

# GEORGIA DEPARTMENT OF JUVENILE JUSTICE



## Juvenile Probation/Parole Specialist and Juvenile Program Manager

### OJT Checklist and Manual

Name: \_\_\_\_\_

Start Date: \_\_\_\_\_

Office: \_\_\_\_\_

# Table of Contents

Cover Sheet	page 1
Table of Contents	page 2
Introduction	pages 3 – 4
On-the-Job Checklist	pages 5 – 6
JPPS Performance Checklist-Phase 1	pages 7 – 9
Daily Progress Report (Day 3)	pages 10 – 11
Daily Progress Report (Day 4)	pages 12 – 13
Daily Progress Report (Day 5)	pages 14 – 15
Daily Progress Report (Day 6)	pages 16 – 17
Weekly Progress Report	pages 18 – 19
Certificate of Completion of OJT	page 20
JPPS Performance Checklist-Phase 2	pages 21 – 27

## Introduction

Welcome to the Georgia Department of Juvenile Justice (DJJ) and to the Division of Community Services On-the-Job Training Manual for Juvenile Probation/Parole Specialists. The purpose of this manual is to assist with the delivery of basic, juvenile probation officer skill sets and to prepare new officers for the Basic Juvenile Probation Officer Training (BJPOT) or Basic Community Services Training (BCST) Course at the Department of Juvenile Justice Academy in Forsyth, GA.

- HITS staff will attend BJPOT
- Other community staff will attend BCST

During your On-the-Job training period, you will be expected to receive:

- a. 8 hours of instruction with your office's Human Resource/Personnel representative (can be completed by the Juvenile Program Manager.)
- b. A minimum of 8 hours of "sit-down" instruction with a Field Training Officer or Juvenile Program Manager (which will include completion of on-line trainings).
- c. A minimum of 32 hours shadowing a Field Training Officer on a variety of field assignments; such as intake, court, home visits, office meetings with juvenile offenders, etc.
  - i. Phase 1 of the JPPS Performance Checklist should be completed during these 32 hours. (Daily Progress reports are also to be completed during this time and a Weekly Progress report will be completed at the end of the week.)

While obtaining the 32 hours of training alongside a Field Training Officer, you will be introduced to a structured learning procedure. This process will begin with the Field Training Officer reviewing specific policies with you, followed by them demonstrating the skills that go along with the specified policies. As you become familiar with the skills, you will explain the steps to take while the veteran JPPS performs the task. Eventually, you will begin practicing and demonstrating numerous skill sets while the Field Training Officer observes and provides you feedback on your performance.

There are many specific skill sets that you will have the opportunity to practice. Each step of the process will be documented using the JPPS Performance Checklist provided in this manual. You are expected to successfully demonstrate each of these skill sets outlined in the checklist.

**The OJT Checklist (including Phase 1 of the JPPS Performance Checklist) must be completed within 6 business days (48 working hours) after an employee's hire or transfer date.**

**Upon the completion of both checklists, the following steps must be taken:**

- 1. The Field Training Officer will review your OJT packet for successful completion.**
- 2. You, the Field Training Officer, FTO Coordinator, and Juvenile Program Manager will sign Section VI, page 20, certifying completion of the first part of the program.**
- 3. Your Certification of Completion of OJT will then be uploaded into the Training Resource Information System (TRIS) when you are registered for the next BJPOT/BCST at the DJJ Training Academy.**
- 4. You will also be registered to attend First Aid/CPR training (will occur separate from BJPOT/BCST).**

While waiting to attend BJPOT/BCST, you will continue to work with the FTO. Weekly Progress Reports will be completed during this time. If time permits, Phase 2 of the Performance Checklist may also begin.

Upon completion of BJPOT/BCST, you will return to your office and complete an additional minimum of 80 hours of training with an assigned Field Training Officer. During this period of post BJPOT/BCST training, Phase 2 of the JPPS Performance Checklist will be completed, and you will be evaluated on your ability to correctly perform all the duties of a Juvenile Probation Officer which you obtained during BJPOT/BCST. There may be instances when the FTO assigns you to shadow another experienced JPPS for a particular item(s) on the checklist.

