

## TITLE I, PART D, SUBPART 2

### MONITORING CHECKLIST – LOCAL DELINQUENT

Date of Site Visit: \_\_\_\_\_

SEA: Kentucky Department of Education

State Education Agency (SEA) Representative: \_\_\_\_\_

NAME OF SCHOOL DISTRICT	Click here to enter text.
DISTRICT ADMINISTRATOR	Click here to enter text.
NAME OF FACILITY	Click here to enter text.
FACILITY ADMINISTRATOR	Click here to enter text.
NAME/TITLE OF PERSONNEL INTERVIEWED	Click here to enter text.

The criteria used in this monitoring for review of the Title I, Part D, Subpart 2 program(s) operated in Local Education Agencies (LEAs) is based on the program purposes as outlined in statute guidance reauthorized under Every Student Succeeds Act (ESSA) of 2015. Monitoring of the Title I, Part D funded programs is conducted to ensure compliance with applicable State and Federal laws. The purpose of the Subpart 2 program is to support LEA programs that involve collaboration between LEAs and local correctional facilities, including local institutions and community day programs for delinquent children and youth,

- To improve educational services for children and youth in local, tribal, and State institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic standards that all children in the state are expected to meet.
- To provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and
- To prevent at-risk youth from dropping out of school; and provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education and the involvement of their families and communities. **Section 1401(a)**

LEAs receiving Subpart 2 funds must generally use these funds to operate (1) LEA-based for non- institutionalized, at-risk children and youth and (2) programs for children and youth in locally operated correctional facilities, including institutions for delinquent children that have established formal agreements with the LEA regarding the services to be provided. **Section 1424**

An LEA receiving Part D, Subpart 2 funds must use a portion of those funds to operate a dropout prevention program in a local school(s) that targets at-risk children and youth. **Section 1424**

An LEA receiving Subpart 2 funds must use a portion of its funds to operate a dropout prevention program for students returning from a locally operated correctional facility. However, an LEA that serves a school operated by a locally operated correctional facility, in which more than 30 percent of the children and youth attending the school will reside outside the boundaries served by the LEA upon leaving the facility, is not required to operate a dropout prevention program within the school and may use all of its Subpart 2 funds for programs in locally operated correctional facilities, provided that those facilities have a formal agreement with the LEA. **(TIPD Non-Regulatory Guidance O-1)**

Rating Scale:	Rating	Definition
No	Does Not Meet Program Requirements	Indicates an area out of compliance and requires a response stating action(s) planned to correct the deficiency.
Yes	Meet Program Requirements	Indicates that the status is acceptable.
N/A	Not applicable	Indicates an area not applicable to this institution.

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The Kentucky Department of Education staff will complete this section after the visit:

<b>Strengths:</b> Click here to enter text.
<b>Recommendations:</b> Click here to enter text.

GENERAL DESCRIPTION OF EDUCATIONAL PROGRAM

School begins at:	Click here to enter text.	School ends at:	Click here to enter text.
Number of teachers:	Click here to enter text.	Number of aides:	Click here to enter text.
Number of students:	Click here to enter text.	Ages of students:	Click here to enter text.
Number of Special Education Students:	Click here to enter text.	Average length of stay:	Click here to enter text.
Person responsible for transition:	Click here to enter text.	Students enrolled in vocational program:	Click here to enter text.

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\*\*\*NOTE: Examples of documentation to have on file for review are written in italics \*\*\*

