About the National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At Risk

The mission of the National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At Risk (NDTAC) is to improve educational programming for youth who are neglected or delinquent. NDTAC’s legislative mandates are to develop a uniform evaluation model for State education agency (SEA) Title I, Part D, Subpart 1, programs; to provide technical assistance to States in order to increase their capacity for data collection and their ability to use those data to improve educational programming for youth who are neglected or delinquent; and to serve as a facilitator among different organizations, agencies, and interest groups that work with youth in neglect or delinquent facilities. For additional information on NDTAC, visit the Center’s Web site at http://www.neglected-delinquent.org.

Suggested citation:
Family Guide to Getting Involved in Your Child’s Education at a Juvenile Justice Facility

Prepared by the National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At Risk

The content of this document does not necessarily reflect the views or policies of the U.S. Department of Education. This document was produced by NDTAC at the American Institutes for Research with funding from the Student Achievement and School Accountability Programs, OESE, U.S. Department of Education, under contract no. GS-10F-0112J. Permission is granted to reproduce this document.
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This guide was written for the parents, family members, and educational surrogate parents\(^1\) of youth who have been placed in a juvenile justice facility. During the time that your child lives there, the facility staff will be responsible for providing his or her schooling. Your child should attend classes in typical subjects along with other youth.

The goal of this guide is to help you become more involved in your child’s education while he or she is living at the juvenile justice facility. Why is it important for families\(^2\) to be involved? Research\(^3\) has shown that there are many benefits when families are involved in their child’s education:

- Students are more willing to learn, and they feel better about themselves. They get better grades and attend school more regularly. They are more likely to graduate from grade school or high school and are more likely to continue their education.
- Students are less likely to use drugs and alcohol, and they have fewer instances of violent behavior and suspensions.

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\(^1\) Per the Individuals with Disabilities Education Act (IDEA), an *educational surrogate parent* is a trained adult whose job is to protect the educational rights of the child and to advocate for and make education decisions in the best interest of the child when a parent or family member is not available or does not have parental rights.

\(^2\) Throughout the guide, the authors use *family* as an inclusive term that includes parents, family members, and educational surrogate parents.

Youth feel supported, and there is greater support for schools.

Because you know your child best, you can be a powerful ally to any program serving your child. However, when a child is in a juvenile justice facility, it is not always easy for family members to get involved with their child’s facility school program. This guide presents some practical things you can do to build a relationship with your child’s facility school program. Doing those things will keep your child on track toward completing grade school or high school and becoming a successful young adult.

Specifically, this guide covers how to do the following

- Connect with the staff at your child’s facility school.
- Make sure that your child is doing well in the facility school program.
- Visit your child at the facility.
- Connect with other families for information and support.
- Help the facility school improve.
- Prepare for your child to return home and to a community school.
- Find additional resources.

Each child, family, and facility is unique, so not everything in this guide may apply to you or to the facility where your child is placed. This Family Guide assumes that a juvenile justice facility operates a quality educational program for the youth who are placed there. The facility should provide many and individualized opportunities for young people to achieve academically, socially, and vocationally. Furthermore, the authors assume that the facility staff truly wish to engage families in processes that support positive outcomes for their children.

The main thing to remember is that you are your child’s best advocate and ally, and you often have the right to be involved in your child’s education while at the facility. You may need to reach out to family advocacy organizations for guidance. Such organizations offer a “helping hand” to ensure that your child’s school needs are being addressed while in the juvenile justice facility. Your role as an advocate and ally also starts with good communication between you and the facility school where your child is receiving an education.

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4 Federally funded school programs require family involvement among family members who have parental rights or an educational surrogate parent. For example, within U.S. Department of Education statutory requirements and related guidance, parents are entitled to take part in planning their child’s educational services and overall program planning, which allow parents access to program plans, budgets, evaluations, and performance data (e.g., Sections 9101(32), 1114(b), 1116(b)(3)(A), 1118(b)(1), 1118(e), 1118(f), 1306(a)(1)(B), 1306(b)(4), 3116(b)(5), 1414(c)(14, 1423(6), 1423(8), 1425(8) of the Elementary and Secondary Education Act, as amended in 2001; and Title I, Part A, Parental Involvement Non-Regulatory Guidance, retrieved from http://www2.ed.gov/programs/titleiparta/parentinvguid.pdf).
A positive relationship with your child’s facility school depends on good communication. When a decision is made to place your child in a juvenile justice facility, make a special point to learn about the facility’s school program. You will want to meet the teachers and others working with your child and find out what they expect from you and your child. Request a contact list of staff so you will know who to call about what. Be sure to share what you know about your child from the very start.

