

LEAD EDUCATOR HANDBOOK

for Department of Juvenile Justice
Residential Schools



Juvenile Justice Education
Florida Department of Education
Bureau of Exceptional Education and Student Services
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I. About This Handbook

A. Purpose

This handbook was developed by the Florida Department of Education (FDOE) in collaboration with the Florida Department of Juvenile Justice (DJJ). This handbook is intended to be a resource of state laws and regulations pertaining to juvenile justice education, suggested practices, helpful tips and resources that assist with the operations of a DJJ residential school. This handbook is neither a comprehensive guide of all state laws and regulations pertaining to education, nor is it intended to assign responsibilities to the lead educator.



Look for this icon to locate suggested practices, helpful tips and resources in each section of the handbook.

B. State Laws and Regulations

The following Florida Statutes (F.S.) and Florida Administrative Code (F.A.C.) rule are specific to DJJ education:

- [Section 1001.31, F.S.](#), Scope of district system.
- [Section 1003.51, F.S.](#), Other public educational services.
- [Section 1003.52, F.S.](#), Educational services in Department of Juvenile Justice programs.
- [Section 985.622, F.S.](#), Multiagency plan for career and professional education (CAPE).
- [Rule 6A-6.05281, F.A.C.](#), Educational Programs for Students in Department of Juvenile Justice Detention, Prevention, Residential, or Day Treatment Programs.

C. FDOE Juvenile Justice Education Web Page

The FDOE Juvenile Justice Education web page includes the following items: DJJ annual reports; contact lists (DJJ transition representatives, detention centers, district contract managers, and DJJ day treatment, prevention and residential programs); resources; and archived DJJ bimonthly conference call handouts and presentations. The FDOE Juvenile Justice Education web page can be found at <http://www.fldoe.org/academics/exceptional-student-edu/juvenile-justice-edu.stml>.

D. Florida DJJ Office of Education Web Page

The Florida DJJ Office of Education web page includes the following items: education programs; resources; transition representatives; teacher of the year information; and contact lists for

youth in DJJ day treatment, prevention, detention and residential commitment programs. The Florida DJJ Office of Education web page can be found at <http://www.djj.state.fl.us/services/office-of-education>.

E. Organizational Structure

FDOE serves as the lead agency for juvenile justice education programs, curriculum, support services and resources. The FDOE bureau chief of the Bureau of Exceptional Education and Students Services, FDOE Juvenile Justice Education Program director and the DJJ Director of Education serve as coordinators for juvenile justice education programs on behalf of their respective departments.

These coordinators serve as the point of contact for resolving issues not addressed by local district school boards, and they ensure each department's participation in the following:

- Training, collaborating and coordinating with the respective departments, local school districts, regional workforce boards, local youth councils, educational contract providers and juvenile justice providers, whether state operated or contracted;
- Collecting information on the academic, CAPE and transition performance of students in juvenile justice education programs and reporting on the results;
- Developing academic and CAPE protocols that guide school districts and juvenile justice education providers in all aspects of education programming, including records transfer and transition;
- Implementing a joint accountability, program performance and program improvement process; and
- Ensuring timely notification to local school boards of the siting of new facilities and awarding of new contracts, as well as closure of existing programs and intent to move existing programs.

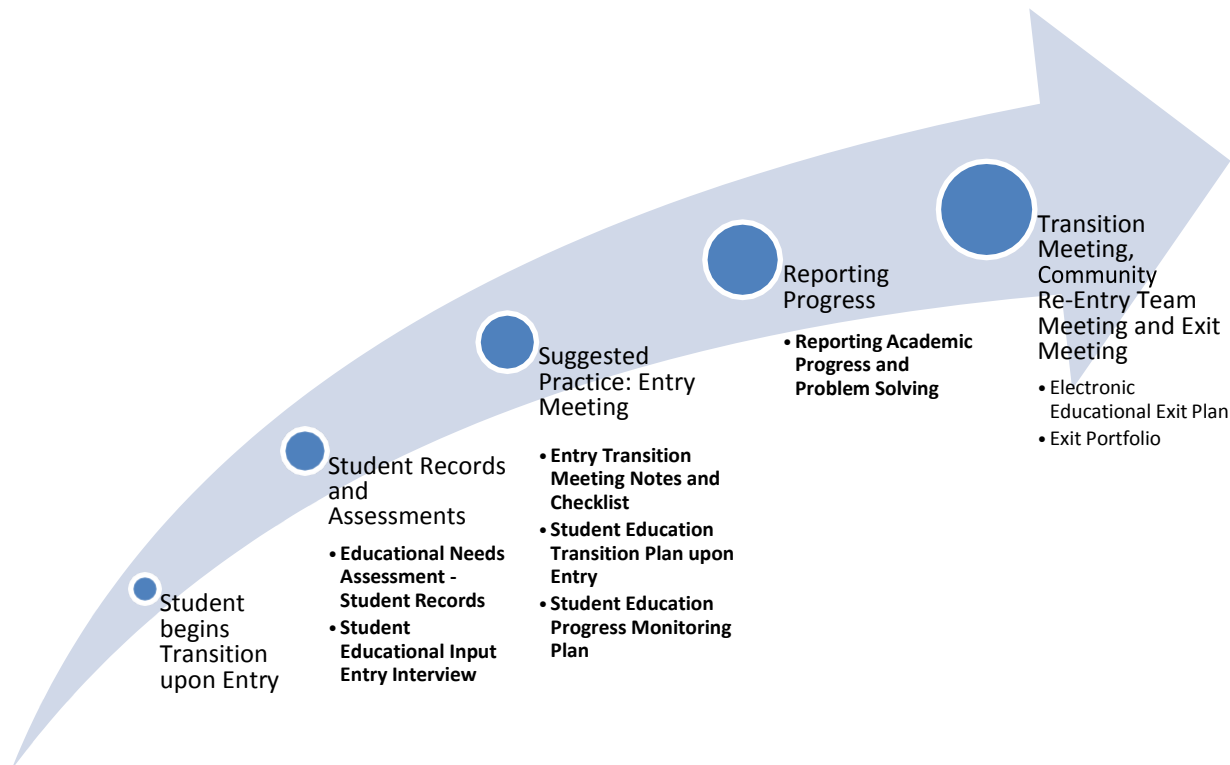
The FDOE juvenile justice liaison serves as the point of contact for technical assistance and training for school districts and DJJ programs via teleconferencing and face-to-face visits. The liaison also collaborates with the DJJ regional education coordinators. This individual serves as the juvenile justice liaison for Project 10: Transition Education Network and focuses on students with emotional and behavioral disabilities and transition for students with disabilities (SWD).

The DJJ deputy education director serves as the primary assistant to the DJJ director of education. The deputy education director's responsibilities include monitoring statewide Electronic Educational Exit Plans (EEEPs); training new users on EEEP procedures and maintenance; coordinating the Very Special Arts (VSA) Residency program; and coordinating the DJJ Teacher of the Year voting process.

The DJJ regional education coordinators serve as the point of contact for DJJ programs located within their assigned regions. The regional education coordinators' responsibilities include technical assistance and problem resolution with educational providers and school districts; collaboration with detention, prevention, probation and residential staff in their assigned region; development and monitoring of cooperative agreements; community re-entry team (CRT) and commitment staffing participation; and coordination of multiagency partnerships to review and respond to educational data.

II. Transition

Transition begins upon the student’s entry into a DJJ program and coordinates academic, career and technical, and secondary and postsecondary services that assist the student in successful community reintegration.



*Bulleted items in bold font represent sample templates and forms found in [Appendix A](#).

A. Entry Transition

1. Student Records

Ensure receipt of all educational records, including the following: cumulative transcripts, individual educational plan (IEP) or Section 504 plan (if applicable), English Language Learner (ELL) plan (if applicable), withdrawal form with grades in progress, most recent report card and progress reports, statewide assessments scores, attendance records, discipline records, and health and immunization records. DJJ Electronic Commitment Packets should include an Education Records Coversheet with a copy of all the educational records; however, if they are incomplete, additional records requests to prior schools are necessary.



Student Records: Helpful Tips and Resources

- Notify assigned DJJ regional education coordinator if unable to obtain a copy of student records. The coordinator will assist with obtaining the records, including IEPs.
- If IEPs are not included in the student records:
 - Refer to the Portal to Exceptional Education Resources (PEER) school district map (see [Appendix B](#)) when a new student is enrolled. Please note that not all counties utilize PEER.
 - If a student transfers from one of the districts utilizing PEER, the student’s IEP and other documents will automatically transfer to the new district after:
 - The new district submits a record for the student and
 - The student ID number matches the student ID number used in the previous school district.
 - If a student transfers from one of the districts utilizing PEER and the student’s IEP is not transferred automatically, then contact PEERSupport@fldoe.org for additional assistance with a manual transfer.
 - If the home school district does not utilize PEER, and the IEP was not included in the DJJ Electronic Commitment Packet, contact the home school for the IEP.
 - If the home school does not forward the IEP, the contact information for the exceptional student education (ESE) director of the home district can be found at the Exceptional Education Student Services Contacts web page at <http://app4.fldoe.org/EESSContacts/>.

2. Assessments – [Rule 6A-6.05281\(4\)\(b\), F.A.C.](#)

- a. Ensure each student is administered the common assessment within 10 school days of initial placement into a juvenile justice program.
- b. Ensure each student takes an entry career interest and aptitude measure within 10 school days of being placed into a juvenile justice program.



Assessments: Helpful Tips and Resources

- Technical assistance paper: Information on the Common Assessment for Use in the Florida Department of Juvenile Justice Education Programs is available under Resources on the FDOE Juvenile Justice Education web page at <http://www.fldoe.org/academics/exceptional-student-edu/juvenile-justice-edu.stml>.
- Contact information for common assessment questions:
 - For policy and implementation, contact the FDOE juvenile justice education program director or liaison at 850-245-0475.

- For information about the accountability formula, contact the Division of Accountability, Research and Measurement at 850-245-0411 or by email at ARM@fldoe.org.
- For training and technical support, contact WIN Learning at 888-717-9461 or by email at customerservice@floridajica.com.
- MyCareerShines – The Florida Career and Education Planning System
 - Free access for all students in Florida.
 - Helps DJJ schools meet the career assessment requirement ([s. 1003.51\(2\)\(g\), F.S.](#)).
 - Students can use the system to explore their interests in associated careers, review educational requirements for various careers, build a career and education plan and search financial aid opportunities. It gives students real-world skills such as how to write resumes and cover letters and how to prepare for job interviews.
 - MyCareerShines Partner Connection provides information for new online trainings and face-to-face training sessions in Florida at <https://www.floridashines.org/web/mycareershines-partners>.

