

# Sample: 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.

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

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