































- 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.







- 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.









## 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](mailto: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 <b>BEFORE</b> Entry Transition Meeting	Responsibilities <b>DURING</b> Entry Transition Meeting	Responsibilities <b>AFTER</b> 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 postsecondary education</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 caretakers(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 guidance 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 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>

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:			
<b>Records received:</b> <input type="checkbox"/> Received DJJ Commitment Packet, which included Educational Records Coversheet for DJJ Commitment Packet <input type="checkbox"/> Requested records directly from schools			
<b>ACADEMIC STATUS</b>			
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)	<b>Statewide Assessments – Graduation Requirements:</b> <b>Algebra 1 EOC:</b> <input type="checkbox"/> Passed <input type="checkbox"/> Failed - # of Attempts _____  <b>FSA Grade 10 ELA:</b> <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		
<b>Cumulative Credits:</b> # 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		
<b>SCHOOL HISTORY (Last Three Schools)</b>			
1	Name of Detention Center (if last school before adjudication):		<b>Records Received:</b> <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):		<b>Records Received:</b> <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:		<b>Records Received:</b> <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		

<b>Status at Withdrawal:</b>			<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	
<b>SCHOOL DISCIPLINE</b>				
# of Current SY Referrals:	<input type="checkbox"/> History of Expulsions and Suspensions		<input type="checkbox"/> History of Alternative Placement	
<b>STUDENTS WITH DISABILITIES INFORMATION</b>				
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		
<b>CURRENT COURSE SCHEDULE</b>				
1		5		
2		6		
3		7		
4		8		
<b>CASE MANAGEMENT AND JUVENILE PROBATION OFFICER (JPO) INFORMATION</b>				
<b>Case Manager:</b>			<b>Email address:</b>	
<b>JPO:</b>			<b>Email address:</b>	
Case management and JPO input regarding charges that may impact academics or behavior in schools, as well as post-release school placement decision:				
<b>PARENT(S) OR LEGAL GUARDIAN(S) CONTACT INFORMATION</b>				
<b>Name(s):</b>		<b>Relationship:</b>	<b>Home Address (primary first):</b>	<b>Phone Number(s):</b>
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	
<b>MENTAL HEALTH INFORMATION</b>				
<b>Mental Health Counselor:</b>			<b>Email Address:</b>	
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	
<b>ADDITIONAL INFORMATION AND COMMENTS</b>				

## Student Educational Input – Entrance Interview

\*To be completed by the student upon entry

\*To be included in Exit Portfolio

<b>Name:</b>		<b>DOB:</b>	
<b>Age:</b>	<b>Grade Level:</b>	<b>Anticipated Year of Graduation:</b>	
<b>Home Language Survey:</b>			<b>Language Used:</b>
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			
<b>Have you dropped out of school?</b> <input type="checkbox"/> No <input type="checkbox"/> Yes		Year: _____	
<b>Have you been expelled from school?</b> <input type="checkbox"/> No <input type="checkbox"/> Yes		Year: _____	
<b>Plans for school while in DJJ program:</b>			
<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	
<b>Before making a final decision about my plans for school, I would like more information on the following:</b> (check all that apply)			
<input type="checkbox"/> Credits and statewide assessment requirements for graduation			
<input type="checkbox"/> Difference between diploma options			
<b>Name of school you prefer to attend after release?</b> _____			
<input type="checkbox"/> Comprehensive or Traditional School		<input type="checkbox"/> Alternative	
Adult Education: <input type="checkbox"/> Credit Earning		<input type="checkbox"/> GED® Prep	
<b>Why do you want to attend this school?</b>			
<b>How do you best learn?</b>			
<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	
<b>Do you have an IEP or Section 504 plan?</b> <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?			
<b>What are your career or college plans within one year after graduation? (can mark more than one)</b>			
<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	