<b>I. ADMINISTRATION AND FISCAL MANAGEMENT</b> (Sec. 1423; 1424, Uniform Grant Guidance Sec. 200.430, 34 CFR 76.700, EDGAR part 76.700)	<b>YES</b>	<b>NO</b>	<b>N/A</b>
<p>1. Is there a formal, written agreement between the local education agency (LEA) and correctional facilities and/or alternative school programs? <i>(Written agreement)</i></p> <p><i>Does the agreement clearly outline roles and responsibilities for:</i></p> <ul style="list-style-type: none"> <li>• <i>Coordination of educational services for students?</i></li> <li>• <i>Coordination of transition services for students (transfer of credit, process for transferring records)?</i></li> </ul> <p>Evidence Provided:  <a href="#">Click here to enter text.</a></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>2. Does the LEA have a written plan of assistance that includes an assurance that services are designed primarily to meet the academic and transitional needs of students returning from correctional facilities? <i>(Written plan and signed assurances)</i></p> <p>Evidence Provided:  <a href="#">Click here to enter text.</a></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>3. Does the written plan describe how the school will coordinate existing educational programs to meet the unique educational needs of the children and youth who will be returning from correctional facilities? <i>(Needs assessment, written program plan)</i></p> <p>Evidence Provided:  <a href="#">Click here to enter text.</a></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>4. Does the written plan include a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth? <i>(Program plan, planning minutes)</i></p> <p>Evidence Provided:  <a href="#">Click here to enter text.</a></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>5. Does the written plan describe how the program will involve parents in efforts to improve the educational achievement of their children? <i>(Phone logs, surveys, program plan)</i></p> <p>Evidence Provided:  <a href="#">Click here to enter text.</a></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>6. Does the plan describe any partnerships with local businesses to develop training, curriculum-based youth entrepreneurship education, or mentoring services for participating students? <i>(Agreements, minutes of meetings, phone logs)</i></p> <p>Evidence Provided:  <a href="#">Click here to enter text.</a></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>7. Is there a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities? <i>(Written agreements, minutes of meetings)</i></p> <p>Evidence Provided:  <a href="#">Click here to enter text.</a></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>I. ADMINISTRATION AND FISCAL MANAGEMENT (Sec. 1423; 1424, Uniform Grant Guidance Sec. 200.430, 34 CFR 76.700, EDGAR part 76.700)</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
<p>8. Is there a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child’s or youth’s existing individualized education program? <i>(Written plan)</i></p> <p>Evidence Provided: Click here to enter text.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>9. Are any steps taken to find alternative placements for children and youth interested in continuing their education but unable to participate in a regular public school program? <i>(Meeting minutes, logs of conversations, transition records, etc.)</i></p> <p>Evidence Provided: Click here to enter text.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>10. Is there a description of the dropout prevention program operated by participating schools and the types of services that will be provided to at-risk youth in participating schools and youth returning from correctional facilities? <i>(program plan)</i></p> <p>Evidence Provided: Click here to enter text.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>11. Is the program coordinated with other Federal, State and local programs, such as programs under title I of Public Law 105-220 and career and technical education programs serving at-risk children and youth?</p> <p>Evidence Provided: Click here to enter text.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>12. Programs operated under this subpart are coordinated with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 as amended by the Juvenile Justice Reform Act of 2018, and other comparable programs, if applicable. <i>(List of activities, collaboration, etc.)</i></p> <p>Evidence Provided: Click here to enter text.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>13. Are quarterly reports submitted on time and accurate? <i>(communication samples, etc.)</i></p> <p>Evidence Provided: Click here to enter text.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>14. Has reimbursement been requested in a timely manner? <i>(MUNIS requests)</i></p> <p>Evidence Provided: Click here to enter text.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>15. Can your agency provide a copy of the most recent financial audit? <i>(copy of the most recent audit)</i></p> <p>Evidence Provided: Click here to enter text.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>16. Are funds being expended in congruence with the approved application; allowable &amp; needs based? <i>(invoices, journal entries, needs assessment vs. expenditures, budget reports, program plan)</i></p> <p>Evidence Provided:</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>I. ADMINISTRATION AND FISCAL MANAGEMENT</b> (Sec. 1423; 1424, Uniform Grant Guidance Sec. 200.430, 34 CFR 76.700, EDGAR part 76.700)	<b>YES</b>	<b>NO</b>	<b>N/A</b>
Click here to enter text.			
17. Are all Title I Part D funds generated by this facility being allocated to this program? ( <i>Budget reports</i> ) Evidence Provided: Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Has the district appropriately tagged/identified Title 1 assets/equipment? ( <i>sampling of assets/equipment with barcodes, labels, or other markings</i> ) Evidence Provided: Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Are all Title 1 records kept for the current year and three previous years? ( <i>records are on file, procedures for archiving and disposal</i> ) Evidence Provided: Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Do payroll records document the staff at the district and school level paid completely or partially from Title 1 funds? ( <i>PAR reports/time &amp; effort logs, semi-annual certifications</i> ) Evidence Provided: Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>COMMENTS:</b>                      The child count for SY2018-19 was _____.  <input type="checkbox"/> This number was verified as correct for children in placement October 1 through October 30, 2018.</p> <p>Currently, Title I, Part D is used for...                      Click here to enter text.</p>			

<b>II. COMPREHENSIVE NEEDS ASSESSMENT</b> (Sec. 1426)	<b>YES</b>	<b>NO</b>	<b>N/A</b>
1. Is a comprehensive needs assessment conducted in constructing the program plan/application? ( <i>Needs assessment, program plans</i> ) Evidence Provided: Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is there evidence that multiple data sources were used during the needs assessment to determine academic needs of children and youth served? ( <i>List of data sources and data analysis records</i> ) Evidence Provided: Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is there evidence that assessment results are being used to improve the program and methods of delivery? ( <i>Needs assessment, program plans, meeting minutes/agendas</i> ) Evidence Provided: Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**COMMENTS:**

Click here to enter text.

