



# DJJ Bimonthly Conference Call March 21, 2018

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

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



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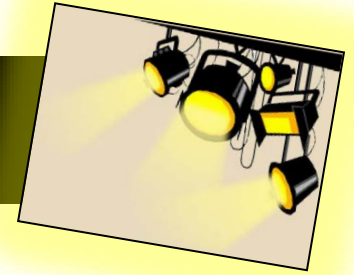


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# Welcome and DJJ Spotlight: Program Recognition

**Dr. Curtis Williams**

# DJ Spotlight: Program Recognition



## National Academic Bowl January 26, 2018

- The Brain Bowl competition is an “Unjammed” offering in partnership with the Center for Educational Excellence in Alternative Settings (CEEAS) .
- Students at Marion Youth Academy and Marion Regional Detention Center were among students from 14 different facilities in 9 different states from around the country that participated in this competition.
- The competition consisted of four rounds of 16 questions. After each round, a number of students were eliminated based on the number of questions answered correctly. The final round consisted of the top five participants leading to the crowning of a national champion.
- Students were presented with trophies.

Students from Marion Youth Academy finished in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> place.



Students from Marion Regional Detention Center finished in 4<sup>th</sup> and 5<sup>th</sup> place.



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# FDOE Information and Resources

Dr. Curtis Williams



BEESs welcomes Andrew Weatherhill as the new high school counselor consultant with the Student Support Services Project.

[andrew.weatherill@fldoe.org](mailto:andrew.weatherill@fldoe.org)

## Notice of Proposed Rules

The following rule revisions are scheduled for the State Board of Education meeting on **March 27, 2018**. To view the final proposed rules, go to <https://web02.fldoe.org/rules/>.

- Rule 6A-1.0503 - Definition of Qualified Instructional Personnel
- Rule 6A-6.0574 - CAPE Postsecondary Industry Certification Funding List
- Rule 6A-1.09441 - Requirements for Programs and Courses Which are Funded Through the Florida Education Finance Program and for Which the Student May Earn Credit Toward High School Graduation

# Updated Accommodations Manual is Now Available

“Accommodations: Assisting Students with Disabilities” has been revised and is now available on the Bureau of Exceptional Education and Student Services’ (BEESS) Publications & Presentations web site.

To view the manual, go to  
<http://www.fldoe.org/academics/exceptional-student-edu/beess-resources/presentations-pubs/index.shtml#a>.

## Approved Online Course Providers for School Districts

- The FDOE has issued a memorandum regarding approved online course providers for school districts. The memorandum may be viewed at <https://info.fldoe.org/docushare/dsweb/Get/Document-8188/dps-2018-26.pdf>.

## Approved Providers for School District Virtual Instruction Programs

- The FDOE has issued a memorandum regarding approved providers for school district virtual instruction programs. The memorandum may be viewed at <https://info.fldoe.org/docushare/dsweb/Get/Document-8189/dps-2018-25.pdf>.





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# Juvenile Justice Education Announcements

Dr. Curtis Williams



**COMING  
SOON**

## **Developing Effective Educational Programs in the Department of Juvenile Justice Annual Report for School Year 2016-2017**

1. Will be available on the FDOE's Juvenile Justice Education Webpage upon release from the FDOE.
2. Will be emailed to all contacts upon release from the FDOE.
3. Will be discussed in detail at the Annual DJJ Regional Meetings.



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# Upcoming Meetings, Webinars and Conference

Carla Greene, M.S.

# MyCareerShines – Navigator WebEx Training

**Choose one of the two training dates below:**

Thursday, March 22, 2018

10:00 a.m. – 12:00 a.m. (EST)

Meeting number (access code): 921 627 580

WebEx Link:

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

Friday, March 23, 2018

1:00 p.m. – 3:00 p.m. (EST)

Meeting number (access code): 923 850 575

WebEx Link:

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

# **STAR Pre-employment Services in DJJ Residential Programs Contacts Training/Webinar April 10, 2018 1:30 – 3:00 p.m. (EST)**

Intended Audience: Individuals designated as the DJJ STAR Contact in DJJ residential programs

Training Agenda:

- STAR and Self-Advocacy Training Services
- STAR Portal
- STAR Referral Process
- STAR Implementation

\*Carla Greene will email an invitation to all DJJ contract managers, lead educators and designated DJJ STAR contacts in residential programs. Participants can also email [carla.greene@fldoe.org](mailto:carla.greene@fldoe.org) to obtain webinar instructions.