Facility school staff have a responsibility to keep in touch with families. Likewise, families have a responsibility to keep in touch with the school staff. If you do not hear from a facility school staff person within one week of placement, take the first step and call the principal to get your child’s class schedule and list of teachers with contact information. Your child’s case manager or counselor will know the name and phone number of the school principal.

Prepare for your child’s placement into the facility.

- Learn about the facility before your child is placed there. Ask for information about the school and education program.

- Whenever you talk to someone, write down that person’s name in a notebook or add that person as a contact in your phone. Include the person’s title, e-mail address, and phone number. Keep short, dated notes as a record of your conversation.

- Begin collecting all your child’s important educational records and papers. Put them in one place for safekeeping. Some things you will need to keep handy are: Social Security card, school records, government-issued IDs (such as a driver’s
license, school ID, work permits, health insurance card), individualized education program (IEP) or Section 504 plans, treatment plans, transition plans, and upcoming appointments.

- If possible, visit the facility and take a tour of the facility before your child is placed. If visiting is not possible, ask if there are booklets, videos, a Web site, or other materials to introduce the school program to you.

Let the facility school staff know when and how to get in touch with you and what they can do to help you get involved and stay involved.

- Introduce yourself to the administrator and school staff within a week of your child’s placement to get your child on the right track before any problems occur.
- Give the facility school staff your address, e-mail address, and any phone numbers where they can reach you or leave a message. Let them know the best times to call—and when NOT to call. If your information changes, be sure to let them know.
- You may wish to provide a secondary phone number or an additional family member’s name and contact information in case the facility or school staff are unable to reach you.
- If your primary language is not English, ask that notices and reports be written in your preferred language. Also, ask for a qualified translator at meetings so you can fully understand and participate in discussions and decision-making.
- Let the facility staff know if you need transportation or any other assistance getting to meetings at the school or visiting the school or your child on visitation days.
- Ask about other supports that the facility staff might be able to provide for you. Transportation, lodging, meals, or child care may be covered.

Let the facility school know that you want to be involved, and stay informed about your child’s progress and care.

- Approach facility school staff in a positive way. Show that you believe they can help your child get back on track to complete her or his education, graduate, move toward independence, and prepare for work.
- Find out how the facility school checks on your child’s academic progress. Ask when progress reports and report cards are given out. Find out how the facility school lets parents know about their child’s progress in school and when you will get your child’s report card.
- Ask about ways you can get involved in your child’s schooling at the facility.
- Let the facility school staff know that you want to be helpful to the school. Ask about other ways you can be involved with the facility school.
Share what you know about your child with the facility school.

- Share what you know about your child’s education while he or she was in school at home. Also, share information about your child in general. For example: Does your child learn best by hearing information or by seeing information? What are his or her favorite subjects and least favorite subjects? In which subjects does your child make good grades? In which subjects does your child made poor grades? Has your child been in any special programs, such as special education, remedial reading, English for English language learners (ELLs), or Advanced Placement classes?

- Ask the facility school staff to provide you with their student record-sharing and confidentiality policies related to both education and health information. Identify the appropriate people in the facility to share this information with.

- Give the facility school staff copies of your child’s education-related papers: progress reports or report cards, discipline records, your child’s most recent IEP or Section 504 plan, educational evaluations, and test results. Such documents will help the facility staff understand your child’s needs and help with his or her education. Be sure to keep copies for yourself.

- If your child has been in special education, you may need to ask your child’s community school to send his or her IEP or Section 504 plan and other special education records, including your child’s individual special education evaluation.

- If your child has been in special education, he or she should have an IEP in place to address educational needs while in the facility school. A new IEP or Section 504 plan may be developed while your child is in the facility, or the facility school staff may determine that the IEP from his or her community school will be used while your child is enrolled in the facility school. If the IEP or Section 504 plan will be developed or revised while your child is in the facility school, you as the child’s parent should be in attendance—just as the family typically is involved in IEP meetings.

