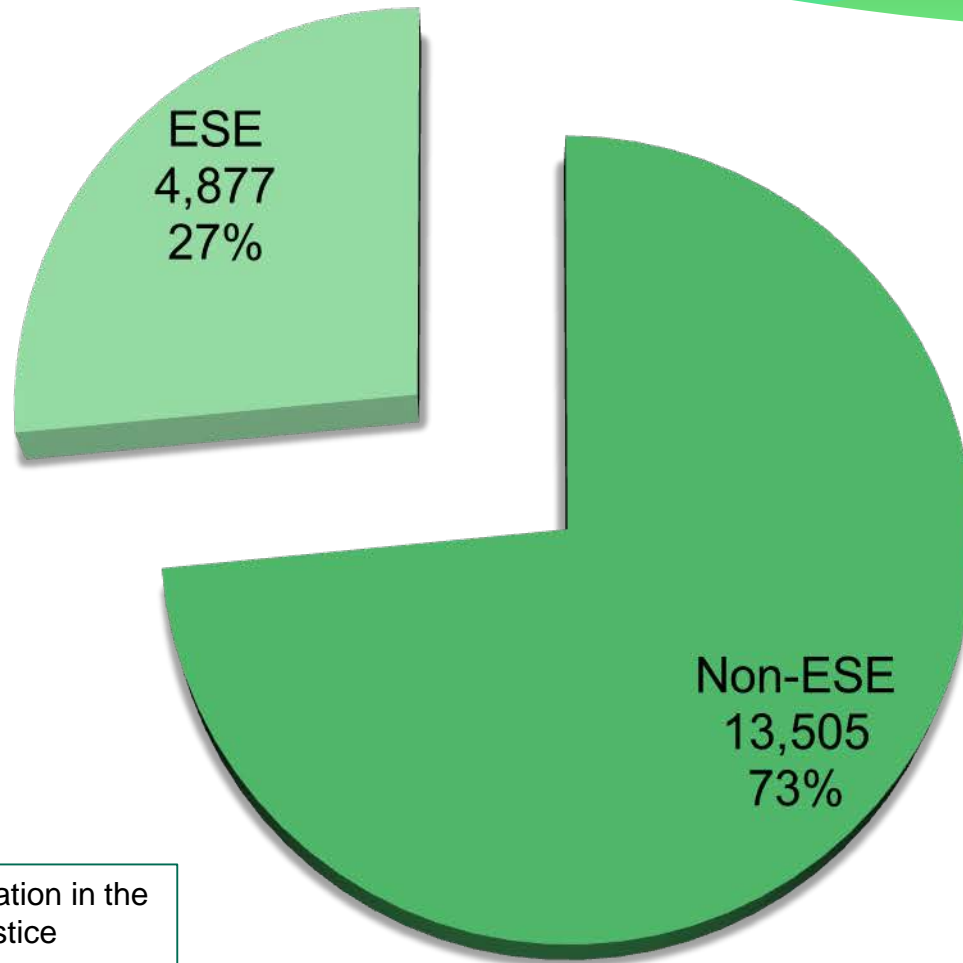


# Overview of Secondary Transition in Department of Juvenile Justice (DJJ) Programs

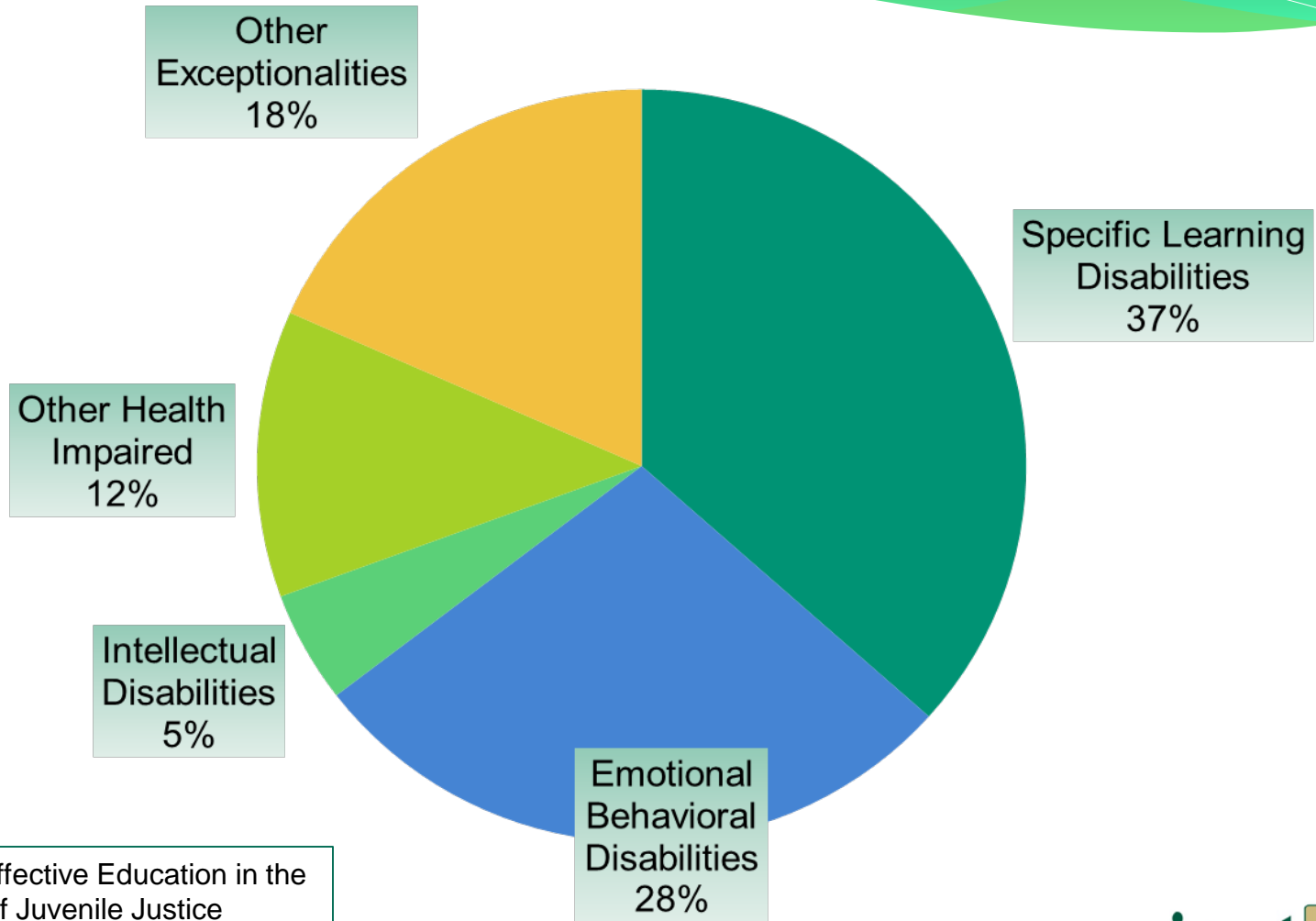
Carla Greene, M.S. – FDOE and Project 10  
Juvenile Justice Liaison

# Number of Students Served in DJJ Programs in School Year 2015-2016 = 18,382



Developing Effective Education in the  
Department of Juvenile Justice  
Annual Report 2017

# Exceptionalities of Students with Disabilities in DJJ Programs for School Year 2015-2016



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# DJJ Program Types

- \* **Detention**

The custody status for youth who are held pursuant to a court order or after being taken into custody for a violation of the law.

- \* **Prevention (i.e. PACE Center for Girls)**

Youth volunteers for this type of program. The program implements strategies, initiatives, and networks designed to prevent children from making contact with the juvenile justice system.