3. Suggested Practice for Entry Transition Meeting

[Rule 6A-6.05281\(5\)\(a\), F.A.C.](#), identifies key personnel relating to entry transition activities for students in juvenile justice education programs. The Suggested Process for Entry Transition Meeting (see [Appendix A](#)) is a suggested practice to meet the rule requirements of including key personnel related to entry transition activities. The Suggested Process for Entry Transition Meeting provides a guideline for personnel and responsibilities before, during and after the suggested entry transition meeting.



Suggested Practice for Entry Transition Meeting: Helpful Tips and Resources

The Suggested Process for Entry Transition Meeting and sample forms and templates (see [Appendix A](#)) are optional and were developed to streamline the transition process. All sample forms and templates were developed to help satisfy [Rule 6A-6.05281\(5\), F.A.C.](#) the Transition Services and Progress Monitoring Plan, and the Every Student Succeeds Act requirements for Title I, Part D. The sample forms and templates can be used in their entirety or sections of the samples can be adopted to meet the needs of the juvenile justice program.

4. School Counseling

Ensure the following responsibilities are completed:

- a. Review and analyze student records and cumulative transcripts to determine current academic status (see [Appendix A: Educational Needs Assessment – Student Records](#)).

- b. Review graduation options with student and parent, if applicable, to develop a plan for graduation. (Standard Diploma [24-credit, 18-credit or ACCESS], State of Florida Diploma [GED®] and State of Florida Performance-Based Diploma [awarded to students who successfully complete the Performance-Based Exit Option Model Program requirements and who pass the high school equivalency examination {GED®} and the state-approved graduation assessments]). Important to note is that any changes made to graduation options for a student of transition age with an IEP must have parental signatures.
- c. Review vocational assessments, career interest and aptitudes, and develop postsecondary goals (i.e., career and technical education [CTE], college, employment and career).
- d. Enroll students in appropriate courses based on a review of past educational records, cover sheet from Commitment Staffing, current academic status, entry assessments, statewide assessments, student progression requirements, plan for graduation, postsecondary goals and IEP, if applicable.



School Counseling: Helpful Tips and Resources

- The following resources are provided on the FDOE Graduation Requirements web page at <http://www.fldoe.org/academics/graduation-requirements/>:
 - Graduation requirements;
 - Academic Advisement Flyer – What Students and Parents Need to Know, which can be used during school counseling, included in the student’s portfolio and sent home to the parent or guardian;
 - Information related to statewide assessment requirements; and
 - End-of-course (EOC) assessments, credit recovery and grade forgiveness policies, and how to code them correctly in the management information system (MIS), which can be found in the Secondary Student Progression Frequently Asked Questions document.
- FDOE’s Course Code Directory (CCD) & Instructional Personnel Assignments web page at <http://www.fldoe.org/policy/articulation/ccd/> is a comprehensive informational resource consisting of a narrative section that provides general and in-depth information on applicable laws and rules, explanations of requirements and policies pertaining to multiple topics, and details on the prekindergarten through Grade 12 course numbering system. Additionally, all programs and courses funded through the Florida Education Finance Program (FEFP) and courses or programs for which students may earn credit toward high school graduation are included in this document. The CCD provides course-specific information including course level and length, and lists appropriate teacher certification levels for courses.

- Students participating in high school equivalency examination preparation programs shall be funded at the basic program cost factor for DJJ programs in the FEFP ([s. 1003.52\(3\)\(a\), F.S.](#)). Course codes are found in the CCD, Section 6, Adult General Education Course Listing:
 - 9900131 – GED® Preparation Reason through Language Arts,
 - 9900132 – GED® Preparation Social Studies,
 - 9900133 – GED® Preparation Science,
 - 9900134 – GED® Preparation Mathematics Reasoning and
 - 9900135 – GED® Preparation Comprehensive.
- Reminders when registering DJJ students for the High School Equivalency Examination (GED®):
 - High school equivalency examination testers cannot be enrolled in high school on the date of their examination administration unless they are participating in the Performance-Based Exit Option Model.
 - The Florida Options Program on the GED® registration screen is equivalent to the Performance-Based Exit Option Model.
 - The Florida GED® Testing Procedures Manual (version 2016) is available as a reference at http://www.fldoe.org/core/fileparse.php/5615/urlt/GED_Procedures.pdf.
- [Rule 6A-6.0212, F.A.C.](#), Performance-Based Exit Option Model and State of Florida High School Performance-Based Diploma provides, pursuant to [s. 1003.52\(3\)\(a\), F.S.](#), school districts shall provide the performance-based exit option for all juvenile justice education programs. School districts must submit an application for approval to offer the performance-based exit option.

5. Transition Plan – [Rule 6A-6.05281\(5\)\(b\), F.A.C.](#)

- a. Ensure development of an individual transition plan based on the student’s post-release goals.
- b. The transition plan must include the following:
 - i. Services and interventions that are based on the student’s assessed educational needs and post-release education plans.
 - ii. Services to be provided during the program stay and services to be implemented upon release, including continuing education in secondary school, CAPE programs, postsecondary education or career opportunities.
 - iii. Recommended educational placement for the student post-release from a juvenile justice program that must be based on individual needs and performance in the juvenile justice program (this component is satisfied through the DJJ EEEP).

- iv. Specific monitoring responsibilities by individuals who are responsible for the reintegration and coordination of the provision of support services.

6. Individual Progress Monitoring Plan (PMP) – [Rule 6A-6.05281\(5\)\(c\), F.A.C.](#)

- a. Ensure development of a PMP for each student (ESE and non-ESE) within 10 school days of a student’s entry or no later than three school days after the administration of the entry assessment.
- b. This plan shall be based upon the student’s entry assessments and past educational history. The plan must include the following:
 - i. Specific, individualized academic and career objectives;
 - ii. Remedial strategies, as needed;
 - iii. Progress monitoring evaluation procedures; and
 - iv. An implementation schedule for determining progress toward meeting the goals of academic and career objectives, including specific monitoring responsibilities.

Note that an ESE student’s PMP must be consistent with the student’s IEP.



Transition Plan and PMP: Helpful Tips and Resources

See [Appendix A](#) for a sample transition plan and a sample PMP.

B. Academic Progress – Coordinating DJJ and FDOE Requirements

1. Understanding DJJ Requirements in Relation to Education

- a. DJJ multidisciplinary intervention and treatment team ([Rule 63E-7.010\(4\), F.A.C.](#)): The team is responsible for planning and ensuring delivery of coordinated delinquency intervention and treatment services to meet the prioritized needs of the youth, developing goals, reviewing and reporting the youth’s progress, and planning for the youth’s transition to the community upon release. The program shall request and encourage, if applicable, a representative of the educational staff to participate as an intervention and treatment team member.
- b. DJJ performance plan ([Rule 63E-7.010\(6\), F.A.C.](#)): The performance plan is comprised of individualized delinquency intervention goals to achieve before the youth is released from the program and based on findings of the initial assessment. The multidisciplinary intervention and treatment team, including the youth, shall meet and develop the performance plan within 30 days of the youth’s admission. The education transition plan and PMP shall be referenced or incorporated into the youth’s DJJ performance plan.



Suggested Practice for Education

Provide the intervention and treatment team a copy of the education transition plan and PMP.

- c. DJJ performance reviews – “Treatment Team” ([Rule 63E-7.010\(9\)\(a\), F.A.C.](#)): Non-secure and high-risk programs conduct biweekly reviews of each youth’s performance – one informal and one formal at least every 30 days. Maximum-risk programs should conduct a formal performance review at least every 30 days.



Suggested Practice for Education

Report on education PMP progress toward achievement of goals if they were referenced or incorporated into the student’s DJJ performance plan.

- d. DJJ performance summary relative to education ([Rule 63E-7.010\(9\)\(b\), F.A.C.](#)): The performance summary is prepared at 90-day intervals, beginning 90 days from the signing of the youth’s performance plan. It addresses the youth’s status on each performance plan goal, including academic status, performance and behavior in school.



Suggested Practice for Education

Report on education transition plan progress toward achievement of goals, if they were referenced or incorporated into the student’s DJJ performance plan.

2. Reporting Academic Progress

- a. Follow the school district progression plan for frequency of reporting academic progress to parents through progress reports and report cards.
- b. In reference to reporting progress for students with IEPs, the IEP must include the following:
 - i. Description of how the student’s progress toward meeting the annual goals will be measured, and
 - ii. Frequency of reports on the progress the student is making toward meeting the annual goals (e.g., through the use of quarterly or other periodic reports and concurrent with the issuance of report cards).
- c. Transition plans and PMPs should be reviewed and revised as needed.



Suggested Practices

- Continue to report academic progress through progress reports and report cards during the summer term. School district progression plans may not address reporting progress in a summer term.
- Report progress of transition plan and PMP goals on formal treatment team notes, informal treatment team notes and performance summaries when applicable.

C. Exit Transition – [Rule 63T-1.004, F.A.C.](#)

1. EEEP: Ensure completion of the EEEP as it satisfies the post-release recommended education placement component of the education transition plan and facilitates effective planning for each student transitioning from a residential program to post-release district.
2. Transition conference (60-90 days prior to student’s release from DJJ program): An educational representative must be present to share recommendations to the post-release district or provide written input and initiate the EEEP located in the Juvenile Justice Information System (JJIS) Schools Module. The EEEP is not a mandated document; however, it is a process and an electronic document that was developed by the DJJ Office of Education in collaboration with FDOE to satisfy the recommended educational post-release placement component of the required Transition Plan. Ensure completion of Section A of the EEEP within five working days after the transition conference.
3. Ensure the EEEP is updated appropriately as changes are made to the student’s profile (e.g., update credits and GED® status).
4. CRT meeting (30 days prior to student’s release from DJJ program): An educational representative must be present to share the current academic status including the course schedule and recommendations for the appropriate school placement or provide written input to the post-release district.
5. Exit common assessment: The exit common assessment is required for all students and should be administered as close to the student’s exit as possible.
6. Exit conference (14 days prior to student’s release from DJJ program): Ensure completion of Section C of the EEEP within five working days after the 14-day exit plan meeting.
7. Exit portfolio ([Rule 6A-6.05281\(5\)\(e\), F.A.C.](#)): Ensure that educational program staff forward an exit portfolio to the DJJ transition representative in the student’s post-release district. The exit portfolio shall include the following, at a minimum:

- a. Transition plan;
- b. Results of district and statewide assessments;
- c. PMP;
- d. Section 504 plan, ELL plan and IEP, if applicable;
- e. Cumulative transcript;
- f. A list of courses in-progress, with grade to date;
- g. Any industry certifications earned;
- h. Common assessment results; and
- i. High school equivalency (GED®) results, if applicable.