<b>Please choose TWO occupational areas that BEST fit your future employment and career path?</b>			
<p style="text-align: center;"><b><u>Workforce (HS Diploma or GED®):</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cook</li> <li><input type="checkbox"/> Fast Food and Counter Workers</li> <li><input type="checkbox"/> Forest Fire Inspector</li> <li><input type="checkbox"/> Construction Worker</li> <li><input type="checkbox"/> Postal Service Mail Carrier</li> <li><input type="checkbox"/> Retail Associate</li> <li><input type="checkbox"/> Real Estate</li> <li><input type="checkbox"/> Floral Designer</li> <li><input type="checkbox"/> Pharmacy Technician</li> <li><input type="checkbox"/> Photographer</li> <li><input type="checkbox"/> Pest Control Worker</li> <li><input type="checkbox"/> Correctional Officer</li> <li><input type="checkbox"/> Legal Assistant</li> <li><input type="checkbox"/> Construction Worker</li> <li><input type="checkbox"/> Janitorial Worker</li> <li><input type="checkbox"/> Landscaping and Grounds-keeping Worker</li> <li><input type="checkbox"/> Barber or Cosmetologist</li> <li><input type="checkbox"/> Home Health Aide</li> </ul>	<p style="text-align: center;"><b><u>Career and Technical Centers (industry-recognized certificate):</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Carpenter</li> <li><input type="checkbox"/> Brick Mason</li> <li><input type="checkbox"/> Auto Mechanic</li> <li><input type="checkbox"/> Diesel Mechanic</li> <li><input type="checkbox"/> Culinary Arts</li> <li><input type="checkbox"/> Welder</li> <li><input type="checkbox"/> Electrician</li> <li><input type="checkbox"/> Lawn and Landscape Technician</li> <li><input type="checkbox"/> Plumber</li> <li><input type="checkbox"/> Computer Technician</li> <li><input type="checkbox"/> Commercial Driver</li> <li><input type="checkbox"/> Printing and Graphic Design</li> <li><input type="checkbox"/> Air Conditioning and Refrigeration</li> <li><input type="checkbox"/> Small Engine Repair</li> </ul>	<p style="text-align: center;"><b><u>Florida College or Community College (Associate Degree):</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> PreK Teacher</li> <li><input type="checkbox"/> Dental Hygienist</li> <li><input type="checkbox"/> Broadcast Technician</li> <li><input type="checkbox"/> Radiation Therapist</li> <li><input type="checkbox"/> Computer Network Support Specialists</li> <li><input type="checkbox"/> Drafters, Engineering Technician</li> <li><input type="checkbox"/> Diagnostic Related Technologists</li> <li><input type="checkbox"/> Veterinarian Technician</li> <li><input type="checkbox"/> Air Traffic Controller</li> </ul>	<p style="text-align: center;"><b><u>Four-Year College or University (Bachelor's Degree or higher):</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Elementary or Secondary Teacher</li> <li><input type="checkbox"/> Lawyer</li> <li><input type="checkbox"/> Architect</li> <li><input type="checkbox"/> Physician or Surgeon</li> <li><input type="checkbox"/> Engineer</li> <li><input type="checkbox"/> Veterinarian</li> <li><input type="checkbox"/> Radio Announcer, Broadcaster</li> <li><input type="checkbox"/> Television, Video, and Motion Picture Camera Operators and Editors</li> <li><input type="checkbox"/> Writer or Editor</li> <li><input type="checkbox"/> Graphic Designer</li> <li><input type="checkbox"/> Social Worker</li> </ul>
<p><b>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:</b></p>		<p><b>What jobs have you had? Where have you worked?</b></p>	
<p><b>What transportation do you use outside of school?</b></p>		<p><b>Where do you plan to live after graduation?</b></p>	
<p><b>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)</b></p>			
<input type="checkbox"/> College and Career Information	<input type="checkbox"/> Financial Aid and Student Loans	<input type="checkbox"/> Mentoring and Motivational Programs	
<input type="checkbox"/> Study Skills	<input type="checkbox"/> Test Preparation	<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

