

2005 EDUCATIONAL QUALITY ASSURANCE STANDARDS

FOR

**RESIDENTIAL PROGRAMS, DETENTION CENTERS,
AND DAY TREATMENT PROGRAMS**

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QUALITY ASSURANCE STANDARDS
FOR
RESIDENTIAL PROGRAMS**

Educational Standard One: Transition

The transition standard is comprised of three indicators that address entry, on-site, and exit transition activities. Transition activities ensure that students are placed in appropriate educational programs that prepare them for successful reentry into community, school, and/or work settings.

Indicator 1: Transition Services

The expected outcome of this indicator is that the program assists students with reentry into community, school, and/or work settings through guidance and transition services.

Indicator 2: Testing and Assessment

The expected outcome of this indicator is that entry assessments are used to diagnose students' academic and career and technical strengths, weaknesses, and interests in order to address the individual needs of the students and that exit assessments and state assessments are used to evaluate the performance of students in juvenile justice schools.

Indicator 3: Student Planning

The expected outcome of this indicator is that academic and transition planning is designed and implemented to assist students in maximizing academic achievement and experiencing successful transition back to school and the community.

Indicator 1: Transition Services

Intent

The expected outcome of this indicator is that the juvenile justice school assists students with reentry into community, school, and/or work settings through guidance and transition services.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program has transition activities that include

- 1.1** enrolling students in the school district MIS and course schedules based on a review of past records (including ESE records), entry assessments, and student progression requirements, including withdrawal forms from the previous school with grades in progress; when the most current records are not present or the student is out-of-county, making and documenting (with dates) requests for student educational records, transcripts, AIPs, withdrawal forms, 504 plans, and ESE records, including IEPs, within five school days of student entry into the facility, and making and documenting (with dates) follow-up requests for records not received
- 1.2 advising students with regard to their abilities and aptitudes, educational and occupational opportunities, personal and social adjustments, diploma options, and post-secondary opportunities, and communicating to students their educational status and progress
- 1.3 documenting that an educational representative who is familiar with the students' performance participates in student exit staffings or transition meetings and assists students with successful transition to their next educational or career/technical placements
- 1.4 soliciting and documenting participation from parents, families, and representatives from the communities to which students will return that is focused on transition planning and activities and in the transition exit staffing (Transition services for "in-county" students should include contacting the receiving school, meeting with a school representative [if possible], and ensuring students' successful transition back to in-county schools.)
- 1.5 documenting transmittal of the educational exit packet to the persons responsible for post placement services (i.e., receiving school, conditional release, school district transition specialist, appropriate school representative, parent, or JPO) prior to or by the time of exit (The exit packet shall include, at a minimum, a cumulative transcript [including those credits earned prior to and during commitment], a school district withdrawal form that includes grades in progress from the program, a current IEP.) and/or IAP, the exit plan, and copies of any vocational certificates and diplomas earned at the program.

Benchmarks 1.2 and 1.4 are not applicable to programs that only serve students for less than 40 calendar days.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review student educational files, closed commitment files, educational exit packets, records requests, MIS enrollment, course schedules, prior records, documented transmittal of records (e.g., fax or mail receipts), AIPs, IAPs, transition plans, and other appropriate documentation
- interview transition specialist, registrar, guidance counselors, treatment team members, other appropriate personnel, and students.

Clarification

When the program does not have on-site access to the management information system (MIS), record requests for in-county student records should be documented. Required educational records include records requests; transcripts; withdrawal forms; ESE records, including individual educational plans (IEPs); academic improvement plans (AIPs); IAPs (educational plans as appropriate); entry and exit assessments; and school district course schedules. Electronic files of educational records maintained on site that contain required educational information are acceptable. Withdrawal grades should be averaged into current semester grades from the program. Out-of-county records should be requested through multiple sources, such as Florida Automated System for Transferring Educational Records (FASTER), the student's probation officer, detention centers, the previous school district, and/or the student's legal guardian.