Exit Transition: Helpful Tips and Resources

- Reference the EEEP, A JJIS User Guide at <http://www.djj.state.fl.us/docs/jjis-instructional-powerpoints---dios/electronic-educational-exit-plan-user-guide.pdf?sfvrsn=2>. Contact the DJJ Office of Education at <http://www.djj.state.fl.us/contact-us/education-development> to add or modify users.
- Locate the school district transition contacts at <http://www.fldoe.org/core/fileparse.php/7567/urlt/DJJ-Trans-Represent.pdf>, via the FDOE Juvenile Justice Education web page or on the student's EEEP.



Exit Transition: Suggested Practices

- Ensure completion of the CRT Education Notes (see [Appendix C](#)) prior to the CRT meeting. Encourage the student to use the CRT education notes as a self-advocacy tool during the CRT meeting.
- If a student does not pass the GED®, include the sign-in information for the GED® website in the exit portfolio.
- Ensure three copies of the exit portfolio are made: one copy to forward to the post-release district and two copies for the student, one of which is then given to the DJJ program staff (case managers). The DJJ program staff should include the educational exit portfolio in a final DJJ portfolio for the student, which includes a resume, sample employment applications, identification card, social security card, birth certificate and calendar with all upcoming appointments.
- Ensure the exit portfolio is forwarded to the post-release district three to five days prior to student's release from the DJJ program.

III. Full-Time Equivalent (FTE), Data Entry in the MIS, Academic Curriculum and Instruction

A. School Year Calendar, Instructional Minutes and Master Schedule

1. Develop school calendar to include 250 days of instruction distributed over 12 months, with no more than 10 of these days used for teacher planning ([s. 1003.01\(11\)\(a\), F.S.](#)). Must have calendar approved by the district school board.
2. Develop bell schedule to include at least 25 hours of instruction per week.
3. Develop master schedule using the respective school year Florida CCD. Include GED® preparation courses in the master schedule since the students shall be funded using the basic program cost factor. Virtual education must be an option as appropriate – Florida Virtual School or district virtual program ([s. 1003.498, F.S.](#)).
4. Ensure FTE is reported under the appropriate FEFP program (e.g., basic, career, ESE or English for Speakers of Other Languages [ESOL]). For students with IEPs, verify the IEP matrix of services matches MIS enrollment.



School Year Calendar and Instructional Minutes: Helpful Tips and Resources

The following documents are found on the FDOE FTE Information web page at <http://www.fldoe.org/finance/fl-edu-finance-program-fefp/fte-info/>:

- School year start and end dates may not match the school district’s calendar. Refer to the FTE General Instructions to maximize funding.
- Summer schedules should be based on the school year calendar approved by the school board, which should meet the requirements of the FTE Calculation and Reporting for Students in Department of Juvenile Justice and Juvenile Incompetent to Proceed Educational programs in the FTE General Instructions.
- FTE survey dates can be found in the FTE General Instructions.
- Verify FTE after each reporting period. Refer to the FTE General Instructions:
 - Number of students enrolled and in attendance for at least one day of the survey week;
 - For each student, check that each enrolled course is a fundable course in the official CCD;
 - For each student, ensure their program number or cost factor is correct; and
 - For each student, make sure the total instructional minutes equals at least 1,500 minutes per week.



School Year Calendar and Instructional Minutes: Suggested Practice

Mirror the school district’s in-service days to ensure participation in school district professional development opportunities.



Master Schedule: Helpful Tips

- Important when developing master schedules: The Individual with Disabilities Education Act (IDEA) requirements related to least restrictive environment apply to the education of SWD in DJJ programs. IEP teams must make individualized placement decisions and may not routinely place all SWD in DJJ programs in classes that include only SWD, even if this means creating placement options or using other arrangements, to the maximum extent appropriate to the student's needs.
- The bell schedule (class times) distributed to the teachers and DJJ staff should reflect the schedule in the MIS.



Master Schedule: Suggested Practices

- The students' course schedules should reflect the same schedule in the MIS (i.e., if a student attends Algebra 1 during first period, the schedule in the MIS should also indicate Algebra 1 during first period).
- Identify courses in current enrollment, instead of identifying all courses that could be offered. If there are courses that are not used regularly, but need to be added because it meets the needs of an individual student for graduation (i.e., calculus), add it when needed. This practice may reduce the number of teachers in out-of-field status.
- Include credit recovery courses in the master schedule. Specific courses in English, mathematics, science and social studies are designated as credit recovery and listed in the CCD.

B. Data Entry in the MIS

Ensure the following responsibilities are completed:

1. Quality training for a data entry specialist is provided from district MIS director or designee.
2. Daily student attendance is reported in the MIS.
3. Bell schedule reflects the course schedule in the MIS.
4. Correct data (e.g., evaluation dates, eligibility date and duration of IEP dates) are reported for each student with an IEP, Section 504 plan or ELL plan.
5. Cumulative transcripts are developed for each student upon entry and prior to release and reflect all credits earned while in the DJJ program.
6. End of Course assessment results constituted 30 percent of the final course grade for those courses identified with this requirement.

7. Grade forgiveness and credit recovery courses are recorded accurately on the cumulative transcript.
8. Correct withdrawal code or diploma code is reported for students who are administered the GED®.
9. Correct Survey 5 data are submitted.



Data Entry in the MIS: Helpful Tips

- Matrix of services must match IEP and data entry in the MIS.
- Information on courses that require EOC assessments:
 - The Academic Advisement Flyer on the FDOE Graduation Requirements web page at <http://www.fldoe.org/academics/graduation-requirements> indicates which courses require the EOC assessment results to constitute 30 percent of the final course grade and
 - The algorithm is a locally determined decision.
- In the first semester of a course with an EOC, the two quarter grades can be reported on the academic history; however, the semester average and half of a credit (0.50) cannot be issued at the end of the semester. There must be a comment to replace the semester average that states, “Semester one average pending EOC assessment results.”
- EOC assessments, credit recovery and grade forgiveness policies and how to code them correctly in MIS can be found in the Secondary Student Progression Frequently Asked Questions on the Graduation Requirements web page at <http://www.fldoe.org/academics/graduation-requirements>.
- If a student is NOT participating in the performance-based exit option model, the student must be withdrawn from kindergarten through Grade 12 (K-12) with the withdrawal code of W26 on the day the student takes the GED®. The date must also be added when the student passes the GED®. If the student passes the GED®, the diploma code is W45. If the student is participating in the performance-based exit option model, the student is not withdrawn from K-12 and the diploma codes will be W10, WGA or WGD.
- Student Information System Appendix A: Attendance Recordkeeping Required Codes can be viewed on the PK-12 Database Manuals web page at <http://www.fldoe.org/accountability/data-sys/database-manuals-updates/>.
- Instructions for obtaining duplicate GED® transcripts and diplomas can be viewed on the Transcript & Diploma Requests web page at <http://www.fldoe.org/academics/career-adult-edu/hse/transcript-diploma-requests.stml>.



Data Entry: Suggested Practice

Ensure withdrawal of all students at the end of the summer term and re-enroll all students (who have not exited the program) for the subsequent school year per the DJJ Accountability Annual School Year Data Reporting:

- Withdrawal code for the end-of-summer session is W01 and
- Re-enrollment code for the subsequent school year is R02.

C. Career Education – [s. 985.622, F.S.](#)

1. Ensure that educational programming meets the requirements of juvenile justice programs providing a CAPE program.
2. Determine residential program as Type 2 (Non-Secure) or Type 3 (Secure):
 - a. Type 2 (Non-Secure) programs include the following:
 - i. Teaching personal accountability skills and behaviors that are appropriate for students in all age groups and ability levels and lead to work habits that help maintain employment and living standards;
 - ii. Providing an orientation to the broad scope of career choices, based upon personal abilities, aptitudes and interests; and
 - iii. Exploring and gaining knowledge of occupation options and the level of effort required to achieve them as essential prerequisites to skill training.
 - b. Type 3 (Secure) programs include the following:
 - i. Teaching personal accountability skills and behaviors that are appropriate for students in all age groups and ability levels and lead to work habits that help maintain employment and living standards and
 - ii. Teaching the competencies or the prerequisites needed for entry into a specific occupation.
3. Ensure school district registration of career-themed courses with FDOE.
4. Ensure career instruction is based on career type and CAPE plan.



Career Education: Helpful Tips and Resources

- DJJ chart with programs and program types at <http://www.djj.state.fl.us/services/office-of-education/education-programs>;
- CAPE Monthly Planning Calendar at <http://www.fldoe.org/academics/career-adult-edu/cape-secondary/resources.stml>;
- Career-themed courses at <http://www.fldoe.org/academics/career-adult-edu/cape-secondary/resources.stml>;
- For information about the career-themed registration process, email industrycertification@fldoe.org;

- CAPE Act Technical Assistance Paper at <http://www.fldoe.org/core/fileparse.php/5398/urlt/cape-act-techassist.pdf>; and
- CAPE in DJJ Technical Assistance Paper at <http://www.fldoe.org/core/fileparse.php/7567/urlt/CAPEJJPTAP.pdf>.

D. Supervision of Teacher Instruction

Ensure the following responsibilities are completed:

1. Each teacher is provided with a copy of each student's course schedule.
2. Individualized instruction and a variety of instructional strategies to engage students in learning activities is documented in lesson plans and demonstrated in all classroom settings.
3. Instruction is based on PMPs and IEPs and students' academic levels in reading, writing and mathematics in all content areas.
4. Modifications and accommodations per IEPs and Section 504 Plans are provided and documented in lesson plans.
5. Reading instruction is implemented according to the school district K-12 Comprehensive Research-Based Reading Plan.
6. Each teacher maintains a grade book and attendance book.
7. Uniform grading policies are based on school district policy (categories and weights).