# First Annual Mental Health and Transition Conference 2018 Making Wellness a Priority: Healthy Minds & Healthy Futures



Registration Link:

<https://www.eventbrite.com/e/making-wellness-a-priority-healthy-minds-healthy-futures-tickets-41420082582>

Hotel Registration Link:

<https://www.eventbrite.com/e/making-wellness-a-priority-healthy-minds-healthy-futures-tickets-41420082582>

**About the Conference :** This exciting statewide conference brings together national and local speakers and presenters to share innovative and proven practical approaches and interventions in the area of transition of youth and young adults with emotional and behavioral disabilities, specifically addressing high school graduation, postsecondary education, employment, community and school engagement and systems of care.

Presented by:





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## DJJ Announcements

Renette Crosby

North East Region Education Coordinator

Department of Juvenile Justice



# Annual DJJ Regional Meetings

## May 8 – Orlando:

Goodwill Building  
7531 S. Orange Blossom Trail  
Orlando, FL

## May 9 – Palm Beach:

North County Service Center  
3631 Interstate Park Rd N.  
Riviera Beach, FL

## May 22 – Chipley:

Panhandle Area Education Consortium  
753 West Blvd.,  
Chipley, FL

## May 23 – Gainesville:

Gainesville Education Center  
Saint Leo University  
4650 NW 39th Place, Suite B  
Gainesville, FL



# School Climate Survey Results 2017

## DJJ Residential Programs

- Sponsored by the Department of Juvenile Justice
- DJJ residential schools that completed the survey can review their results at <https://tableau.schoolzilla.org>.
- Username is [florida17survey@ceeas.org](mailto:florida17survey@ceeas.org), password is florida1.
- Users can review climate results for the past three years .

# School Climate Survey Results 2017

## DJJ Residential Programs

Practical ways to make the results meaningful:

- Share the results with facility administrator, facility and education staff.
- Discuss with Youth Councils.
- Integrate data in School Improvement Plans (SIPs), if applicable, by developing areas of focus and intervention strategies.

## Reminders for DJJ Electronic Educational Exit Plans (EEEPs)

- The individual who creates the EEEP (Educational Representative at the program) should be the same individual to complete it (Sections A and C).
- The placement options (Section B) should include ***any and all*** options that might be available in the receiving district, depending on the student's individual needs and program recommendations.
- The recommended school placement options in Section B of the EEEP will be discussed at the CRT meeting. Please emphasize the school placement decisions are determined by the post-release district with input from the CRT members, including the student and parent.

## Questions?

Please contact:

Julie Orange

Director of Education

Department of Juvenile Justice

[Julie.Orange@djj.state.fl.us](mailto:Julie.Orange@djj.state.fl.us)

850-717-2708 (office)



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# March's Hot Topic: School District and Lead Educator Spring Activities

Carla Greene, M.S.

## School District and Lead Educator Spring Activities

- 2018-2019 Application, K-12 Comprehensive Research-Based Reading Plan Application
- 2018-2019 Grant Year Application, Title I, Neglected and Delinquent
- 2018-2019 School District Cooperative Agreements
- 2018-2019 School District Educational Services Contracts
- 2018-2019 DJJ School Year Calendar approved by school district



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**2018 – 2019**  
**K-12 Comprehensive Research-Based**  
**Reading Plan**

Christina Whitfield  
ESE Reading Program Specialist  
Just Read, Florida!

## **2018 – 2019**

# **K-12 Comprehensive Research-Based Reading Plan**

- Applications for 2018-2019 will open soon.
- District Reading plan is due to the Just Read, Florida! Office from the districts in April.
- Specific due dates are forthcoming from the Just Read, Florida! Office.



