Re-Entry Mission Statement:

The mission of OYS Re-Entry is to increase the number of juveniles successfully reintegrated back into schools and the community through coordinated transition support, thereby increasing overall academic success and ultimately reducing recidivism.

This mission is two-fold:
1) Supporting reentry and residency in the community following any out-of-home placement and;
2) Supporting the efficient reentry to school/educational program/work as part of the transition process.

- Welcome and Introductions
  - Present: James Hubbard, Dawnna Hill, Sheila Sookram, Cathy Koory, Jenny Brockman, Steve Snodgrass, Kenya Love, Karla Dush, Debora Faga

- Announcements:
  - OYS Updates
    - JIPF Knowledge Exchange on Monday, January 28th, 2-4pm at the Douglas County Extension Office; Shawne Coonfare and Cara Stirts will be presenting on diversion eligibility
    - Prevention WG has created QR codes for several different hotlines (handout attached); feel free to distribute
  - Member Updates
    - Sherwood's Operating Grant is open until February 15th

- Activity:
  - Brooke Valley Schools OutREACH Program presentation – Sheila Sookram and Cathy Koory
    - http://www.esu3.org/BV/BrookValleyOutREACH
    - Credit recovery program (alternative program) through ESU3 (Douglas, Sarpy, Washington and Cass counties); OPS has its own ESU
    - The program lets them accumulate their credits and doesn’t cut them off; make it work like deposits into a bank
    - This is the third year and it has morphed into more of a flexible program
    - Try to let them be involved in whatever will interest them
    - Currently have AM (9-12) and PM (11-2) sessions that overlap so everyone is able to have lunch together and work on social skills
    - Have a significant waiting list and currently do not physically have the space to grow the programming; have discussed having some type of “home” programming, but don’t currently have the technology that would be necessary
    - Length of involvement varies greatly from student to student and they try to tailor it specifically to the student; ultimately want the student to transition back into their home school
- Email process discussion and implementation-probation; will have the bullets from Darci by the next meeting (tabled to next meeting)
  - 2019 work-plan discussion (tabled to next meeting)

- Decision Making/Next Steps
  - Everyone take a look at the work plan and be prepared to discuss updates/changes in our next meeting
  - Would like to discuss the MOEC “mixer” event; they are interested, we need to pick a date and move on it

- Feedback Survey – Handed out

**Next Meeting- February 28, 2019, 3:30pm-5:00pm, Westside Community Schools, ABC Building**

**OYS Mission Statement:** Across Douglas County, our **vision** is a **comprehensive, coordinated, and community-wide** approach to **juvenile services** that **eliminates** the need for youth involvement with our justice system while maintaining **public safety**.

For all **youth** who do enter our justice system, our **goals** are to provide **effective, compassionate and individualized** support that empowers youth and their **families to succeed** and to build an environment of **mutual trust and accountability**.
We provide credit recovery and assist students in meeting graduation requirements through self-paced, self-motivated and strengths-based modalities.

We restore hope through positive rewards and encouragement. “We get a chance to earn points to spend at the school store, we reward ourselves daily with motivators of our choice, and we get to see our progress using visual charts. I like being in charge of my own life and learning. I feel like a can reach my goals.” — OutREACH Student feedback

We elevate expectations by expecting more while providing prescriptive, individualized lessons with high levels of feedback and support throughout the process.

“I was very impressed with his report card! He is doing really well, overall, and brings home the essays he writes, which shows me he is proud of his work! This is such a wonderful change from past years!” — OutREACH parent feedback

Change is achievable!
We **alleviate** obstacles to success through our use of PBIS and social skills.

Many of our students struggle in various life domains and/or have experienced trauma. We know that until they feel safe and accepted, they will struggle to prioritize their educational goals. We have a strong emphasis on Interpersonal Skills and PBIS through use of daily skill streaming peer review sessions to balance grace and accountability. We implement therapeutic interventions to keep positive relationships intact. The social skills and life skills component lessons are infused into all curriculum areas as they are included in the behavior goals for all of our students.

We **coach**, **teach**, and **motivate** through relationships.

Relationships are key. We empower students with the mindset that Brook Valley OutREACH is a safe place, school can be hard but we are here to help, mistakes are ok and a part of learning, and they can trust us to work with them and their families to reach their academic goals. We provide visual motivation through weekly/daily tracking of progress and high levels of communication. We create customized social skills and pragmatic language lessons in areas of communication and interpersonal skills.