IV. Exceptional Student Education and Related Services

Ensure the following responsibilities are completed:

1. Report to FDOE all restraint and seclusion incidents for ESE students that occurred during the school day by educational staff (e.g., teachers and paraprofessionals):
 - a. Provide contact information to supervisors to be contacted immediately when a restraint and seclusion occurs by educational staff and
 - b. Report the incidents to the FDOE Reporting Restraint and Seclusions Login web page at <http://web01.fldoe.org/RestraintSeclusionIncident/>.
2. Complete a Best Practices for Inclusion Education every three years. Ensure compliance by communicating with school district ESE director or designee.
3. Provide each teacher with a copy of a student's IEP.
4. Implement ESE and related services (e.g., speech-language therapy, occupational therapy and counseling services) that are outlined in students' IEPs and complete the required documentation to support implementation.
5. Validate and verify Matrix of Services.
6. Report progress on students' IEP goals (see [Section II B](#)).
7. Implement the existing IEP or hold an IEP team meeting to modify the IEP when a student with an existing IEP arrives in the DJJ program.
8. Review all IEPs at least annually.
9. Schedule a manifestation determination meeting if a student is removed from the current educational placement for more than 10 consecutive school days or has a series of removals that constitute a pattern that total more than 10 schools days in a school year.
10. Seek parental input for all IEP decisions. DJJ program staff cannot assume the role of a parent under IDEA (e.g., signing IEPs).
11. Identify, locate and evaluate students who are in DJJ programs who may have a disability under IDEA and are in need of special education and related services.
12. Provide for ESOL, Section 504 plans, gifted, psychoeducational evaluation, and mental and physical health services as outlined in the students' plans (i.e., Section 504 plans, education plans, and ELL plans).



ESE: Helpful Tips and Resources

- FDOE ESE Compliance Manual and district ESE Policies and Procedures at <http://www.fldoe.org/academics/exceptional-student-edu/monitoring/>;
- The FDOE Matrix of Services Handbook has been updated for 2017 to reflect current Florida law at <http://www.fldoe.org/core/fileparse.php/7690/urlt/2017MatrixServices.pdf>;

- The Florida Inclusion Network provides support for the implementation of best practices for inclusion education and related improvement goals in all Florida districts at <http://www.floridainclusionnetwork.com/>; and
- Dear Colleague Letter on IDEA, December 5, 2014, at <https://www2.ed.gov/policy/gen/guid/correctional-education/idea-letter.pdf>.



ESE: Suggested Practices

- Ensure that Vocational Rehabilitation (VR) Referrals and Applications at <http://rehabworks.org/> are submitted for all students ages 15 and older with IEPs and Section 504 plans 100 days prior to release:
 - VR Referral and Application Process for Students in DJJ Residential Programs:
 - Goal is to determine eligibility for VR while in the residential program,
 - Student’s case will be transferred to the post-release district where an Individual Plan for Employment will be developed and
 - DJJ residential programs will notify the post-release school district transition contact of the student’s eligibility status for VR services. Eligibility letter should be included in student’s exit portfolio.
- Ensure students with IEPs and Section 504 plans receive VR’s pre-employment services (e.g., self-advocacy training) through Student Transition Activities Record.

V. Communication, Cooperation and Collaboration with School District and Facility Administration – [Rule 6A-6.05281\(9\)\(c\), F.A.C.](#)

A. Communication and Cooperation with School District

1. Frequently review contract for educational services or cooperative agreement.
2. Obtain contact information and meet with the following: DJJ contract manager, MIS director, ESE director and ESE liaison, reading coach, Title 1 coordinator, statewide assessment district coordinator and CTE director.
3. Attend regularly scheduled administrative meetings.

B. Communication and Collaboration with Facility Administration

1. Attend regularly scheduled administrative meetings with facility personnel.
2. Collaborate to provide a minimum of 25 hours of instruction per week, per the FTE General Instructions found on the FDOE FTE Information web page at <http://www.fldoe.org/finance/fl-edu-finance-program-fefp/fte-info/>.
3. Collaborate to provide classroom behavioral management procedures that are followed by educational personnel and facility staff, understood by all students and include consistent use of reinforcement for positive student behavior ([Rule 63E-7.009, F.A.C.](#)).



Communication: Suggested Practice

Advocate for a uniform behavior management system utilized for both facility and education.

VI. Educational Personnel Qualifications, Professional Practices Services and Teacher Evaluations

A. Educational Personnel Qualifications and Professional Practices Services

1. All instructional personnel in core academic areas must have professional or temporary Florida teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification.
2. All instructional personnel in noncore academic areas (including social, employability and career education courses) must have teaching certification or be approved to teach through the school board policy for the use of noncertified instructional personnel based on documented expert knowledge or skill.
3. ESE teachers must be certified in applicable content coverage and appropriate ESE area for the course assignment.
4. Ensure participation in a beginning teacher program by collaborating with school district.
5. Obtain school board approval for out-of-field teachers and ensure notification requirements ([s. 1012.42, F.S.](#)) are met.



Educational Personnel Qualifications and Professional Practices Services Helpful Tips

- Before hiring a teacher:
 - Verify valid teaching certificate using Educator Certification, Certificate Lookup at <http://www.fldoe.org/teaching/certification/> and
 - Search for disciplinary actions against a Florida educator’s state-issued certificate and verify that there is no discipline against the teacher license using Discipline against Education Licenses at <http://www.myfloridateacher.com/discipline/summary.aspx>.
- Visit FDOE Professional Practices at <http://www.fldoe.org/teaching/professional-practices/index.shtml> for more information on statutory requirements related to investigating and reporting educator misconduct.
- Difference between certified and “in-field”:
 - Certification establishes what someone is eligible to teach and
 - “In-field” refers to the match between what someone is eligible to teach and that person’s actual instructional assignment.
- Definition of qualified instructional personnel – [Rule 6A-1.0503, F.A.C.](#)

B. Teacher Performance Evaluations – [s. 1012.34, F.S.](#)

1. A performance evaluation must be conducted for each instructional employee at least once a year and twice a year for newly hired classroom teachers in their first year of teaching in the district, per [s. 1012.34, F.S.](#) School districts may have additional requirements.
2. Ensure the performance evaluation model implemented is state-approved or district-approved. Discuss with the school district DJJ contract manager.



Teacher Performance Evaluations: Helpful Tips and Resources

- FDOE Performance Evaluations web page at <http://www.fldoe.org/teaching/performance-evaluation/> and
- View School District-Approved Instructional Performance Evaluation System at <http://www.fldoe.org/teaching/performance-evaluation/instructional.stml>.

VII. Lead Educator School Year Activities

A. Beginning of the School Year (Before August) Activities

1. Master schedule (courses) approved by school district (see [Section III A](#)).
2. Bell schedule (to include a minimum of 25 instructional hours per student per week) approved by school district.
3. Out-of-field teaching assignments approved by school board.
4. Out-of-field teaching assignments written notification to parents ([s. 1012.42\(2\), F.S.](#)).
5. Statewide and district assessment requirements verified by the district. Provide the statewide assessment district coordinator with contact information of the DJJ site testing coordinator.
6. Inservice plan coordinated with the school district's master inservice plan to ensure education staff participation in professional development activities.



Beginning of the School Year (Before August) Activities: Helpful Tips

Suggestions for compliance with the teacher teaching out-of-field notification requirements:

- Submit a list of out-of-field teachers and their teaching assignments for school board approval:
 - When a new teacher is hired with an out-of-field teaching assignment,
 - When a new course is assigned to a teacher who is out-of-field during the school year and
 - Before each FTE reporting period.
- Obtain the school district out-of-field notification letter template to notify parents in writing.
- Retain documentation of school board approval on file.
- Forward out-of-field notification letters to parents. Suggested practice is to send the notification letter to parents upon student's entry into the program.

B. Fall Activities

1. Submit a school improvement plan (SIP) if deemed a requirement by the district school board. [Section 1012.42, F.S.](#), requires only schools receiving a grade of D or F to complete a SIP. Since DJJ schools do not receive school grades, it is a suggested practice for low-performing DJJ schools to develop a SIP until the DJJ accountability rule takes effect. FDOE does not currently have a SIP template specifically for DJJ programs. Districts may develop their own template for DJJ or use the standard SIP survey in the Continuous Improvement Management System at <https://www.floridacims.org/>, which

includes a feature allowing the user to mark "N/A" for sections that are not applicable to them.

2. Bureau of Exceptional Education and Students Services desktop monitoring (DM) for IEP compliance (formerly known as the Self-Assessment). Ensure the ESE staffing specialist, ESE liaison or school designee complies with school district requests to provide IEPs and required documentation as listed in the ESE Compliance Manual at <http://www.fldoe.org/academics/exceptional-student-edu/monitoring/ese-policies-procedures-spp.stml> for the desktop monitoring.
3. Ensure the school district CTE coordinator registers academy and career-themed courses with FDOE. School districts are annually required to register career-themed courses offered in secondary schools as well as high school and middle school career and professional academies (see [Section III C](#)).

C. Spring Activities

1. Submit subsequent school year calendar for school board approval.
2. Coordinate with the school district to submit input for the K-12 Comprehensive Research-Based Reading Plan to school district personnel ([Rule 6A-6.053, F.A.C.](#)).
3. Submit allocation of Title I, Part D Neglected and Delinquent Funds Request for the subsequent school year to the school district.
4. Submit School Board Agreement and Contract for DJJ Services for the subsequent school year to the school district contract manager.



Spring Activities: Helpful Tips and Resources

- K-12 Comprehensive Research-Based Reading Plans at <https://app5.fldoe.org/ReadingPlansSSO/NarrativeList.aspx> and
- Title I, Part D Neglected and Delinquent at <http://www.fldoe.org/policy/federal-edu-programs/title-i-part-d-neglected-delinquent-at.stml>.

D. Summer Activities

1. Center for Educational Excellence in Alternative Settings (CEEAS) Climate Survey is due in June to the DJJ Office of Education.
2. DJJ Annual Survey is due in July to DJJ Office of Education.
3. Report prior school year data in Survey 5.
4. Ensure withdrawal of ALL students at the end of the summer term and re-enroll all students who have not exited the program for the subsequent school year per the DJJ Accountability Annual School Year Data Reporting.



Survey 5 Reporting and DJJ School Year Annual Reporting: Helpful Tips and Resources

- ALL Survey 5 Reporting is required and important. The following are reporting records that are crucial for correct data reporting directly related to DJJ accountability data:
 - Student Demographic Format,
 - Industry Certification,
 - CTE Student and Course Schedules,
 - Prior School Status and Student Attendance, and
 - End of Year Status (Diplomas).
- PK-12 Database Manuals at <http://www.fldoe.org/accountability/data-sys/database-manuals-updates/>.
- The Annual School Year for DJJ Data Reporting is defined as from September 1 to August 31.