## Collaboration and Implementation

- ❖ Measureable district goals for all students
- ❖ Progress monitoring and intensive interventions
- ❖ Systematic and explicit instruction
- ❖ Access to complex text (assistive technology)
- ❖ Universal Design for Learning (UDL)
- ❖ Professional development for teachers

## 2018 – 2019 K-12 Comprehensive Research-Based Reading Plan

- To view a current district K-12 Comprehensive Research-Based Reading Plan, go to the following link:  
<https://app5.fldoe.org/ReadingPlansSSO/NarrativeList.aspx>.
- District contact will be located at the top of the document.

## Questions?

Please contact:

Christina Whitfield

ESE Reading Program Specialist

Just Read, Florida!

[Christina.Whitfield@fldoe.org](mailto:Christina.Whitfield@fldoe.org)

(850) 245-5059



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# Title I, Neglected and Delinquent Announcements

Alvita Howard

Interim Director

Title I, Neglected and Delinquent

## Title I, Neglected and Delinquent

- 2018-2019 grant year applications are anticipated to open in April.
- Title I, Part D Coordinators and educational providers should evaluate current activities for funding in the upcoming year.
- For preliminary allocations, Title I, Part D coordinators may reduce current 2017-18 final allocation by 15% for budget planning.

## Title I, Neglected and Delinquent

### 2018-19 Application Development - Required Program Objectives

- LEAs will be required to address each of the major focus areas of Florida's Title I, Part D Program:
  - Educational Achievement** of students in Neglected Delinquent and At-risk programs
  - Transition** of students to and from delinquent institutions
  - Dropout Prevention** of students in danger of not completing high school
  - Educator Quality Goal** of ensuring that students in neglected, delinquent and at-risk programs receive quality instruction from teachers who are as good as or better than those in traditional school settings

## **Title I, Neglected and Delinquent**

### **2018-19 Application Development - Required Program Objectives**

- LEAs will be required to use Title I, Part D dollars to address the major focus areas or demonstrate how state and local dollars are being used to do so.
- Proposed activities outside of these categories will be heavily scrutinized and are subject to disapproval.
- In addition, districts will be required to address activity performance and effectiveness.

# Contact Information for Title 1, Neglected and Delinquent Inquiries

## **Alvita Howard**

Interim Program Director

Title I, Part D and Title V

Bureau of Federal Educational Programs

Florida Department of Education

[Alvita.Howard@fldoe.org](mailto:Alvita.Howard@fldoe.org)

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# Requirements to Include in School District Cooperative Agreements with DJJ

Carla Greene, M.S.

## Requirements to include in School District Cooperative Agreements with DJJ

\* Items to consider are bulleted and in bold font

S. 1003.52, F. S.

(14) Each district school board shall negotiate a cooperative agreement with the Department of Juvenile Justice on the delivery of educational services to students under the jurisdiction of the Department of Juvenile Justice. Such agreements must include, but are not limited to:

- a) Roles and responsibilities of each agency, including the roles and responsibilities of contract providers.
- b) Administrative issues including procedures for sharing information.
  - **Procedures for accessing DJJ, district school board, psychological and medical information for students.**
  - **Protection of privacy of student records, pursuant to state and federal requirements.**

## Requirements to include in School District Cooperative Agreements with DJJ

\* Items to consider are bulleted and in bold font

S. 1003.52 (14), F. S.

- c) Allocation of resources including maximization of local, state and federal funding.
- d) Procedures for educational evaluation for educational exceptionalities and special needs.
  - **Assessment process and services for exceptional student education (ESE).**
  - **Assessment process and services for English Language Learners.**
  - **Identification process and services for students with disabilities covered under Section 504 of the Rehabilitation Act.**
  - **Identify personnel responsible for the processes and services listed above.**

## Requirements and Suggestions to include in School District Cooperative Agreements with DJJ

**\*Suggestions are bulleted and in bold font**

S. 1003.52 (14), F. S.

e) Curriculum and delivery of instruction.