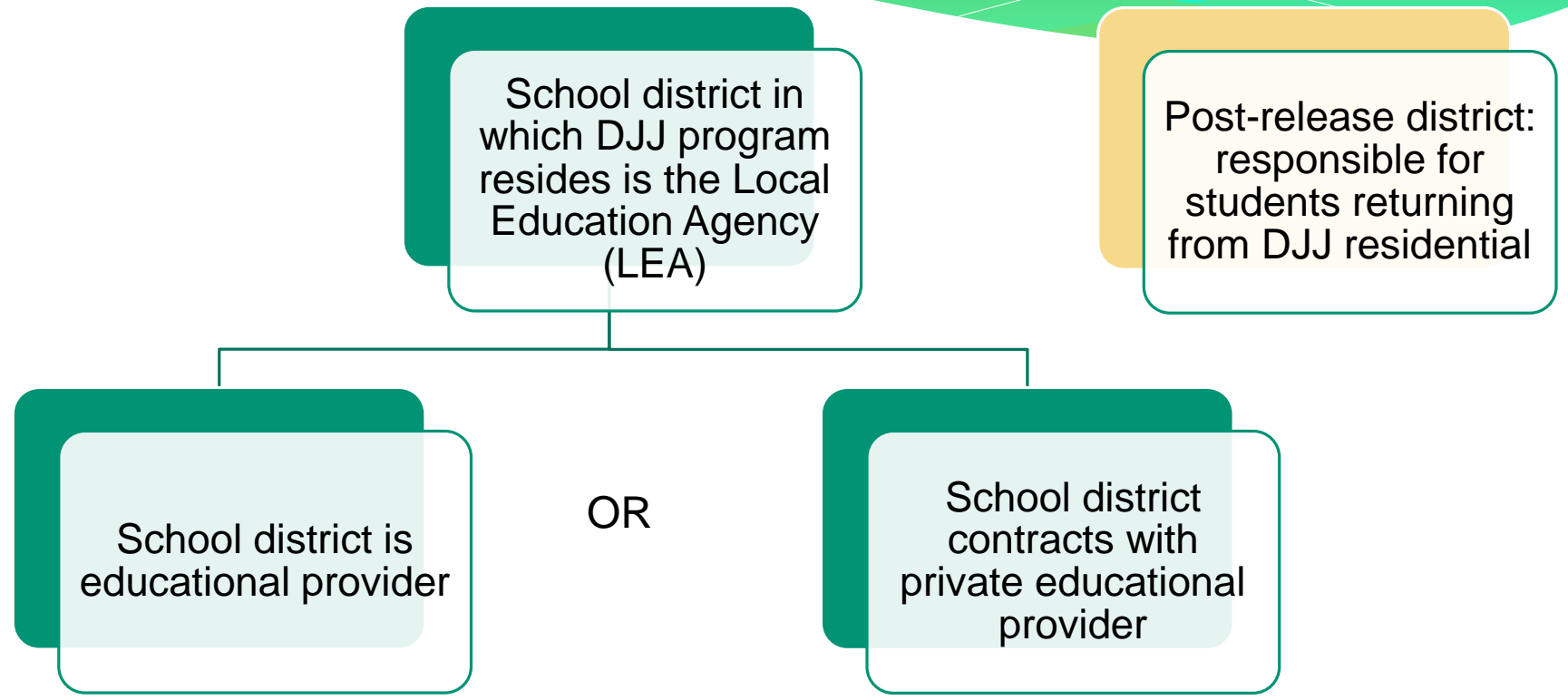
- \* **Day Treatment (i.e. Intervention - AMIKids)**

Youth remains at home during evenings and participates at least five days a week in an alternative educational setting. Additional services are provided, such as anger management classes, social skills building, and substance abuse education. This program type is intended to prevent a youth from going further into the juvenile justice system.

- \* **Residential (Commitment)**

A youth may be committed by a judge (also known as adjudicated) to a 24 hour a day fully committed program for the violation of a law and it is designed to rehabilitate offenders through supervision, counseling and treatment.