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<b>III. EVALUATION OF PROGRAM</b> (Sec. 1431)	<b>YES</b>	<b>NO</b>	<b>N/A</b>
1. Is there evidence that the program evaluation procedures include a variety of measures? ( <i>TABE, KPREP, Learning Styles, surveys, on-going classroom observations, etc.</i> ) Evidence Provided: <a href="#">Click here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is there evidence of on-going monitoring of program goals? ( <i>Monitoring documents and reports, staff meetings agendas/minutes</i> ) Evidence Provided: <a href="#">Click here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is there evidence that appropriate and adequate evaluation procedures are in place to ensure success of the program? ( <i>Needs assessment procedures</i> ) Evidence Provided: <a href="#">Click here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is there evidence of appropriate evaluation of participation by gender, race, ethnicity, and age? ( <i>Participant data, performance report</i> ) Evidence Provided: <a href="#">Click here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is there evidence that previous evaluations are being used for planning of new projects or goals? ( <i>Needs assessment, program improvement plans, meeting minutes/agendas</i> ) Evidence Provided: <a href="#">Click here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is there evidence of the program’s impact on student achievement? (decrease in dropout rate, increase in high school credits earned, increase in high school diplomas earned) Evidence Provided: <a href="#">Click here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>COMMENTS:</b> <a href="#">Click here to enter text.</a>			

<b>IV. EVALUATION OF STUDENTS</b> (Section 1431)	<b>YES</b>	<b>NO</b>	<b>N/A</b>
1. Is there evidence that performance measures were used to assess the improvement of academic and vocational skills? ( <i>Evaluation records</i> ) Evidence Provided: <a href="#">Click here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is there evidence that individual evaluation results are provided to parents? ( <i>Evaluation records, parent communication records</i> ) Evidence Provided: <a href="#">Click here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is a variety of classroom assessments used? ( <i>Lesson plans, classroom assessments, student work</i> ) Evidence Provided: <a href="#">Click here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>IV. EVALUATION OF STUDENTS</b> (Section 1431)	<b>YES</b>	<b>NO</b>	<b>N/A</b>
<p>4. Does the faculty review academic goals and student scores on a regular basis to monitor student progress? (<i>Meeting notes, agendas</i>)</p> <p>Evidence Provided:  <a href="#">Click here to enter text.</a></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>COMMENTS:</b>  <a href="#">Click here to enter text.</a></p>			

<b>V. INSTRUCTION</b> (Sec. 1425)	<b>YES</b>	<b>NO</b>	<b>N/A</b>
<p>1. Have instructional program goals been established to include assisting students in meeting challenging State academic standards? (<i>Lesson plans, classroom observations, progress reports, program plan</i>)</p> <p>Evidence Provided:  <a href="#">Click here to enter text.</a></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>2. Is there evidence that the program has been designed to help students meet learning goals and State academic standards? (<i>On-going assessments, lesson plans, student progress records</i>)</p> <p>Evidence Provided:  <a href="#">Click here to enter text.</a></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>3. Does the LEA coordinate with the institution to ensure that services provided at the institution are comparable to those services provided in the local schools? (<i>Curriculum documents, lesson plans, state academic standards</i>)</p> <p>Evidence Provided:  <a href="#">Click here to enter text.</a></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>4. The correctional facility is staffed with teachers and other qualified staff who are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth. (<i>IEPs, Special Ed Certification, professional development records</i>)</p> <p>Evidence Provided:  <a href="#">Click here to enter text.</a></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>5. Is there a process in place for the LEA to assess/identify students for the exceptional children’s program, gifted services, academically “at-risk,” etc.? (<i>Lesson Plans, IPI, IEP, policies/procedures</i>)</p> <p>Evidence Provided:  <a href="#">Click here to enter text.</a></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>6. The facility coordinates the education program with the student’s home school, where feasible, particularly with respect to a student with an IEP under Part B of the IDEA. (<i>Phone logs, correspondence, IEP, etc.</i>)</p> <p>Evidence Provided:  <a href="#">Click here to enter text.</a></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>7. The local school is notified if a child or youth is identified as in need of special education services while in the correctional facility. (<i>Written correspondence, notes, etc.</i>)</p> <p>Evidence Provided:  <a href="#">Click here to enter text.</a></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>V. INSTRUCTION</b> (Sec. 1425)	<b>YES</b>	<b>NO</b>	<b>N/A</b>
8. Work is done with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth. <i>(Publicity, newsletters, mentoring activities, meeting notes/agendas, materials from events/guest speakers)</i> Evidence Provided: <a href="#">Click here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Are lesson plans aligned to the State Academic Standards? <i>(Units of study, curriculum checklists, lesson plans)</i> Evidence Provided: <a href="#">Click here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>COMMENTS:</b> <a href="#">Click here to enter text.</a>			

