



# A Transition Guidebook

for  
Educational Personnel  
of Juvenile Justice Programs

***Providing a Continuum of Care  
for Delinquent Youths in  
Education, Treatment, and Conditional Release***

Florida Department of Education  
2005



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Division of K-12 Public Schools and  
Bureau of Exceptional Education and Student Services**

**2005**

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*Developed by*

**Julie Orange, George Pesta, and Lisa Robinson**



**Juvenile Justice Educational Enhancement Program  
2005**



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# Section 1: Introduction

## 1.1 Overview

In 1999, the Florida Legislature passed House Bill (HB) 349, which amended several statutes relevant to juvenile justice education. Section 228.081, Florida Statute (F.S.), mandates that the Department of Education (DOE) develop model procedures for the transition of youths into and out of Department of Juvenile Justice (DJJ) programs. HB 349 also mandates that DOE promulgate a rule for educational services for students in DJJ programs. Rule 6A-6.05281, Florida Administrative Code (FAC), requires specific transition services for youths committed to DJJ programs. Further, Title I, Part D, of the Federal Elementary and Secondary Education Act requires state operated programs to spend at least 15% of the Part D funds on transition services. Additionally, local educational agencies should provide transition services to incarcerated youths to assist them in returning to school upon release. As a result of the legislation, this guidebook has been developed to assist the operators of juvenile justice facilities and educational programs with providing effective transition services.

In an effort to meet the federal requirements of the *No Child Left Behind Act* (NCLB) and to bridge the gap in transition, the DOE, DJJ, and the Juvenile Justice Educational Enhancement Program (JJEPP) collaborated on a transition pilot project. Five school districts throughout the state (Broward, Desoto, Hillsborough, Okaloosa, and Volusia) participated in formalizing transition protocols between transferring and receiving school districts.

Much of the literature and practices in juvenile justice consider transition to be one of the most important keys to rehabilitating delinquent youths. The transition planning process should start when a student enters the juvenile justice system and should include enrollment and prior school records, assessment, academic planning, student progress, guidance counseling, parental involvement, exit staffing, and support services.

Students in juvenile justice commitment programs generally demonstrate characteristics associated with low self-esteem; have low test scores; are behind in credits; are without educational or work-related goals; and have criminal, social/behavior, and/or mental health needs. Quality services that address each student's needs during commitment are extremely important; however, if there is not a continuum of services as students move through the juvenile justice system and if transition and conditional release services do not continue to address the needs of students as they re-enter community, school, home, and work settings, the system will fall short of its ultimate goal of successfully rehabilitating students.

Transition services cannot be viewed as services that exist within a vacuum or within one agency. Any effective transition model must include various related agencies along with family, peer, and community resources that can potentially assist adjudicated and committed students.

The model described in the following pages is a holistic approach toward the transition of committed youths and calls for interaction between multiple agencies and community resources to provide individual and effective transition services for all committed students. The goal of transition is to reintegrate individual students into their homes, communities, peer groups, schools, and/or work settings successfully

## 1.2 Documents and Definitions in the Transition Process

### **Academic Assessments**

Academic assessments are required by Section 230.23161, F.S. and Rule 6A-6.05281(3), FAC. Academic assessments for pre- and post-testing in commitment programs must assess, at a minimum, proficiency levels in reading, writing, and mathematics. The purpose of assessment is to determine students' academic strengths and weaknesses in order to provide targeted quality instruction, to set realistic academic goals and instructional objectives, and to track the gains and performance of committed students.

### **State- and District-Wide Assessments**

Florida law requires that all state and district-wide assessments are made available to all eligible students under the care and supervision of DJJ. These assessments are often a requirement for high school graduation and include the Florida Comprehensive Assessment Test (FCAT), the FCAT Writing Assessment, and any other required district-level assessments.

### **Vocational Assessments**

Vocational assessments are required by Florida law and Rule 6A-6.05281(3)(b)(2), FAC, for students committed to DJJ. Vocational assessments should serve two main functions.

1. They should identify students' strengths and interests in the world of work, which will be used for career and transition planning.
2. They should identify and track vocational learning and progress.

There are four basic types of vocational assessments commonly employed with juvenile justice students.

1. Career interest inventories assist students in determining career and work areas in which they may be interested. These instruments do not measure skills and cannot demonstrate gains.
2. Employability skills screeners measure students' employability skills relating to job searching, interviewing, resume development, application completion, and communication. These instruments are usually not diagnostic though they measure skills that can be gained through an employability skills class.

3. Vocational aptitude assessments identify specific areas in the working world in which the student may excel, such as mechanics, office work, drafting, etc. An excellent example is the Armed Services Vocational Aptitude Battery (ASVAB) that is used by all branches of the United States military. These instruments do not measure gains.
4. Curriculum-based vocational assessments are instructor-made assessments aligned with specific vocational curricula. The pre-test identifies the specific knowledge a student has in a particular vocational field. The post-test measures the gain a student has made in a particular vocational field after they have participated in or completed the vocational training.

## Individual Academic Plans

Individual academic plans (IAPs) are required by quality assurance standards and Rule 6A-6.05281(4)(a), FAC. The rule states that these plans “shall be based upon the student’s entry assessments and past educational history and must address the areas of academic, literacy, and life skills.” In addition, the rule has specific timelines and requirements for the development of IAPs. It states that an individual plan for educational progress shall be developed within 22 calendar days of student entry into DJJ detention programs and within 15 school days of entry to DJJ commitment and day treatment programs.

IAPs have a three-fold purpose

- (1) They assist students and instructional personnel with setting realistic, achievable, and measurable goals.
- (2) They are used for instructional planning purposes to ensure that each student’s academic ability, learning style, and educational needs are addressed in the most effective manner regardless of the instructional activity within each educational setting.
- (3) They are used to monitor student progress on specific and measurable academic goals and instructional objectives. This practice usually takes place during treatment team meetings (see section 1.3 below), and the progress and revision of goals should always be documented.

Note: Rule 6A-6.05281(4)(b), FAC, allows academic improvement plans that are required by section 232.245, F.S., or individual educational plans (IEPs) developed for eligible exceptional students; 504 plans for eligible students with disabilities; or individual plans developed for limited English proficient (LEP) students to incorporate the requirements of IAPs.

## Exit/Transition Plans

Exit/transition plans are required by quality assurance standards, section 230.23161, F.S., and Rule 6A-6.05281(5)(a), FAC. The law requires transition plans for all DJJ students to assist them in moving into and out of DJJ programs. The rule requires transition plans that address “academic reentry goals, career and employment goals, and the recommended educational placement for the student.” The transition plan should first be developed by the transition

team on student entry to the commitment program. The transition team should consist of the student, his/her parents, commitment program educational and treatment personnel, and community personnel from the student's home community. The transition plan should be used to guide the service delivery to the student while in commitment, and it should link the commitment support system (treatment team) with the student's community support system (conditional release, parent, "home" school guidance counselor, juvenile probation officer [JPO], etc.). The transition plan should remain fluid throughout the student's commitment. As the student progresses through treatment and education, transition needs and goals may change or need modification.

## **Treatment Plans**

Treatment plans (also known as performance plans or contracts) are usually developed by commitment program treatment staff or mental health counselors, and they are usually based on needs assessments, court orders, and/or psychological assessments. Treatment plans should be used in conjunction with IAPs in order to view the needs of each student from a holistic approach.

## **Individual Educational Plans**

Federal and state laws require IEPs for all students with disabilities. Current IEPs should be maintained for all eligible students, and each program's exceptional student education (ESE) process should follow all of the required district, state, and federal guidelines for ESE programs.

## **DJJ Commitment Files**

Commitment files are developed and maintained by DJJ personnel or providers under contract with the department. The commitment file is developed by the JPO when a student first enters the DJJ system. The commitment file contains all of the youth's identifying information, including family information, contacts with the legal system, needs assessments, and all available educational information. It is typically the only file that follows the student from detention to commitment to reentry. Therefore, it is the best means of transferring pertinent educational information from district to district and program to program.

## **Juvenile Justice Conditional Release**

Conditional release is defined in section 985.03(13), F.S., as

[t]he care, treatment, help, and supervision provided to a juvenile released from a residential commitment program, which is intended to promote rehabilitation and prevent recidivism. The purpose of conditional release is to protect the public, reduce recidivism, increase responsible productive behavior, and provide for a successful transition of the youths from the department to the family. Conditional release includes but is not limited to minimum-risk nonresidential programs, reentry services, and post-commitment community control.

## 1.3 Personnel Involved in the Transition Process

A collaborative effort will need to be undertaken by program personnel, community personnel, and school district personnel in order to ensure the successful transition of the student on his/her discharge from the commitment program. Program administrators in conjunction with school district personnel are responsible for identifying persons who will act as the internal and external support systems for the student while at the program and on release. The transition process is the engine that drives the train throughout the student's stay at the commitment program.

The following is a list of personnel who should be involved in the transition process of students being served in DJJ programs. The asterisk (\*) indicates personnel who are required or suggested to participate by Rule 6A-6.05281(5)(a)(c), FAC.

| <b>On-Site Commitment<br/>Program Personnel</b>   | <b>Community Personnel</b>   | <b>Off-Site Commitment<br/>Program School District<br/>Personnel</b>  |
|---|--|---|
| <ul style="list-style-type: none"> <li>• assessment specialist*</li> <li>• transition specialist</li> <li>• guidance counselor or academic advisor*</li> <li>• treatment and/or mental health counselors</li> <li>• instructional personnel*</li> <li>• behavioral staff</li> </ul> | <ul style="list-style-type: none"> <li>• student*</li> <li>• parent*</li> <li>• “home” school guidance counselor*</li> <li>• conditional release or reentry counselor*</li> <li>• JPO*</li> <li>• “home” school district alternative education or dropout prevention office</li> </ul> | <ul style="list-style-type: none"> <li>• registrar*</li> <li>• guidance counselor*</li> <li>• ESE specialist (when appropriate)*</li> </ul> |

Support systems that will assist students in the transition from commitment to community should be developed from but not be limited to the preceding list of personnel.

- The treatment team should act as the student's support system while in commitment.
- The community personnel are the student's support system after release.
- The transition team is the bridge between the student's two support systems and should be made up of personnel from both the treatment team and the student's community support system.

## Treatment Team

Treatment team meetings are an integral component of a commitment program. These treatment teams will function as the internal support system for the student while at the program. Individuals who will participate as active, ongoing members of the treatment team and function in the best interest of the student need to be identified. Treatment team members should have knowledge of the student's educational goals and objectives, treatment goals and objectives, career/vocational goals, family dynamics, community support and resources, conditional release, and continuing education options.

The student should be present and participate in all treatment team meetings while at the commitment program. All personnel involved with the student's treatment plan should be in attendance at these meetings. They may include the assessment specialist, transition specialist, treatment and or program counselors, mental health representative, psychologist, academic guidance counselor or academic advisor, ESE specialist (when appropriate), and instructional personnel.

Treatment goals, educational goals, and career/vocational goals should be reviewed with the student during these meetings. Progress toward meeting specific educational goals and instructional objectives should be shared with the student and the treatment team. The treatment team, as well as the student and parents when available, should review and revise as necessary all short-term objectives as they relate to treatment, education, and career/vocational goals. The updated revisions should be dated and signed by the student and the team. Guidance services relating to educational progress and transition should also be provided during treatment team meetings.

## Community Support System

The community support system should be made up of individuals who will interact with the student on a regular basis after the student is released from commitment. Dr. Hewitt B. "Rusty" Clark suggests in his *Transition to Independence Process (TIP): System Development and Operations Manual*, the importance of using both "[n]atural [s]ocial [s]upports" (e.g., nuclear family or relatives, friends, and spiritual leaders) and "[f]ormal [s]upport [p]ersonnel" (e.g., juvenile justice conditional release and reentry counselors, JPOs, "home" school instructional personnel and guidance counselors, or vocational rehabilitation specialists) to assist students in the transition process. After the commitment program identifies those individuals who are able and willing to act as the student's support system after release, it should involve those individuals in the student's transition planning while at the program. The student's community support system should be prepared to assist the student with following through on his/her transition, education, and treatment goals after release from the commitment program.

## Transition Team

The transition team should be made up of individuals working on behalf of the student within the commitment program and community support system such as the parent(s), the



conditional release/reentry counselor, the JPOs, and receiving school personnel. The community personnel should be invited to participate in the transition process as soon as they are identified. In most cases, the conditional release counselor or transition counselor will be the person who will coordinate communication between the program, the receiving school district, the JPO, and the conditional release program. This team should meet to review the student's progress in all areas of the commitment program, and with student and parental input, they should decide on a specific exit/transition plan, including educational and career/vocational goals and objectives. Community, mental health, family, and educational resources that will provide continuing support to the student and his/her family on discharge from the program should be identified.

The conditional release counselor or transition counselor will develop a schedule and process for follow-up to ensure that the transition plan is being implemented and that community support systems are being utilized.

When a student is discharged from the commitment program, responsibility goes to the educational personnel to ensure that all student information is given to the conditional release or transition counselor for inclusion in the DJJ commitment file. This information should include a copy of the student's exit/transition plan, a current permanent record card (which includes a current cumulative total of credits, including those earned prior to commitment), an IAP or IEP, any certificates earned, academic and career/vocational assessment results, and examples of the student's work. The student should also receive a copy of the exit/transition plan and his/her student portfolio of accomplishments.

For more information on community support systems and a comprehensive community-based transition process, see:

*TIP: System Development and Operations Manual*

Hewitt B. "Rusty" Clark and Nicole Deschenes

Transition to Independence Project (TIP): System Development and Evaluation

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## Section 2: The Transition Process

### 2.1 Prior to Commitment: The Role of Detention, Assignment Centers, and Juvenile Probation Officers

Detention, assignment center personnel, and JPOs should prepare students for commitment. The majority of students that are committed to DJJ first spend time in detention. Detention centers generally serve students from the local school district and from a few surrounding counties. The majority of students in each detention center are from the local school district, and detention centers have access to student records via the school district management information system (MIS). Rule 6A-6.05281(2)(b), FAC, requires that “each school district shall make available a copy of the student’s transcript record, including pertinent exceptional student education information, to designated DJJ staff for inclusion in the DJJ file discharge packet when the student exits the program. DJJ staff shall provide this information to the receiving school district.” This includes the record transfer process from detention to commitment. The rule also requires that “assessment information for students in detention centers, transferring to commitment programs, shall be sent directly to the commitment program with the transfer of the student.”

#### **What is necessary to prepare a student for commitment?**

1. copy of the student’s permanent record card (generated from the school district MIS) containing, at a minimum, the student’s
  - legal name
  - parent’s or guardian’s name
  - last school attended
  - date of birth
  - sex
  - race
  - home address
  - cumulative credits attempted and earned toward high school graduation
  - native language
  - immunization status
  - ESE status
  - state test results.
2. withdrawal form that reflects grades in progress
3. recent copy of the student’s IEP (when the student is enrolled in an ESE program)
4. academic assessment information that was conducted at the detention center
5. copies of an IAP and career/vocational assessment information when the student has remained in detention for more than 21 days

## **How do detention centers prepare students for commitment?**

### **1. Communication!**

The lead educator at each detention center should communicate with the detention center superintendent on the status of students.