- Tell the appropriate facility school staff the names of any medications your child takes, how well the medications are working, when your child takes the medications, any side-

An **individualized education program (IEP)** is a written agreement between a parent and school that describes the special education program to be provided for their child. Details about the content and requirements for IEPs are in the [Individuals with Disabilities Education Act (IDEA)](http://idea.ed.gov/explore/view/p%2Croot%2Cdynamic%2CTopicalBrief%2C10%2C). Students who do not have special education needs but have a disability that impacts one or more life functions are eligible for developing a **Section 504 plan**. Such a plan will ensure that students are not denied the benefits of, or subjected to discrimination under, any program or activity receiving Federal funds. See [http://www2.ed.gov/about/offices/list/ocr/docs/placpub.html](http://www2.ed.gov/about/offices/list/ocr/docs/placpub.html).
effects of the medications that you have noticed, and how these side-effects might affect your child’s school performance.

- Tell the appropriate facility school staff about your child’s eating habits. Be sure to mention food allergies or special diets.
- Tell the facility and school staff about any religious, spiritual, or cultural events and practices that are important to your child and your family. Mention that you would like your child to observe or participate in those practices while living at the facility.
- If important to you, offer to help school staff recognize and better understand your family’s cultural background and spiritual practices. You also could offer to make suggestions about how these practices can enrich the school program.

Get to know the facility school staff.

- Get the names and phone numbers of the school principal or program administrator in charge of your child’s schooling. Also, get the names and contact information for your child’s facility teacher(s) and any other facility school staff—such as a nurse, social worker, or counselor—who you think should be working with your child.
- Request a meeting (or phone conversation) with your child’s facility teacher(s). Try to learn more about your child’s school program while he or she is at the facility.
- Find out if there is a family or parent liaison who can assist you and your family. Get the person’s name and phone number. Contact this person early during your child’s stay at the facility.
- Communicate often with facility school staff. Let them know you want to be helpful and part of the team that is making decisions about your child’s education.
- When speaking with facility school staff, always be polite, accurate, and truthful.

Know what is expected of your child.

- Ask for a copy of the school rules. Read the rules carefully, and ask any questions that you may have.
- Ask if and how families can be involved in the child’s schooling at the facility. Find out what classes your child will be taking.
- Become aware of educational goals that your child needs to meet.
- Find out the procedures for your child’s home visits.

“A family or parent liaison is an independent person who has been in the same situation of having a child in a juvenile justice facility and can serve as a resource for you. This person has some understanding of what you are going through. He or she can answer questions that you might have and can assist you in navigating the juvenile justice system serving your child.”

—Ernest Johnson (parent)
Express your concerns clearly and respectfully.

- Discuss your rights as a parent. This is especially important if your child has an IEP.
- Ask how you can get a parent advocate to help you understand your rights if you feel the need for additional help or support.
- You are your child’s advocate, ally, and champion. Be sure to speak up and ask questions during the “intake process” and during his or her time at the facility.
- Very early during your child’s stay at the facility, figure out who is the best person to ask questions of or share information with about your child. Get the name of that person and his or her title, phone number, e-mail address, and office hours.

A parent advocate is a trained individual who provides training, skill development opportunities and supports for parents who are attempting to navigate systems. Such supports may include assisting parents with the development of goals and objectives for their child's IEP or Section 504 plan, attending and supporting parents during school meetings, and helping parents develop skills that they are struggling with at this time or currently do not possess.

“I’d advise parents who are dealing with multiple systems to have someone to help them at meetings. We need an advocate in there, making sure our voices are heard. My son needed someone ensuring that his voice was heard, because it was not.”—Lulu Haynes (parent)
Making Sure That Your Child Is Doing Well in the Facility School Program

You should expect to have at least the same kind of relationship with staff at your child’s facility education program that you would have with your community school. Make sure that both the facility school staff and your child know that you are interested in your child’s educational progress and want to support the facility school.

Remember that no one knows your child better than you. Make certain you are involved in setting educational goals for your child. Continue building your relationships with facility school staff by truthfully answering their questions and participating in school activities as much as you can.

Keep in touch with your child’s teacher(s).