- **Opportunities for students to earn a Florida High School Diploma by taking the high school equivalency exams, including access to GED preparation activities and courses and providing the Performance-Based Exit Option Model to all juvenile justice education facilities.**
- **250 instructional days school year, ten days of which may be used for planning for residential programs and up to 20 days for teacher training in nonresidential programs.**
- **Instruction delivered through a variety of techniques to address students' individual academic needs, including competency-based programs and access to virtual courses**

## Requirements to include in School District Cooperative Agreements with DJJ

\* Items to consider are bulleted and in bold font

S. 1003.52 (14), F. S.

- f) Classroom management procedures and attendance policies.
- **Policies for students removed from class due to behavioral incidents (particularly students with IEPs).**
  - **Notification procedures for any DJJ or program activities that will interfere with school attendance.**
  - **Collaboration to implement common classroom management and discipline procedures.**

## Requirements to include in School District Cooperative Agreements with DJJ

\* Items to consider are bulleted and in bold font

S. 1003.52 (14), F. S.

- g) Procedures for provision of qualified instructional personnel, whether supplied by the district school board or provided under contract by the provider, and for performance of duties while in a juvenile justice setting.
- h) Provisions for improving skills in teaching and working with students referred to juvenile justice education programs.
  - **Number of days that will be provided annually for inservice training.**
  - **Availability of school board inservice training for DJJ or program personnel and availability of DJJ or program training for school board personnel.**
- i) Transition plans for students moving into and out of juvenile justice education programs.
  - **Timelines for notifying appropriate educational personnel of students preparing to exit the program.**
  - **Personnel from both agencies that will be responsible for the transition process and planning for students.**
  - **Collaboration of educational and treatment planning.**

## Requirements to include in School District Cooperative Agreements with DJJ

\* Items to consider are bulleted and in bold font

S. 1003.52 (14), F. S.

- j) Procedures and timelines for the timely documentation of credits earned and transfer of student records.
  - **Procedures for the school district's guidance counselor to provide supervision of guidance services if the individual responsible for guidance services at the DJJ program is not a certified school counselor.**
- k) Methods and procedures for dispute resolution.
- l) Provisions for ensuring the safety of education personnel and support for the agreed-upon education program.
- m) Strategies for correcting any deficiencies found through the accountability and evaluation system and student performance measures.



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# Requirements to include in School District Educational Services Contracts

Carla Greene, M.S.



## Requirements to Include in School District Educational Services Contracts

**\*Items to consider are bulleted and in bold font**

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

(9) Contracts with Providers. School districts may provide services directly or may enter into a contract with a contracted provider to provide educational services to students in DJJ programs. Such contracts shall include the following:

- a) **Payment structure and amounts**

# Requirements to Include in School District Educational Services Contracts

**\*Items to consider are bulleted and in bold font**

Rule 6A.6.05281(9), F.A.C.

**b) Access to district services**

1. School districts shall provide instructional personnel at juvenile justice facilities with access to the district school system database for students' academic, immunization and registration records.
  - **Procedures for requesting student records.**
  - **Process for enrollment in the district's management information system (MIS).**
  - **Process for recording daily attendance.**
  - **Process for recording the cumulative transcripts upon a student's entry into a program.**
  - **Process for awarding credits and grades, prior to students exiting the program, for inclusion in educational exit packets.**
  - **Procedures for storing student records.**

## Requirements to Include in School District Educational Services Contracts

**\*Items to consider are bulleted and in bold font**

Rule 6A.6.05281(9), F.A.C.

- b)** Access to district services, continued.
  - 2.** School districts shall provide juvenile justice programs access to appropriate courses, instruction, and resources.
    - a.** Virtual Courses.
    - b.** Basic, Cape, exceptional student programs and high school equivalency examination preparation.
    - c.** Textbooks, technology and instructional support commensurate to resources provided to other students in public schools within the district the program is located.
    - d.** Transition services that include monitoring provisions (subsection 5 of this Rule).

# Requirements to Include in School District Educational Services Contracts

**\*Items to consider are bulleted and in bold font**

Rule 6A.6.05281(9), F.A.C.

