

Ohio School District Transition Plan Framework Summary & FAQ

What is a transition plan for justice-involved youth?

It is suggested that each school district create a district transition plan in place for students transitioning from a juvenile facility to a school district. Transition planning and supports should be formalized in a written document that guides all transition-related activities for justice-involved youth returning to their local school district. The plan should actively involve the youth, not simply be created for him or her. In addition, a transition plan should not be a static document—monitoring a youth's progress toward goals and adjusting the plan as needed should be done regularly by the transition team coordinator who has access to all team members including the parent and youth and relevant data and information.

What are the characteristics of an effective transition plan for justice-involved youth?

An effective transition plan for justice-involved youth has been defined as “a coordinated set of activities for the youth, designed within an outcome-oriented process, which promotes successful movement from the community to a correctional program setting, and from a correctional program setting to post-incarceration activities” (Griller Clark, 2006) *Listed below are the major characteristics which makeup the framework of a successful transition plan for a school district. It should be noted that a school district may add additional elements to their transition plan over and beyond what is listed below.*

- It is coordinated.
- It is an outcome-oriented process.
- It promotes successful and safe movement between the facility and the community.
- Create or revise an existing transition plan based on academic, behavioral, social-emotional, and career and technical assessments. The plan should identify required support services as well as who is responsible for the services.
- Use the plan to guide educational placement and programming. Youth placement in academic and career and technical courses, as well as treatment programming, should be based on the individualized needs and goals identified in the transition plan. A transition plan for a student with a disability should include ensuring that placement is in accordance with the needs and educational services outlined in the individualized education program (IEP) or Section 504 plan.
- Communicate throughout the process and ensure everyone is aware of the plan and what the individualized transition needs and goals are for the youth.
- Monitor and revise the plan on an ongoing basis. The plan should not be a static document; student progress toward transition and related goals should be regularly and systematically monitored, and changes to the plan should be documented, informed, and acknowledged by the youth and shared appropriately.

Who is responsible for developing each student's transition plan in each school district?

As required by ESEA 1414(a)(2)(E) (i-ii), the Department will require all districts to identify a single point of contact for youth in the juvenile justice system. This individual will be responsible for developing transition plans for students returning from the juvenile justice system as well as other tasks such as, communicating with local detention and other treatment facilities regarding student placement, assisting in the transfer of student records (including IEPs), coordinating with local state agencies and other districts within Ohio on the educational needs of students in the juvenile justice program, etc.

Transitions Between Correctional Facilities and Local Programs (*ESEA section 1414(a)(1)(B)*): Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs, known as LEAs.

Ohio's plan for assisting in the transition of children and youth between correctional facilities and their local school district includes strategies at the state and local levels. The plan addresses five key issues:

- Improve data collection and use related to youth in the program,
- Ensure all districts have formalized policies and procedures for assessing and addressing the needs of youth who transition to and from juvenile justice settings,
- Improve communication and coordination between districts and correctional facilities
- Ensure plans, informed by a needs assessment, incorporate relevant strategies such as trauma-informed practices,
- Ensure districts provide effective services and supports for children and youth in the program.

The changes suggested by Jill were made under the editing setting, so the changes were not reflected in the tracking history

How does Ohio's ESSA Plan regarding students' transitioning between correctional facilities and local programs affect my school district between correctional facilities and local programs affect my school district?

Each school district within Ohio, receiving Title 1-A and/or Title 1-D funds must complete supplemental planning questions describing their policies and procedures to assist students transitioning from county-run detention centers, facilities governed by the Ohio Department of Youth Services, and other facilities in which a student has been court-ordered to stay for an extended period of time, such as an addiction or mental health program. While there is no official compliance requirement for transition planning by school districts within Ohio, comprehensive transition planning for their students returning to their local school district is highly recommended. The Ohio

Department of Education will provide supports and resources for school districts to access, so that each districts' transition plan will address the five key issues listed in [Ohio's ESSA Plan](#) under, *Section C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk*. School districts can access the Department of Education's webpage on transition planning which is updated periodically with resources such as transition plans from other states, information on best practices, evidence-based studies, PowerPoint presentations, webinars, etc. School districts may also contact the Department of Education's Correction Education Coordinator with inquiries regarding school district transition planning for justice-involved youth at (614) 387-7453 or by email, nicholas.demetriou@education.ohio.gov

Are there federal requirements for school districts to provide transition assistance to justice-involved youth who are released from a correctional facility and return to school?

Other than IDEA, there are no explicit federal requirements to provide transition assistance to justice-involved youth who are released from a correctional facility and return to school. However, there are a number of Federal laws to be considered when building transition plans for these youth. The laws are linked below.

- [Title VI of the Civil Rights Act of 1964 \(Title VI\)](#)
- [Title IX of the Education Amendments of 1972 \(Title IX\)](#)
- [Title II of the Americans with Disabilities Act \(ADA\)](#)
- [Section 504 of the Rehabilitation Act of 1973 \(Section 504\)](#)
- [IDEA](#)
- [Title I, Part D of the Elementary and Secondary Education Act \(ESEA\), as amended by Every Student Succeeds Act \(ESSA\)](#)

When developing our district transition plan, should the family/guardian of the student be involved in the process?

Yes, involving the youth and his or her family member or guardian is imperative. The plan should be written with, not for, the youth and the family and should be culturally and linguistically appropriate.

Once a student's Individual Transition Plan (ITP) has been created, who is required to have copies of the ITP?

There are no state or federal requirements as to who should have a copy of a student's Individual Transition Plan. Each school district should work with their transition team to decide those partners required to have a copy of the Individual Transition Plan. Here are examples of partners who might be included on this list: The student whom the Individual Transition Plan is written for, parents -guardians, probation-parole officer, judge,

attorney, community mental health provider, school district point-of-contact, etc. Each partner is mutually exclusive from the others so that each school district transition team can include those partners they feel will most benefit the student's Individual Transition Plan.

Our district has never created a district-wide transition plan. Is there somewhere we can access resources and guidance while developing our plan?

The Ohio Department of Education has created a [justice-involved youth webpage](#) with resources and best practices regarding transitioning for justice-involved youth back into the local school district or Career Tech Education program. The Department of Education will also have its Vulnerable Youth Team available to respond to inquiries and provide guidance.