<b>Demographics and Contact Information</b>	
<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"> <li><input type="checkbox"/> Mail to primary address</li> <li><input type="checkbox"/> Mail to each address listed</li> </ul>
<b>Academic Status</b>	
<input type="checkbox"/> Reviewed and verified Academic Status, School History and School Discipline on Educational Needs Assessment – Student Records	
<b>Exceptional Student Education (ESE) and Section 504 Plan Information</b>	
<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
<b>Student Input</b>	<b>Parent Input</b>
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:
<b>Education Transition Plan Upon Entry</b>	
<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

<b>Progress Monitoring Plan (PMP)</b>	
<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:
<b>Case Management, Mental Health and Juvenile Probation Officer Information</b>	
<input type="checkbox"/> Discussed input regarding charges and living situation that may impact academics or behavior	
<b>Additional Notes</b>	

<b>After Meeting Checklist:</b>
<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"> <li><input type="checkbox"/> Provide Case Manager with copy</li> <li><input type="checkbox"/> Provide each teacher with copy</li> <li><input type="checkbox"/> Mail a copy to the parent(s) or guardian(s)</li> </ul>

## 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:	
<b>Plan for Graduation:</b> <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	
<b>ACADEMIC GOAL(s)</b> 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	
<b>POSTSECONDARY ACADEMIC GOAL:</b> (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>			
<b>POSTSECONDARY EMPLOYMENT (part time) and CAREER (full time) GOAL</b> (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>			
<b>Course of Study to Support Graduation and Postsecondary Goal:</b> <input type="checkbox"/> Academic Courses <input type="checkbox"/> CAPE Courses <input type="checkbox"/> GED® Prep Courses                      → Industry-Recognized Certificate: _____			
<b>Agency Linkages for Students with Disabilities Before Release:</b> <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: _____		<b>Individual Responsible:</b> _____ _____	
<b>Support Services to Establish for Students with Disabilities Before Release:</b> <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: _____		<b>Individual Responsible:</b> _____ _____	
<b>Signatures</b>			
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 measurable 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 measurable 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			

<b>CAREER INTEREST AND APTITUDE ASSESSMENT</b>			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	<b>SPECIFIC ACADEMIC INTERVENTION PLAN</b>	
			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)