E. Miscellaneous Activities to be Completed Throughout the School Year

1. Ensure compliance with all District and Statewide Assessments at <http://www.fldoe.org/accountability/assessments/k-12-student-assessment>.
2. Verify FTE after each FTE reporting period (see [Section III](#)).
3. Verify Title I, Neglected and Delinquent October count in December (work with school district Title I coordinator).
4. Notify DJJ Office of Education and FDOE Juvenile Justice Education when the lead educator changes.
5. Notify WIN Learning at 888-717-9461 or by email at customerservice@floridajica.com with contact information of site testing administrators.
6. Notify the DJJ deputy education director at <http://www.djj.state.fl.us/contact-us/education-development> of education contacts for EEEPs at 850-717-2708.
7. Report education staff professional development completion to the school district.
8. Suggested Practice: Train newly hired facility staff who assist in the classroom. Provide an overview of educational procedures and expectations.
9. Coordinate the beginning teacher program with the school district when new teachers are hired.
10. Ensure compliance with Best Practices for Inclusion Education every three years (see [Section IV](#)).
11. Ensure school district submits the application for Performance-Based Exit Option per [Rule 6A-6.0212, F.A.C.](#) (bi-annually) (see [Section II A](#)).

VIII. Accountability Rule and Measures

FDOE is currently establishing a rule to comply with [s. 1003.52\(16\), F.S.](#)

The following components are proposed accountability measures: attendance rate, graduation rate, use of certified teachers, postsecondary enrollment, employment, Florida Standards Assessment learning gains for English Language Arts and mathematics, CAPE, Florida DJJ Common Assessment learning gains for English Language Arts and mathematics, and data integrity. This information can be found in [Rule 6A-1.099812, F.A.C.](#), and on the FDOE Accountability Rules web page under 2015 Rule Development, Rule Development Workshop Presentation at <http://www.fdoe.org/accountability/accountability-reporting/accountability-rules.stml>.

IX. Resources

A. Conferences and Meetings

1. DJJ bimonthly conference calls are facilitated by FDOE and typically occur the third Wednesday of each designated month. Invitations will be sent via email from FDOE Juvenile Justice Education.
2. FDOE and DJJ annual regional meetings occur in May or June.
3. The Educational Strategies & Student Engagement Institute occurs in September.

B. Lead Educator Resources

1. The DJJ has developed a partnership with VSA (<http://www.vsafll.org/>). In conjunction with grant funding, VSA is able to provide an arts program to a student in a DJJ program, which consists of an hour of instruction per week, for a 10-week period. An artist goes to the facility and provides art instruction (i.e., visual, drama, music, dance, creative writing and theatre) to the selected student. This experience allows the student to develop more social skills by being a participant in this environment and potentially realize an unknown talent or interest. It also allows self-expression and can become a positive outlet for many students. Through these skills, the students will learn self-expression, diversity awareness, teamwork and coping skills.
2. DJJ partners with CEEAS (<https://www.ceeas.org/>). CEEAS reviews current policies, provides recommendations based on research and best practices, provides technical assistance and training, and conducts site visits to several juvenile justice schools to develop action plans to improve juvenile justice school performance. CEEAS has worked with all south region residential programs to train education and facility staff through a mutual accountability team process. These trainings focus on building and sustaining strong working relationships, embedding shared values into school culture, sharing classroom expectations for educators and youth care workers, and supporting positive student behavior. Each south region's mutual accountability team is expected to meet regularly to discuss school culture and conduct walk-throughs to observe and discuss the classroom environment, effectiveness of classroom teachers, student engagement and youth care staff roles within the classroom. CEEAS assists DJJ with the administration and analysis of student climate surveys in all residential programs and with Florida DJJ's School Leader Fellowship. CEEAS also provides numerous opportunities for student engagement in academic activities throughout the school year.
3. Office of Special Education Programs Toolbox at <https://osepideasthatwork.org/jj>.

C. Professional Development Resources

1. Professional Development Alternatives Online Modules at <http://www.fl-pda.org/>,
2. Personnel Development Portal at <http://pdportal.florida-ese.org/> and
3. Iris Modules at <https://iris.peabody.vanderbilt.edu/iris-resource-locator/>.

Note that instructional staff seeking inservice points should check with the school district before completing professional development. Inservice points for professional development are awarded by the school districts through their master inservice plan.

D. Teacher Supports and Resources

1. CPALMS at <http://www.cpalms.org/Public/> is an online toolbox of information, FDOE-vetted resources and interactive tools that help educators effectively implement teaching standards. It is the state of Florida's official source for standards information and course descriptions.
2. Florida Shines Partners at <https://www.floridashines.org/partners> is Florida's Student Hub of Innovative Educational Services. It provides information, tools and resources to educators, school counselors, librarians, academic advisors and others to help students succeed in school.

E. Discretionary Projects – BEESS

1. Florida Diagnostic and Learning Resources System Associate Centers at <http://www.fdlrs.org/>,
2. Florida Positive Behavioral Interventions & Support Project: A Multi-Tiered Systems of Supports at <http://flpbis.cbcs.usf.edu/>,
3. Multiagency Network for Students with Emotional or Behavioral Disabilities at <http://www.sednetfl.info/>, and
4. Project 10: Transition Education Network at <http://project10.info/>.

There is a full listing of discretionary projects at <http://www.fldoe.org/academics/exceptional-student-edu/grants-management.stml>.

Appendix A: Samples of Transition Upon Entry Forms

The Suggested Process for Entry Transition Meeting and sample forms and templates that begin on the next page are optional and were developed to streamline the transition process that is required by [s. 1003.52\(5\), F.S.](#), and [Rule 6A-6.05281\(5\), F.A.C.](#) The sample forms and templates can be used in their entirety, or sections of the samples can be adopted to meet the needs of the DJJ program. The sample forms and templates are available in PDF and Word documents located on the FDOE Juvenile Justice Education web page at <http://www.fldoe.org/academics/exceptional-student-edu/juvenile-justice-edu.stml>.

Suggested Process for Entry Transition Meeting and Activities

1. Recommended that the entry transition meeting should take place no more than 15 days upon entry.
2. Designate a “lead” for the entry transition meeting (personnel responsible for guidance services is recommended).
3. Participants with an asterisk should directly participate in the suggested entry transition meeting in order to satisfy four of the key personnel “transition upon entry” participants required per Rule 6A-6.05281(5)(a), Florida Administrative Code (F.A.C.).
4. All other “transition upon entry” participants (shaded in gray below) are also required per Rule 6A-6.05281(5)(a), F.A.C.; however, key personnel participation requirements may be satisfied by completing the responsibilities before and after the entry transition meeting without directly attending the meeting.
5. Entry transition meeting “lead” or designee should complete the “Responsibilities during the Entry Transition Meeting” of required personnel participants not in attendance, based on provided input and feedback.

Participant	Responsibilities BEFORE Entry Transition Meeting	Responsibilities DURING Entry Transition Meeting	Responsibilities AFTER Entry Transition Meeting
*Student	<ul style="list-style-type: none"> • Complete Student Educational Input Entrance Interview • Complete common assessment • Complete My Career Shines or other career interest and aptitude measures • Complete transition assessments (exceptional student education [ESE] students) 	<ul style="list-style-type: none"> • Self-advocate by communicating the following: <ul style="list-style-type: none"> – Academic goals while in program – Plan for graduation and postsecondary education – School placement preferences – Accommodations per individual educational plan or Section 504 Plan 	<ul style="list-style-type: none"> • Meet regularly with school counselor • Communicate any changes to educational goals • Participate in treatment team meetings and take an active role in communicating progress toward goals
*Student’s parent(s), legal guardian(s) or caretakers(s)	Not applicable	<ul style="list-style-type: none"> • Provide input: <ul style="list-style-type: none"> – School placement preferences – Plan for graduation and postsecondary education – Transition and academic goals while in program 	<ul style="list-style-type: none"> • Participate in treatment team meetings, transition conference, community re-entry team (CRT) meeting and exit conference
*Instructional personnel in juvenile justice education program (at least one instructor)	<ul style="list-style-type: none"> • Review the student’s academic status and course schedule • Collect common assessment scores and other assessments • Draft Student Education Progress Monitoring Plan (PMP) intervention goals 	<ul style="list-style-type: none"> • Provide overview of instructional practices (i.e., direct instruction, computer-based instruction, blended learning and independent practice) • Discuss common assessment results • Explain Student Education PMP and review goals 	<ul style="list-style-type: none"> • Finalize Student Education PMP • Provide copy of Student Education PMP to Department of Juvenile Justice (DJJ) case manager • Participate in treatment team meetings and complete Reporting Progress and Problem Solving
*Certified school counselor from the program school district or program personnel who are responsible for providing guidance services under the supervision of the school district’s guidance counselor	<ul style="list-style-type: none"> • Obtain complete education records, which should include the School District’s Educational Records Coversheet for DJJ Commitment Packets • Determine current academic status (Complete Educational Needs Assessment - Student Records) 	<ul style="list-style-type: none"> • Complete Education Entry Meeting Notes & Checklist <ul style="list-style-type: none"> – Discuss current academic status – Explain options for graduation – Determine plan for graduation, employment, career and postsecondary education – Discuss career interest assessments • Collaboratively determine goals for the Student Education Transition Plan upon Entry 	<ul style="list-style-type: none"> • Finalize Student Education Transition Plan • Provide copy of Student Education Transition Plan to DJJ Case Manager
A registrar or a designee of the program district who has access to the district’s management information system (MIS)	<ul style="list-style-type: none"> • Obtain complete education records • Obtain ESE data • Enroll student in MIS • Provide student course schedule 	<ul style="list-style-type: none"> • Verify grade level and credits • Verify state assessments • Verify ESE information • Present schedule 	<ul style="list-style-type: none"> • Finalize MIS data • Modify and finalize course schedule, if applicable
Personnel from the post-release district	<ul style="list-style-type: none"> • Complete Educational Records Coversheet for DJJ Commitment Packets 	<ul style="list-style-type: none"> • Discuss possible next school placement options and career and technical education course options available upon return 	<ul style="list-style-type: none"> • Follow up and finalize next school placement during CRT meeting
DJJ program personnel in residential programs (case manager, mental health counselor)	<ul style="list-style-type: none"> • Provide input regarding circumstances (e.g., charges and living situation) that may impact academics or behavior in school, as well as post-release school placement decision 	<ul style="list-style-type: none"> • Provide support regarding pre-meeting input • Discuss how the goals of the Student Education Transition Plan and PMP will be a part of the DJJ performance plan and progress reporting during treatment team meetings 	<ul style="list-style-type: none"> • Incorporate or reference the Student Education Transition Plan and PMP in the DJJ performance plan • Follow up during treatment team meetings, transition conference, CRT meeting and exit conference
Re-entry personnel (juvenile probation officer and transition specialists)	<ul style="list-style-type: none"> • Provide input regarding circumstances (e.g., charges and living situation) that may impact academics or behavior in school, as well as post-release school placement decision 	<ul style="list-style-type: none"> • Provide support regarding pre-meeting input 	<ul style="list-style-type: none"> • Follow up during treatment team meetings, transition conference, CRT meeting and exit conference

Note: Sample forms and templates in bold font in table above are available on <http://www.fldoe.org/academics/exceptional-student-edu/juvenile-justice-edu.stml>.

