



DJJ Bimonthly Conference Call January 24, 2018

***This Conference Call is
being recorded!!!***

**Dr. Curtis Williams
Carla Greene, M.S.**



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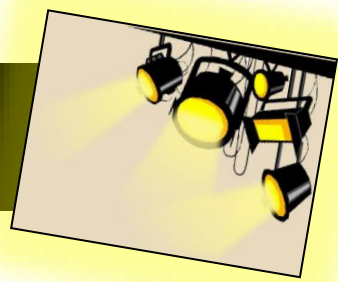
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Welcome and DJJ Spotlight: Program Recognition

Dr. Curtis Williams

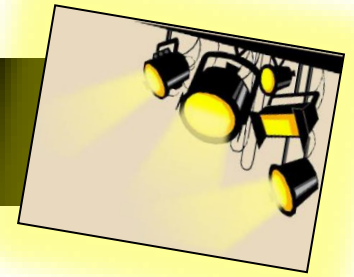


DJJ Spotlight: Recognition



Thank you to all of the presenters and participants at the Educational Strategies and Student Enhancement Institute (ESSEI). Juvenile Justice Education was represented well!

DJ Spotlight: Program Recognition



North East Region

Facilitator: Renette Crosby, NE Regional Education Coordinator

Judge: Carla Greene, Juvenile Justice Liaison

22 contestants from the following programs:

- Marion Youth Academy
- Eckerd Challenge
- St. Johns Academy
- JoAnn Bridges
- Cypress Creek
- AMIKids Jacksonville

WINNER

From St. Johns Academy

Mr. Bradley

Winning Word = handkerchief

Prize = Trophy



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School Leaders Fellowship

Julie Orange

Department of Juvenile Justice

Director of Education

School Leaders Fellowship 2017-2018

- School leaders from residential facilities, prevention, intervention and detention programs were selected to participate in the fellowship that was hosted by the Department of Juvenile Justice (DJJ) and The Center for Educational Excellence in Alternative Settings (CEEAS).
- The Florida DJJ/CEEAS School Leaders Fellowship is a unique opportunity to participate in a program designed to support improving teaching and learning inside DJJ schools.
- The Fellowship includes a two-day in-person orientation, online module participation, remote coaching and support and a one-day closing ceremony.
- The participants are joined by leaders from CEEAS and DJJ Education staff.

School Leaders Fellowship Culminating Day, January 11, 2018



Congratulations to all the fellows who completed the 2nd School Leader Fellowship!

Look for details in the fall for the next School Leaders Fellowship opportunity.

Julie Orange

Florida Department of Juvenile Justice

Director of Education

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Announcements

Carla Greene, M.S.



Florida Department of Education

Secondary Student Progression

2017-2018 Frequently Asked Questions



To view the document, go to

<http://www.fldoe.org/core/fileparse.php/7764/urlt/SSP1718FAQ.pdf>.

For more information on Graduation Requirements, go to

<http://www.fldoe.org/academics/graduation-requirements/>.

For questions, contact 850-245-7851.

MyCareerShines – Navigator WebEx Training

Choose one of the two training dates below:

Thursday, March 22, 2018

10:00 a.m. – 12:00 a.m. (EST)

Meeting number (access code): 921 627 580

WebEx Link:

<https://kuder.webex.com/kuder/j.php?MTID=m2486213e2ec66af409cf16bbb81557d5>

Friday, March 23, 2018

1:00 p.m. – 3:00 p.m. (EST)

Meeting number (access code): 923 850 575

WebEx Link:

<https://kuder.webex.com/kuder/j.php?MTID=m355841350a33c8af3f5814a423fcbbbb>



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FDOE Information and Resources

Dr. Curtis Williams

Spring 2018 Assessment Schedule Adjustments

The FDOE has issued the following memorandum regarding the spring 2018 assessment schedule adjustments. The memorandum may be viewed at

<https://info.fldoe.org/docushare/dsweb/Get/Document-8123/dps-2017-167.pdf>

Florida
Standards Assessments



2018–19 Statewide Assessment Schedule Revisions, 2019–20 Preliminary Schedule Release and Uniform Assessment Calendar Updates

The FDOE has issued the following memorandum to announce additions to the 2018–19 Statewide Assessment Schedule and the release of the 2019–20 preliminary Statewide Assessment Schedule, as well as to provide information about the revised 2017–18 and 2018–19 uniform assessment calendars and the preliminary 2019–20 uniform assessment calendar.