- Try to combine facility school meetings with days that you are visiting your child at the facility.
- Ask for opportunities to meet with facility teachers. Arrange for a regularly scheduled phone call or meeting at a time that is convenient for everyone, especially for you. Between grading periods, ask to be given a brief written progress report that will let you know how your child is doing in school.
- Request that your child’s teacher (or someone from the facility school who knows your child) provide educational updates on your child’s progress whenever there are court dates. Ask your child’s lawyer and the judge to support this request. Get help communicating with the court from your child’s lawyer, probation officer, or facility case manager if you need it.
Let the facility school staff know that you are interested in your child’s progress.

- Ask to see samples of your child’s class work. Ask to receive report cards and test scores so you can see for yourself how your child is doing. Ask facility school staff to explain anything you do not understand.
- Ask the facility school to provide courses that are required for graduation at your child’s community school. If the courses are different, ask how they align with the requirements at your child’s community school. Explain that you are encouraging your child to stay on track to earn a high school diploma, receive a general equivalency diploma (GED), or prepare for work in the community.
- Ask for paper copies of your child’s official school records, and keep them safe. You can request that these records be mailed to you, or you can obtain a copy at the facility. The case manager or probation officer may be able to assist you with this request.

Show your child that you are interested in his or her educational progress.

- Encourage your child to do a good job with school work while at the facility. Help your child set goals for his or her school work while enrolled in the facility school.
- Ask to see samples of your child’s work, and praise your child for good work.
- Talk with your child about school work when you visit or talk on the phone. Let your child know that you feel school is important, and encourage him or her to do well in school.
- Encourage your child to take courses that will lead to a diploma or GED or to develop skills needed for work.
- Ask your child what would help him or her to make better grades.

Recognize when school staff reach out to your child or you.

- When you receive phone messages about your child from facility school staff, respond as soon as you can.
- Even though you may feel a lot of stress, try to remain positive and always look for possible solution to problems or concerns. Show facility school staff that you want to work with them at all times.

Stay connected with the facility school.

- Attend open houses and parent-teacher conferences.
- Attend your child’s IEP or Section 504 meetings, meetings with case workers or counselors, and meetings with teachers.
- Make every effort to attend school activities. Such activities might include student performances, science fairs, cultural festivals, or student recognition ceremonies.
- Offer to be a volunteer in the facility school if possible.
Address issues promptly.

- If your child is not receiving needed services, contact the facility school principal. Your child’s case worker or counselor will know the name and phone number of the school principal. If you are not satisfied with the response of the facility school principal, you may want to address your concerns through your child’s case worker or the director of the facility.

- If all of your efforts fail, refer to the facility and school policies and procedures to review the grievance policy and other related policies. You may be able to file an official grievance, often called an “administrative review process.” This process could take as long as 60 days to resolve the issue.

- If you are not permitted to participate in the planning process and/or your child’s needs are not being sufficiently met, another option is to reach out to a parent advocate or advocacy organization for assistance. (For a list of organizations and links for more information, see the “Finding Additional Resources” section at the end of this booklet.)

“Getting connected to my son’s correctional education program was a difficult task. His plea agreement was based around education, so that was our focus. However, what it says on paper and what you see for results shows that they are not providing an appropriate education. He’s been in the facility for a year and I am just receiving specifics about his IEP and other aspects of his education.

I work for an [advocacy] organization so that gave me a little leverage. I have the opportunity to call directly to the administrator of the whole education system if I have a concern.

I went to the judge and to the juvenile justice office to push them to give my son the attention he needed to meet his needs like one-on-one tutoring, or someone to talk to when he has had a difficult day.”

—Ernest Johnson (parent)
Visiting Your Child at the Facility

Your visits with your child are very important to you, your child, and the facility where she or he is living. Make every effort for these visits to be pleasant. You might share stories and experiences with your child. You also can make plans for the future.

If the facility rules allow it, you might bring photos, your child’s favorite food, toiletries, favorite personal items, and gifts. (Note: It is very important to check with the rules of facility before you bring these items to your child.)

But even though you hope for a positive visit, sometimes things don’t go well—there is an argument, someone gets angry, or someone storms off. Unless such events are talked about quickly and appropriately, the bad feelings may last. If you don’t resolve these situations, they could impact your child’s progress. You may be so angry or hurt by the incident, or the way the facility staff have responded to it, that you just want to give up and stay away. In such situations, remember that your child needs you. Also remember that it is important to continue to work through the problems and visit your child as often as you possibly can.

