



Administrative Policies and Procedures: 21.2

Subject:	Educational/Vocational Training Programs
Authority:	TCA 37-5-105(3); 37-5-106; Perkins Vocational Education Act of 1984, (P.L. 98-524).
Standards:	ACA: 4-JCF-5D-01, 4-JCF-5D-03; DCS Practice Model Standards: 3-400, 6-400, 6-403, 6-404, 6-405, 6-406, 6-407; COA: PA-JJR 9.05, PA-JJR 9.06(a), PA-JJR 11.03-11.04
Application:	To All DCS Youth Development Centers with In-House Schools
Policy Statement:	
Employees shall abide by State and Federal laws and regulations governing academic and vocational education programming. Youth shall have equal access to all such available programs and services for which they meet the minimum requirements.	
Purpose:	
To ensure that youth in DCS Youth Development Centers (YDC) are provided with educational and vocational training programs suited to their needs and abilities and that these programs operate under the guidelines of the Tennessee Department of Education and applicable federal laws and regulations.	
Procedures:	
A. Educational and vocational assessment	<p>1. Timeliness</p> <p>As part of the first Child and Family Team Meeting (CFTM) at a YDC school, the staffing team and the family of the child must recommend academic and vocational plans through which the receiving program will address the individual needs of the child.</p> <p>2. Assessment tools:</p> <p>The team may use a combination of the following:</p> <ul style="list-style-type: none"> a) Assessment tool that the local school system uses or State mandated tests; b) Interviews with the teacher, parents, and youth to assess the youth's educational needs; c) Commercially prepared educational assessment or former school records such as psychological, vocational assessment, or any record pertinent to placement.
B. Availability of classes	<p>Comprehensive education programs must be:</p> <ul style="list-style-type: none"> 1. Made available to all eligible students; and 2. Scheduled at a time when the majority of youth can take advantage of the

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	<p>programs. (Note: This section was moved from Policy 21.1 to this location).</p>
<p>C. Identification of educational resources in the community</p>	<p>1. Contact with local schools or agencies Prior to release or placement in a local school, a designated member of the Child and Family Team (CFT) must contact appropriate schools or agencies to determine which resources in the community are appropriate for each youth’s academic or vocational needs.</p> <p>2. Referral to special education A designated member of the CFT must refer youth identified as needing special education services to the local school system and must request that an Individual Education Plan (IEP) meeting be conducted in a timely manner.</p> <p>3. Referral to programs for special needs or talents Youth with special needs or talents (such as arts/crafts, gymnastics, computer, music, etc.) may also be referred to appropriate community services or classes.</p>
<p>D. Regular contact system for DCS youth in community</p>	<p>When a DCS youth enters a community school or community program, the CFT must establish a communication process with the family so the family is kept abreast of the youth’s progress in the program.</p>
<p>E. Vocational training resources</p>	<p>The family must be in support of the CFT and be familiar with community resources for vocational training. If the team and family recommend that a youth be placed in a vocational setting rather than an academic one, it must make every effort to refer the youth for such appropriate training.</p>
<p>F. Changes in programs</p>	<p>1. Youth in YDC schools may request changes in their academic or vocational training programs. In such cases the treatment team will conduct a review with the family to consider:</p> <ul style="list-style-type: none"> ◆ Resources available; ◆ State and federal requirements involved; <u>and</u> <p>2. After a review of the treatment team/CFTM’s recommendation, and the family’s interest, the school principal will determine if the requested change is feasible. If so, the youth’s academic/vocational program will be changed.</p>
<p>G. Use of volunteers</p>	<p>Principals and program supervisors may use volunteers and other specialists to offer tutorial assistance for those youth in need. (Refer to DCS policy 8.1. Volunteer Services).</p>

<p>Forms:</p>	<p>None</p>
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Collateral documents:	<u><i>Rules, Regulations, and Minimum Standards for the Governance of Tennessee Public Schools</i></u>
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