<https://info.fldoe.org/docushare/dsweb/Get/Document-8137/DPS-2017-169.pdf>

Resource: Students with IEPs

New Question-and-Answer (Q&A) on Free Appropriate Public Education (FAPE)

- On December 7, 2017, the U.S. Department of Education released a Q&A document supporting the unanimous March 2017 U.S. Supreme Court opinion on the Individuals with Disabilities Education Act-related case, *Endrew F. v. Douglas County School District*, clarifying the scope of FAPE.
- To view the Q&A document, go to <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/qa-endrewcase-12-07-2017.pdf>



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Title I, Neglected and Delinquent Announcements

Alvita Howard

Interim Director

Title I, Neglected and Delinquent

Title I- Neglected & Delinquent Announcements

- **Newsletter** – Title I Coordinators should have received January’s newsletter e-mailed on January 11, 2018.
- **One on One Conference Calls**
 - Begin January 16, 2018
 - Register through doodle poll
- **Mid-Year Report**
 - Online this year
 - Available February 1, 2018
 - Deadline March 1, 2018
- **Bimonthly Conference Call** – Tentatively scheduled for February 8, 2018 at 2:00 p.m. (EST)

Title I- Neglected & Delinquent Announcements

2017 Annual Count submitted January 16th

Trends based on annual count include:

- Impact of hurricanes
 - Decreased count due to program closures
 - Increased count due to program relocations
- Increase in districts submitting weekend/holiday forms



Contact Information for Title 1, Neglected and Delinquent Inquiries

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Florida Department of Education

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DJJ EDUCATION HOT TOPICS

Carla Greene, M.S.

Bimonthly Hot Topic Continuum of Requirements, Processes and Procedures for DJJ Students Prior to Adjudication through Release

September 2017: Best Practices for Transfer of Educational Records from School Districts to Residential Programs

November 2017: Reminders for Receipt of Educational Records, Student Management Information System and Guidance Services in DJJ Residential Programs

**January 2018:
Reminders for What to Complete with Students Upon Entry into a DJJ Program**



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Hot Topics Review and Reminders: Educational Records Coversheet

School District Transition Representative Responsible for Commitment Staffings and Educational Records

Complete the Educational Records Coversheet and provide ALL educational records to the Juvenile Probation Officer (JPO) immediately upon request or within 5 days of request.

Important to note: Educational records and the Educational Records Coversheet will be uploaded into the Electronic Commitment Packet (ECP) in the Juvenile Justice Information System (JJIS) by the JPO.

Individual Responsible for Obtaining Records for Student Upon Entry into DJJ Program

Electronic Commitment Packets should include the following:

- ✓ Educational Records Coversheet

* Important to note: Some school districts are not allowed to give IEPs and Section 504 Plans to the JPOs. If this is the case, the name of the school to request the IEP or Section 504 Plan will be indicated on the Educational Records Coversheet. Please do not request the IEP from the School District Transition Representative if the Educational Records Coversheet indicates the name of the school to request the IEP or Section 504 Plan.

- ✓ Cumulative Transcripts
- ✓ Withdrawal form with grades in progress
- ✓ Attendance and discipline records
- ✓ IEP and psycho-educational evaluation, if applicable
- ✓ 504 Plan or ELL Plan, if applicable

Individual Responsible for Obtaining Records for Student Upon Entry into DJJ Program

It is VERY IMPORTANT to obtain the educational records from the ECP BEFORE making a records request. Typically, case managers print the ECP from JJIS.

Suggested practice: Education staff in residential programs should establish a process to receive educational records from the ECP.

Individual Responsible for Obtaining Records for Student Upon Entry into DJJ Program

IF educational records from ECP are incomplete:

1. Request missing educational records from School District Transition Representative responsible for commitment staffings and educational records. (Column D in the following link - (<http://www.djj.state.fl.us/docs/education/transition-contacts830008EC6C1D.pdf?sfvrsn=2>))
2. Request educational records, specifically the IEP and Section 504 Plans, if indicated on the Educational Records Coversheet.
3. Request additional educational records from schools self-reported by the student.
4. Notify your assigned DJJ Regional Education Coordinator if unable to obtain a copy of student records. Regional coordinators will assist with obtaining all educational records, including IEPs, 504 Plans and ELL Plans, if applicable.