# DJJ Residential Program Educational Structure



# Technical Assistance-Dear Colleague Letter on the Individuals with Disabilities Education Act (IDEA), December 5, 2014 - FAPE in Least Restrictive Environment,

School districts must comply with all applicable IDEA secondary transition requirements to facilitate eligible students' movement from secondary education in the correctional facility to appropriate post-school activities.

<https://www2.ed.gov/policy/gen/guid/correctional-education/idea-letter.pdf>

ESE services and transition planning should not HALT when a student is enrolled in a DJJ program!



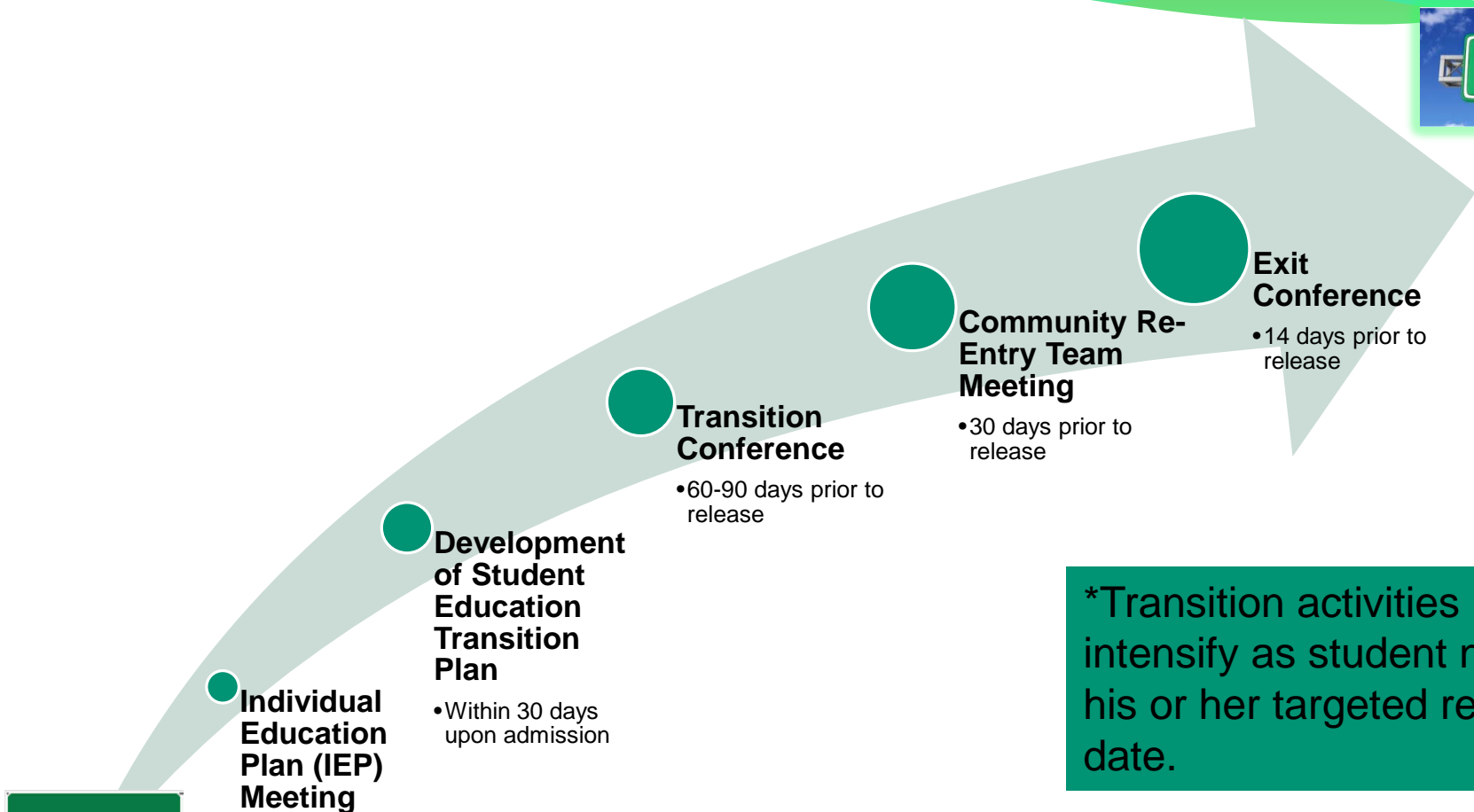
# Suggestion for ESE Secondary Transition Collaboration