All students should have easy and frequent access to guidance/advising services, and these services should be aligned with transition and treatment activities. Guidance activities should be based on the *Florida Course Code Directory and Instructional Personnel Assignments*, the school district's student progression plan, state- and district-wide assessments, and requirements for high school graduation, including all diploma options and post-commitment career and technical educational options. Students will be expected to have knowledge of their credits, grade levels, and diploma options to verify that individuals delivering guidance services are communicating this information to students. Students working to obtain a General Educational Development (GED) diploma should receive counseling that explains this diploma option's benefits and limitations.

The program should retain evidence that all required information is being transmitted to parties responsible for the students' next educational placement. This evidence may include MIS transmittal of transcripts for in-county students, complete closed commitment files, signatures of JPOs on receipts of educational information, parents' signatures, facsimile receipts, and/or certified mail receipts of educational information. For students who are transferred to another DJJ commitment facility, educational exit packets must be transmitted to that facility at the time of exit. The student, a parent, and an educational representative should be present at all transition meetings or exit staffings. If a parent cannot attend, participation via telephone or e-mail is permissible. Documentation of communication with the parent should be available. When the next educational placement for a student has not been determined, the program should make every effort to identify the most appropriate setting for the student's continuing educational development, including an alternative educational placement. Parent involvement should be solicited, and parents should be informed about their child's needs before the student exits back to the home, school, and community. For more information, please refer to *Transition Guidebook for Educational Personnel in Juvenile Justice Programs* (jjeep.org/docs.htm#taps).

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Indicator 2: Testing and Assessment

Intent

The expected outcome of this indicator is that entry assessments are used to diagnose students' academic, career, and technical strengths, weaknesses, and interests to address the individual needs of the students and that exit assessments and state assessments are used to evaluate the performance of students in juvenile justice schools.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program has testing and assessment practices that include

- 2.1** entry academic assessments for reading, writing or language arts, and mathematics that are used by all instructional personnel for diagnostic and prescriptive purposes and are administered within five school days of student entry into the facility (All academic assessments must be DOE-approved, age-appropriate, and administered according to the test publisher's guidelines.)
- 2.2 career and technical aptitude assessments and/or career interest surveys that are administered within five school days of student entry into the facility and are used to enhance employability, career, and technical instruction
- 2.3 student participation in the state assessment program (FCAT or alternate assessment for students with disabilities or limited English proficiency).
- 2.4 exit academic assessment using age-appropriate and DOE-approved assessments for reading, writing or language arts, and math using the same assessment instruments used at entry (Scores are provided to the school district for reporting through the MIS.)

Benchmarks 2.2 and 2.4 are not applicable to programs that only serve students for less than 40 calendar days.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review student educational files, assessment tests, MIS records, and other appropriate documentation
- interview personnel responsible for testing procedures, other appropriate personnel, and students
- verify that the assessments used are appropriate for the areas to be assessed and for the ages and grade levels of the students.

Clarification

Programs must administer entry and exit assessments that are reportable to the DOE and are on the approved entry and exit assessment list. When DOE determines a new statewide assessment, programs should acquire the selected assessment to assess all students. Programs may use prior assessment results from detention centers, assignment centers, or prior commitment when those results are recent according to the administrative guidelines of the instrument used, are determined by instructional personnel to be accurate, and are the same instruments used at the current program. Assessment measures shall be appropriate for the student's age, grade, language proficiency, and program length of stay and shall be nondiscriminatory with respect to culture, disability, and socioeconomic status. Unanticipated transfers should be documented to indicate that exit testing was not possible.

To diagnose student needs and measure student progress accurately, academic assessments should be aligned with the program's curriculum and administered according to the publisher's administrative manual. Instructional personnel should have access to assessment results and records in student files and be well informed about the students' needs and abilities. For additional information, please refer to *A Guide to Test Instruments for Entry and Exit Assessment in Florida Department of Juvenile Justice Educational Programs* (www.firn.edu/doe/commhome/drophome.htm).