As you demonstrate your ability to correctly perform your duties and responsibilities, your assigned Field Training Officer will complete a final sign-off on your performance which will then authorize you to be assigned a case load and work without the oversight of a FTO.

### Community Services Staff On-The-Job Training Checklist

<b>Employee:</b>	<b>Employee ID:</b>
<b>Title:</b>	<b>First Day of Employment:</b>
<b>Juvenile Program Manager:</b>	<b>FTO:</b>
<b>Date OJT Begins:</b>	<b>Date OJT is Completed:</b>

**SECTION I: Day 1 (8 hrs.)-Meeting with a Human Resource/Personnel representative who will discuss the following: (Can be completed by JPM if a HR rep. is not available)**

Topic	Date Completed	Employee's Initials	Reviewer's Initials	JPM or FTO Signature
Employee Benefits				
Code of Conduct and Ethical Standards (sign acknowledgement statement found in Policy 3.10)				
Dress Code for Non-Uniformed Staff (3.13)				
Political Activity (3.14)				
Use of Tobacco Products and Drug Free Public Workforce (Sign Drug Free Workforce Notice found in Policy 3.15)				
Other Employment (3.16)				
Visitors and Children in the Workplace (3.17)				
Fitness for Duty (3.18)				
Americans with Disabilities Act (3.21)				
Harassment (3.22)				
Employee Grievance Procedures (3.23, 3.24)				
Workman's Compensation (3.27, 3.28)				
Time Records, KRONOS, Work Hours, Leave and Holidays (3.30, 3.32, 3.60, 3.61, 3.62)				
FLSA, breaks, meal periods (3.31)				
ID Badge Issue (3.41)				
Employee Accountability and Discipline (3.80)				
Performance Planning and Appraisal Instruments (3.81)				
Direct Deposit and Pay Schedule (3.90)				

**SECTION II: Day 2 (8 hrs.)-Instruction with Facility Training Officer (FTO)--Can also be completed by Juvenile Program Manager (JPM), if needed.**

Topic	Date Completed	Employee's Initials	Reviewer's Signature (JPM or FTO)
DJJ Mission Statement			
DJJ Vision Statement			
DJJ Core Values			
Chain of Command/Organizational Chart of Office and Agency (Regions and Districts)			
Travel Submittal; Using State Vehicles (2.1, 2.11)			
Information Technology Overview (6.2, 6.3, 6.4, 6.5, 6.6); Sign Information Security Agreement found in Policy 6.2			
Review of use of office systems, supplies, materials, and equipment			
Key Control (20.7)			
Chemical Control and Right to Know Act			
Infectious Disease Control (11.30)			
Review of office's Emergency Plan			

**On-line Trainings:**

HIPPA Information Security			
Anti-Bullying/Anti-Harassment			
Customer Service			
Documentation Standards			
Record Management			
DJJ Harassment Policy			
Implementing the MAYSI-2			
Managing Communication Requests			
Special Incident Report Codes			
PREA 2- Keeping our Kids Safe			
PREA 3- Georgia Law & National Standards			
PREA 5- Positive Reporting Culture			
PREA 8A- PREA Policy Training			
DAI training (module 1 & 2)			

**SECTION III: Days 3-6 (32 hrs.)- On-the-Job Training with the FTO that is to be completed prior to the JPPS being scheduled for BJPO**

**JPPS PERFORMANCE CHECKLIST-Phase 1**

FTO= Initial when the process/policy has been explained, reviewed, and demonstrated to JPPS.

JPPS= Initial when you have reviewed the process/policy and feel that you have a good understanding.

FTO Observation= Signature once the JPPS has been observed successfully completing the skill set (when applicable).

Date= The date that the FTO observes the JPPS successfully completing the skill set. When this is not applicable, the date recorded should be the date that the JPPS initials as having understanding of the process/policy.