There are several ways to help turn a bad family visit into a helpful learning experience. Assistance from facility staff or family support can help you and your child deal with a bad visit. For example, a trained mediator or professional counselor, if available, can help by stepping in to calm things down as soon as a problem or argument begins to develop.

A mediator is a neutral person with training to assist in negotiations and conflict resolution.
involved should be taken to a safe environment to cool down. Then, with the help of a facility staff member or family support volunteer, you could think about the reason for the conflict without blaming anyone for the misunderstanding.

**Explore ways to help resolve stressful visits.**
- Ask facility staff for additional counseling to work on the problems or conflicts so they are taken care of before your next visit or before your child returns home.
- Continue to talk with your child, even if it is hard or if child does not want to speak with you.
- Use phone conversations if face-to-face meetings are too difficult.
- Ask the school and facility staff to encourage your child to write down thoughts and feelings in a journal. Ask your child to share this journal with you so you can better understand how he or she feels.
- Try to find a way for you and your son or daughter to come to an agreement on whatever the problem was and move beyond it.

**Make a special effort to connect with your child frequently.**
- Decide on a specific day and time so your child will know when to expect you.
- Be friendly and positive at each visit.
- Remember that attention makes your child feel loved and appreciated.
- Ask about your child’s school work and classes.

“Having a mental health advocate helped me calm down and get the supports I needed to get what I needed.”
—Lulu Haynes (parent)
Connecting With Other Families for Information and Support

It is normal for families to feel alone or to feel nervous with facility staff. You may have had a negative experience with a facility staff person or had a bad school experience of your own. Connecting with other families having similar experiences can help overcome these feelings and get you more involved in your child’s education.

Look for opportunities to meet with other families at the facility school or in your community.

- Introduce yourself to other families on visiting day if it is permitted by the facility.
- Contact local advocacy resources and family support organizations. (See the “Finding Additional Resources” section at the end of this booklet.)
- Take a parent advocate, friend, or neighbor to facility school meetings or your child’s staffing meetings. Having another person with you may help you take part in these meetings yet remain calm and focused. Be sure to inform the facility that you are bringing a guest or parent advocate to the meeting as one will need approval by the facility before being allowed to enter the facility or school.
- Join or start a parent support group in your community or at the facility. (See the “Finding Additional Resources” section at the end of this booklet.)
- Stay involved even after your child has left the juvenile justice system. Ask if there is a program at the facility where you can help or “mentor” other parents and help support other youth. Or, you could connect with a family-run or community agency that offers training, support, and supervision for peer family members or mentors.
Helping the Facility School and System to Improve

To improve the school setting and educational outcomes for all youth, juvenile justice education programs need input from families. Your thoughts and recommendations—and those of the youth served by the program or school staff—are very valuable. Let the program administrator or school principal know if you are interested in helping to make the education experience better—not only for your child but for other youth and their families.

Volunteer to participate in system improvement activities.

- Ask facility administrators and school principals to support your involvement on:
  - Governance boards
  - Planning councils
  - Advisory groups
  - Working committees and other volunteer groups
- Encourage education administrators to seek family input when developing any plans to improve the educational program and family involvement in their facility. Suggest that they download a copy of *Working With Families of Children in the Juvenile Justice and Corrections Systems: A Guide for Education Program Leaders, Principals, and Building Administrators.*

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• Provide input on issues particular to the educational needs of children in facility schools (e.g., records transfer process, credit recovery, curriculum requirements).

• Share the names and contact information of experts you have come to know who you feel could assist the facility school in improving educational services for youth in placement.

Reach out to advocates for a “helping hand.”

• Identify advocacy organizations in your area. (For a list of organizations and links for more information, see the “Finding Additional Resources” section at the end of this booklet.)

• Describe an issue that you think needs to be resolved and what is needed to resolve the issue. Indicate how the children, facility, and community would benefit from resolving the issue.

• Work with facility staff when reaching out to the advocacy organization if appropriate.
Preparing for Your Child to Return Home and to a Community School

A goal of the juvenile justice facility school program is for your child’s successful return to the community. Every family hopes this will happen. Separation can be difficult for you and your child. But some families feel relief knowing that their child is in a safe and secure facility. If all goes well, your child will learn new skills and behaviors for coping with community life. When your child finally comes home, you may need to get reacquainted with him or her. You may feel that your child has become a new individual.