Daily population reports should be shared with instructional personnel, registrars, and assessment personnel in order to plan for instruction and prepare students for commitment.

Lead educators should attend weekly detention review hearings to determine the status of all of the students in detention. Again, this information should be shared with instructional personnel, registrars, and assessment personnel in order to plan for instruction and prepare students for commitment.

### **2. Compile and transmit information.**

After the lead educator is informed which students will be assigned to commitment programs, all of the information listed in the first section should be compiled and given to DJJ transportation personnel so that the information will arrive at the commitment program with the transfer of the student.

This information also will assist instructional personnel with planning day-to-day educational activities for the numerous students moving in and out of detention.

Assignment centers should follow the same procedures outlined for detention centers.

When students are sent directly to commitment, JPOs are responsible for the transmittal of educational information. The DJJ commitment checklist recommends that JPOs request educational information from the student's "home" school or last educational placement and transfer the information to the commitment program with the transfer of the student. For an explanation of the specific information that should be requested and transferred, see sections 3.11 and 3.12 of this document.

## 2.2 Commitment Program Entry Transition Process

### What are the primary elements of the entry transition process?

- requesting and reviewing records
- assessing students
- enrolling students
- initiating the ESE process
- planning initial transition.

### What needs to be accomplished?

### Who is responsible?

| Process  | Who   |
|--|---|
| <p><b>Gathering Information:</b> Gather all pertinent identifying student information including educational information. Review the student’s DJJ packet for any educational information and review the DJJ face sheet and commitment history to determine all of the programs or schools the student may have attended. A dated, documented records request should be made to the last known educational provider and other educational providers, such as DJJ programs, where students may have earned grades and credits within 5 days of student entry into the program. For information not received, follow-up requests must be made and documented. Providers may include a detention center, “home” school district, or another juvenile program. Dated and documented follow-up requests for records not received should be maintained.</p> | <p>registrar or person delivering guidance services</p>   |
| <p><b>Reviewing Information:</b> Review all educational material received, including any information regarding ESE services the student may have received. If the student has received or is receiving ESE services, an ESE specialist must review ESE records to ensure that the appropriate ESE services are in place within 11 days of a student’s entry to the program. Ensure that student educational files contain, at a minimum, a permanent record card, which contains the student’s legal name, date of birth, race, sex, date of entry, home address, name of parent or legal guardian, native language, immunization status, state testing information, and name of last school attended (including DJJ programs), any past educational records, and the student’s most recent withdrawal form which reflects grades in progress.</p>   | <p>registrar, instructional personnel, school administrator, ESE specialist, or person delivering guidance services</p> |

**What needs to be accomplished?**

**Who is responsible?**

| Process  | Who   |
|--|---|
| <p><b>Assessment:</b> Academic assessments for reading, writing, and mathematics for prescriptive purposes will be administered within 5 days of a student’s entry into the program. Vocational aptitude assessments and/or career interest surveys that are aligned with the program’s employability, career awareness, and/or vocational curriculum activities will be administered within 5 days of a student entering the program. Programs may use prior assessment results from detention, assignment, or prior commitment when the results are recent and accurate.</p>   | <p>instructional personnel, assessment specialist, or person delivering guidance services</p> |
| <p><b>Guidance Services and Planning:</b> Each student should meet with a guidance counselor or a representative from the educational program within 15 days of entry in order to review assessment outcomes, past educational records, transcripts, grade level, and credits earned. Using student input and, when possible, parent input, an appropriate course of study will be developed—including the identification of all diploma options available to the student—using the Course Code Directory and the school district’s student progression plan. It is at this time that the initial IAP will be developed. The plan will include a schedule for revision and review of educational goals and objectives. All information generated at this meeting should be documented, dated, and signed by the student.</p> | <p>instructional personnel, school administrator, or person delivering guidance services</p>  |
| <p><b>Registration:</b> The student will be enrolled and registered with the local school district to receive academic and vocational credits. Prior grades and credits from other school districts and programs should be entered into the MIS.</p>   | <p>registrar, school administrator, or guidance personnel</p>                                 |

**Note:** Initial transition planning should begin when students first enter the facility. Post-commitment goals should be considered to help determine the most appropriate course of study for the student. Educational and treatment planning should support the student's transition goals. Transition planning should be student driven and remain fluid throughout commitment. On-site educational and post-commitment transition goals may change during commitment as students progress through educational, treatment, and personal growth.

For a resource on student-driven transition planning, see:

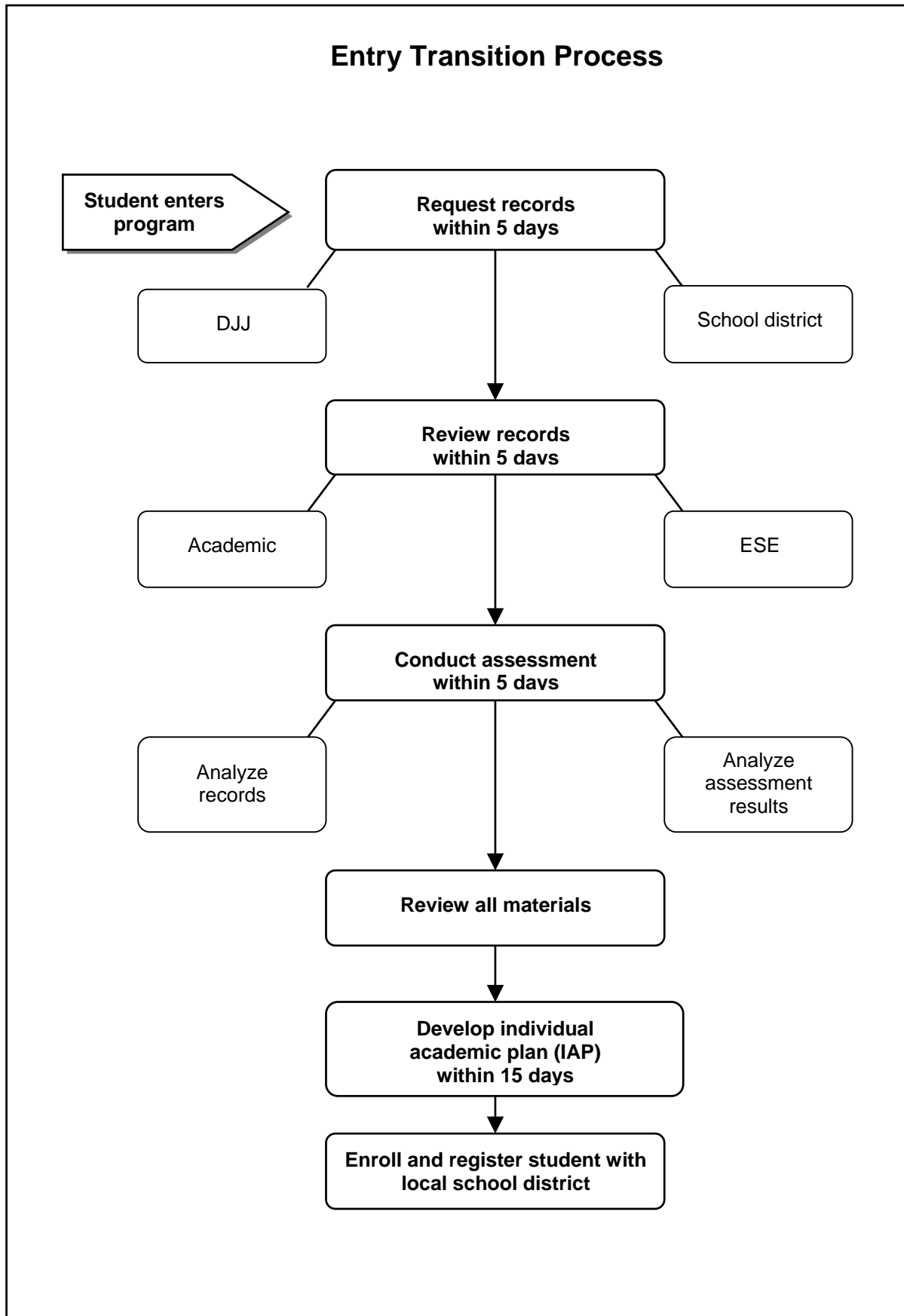
*Dare to Dream:  
Juvenile Justice*

*A Guide to Planning Your Future for Students in the Juvenile Justice System*

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## 2.3 Commitment Program On-Site Transition Process: Student Planning and Progress

### What are the primary elements of the on-site transition process?

- treatment planning
- individual academic plans
- tracking academic progress
- academic and transition planning remain fluid throughout commitment (On-site academic expectations and post-commitment transition goals may change during commitment as the student progresses through educational, treatment, and personal growth).

### What needs to be accomplished?

### Who is responsible?

| Process  | Who   |
|--|---|
| <p><b>Developing Individual Academic Plans:</b> The IAP will be developed within 15 days of entry using past student educational information, including identified areas of remediation, as well as the results of the academic and vocational/career assessments that were administered to the student on entry to the program. The IAP will include long-term educational goals, short-term instructional objectives, and strategies that relate directly to the assessed educational and remedial needs of the student, including but not limited to reading, writing, and mathematics. This plan should also address life skills and contain career/vocational objectives. The IAP will also include a schedule for determining student progress and a timeline for review and revision. The student will have input into the development of this plan and sign-off to designate agreement with the IAP.</p> | <p>person delivering guidance services, instructional personnel, student, and parents</p>             |
| <p><b>Using Individual Academic Plans:</b> All instructional personnel delivering educational services to the student will receive a copy of the student’s IAP. Ideally, a meeting will be held with all instructional personnel delivering educational services to a student to review and clarify the IAP. Educational personnel should use the IAP for instructional planning purposes and for tracking the student’s progress. Educational personnel should be an integral part of the plan’s review and revision.</p>   | <p>person delivering guidance services, instructional personnel, and on-site school administrator</p> |

**What needs to be accomplished?**

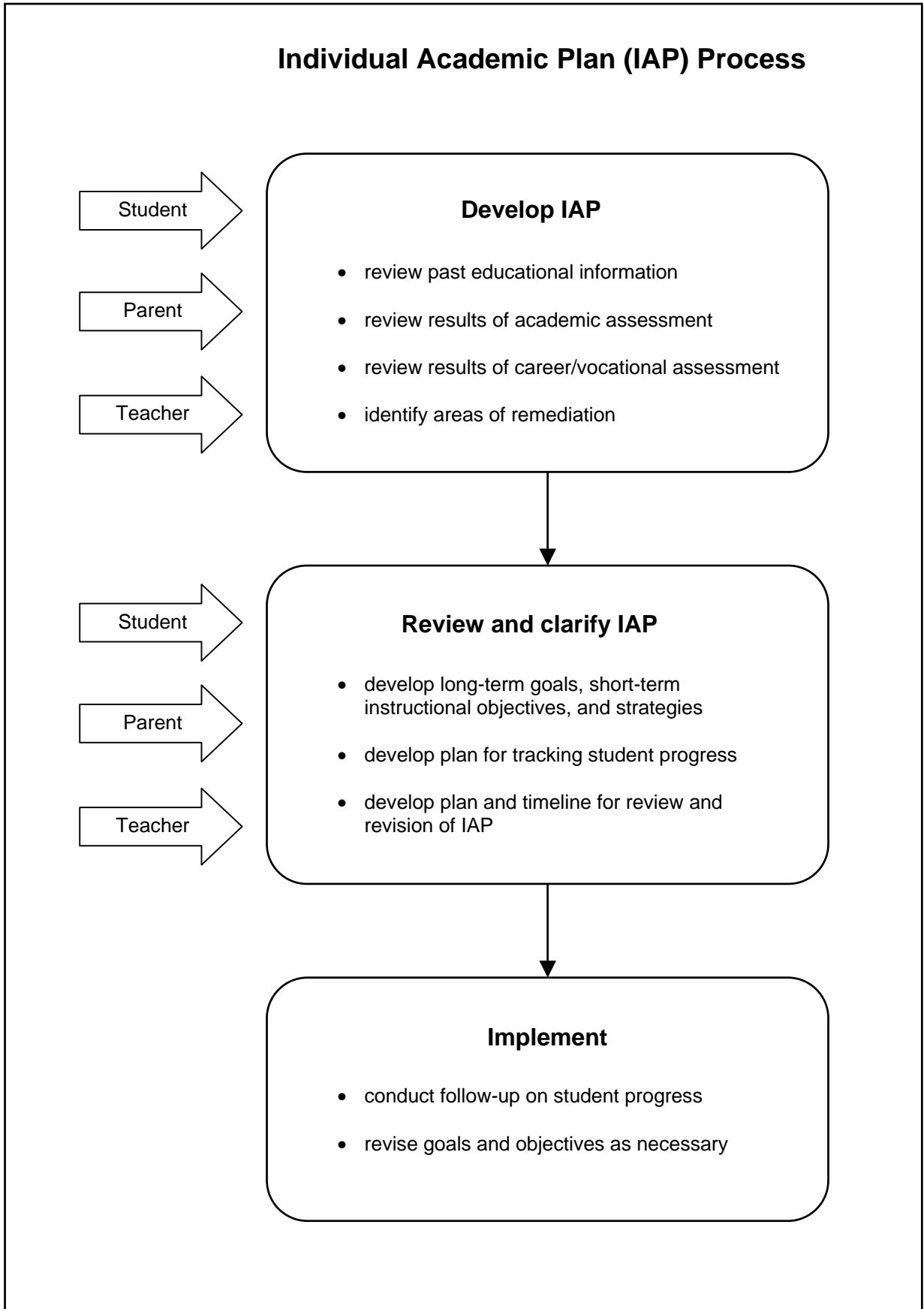
**Who is responsible?**

| Process  | Who                              |
|--|----------------------------------|
| <p><b>ESE Process:</b> The ESE specialist will ensure that all IEPs for exceptional students are current. ESE services must be provided within 11 days of student entry to the facility. All IEPs should be individualized and include all information required by federal and state laws. The ESE consultant will ensure that all instructional personnel will have access to IEPs. Ideally, the ESE consultant will meet with instructional personnel to review each IEP and provide ongoing supervision regarding the implementation of the IEP's goals, objectives, strategies, modifications, and accommodations.</p> | <p>ESE specialist</p>            |
| <p><b>ESOL:</b> Students participating in English for speakers of other languages (ESOL) programs should be provided all corresponding services required by state laws.</p>  | <p>certified ESOL instructor</p> |

For more detailed information on developing IEPs, see:

DOE Memorandum # 2005-2, *Making Annual Goals, Short-Term Objectives, and Benchmarks Measurable*, October 2004, and  
*Developing Quality Individual Educational Plans, A Guide for Instructional Personnel*, 2000

Both documents are available through:  
 Clearinghouse Information Center  
 Bureau of Exceptional Education and Student Services  
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## Student Progress