**(Items do not have to be completed in any particular order.)**

<b>I. SAFETY AND SECURITY</b>	<b>FTO</b>	<b>JPPS</b>	<b>FTO OBSERVATION OF JPPS SUCCESSFULLY COMPLETING SKILL SET</b>	<b>DATE</b>	<b>COMMENTS</b>
1. Become familiar with requirements for searching visitors to the office. (Policy 20.3) (Demonstrate metal detector and pat frisk techniques)					
2. Become familiar with the procedures concerning transporting youth. (Policy 20.51) (Demonstrate proper handcuffing techniques)					
3. Observe and learn the safest way to approach a home during home visits. (Demonstrate how to conduct a home visit and document the visit in JTS.)					
4. Become familiar with best/safest way to set up individual office.					

II. CASE MANAGEMENT	FTO	JPPS	FTO OBSERVATION OF JPPS SUCCESSFULLY COMPLETING SKILL SET	DATE	COMMENTS
1. Understand distinction between Abeyance, Informal Adjustment, Probation, Regular Commitment, Designated Felony Commitment, and Superior Court youth.			N/A		
2. Become familiar with and demonstrate proper interaction with youth and parents during a Face to Face visit at the office.					
3. Demonstrate proper documentation of a Face to Face visit in JTS.					
4. Demonstrate understanding of how to enter complete, clear and concise case notes while choosing the appropriate contact type and applicable treatment needs/goals.					
5. Understand distinction between Independent and Dependent Courts and requirements regarding supervision of youth for each type of court.			N/A		
6. Observe and learn from experienced Probation Officers/Case Managers how to interview a juvenile from court and what is required to be completed during those first face to face meetings with youth and family.			N/A		
7. Demonstrate understanding of how to administer the MAYSI-2, enter into JTS, and make appropriate referrals. (Policy 20.21)					
8. Demonstrate knowledge of case file and HIPAA file set up. (Policy 5.1 and 5.2)					

III. DJJ WEBSITE, JTS AND DOCUMENTATION	FTO	JPPS	FTO OBSERVATION OF JPPS SUCCESSFULLY COMPLETING SKILL SET	DATE	COMMENTS
1. Demonstrate an understanding of how to navigate the DJJ website and learn the resources available and information that can be obtained through this site (i.e. how to access on-line training, policies, and JTS).					
2. Become familiar with how to search for a youth in JTS.					
3. Demonstrate understanding of how to enter a youth as a new admission into JTS (including enemies/associates information)					
4. Demonstrate understanding of how to enter accurate and complete Demographic information (including tattoos, contacts, education, gang, alias, etc.).					
5. Demonstrate understanding of how to enter accurate contact information in Demographics.					
6. Demonstrate understanding of how to enter victim information and link the victim to a specific offense. (Policy 14.1 & 14.10)					
7. Demonstrate understanding of how to enter accurate and complete legal information (including uploading legal documents).					
8. Demonstrate understanding of how to enter, update, and view restitution amounts/ payments.					
9. Demonstrate understanding of how to upload a document into JTS correspondence.					
10. Demonstrate and understand the importance of JTS alerts and how to enter them.					
11. Demonstrate knowledge of reports that are available in JTS for use to aid in case management.					

**SECTION IV: To be completed at the end of each day (Days 3-6) while Phase 1 of the JPPS Performance Checklist is completed.**