<b>VI. PROFESSIONAL DEVELOPMENT</b> (Sec. 1425)	<b>YES</b>	<b>NO</b>	<b>N/A</b>
1. Do professional development activities support instructional goals? <i>(Program goals, PD records)</i> Evidence Provided: <a href="#">Click here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is the teaching staff qualified to work with the identified population? <i>(PD records, certifications)</i> Evidence Provided: <a href="#">Click here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Have professional development activities listed on the plan been completed? <i>(PD records, attendance certificates, sign-in sheets)</i> Evidence Provided: <a href="#">Click here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>COMMENTS:</b> <a href="#">Click here to enter text.</a>			

<b>VII. PARENT &amp; FAMILY ENGAGEMENT</b> (Section 1423)	<b>YES</b>	<b>NO</b>	<b>N/A</b>
1. Evidence of efforts to involve parents was provided. <i>(Parent survey, phone logs, etc.)</i> Evidence Provided: <a href="#">Click here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Parents are involved in efforts to improve the educational achievement of their children and prevent the further involvement of such children. <i>(Surveys, phone logs, parent involvement activities, etc.)</i> Evidence Provided: <a href="#">Click here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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VII. PARENT & FAMILY ENGAGEMENT (Section 1423)	YES	NO	N/A
3. Parents are given the opportunity to engage in activities that impact student achievement. <i>(Family nights, teacher parent meetings, etc.)</i> Evidence Provided: <a href="#">Click here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Parents receive individual information on academic progress on a regular basis. <i>(Report cards, notifications or progress, phone calls, etc.)</i> Evidence Provided: <a href="#">Click here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is there ongoing communication with parents in their native language(s)? <i>(Transition meeting notification translated, etc.)</i> <i>(Title VI of the Civil Rights Act of 1964)</i> Evidence Provided: <a href="#">Click here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>COMMENTS:</b> <a href="#">Click here to enter text.</a>			

VIII. TRANSITION (Section 1425; 1431)	YES	NO	N/A
1. There is a designated person who is responsible for issues relating to transition of youth. <i>(Designated person can discuss transition issues)</i> Evidence Provided: <a href="#">Click here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Transition assistance is provided to help the youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling. <i>(Individual Graduation Plans, Transition Plans, planning session notes, minutes of meetings with local school staff, phone logs)</i> Evidence Provided: <a href="#">Click here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Evidence was provided that youth are involved in transition activities. <i>(List of activities in which youth participate, student interviews, IGP shows input from youth)</i> Evidence Provided: <a href="#">Click here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. A Transition Plan (TP) or Individual Graduation Plan (IGP) has been developed and is being implemented for each child. <i>(TP or IGP is available, student can relate IGP or TP information)</i> Evidence Provided: <a href="#">Click here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Support programs are provided that encourage youth who have dropped out of school to reenter school or provide them with the skills necessary to gain employment or seek a secondary school diploma or its recognized equivalent. <i>(List of programs or activities, GED services, career activities, etc.)</i> Evidence Provided:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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VIII. TRANSITION (Section 1425; 1431)	YES	NO	N/A
Click here to enter text.			
<p>6. Technology is used to assist in coordinating educational programs between the correctional facility and the community school. (<i>Computer logs, e-mails, educational passport, etc.</i>)</p> <p>Evidence Provided: Click here to enter text.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>7. Work with the child/youth’s family and the district that most recently provided services (if applicable) to ensure the following:</p> <ul style="list-style-type: none"> <li>• The relevant and appropriate academic records and plans regarding the continuation of educational services are shared between the district and correctional facility in order the facilitate transition.</li> <li>• The coordination of educational services upon discharge from the facility that minimize the disruption of achievement.</li> </ul> <p>(<i>Academic records, mentoring activities, transition agendas minutes, etc.</i>)</p> <p>Evidence Provided: Click here to enter text.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>COMMENTS:</b> Click here to enter text.</p>			