### What needs to be accomplished?

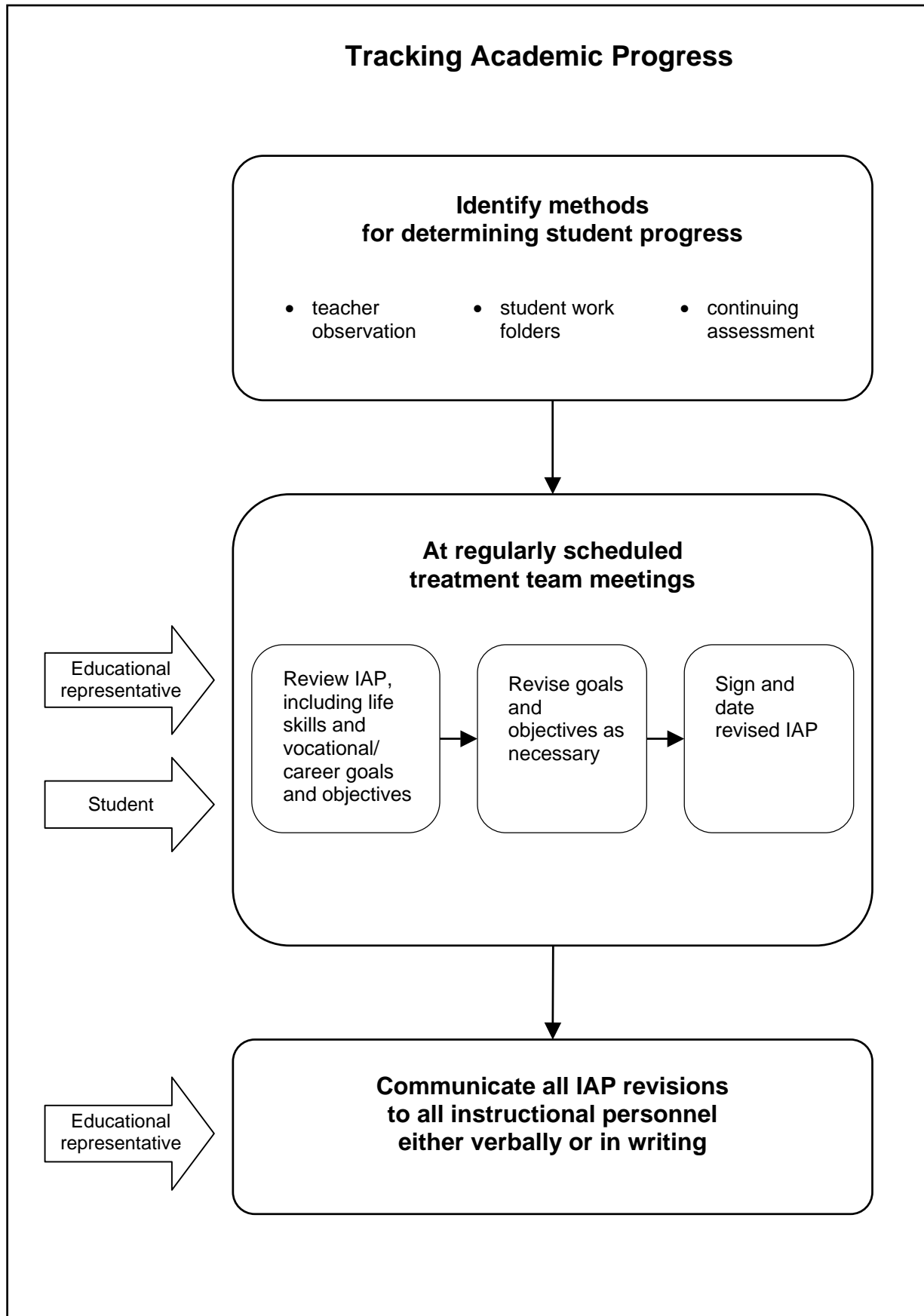
### Who is responsible?

| Process   | Who  |
|---|--|
| <p><b>Determining Progress:</b> Educational personnel will develop methods for determining progress regarding the student meeting the specific goals and objectives outlined within his/her IAP. Progress may be determined by instructional personnel observations, student work folders (portfolios), progress reports, and continuing assessment.</p>  | <p>educational personnel</p>   |
| <p><b>Treatment Team:</b> Treatment team meetings should occur regularly at a time agreed on by educational and treatment personnel. The student and an educational representative should be present at and participate in all treatment team and transition meetings. Educational personnel should ensure that a copy of the current IAP is reviewed, revised, and dated at each treatment team meeting. Student progress in academic, life skills, and vocational/career areas should be reviewed and goals and objectives revised as necessary. Progress toward high school graduation should be discussed. Students will be informed of the number of credits they have and how many credits they are earning while in the program. The student should be given the opportunity to address his/her academic needs and progress at this time and have input to any changes or revisions regarding the IAP. All treatment team meetings should be documented with signatures and dates.</p> | <p>instructional personnel, ESE consultant (when indicated), lead educator, guidance counselor, treatment personnel, transition specialist, student, and parents</p> |
| <p><b>Treatment Team for ESE:</b> Progress toward achieving the goals and objectives in IEPs, for students in need of ESE services, may also be reviewed during treatment team meetings. Detailed treatment team notes may later be used to develop six- and/or nine-week IEP progress reports.</p>   | <p>ESE personnel</p>   |

**What needs to be accomplished?**

**Who is responsible?**

| Process  | Who   |
|--|---|
| <p><b>Revising Individual Academic Plans:</b> The educational representative attending the treatment team meeting will be responsible for communicating any revisions of the IAP to all instructors providing educational services to the student. When an educational representative is unable to participate in these meetings, it will be the responsibility of the educational program to provide the treatment team with detailed written comments regarding student academic progress. A member of the treatment team will contact the educational representative to communicate findings of the treatment team meeting.</p> | <p>instructional personnel, ESE consultant (when indicated), lead educator, guidance counselor, treatment personnel, and/or transition specialist</p> |
| <p><b>Performance-Based Education:</b> If performance-based education is offered, determining specific student progress may allow students performing below grade level the opportunity to advance to their age-appropriate placement.</p>   | <p>lead educator, instructional personnel, guidance counselor, and ESE consultant (if student is in ESE program)</p>                                  |



## 2.4 Commitment Program Exit Transition Process

### What are the primary elements of the exit transition process?

- exit staffing
- final review of the exit/transition plan
- preparing the student for exit (ensuring that there will be follow-through with treatment, educational, and employment goals after exit)
- preparing the student’s community support system for exit (parent, JPO, conditional release counselor, etc.).

### What needs to be accomplished?

### Who is responsible?

| Process  | Who   |
|--|---|
| <p><b>Developing Exit/Transition Plan:</b> Educational personnel should attend all transition or exit preparation meetings. With input from instructional personnel, the student, and parents, an age-appropriate exit/transition plan will be developed that identifies, at a minimum, the student’s desired diploma option; all continuing education needs and goals, including job/career or vocational training plans; conditional release provider; and anticipated next educational placement.</p>   | <p>student, parents, instructional personnel, lead educator, ESE consultant (when indicated), and person delivering guidance services</p>   |
| <p><b>Reviewing Exit/Transition Plan:</b> The transition team should meet to review the exit/transition plan to identify needed conditional release resources and develop a plan of action. If the “home” school does not appear to be the most appropriate setting for the student’s continuing educational development, the team should make every effort to identify the most appropriate setting for the student’s continuing educational development. The next educational placement for a student should be identified and a designee of the transition team, preferably the guidance representative, should be responsible for contacting the next educational placement. A representative from the next educational placement as well as any community agencies that will be involved with the student’s conditional release will be invited to attend exit transition meetings.</p> | <p>student, parents, instructional personnel, lead educator, ESE consultant (when indicated), person delivering guidance services, transition specialist, treatment personnel, representative from conditional release, and JPO</p> |

**What needs to be accomplished?**

**Who is responsible?**

| Process   | Who  |
|---|--|
| <p><b>Finalizing Exit/Transition Plan:</b> The exit transition team will meet to finalize the student’s exit plan and identify a program person who will be responsible for student follow-up. The conditional release goals, objectives, and responsibilities will be reviewed with the student and parent. This document will be dated and signed, and a copy will be given to the student on exit from the program.</p>  | <p>student, parents, instructional personnel, lead educator, ESE consultant (when indicated), person delivering guidance services, transition specialist, treatment personnel, JPO, conditional release provider, and representative from next educational placement (when possible)</p> |
| <p><b>Placing Items in Commitment File or Discharge Packet:</b> The following items will be placed in the student’s DJJ commitment file or DJJ discharge packet prior to the student’s exit: copy of exit plan; a current permanent record card that includes a current cumulative total of credits attempted and earned, including those credits earned prior to commitment (should be generated from the school district management information system [MIS]; a school district withdrawal form that indicates all grades still in progress from the program; a current IEP and/or IAP; all assessment data, including any state and district-wide assessment results; academic post-testing; length of participation in the program (including entry and exit dates); copies of any certificates earned at the program; and examples of student work that will assist students in participating in their next vocational or educational placement. To provide a proper continuum of services, the DJJ commitment file or DJJ discharge packet should be forwarded to the student’s JPO or conditional release personnel with all of the educational information listed above. Program personnel should keep documentation of transmittal of records (e.g., fax, mail receipts, or signatures) to person receiving information.</p> | <p>instructional personnel, lead educator, ESE consultant (when indicated), person delivering guidance services, transition specialist, and registrar</p>  |

**Note:** In order for the juvenile justice system to provide a continuum of services, it is vital that certain components of the transition process occur for students who unsuccessfully complete programs or transfer. For those students who are going to be sent back to detention or to another commitment program, all pertinent educational information, such as transcripts, grades, IEPs, and assessment results, should transfer with the student via the DJJ commitment file.



## Exit Transition Meeting Process

### Hold initial exit/transition meeting (close to time of student entry) and discuss:

- diploma option
- continuing educational needs and goals
- job/career/vocational training plans
- next educational placement
- conditional release provider



### Hold 2nd exit/transition meeting

- identify family support services
- identify key personnel who will provide follow-through of services
- identify most appropriate setting for continuing educational development
- identify community support services
- identify conditional release resources
- develop a plan of action



### Hold final exit/transition meeting

- review conditional release goals, objectives, and responsibilities
- have student sign a dated copy of his or her final exit/transition plan
- prior to discharging student, place a copy of the exit plan, a current permanent record card (with a current cumulative total of credits, including those earned prior to commitment), and a withdrawal form in the student's DJJ commitment packet
- finalize exit/transition plan
- identify a program follow-up person
- file/discharge packet to transfer with the student

## **2.5 Post-Commitment Transition Process: “Home” School District, Conditional Release,<sup>1</sup> and/or Post-Commitment Probation**

Educational personnel working in commitment programs should ensure that they communicate with conditional release personnel. Conditional release personnel should participate in the exit staffing and the development of the student’s exit/transition plan. Educational and treatment progress should be clearly communicated to conditional release personnel. Copies of the exit transition plan should be provided to the conditional release counselor prior to exit so that the conditional release counselor will be aware of the student’s progress made toward individual goals in commitment and be aware of the continuing needs and transition goals of the student.

JPOs and/or conditional release case managers should provide more than monitoring services. Many transition models stress the need for conditional release personnel to act as advocates for students, assisting them with school enrollment; helping them find employment; and referring them to community agencies for family counseling, peer support, substance abuse counseling, and other community based support systems. Conditional release personnel should also assist students with the following:

- ensuring that all pertinent educational and treatment information is provided to the appropriate conditional release and receiving school personnel
- assisting with the follow-through of educational goals after exit
- assisting with the follow-through of treatment goals after exit
- assisting with the follow-through of employment goals after exit
- reviewing portfolios in order to assist students with attaining continuing education and/or employment options.

Research from The Just Children Program of the Legal Aid Justice Center summarizes best practices in school reentry for incarcerated youths returning home. This research identifies the four characteristics of best practice in school reenrollment as

- interagency and community cooperation
- youth and family involvement
- speedy placement
- appropriate placement.

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<sup>1</sup> The Florida Legislature has recently defined aftercare as conditional release. Throughout this document the term conditional release has been substituted for aftercare and is used in the same context.

## Juvenile Justice Conditional Release Typology

The following is a description of the types of conditional release programs and services operated directly by DJJ or by providers under contract with DJJ.

### 1. Day Treatment—Facility-Based

#### A. Intensive Day Treatment Conditional Release Programs

These programs are designed to serve students coming from residential facilities in need of intensive conditional release upon returning to their community.

Facility-based day treatment conditional release services provide education and counseling onsite, and students return home in the evening. This is the most intensive type of conditional release available. The number of students ranges from 7 to 40 and averages approximately 15 to 20 per facility.

- *Type of student:* This program is intended for high-security risk youths, those “most in need” of intensive conditional release in the community.
- *Services:* Typically, services include education, counseling, vocational training, recreation, etc. (In some cases, extended hours of on-site supervision in the evenings and weekends are provided. Services are provided 8 to 12 hours a day, 5 to 7 days a week.)
- *Intensity and duration:* Educational services are provided onsite, and students gradually transition back to public school and/or employment in the community.
- *Length of stay:* Duration of stay ranges from 6 to 9 months; once students have completed this type of program, they may be released to less intensive conditional release programs or have all services terminated.

#### B. Graduated Facility-Based Conditional Release Services—Program-Specific Day Treatment

##### 1. Boot Camp Conditional Release (Aftercare) Programs

- *Description:* Students attending the boot camp facility will transition into a conditional release phase of the program. During this phase, they receive educational and counseling services onsite during the day, then return home in the evening.
- *Type of student:* Those who are transitioning out of the program’s boot camp tend to be moderate- to high-risk student. In a few cases, students from another facility released back into the community may attend only the conditional release phase. Usually, the same group of students enters the conditional release phase together (i.e., students enter all phases with their platoon). The number of students typically ranges from 30 to 40.
- *Intensity of services:* Services are onsite during the day, with students gradually transitioning back into the community.
- *Length of stay:* Duration of stay ranges from 3 to 4 months in the conditional release phase.

## **2. Associated Marine Institutes (AMI) SAFE**

- *Description:* Associated Marine Institutes (AMI), Inc., is a private, not-for-profit corporation that contracts with DJJ to provide facility-based conditional release services.
- *Type of student:* This program is intended for students who are higher-risk (moderate-risk, high-risk).
- *Services include* five phases: Phase 1 starts while the student is in a residential moderate-risk program or high-risk program. Counselors work with program staff and the student to develop a release plan. Phase 2 begins when the student is released and placed into one of the marine institutes around the state (day treatment facilities). Students attend the program during the day, evening, and weekend; extended services are provided for supervision. In Phase 3, students continue to attend day treatment at the marine institute but are allowed to hold a job or attend public school. During Phase 4, the student can work or go to school in the community full-time. During the final phase, Phase 5, the student is given more freedom in the community and receives periodic monitoring.
- *Intensity of services and duration:* Services are graduated, depending on the phase.
- *Length of stay:* Students average stay is 6 months (starting in the conditional release program, Phase 2).

## **3. Conditional Release Services—Community-Based**

- *Description:* Either DJJ or private providers administer conditional release services. Students attend school and/or work in their community and live at home under the care of the parent or guardian but are still under committed status of DJJ. Conditional release counselors or JPOs maintain multiple weekly contacts with the student, parent, and other individuals.
- *Type of student:* This program is intended for those students transferring from a residential commitment program back into their “home” schools and community. Conditional release services are intended for minimum- to maximum-risk students (minimum-risk, moderate-risk, high-risk, maximum-risk).
- *Services include:* Both specialized services and supervision are provided.
- *Intensity of services and duration:* Can vary according to program and provider but is designed to provide services and supervision based on individual needs, allowing for gradual transitioning.
- *Length of stay:* Duration of stay ranges from 90 to 180 days (some last several years).