- \* Upon a student's entry, the DJJ program should contact the school district transition specialist to provide the IEP Team with school placement options, transition programs and Career and Technical Education programs available in the post-release district.



# Transition Upon Entry Overview

# Timeline of Activities from Entry to Exit (DJJ Residential Programs)



**ENTRY**

**Individual Education Plan (IEP) Meeting**

•Within 30 days upon admission

**Development of Student Education Transition Plan**

**Transition Conference**

•60-90 days prior to release

**Community Re-Entry Team Meeting**

•30 days prior to release

**Exit Conference**

•14 days prior to release

\*Transition activities intensify as student nears his or her targeted release date.

Student begins Transition upon Entry

# Transition Plan and Progress Monitoring Plan

- \* A Transition Plan and Progress Monitoring Plan (PMP) are required upon entry for each student in DJJ day treatment, prevention and residential programs. (Section 1003.52, F.S.)
- \* The IEP should inform the Transition Plan and PMP.
- \* A sample Student Education Transition Plan Upon Entry is available on FDOE's juvenile justice webpage.

<http://www.fldoe.org/academics/exceptional-student-edu/juvenile-justice-edu.shtml>

# Sample Student Education Transition Plan Upon Entry Components:

- \* Plan for graduation
- \* Academic goal(s) while in the DJJ Program
- \* Postsecondary academic goal
- \* Postsecondary employment and career goal
- \* Agency linkages and support services for students with disabilities

<p>Agency Linkages for <b>Students with Disabilities</b> Before Release:</p> <p><input type="checkbox"/> Vocational Rehabilitation (VR) Referral/ Obtain Eligibility</p> <p><input type="checkbox"/> Agency for Persons with Disabilities (APD) – Submit application</p> <p><input type="checkbox"/> Other: _____</p>	<p>Individual Responsible:</p> <p>_____</p> <p>_____</p>
<p>Support Services to Establish for <b>Students with Disabilities</b> Before Release:</p> <p><input type="checkbox"/> The Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET)</p> <p><input type="checkbox"/> Check and Connect (if available in post-release school district)</p> <p><input type="checkbox"/> Other: _____</p>	<p>Individual Responsible:</p> <p>_____</p> <p>_____</p>

# Agency Linkages Examples:

1. Enroll students in STAR (pre-employment services) upon entry into the DJJ residential program.
2. Determine eligibility for Vocational Rehabilitation (VR) traditional services while in the DJJ residential program. The Individual Plan for Employment will be written in home county upon release from the program.

\*Each DJJ residential program has identified a VR referral contact (for traditional services) AND a STAR contact to submit referrals in the STAR Portal.

# Goals for Educators and Agencies Working with Students with Disabilities in DJJ Programs

1. Increase collaboration between post-release district and district serving the students while in the DJJ program.
2. Increase agency linkages and support services before student is released from the DJJ program.



# Increase Collaboration by Making Connections

- \* School district DJJ contract managers
- \* Education directors, principals, ESE staffing specialists in the DJJ schools/programs
- \* DJJ VR referral contacts and STAR contacts
- \* Circuit reform specialist – facilitates Community Re-entry Team (CRT) meetings

# One of the Whys for Collaboration: The Federal Uniform Graduation Rate

Credits all students enrolled in DJJ programs back to their home schools.







Questions and  
Thank You!

# Presenter

## Contact Information

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