate course of instruction to meet the student's individual needs.

### **Workforce Development Programs**

TYC's workforce development programs offer students opportunities in vocational and skills development through our **Career and Technology Education** program.

Employment preparation and career exploration are offered through our **Project Rio-Y** program and employment experience through Campus Work Programs as well as the **Prison Industry Enhancement** program. Students who participate in Project Rio-Y receive continued workforce development assistance on parole.

### **Transition**

Students who complete their high school requirements or GED prior to release are provided assistance in securing college courses, post-secondary training and workforce development opportunities. Placement is dependent upon the availability of resources and program requirements.

TYC educational liaisons assist released youth who have not attained all high school requirements to enroll in GED preparation or a secondary school program. Students who are released with a GED or diploma are assisted with enrollment into post-secondary programs and provided assistance in identifying financial resources.