Educational Needs Assessment – Student Records

*To be completed by educational representative (school counselor recommended)

*To be maintained in Student Records

* To be included in Exit Portfolio

Name:			
DOB:	Age:	Race: <input type="checkbox"/> White <input type="checkbox"/> Black or African American <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> Ethnicity: Hispanic or Latino	
DJJ ID:			
School ID:			
Entry Date:			
Projected Release Date:			
Records received: <input type="checkbox"/> Received DJJ Commitment Packet, which included Educational Records Coversheet for DJJ Commitment Packet <input type="checkbox"/> Requested records directly from schools			
ACADEMIC STATUS			
Earned Diploma: <input type="checkbox"/> No <input type="checkbox"/> Yes	Date of Diploma:	If earned diploma, which type: <input type="checkbox"/> Standard <input type="checkbox"/> State of Florida (GED®) <input type="checkbox"/> State of Florida Performance-Based <input type="checkbox"/> Certificate of Completion	
Grade Level:	Year entered MS:		
GPA:	Year entered HS:		
Cohort Year:	On track to graduate with cohort? <input type="checkbox"/> No <input type="checkbox"/> Yes	Expected Date of Graduation:	
Check if applicable: <input type="checkbox"/> English Language Learner (ELL)	Statewide Assessments – Graduation Requirements: Algebra 1 EOC: <input type="checkbox"/> Passed <input type="checkbox"/> Failed - # of Attempts _____ FSA Grade 10 ELA: <input type="checkbox"/> Passed <input type="checkbox"/> Failed - # of Attempts _____ SAT Evidence-Based Reading and Writing Score: _____ SAT Reading Subtest Score: _____ ACT ELA Score: _____ <input type="checkbox"/> Satisfies Reading Requirement for graduation		
Cumulative Credits: # of core academic credits: _____ # of elective credits: _____ # of credits to be recovered: _____	Assessments Waived (ESE students only) <input type="checkbox"/> Alg 1 EOC <input type="checkbox"/> FSA ELA Online Course Completed: <input type="checkbox"/> No <input type="checkbox"/> Yes		
SCHOOL HISTORY (Last Three Schools)			
1	Name of Detention Center (if last school before adjudication):		Records Received: <input type="checkbox"/> Cumulative Transcript <input type="checkbox"/> Grades in Progress
	Number of Days in Detention Before Transfer to DJJ Program:		
	Total Trips to Detention this School Year:	County:	
2	Name of Current or Last School (other than detention):		Records Received: <input type="checkbox"/> Cumulative Transcript <input type="checkbox"/> Grades in Progress <input type="checkbox"/> Attendance Records <input type="checkbox"/> Discipline Records <input type="checkbox"/> IEP or Section 504 Plan or ELL Plan (if applicable) <input type="checkbox"/> Most Recent Report Card and Progress Reports <input type="checkbox"/> Multi-tiered System of Support Documentation (if applicable)
	County:		
	Most Recent Enrollment (dates): _____ to _____ with _____ absences		
	Status at Withdrawal:		
	Grade Level:	# of Credits:	
3	Name of School Attended:		Records Received: <input type="checkbox"/> Cumulative Transcript <input type="checkbox"/> Grades in Progress <input type="checkbox"/> Attendance Records <input type="checkbox"/> Discipline Records <input type="checkbox"/> IEP or Section 504 Plan or ELL Plan (if applicable) <input type="checkbox"/> Most Recent Report Card and
	County:		
	Most Recent Enrollment (dates): _____ to _____ with _____ absences		

Status at Withdrawal:			<input type="checkbox"/> Credit Earning	Progress Reports <input type="checkbox"/> Multi-tiered System of Support Documentation (if applicable)
Grade Level:	# of Credits:	GPA:	<input type="checkbox"/> GED® Prep	
SCHOOL DISCIPLINE				
# of Current SY Referrals:	<input type="checkbox"/> History of Expulsions and Suspensions		<input type="checkbox"/> History of Alternative Placement	
STUDENTS WITH DISABILITIES INFORMATION				
ESE Student: <input type="checkbox"/> No <input type="checkbox"/> Yes	Section 504 Plan: <input type="checkbox"/> No <input type="checkbox"/> Yes		Records Received:	
Exceptionality:		<input type="checkbox"/> Current or most recent IEP or Section 504 plan		
Scheduled IEP Meeting Date:		<input type="checkbox"/> Copy of Functional Behavior Assessment (if applicable)		
Client of: <input type="checkbox"/> APD <input type="checkbox"/> APD Waitlist <input type="checkbox"/> VR		<input type="checkbox"/> Copy of Behavior Intervention Plan (if applicable)		
		<input type="checkbox"/> Received copy of psycho-educational evaluation		
CURRENT COURSE SCHEDULE				
1		5		
2		6		
3		7		
4		8		
CASE MANAGEMENT AND JUVENILE PROBATION OFFICER (JPO) INFORMATION				
Case Manager:			Email address:	
JPO:			Email address:	
Case management and JPO input regarding charges that may impact academics or behavior in schools, as well as post-release school placement decision:				
PARENT(S) OR LEGAL GUARDIAN(S) CONTACT INFORMATION				
Name(s):		Relationship:	Home Address (primary first):	Phone Number(s):
1				Home: Cell: Work:
2				Home: Cell: Work:
<input type="checkbox"/> Student currently lives with parent(s) or guardian(s)			<input type="checkbox"/> Student will live with parent(s) or guardian(s) upon release	
MENTAL HEALTH INFORMATION				
Mental Health Counselor:			Email Address:	
Mental health input regarding charges that may impact academics or behavior in schools, as well as post-release school placement decision:			Records Received: <input type="checkbox"/> Psychological	
ADDITIONAL INFORMATION AND COMMENTS				

Student Educational Input – Entrance Interview

*To be completed by the student upon entry

*To be included in Exit Portfolio

Name:		DOB:	
Age:	Grade Level:	Anticipated Year of Graduation:	
Home Language Survey:		Language Used:	
Is a language other than English used in your home?		_____	
<input type="checkbox"/> No <input type="checkbox"/> Yes		_____	
Do you have a first language other than English?		_____	
<input type="checkbox"/> No <input type="checkbox"/> Yes		_____	
Do you frequently speak a language other than English?		_____	
<input type="checkbox"/> No <input type="checkbox"/> Yes		_____	
Have you ever or are you currently receiving ESOL or ELL Services?		_____	
<input type="checkbox"/> No <input type="checkbox"/> Yes		_____	
Have you dropped out of school?		Year:	
<input type="checkbox"/> No <input type="checkbox"/> Yes		_____	
Have you been expelled from school?		Year:	
<input type="checkbox"/> No <input type="checkbox"/> Yes		_____	
Plans for school while in DJJ program:			
<input type="checkbox"/> Earn credits toward standard high school diploma		<input type="checkbox"/> Earn Performance-Based Exit Option Diploma	
<input type="checkbox"/> Recover credits toward standard high school diploma		<input type="checkbox"/> Earn State of Florida Diploma (GED®)	
<input type="checkbox"/> Increase grade placement (middle school)		<input type="checkbox"/> Earn college credits	
		<input type="checkbox"/> Earn an industry-recognized certificate	
Before making a final decision about my plans for school, I would like more information on the following: (check all that apply)			
<input type="checkbox"/> Credits and statewide assessment requirements for graduation			
<input type="checkbox"/> Difference between diploma options			
Name of school you prefer to attend after release? _____			
<input type="checkbox"/> Comprehensive or Traditional School		<input type="checkbox"/> Alternative	
Adult Education: <input type="checkbox"/> Credit Earning		<input type="checkbox"/> GED® Prep	
Why do you want to attend this school?			
How do you best learn?			
<input type="checkbox"/> Direct instruction (teacher)		<input type="checkbox"/> Computer-based instruction	
<input type="checkbox"/> Blended learning (teacher and computer)		<input type="checkbox"/> Hands-on learning	
Do you have an IEP or Section 504 plan? <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> I don't know <input type="checkbox"/> I used to have one			
If yes, which accommodations help you to be successful?			
What are your career or college plans within one year after graduation? (can mark more than one)			
<input type="checkbox"/> Attend a four-year college or university		<input type="checkbox"/> Enter the workforce (I have secured a job)	
<input type="checkbox"/> Attend a Florida college (community college)		<input type="checkbox"/> Enter the workforce (I will be looking for a job)	
<input type="checkbox"/> Attend a career and technical center		<input type="checkbox"/> Enter the military	
<input type="checkbox"/> Pursue an apprenticeship		<input type="checkbox"/> No plans to graduate	