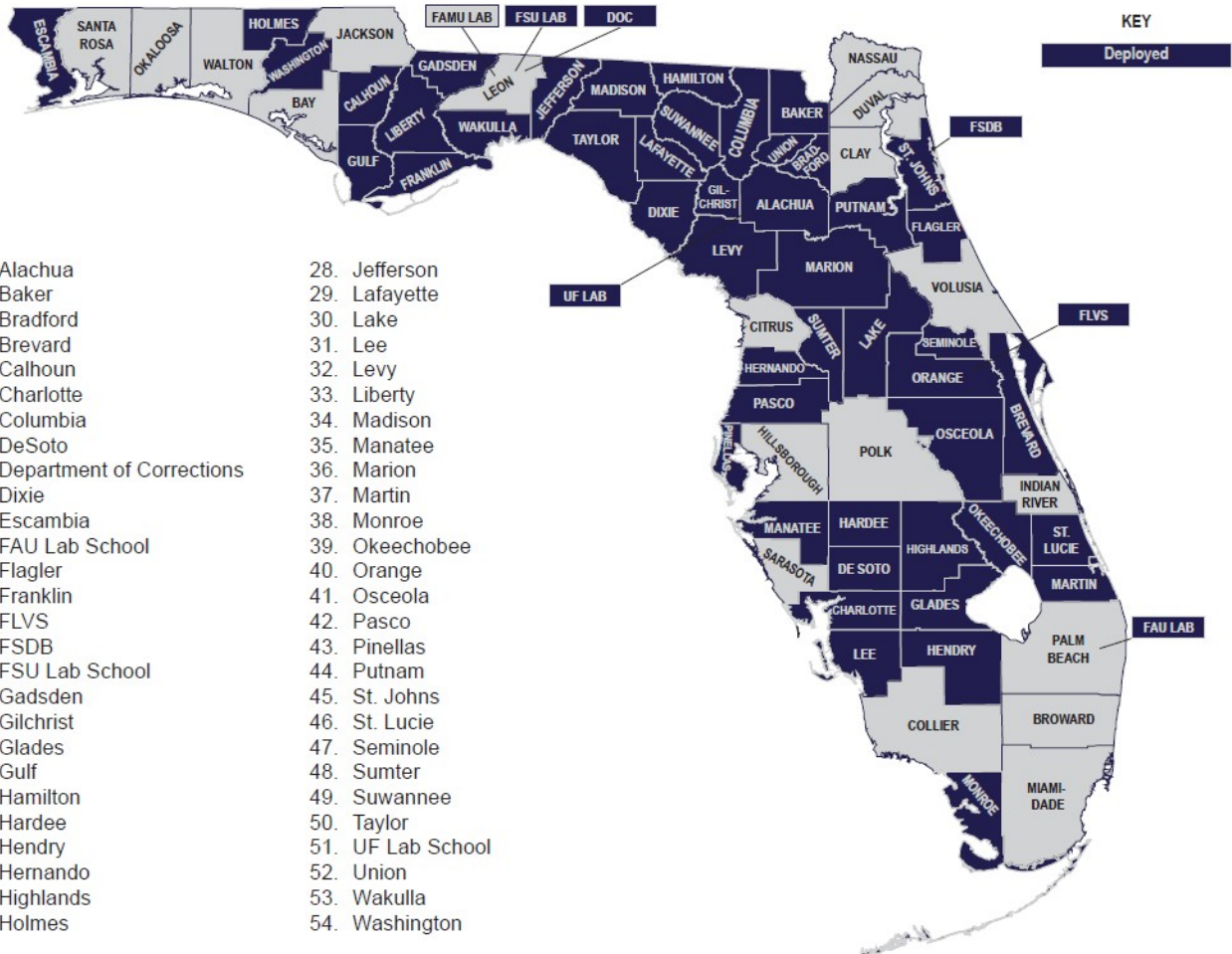
\*To be completed by educational representative

\*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:		
<b>Academic Progress Reporting Period:</b>				
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:				
<b>Academic Concerns:</b> <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"/> _____		<b>Behaviors of Concern:</b> <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"/> _____		<b>Emotional Concerns:</b> <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"/> _____
		<b>Medical Concerns:</b> <input type="checkbox"/> Vision and hearing <input type="checkbox"/> _____		
<b>Reporting Progress on Student Education Transition Plan – Academic Goals</b>				
<input type="checkbox"/> Completed the following goals:		<input type="checkbox"/> Steady progress <input type="checkbox"/> Minimal progress <input type="checkbox"/> Little to no progress		
<b>Reporting Progress on Student Education Progress Monitoring Plan – Specific Academic Intervention Goals (Check all that apply to each academic area)</b>		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				
<b>Signatures</b>				
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 _____
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Number of Credits Earned While in the Program _____	Total number of credits _____	Overall GPA _____
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**If credits earned, what courses?**

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**If on a GED® Track:**

GED® Ready Scores:                      RLA \_\_\_\_\_ Math \_\_\_\_\_ Science \_\_\_\_\_ Social Studies \_\_\_\_\_

GED® Passed: Yes \_\_ No: \_\_                      RLA \_\_\_\_\_ Math \_\_\_\_\_ Science \_\_\_\_\_ Social Studies \_\_\_\_\_

**Career Interests:**

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**Certifications Earned:**

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**Behavior in school:**

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**Other Comments:**

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Florida Department of Education  
Pam Stewart, Commissioner