### **Eckerd Conditional Release (Aftercare) Services**

- *Description:* Eckerd Family Alternatives, Inc. is a private, not-for-profit corporation that contracts with DJJ to provide conditional release services.
- *Type of student:* Eckerd generally serves minimum- to high-risk (mostly minimum-risk and moderate-risk) students who reside in southern Florida. Most students are released from Eckerd programs, but students from other facilities also are served.

- *Services include:* Conditional release services begin when the youths enters the residential phase and include contacts with the youth, the family, and the community; risk classification; development of conditional release goals; and home visits. On release and through conditional release phase, contact with the student, the schools, the employer, and the family are maintained.
- *Intensity of services:* On release, intensive—at least three face-to-face and two phone contacts with each student per week and one face-to-face and one phone contact with each student’s family per week. Contact is not based on a graduated schedule but rather is need driven, depending on the student’s readjustment. Contact may increase or decrease over time.
- *Length of stay:* Duration of stay ranges from 4 months to several years (average is 18 months). Services are provided until it’s determined that they are not needed or until the student’s 19th birthday (each school district is different).

#### **4. Post-Commitment Probation (Community Supervision)**

- *Description:* Community supervision is court ordered and the committing court has jurisdiction and sets conditions for continued supervision. The DJJ’s JPOs provide supervision and services.
- *Type of student:* These students can be students released from another conditional release program (i.e., high-risk intensive day treatment or students leaving a residential facility).
- *Type of services:* Supervision and monitoring.
- *Intensity of contact:* Frequency of contact is determined through the application of the Supervision Risk Classification Instrument, which assesses student needs and risk to public safety. Classification categories include Intensive (at least three face-to-face contacts a week and nightly phone contact), general (three face-to-face contacts per month and two phone contacts per month), minimum (one face-to-face contact per month), and demand (as needed).
- *Length of services:* Duration of stay ranges from 3 to 6 months and in some cases longer based on the judicial order

## **Practices of “Home” School Districts in the Transition Process**

When students are committed to DJJ and serve their commitment in a program within their “home” school districts, the educational transition process is often much simpler. Students who are committed but remain “in-county” stay within the same school system, and a continuum of educational services is more likely to occur; however, many DJJ-committed students go to programs outside of their “home” school district.

Many school districts do not have official transition systems in place for DJJ students who are returning to their “home” school districts after commitment in another county. Typically, the commitment program must work directly with the student’s “home” school guidance counselor and JPO in order to provide the student with educational transition services.

## **Transition Pilot Projects**

During the 2003 Juvenile Justice Education Institute (JJEI), school districts and educational providers identified the need for the development of more effective interagency transition processes at the local level. Staff from DOE, DJJ, and JJEPP selected five counties to participate in a transition pilot project: Broward, Desoto, Hillsborough, Okaloosa, and Volusia. After meeting in spring 2004 to outline the purpose and goals of the project, the committee presented on transition issues at the 2004 JJEI. One of the final products developed by the transition committee is local protocols for providing educational transition services to youths entering and exiting the juvenile justice system. The protocols, listed below, identify procedures both for students returning to their home school district from a local program and for students returning to other districts. These protocols are only intended to describe how each district coordinates transition services for their students and may be used as a guide to assist other districts.

## **The School Board of Broward County, Florida**

### **Transition Planning**

#### **Entering Program**

- \* Student is admitted with educational records.
- \* If additional information or clarification is needed, the educational staff at the facility will contact the sending school.

#### **Exiting Program**

- \* Educational staff compiles educational records.
- \* One copy is sent to the receiving facility (if transferred to another facility).
- \* One copy is forwarded to the student's JPO.
- \* One copy is sent to the student/family.
- \* Educational staff at facility will notify receiving school (if known) of students anticipated school reentry date.

#### **Transition Meetings**

Transition meetings should be held between 90 and 14 days prior to discharge (as appropriate) and attended by

- \* student
- \* school personnel in facility
- \* facility personnel
- \* juvenile probation officer
- \* aftercare provider
- \* parents/guardian
- \* receiving school (if possible).

Participants can attend by phone.

Developing a plan for educational placement for the student is imperative at the transition meeting, enabling the educational staff at the facility to contact the appropriate receiving school with a clear plan for the student's school reentry.

#### **Educational Records**

A checklist should be developed to ensure that all facilities send and receive the same information so that on admission or discharge students are placed appropriately, thereby eliminating the need for repeated phone calls to obtain student records.

### **Mandatory Records**

- \* demographic information
- \* immunization/health issues
- \* transcripts
- \* graduation requirements
- \* most recent FCAT and/or alternative testing scores
- \* exceptional student education eligibility with current IEP
- \* current disciplinary actions
- \* transition planning sheet (when being discharged from a program)
- \* progress grades

### **Additional Records to Be Included If Possible**

- \* interest inventory
- \* career inventory
- \* reading and math scores
- \* writing samples
- \* AIP, IAP

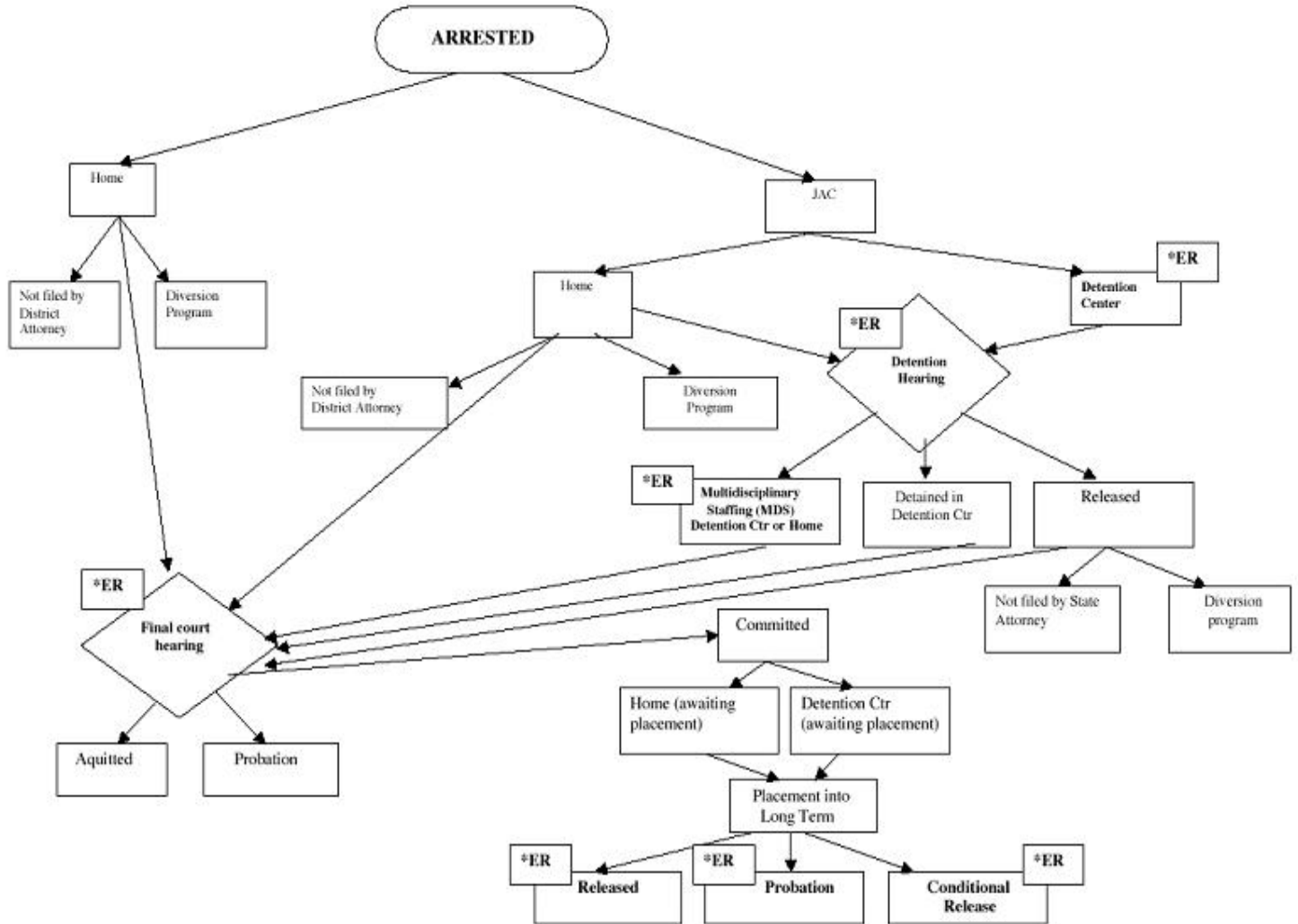
The following chart identifies the transition process that students follow after being arrested in Broward County.



The School Board of Broward County  
 Department of Juvenile Justice  
 Process Flowchart

Contact Information for Educational Records for Juvenile Justice:  
 Peggy Morrison-Thurston, Director  
 Department of Dropout Prevention/Alternative Education  
 (754) 321-2120

\*ER-Request for Educational Records



## **Desoto County**

### **Desoto Students Going to “Out-of-County” Juvenile Justice Programs**

1. When a youth is to be placed in a juvenile justice program, the DJJ Juvenile Probation Officer (JPO) will send notification to the Desoto Schools Director of Student Services notifying the office of the student’s placement and giving them contact information, approximate date of release, etc.
2. The DJJ JPO will contact the Desoto Schools Director of Student Services office to get official school records.
3. The DJJ JPO will put the records in the youth’s commitment packet. The JPO will deliver the commitment packet to the detention center.
4. The DJJ Detention Center personnel will transport the student and the commitment packet containing the education records, to his/her out-of-county juvenile justice program.

### **Desoto Students Returning from an “Out-of-County” Juvenile Justice Program**

1. Forty-five days prior to the projected release date of the student, the program gives the JPO a pre-release notification (PRN). The JPO takes the PRN and the attached up-to-date progress report to the court. The court either accepts or rejects the PRN.
2. If the court accepts the PRN, the JPO will fax to the Desoto Schools Director of Student Services notification of the anticipated date of the student’s return.
3. The office of the Director of Student Services will request educational records from the youth’s program.
4. The Desoto Schools Director of Student Services will contact the school district social worker who will work with the school principal and guidance counselor to arrange placement of the student.
5. The office of the Director of Student Services will inform the JPO of the school to which the student is to return.

## **Entry and Exit Transition for Out-of-County Students in Desoto County Juvenile Justice Programs**

### **Entry Transition**

1. The educational program is first notified of the student's arrival in the facility by e-mail from the facility data entry clerk. The data entry clerk sends e-mails informing the education department of the student's arrival, usually at least a day or two before the student is admitted. Final confirmation that the student is in the facility comes from the social services counselor who gives the school a copy of the admission card as soon as the student is in the facility.
2. The facility social services counselor reviews the packet that arrives with the student and forwards any educational information to the education department. Usually there is at least a page or two from previous educational placements.
3. Within 5 days of the student's arrival, the education staff administers assessments for reading, writing, and math. Additionally, a vocational interest survey is administered. If the school has no information about previous educational placements, the education staff gather as much information as possible from the student during the testing sessions.
4. As soon as the educational program has the name of the previous school, the school registrar will fax an official request for records. The student is scheduled in classes according to the information given by the student until the school receives the official records. If the records are received within a day or two, the schedule can be adjusted easily to reflect any changes indicated. Educational personnel make additional requests for records via phone, fax, and/or mail every 2-3 days until they are received.
5. If complete records are not received from the most recent educational placement, educational personnel contact previous educational placements to secure a complete educational history, including transcripts, immunization records, ESE status, and other information from all schools attended.
6. When all records are received, educational personnel check them for completeness, enter the information into the school district MIS to create a complete transcript, and file the records. Within 15 days of arrival, a school transition specialist writes an individual academic plan (IAP) for non-ESE students. If the student is in ESE, the individual educational plan (IEP) is rewritten within 30 days. These plans are based on the intake testing and the previous educational records.

## **Exit Transition**

1. A school staff person attends the formal treatment team meetings and students release plans are discussed in the treatment team meeting at least 90 days before the student leaves the facility. The facility social service counselor notifies the education department 60 days prior to release. A written, individual exit plan is developed for each student and is completed approximately 30-60 days prior to release. Prior to the exit conference staffing, the facility treatment team conducts two additional meetings in which educational staff participate to finalize discharge plans. A school staff person attends exit meetings and addresses future educational placement with the parents, facility social services counselor, and conditional release provider. Either the JPO or another conditional release person confers with the school transition specialist about educational concerns.
2. During the exit planning process, in the vast majority of cases, educational personnel make contact with the receiving school prior to the student's release. With the receiving school, educational personnel make arrangements which are included in the student's exit plan and discussed at the exit planning meetings. Educational personnel send the student's records when the student is released.
3. In the few cases where contact is not made with the receiving school, student records are sent as soon as a request is received from the new school placement. Lack of contact with the receiving school may happen due to a variety of reasons, including students leaving immediately due to new charges, end of court jurisdiction over the student's case, etc.
4. An up-to-date educational exit packet is prepared just before the student's release. In order to assure current information, one week prior to the student's release grades in progress are collected from teachers and are included in the packet. The transcript on the school district MIS is checked and verified to ensure the most up-to-date information before printing for inclusion in the packet.
5. The education department gives the educational exit packet of information to facility personnel to be included with the commitment packet for the JPO or conditional release provider. Additionally, a complete copy of the educational exit packet is sent directly to the receiving school, as previously described. The student's educational exit packet contains an exit plan, an up-to-date transcript, grades in progress, an IAP or IEP, certificates earned, FCAT scores, and a basic information sheet for ESE students.

## Hillsborough County

- 1) The JPO requests educational records from the transition specialist for inclusion in the commitment packet. There is a 24 hour time frame to get the packet to detention.
- 2) The transition specialist sends the JPO the records along with an educational summary for inclusion in the commitment packet.
- 3) The detention center transports the packet with the student to the residential facility or the closest hub.
- 4) A 14-21 day needs assessment meeting with the student's case manager takes place at the program to incorporate a master performance plan.
- 5) Monthly treatment team meetings take place.
- 6) A 45-60 day transition meeting takes place (at 90 days for a sex offender).
- 7) A 30-day pre-release notice goes out to the JPO/Court.
- 8) A 20-day timeframe for judge approval/rejection begins.
- 9) A 14-day exit meeting occurs. Educational documents are transferred at this time.
- 10) The case manager accepts the educational documents and distributes them to the correct locations (e.g., the JPO, the conditional release program).
- 11) Educational staff, case managers, the therapist, medical, program personnel, and the parent attend the treatment team meeting.
- 12) Contact the JPO and the conditional release program 14 days prior to the student's anticipated release date from the program.

