

Compational Easility Name

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May 2011

NEW YORK STATE EDUCATION DEPARTMENT OFFICE OF STUDENT SUPPORT SERVICES ROOM 318M EB ALBANY, NEW YORK 12234

Education of Incarcerated Youth – Program Plan July 1, 2011 – June 30, 2012

Directions: All agencies providing mandated educational services to incarcerated youth under Chapter 683 of the Laws of New York State and Part 118 of the Regulations of the Commissioner of Education must complete this form. One form must be completed for <u>each</u> correctional facility in which services are to be provided. This report must be updated and resubmitted on an annual basis, no later than July 15th of each school year. Please return the original and one copy of the program plan to the address listed above by July 15, 2011.

1. GENERAL INFORMATION:

| Correctional Facility Name | |
|--|--|
| School District (in which facility is located) | |
| Educational Provider Name/Address | |
| Contact Person | |
| Phone Number (area code and number) | |
| E-mail address | |
| | lities for each age group: AGES 18-21: |
| programs: # of students | students who opt not to participate in educational |
| • | grams mandated by the correctional facility for a School Diploma or NYS Equivalency Diploma? |

| attendance is mandate (Check as many boxes -all inmates regardless - inmates 21 years of a - inmates 20 years of a - inmates 19 years of a | ed: s as appropria s of age: age: age: | - inmates 18 years of age: inmates 17 years of age: inmates 16 years of age: |
|--|--|---|
| 3. NUMBER OF INSTRUCTI [Part(s) 118.2 (e); 118.2 (f); | | RS SCHEDULED PER DAY: |
| Fall Program Begins Fall Program Ends Number of Hours Per Day | | September June Hours |
| 2011 (Programming is Optional Summer Program Begins Summer Program Ends Number of Hours Per Day | | July August Hours |
| of hours per week that instrubasic reading, mathematics, | uction is offer , oral and writ now the instruc | Part(s) 118.4 (b); 118.2 (b)] Indicate the number ed to incarcerated youth for the development of ten communication skills and in the other ctional programs are modified to address the glish language learners. |
| Instructional Program | Hours Per Week using blocked number of instructional hours. | Describe how the instructional programs are modified to address the needs of students with disabilities and English language learners. Please indicate the policy in place for students who are |
| Basic educational skill development in reading, mathematics and communication skills | | |
| High School Credit Courses | | |
| General Educational Development (GED)* | | |
| The Provision of Services to Students with Disabilities (related services and, if offered, special education instructional services) | | |
| English for Speakers of Other Languages (ESOL) | | |

| Life Management | |
|--------------------------------|--|
| Career Planning | |
| Career and Technical Education | |

^{*} Students in the GED program, who are less than 21 years old, are enrolled in an Alternative High School Equivalency Preparation Program (AHSEP). Submittal of the program plan fulfills the application process for operation of an AHSEP program for districts and BOCES that do not operate any other AHSEP programs. However, information provided on the cover page of the AHSEP application is still required, as is SASS information.

- * Districts and BOCES that operate other AHSEP programs should complete the AHSEP application and include the jail as a separate site. The information related to the performance of these students is required to be reported on the System of Accountability for Student Success (SASS) form that is part of the Consolidated Application to operate AHSEP and High School Equivalency (HSE) programs. The application and the form is available on the Office of Student Support Services, Alternative Education web site at http://www.p12.nysed.gov/sss/ssae/AltEd/
- 5. ASSESSMENT PROCEDURES: [Part(s) 118.2 (a) (b); 118.3 (a)] (Please use additional pages to respond to questions 5-11.)
 - a. List the assessment tests or evaluation materials which will be used to determine the most effective academic (reading, mathematics, receptive and expressive language) and transition program services for all incarcerated youth. Identify the dominant language of the test.
 - b. List the procedures for a multidisciplinary assessment including test or evaluation materials used to serve students identified as requiring more intensive program services (i.e., limited English proficient).
 - c. Describe procedures employed by your jail education program and the Committee on Special Education (CSE) of the district in which the facility is located (referred to as district of location¹) to ensure that:
 - ✓ individual evaluations are conducted for inmates staying 10 days or more who are suspected of having a disability;
 - ✓ students are referred to the CSE of the district of location for review if the program recommended in the Individualized Education Program (IEP) is no longer believed to be appropriate; and
 - ✓ annual reviews and reevaluations are conducted when appropriate.

¹ The Committee on Special Education of the district of location is responsible for arranging for individual evaluations, determining eligibility for special education programs and services, developing the IEP, and arranging for the provision of special education programs and services (8 NYCRR §200.4).

6. TRANSITION PROGRAM SERVICES: [Part(s) 118.2 (g); 118.2 (i)] Identify the number of hours per week that transition program services are offered to incarcerated youth during the year (and which may be a part of a continuum of activities and services carried out under the Workforce Investment Act (WIA), Title II, Section 225; No Child Left Behind (NCLB) Title I, Part D Neglected and Delinquent; Vocational and Technical Education Act (VTEA) projects).

| Services | Hours Per Week |
|------------------------|----------------|
| Career Counseling | |
| Decision-Making Skills | |
| Job Readiness | |
| Computer Training | |
| Family Literacy | |
| Other, specify | |