**JPPS Field Training Officer Daily Progress Report—Day 3**

<b>1. Name of JPPS:</b>	<b>2. Office:</b>	<b>3. Report Date:</b>													
<b>COMPETENCIES</b>		<b>RATING AND COMMENT</b>													
<b>4. Juvenile Supervision:</b> <ul style="list-style-type: none"> <li>a. Demonstrates ability to manage juveniles fairly</li> <li>b. Uses good non-verbal, para-verbal, verbal and active listening skills</li> <li>c. Demonstrates a professional presence</li> <li>d. Demonstrates appropriate and professional relationship building skills</li> <li>e. Uses a balanced approach in holding juveniles accountable for their actions</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #f2f2f2;"> <th style="width: 20%;">Poor</th> <th style="width: 20%;">Fair</th> <th style="width: 20%;">Average</th> <th style="width: 20%;">Good</th> <th style="width: 20%;">Superior</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>					Poor	Fair	Average	Good	Superior					
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<b>5. Safety Skills:</b> <ul style="list-style-type: none"> <li>a. Follows proper procedures in managing juveniles and maintaining office/community safety</li> <li>b. Demonstrates the ability to foresee dangerous/crisis situations</li> <li>c. Is proactive rather than reactive</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #f2f2f2;"> <th style="width: 20%;">Poor</th> <th style="width: 20%;">Fair</th> <th style="width: 20%;">Average</th> <th style="width: 20%;">Good</th> <th style="width: 20%;">Superior</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>					Poor	Fair	Average	Good	Superior					
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<b>6. Customer Service:</b> <ul style="list-style-type: none"> <li>a. Demonstrates good customer service in interactions with juveniles, parents, and other agencies (including telephone interactions)</li> <li>b. Shows proper concern for other's problems</li> <li>c. Exhibits tact and diplomacy regarding situations within the office/community</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #f2f2f2;"> <th style="width: 20%;">Poor</th> <th style="width: 20%;">Fair</th> <th style="width: 20%;">Average</th> <th style="width: 20%;">Good</th> <th style="width: 20%;">Superior</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>					Poor	Fair	Average	Good	Superior					
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<b>7. Accountability:</b> <ul style="list-style-type: none"> <li>a. Takes responsibility for their actions</li> <li>b. Accepts constructive criticism</li> <li>c. Recognizes areas of needed improvement</li> <li>d. Strives for improvement</li> <li>e. Reports to work on time and ready to work</li> <li>f. Uses time wisely</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #f2f2f2;"> <th style="width: 20%;">Poor</th> <th style="width: 20%;">Fair</th> <th style="width: 20%;">Average</th> <th style="width: 20%;">Good</th> <th style="width: 20%;">Superior</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>					Poor	Fair	Average	Good	Superior					
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<b>8. Results Orientation:</b> <ul style="list-style-type: none"> <li>a. Learns from their mistakes</li> <li>b. Asks for clarification when they do not understand</li> <li>c. Asks appropriate job related questions to further knowledge</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #f2f2f2;"> <th style="width: 20%;">Poor</th> <th style="width: 20%;">Fair</th> <th style="width: 20%;">Average</th> <th style="width: 20%;">Good</th> <th style="width: 20%;">Superior</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>					Poor	Fair	Average	Good	Superior					
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<ul style="list-style-type: none"> <li>d. Able to provide a self-assessment on their progress</li> <li>e. Consistently complies with policies, procedures, directives and standards</li> <li>f. Works towards achieving obtainable goals</li> </ul>											
<b>9. Judgment and Decision Making:</b> <ul style="list-style-type: none"> <li>a. Uses good judgment and demonstrates good decision making skills</li> <li>b. Able and prepared to manage difficult situations</li> <li>c. Demonstrates a high level of integrity</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr style="background-color: #f2f2f2;"> <th style="padding: 2px;">Poor</th> <th style="padding: 2px;">Fair</th> <th style="padding: 2px;">Average</th> <th style="padding: 2px;">Good</th> <th style="padding: 2px;">Superior</th> </tr> <tr> <td style="width: 20%; height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p><b>Comment:</b></p>	Poor	Fair	Average	Good	Superior					
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<b>10. Teamwork and Cooperation</b> <ul style="list-style-type: none"> <li>a. Fosters a commitment to other's success by supporting co-workers and their supervisors</li> <li>b. Responds well to supervision</li> <li>c. Treats others with dignity and respect</li> <li>d. Values the opinions of others</li> <li>e. Works towards common goals</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr style="background-color: #f2f2f2;"> <th style="padding: 2px;">Poor</th> <th style="padding: 2px;">Fair</th> <th style="padding: 2px;">Average</th> <th style="padding: 2px;">Good</th> <th style="padding: 2px;">Superior</th> </tr> <tr> <td style="width: 20%; height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p><b>Comment:</b></p>	Poor	Fair	Average	Good	Superior					
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<b>11. Initiative:</b> <ul style="list-style-type: none"> <li>a. Proactively identifies ways to contribute to the Department's goals, Mission and Vision</li> <li>b. Achieves results without needing reminders from others</li> <li>c. Identifies and takes action to address problems and opportunities</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr style="background-color: #f2f2f2;"> <th style="padding: 2px;">Poor</th> <th style="padding: 2px;">Fair</th> <th style="padding: 2px;">Average</th> <th style="padding: 2px;">Good</th> <th style="padding: 2px;">Superior</th> </tr> <tr> <td style="width: 20%; height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p><b>Comment:</b></p>	Poor	Fair	Average	Good	Superior					
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<b>12. Professional Development:</b> <ul style="list-style-type: none"> <li>a. Demonstrates a commitment to professional development by proactively seeking opportunities to develop new capabilities, skills, and knowledge</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr style="background-color: #f2f2f2;"> <th style="padding: 2px;">Poor</th> <th style="padding: 2px;">Fair</th> <th style="padding: 2px;">Average</th> <th style="padding: 2px;">Good</th> <th style="padding: 2px;">Superior</th> </tr> <tr> <td style="width: 20%; height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p><b>Comment:</b></p>	Poor	Fair	Average	Good	Superior					
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<b>13. Documentation Skills:</b> <ul style="list-style-type: none"> <li>a. Uses proper grammar and punctuation</li> <li>b. Documentation is accurate, neat and complete</li> <li>c. Enters information into JTS in an accurate and timely manner</li> <li>d. Uses proper departmental forms</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr style="background-color: #f2f2f2;"> <th style="padding: 2px;">Poor</th> <th style="padding: 2px;">Fair</th> <th style="padding: 2px;">Average</th> <th style="padding: 2px;">Good</th> <th style="padding: 2px;">Superior</th> </tr> <tr> <td style="width: 20%; height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p><b>Comment:</b></p>	Poor	Fair	Average	Good	Superior					
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<b>14. Appearance:</b> <ul style="list-style-type: none"> <li>a. Clothing is neat, clean and professional</li> <li>b. Dress code policy is followed</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr style="background-color: #f2f2f2;"> <th style="padding: 2px;">Poor</th> <th style="padding: 2px;">Fair</th> <th style="padding: 2px;">Average</th> <th style="padding: 2px;">Good</th> <th style="padding: 2px;">Superior</th> </tr> <tr> <td style="width: 20%; height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p><b>Comment:</b></p>	Poor	Fair	Average	Good	Superior					
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### JPPS Field Training Officer Daily Progress Report—Day 4