Please choose TWO occupational areas that BEST fit your future employment and career path?			
<p style="text-align: center;"><u>Workforce (HS Diploma or GED®):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Cook <input type="checkbox"/> Fast Food and Counter Workers <input type="checkbox"/> Forest Fire Inspector <input type="checkbox"/> Construction Worker <input type="checkbox"/> Postal Service Mail Carrier <input type="checkbox"/> Retail Associate <input type="checkbox"/> Real Estate <input type="checkbox"/> Floral Designer <input type="checkbox"/> Pharmacy Technician <input type="checkbox"/> Photographer <input type="checkbox"/> Pest Control Worker <input type="checkbox"/> Correctional Officer <input type="checkbox"/> Legal Assistant <input type="checkbox"/> Construction Worker <input type="checkbox"/> Janitorial Worker <input type="checkbox"/> Landscaping and Grounds-keeping Worker <input type="checkbox"/> Barber or Cosmetologist <input type="checkbox"/> Home Health Aide 	<p style="text-align: center;"><u>Career and Technical Centers (industry-recognized certificate):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Carpenter <input type="checkbox"/> Brick Mason <input type="checkbox"/> Auto Mechanic <input type="checkbox"/> Diesel Mechanic <input type="checkbox"/> Culinary Arts <input type="checkbox"/> Welder <input type="checkbox"/> Electrician <input type="checkbox"/> Lawn and Landscape Technician <input type="checkbox"/> Plumber <input type="checkbox"/> Computer Technician <input type="checkbox"/> Commercial Driver <input type="checkbox"/> Printing and Graphic Design <input type="checkbox"/> Air Conditioning and Refrigeration <input type="checkbox"/> Small Engine Repair 	<p style="text-align: center;"><u>Florida College or Community College (Associate Degree):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> PreK Teacher <input type="checkbox"/> Dental Hygienist <input type="checkbox"/> Broadcast Technician <input type="checkbox"/> Radiation Therapist <input type="checkbox"/> Computer Network Support Specialists <input type="checkbox"/> Drafters, Engineering Technician <input type="checkbox"/> Diagnostic Related Technologists <input type="checkbox"/> Veterinarian Technician <input type="checkbox"/> Air Traffic Controller 	<p style="text-align: center;"><u>Four-Year College or University (Bachelor's Degree or higher):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Elementary or Secondary Teacher <input type="checkbox"/> Lawyer <input type="checkbox"/> Architect <input type="checkbox"/> Physician or Surgeon <input type="checkbox"/> Engineer <input type="checkbox"/> Veterinarian <input type="checkbox"/> Radio Announcer, Broadcaster <input type="checkbox"/> Television, Video, and Motion Picture Camera Operators and Editors <input type="checkbox"/> Writer or Editor <input type="checkbox"/> Graphic Designer <input type="checkbox"/> Social Worker
<p>If you did not find a job or career of interest in the list provided, please list below what employment and career you are interested in:</p>		<p>What jobs have you had? Where have you worked?</p>	
<p>What transportation do you use outside of school?</p>		<p>Where do you plan to live after graduation?</p>	
<p>Which of the following types of information and materials would you like to receive to help you prepare for your future? (check as many as apply)</p>			
<input type="checkbox"/> College and Career Information <input type="checkbox"/> Study Skills	<input type="checkbox"/> Financial Aid and Student Loans <input type="checkbox"/> Test Preparation	<input type="checkbox"/> Mentoring and Motivational Programs <input type="checkbox"/> Military Requirements	

Student Signature

Date

Student Education Entry Transition Meeting Notes and Checklist

*To be completed by "lead" during entry transition meeting

*Guides discussion during the meeting

*Maintained in Student Records and not included in Exit Portfolio

Demographics and Contact Information	
<input type="checkbox"/> Verified student's DOB <input type="checkbox"/> Verified sending school district and county <input type="checkbox"/> Verified Home Language Survey	<input type="checkbox"/> Verified parent(s) or guardian(s) contact information <input type="checkbox"/> Verified if student will live with parent(s) or guardian(s) upon release <input type="checkbox"/> Explained academic information (e.g., progress reports and report cards) will be mailed to parent(s) or guardian(s) (check one) <ul style="list-style-type: none"> <input type="checkbox"/> Mail to primary address <input type="checkbox"/> Mail to each address listed
Academic Status	
<input type="checkbox"/> Reviewed and verified Academic Status, School History and School Discipline on Educational Needs Assessment – Student Records	
Exceptional Student Education (ESE) and Section 504 Plan Information	
<input type="checkbox"/> Verified ESE status and exceptionality <input type="checkbox"/> Reminded parent of scheduled individual educational plan meeting date <input type="checkbox"/> Verified student has a Section 504 plan	<input type="checkbox"/> Yes <input type="checkbox"/> No Child has applied for Agency for Persons with Disabilities (APD) services <input type="checkbox"/> Yes <input type="checkbox"/> No Child has applied for Vocational Rehabilitation (VR) services
Student Input	Parent Input
Discussion: <input type="checkbox"/> Results of career assessment <input type="checkbox"/> Student Educational Input-Entrance Interview	<input type="checkbox"/> Parent is in agreement with student input If no, what is the parent's input:
Education Transition Plan Upon Entry	
<input type="checkbox"/> Discussed current number of credits (i.e., core, elective and how many credits could be recovered) <input type="checkbox"/> Discussed projected number of credits that could be earned during program stay <input type="checkbox"/> Explained options for graduation and recommended the most appropriate option based on academic status and student and parent input	<input type="checkbox"/> Completed Student Education Transition Plan Upon Entry during entry meeting <input type="checkbox"/> Student, parent and educational representative in agreement of Student Education Transition Plan Upon Entry

Progress Monitoring Plan (PMP)	
<input type="checkbox"/> Discussed Common Assessment results <input type="checkbox"/> Discussed overview of instructional practices in education (i.e., direct instruction, computer-based instruction, blended learning and independent practice) <input type="checkbox"/> Explained the PMP and how progress will be reported during Treatment Team Meetings	<input type="checkbox"/> Reviewed the PMP goals and objectives Input if needs to be modified:
Case Management, Mental Health and Juvenile Probation Officer Information	
<input type="checkbox"/> Discussed input regarding charges and living situation that may impact academics or behavior	
Additional Notes	

After Meeting Checklist:
<input type="checkbox"/> Change course schedule in Management Information System (if applicable) <input type="checkbox"/> Finalize Transition Plan and PMP: <ul style="list-style-type: none"> <input type="checkbox"/> Provide Case Manager with copy <input type="checkbox"/> Provide each teacher with copy <input type="checkbox"/> Mail a copy to the parent(s) or guardian(s)

Student Education Transition Plan Upon Entry

*Optional form to satisfy Rule 6A-6.05281(5)(b), F.A.C.

*To be used in conjunction with Student Education Progress Monitoring Plan (PMP) *To be completed by educational representative

* To be included in Exit Portfolio

*Copy provided to case manager to include in DJJ performance plan (Rule 63E-7.010(8), F.A.C.)

Student Name:		DOB:	School ID:
DJJ ID:	Date of Entry:	Projected Release Date:	
Plan for Graduation: <input type="checkbox"/> Standard High School Diploma – 24 credits <input type="checkbox"/> Standard High School Diploma – 18 credits Academically Challenging Curriculum to Enhance Learning (ACCEL) option			
<input type="checkbox"/> Standard High School Diploma via Access Points <input type="checkbox"/> State of Florida Performance-Based Diploma <input type="checkbox"/> State of Florida (GED®)			
Expected Date of Graduation:		Expected to Graduate While in DJJ program? <input type="checkbox"/> No <input type="checkbox"/> Yes	
ACADEMIC GOAL(s) While in DJJ program (Check all that apply):			
<input type="checkbox"/> Increase grade placement (middle school) <input type="checkbox"/> Earn _____ core credits <input type="checkbox"/> Earn _____ elective credits <input type="checkbox"/> Recover _____ credits <input type="checkbox"/> Increase grade point average (GPA)		<input type="checkbox"/> Pass Algebra 1 EOC <input type="checkbox"/> Pass FCAT Reading or FSA ELA <input type="checkbox"/> Earn Diploma (option above) <input type="checkbox"/> Earn College Credits <input type="checkbox"/> Earn an industry-recognized certificate <input type="checkbox"/> Complete an Employment and Career Portfolio	
Method of Reporting Progress of Academic Goal(s)	Frequency of Reporting Progress	Person Responsible	
POSTSECONDARY ACADEMIC GOAL: (If no academic goal after graduation, skip to employment goal) <i>Examples: Upon completion of HS ... 1) will enroll in courses at Tallahassee Community College; 2) will obtain a four-year degree with a major in secondary education; and 3) will successfully complete welding courses at Lively Technical College.</i>			
POSTSECONDARY EMPLOYMENT (part time) and CAREER (full time) GOAL (may or may not be the same for both): <i>Examples: Upon completion of HS ... 1) will work a PT job as a waiter while attending college (employment); 2) will have a career in the field of engineering (career); and 3) will be employed as a welder (employment and career).</i>			
Course of Study to Support Graduation and Postsecondary Goal: <input type="checkbox"/> Academic Courses <input type="checkbox"/> CAPE Courses <input type="checkbox"/> GED® Prep Courses → Industry-Recognized Certificate: _____			
Agency Linkages for Students with Disabilities Before Release: <input type="checkbox"/> Vocational Rehabilitation (VR) Referral and Obtain Eligibility <input type="checkbox"/> Agency for Persons with Disabilities (APD) – Submit application <input type="checkbox"/> Other: _____		Individual Responsible: _____ _____	
Support Services to Establish for Students with Disabilities Before Release: <input type="checkbox"/> The Multiagency Network for Students with Emotional and Behavioral Disabilities (SEDNET) <input type="checkbox"/> Check and Connect (if available in post-release school district) <input type="checkbox"/> Other: _____		Individual Responsible: _____ _____	
Signatures			
Student:		Date:	
Educational Representative:		Date:	

Parent(s) or Guardian(s) is in agreement with student education transition plan

Student Education Progress Monitoring Plan

*Optional form to satisfy Rule 6A-6.05281 (5)(c), F.A.C.

*To be used in conjunction with Student Education Transition Plan Upon Entry

*To be completed by educational representative

*To be included in Exit Portfolio

*Copy provided to case manager to include in DJJ Performance Plan (Rule 63E-7.010(8), F.A.C.)