## **Okaloosa County Transition Protocol Residential Programs**

### **Incoming**

1. Educational records received by the facility are forwarded to the education program.
2. During registration, youths are questioned about various schools they have attended in the last year. This information is entered on their registration forms. The registration form is forwarded to the data entry clerk for the DJJ schools. The data entry clerk then initiates a search through Florida Automated System for Transferring Educational Records (FASTER) to the last school attended and sends letters requesting records to other schools the student attended.
3. The ESE transition specialist calls either the last school the student attended or the school's county ESE office and requests verification of the student's ESE status. If the student is ESE, the transition specialist officially requests the IEP and other ESE records. Usually this is accomplished with a fax.
4. The new student is administered all initial entrance evaluations and is placed in appropriate academic classes. Changes are made if official records indicate an inappropriate placement.
5. If records are not received in a timely manner, a telephone call is placed to the sending school to determine the type of record's request required by that school/district.

### **Exiting**

1. The educational program receives notification of the various transition meetings and weekly updates of confirmed release dates. The transition specialist attends the exit meeting, which is held 14 days prior to exit. At this time, a tentative school placement is determined.
2. The transition specialist attempts to call receiving schools to notify them of students' return. If a student is not allowed to reenter that school and receives an alternate placement, the new school is notified. If requested, basic records are sent to the school before the student exits the program.
3. If the exiting student is an Okaloosa County student, the Specialist of Health, Discipline, and Safety in the Director of Student Intervention office is notified. School records are forwarded to that office, which contacts the school concerning the student's next educational placement. That office will also coordinate ESE transition.

As a courtesy, the transition specialist will notify the school the student plans to attend.

4. Upon exit, the student receives a sealed copy of the records to be given to the receiving school. (Consideration is being given to mailing these records directly to the receiving school if the educational setting has been definitely determined.) Two complete copies of the exit packet are provided to the facility case manager – one for his/her records and one to be forwarded to the JPO.
5. If a receiving school or district ESE office requests records, another copy is provided.

### **Students Entering Okaloosa County Schools From a DJJ Facility in Another County**

The transition specialist from the sending program should contact The Director of Student Intervention's office (850-833-3160) and ask for the Specialist of Health, Discipline and Safety. This office will receive educational records, notify the appropriate school, and coordinate the transition of regular and ESE students back to the county.

## **Volusia County**

School district identifies one position to be a court liaison.

On a monthly basis, the conditional release provider sends a list of all students who are in residential commitment to the court liaison. The list includes the student's name, the commitment program, the proposed transition conference date, the tentative release date, and the assigned JPO and conditional release worker.

The court liaison determines the school the student will attend on release.

The conditional release provider is notified and given the name and telephone number for the school guidance counselor and the school social worker.

The court liaison (or assistant) notifies the school principal two weeks prior to release. If the student is in ESE, the placement specialist is notified by e-mail so he/she can schedule an ESE staffing in advance of the student enrolling.

The student enters the assigned school.

Post placement decisions are developed during the exit transition staffing, which is held at the facility.

The treatment team is responsible for transition planning and implementation. This team includes case managers, aftercare personnel, clinicians, unit supervisors, educational staff, etc.

### **The Role of the School District Court Liaison**

The key to the successful transition of students to and from the DJJ program is the position of court liaison for the school district. The one position has the role of maintaining communications with the entire juvenile justice system: circuit court judges, Clerk of the Circuit Court, DJJ, the Office of the State Attorney, the Office of the Public Defender, the Department of Children and Families, the community-based care provider, other community services providers, and appropriate school district personnel with regard to district interests and students' needs.

Some of the activities and services of the court liaison are as follows:

1. Notify schools of students placed under a court order for probation by viewing the student master update screen to check for "C/C" in the upper right hand corner.
2. Obtain additional case information by using the PGRM system report number PJJ001. The system also provides a report of attendance and discipline referrals of all students in a school on probation in report number PJJ101BO. The process for



accessing this information is found in the memorandum dated February 4, 1997 to “All Principals.”

3. Provide notification of students arrested for a felony is sent to the student’s principal, with subsequent forwarding of this information to the school resource officer, guidance counselor, and school social worker.
4. Provide notification of students being released from a juvenile justice commitment program (residential treatment “in-county” or “out-of-county”).
5. Provide notification of students being reviewed for a multidisciplinary staffing (MDS). This staffing is required by state statute prior to a youths being ordered to a commitment program. School personnel are welcome to contribute. The staffings are held at the Volusia Regional Juvenile Detention Center or at the Juvenile Justice offices in Daytona Beach or Deland. The liaison attends these staffings if the time or location is convenient.
6. Assist district personnel in the preparation of “Court Ordered Educational Assessments.” These orders are issued by circuit judges in the juvenile division on behalf of students for whom the judge needs more thorough educational information and recommendations. The order may be transmitted by FAX directly to the principal or may be sent to the district liaison and then forwarded to the principal. Recommendations are often sought regarding a student being appropriate for re-enrollment after a significant time period in withdrawn status.
7. Serve as district representative on the Juvenile Justice Council, a community organization formed by state statute to develop collaboration among community providers to develop effective programs and interventions for youths to prevent and reduce delinquent behavior.
8. Research delinquency cases for status and outcome and attends hearings as needed.
9. Obtain the name and telephone number of juvenile probation officers supervising students on probation (provided and updated by DJJ).
10. Assist the DJJ and the Department of Children and Families (DCF) by providing school records for hearings, judicial reviews, commitment packets (DJJ), comprehensive evaluations, staffings, and consultation as needed.
11. Serve as an active member of the Volusia County Juvenile Drug Court team and to assist in reviewing candidates provide electronic school records for the team, including ESE and 504 Plan information as allowed by record release documentation and pre-disposition report material as allowed by state law. Additionally, the court liaison participates in all pre-hearings and reviews of candidates and attends all Volusia County Juvenile Drug Court hearings.
12. Serve on the district committee for the review of students referred for expulsion, which includes providing DJJ history for the purpose of staffing, DJJ recommendations, and consultation with DJJ and state attorney office personnel regarding the presenting incident.

The court liaison has conducted training for the conditional release provider to help them understand school district programs, services, and terminology. In addition, the position provides school records for youth on intake status, updates for judicial reviews, and permanent record cards for commitment packets. These requests are made by fax or e-mail

and are available in one to two days. Records are also provided for comprehensive evaluations when requested.

One of the keys to having the process work so efficiently is having the school district consolidate records so they are all available to the court liaison in one database.

Volusia County has been using this system of transitioning youth to and from DJJ school classes for several years and finds it to be a very efficient and coordinated way of doing business. Smaller districts may not be able to dedicate a position and can sometimes work with a neighboring larger district to help get the DJJ information needed for transition of the youths.

We would recommend that every school district have a court liaison with like duties so the process would be the same for both sending and receiving of youths and records from school to school.

### **Who should the commitment program contact prior to release?**

- “home” school guidance counselor
- JPO or conditional release counselor
- “home” school district office of alternative education or dropout prevention for information on that county’s transition process or alternative educational placements available to returning students.

### **Post-Commitment Education Options**

- “home” school (either the school that the student was attending prior to commitment or the school the student is zoned for at his/her local residence)
- school district-operated alternative programs and schools or dropout prevention schools
- ESE schools or ESE settings within “home” schools
- adult education centers
- vocational/technical schools
- community colleges.

For a complete listing of Florida public schools by county, including alternative education offices, schools, and vocational/technical schools, visit the Directory of Public Schools on DOE’s website at [www.firn.edu/doe/menu/doedirect.htm](http://www.firn.edu/doe/menu/doedirect.htm).

## 2.6 Continuing Evaluation of the Transition Process

For any transition model to be successful, there should be an internal evaluation system in place. Many programs in Florida conduct follow-up on students. Long-term reintegration and student outcome data will enable program and school district personnel to evaluate their treatment, education, and transition systems, making adjustments periodically based on the results of outcome data.

The following four steps to identify the effectiveness of your program's transition model are suggested.

1. Communicate with the receiving school, the conditional release provider, the probation office, the employer, and the home.
2. Conduct student follow-up (i.e., the identification of long-term student outcomes). Outcomes may include reintegration into school, school attendance, diplomas earned, grade advancement, reintegration into the home, community involvement, employment, and recidivism.
3. Identify missing links or breakdowns in the transition process.
4. Evaluate and readjust the transition model and process to produce positive student outcomes.



## Section 3: Transition Resources

### 3.1 Parental and Family Support

Many studies and practices demonstrate that family involvement is one of the most important elements for successful transition back to home, community, school, and/or work. Despite this, many parents are difficult to reach, are missing in the student's life, or do not have the money or resources to dedicate to the transition of their delinquent child. Nevertheless, it is important to involve the parent in the transition process as much as possible. Commitment programs can employ several strategies, including but not limited to the following:

#### **1. assessing family dynamics, relationships, and needs**

During the entry transition process, the student's family dynamics should be assessed. Who lives with the student? Who is considered immediate family? Are there any problems within the family? Does the student's negative behavior relate to family problems? How do family members communicate with each other? Which family member(s) is/are most likely or willing to act as the student's support system on release?

The purpose of assessing the family dynamics of the student is to gain information about the student's home that may be used in treatment and/or education.

#### **2. identifying a support system in or near the student's home**

Following the concept of community support systems for students returning to their respective communities on release, which was mentioned in Section 1.3, it is necessary for transition personnel to identify who will act as the student's support system on release.

During the initial assessment, treatment, and transition process, the transition team should identify a parent, relative, or person in the student's home or community who is willing to provide support to the student on release. Identifying surrogate parents or alternative members of the family who are willing to act as the student's family support system will give the transition team a point of contact in the student's home and community.

#### **3. family involvement when students are first committed**

Many commitment programs invite parents or legal guardians to participate in a program orientation when the student is first committed. They are also invited to participate in the student's initial treatment or transition team meeting. This practice can have a positive effect in three different ways.

- A. Treatment and educational personnel may be provided with additional information on student educational and behavioral performance.
- B. The parent or family support system is oriented to the program and becomes knowledgeable about their student's expectations while in the program and after release.
- C. The student feels that he/she has a support system outside of the program.

#### **4. family involvement throughout commitment**

Some programs have family days when members of the student's family can visit the program. Additionally, commitment programs can correspond with family members. Preferably, they correspond with the individual in the student's family who will act as the student's support system on release. Mailing information on school and behavioral performance helps prepare the student's support person for the student's release.

#### **5. students who are parents**

Many committed youths are parents themselves. Therefore, it is pertinent that commitment programs teach parenting skills and domestic communication skills and provide family counseling.

#### **6. preparing the family and student for the student's return to the community**

The student's parent or home support person should know the expectations of the student prior to release. This includes educational, behavioral, and work-related expectations. To accomplish this, the parent or home support person should attend the exit staffing of the student if possible. This also can be accomplished through conference calling.

The purpose of this process is for students to continue to address their treatment and educational goals after release from commitment. Doing well in an extremely secure environment does not ensure success on release. Issues in education, substance abuse, criminal behavior, and other areas need to be continually addressed after release if students are to make a successful transition into adulthood.

## 3.2 Commitment Program Service Delivery

### Course Descriptions, the Florida Sunshine State Standards, and Learning Strands

Service delivery models for commitment programs should base their curriculum on Florida course descriptions and the Florida Sunshine State Standards. Programs should focus on academic skills, literacy skills, job readiness skills, and social skills that are appropriate to each student's needs.

**Course descriptions** are categorized as

- basic and adult education courses
- general adult education courses (not listed in basic and adult education)
- exceptional student education (ESE) courses
- vocational courses.

The **Florida Sunshine State Standards** address the following subject areas:

- language arts
- social studies
- foreign language
- mathematics
- health and physical education
- science
- arts (drama, music, visual, and dance).

In addition, service delivery should focus on the common needs of at-risk students, which often include but are not limited to the following **learning strands**:

- critical thinking skills
- social and life skills
- self-esteem
- decision-making skills
- academic skills
- vocational skills

The Florida Curriculum Frameworks provide information and sample lesson plans in cross-disciplinary processes. The frameworks address the standards and benchmarks that students need to master in each academic area. The frameworks may be obtained from the local school district or online at [www.fldoe.org](http://www.fldoe.org).

*Preparing All Learners for Tomorrow's Work Force* is Florida's applied technology curriculum planning companion for the Florida Sunshine State Standards. This is an excellent tool for all career exploration and vocational programs. It provides methods for implementing academic and vocational integration models and ensuring curricular connections. This document may be obtained from the local school district or online at [www.fldoe.org](http://www.fldoe.org).

## **Treatment Services**

Treatment services should be provided based on needs assessments, court orders, and treatment plans. Treatment services available to students during commitment should be based on each student's needs and should include but not be limited to the following:

- substance abuse
- anger management
- crisis intervention
- mental health/psychological
- health and medical
- family counseling
- peer counseling
- delinquent behavior and criminal thinking.

## **3.3 Community Resources**

JPOs and/or conditional release case managers should provide more than monitoring services. Many transition models stress the need for conditional release personnel to act as advocates for students. Advocacy includes assisting with school enrollment; helping find employment; and referring students to community agencies for family counseling, peer support, substance abuse counseling and other community-based support systems. Conditional release personnel should also assist students in the completion of personal goals on the students' exit/transition plans, treatment plans, and educational plans.

Many commitment programs have job descriptions for transition specialists and/or community coordinators. In these programs, the transition specialists and/or community coordinators link the student with available and appropriate community resources. Community resources can be linked to students while still in commitment and after release.

The following are examples of community resources that can be utilized while students are in commitment:

- literacy centers (e.g., Literacy Volunteers of America and local libraries)
- mentoring programs (e.g., Big Brothers and Big Sisters)
- religious organizations
- job-shadowing programs
- community colleges (e.g., dual enrollment and career awareness services)
- counseling and psychiatric services
- peer support groups
- vocational rehabilitation
- legal services
- guest speakers (e.g., during career days or on curriculum-specific topics)
- local health department
- planned parenthood
- substance abuse centers.



The following are examples of community resources that can be utilized during the transition of students back to their communities, homes, schools, and work settings:

- substance abuse centers
- Big Brothers and Big Sisters
- Police Athletics League
- counseling and psychiatric services
- community colleges
- job placement centers or employment agencies
- job-shadowing programs
- Boys and Girls Clubs
- religious organizations
- Job Corps
- vocational rehabilitation
- mentoring programs
- Planned Parenthood
- YMCA/YWCA
- independent living programs
- WAGES Centers
- peer support groups
- legal services
- literacy centers (e.g., Literacy Volunteers of America and local libraries)

Individuals working on behalf of transitioning DJJ students are encouraged to keep informed of local community-based resources and services.

- The Department of Children and Families Children’s Mental Health program office and the Office of Substance Abuse Prevention and Intervention offer information and referral networks in every DJJ region.
- The United Way publishes community resource directories in many counties.
- Statewide information on community resources also can be obtained through the Florida Alliance for Information and Referral Services (FLAIRS). Visit [www.flairs.org](http://www.flairs.org).
- DOE funds the Multi-Agency Services Network for Students with Severe Emotional Disturbances (SEDNET), which assists with resource information, service coordination, and program and professional development. Visit [www.sednet.org](http://www.sednet.org).