We provide layered learning that continues to build with each assignment completed. We incorporate a BlendED approach with other modalities and methods added to our online learning system including: **Spelling City**, Typing.com, Flocabulary, Peer Teaching/Mentoring, Essays/writing assignments, Book studies, and Journaling. We teach Study and Organizational Skills such as keeping a planner and scheduling appointments through phone scripts, vignettes, and role plays.

We **honor** individual strengths through valuing and respecting each student and their family.

We believe in new beginnings and second chances. We meet students and their families where they are and assist them in developing specific academic and behavioral goals. We encourage them to rise to the challenge and take ownership of their own learning and progress. Our programing is individualized and prescriptive in nature based on natural strengths and areas of interests. We create custom coursework with a fusion of curriculums and modalities to insure proper instruction and delivery methods are a match to student’s individual strengths and abilities.
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Action Steps</th>
<th>Implementation Steps</th>
<th>Target Date</th>
<th>Status</th>
<th>Responsible Parties</th>
<th>Resources Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Provide reintegration assistance to youth who are exiting Out of Home Placements (OHP)</strong></td>
<td>1. Create a navigation/resource guide for probation/JJS professionals; families and youth</td>
<td>a. Map out current re-entry process for each district. Include contact names, numbers, forms used, etc.</td>
<td>End of 1st quarter</td>
<td>Dave, Greg, Shanna and Jim</td>
<td>Districts Current Process</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Map out current credit process for each district.</td>
<td>End of 1st Quarter</td>
<td>Steve, Dawnna, Geri and Jim</td>
<td>Districts Current Process</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Create a common form that can be used with the processes mapped under letter (a), that is shared with professionals, school administration, youth and families as they are entering their out of home placement and also re-entering their home school. May need policy assistance with MOU's/agreements amongst districts/agencies.</td>
<td>Jan-18</td>
<td>Jen and Kylie</td>
<td>MOU? Policy?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Review B and determine if anything can be streamlined (check with Policy group for assistance?) to reduce differences.</td>
<td>end of 2nd quarter</td>
<td>All Taskforce members; Policy; Districts</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Create a resource binder that includes items under c &amp; d as applicable to probation/JJS professionals, families and youth.</td>
<td>end of quarter 2</td>
<td>Need to identify</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. Training of resource binder for probation/JJS professionals; families and youth</td>
<td>Apr-18</td>
<td>Need to identify; Families workgroup members; school personnel; probation; providers?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Develop transition processes when a youth experiences disruption in their education</strong></td>
<td>1. Transitional Plan for youth during transition and re-entry</td>
<td>a. goals and services involving independent/daily living skills;</td>
<td>Discuss dates for Strategy 2 in Feb. 2016</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Identify supportive connections (family, kin, mentor, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Community programming/employment (participation in)</td>
<td>Expand/enhance aftercare services in the community that are available to all.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Re-entry Center for youth returning from CHP</td>
<td>Drop-in Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Transition Specialist who has been trained in social/emotional learning</td>
<td>1. Create and fund a full-time juvenile reintegration position;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Develop/provide training for juvenile defenders and probation officers on re-entry planning and how to navigate the community resource database; maintain comprehensive web-based database</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Streamline Credit Recovery</td>
<td>Example: Home completion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c. Map road to graduation/re-entry
d. Provide education on post-secondary education and training; job-readiness/experience and career planning; housing; health; vital documents; rights on expungement and connections with adult service systems
e. Communication planning (who is involved, what is their role, frequency, type of communication, etc.)
f. Establish benchmarks for transition that reflect best practice
g. Address individual barriers that hinder success of graduation/re-entry
h. Include all relevant forms to transition plan in the resource navigation guide
i. Establish clarity in roles and accountability in the transition planning process—Probation officer, re-integration worker, service providers, etc.
<table>
<thead>
<tr>
<th>7. Technology Upgrades</th>
<th>Multiple platforms for credit recovery</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Funding/Sustainability</td>
<td>Establish incentives and make investments in developing meaningful employment/career opportunities for young adults leaving the JJS</td>
</tr>
</tbody>
</table>