When your child enters the facility school program, you need to start planning and preparing for your child’s return home. Much needs to be done to make sure that everyone is ready for your child’s return home. Taking necessary steps and action will help ensure that the return or reentry is a success for your child, you, and the rest of your family.

Find and set up support systems before your child comes home.

- Be a major decision-maker in your child’s transition planning. Start planning for her or his return as soon as your child leaves home and enters the juvenile justice facility.

- In coordination with your child’s case worker, be sure that facility and school staff meet with all the community providers that you and your child will need before your child leaves the facility. For example, your child may need to have vocational...
training/education, mental health services, drug and alcohol support programs, recreation programs, transitional housing, and/or transportation. Setting up these supports and services may take a great deal of time, so it is never too early to start having these discussions.

- Talk with someone who is working closely with your child (such as a facility teacher, guidance counselor, or case manager) to find out how your child has changed since coming to the facility. Talk with someone who can tell you about your child's experiences and changes in habits (e.g., grooming and personal care, food preparation and eating, behaviors, studying and homework, taking responsibility for chores) while away from home. Ask what worked for your child while at the facility and school so you can do the same at home.

- Try to build a good relationship with your child's facility case manager. Ask him or her to stay involved as you go through the transition process.

- If your child is placed under the care of a probation officer, be sure to work very closely with that person.

- Make sure you and your child understand how to administer any medications that may have been prescribed while your child was at the facility. Have prescriptions filled before your child leaves the facility. Inquire whether the facility has set up Medicaid or a Children’s Health Insurance Program for your child. If not, ask staff for help getting insurance or Medicaid payments, if necessary. If your child was eligible for Medicaid services before entering the facility, make certain that his or her Medicaid eligibility is reinstated at the time of discharge.

- If your child is approaching age 18 and is preparing to live independently, make sure that the proper connections have been made to the adult service system or a transitional youth program.

**Phase in the transition.**

- Request that your child be given the chance to earn passes before he or she is released from the juvenile justice facility. During these passes, your child should make several visits home and in the community before being discharged. When necessary, use the time between visits to adjust the transition plan and work through concerns and challenges that are certain to arise when your child returns home and to his community school.

- If possible, request short visits at home for your child.
  - Start with a visit that includes a counselor or staff member from the facility.
  - Gradually increase the length of these visits.

- Get help for any issues and concerns your other children or family members living in the home may have about their brother or sister returning home.

- Ask for professional assistance from the facility social worker to help your family resolve any conflicts with your returning child.
Get help preparing the community school for your child’s return.

- Identify the community school in which your child will enroll and attend upon release.

- Ask the facility school to send your child’s school records to you and the receiving school in time for your child’s arrival—prior to his or her first day at the community school—and to let you know when they were sent. Review and sign any paperwork required for this release. Or ask the neighborhood or receiving school to request your child’s records from the facility and to tell you when those records have been received.

- Make sure that these records from the facility provide your child’s information on attendance, courses taken, and credits earned toward graduation.

- Ask facility staff and facility school staff to tell the community school staff about what worked well for your child—both in the facility and in the school. Make certain that they tell the community school staff about special behavior plans or programs that were helpful to your child.

- Make sure your child’s IEP and special education evaluation are up-to-date at the receiving school to implement immediately. If they are not up-to-date, there may be a delay in your child re-entering school.

- Work with your child’s community school staff on a plan for your child’s success. They may wish to develop a positive behavioral support plan. Help them determine what supports and services will be needed in the classroom and other school settings (bus, cafeteria, gym).

- If you feel that the staff from your child’s community school may not welcome your child back, ask the facility staff to describe how your child’s behavior, actions, and decision making have changed as a result of being in the facility and their participation in programming. Make sure the community or receiving school gets this information in advance and has an opportunity to ask questions.

- Find out if the community school has a peer support program; if it does, ask that your child be paired with a positive peer and/or an adult mentor.

- Your child may need to transition slowly back to the community school from which she or he came.
• You also can work with the receiving school to develop an **emergency or crisis intervention plan** if necessary.

**Make sure your child is prepared for life in the community.**

• Your child will need some type of official proof of her or his identity. Collect all identification, registration, and case numbers. Obtain a Social Security card number if he or she does not have one, and obtain an identification card with a photo like the ones available from your State’s motor vehicle registration bureau (DMV).

• If appropriate, help your child find an afterschool job, tutoring, or recreational program in the community.