- 7. COMMUNITY SERVICES LINKAGES: [Part(s) 118.2 (g) 118.2 (i)] List the community supportive agencies which will provide services to students during incarceration and after release. Describe how your program will establish linkages to community service and county agencies and other school districts and maintain follow-up contact with clients. Describe the transfer of educational records and contacts/notification to school districts upon release of a client who is returning to school.
- 8. PERSONNEL QUALIFICATIONS: [Part(s) 118.2 (c); 118.4 (c) (1)] List the name of the teacher/counselor, teaching certificates or licenses held by the teacher/clinician/related service provider and relevant experiences of the teacher/counselors involved in the program. (e.g., coursework in areas taught).

| List the name of each Teacher/Clinician/Related Service Provider Name | Please specify the corresponding area (s) of Teaching Certificates or Licenses, Grade Level Certification (K-6, 7-12, adult, special education) for each given name. | Appropriate Experiences for each given name EX: Years of service |
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| 9. | STAFF DEVELOPMENT AND TRAINING: List staff development training activities and |
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| | the providers of staff development that will be offered to teachers and/or counselors by the |
| | school district. List the staff development and training activities that will be provided to |
| | teachers and/or counselors through the Adult Staff Development Consortium or other |
| | workshops/conferences. |
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10a. REQUESTS FOR GENERAL EDUCATIONAL SERVICES AND NOTICE OF SERVICE PROVIDED: [Part(s) 118.3 (a), 118.5, 118.6, 118.8] Indicate in the box below whether the following procedures take place. Use additional paper to describe in detail how the procedure is completed.

| Procedure | Yes | No |
|--|-----|----|
| A youth is apprised by the correctional facility of the availability of educational | | |
| services within 10 days of admission. | | |
| An educational evaluation is completed no later than 10 school days after the | | |
| school district receives a request for educational services on behalf of a youth. | | |
| If the evaluation indicates a need for a more intensive program of educational | | |
| services, a multidisciplinary evaluation takes place and programmatic | | |
| recommendations based on the assessment are provided to the student's teacher no | | |
| later than 20 days after the district receives a request for educational services. | | |
| Instruction commences no later than the 11 th school day following the school | | |
| district's receipt of a request for educational services. | | |
| The school district's educational services are coordinated with other appropriate | | |
| support services provided by the county. | | |
| The school district has procedures to assist the correctional facility in providing | | |
| released or discharged youth with educational and related services available in the | | |
| youth's school district. | | |
| The school district notifies the New York State Education Department and the | | |
| school district is responsible for the educational costs and that a request for | | |
| educational services has been received from the correctional facility on behalf of | | |
| the youth. | | |
| The notice mentioned directly above is provided within 30 days of initiation of | | |
| educational services. | | |

10b. REQUESTS FOR **SPECIAL** EDUCATIONAL SERVICES AND NOTICE OF SERVICE PROVIDED²: [8 NYCRR §200.4] Indicate in the box below whether the following procedures take place. Use additional paper to describe in detail how the procedure is completed.

| Procedure | Yes | No |
|--|-----|----|
| Procedures are established to identify inmates who are possibly in need of special | | |
| education services through self-referral, indicators from other educational | | |
| records, referrals from outside sources, and referrals from parents and guardians | | |
| The education program requests in writing to the Committee on Special | | |
| Education (CSE) of the district of residence or appropriate New York City | | |
| region, the Individualized Education Program (IEP) of any inmate identified as | | |
| previously having received special education services. | | |
| Procedures are in place to monitor requests for and ensure receipt of IEPs and | | |
| evaluations from the CSE of the district of residence or appropriate NYC region. | | |
| For inmates staying 10 days or more who are suspected of having a disability and | | |
| who need an individual evaluation, the facility submits a request for education | | |
| services to the school district in which the facility is located (district of location). | | |
| [The CSE of the district of location is responsible for conducting the evaluation, | | |
| determining eligibility, developing the IEP, and arranging for the provision of | | |
| services (8 NYCRR §200.4)] | | |
| Special education programs and services are provided to incarcerated youth | | |
| consistent with each student's IEP or a referral is made to the CSE of the district | | |
| of location for a review of the IEP. | | |
| Procedures are established for referring a student to the CSE of the district of | | |
| location if the agency believes that the program recommended in the IEP is no | | |
| longer appropriate (8 NYCRR §200.4(e)(4)). | | |
| Special education programs and services are provided by appropriately certified | | |
| staff. | | |

11. RESULTS: The United States Department of Education has requested the following information for students enrolled in the Incarcerated Youth Program (IYP) for the period from July 1, 2010 to June 30, 2011.

| Result | Number of Students |
|--|--------------------|
| Students participating in the (IYP) | |
| IYP students who returned to school | |
| IYP students who received a high school or high school equivalency diploma | |
| IYP students who obtained employment after release | |

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² The Committee on Special Education of the district of location is responsible for arranging for individual evaluations, determining eligibility for special education programs and services, developing the IEP, and arranging for the provision of special education programs and services (8 NYCRR §200.4).

| 12. | COST CATEGORY SUMMARY: [Part 118.2 (d)] List costs anticipated by budget category |
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| | which are required to operate the program. |

| BUDGET CATEGORY | PROJECT AMOUNT |
|--|-------------------------|
| Professional Salaries (15) | |
| Nonprofessional Salaries (16) | |
| Purchased Services (40) | |
| Supplies and Materials (45) | |
| Travel Expenses for Staff Development and Training (46) | |
| Employee Benefits (80) | |
| Indirect Cost (rate:%) (90) | |
| Purchased Services with BOCES (49) | |
| Equipment (20) | |
| TOTAL | |
| AUTHORIZED ORIGINAL SIGNATURE: Print Superintendent of the Education Provider Agency on which the form is completed. | * * |
| Signature, Superintendent of Educa | ational Provider Agency |
| Print or Type Name | Date |