- c) Contract management provisions, to include:
  1. The names and contact information for the district and vendor staff responsible for the management of the contract;
  2. The time period covered by the contract and provisions for extending and/or renewing the contract;
  3. A scope of work that clearly establishes the responsibilities of both parties;
  4. Quantifiable, measurable, and verifiable units of deliverables that must be received and accepted in writing by the contract manager before payment;
  5. The consequences of failure to perform the specified responsibilities by either party;
  6. The procedures that will be used by the district to monitor the implementation of the contract;
  7. The procedures that will be used to amend the contract; and,
  8. Circumstances under which the contract may be terminated by either party.

## Requirements to Include in School District Educational Services Contracts

**\*Items to consider are bulleted and in bold font**

Rule 6A.6.05281 (9), F.A.C.

- d) Data maintenance and reporting requirements necessary to enable the program district to meet its data maintenance and reporting obligations pursuant to paragraph (3)(a) of this rule. Such provisions shall include mechanisms for data quality control, such as deadlines, for data submission by the contracted provider, submission of error reports by the district to the contracted provider, and a process for data review and correction by the contract provider. In addition, the provision shall include requirements to maintain the confidentiality of personally identifiable education records;
- e) Administrative guidelines and oversight of federal programs, such as Title I, Parts A and D, the Individuals with Disabilities Education Act, and the Carl D. Perkins Career and Technical Education Act of 2006, that are in compliance with federal legislation; and

## Requirements to Include in School District Educational Services Contracts

**\*Items to consider are bulleted and in bold font**

Rule 6A.6.05281 (9), F.A.C.

- f) The requirement that all educational services comply with this rule
- **Provision of high-quality educational services to all students in the DJJ program.**
  - **Provisions of exceptional educational services.**
  - **Timeframes and procedures for administering the entry and exit DJJ Common Assessment .**
  - **Requirements, timeframes and procedures for developing the Transition Plan and Progress Monitoring Plan. Include the use of the plans for instruction and tracking student progress.**
  - **Role and responsibility of the provider's lead teacher or education administrator.**

# Requirements to Include in School District Educational Services Contracts

**\*Items to consider are bulleted and in bold font**

Rule 6A.6.05281 (9), F.A.C.

- f) The requirement that all educational services comply with this rule, continued
- **Whether the provider or school district shall provide the ESOL/ESE certified personnel.**
  - **Process by which substitute teachers shall be accessed.**
  - **District school board procedures for approving the use of noncertified instructional personnel.**
  - **Access to or provision for staff development activities, including access to school district inservice training.**
  - **Access to beginning teacher programs for appropriate personnel.**
  - **Process and requirements for evaluating teachers at the program site.**

## Update Language in Juvenile Justice Cooperative Agreements and Educational Services Contracts

- ✓ Replace Individual Academic Plan (IAP) with Individual Progress Monitoring Plan (PMP). PMPs must be developed for ALL students (ESE and non-ESE).
- ✓ Replace GED® Exit Option with Performance-Based Exit Option.
- ✓ Replace GED® Diploma with High School Equivalency Diploma.
- ✓ Replace Limited English Proficient (LEP) Plans with English Language Learner (ELL) Plans.
- ✓ Remove Special Diploma as a diploma option (last special diploma cohort was 2013-14).





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# DJJ School Calendar

Carla Greene, M.S.

# DJJ School Calendar

## Rule 6A-6.05281

(6) Instructional Program and Academic Expectations.

(a) School Day and Year. The instructional program shall consist of instructional school days pursuant to Section 1003.01(11), F.S.

### **S. 1003.01(11), F.S.**

(a) “Juvenile justice education programs or schools” means programs or schools operating for the purpose of providing educational services to youth in Department of Juvenile Justice programs, for a school year comprised of 250 days of instruction distributed over 12 months. At the request of the provider, a district school board may decrease the minimum number of days of instruction by up to 10 days for teacher planning for residential programs and up to 20 days for teacher planning for nonresidential programs, subject to the approval of the Department of Juvenile Justice and the Department of Education.