<b>1. Name of JPPS:</b>	<b>2. Office:</b>	<b>3. Report Date:</b>										
<b>COMPETENCIES</b>		<b>RATING AND COMMENT</b>										
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## JPPS Field Training Officer Daily Progress Report—Day 5

<b>1. Name of JPPS:</b>	<b>2. Office:</b>	<b>3. Report Date:</b>										
<b>COMPETENCIES</b>		<b>RATING AND COMMENT</b>										
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### JPPS Field Training Officer Daily Progress Report—Day 6

<b>1. Name of JPPS:</b>	<b>2. Office:</b>	<b>3. Report Date:</b>										
<b>COMPETENCIES</b>		<b>RATING AND COMMENT</b>										
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<p><b>FTO Signature:</b></p>	<p><b>JPPS Signature:</b></p>	<p><b>Date:</b></p>									

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**SECTION V: To be completed at the end of the 6<sup>th</sup> Day of OJT and weekly while JPPS is waiting to attend BJPOT/BCST**

**JPPS Field Training Officer Weekly Progress Report**

<b>1. Name of JPPS:</b>	<b>2. Office:</b>	<b>3. Report Date:</b>			
<b>4. Name of FTO:</b>	<b>5. Week #</b>				
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
<b>RATING COMPETENCIES</b>	<b>Poor</b>	<b>Fair</b>	<b>Average</b>	<b>Good</b>	<b>Superior</b>
<b>6. Appearance:</b>					
6a. Follows Dress Code					
6b. Maintains professional appearance					
<b>7. Cooperation and Loyalty:</b>					
7a. Works towards common goal					
7b. Willing to accept responsibilities					
7c. Supports superiors					
7d. Good team worker					
<b>8. Interest and Attitude:</b>					
8a. Seeks help with problems					
8b. Willing to learn					
8c. Accepts constructive criticism					
8d. Accepts direction/discipline					
8e. Shows pride in work					
8f. Contributes to good moral					
8g. Confidence in oneself					
<b>9. Customer Service:</b>					
9a. Professional attitude towards others					
9b. Ability to communicate effectively					
9c. Tact and discretion					
9d. Self-control					
<b>10. Judgment:</b>					
10a. Common Sense					
10b. Uses good judgment under pressure					
10c. Doesn't prejudge					
10d. Ethical					