## 3.4 Developing Individual Academic Plans

The purpose of this section is to define the intent of student IAPs as required by Rule 6A-6.05281(4)(a), FAC, and the quality assurance (QA) educational standards for juvenile justice programs. Additionally, this section will provide guidance and direction to lead educators, school district administrators, and instructional personnel, and in the development and revision of IAPs.

### **Definition of Individual Academic Plans for Non-ESE Students**

Rule 6A-6.05281(4)(a), FAC, requires IAPs. The rule states that

[a]n individual plan for educational progress shall be developed within twenty-two (22) school days of student entry to DJJ detention programs and within fifteen (15) school days of entry to DJJ commitment, day treatment, or early delinquency intervention

programs. This plan shall be based upon the student's entry assessments and past educational history and must address the areas of academic, literacy, and life skills. The plan shall include:

1. Specific and individualized long-term goals and short-term instructional academic and vocational/technical objectives;
2. Remedial strategies and/or tutorial instruction;
3. Evaluation procedures;
4. A schedule for determining progress toward meeting the goals and instructional and vocational/technical objectives.

The IAP should be a user-friendly instructional tool used by the teacher to

- assist in developing lesson plans and individualizing instruction and services
- assist in determining what type of instructional delivery is necessary to achieve the outlined goals and objectives; the teacher should determine the type of instructional strategies that will be used and the learning styles that will be addressed
- evaluate the instructional program that is presented to the student; the teacher should determine if the instruction being provided is effective in order to know when or if to change what is being done
- provide the primary framework for gauging the students' academic progress; the plan should be reviewed and revised as needed to determine if goals and objectives are on track or if the student has achieved any of the goals or objectives.

## **Required Components of Individual Academic Plans**

Components of IAPs should include, at a minimum,

- a statement of initial transition goals that identifies the student's diploma option, vocational/career goals, recreational activities, and transition plans
- identification of the student's present level of educational performance that includes diagnoses of the student's academic and vocational/career strengths, weaknesses, and interests
- a statement of long-term goals and short-term instructional objectives
- evaluation criteria, procedures, and schedules for determining progress toward short-term instructional objectives.

## **Development of Individual Academic Plans**

The development of IAPs for non-ESE students should begin by setting initial transition goals for the student. These goals should focus on the "big picture" of what the student is trying to achieve after release from the commitment program. After these goals have been set, the educator should determine the student's present level of educational performance, which includes assessing the student's abilities and priority educational needs. The determination of the student's present level of educational performance sets the foundation for the development of long-term goals and short-term instructional objectives that will allow



**Table 2      Sample: IAP Educational Performance Statement**

|   |                        |                    |                    |
|---|------------------------|--------------------|--------------------|
| Student Name <u>Johnny Doe</u>  | ID# <u>999 99 9999</u> | Date <u>8/5/99</u> | Page <u>1 of 2</u> |
| <b>INDIVIDUAL ACADEMIC PLAN</b>   |                        |                    |                    |
| <b>Educational Performance Statement:</b>   |                        |                    |                    |
| <i>Based on prior educational records and assessment results, Johnny is in the 10th grade and has completed consumer math and English I. Johnny's assessment results indicate that he is reading and writing at the 8th grade level and his mathematical abilities are at the 6th grade level. He has trouble with comprehension and long division. In order to achieve mastery at his grade level, Johnny's skills could be improved through remediation in the areas of comprehension, vocabulary, grammar, composition, fractions, and percentages. Johnny's career interest inventory demonstrates an interest in business management and business sales.</i> |                        |                    |                    |

### **Long-Term Goals and Short-Term Instructional Objectives**

The third step in the development of IAPs involves a written statement of long-term goals and short-term instructional objectives. Long-term goals are defined as goals that focus on academic instruction over an extended period of time and that are specific, attainable, and measurable, as well as related to desired initial transition goals. Goals should be measurable ones that the student will attempt to achieve prior to his/her exit from the commitment program. Long-term goals should focus on results from academic assessments (reading, writing, and mathematics), career awareness/employability skills assessments, and vocational assessments. Additionally, other goals may be developed that are specific to a program's curriculum, treatment, or classroom behavior.

Short-term instructional objectives are sub-steps or intermediate steps that explain how to master a long-term goal. For each long-term goal, there should be at least two short-term instructional objectives to meet this goal. Short-term instructional objectives should provide more specific guidance concerning what the student should know and be able to perform in relationship to the long-term goal. Each instructional objective should be a smaller measurable increment of the long-term goal. It should contain instructional strategies stating how the objective will be achieved. These strategies should take into consideration the curriculum and instructional techniques employed at the program. Additionally, these objectives should address any remedial strategies or special services that should be provided in order to help the student master extremely deficient areas when necessary.

Long-term goals and short-term instructional objectives are usually established by instructional personnel to ensure that students receive an individualized and appropriate curriculum of instruction while placed in the juvenile justice educational program. Long-term goals and short-term instructional objectives should be created once the student's present

level of educational performance has been determined. Examples of long-term goals and short-term instructional objectives are listed in Table 3 on the following page.

### **Evaluation Criteria, Procedures, and Schedules for Determining Progress**

The final step in the development of IAPs is to explain how the educator plans to determine when short-term instructional objectives have been mastered. Short-term instructional objectives can be reviewed periodically with individual students, weekly as work is completed, periodically during 30-day or 60-day reviews, or during treatment team meetings. The educator must specify the evaluation criterion, procedures, and schedules to be used in determining progress toward short-term instructional objectives. An evaluation criterion defines how well and over what period of time a short-term instructional objective will be achieved. For instance, “Johnny will read with 85% word recognition by the end of three weeks.” Procedures define the method such as student portfolios, tests, or checklists that will be used to document student progress toward instructional objectives. A schedule is defined as the ongoing and complete measuring of instructional objectives. For example, “Johnny will master the objective by the end of the week or by the end of the semester.” Table 4 illustrates how an evaluation plan should be developed to address progress toward short-term instructional objectives and, ultimately, long-term goals. Table 4 also illustrates a schedule for determining progress toward the long-term math goals and short-term instructional objectives that are illustrated in table 3 on the following page.



**Table 4**                      **Sample: IAP Progress Schedule**

| Student Name <u>Johnny Doe</u>  | ID# <u>999 99 9999</u>   | Date <u>8/5/99</u>                | Page <u>1 of 2</u>   |
|---|--------------------------|-----------------------------------|--|
| <b>INDIVIDUAL ACADEMIC PLAN</b>   |                          |                                   |  |
| <b>Long-Term Goal</b>   |                          |                                   |  |
| 1. <i>Johnny will increase, within the next year (or time committed to program), at least one grade level in mathematics with emphasis on computation of fractions and percentages.</i>   |                          |                                   |  |
| <b>Schedule for Determining Progress</b>  |                          |                                   |  |
| <u>Short-Term Instructional Objectives and Strategies</u>   | <u>Schedule</u>          | <u>Criterion</u>                  | <u>Assessment</u>  |
| 1. <i>Johnny will be able to select the appropriate operation to solve problems involving addition, subtraction, multiplication, and division of percentages. This will be accomplished by utilizing Jostens Learning System, flash cards, calculators, and math videos; completing specific assignments that strengthen math skills, utilizing repetition exercises; and utilizing the transfer of math computations to word problems.</i> | 30, 45, or 60 days, etc. | 95% completion on all assignments | Varied assessments (i.e., portfolio review, tests, projects, and observations) |
| 2. <i>Johnny will be able to add, subtract, multiply, and divide fractions to solve real world problems using the appropriate method of computation. This will be accomplished by utilizing Jostens Learning System, manipulatives, flash cards, math videos, and group projects that require the application of mathematical computations.</i>   | 30, 45, or 60 days, etc. | 95% completion on all assignments | Varied assessments (i.e., portfolio review, tests, projects, and observations) |

## Using the Individual Academic Plan for Instructional Planning

IAPs should be readily accessible to all instructional personnel who should use IAPs regardless of the content area they are teaching. IAPs address specific individualized needs for each student to progress toward gaining necessary academic skills. Social studies and history instructional personnel may address the math, reading, and writing goals and objectives outlined on students' IAPs. Vocational instructors may address math, reading, and writing goals and objectives in their vocational lessons. When instructional personnel plan group activities, they should review IAPs to ensure that the ability levels and goals of the students are being addressed. A variety of instructional techniques should be utilized, including individual instruction, group projects, discussion activities, peer assistance, thematic instruction, and computer-assisted instruction.

The Florida Curriculum Frameworks provide information and sample lesson plans in cross-disciplinary processes. The Frameworks address the standards and benchmarks that students need to master in each academic area and may be obtained from the local school district or online at [www.fldoe.org](http://www.fldoe.org)

*Preparing All Learners for Tomorrow's Work Force* is Florida's applied technology curriculum planning companion for the Florida Sunshine State Standards and is an excellent tool for all career exploration and vocational programs. It provides methods for implementing academic and vocational integration models and ensuring curricular connections. This document may be obtained from the local school district or online at [www.fldoe.org](http://www.fldoe.org)

### 3.5 Illustration of Long-Term Goals and Short-Term Instructional Objectives for an Individual Academic Plan

The following illustration of an IAP form with long-term goals and short-term instructional objectives is not intended to be a complete format. It is provided only to illustrate the development of goals and objectives.

| Individual Academic Plan       |
|--------------------------------|
| <b>Initial Transition Goal</b> |
| _____                          |
| _____                          |
| _____                          |
| _____                          |
| _____                          |
| _____                          |

The **initial transition goal** should be developed with the following questions in mind.

- What are the student's educational plans after commitment?
- What is the student's diploma option?
- What school would the student like to return to?

Depending on diploma option and educational plans after commitment, what does the student need to achieve in commitment in order to best prepare him/her for reentry?



|  |   |
|--|---|
| <p><b>Reading Goal</b></p> <hr/> <hr/> <hr/> <hr/> <p><b>Instructional Objective</b></p> <hr/> <hr/> <hr/> <p><b>Instructional Objective</b></p> <hr/> <hr/> <hr/> | <p>The <b>reading/literacy goal</b> should be based on an accurate assessment and initial student and instructional personnel interactions. The goal should be a measurable achievement the student will attempt prior to his/her exit from the commitment program.</p> <p>An <b>instructional objective</b> should</p> <ol style="list-style-type: none"> <li>1. be a smaller, measurable increment of the goal</li> <li>2. contain strategies stating how the objective will be achieved; strategies should take into consideration the curriculum and instructional techniques employed at the program</li> <li>3. include a time frame for completion of the objective</li> <li>4. include criteria for evaluating progress made toward meeting the objective.</li> </ol> <p>The <b>writing goal</b> should be based on an accurate assessment and initial student and instructional personnel interactions. The goal should be a measurable achievement the student will attempt prior to his/her exit from the commitment program.</p> <p>Each instructional objective should meet each of the four requirements previously listed.</p> |
| <p><b>Writing Goal</b></p> <hr/> <hr/> <hr/> <hr/> <p><b>Instructional Objective</b></p> <hr/> <hr/> <hr/> <p><b>Instructional Objective</b></p> <hr/> <hr/> <hr/> | <p>The <b>math goal</b> should be based on an accurate assessment and initial student and instructional personnel interactions. The goal should be a measurable achievement the student will attempt prior to his/her exit from the commitment program.</p> <p>Each instructional objective should meet each of the four requirements previously listed.</p>  |
| <p><b>Math Goal</b></p> <hr/> <hr/> <hr/> <hr/> <p><b>Instructional Objective</b></p> <hr/> <hr/> <hr/> <p><b>Instructional Objective</b></p> <hr/> <hr/> <hr/>    |   |

**Career Awareness and/or  
Employability Skills Goal**

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---

**Instructional Objective**

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---

**Instructional Objective**

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---

The **career awareness and/or employability skills goal and instructional objectives** should relate to the program's career awareness and employability skills instruction and the transition goal(s) of the student.

Each instructional objective should meet each of the four requirements previously listed.

**Vocational Training Goal**

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---

**Instructional Objective**

---

---

**Instructional Objective**

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---

The **vocational training goal and instructional objectives** should be developed if a program offers vocational curricula.

Each instructional objective should meet each of the four requirements previously listed.

**Other Goals**

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---

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**Objective**

---

---

**Objective**

---

---

**Other goals** may include ones that are specific to a program's curriculum, to treatment, or to classroom behavior.

Each objective should meet each of the four requirements previously listed.

## 3.6 Illustration of Information Used in an Exit/Transition Plan

The following illustration of an exit/transition plan form is not intended to be a complete format. It is provided only to illustrate the development of transitional goals and needs.

### Exit/Transition Plan

|                               |                      |
|-------------------------------|----------------------|
| <b>Student Name</b> _____     |                      |
| <b>DOB</b> _____              | <b>DOE</b> _____     |
| <b>Grade</b> _____            |                      |
| <b>Diploma Option</b> _____   |                      |
| ESE _____                     | Exceptionality _____ |
| ESOL _____                    |                      |
| <b>Program Name</b> _____     |                      |
| <b>Home School</b> _____      |                      |
| <b>Assessment Information</b> |                      |
| <b>Academic</b>               |                      |
| Pre-Assessment Reading        |                      |
| Date _____                    | Score _____          |
| Post-Assessment Reading       |                      |
| Date _____                    | Score _____          |
| Pre-Assessment Math           |                      |
| Date _____                    | Score _____          |
| Post-Assessment Math          |                      |
| Date _____                    | Score _____          |
| Pre-Assessment Writing        |                      |
| Date _____                    | Score _____          |
| Post-Assessment Writing       |                      |
| Date _____                    | Score _____          |
| <b>Vocational/Career</b>      |                      |
| Pre-Assessment                |                      |
| Date _____                    | Score _____          |
| Post-Assessment               |                      |
| Date _____                    | Score _____          |
| <b>Learning Style</b>         |                      |
| Pre-Assessment                |                      |
| Date _____                    | Score _____          |
| Post-Assessment               |                      |
| Date _____                    | Score _____          |
| <b>Other</b>                  |                      |
| Pre-Assessment                |                      |
| Date _____                    | Score _____          |
| Post-Assessment               |                      |
| Date _____                    | Score _____          |

Write the name of each assessment used. Document the date that the pre-assessment was administered and the score. Also document the date that the post-assessment was administered and the score.

|   |   |
|---|---|
| <p><b>Recommended Next Educational Placement</b></p> <p>_____</p> <p>_____</p>  | <p>Name the specific school or alternative program that the student wishes to attend and in which he or she will most likely succeed.</p>   |
| <p><b>Recommended Conditional Release Services and Living Conditions / Aftercare Provider</b></p> <p>_____</p> <p>_____</p> | <p>Name the specific conditional release or reentry program that will be providing services to the student. Also, when necessary, recommend the specific living arrangements for the most appropriate environment.</p>  |
| <p><b>Post-Release Educational Plans</b></p> <p>_____</p> <p>_____</p>  | <p>List the student's specific educational needs for literacy, high school graduation or its equivalent, and/or post-secondary educational goals.</p>   |
| <p><b>Job/Career Plans</b></p> <p>_____</p> <p>_____</p>  | <p>List the specific employment that the student wishes to seek during reentry and any future job/career plans.</p>   |
| <p><b>Technical Training Plans</b></p> <p>_____</p> <p>_____</p>  | <p>List the specific technical training options the student wishes to pursue that are available to the student after release.</p>   |
| <p><b>Continuing Treatment Goal</b></p> <p>_____</p> <p>_____</p>   | <p>List the continuing treatment needs of the student.</p>  |
| <p><b>Community Involvement/Interaction Goal</b></p> <p>_____</p> <p>_____</p> <p>_____</p>                                 | <p>Include strategies of how the student will interact positively with the community, such as involvement in athletics, hobbies, and volunteer projects.</p>  |
| <p><b>Community Transition Support Systems</b></p> <p>_____</p> <p>_____</p>  | <p>List community support transition support systems.</p>   |
| <p><b>Parties responsible for implementing the plan</b></p> <p>_____</p> <p>_____</p> <p>_____</p>                          | <p>Forward all continuing education and treatment goals to the conditional release program, the reentry counselor, or the JPO. The student should continue to achieve the goals listed on his or her IAP, treatment plan, and exit/transition plan during reentry, with assistance from the student's community support system (e.g., substance abuse counseling, support groups, or anger management).</p> |
| <p><b>Date the plan was provided to responsible parties</b></p> <p>_____</p>  |   |

## 3.7 Model Treatment Team

### **Purpose**

The treatment team should act as the student's support system while the student is in the commitment program. The treatment team's purpose is to assess the student's needs, provide the student with realistic goals for treatment and education, provide guidance in treatment and education, and evaluate each student's progress in treatment and education during the student's commitment. Treatment team members should act in the best interest of the student.