DJJ programs are not considered “extended year” programs.

## DJJ School Calendar

- Refer to FTE General Instructions 2017-18:

<http://www.fldoe.org/core/fileparse.php/7508/urlt/1718FTE-GeneralInstructions.pdf>

- DJJ FTE will be calculated just as all other FTE is calculated **based on scheduled instructional days per the calendar approved by the district school board.**
- FTE must be reported in the fiscal year when the instruction occurs. The FTE for instruction that occurs in June must be reported in the June survey (Survey 4) and the FTE for instruction that occurs in July must be reported in the July survey (Survey 1).

# DJJ School Calendar

## Instructional Days vs. Hourly Equivalent

According to the FTE General Instructions 2017-2018, the 2017-18 Florida Education Finance Program (FEFP) provides funding for a 180-day regular school year, or the hourly equivalent of 180 days, **with the exception of DJJ programs.**

# DJJ School Calendar

## Instructional Days vs. Hourly Equivalent

### Summer 4-day Work Week or 4-day Instructional Week Throughout the School Year (NOT ALLOWED)

Scenario: Extending hours Monday through Thursday, with no education and no teacher planning day scheduled on Fridays.

- In the above scenario, Fridays may not be reported as an instructional day since there is no hourly equivalent.
- If the students do not have education on a Friday, the DJJ school calendar must indicate a teacher planning day in order to report Friday as one of the required 250 instructional days on a DJJ school calendar.

## **DJJ School Calendar Summer School Period**

The summer school period for students in DJJ education programs shall begin on the day immediately following the end of the regular school year and end on the day immediately preceding the subsequent regular school year (s. 1003.52(13)(d), F.S.).

## DJJ School Calendar – 25 Hours per Week

Per the FTE General Instruction 2017-2018, the calculation of FTE for students in DJJ programs **shall be limited to 25 hours per week.**

Scenario: If school calendars include instruction on Saturdays to allow for additional days off around the holidays or in the summer, be aware that the Saturday cannot be calculated for FTE if 25 hours (Monday through Friday) were also reported.

## FTE Survey Periods

Survey Period 1 (July) covers the time period from the beginning of the fiscal year (July 1) to the beginning of the defined 180-day school year.

Survey Period 2 (October) covers the first 90 days of the 180-day school year.

Survey Period 3 (February) covers the second 90 days of the 180-day school year.

Survey Period 4 (June) covers the period from the end of the 180-day school program to the end of the fiscal year (June 30).

Survey Period 5 covers reporting of prior school year data. The data for this survey period covers the entire school year and is due at the beginning of August.





Survey  
Period 2  
(October)

Survey  
Period 3  
(February)

- A school district must report no more than 90 days in Survey 2 and 90 days in Survey 3. The district may offer instruction for more than 90 days during each of these survey periods, but **funding will not be provided for instruction in excess of 90 days.**
- Funded at a maximum of 1.0 FTE.

Survey  
Period 1  
(July)

Survey  
Period 4  
(June)

- Actual number of days reported in Surveys 1 and 4 depends on the approved calendar, but **in no case shall exceed 70 days.**
- Residential = Surveys 1 and 4 combined will be 60 days.
- Nonresidential = Surveys 1 and 4 combined will be 50 days.
- Maximum combined FTE reported for Surveys 1 and 4 shall not exceed 0.3888 FTE per student.

FTE General Instructions 2017-2018

## DJJ School Calendars

Misconception: School districts cannot have a separate calendar for DJJ schools in their student management information system.

Practice to Consider: DJJ contract managers should work with the school district's MIS director to establish coordination of a separate DJJ calendar in the district's MIS.





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## Next DJJ Bimonthly Conference Call

Wednesday, May 16, 2017

10:00 a.m. (Eastern Standard Time)

## Contact Information

**Curtis Williams, Ph.D.**

FDOE Educational Program Director

850-245-0475

[Curtis.Williams@fldoe.org](mailto:Curtis.Williams@fldoe.org)

**Carla Greene, M.S.**

FDOE Juvenile Justice Liaison

Project 10: Transition Education  
Network

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