DJJ Bimonthly Conference Call Archives

Please view the presentation slides from the DJJ Bimonthly Conference Call on September 6th, 2017 to review all the details of the Best Practices for Transfer of Educational Records from School District to Residential Programs.

[http://www.fldoe.org/core/fileparse.php/18532/
urlt /DJJBimonth0917.pdf](http://www.fldoe.org/core/fileparse.php/18532/urlt/DJJBimonth0917.pdf)

For questions regarding the Educational Records Coversheet, please contact:

Julie Orange

Florida Department of Juvenile Justice

Director of Education

Julie.Orange@djj.state.fl.us

Office: 850-717-2708



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January's Hot Topic: What to Complete with Students upon Entry

What to Complete with Students upon Entry

- The Florida Common Assessment for English Language Arts
- The Florida Common Assessment for Mathematics
- Career interest and aptitude measures
- Miscellaneous (suggested practices):
 - Student Input
 - Transition Assessments for students with transition IEPs



DJJ Common Assessment Reminders

Rule 6A-6.05281 (4)(b), Florida Administrative Code (F.A.C.), specifies the following:

“All students in DJJ prevention, residential, or day treatment programs who have not graduated from school or filed a notice of intent to terminate school enrollment **shall be assessed on the department-selected common assessment within ten (10) school days of the student’s initial placement into a program.**”

DJJ Common Assessment Resource

- Released December 1, 2017
- Technical Assistance Paper (TAP): Information on Common Assessment for Use in DJJ Programs

<https://info.fldoe.org/docushare/dsweb/Get/Document-5931/dps-2010-155.pdf>

- Can also find TAP on FDOE Juvenile Justice Education Webpage:

<http://www.fldoe.org/academics/exceptional-student-edu/juvenile-justice-edu.shtml>

Which students should be administered the common assessment?

- All students in **DJJ residential programs** who have not graduated from school or filed a notice of intent to terminate school enrollment shall be administered the common assessment.
 - The student must first be properly entered into the Juvenile Justice Information System (JJIS), assigned a JJIS DJJ identification number and assigned to a program in JJIS.
- All students in **DJJ prevention and day treatment** programs who have been entered in JJIS/Prevention Web, assigned a DJJ identification number and assigned to a program in JJIS/Prevention Web.

Students in **DJJ detention centers do NOT have to be administered the common assessment.*

- The Common Assessment System (CA System) is managed by WIN Learning, the provider under contract with the FDOE to support the development and delivery of the common assessment.
- The Florida Common Assessment for English Language Arts and the Florida Common Assessment for Mathematics are designed to benchmark student-level learning gains between entry and exit from a DJJ education program.

Log out

Resources

Links:

CPALMS

Florida Department of Education: Juvenile Justice Education
DOE Technical Assistance Paper (TAP)

PDFs:



Proctor Quick Reference Card



Student Quick Reference Card

IEP Testing Accommodations

PPT:

2017 Common Assessment Training

Video:



NEW Florida Common Assessment - Effective July 1, 2016:

CA Math Blueprint

CA ELA Blueprint

LockDown Browser

Windows:

[Instructions](#)

[Installer](#)

MAC OS X:

[Instructions](#)

[Installer](#)

What is the procedure for enabling or disabling administrator and teacher access to the CA System?

- The school district's primary contact of record, the lead educator of record for the program or designated DJJ staff may enable or disable administrator or teacher access to the CA System via an email request to customerservice@floridajjca.com.
- The request must include the first name and last name, telephone number and email address of the administrator or teacher, and the individual submitting the request.

What are the Procedures for administering the common assessment?

- Entry assessments shall be administered within 10 school days of initial placement into the program.
- Exit assessments should be administered as close to the student's exit as possible.



What if the student's name or DJJ identification number does not appear in the CA System or is not correct in the CA System?