### **Personnel Involved**

A treatment team should consist of but is not limited to the following individuals:

- student
- behavioral staff specialist
- transition specialist
- instructional personnel and/or guidance counselor
- program treatment and/or mental health specialist
- ESE personnel (when appropriate).

### **Discussion**

During treatment team meetings, the team should discuss specific progress on behavior, treatment, and educational goals. The team should adjust goals as needed when they are achieved, when they are found to be inappropriate, or when a diagnosis has changed.

### **Outcomes**

1. a detailed treatment plan
2. a detailed IAP
3. documented academic and treatment progress
4. revised academic and treatment goals and objectives as needed.

## 3.8 Model Transition Team

### **Purpose**

The purpose of a transition team is to conduct transition staffings to prepare students for reentry into community, school, home, and work settings. The transition team also serves as a link between the student's commitment support system (treatment team) and community support system (parents, JPOs, school counselors, conditional release counselors, etc.).

### **Personnel Involved**

A transition team should consist of but is not limited to the following individuals:

- student
- commitment program instructional personnel
- program transition specialist
- program counselor, treatment specialist, or mental health specialist
- guidance counselor or academic advisor
- program behavior specialist
- parent, legal guardian, or family support member
- ESE instructional personnel (when appropriate)
- conditional release and/or juvenile probation representative
- “home” school guidance counselor or “home” school district representative (when possible).

### **Discussion**

Transition teams should be developed on the student's entry to the commitment program. An initial transition team meeting should discuss what educational, living, and work-related options the student is interested in attempting after release. Transition staffings that occur prior to release should begin by evaluating the student's progress made in commitment. Every treatment area should be discussed, including the home, community, schooling, behavior, mental health, and employment. After an exit/transition plan is developed, the transition team should review the plan in a third transition staffing prior to the student's release.

### **Outcomes**

1. A detailed exit/transition plan should be developed.
2. Specific schools should be recommended to the parent, the conditional release counselor, and the receiving school district.
3. Prior to release, the student's post-commitment support system (conditional release counselor, JPO, parent, guardian, “home” school guidance counselor, etc.) should be contacted and encouraged to participate in the student's exit staffing.

4. Each student, his/her parent, conditional release counselor, and/or JPO should be aware of the continuing goals the student must achieve in order to make a successful transition back to the home, community, school, and/or work.

## 3.9 Student Portfolios

Rule 6A-6.05281(5)(d), FAC, requires exit portfolios for students in commitment, day treatment, or early delinquency intervention programs to be provided to DJJ personnel for inclusion in the DJJ commitment file prior to students exiting the program.

Listed below are items that should be placed in the DJJ commitment file prior to the student's release.

1. copy of the student's exit/transition plan
2. current permanent record card generated from the school district MIS, which reflects the total number of credits students have received toward high school graduation, including those credits earned prior to commitment
3. school district withdrawal form with grades in progress from commitment
4. current IEP, 504 Plan, or IAP
5. pre- and post-assessment information
6. state and district wide assessment information
7. length of participation in the program
8. copies of any diplomas or educational certificates awarded from the school district and/or commitment program
9. examples of student work (e.g., writing samples, photos of completed vocational projects, and art work).

### 3.10 Example of a Four-Year Graduation Plan

This example of a four-year graduation plan includes requirements from the *Florida Course Code Directory and Instructional Personnel Assignments*.

| <b>Example of Four-Year Graduation Plan</b>  |                             |   |  |  |
|--|-----------------------------|---|--|--|
| <b>English<br/>(4 credits)</b>   | English I                   | English II  | English III  | English IV   |
| English courses must include major concentrations in composition and literature.   |                             |   |  |  |
| <b>Mathematics<br/>(3 credits)</b>   |                             |   |  |  |
| For students entering 9th grade in 1997-1998 and thereafter, successful completion of Algebra I, or a series of courses equivalent to Algebra I, or a higher level mathematics course for those who mastered Algebra I prior to high school is required. Courses deemed equivalent for meeting the Algebra I requirement are (1) Algebra I, (2) Algebra I Honors, (3) Algebra Ia and Algebra Ib, (4) Applied Mathematics I and Applied Mathematics II, and (5) Integrated Mathematics I and Integrated Mathematics II. |                             |   |  |  |
| <b>Science<br/>(3 credits)</b>   |                             |   |  |  |
| Two of the science credits must include a laboratory component. Effective July 1, 2001, Agriscience Foundations I, the core course in secondary Agriscience and Natural Resources programs, counts as one of the science credits. [A waiver of the laboratory component by the State Board of Education may be requested by a school district in accordance with section 1003.43, F.S. Also see Basic Education Course Substitutions and Career and Technical Education Course Substitutions.]                         |                             |   |  |  |
| <b>Social Studies<br/>(3 credits)</b>  | American History (1 credit) | World History (1 credit)<br>This course shall include a comparative study of the history, doctrines, and objectives of all major political systems. | Economics (0.5 credit)<br>This course shall include a comparative study of the history, doctrines, and objectives of all major economic systems. | American Government (0.5 credit)<br>For students entering 9th grade in the 1997-98 school year and thereafter, this course shall include the study of the U.S. Constitution and the Florida Government including the study of the State Constitution, the three branches of government, and municipal and county government. |
| <b>Practical Arts Career Education or Exploratory Career Education (1 credit)</b>  |                             | <b>OR</b>   | <b>Performing Fine Arts (1 credit)</b>   |  |



| <b>Example of Four-Year Graduation Plan</b>  |  |  |  |
|--|--|--|--|
| One credit is required in one of the above course areas or a combination of 0.5 credit from each of the above (0.5 Practical Arts and 0.5 Performing Fine Arts).   |  |  |  |
| <b>Life Management Skills<br/>0.5 credits)</b>   |  |  |  |
| Health I-Life Management Skills (0800300) and Life Management Skills (8502000) are courses that may be used to satisfy the Life Management Skills graduation requirement. Both courses must contain all requirements specified in Sections 1003.43 (1), and 1003.42 (I) (m), F.S. Also see Basic Education Course Substitutions. |  |  |  |
| <b>Physical Education<br/>(1 credit or 0.5 if the student entered<br/>9th grade prior to the 1999-2000<br/>school year)</b>  | <b>1.0 Credit to include<br/>assessment, improvement, and<br/>maintenance of personal<br/>fitness. Personal Fitness<br/>(1501300) is required to<br/>satisfy a half credit of this<br/>requirement. Any other<br/>physical education course will<br/>meet the other half credit.</b> |  |  |
| <b>Electives<br/>(8.5 credits or 9 if the student entered 9th grade prior to the 1999-2000 school year)</b>  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Note:** A detailed explanation of graduation requirements and course substitutions is available in the *Course Code Directory* or on-line at [www.fldoe.org](http://www.fldoe.org)

## 3.11 Procedures for Securing Educational Records and Content of Educational Records

### Procedures for Securing Educational Records

To provide a continuum of educational services, DJJ and the educational QA standards require the use of the DJJ commitment file when students transfer from detention, to commitment, to reentry, or from one commitment program to another. The commitment file is the only file that follows the student throughout the DJJ system. JPOs and educational personnel in detention centers should provide all of the required educational records to DJJ transportation personnel for delivery to the commitment facility. Commitment programs are also required to place records in the student's commitment file prior to release from the commitment facility. Educational personnel in commitment programs assigned to request educational records and enroll students should also review the DJJ face sheet and commitment history to determine all of the relevant schools and programs from which to request records.

When educational records do not arrive via the student's commitment file, the following procedures should be employed.

The transfer of records from the student's previous school district must be made immediately on written request of the receiving DJJ facility. Beginning with the 2000-2001 school year, the school district must send these records within five working days of receiving the request.

To meet these requirements, the DJJ facility should request the interdistrict transfer of the student's educational records from the student's previous Florida public school district using the Florida Automated System for Transferring Educational Records (FASTER) to transfer interdistrict records. Through FASTER, all of the student's category A information and some of the category B records will be received. Additional category B records are to be sent via hard copy to the DJJ facility. These categories are defined below.

The school district MIS office can attempt to locate the previous Florida public school in which the student was enrolled when this information is not readily available. The student locator menu in the student database system should be used for this purpose.

For students coming from private and out-of-state schools, a written request should be mailed or faxed for educational records.

## **Roles and Responsibilities**

"In-county" records should be requested and transferred according to the school district's policies for transfer of records between schools. "Out-of-county" records should be requested electronically through FASTER, following the school district MIS office's established procedures.

Part of each school district's cooperative agreement with DJJ should be procedures and timelines for the timely documentation of credits earned and the transfer of student records.

## **Content of Educational Records**

The following educational information must be maintained as part of a youth's commitment record:

1. category A information as defined in Rule 6A-1.0955(3), FAC.
  - a. student's full legal name
  - b. authenticated birth date, place of birth, race, and sex
  - c. last known address of the student
  - d. names of the student's parent or guardian
  - e. name and location of last school attended
  - f. number of days present and absent, date enrolled, and date withdrawn
  - g. courses taken and record of achievement, such as grades, units, or certification of competence

- h. date of graduation or date of program completion.
2. additional information required by section 228.081(3)(i), F.S.
    - a. a copy of the student's IAP
    - b. assessment data, including grade level proficiency in reading, writing, and mathematics, and performance on tests taken according to section 229.57, F.S.
    - c. a copy of the student's academic transcript that delineates each course completed by the student
    - d. a portfolio reflecting the youth's academic accomplishments while in the DJJ program.
  3. category B records, as listed in Rule 6A-1.0955(4), FAC, if available may include but are not limited to the following information:
    - a. health information
    - b. family background data
    - c. standardized test scores
    - d. educational and career plans
    - e. honors and activities
    - f. work experience reports
    - g. instructional personnel comments
    - h. reports of student services, or exceptional student staffing committees, including all information required by section 230.23(4)(m)7, F.S.
    - i. correspondence from community agencies or private professionals
    - j. driver education certificate
    - k. a list of schools attended
    - l. written agreements of corrections, deletions, or expunctions as a result of meetings or hearings to amend educational records.

# 3.12 Sample Permanent Record Card for MIS

This page and the following three pages represent a sample school district permanent record card.

TO - DISTRICT: 000064 VOLUSIA SCHOOL: 9801 DEMOGRAPHIC INFORMATION  
 GRADE LEVEL: 08 PREPARED DATE: 04/22/1996 CURRENT DISTRICT: 64 VOLUSIA FILE: SRTS1215  
 FL STUDENT ID: ##### SSN: ###-##-#### CURRENT SCHOOL: 9801 DETENTION HOME PAGE 01 OF 04

LEGAL NAME: JOHNNY DOE (904) 555-5555 ALPHA ID: DLJC  
 MAILING: ##### MAGNOLIA DRIVE  
 ADDRESS: DAYTONA BEACH FL 32725  
 DISTRICT STUDENT ID: DLJC FL STUDENT ID-ALIAS: 265846999X  
 PARENT / GUARDIAN (NAME/COD): MRS. DOE RACIAL / ETHNIC CATEGORY: W SEX: F  
 LEGAL GUARDIAN BIRTHDATE: 07/22/1980 BIRTH VERIFICATION:  
 1 BIRTHPLACE: DELAND FL

IMMUNIZATION STATUS: PERMANENT IMMUNIZATION CERTIFICATE  
 VACCINE STATUS DATE VACCINE CERTIFICATE EXPIRATION DATE:  
 TYPE DOSE DATE DOSE DATE DOSE DATE DOSE DATE  
 DTP 5 01/27/1985  
 POLIO 5 01/27/1985  
 MMR 2 01/27/1985

----- COURSE INFORMATION -----

DISTRICT: 64 SCHOOL: 9801 DETENTION HOME DISTRICT: 64 SCHOOL: 9801  
 YEAR: 94-95 GRADE LEVEL: 08 YEAR: 95-96 GRADE LEVEL: 09

| SUBJECT    | CRSE          | CREDIT | SUBJECT | CRSE | CREDIT    | T COURSE # | COURSE TITLE       |    |           |
|------------|---------------|--------|---------|------|-----------|------------|--------------------|----|-----------|
| T COURSE # | COURSE TITLE  | AREA   | FLAG    | GRD  | ATT./EARN | T COURSE # | COURSE TITLE       |    |           |
| 2 7810010  | LANG ART: 6-8 | EN     |         | C    | 0.00 0.00 | 1 7910390  | FUNC L A: COMP     | EN | 0.50 0.00 |
| 2 7812010  | MATH: 6-8     | MA     |         | C    | 0.00 0.00 | 1 7912340  | FUNC MATH: COMP    | MA | 0.50 0.00 |
| 2 7820010  | SCI: 6-8      | SC     |         | C    | 0.00 0.00 | 1 7920300  | FUNC SCI: COMP     | SC | 0.50 0.00 |
| 2 7821020  | SOC PER: 6-8  | EL     |         | C    | 0.00 0.00 | 1 7921300  | FUNC SOC ST: COMP  | EL | 0.50 0.00 |
| 2 7821010  | SOC STUD: 6-8 | EL     |         | C    | 0.00 0.00 | 1 7963070  | SOC PSNL SK        | EL | 0.50 0.00 |
| 2 7863010  | U SK: 6-8     | EL     |         | C    | 0.00 0.00 | 1 7963130  | UNIQUE SK          | EL | 0.50 0.00 |
|            |               |        |         |      |           | 2 7910390  | FUNC L A: COMP     | EN | 0.50 0.00 |
|            |               |        |         |      |           | 2 7910390  | FUNC MATH: COMP    | MA | 0.50 0.00 |
|            |               |        |         |      |           | 2 7920300  | FUNC SCI: COMP     | SC | 0.50 0.00 |
|            |               |        |         |      |           | 2 7921300  | RFUNC SOC ST: COMP | EL | 0.50 0.00 |
|            |               |        |         |      |           | 2 7963070  | SOC PSNL SK        | EL | 0.50 0.00 |
|            |               |        |         |      |           | 2 7963130  | UNIQUE SK          | EL | 0.50 0.00 |