10e. Fair in all contacts					
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<b>RATING FACTORS</b>	<b>Poor</b>	<b>Fair</b>	<b>Average</b>	<b>Good</b>	<b>Superior</b>
<b>11. Juvenile Supervision:</b>					
11a. Interacts well with juveniles					
11b. Fair, Consistent					
11c. Takes control in crisis/difficult situation					
11d. Uses verbal, para-verbal and non-verbal skills					
11e. Safety Conscience					
<b>12. Documentation Skills:</b>					
12a. Proper grammar and punctuation					
12b. Accurate, neat and complete					
12c. Uses proper departmental forms					
12d. Uses JTS correctly and appropriately					
12e. Submits reports in a timely manner					
<b>13. General Progress to Date</b>					
<b>14. FTO COMMENTS</b>					
14a. Identified Strengths					
14b. Identified Areas of Needed Improvement					
15. JPPS Signature:				16. Date:	
17. FTO Signature:				18. Date:	

19. JPM Signature:	20. Date:
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**SECTION VI: Certification of Completion of On-The-Job Training**

**EMPLOYEE:**

- I have received 8 hours of orientation instruction from my Human Resources/Personnel representative or Juvenile Program Manager (JPM) and have had the opportunity to ask questions and discuss any areas of concern.
- I have received 8 additional hours of orientation instruction from my JPM and/or Field Training Officer and have had the opportunity to ask questions and discuss any areas of concern.
- I have received \_\_\_\_\_ hours (minimum of 32 hours) of On-The-Job Training under the direction of my Field Training Officer while also completing Phase I of the JPPS Performance Checklist. While receiving On-The-Job Training, I have had the opportunity to ask questions and discuss any areas of concern. I have also received coaching through both daily and weekly progress reviews with my Field Training Officer.

Employee’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**FIELD TRAINING OFFICER (FTO):**

- I have provided \_\_\_\_\_ hours of On-The-Job Training to this employee. I have provided opportunities for this employee to ask questions and discuss areas of concern. I coached this employee daily and at the end of the training cycle. During these coaching sessions, skill and knowledge based competencies were discussed to identify strengths and areas of needed improvement.

Field Training Officer’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**FTO COORDINATOR AND JUVENILE PROGRAM MANAGER (JPM):**

- This employee was provided a total of 16 hours of orientation instruction by a Human Resources/Personnel Representative and/or JPM, and/or FTO. This employee was also provided \_\_\_\_\_ hours of On-The-Job Training by a Field Training Officer. During the course of the orientation process and On-the-Job Training, this employee has participated in coaching sessions with his/her Field Training Officer and Juvenile Program Manager to identify strengths and areas of needed improvement.
- This employee successfully completed On-The-Job Training, and has met the requirements to attend Basic Juvenile Probation Officer Training (BJPOT)/Basic Community Services Training (BCST) during the next available class.

FTO Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

JPM Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**POST BJPOT/BCST**  
**JPPS PERFORMANCE CHECKLIST-Phase 2**

**This checklist should be completed after the JPPS has completed BJPOT, but some items may be completed prior to BJPOT/BCST if time allows.**

FTO= Initial when the process/policy has been explained, reviewed, and demonstrated to JPPS.

JPPS= Initial when you have reviewed the process/policy and feel that you have a good understanding.

FTO Observation= Signature once the JPPS has been observed successfully completing the skill set (when applicable).

Date= The date that the FTO observes the JPPS successfully completing the skill set. When this is not applicable, the date recorded should be the date that the JPPS initials as having understanding of the process/policy.