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An **emergency or crisis intervention plan** is designed to help the student self-manage, reduce, or end a crisis by seeking help as described in the plan. The plan looks at your child’s needs and identifies his or her strengths. It is developed collaboratively by the family, youth, school, and other team members who know your child.
Finding Additional Resources

Many other resources are available for parents and families whose children are at a juvenile justice facility. The following information indicates local family support organizations and related organizations that you can use as resources to get help. You also can ask the facility school for local contact information and additional resources.

Local Family Support Organizations

Family organizations can provide information, support, and encouragement to help you become more involved in your child’s education. To find a family organization in your area, check the National Federation of Families for Children’s Mental Health at http://www.ffcmh.org.

Other Organizations

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<tr>
<td>Bazelon Center for Mental Health Law</td>
<td><a href="http://www.bazelon.org">http://www.bazelon.org</a></td>
<td>202-467-5730</td>
</tr>
<tr>
<td>Campaign for Youth Justice</td>
<td><a href="http://www.campaignforyouthjustice.org">http://www.campaignforyouthjustice.org</a></td>
<td>202-558-3580</td>
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<tr>
<td>Center for Effective Collaboration and Practice (CECP)</td>
<td><a href="http://cecp.air.org/">http://cecp.air.org/</a></td>
<td>E-mail to <a href="mailto:center@air.org">center@air.org</a></td>
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<tr>
<td>Children and Adults with Attention Deficit/ Hyperactivity Disorder</td>
<td><a href="http://www.chadd.org">http://www.chadd.org</a></td>
<td>Office: 301-306-7070</td>
</tr>
<tr>
<td>(CHADD)</td>
<td></td>
<td>Local: Check Web site for CHADD chapters.</td>
</tr>
<tr>
<td>Learning Disabilities Association of America (LDA)</td>
<td><a href="http://www.ldanatl.org">http://www.ldanatl.org</a></td>
<td>National: 412-341-1515</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Local: See Web site for LDA chapters.</td>
</tr>
<tr>
<td>Mental Health America (MHA)</td>
<td><a href="http://www.nmha.org">http://www.nmha.org</a></td>
<td>National: 800-969-6642</td>
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<tr>
<td></td>
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<td>Local: See Web site for MHA affiliate network.</td>
</tr>
<tr>
<td>National Alliance on Mental Illness (NAMI)</td>
<td><a href="http://www.nami.org">http://www.nami.org</a></td>
<td>National: 800-950-NAMI (6264)</td>
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<td></td>
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<td>Local: See Web site for NAMI state organizations or affiliates.</td>
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<tr>
<td>Resource</td>
<td>Web Site</td>
<td>Phone or E-Mail</td>
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<tr>
<td>National Center for Mental Health and Juvenile Justice (NCMHJJ)</td>
<td><a href="http://www.ncmhjj.com">http://www.ncmhjj.com</a></td>
<td>866-9NCMHJJJ</td>
</tr>
<tr>
<td>The National Center on Education, Disability and Juvenile Justice (EDJJ)</td>
<td><a href="http://www.edjj.org">http://www.edjj.org</a></td>
<td>EDJJ partner organizations and contact information are listed on the Web site.</td>
</tr>
<tr>
<td>National Disability Rights Network (NDRN)</td>
<td><a href="http://www.ndrn.org">http://www.ndrn.org</a></td>
<td>National: 202-408-9514</td>
</tr>
<tr>
<td></td>
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<td>Local: See the Web site for a listing of Protection and Advocacy (P&amp;A) System and Client Assistance Programs (CAP) by state.</td>
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<td></td>
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<td>Local: See Web site for FFCMH chapters.</td>
</tr>
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<td>The National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At Risk (NDTAC)</td>
<td><a href="http://www.neglected-delinquent.org">http://www.neglected-delinquent.org</a></td>
<td>E-mail to <a href="mailto:NDTAC@air.org">NDTAC@air.org</a> or see the Web site for a staff list.</td>
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<td></td>
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<td>Local: See the Web site for local PTA organizations.</td>
</tr>
<tr>
<td>National Resource Center on ADHD – a program of CHADD</td>
<td><a href="http://www.help4adhd.org/">http://www.help4adhd.org/</a></td>
<td>800-233-4050</td>
</tr>
<tr>
<td>National Wraparound Initiative (NWI)</td>
<td><a href="http://www.nwi.pdx.edu/">http://www.nwi.pdx.edu/</a></td>
<td>503-725-9679</td>
</tr>
<tr>
<td>Parent Advocacy Coalition for Education Rights (PACER) Center</td>
<td><a href="http://www.pacer.org">http://www.pacer.org</a></td>
<td>888-248-0822</td>
</tr>
<tr>
<td>Technical Assistance Partnership for Child and Family Mental Health (TAP)</td>
<td><a href="http://www.tapartnership.org">http://www.tapartnership.org</a></td>
<td>202-403-6827</td>
</tr>
<tr>
<td>Youth Law Center</td>
<td><a href="http://www.ylc.org">http://www.ylc.org</a></td>
<td>415-543-3379</td>
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About the Authors