DISTRICT: 64 SCHOOL: 9892 STEWART TREATMENT CENTER  
 YEAR: 94-95 GRADE LEVEL: 08

| T COURSE # | COURSE TITLE | AREA | FLAG | GRD | CREDIT    | ATT./EARN |
|------------|--------------|------|------|-----|-----------|-----------|
| S 7855010  | ACAD: 6-8    | EL   |      | B   | 0.00 0.00 | 2 7963130 |

CREDIT, TERM: 6.00 0.00

DISTRICT: 64 SCHOOL: 9892 STEWART TREATMENT  
 YEAR: 94-95 GRADE LEVEL: 08

| T COURSE # | COURSE TITLE | AREA | FLAG | GRD | CREDIT    | ATT./EARN | 95-96 | ANNUAL       | DAYS-PRESENT: | ABSENT: |
|------------|--------------|------|------|-----|-----------|-----------|-------|--------------|---------------|---------|
| 1 7855010  | ACAD: 6-8    | EL   |      | B   | 0.00 0.00 | 0.00 0.00 |       | SUMMER TERMS | DAYS-PRESENT: | ABSENT: |

CREDIT, TERM: 0.00 0.00

94-95 ANNUAL DAYS-PRESENT: 114 ABSENT: 5

TO - DISTRICT: 000064 VOLUSIA  
 INFORMATION  
 GRADE LEVEL: 08 PREPARED DATE: 04/22/1996  
 FL STUDENT ID: ##### SSN: ##-##-####

SCHOOL: 9801 DEMOGRAPHIC  
 FILE: SRTS1215  
 CURRENT DISTRICT: 64 VOLUSIA PAGE 02 OF 04  
 CURRENT SCHOOL: 9801 DETENTION HOME

LEGAL NAME: JOHNNY DOE

(904) 555-5555 ALPHA ID: DLJC

```

***** CUMULATIVE SUMMARY *****
*
*           AS OF: 04/22/1996
*
*           -----CREDITS-----
*
*           SUBJECT   TOTAL   TOTAL   TOTAL
*           AREA     TO DATE  NEEDED  REMAINING
*
* ENGLISH (EN)      0.00    4.00    4.00
* MATHEMATICS (MA)  0.00    3.00    3.00
* SCIENCE (SC)      0.00    3.00    3.00
* AMER HISTORY (AH) 0.00    1.00    1.00
* WORLD HISTORY (WH) 0.00    1.00    1.00
* ECONOMICS (EC)    0.00    0.50    0.50
* AMER GOV. (AG)    0.00    0.50    0.50
* VOCATIONAL/ (VO/
* PERFORM FINE PF)  0.00    1.00*   1.00*
* ART
* LIFE MG. SKILLS (LM) 0.00    0.50    0.50
* PHYSICAL ED (PE)  0.00    1.00    1.00
* FOREIGN LANG. (FL) 0.00
* LANG. ARTS (LA)   0.00
* SOC. STUDIES (SS) 0.00
* ELECTIVE (EL)     0.00    8.50    8.50
* ESE (EX)          0.00
* COMPUTER ED. (CE) 0.00
* CREDITS, CUMULATIVE 0.00    24.00   24.00
* *TOTALS INCLUDE VOCATIONAL & PERFORM FINE ARTS
*
*           GPA   QTY PTS   GPA   QTY PTS
* DISTRICT: 0.0000  0.00    0.0000  0.00
* CERTIFIED BY:
*
* SIGNATURE: _____
*
* DATE: _____
*****
    
```

A Transition Guidebook for Educational Personnel of Juvenile Justice Programs

TO DISTRICT: 0000064 VOLUSIA  
 GRADE LEVEL: 09 PREPARED DATE: 04/22/1996  
 FL STUDENT ID: SSN:  
 LEG. NAME:

SCHOOL: 9801 COMMENTS  
 CURRENT DISTRICT: 64 VOLUSIA  
 CURRENT SCHOOL: 9801 DETENTION HOME  
 (904) 239-6210

FILE: SRY5121S  
 PAGE 03 OF 04  
 ALPHA ID: DLJC

-----DEFINITION OF TERM CODES-----

| CODE DEFINITION           | CODE DEFINITION   | CODE DEFINITION | CODE DEFINITION | CODE DEFINITION |
|---------------------------|-------------------|-----------------|-----------------|-----------------|
| 1 SEMESTER 1              | T* INTERSESSION 1 | B TRIMESTER 1   | E QUINMESTER 1  | J SIX WEEKS 1   |
| 2 SEMESTER 2              | U* INTERSESSION 2 | C TRIMESTER     | F QUINMESTER 2  | K SIX WEEKS 2   |
| 3 ANNUAL                  | V* INTERSESSION 3 | D TRIMESTER     | G QUINMESTER 3  | L SIX WEEKS 3   |
| 4 SUMMER SESSION 1        | W* INTERSESSION 4 | 6 QUARTER 1     | H QUINMESTER 4  | M SIX WEEKS 4   |
| 5 SUMMER SESSION 2        | X* INTERSESSION 5 | 7 QUARTER 2     | I QUINMESTER 5  | N SIX WEEKS 5   |
| 6 COMBINED SUMMER SESSION |                   | 8 QUARTER       |                 | O SIX WEEKS 6   |

\*NOTE: INTERSESSION CODES ARE USED (INSTEAD OF SUMMER SCHOOL SESSIONS) WITH YEAR-ROUND SCHOOL

-----STATE GRADING SCALE - EFFECTIVE WITH ENTERING 9<sup>TH</sup> GRADER IN THE 87-88 SCHOOL YEAR-----

| GRADE | GRADE EQUIVALENT | QUALITY POINTS | GRADE | GRADE EQUIVALENT | QUALITY POINTS | GRADE | GRADE EQUIVALENT | QUALITY POINTS |
|-------|------------------|----------------|-------|------------------|----------------|-------|------------------|----------------|
| A     | = 85 - 93        | 4.00           | B     | = 85 - 93        | 3.00           | C     | = 75 - 84        | 2.00           |
| D     | = 65 - 74        | 1.00           | F     | = 0 - 64         |                |       |                  |                |

-----STATE DEFINED COURSE FLAGS-----

E = ACADEMIC SCHOLAR - ELECTIVE  
 G = GIFTED  
 I = INCLUDE IN GPA  
 P = COURSE IN PROGRESS

R = ACADEMIC SCHOLAR - REQUIREMENT  
 H = HONORS  
 X = EXCLUDE FROM GPA  
 S = CREDIT AWARDED BY SLEP EXAM  
 N = NO CREDIT  
 W = EXCLUDE FROM STATE GPA  
 T = TRANSFERRED COURSE

VOCATIONAL SUBSTITUTION COURSES -

1 = SUB FOR PRACTICAL ARTS  
 4 = SUB FOR MA I 1205380  
 7 = SUB FOR ANAT PHYSIO 2000350  
 2 = SUB FOR BUS EN I 1001440  
 5 = SUB FOR MA I 1205380/II 1205390  
 8 = SUB FOR PRE ALGEBRA 1200300  
 3 = SUB FOR BUS EN I 1001440/II 1001450  
 6 = SUB FOR GEN SCI 2002310  
 9 = NINTH GRADER

LEP INSTRUCTION -

M = HOME LANGUAGE INSTRUCTION  
 D = ESE INSTRUCTION  
 B = HOME LANGUAGE &/OR ESOL INSTRUCTION (ELEMENTARY SELF-CONTAINED)

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THE DISTRICT GPA IS WEIGHTED BY AWARDING AN ADDITIONAL 1.0 QUALITY POINT FOR EACH AP AND 1B COURSE. HONORS & OTHER SELECTED COURSES RECEIVE AN ADDITIONAL 1.5 QUALITY POINT. THE 1B PROGRAM IS OFFERED AT H.S. 1453 & 4436.

TO - DISTRICT: 000064 VOLUSIA  
 GRADE LEVEL: 09 PREPARED DATE: 4/22/1996  
 FL STUDENT ID: SSN:

SCHOOL: 9801 CATEGORY B INFORMATION  
 CURRENT DISTRICT: 64 VOLUSIA  
 CURRENT SCHOOL: 9801 DETENTION HOME

FILE: SRTS 1215  
 PAGE 04 OF 04

LEGAL NAME:

(904) 239-6210

ALPHA ID: DLJC

WITHDRAWAL-DATE: 01/26/1996 CODE: WO2

HOME LANGUAGE SURVEY DATE: 08/19/1992  
 NATIVE LANGUAGE: EN ENGLISH

COUNTRY OF BIRTH: ZZ UNITED STATES  
 PRIMARY HOME LANGUAGE: EN ENGLISH

HEALTH EXAMINATION. SCHOOL ENTRY: T

-----EXCEPTIONAL STUDENT INFORMATION-----

STUDENT PLAN DATE: 06/20/1995 MOST RECENT REEVALUATION DATE: 10/18/1992  
 PRIMARY EXCEPTIONALITY: Q SEVERELY EMOTIONALLY DISTURBED

CHAPTER 1 - HANDICAPPED - TRANSFER STATUS: 0 NOT APPLICABLE

-----EXCEPTIONAL STUDENT PROGRAM INFORMATION-----

|                                | FEFP PGM<br>NO. STATUS | PLACEMENT           | REFERRAL<br>DATE | EVALUATION<br>COMPLETION<br>DATE | ELGB<br>DETERM<br>DATE | PLACEMENT |                   |
|--------------------------------|------------------------|---------------------|------------------|----------------------------------|------------------------|-----------|-------------------|
|                                |                        |                     |                  |                                  |                        | DATE      | DISMISSAL<br>DATE |
| EXCEPTIONALITY                 | 210                    |                     | 09/14/92         | 10/28/92                         | 11/2/92                | 11/04/92  | 07/27/94          |
| SPECIFIC LEARNING DISABLED     | 211                    |                     | 00/00/00         | 03/16/9                          | 06/07/90               | 06/07/90  | 11/04/92          |
| SEVERELY EMOTIONALLY DISTURBED | 215                    | ELIGIBLE AND PLACED |                  |                                  | 07/14/94               | 07/25/94  | 07/27/94          |

-----DROPOUT PREVENTION PROGRAM INFORMATION-----

PLACEMENT REASONS

DROPOUT PREVENTION PROGRAM  
 YOUTHS SVCS PGMS-DELINQUENTS  
 YOUTHS SVCS PGMS-DELINQUENTS  
 YOUTHS SVCS PGMS-DELINQUENTS

-----TEST INFORMATION-----

TEST INFORMATION:

| TEST<br>GRD | TEST LEVEL<br>DATE | TEST LEVEL<br>NAMEFORM | SUBJECT<br>CONTENT | TYPE | SCORE<br>TYPE | SUBJECT<br>CONTENT | SCORE<br>TYPE | SUBJECT<br>CONTENT | SCORE<br>TYPE |    |      |
|-------------|--------------------|------------------------|--------------------|------|---------------|--------------------|---------------|--------------------|---------------|----|------|
| 02          | 02/11/89           | CAP                    | READ (T)           | NP   | 0018          | READ (T)           | NS            | 0003               | READ (T)      | SS | 0315 |
|             |                    |                        | LANGUAGE           | NP   | 0040          | LANGUAGE           | NS            | 0005               | LANGUAGE      | SS | 0382 |
|             |                    |                        | MATH (T)           | NP   | 0052          | MATH (T)           | NS            | 0005               | MATH (T)      | SS | 0437 |
| 03          | 04/17/90           | CAP                    | READ(T)            | NP   | 0014          | READ (T)           | NS            | 0003               | READ (T)      | SS | 0379 |
|             |                    |                        | LANGUAGE           | NP   | 0015          | LANGUAGE           | NS            | 0003               | LANGUAGE      | SS | 0384 |
|             |                    |                        | MATH (T)           | NP   | 0002          | MATH (T)           | NS            | 0001               | MATH (T)      | SS | 0401 |

### 3.13 Statewide List of Transition Contacts for Each School District

One of the critical elements to ensuring a smooth transfer of educational records between transferring and receiving school districts is to identify one individual in each school district who will support students returning from DJJ facilities. The transition committee, DOE, DJJ, and JJEEP developed a web based school district contact list identifying transition coordinators in every district. The person identified in each district is responsible for transferring and receiving educational records and providing information to other districts on local school options for returning DJJ students. It is each school district’s responsibility to email the jjeep web server to keep this contact information updated. The contact information is posted at [www.jjeep.org](http://www.jjeep.org) and [www.fldoe.org](http://www.fldoe.org).

### 3.14 Transition-Related Internet Resources

The following websites provide a variety of information related to transition services for youths, including information that may be helpful in assisting students with continuing education, employment, and community life.

|  |   |
|--|---|
| *The Florida Department of Education   | <a href="http://www.firn.edu/doi">http://www.firn.edu/doi</a>   |
| The United States Department of Education  | <a href="http://www.ed.gov/index.html">http://www.ed.gov/index.html</a>                                 |
| *Florida’s multi-agency network for students with severe emotional disturbances—includes information for students in need of integrated education and treatment services | <a href="http://www.sednet.org">http://www.sednet.org</a>   |
| *Florida Alliance of Information and Referral Services—includes information on statewide community resources   | <a href="http://www.flairs.org">http://www.flairs.org</a>   |
| The Transition Center at the University of Florida—includes research and information on employment, education, and community services for youths with disabilities       | <a href="http://www.coe.ufl.edu/center/transition.htm">http://www.coe.ufl.edu/center/transition.htm</a> |
| The National Center on Education, Disability, and Juvenile Justice—includes information on effective transition services for juvenile justice youths                     | <a href="http://www.edjj.org">http://www.edjj.org</a>   |
| Career Resource Center—includes an index of career-related web sites   | <a href="http://www.careers.org">http://www.careers.org</a>   |
| Marriott Foundation for People with Disabilities and “Bridges ... from School to Work”   | <a href="http://www.marriottfoundation.org">http://www.marriottfoundation.org</a>                       |
| National Center for Research in Vocational Education, University of California, Berkeley—includes research, development, and outreach in work-related education          | <a href="http://vocserve.Berkeley.edu">http://vocserve.Berkeley.edu</a>                                 |



---

|   |   |
|---|---|
| The Independent Living Research Utilization Program—includes information, training, research, and technical assistance for independent living                                     | <a href="http://www.ilru.org/ilru-overview.html">http://www.ilru.org/ilru-overview.html</a>                 |
| The National Parent Information Network—includes resources and information for parents  | <a href="http://npin.org">http://npin.org</a>   |
| The Transition Research Institute at the University of Illinois—identifies information to promote the successful transition of youths with disabilities from school to adult life | <a href="http://www.ed.uiuc.edu/sped/tri/institute.html">http://www.ed.uiuc.edu/sped/tri/institute.html</a> |

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\*Funded by the Florida Department of Education







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The New Department of  
**Education**

**John L. Winn, Commissioner**