**For Independent Court County--when an item does not apply, mark "N/A" in Comments**

**(Items do not have to be completed in any particular order.)**

<b>I. INTRODUCTION TO LOCAL OFFICIALS AND FACILITIES</b>	<b>FTO</b>	<b>JPPS</b>	<b>FTO OBSERVATION OF JPPS SUCCESSFULLY COMPLETING SKILL SET</b>	<b>DATE</b>	<b>COMMENTS</b>
1. Review and become familiar with the names, responsibilities and location of local officials and court personnel (including Judges and Juvenile Prosecutor).			N/A		
2. Visit the RYDC(s) in your catchment area with introductions made to key staff such as Director and intake staff.			N/A		

3. Visit the local Law Enforcement agencies and Jail(s) with introductions made to key staff such as officers with Juvenile Crimes Unit.			N/A		
4. Visit the local courthouse with introductions made to key staff such as Juvenile Court Judge(s) and Juvenile Prosecutor.			N/A		
5. Observe a Juvenile Court session.			N/A		
6. Learn the location of the Juvenile Court clerk's office and how/where dockets and other appropriate court records are kept. Understand how to properly access this information.			N/A		
7. Understand Court demeanor and local requirements and expectations of the Judge(s). (Juvenile Court Processes)			N/A		

<b>II. INTAKE, DETENTION DECISION, AND PROCESSING OF JUVENILE COMPLAINT FORMS</b>	<b>FTO</b>	<b>JPPS</b>	<b>FTO OBSERVATION OF JPPS SUCCESSFULLY COMPLETING SKILL SET</b>	<b>DATE</b>	<b>COMMENTS</b>
1. Demonstrate knowledge of local Juvenile Court procedures/ DJJ Policy for detaining youth. (Policy 20.11)					
2. Demonstrate an understanding of how/when to complete a DAI (demonstrate how to complete a DAI in JTS).					
3. Demonstrate an understanding of when to request a 4056/Apprehension Order and how to accurately enter/complete in JTS. (Policy 19.2)					
4. Become familiar with available Alternatives to Detention and how to access those services/programs.					

5. Become familiar with local Juvenile Court procedures and DJJ Policy regarding the processing of Juvenile Complaint Forms. (Policy 20.10)			N/A		
6. Become familiar with how to process juvenile complaint forms, handle intake cases, and conduct an intake meeting (including what forms should be completed).					
7. Demonstrate an understanding of when/how to complete a PDRA (including how to complete in JTS and generate the Structured Dispositional Matrix-SDM).					
<b>III. SUPERVISION</b>	<b>FTO</b>	<b>JPPS</b>	<b>FTO OBSERVATION OF JPPS SUCCESSFULLY COMPLETING SKILL SET</b>	<b>DATE</b>	<b>COMMENTS</b>
1. Understand the circumstances for when an Informal Adjustment may be appropriate and how to complete paperwork for these cases. (Policy 20.13)					
2. Become familiar with the supervision requirements and duties to the court for youth placed on probation (including youth placed on probation with a Probation Management Program special condition). (Policy 20.40 and 20.41)			N/A		
3. Demonstrate understanding of how to update the JTS Legal module.					
4. Demonstrate understanding of how/when to enter and generate Conditions of Supervision in JTS (not required if the Judge generates Conditions-those just need to be uploaded.)					
5. Demonstrate understanding of how to enter and update Placement information in JTS.					
6. Demonstrate understanding of how to enter, update, and close service information in JTS.					

<p>7. Demonstrate understanding of how to complete and enter a Comprehensive Risk and Needs (JNA) assessment and Reassessment in JTS. (Policy 20.30)</p>					
<p>8. Demonstrate understanding of how to enter an accurate and complete Social Summary in JTS.</p>					
<p>9. Demonstrate understanding of how to complete, review, and update a Service Plan. (Policy 20.31)</p>					
<p>10. Demonstrate understanding of how to enter/manage Graduated Sanctions. (Policy 20.33)</p>					
<p>11. Become familiar with what is required to be completed prior to the screening committee meeting for a Committed youth. Put together a screening packet. (Policy 20.20)</p>					
<p>12. Become familiar with how to complete a Home Study Report (Policy 20.20)</p>					
<p>13. Become familiar with the process and procedures surrounding the placement of a Committed youth into a Residential Program and how to gather the required associated documents. (Policy 20.22 and 20.24)</p>					
<p>14. Become familiar with the process for applying for Medicaid for a Committed youth.</p>					
<p>15. Become familiar with extensions/requests for secure and non-secure detention. Demonstrate knowledge of when it is necessary to request an extension for secure and/or non-secure detention and demonstrate an understanding of how to accurately complete and submit a Request for Secure/Non-Secure Detention. (Policy 20.12)</p>					