Student Name:					DOB:			School ID:				
ASSESSMENT INFORMATION												
Florida Standards Assessment (FSA)	Grade	Scale Score	Level	Florida Common Assessment	Entry Date:		Exit Date:					
					# Questions Correct	% Correct	# Questions Correct	% Correct				
English Language Arts (ELA)				ELA								
Mathematics				Mathematics								
T.A.B.E.	Form	Reading	Language	Applied Math	Math Computation							
Grade Equivalent												
GED® Ready			Science	Social Studies	Reasoning through Language Arts		Math Reasoning					
Scores (box 1), X = likely to pass GED® (box 2)												
Other		Scale Score	Level	Other	Scale Score	Level						
MATHEMATICS SCREENING ASSESSMENT						Remediation Needed? <input type="checkbox"/> No <input type="checkbox"/> Yes If Yes, complete Academic Intervention Plan below						
	#1	#2	#3	#4	Check Area(s) of concern: <input type="checkbox"/> Computation <input type="checkbox"/> Concepts <input type="checkbox"/> Applications	SPECIFIC ACADEMIC INTERVENTION PLAN						
Date(s)						Start Date:			Projected End Date:			
Score												
Level of Achvt.												
Mathematics Intervention Goal (specific, observable, and measureable terms)												
Focus of Intervention (Standard or Skill)						Name of Strategy or Intervention						
Person Responsible		Frequency of Intervention (minutes per week)		Maximum Group Size		Progress Monitoring Tool		Frequency of Progress Monitoring				
ELA SCREENING ASSESSMENT						Remediation Needed? <input type="checkbox"/> No <input type="checkbox"/> Yes If Yes, complete Academic Intervention Plan Below						
	#1	#2	#3	#4	Check Area(s) of concern: <input type="checkbox"/> Oral reading fluency <input type="checkbox"/> Reading comprehension <input type="checkbox"/> Decoding <input type="checkbox"/> Vocabulary	<input type="checkbox"/> Writing Fluency <input type="checkbox"/> Writing content <input type="checkbox"/> Spelling <input type="checkbox"/> Grammar <input type="checkbox"/> Punctuation	SPECIFIC ACADEMIC INTERVENTION PLAN					
Date(s)							Start Date:			Projected End Date:		
Score												
Level of Achvt.												
ELA Intervention Goal (specific, observable and measureable terms)												
Focus of Intervention (standard or skill)						Name of Strategy or Intervention						
Person Responsible		Frequency of Intervention (minutes per week)		Maximum Group Size		Progress Monitoring Tool		Frequency of Progress Monitoring				

CAREER INTEREST AND APTITUDE ASSESSMENT			Remediation Needed? <input type="checkbox"/> No <input type="checkbox"/> Yes If Yes, complete Academic Intervention Plan Below	
Results:	Check Area(s) of Concern: <input type="checkbox"/> Basic Skills <input type="checkbox"/> Career Development Skills <input type="checkbox"/> Job Survival Skills	<input type="checkbox"/> Leadership Skills <input type="checkbox"/> Personal and Social Skills <input type="checkbox"/> Other	SPECIFIC ACADEMIC INTERVENTION PLAN	
			Start Date:	Projected End Date:
Career and Vocational Course Intervention Goal (specific, observable, and measureable terms)				
Focus of Intervention (Standard or Skill)			Name of Strategy or Intervention	
Person Responsible	Frequency of Intervention (minutes per week)	Maximum Group Size	Progress Monitoring Tool	Frequency of Progress Monitoring

Signatures	
Student:	Date:
Educational Representative:	Date:

Reporting Academic Progress and Problem Solving

*Optional form to satisfy Rule 6A-6.05281(5)(b), F.A.C.

*To be used in conjunction with student education transition plan and Student Education Progress Monitoring Plan(PMP)

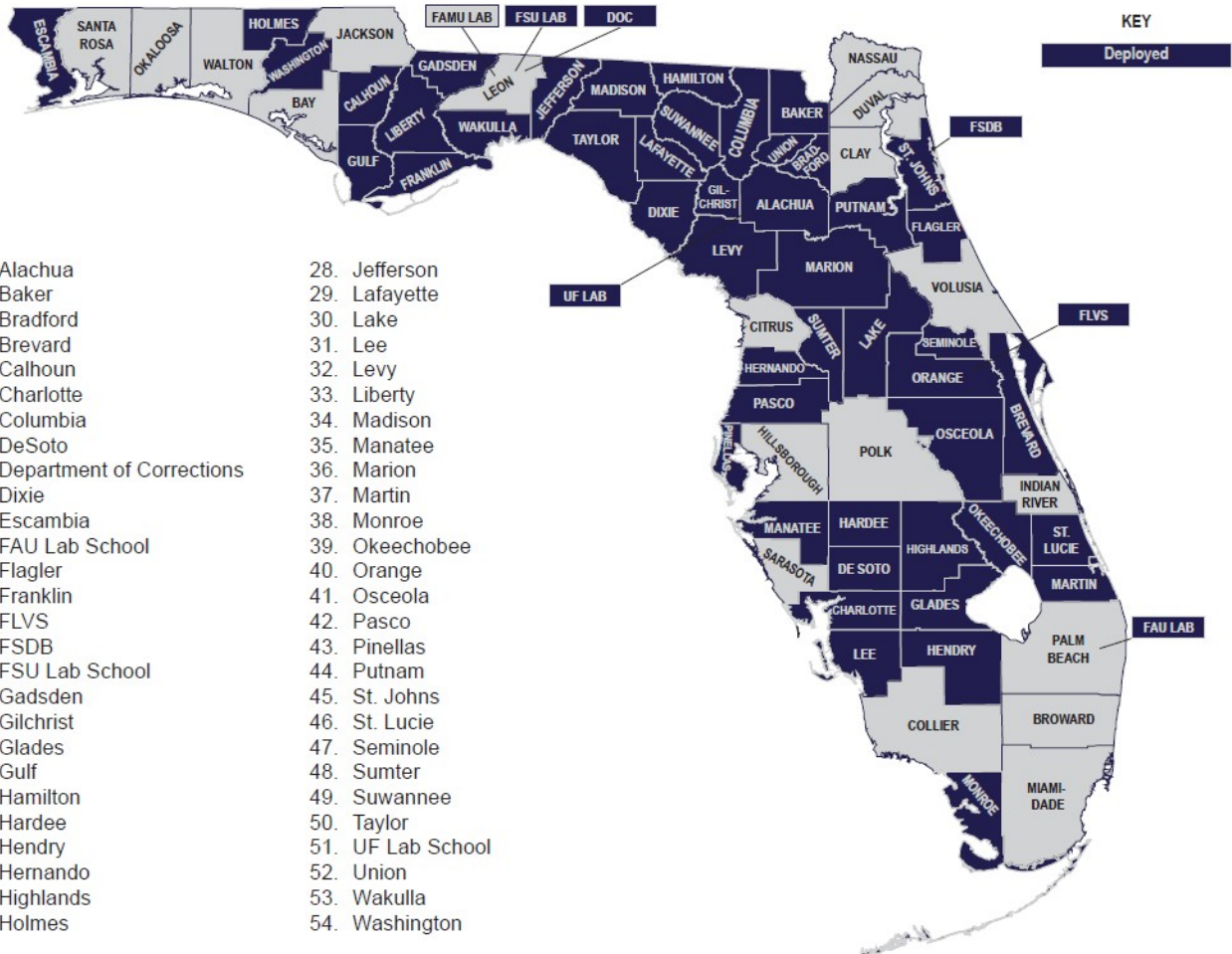
*To be completed by educational representative

*To be included in Student Records

*Copy provided to case manager to include in DJJ performance plan (Rule 63E-7.010(8), F.A.C.)

Student Name:		DOB:	School ID:	
DJJ ID:	Date of Entry:	Projected Release Date:		
Academic Progress Reporting Period:				
Course Schedule	Letter Grade and Percentage	Teacher Concerns for Reporting Period	Initials	
1				
2				
3				
4				
5				
6				
7				
8				
Check each box that applies to the student:				
Academic Concerns: <input type="checkbox"/> Mathematics <input type="checkbox"/> English Language Arts <input type="checkbox"/> Language (English language learners) <input type="checkbox"/> Communication (expressive or receptive) <input type="checkbox"/> Grades declining <input type="checkbox"/> Slow rate of work <input type="checkbox"/> Disorganized <input type="checkbox"/> Low rate of retention <input type="checkbox"/> _____		Behaviors of Concern: <input type="checkbox"/> Incomplete work <input type="checkbox"/> Lack of participation <input type="checkbox"/> Disruptive <input type="checkbox"/> Disrespectful <input type="checkbox"/> Physical aggression <input type="checkbox"/> Defiant or non-compliant <input type="checkbox"/> Off-task <input type="checkbox"/> Easily distracted <input type="checkbox"/> Harassment <input type="checkbox"/> _____		Emotional Concerns: <input type="checkbox"/> Not accepted by peers <input type="checkbox"/> Withdrawn <input type="checkbox"/> Interpersonal relationships <input type="checkbox"/> Depression <input type="checkbox"/> Poor hygiene <input type="checkbox"/> Often sleepy or lethargic <input type="checkbox"/> Agitated or nervous <input type="checkbox"/> _____
Medical Concerns: <input type="checkbox"/> Vision and hearing <input type="checkbox"/> _____				
Reporting Progress on Student Education Transition Plan – Academic Goals				
<input type="checkbox"/> Completed the following goals:		<input type="checkbox"/> Steady progress <input type="checkbox"/> Minimal progress <input type="checkbox"/> Little to no progress		
Reporting Progress on Student Education Progress Monitoring Plan – Specific Academic Intervention Goals (Check all that apply to each academic area)		Mathematics	English Language Arts	Career and Vocational
No intervention goals needed at this time				
Steady progress → Interventions and strategies are proving to be successful				
Minimal progress → Interventions may or may not be increasing success				
Supporting evidence and data attached				
Not enough data to determine success of interventions or strategies				
Recommend changes to PMP				
Signatures				
Student:			Date:	
Educational Representative:			Date:	

Appendix B: PEER Resources Map



Updated 08/15/2017

Appendix C: Education Notes for CRT Meeting

The Education Notes for Community Re-Entry Team Meeting for DJJ residential programs was developed by DJJ as a suggested practice to ensure accurate and up-to-date information for the CRT meeting. The main objective of this form is to be a self-advocacy tool for the student. It is intended to be completed by the student with the assistance of an educational representative. The information on this form is recommended to be used in conjunction with the EEEP to include more detailed information (e.g., current course schedule and specific credits earned).

Education Notes for Community Re-Entry Team Meeting

(Student is to complete form with educational staff and then share during the meeting)

Student Name: _____ DOB: _____ Age: _____ Grade: _____
--

--

Current Class Schedule with Grades in Progress Grades

1.
2.
3.
4.
5.
6.
7.

EOC: (mark all passed):

Civics _____ Alg. I _____ Geom. _____ Bio. _____ US History _____

Do You Have an IEP? Yes _____ No _____

Number of Credits Earned While in the Program _____	Total number of credits _____	Overall GPA _____
---	-------------------------------	-------------------

If credits earned, what courses?

--

If on a GED® Track:

GED® Ready Scores: RLA _____ Math _____ Science _____ Social Studies _____

GED® Passed: Yes __ No: __ RLA _____ Math _____ Science _____ Social Studies _____

Career Interests:

--

Certifications Earned:

--

Behavior in school:

--

Other Comments:

--



Florida Department of Education
Pam Stewart, Commissioner