This guide was written by Trina Osher, Barbara Huff, Greta Colombi, and Simon Gonsoulin. It was originally published in 2008 and updated in 2012.

The primary authors, Trina Osher and Barbara Huff, are experienced family leaders who are veterans of the Children’s Mental Health System and System of Care movements. They are respected by families and professionals for their wisdom, knowledge, experience, skills, and integrity. Both have raised children with serious mental health needs who also were enrolled in special education. Both have been active and effective advocates for juvenile justice, mental health, child welfare, and education reform. Both have been involved in conducting research about family and youth involvement. Barbara Huff also is the founder of the family movement for children’s mental health and an inspiration to families across the country. Trina Osher also is the parent of a youth who spent most of his high school years in juvenile corrections settings and has graduated from the adult corrections system. She is a seasoned special educator with 30 years of experience as a teacher, State administrator, and National policy analyst.

The secondary authors, Greta Colombi and Simon Gonsoulin, are team members from NDTAC. Greta Colombi has worked to help children and their families for more than 15 years as a direct service provider, trainer, and researcher. During the past five years, she has worked closely with State coordinators of juvenile justice facility education supports discussing issues, including family engagement. Simon Gonsoulin has dedicated his career to improving educational outcomes of students with special needs, including children with disabilities, psychiatric disorders, and those living in juvenile justice facilities. He has worked closely with families to meet the needs of students as a teacher, principal, supervisor, and administrator of juvenile justice reform.
Acknowledgments

An expert panel of family members and correctional education facility administrators across the country also advised the authors throughout the original writing of this guide. The authors thank the following individuals for generously and honestly offering their experience and expertise.

- Julie Becker (La Mesa, CA)
- Joyce Burrell (Albany, NY)
- Arlene Chorney (Cranston, RI)
- Timothy Cokley (Columbia, SC)
- Robin El-Amin (Baltimore, MD)
- Annie Gray (Jackson, MS)
- Christine Kenney (Boston, MA)
- Lindy Khan (Contra Costa, CA)
- Bobbie Lubar (Davie, FL)
- Eric McGhee (Atlanta, GA)
- Connie Mitchell (Columbia, SC)
- Mary Rattley (San Francisco, CA)
- Glenda Rohrbach (Boise, ID)
- Debbie Seigel (Boise, ID)
- Karen Wright (Lower Brule, SD)
- Mary Wyckoff (Chula Vista, CA)

The authors also would like to thank the family members who shared their experiences during the 2012 update of this guide: Lulu Haynes, Ernest Johnson, Marie Niarhos, Lillian Tillman, and Kim Williams. These family members hope that others like themselves will be motivated to advocate for their children in juvenile justice facility schools.

Finally, the authors also acknowledge the support and feedback provided by John McLaughlin, Team Leader, Neglect and Delinquent and McKinney-Vento Programs, U.S. Department of Education; Danita Woodley, Team Leader, Title I-Family & Community Engagement, U.S. Department of Education; Susan Stromberg, Public Health Advisor, Community Mental Health Services, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services; Grace Bauer, Co-Director, Justice for Families; Neelum Arya, Research & Policy Director, Campaign for Youth Justice; Lisa Lauxman, Director, Division Youth & 4-H at National Institute of Food and Agriculture, U.S. Department of Agriculture; Pat Frost, State Title I, Part D, Coordinator, Nebraska Department of Education; and Lia Venchi, Teacher, Stadium View School.
Family Guide to Getting Involved in Your Child’s Education at a Juvenile Justice Facility