16. Become familiar with the preparation and approval process for the Revocation of a Committed youth and the time frames associated. (Policy 20.23 and 20.26)					
17. Demonstrate an understanding of how to accurately complete a Violation Report.					
18. Become familiar with the process for requesting the extension and termination of a Regular Commitment. (Policy 20.25)					
19. Become familiar with the requirements of supervising a youth with a Designated Felony Commitment (including how/when to complete Youth Status Reports). (Policy 20.35)					
20. Become familiar with the requirements regarding Superior Court Youth. (Policy 20.2)			N/A		
21. Become familiar with all supervision levels, their requirements, and each type of interaction. (Policy 20.32)			N/A		
22. Become familiar with the procedures for Drug Testing youth and how to document drug screens on the Request for Urine Screen Form, Testing Log, Tracking Sheet & JTS. (Policy 20.39)					
23. Become familiar with handling a Special Incident involving a youth under supervision and how to complete a Special Incident Report. (Policy 8.5)					
24. Become familiar with Child Abuse reporting requirements and how to report child abuse.					
25. Become familiar with the High Profile process. (Policy 20.8)			N/A		
26. Become familiar with the High Intensity Team Program. (Policy 20.37)			N/A		

27. Become familiar with the requirements regarding supervision of Sexually Abusive Youth. (Policy 20.36)			N/A		
28. Demonstrate an understanding of how to complete a Safety Plan and submit it for approval. (Policy 20.36)					
29. Become familiar with Electronic Monitoring Services and how to access those services. (Policy 20.38)			N/A		

<b>IV. TRANSFERS</b>	<b>FTO</b>	<b>JPPS</b>	<b>FTO OBSERVATION OF JPPS SUCCESSFULLY COMPLETING SKILL SET</b>	<b>DATE</b>	<b>COMMENTS</b>
1. Become familiar with the forms and procedures for the transfer of youth under supervision within the State. (Policy 5.2 and Divisional Operating Procedures for 5.2)					
2. Become familiar with the responsibilities of the sending officer and the receiving officer.			N/A		
3. Become familiar with the procedures and forms required for out-of-state transfers. (Policy 20.4)					
4. Become familiar with when and how to complete a Travel Permit. (Policy 20.4)					

<b>V. COMMUNITY RESOURCES</b>	<b>FTO</b>	<b>JPPS</b>	<b>FTO OBSERVATION OF JPPS SUCCESSFULLY COMPLETING SKILL SET</b>	<b>DATE</b>	<b>COMMENTS</b>
1. Become familiar with local referral agencies, their purpose, programs, locations, phone numbers and contact persons.			N/A		

2. Become familiar with the procedures of referral for other agencies.					
3. Demonstrate how to properly document each type of referral in JTS services and case notes.					
4. Meet and visit with contact persons for each referral agency and observe their program in action. (optional)			N/A		
5. Visit local schools with introductions to key staff such as Principals, Counselors, and School Resource Officers.			N/A		

**VI. COMPLETION OF TRAINING PERIOD UNDER FIELD TRAINING OFFICER**

My signature below indicates that I, as a Field Training Officer, have completed training, observation, and progress reviews of this JPPS. As such, this JPPS has satisfactorily completed all above JPPS Performance Checklist areas. His/her performance is found to be acceptable, indicating that he/she is ready to supervise youth and perform the duties of a Juvenile Probation/Parole Specialist.

\_\_\_\_\_

FTO Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Printed Name

\_\_\_\_\_

Title

**VII. JPPS ONLY**

\_\_\_\_ I feel that I have received the training necessary to perform the duties of a JPPS.

\_\_\_\_ I feel that I require additional training in the following area(s):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
JPPS Signature

\_\_\_\_\_  
Date

**Additional Comments:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
JPM Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
FTO Coordinator Signature

\_\_\_\_\_  
Date