- The educational provider at the DJJ program should immediately contact the DJJ program case manager or juvenile probation officer to enter or correct the student information in JJIS.
- To help expedite resolution, the DJJ program should also provide the name of the program, name of the student and brief description of the issue to WIN customer service at customerservice@floridajjca.com.
- The update will appear in the CA System one day after the change is made in JJIS/Prevention Web.

Responsibility of DJJ Programs to Verify Accuracy in CA System

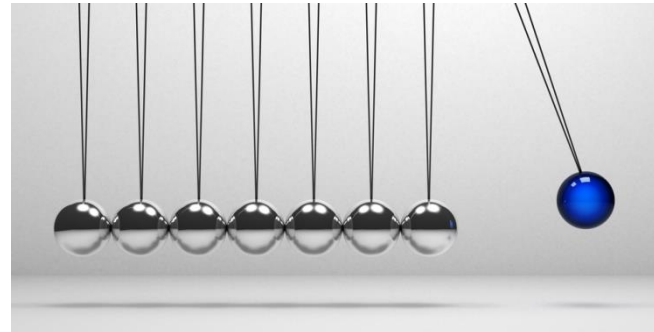
Items to verify:

- Student information
- Mathematics and ELA entry and exit dates and scores (dates and scores are captured)
- Program entry and exit dates



Significant Impact of NOT Administering the Common Assessment

1. Non-compliance of Section 1003.51(2), Florida Statute and Rule 6A-6.05281(4), F.A.C.
2. Unsatisfactory baseline data for the following proposed DJJ accountability measures: Learning Gains on the common assessment and Data Integrity (administration of entry and exit common assessment).



Baseline data is **PRESENTLY** being collected for the proposed DJJ accountability rule measures!



Assessment for DJJ Detention Centers

Rule 6A-6.05281, F.A.C.

(d) In accordance with Section 1003.51, F.S., students placed in a **detention center** shall be evaluated to determine areas of academic need and strategies for appropriate intervention and instruction within five school days upon entry.

DJJ Student Assessment Reminders

- For DJJ **prevention, day treatment** and **residential** programs, the common assessment shall include a career interest and aptitude measures administered 10 school days upon a student's initial placement into the program [6A-6.05281(4)(b), F.A.C.].
- For **DJJ detention centers**, a research-based assessment that will assist the student in determining his or her educational and career options and goals shall be administered within twenty-two days after the student's entry into the program [6A-6.05281(4)(d), F.A.C.].

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- Florida's comprehensive education and career planning system.
- Funded by the Florida Legislature.
- Available for free to all students statewide. Includes evidence based and developmentally designed career assessments, occupational exploration, education planning tools, school and scholarship searches, job prep tools, tutorials, s resume/cover letter builder and an e-Portfolio.
- Navigator includes research-based assessments, developmentally appropriate online tools that help High School students learn about themselves, explore occupations, build an education plan and prepare for work.
- No cost to access the system, receive training and follow-up support.

Suggested Practice: Student Input Upon Entry

- Students should complete the **Student Educational Input - Entrance Interview** or its equivalent to obtain input FROM the student.
 - ❖ A sample **Student Educational Input - Entrance Interview** is available under Transition Resources on the FDOE juvenile justice webpage to adopt or modify to meet the needs of the DJJ program.

<http://www.fldoe.org/academics/exceptional-student-edu/juvenile-justice-edu.stml>



Suggested Practice: Student Input Upon Entry

- Student input should include:
 - ✓ Academic plans while in the DJJ program
 - ✓ School placement preference upon release
 - ✓ Knowledge of IEP or Section 504 plan
 - ✓ Post-secondary plan
 - ✓ Future employment and career path
 - ✓ Living and transportation plans upon release



Suggested Practice: Transition Assessments for Students with IEPs

- Consult with the school district's ESE Liaison regarding the transition assessment process.
- Transition assessment instruments may be either formal or informal.
- Should include record reviews to incorporate current information, goals, and results from prior testing, planning, and activities.
- Information from these assessments should be used to drive the IEP and transition planning process
- Resources can be found under the Transition Assessments webpage on the Project 10: Transition Education Network's website.

<http://project10.info/DPage.php?ID=146>







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Next DJJ Bimonthly Conference Call

Wednesday, March 21, 2017
10:00 a.m. (Eastern Standard Time)

Contact Information

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