Career and technical assessments are used to determine students' career interests and assess their career and technical aptitudes. These assessments also should be used to determine student placement in career and technical programming, when appropriate, and to set student goals and guide students in future career decision making.

Programs are responsible for ensuring that all eligible students participate in FCAT testing. School districts are responsible for submitting results to the Florida Department of Education. Juvenile justice educational programs should work with their school district's accountability coordinator and MIS office to review enrollment and state assessment results in preparation for reporting AYP data.

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Indicator 3: Student Planning

Intent

The expected outcome of this indicator is that academic and transition planning is designed and implemented to assist students in maximizing academic achievement and experiencing successful transition back to school and the community.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program has individual student planning activities that include

- 3.1 developing written IAPs that are age and grade appropriate for all non-ESE students based on each student's entry assessments, past records, and post-placement goals within 15 school days of student entry into the facility (IAPs include specific, measurable, and individualized long-term goals for student progression and short-term instructional objectives for academics [addressing reading, writing, and math at a minimum] and career/technical areas [social/employability skills, career awareness, or career and technical training], identified remedial strategies, and a schedule for determining progress toward achieving the goals and objectives of the IAPs.)
- 3.2 developing IEP goals and objectives that directly relate to the student's identified academic and/or behavioral deficiencies and needs
- 3.3 reviewing students' academic progress toward achieving the content of their goals and objectives during treatment team meetings and (when appropriate) the revision of goals and objectives in IAPs, IEPs, and transition plans by an educational representative
- 3.4 developing an age-appropriate exit transition plan (completed at final exit staffing) for each student that identifies (with accurate and current educational information), at a minimum, desired diploma option, anticipated next educational placement, post-release educational plans, aftercare provider, job/career or career and technical training plans, and the parties responsible for implementing the plan. (Copies of the plan will be provided to the responsible parties.)

Benchmark 3.3 and specific IAP content requirements are not applicable to programs that only serve students for less than 40 calendar days.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review student educational files, 504 plans, AIPs, IAPs, IEPs, transition plans, treatment files, and other appropriate documentation
- interview instructional personnel, guidance personnel, transition personnel, other appropriate personnel, and students
- observe student exit staffings and treatment team meetings, when possible.

Clarification

IAPs should document student needs and identify strategies that assist them in meeting their potential. Long-term educational goals and short-term instructional objectives for non-ESE students may be found in each student’s performance contract, treatment plan, IAP, or other appropriate documents. AIPs with specific goals for reading are required for all of Florida’s public school students when it is determined that they are deficient in reading. IAPs required for all DJJ students or IEPs for students with disabilities may substitute for AIPs if they address all of the required components for reading. Career/technical objectives may include objectives for career awareness and exploration, employability skills, or hands-on career and technical benchmarks. Instructional personnel should use IAPs, AIPs, and IEPs for instructional planning purposes and for tracking students’ progress.

A schedule for determining student progress should be based on an accurate assessment, resources, and instructional strategies. Students performing at or above grade level must have appropriate goals and objectives on their IAPs; remedial strategies are not required for these students. Students who have high school diplomas or the equivalent are not required to have academic plans; however, these students’ curricular activities must address their individual needs.

IEPs for students assigned to ESE programs should be individualized and include all information required by federal and state laws. Instructional personnel should have access to IEPs. The program must document soliciting parent involvement in the IEP development process, and parents must receive a copy of their student’s IEP. IEPs should address behavioral and academic goals and objectives as appropriate.

The student and an educational representative should participate in treatment team meetings. Proper tracking and documentation of student progress may assist in offering performance-based education that will allow students performing below grade level the opportunity to advance to their age-appropriate placement.

Parties responsible for implementing the transition plan may include the student’s parents/guardians, juvenile probation officer, aftercare/reentry counselor, zoned school personnel, and/or mentors. For more information, please refer to *Transition Guidebook for Educational Personnel in Juvenile Justice Programs* (jjeep.org/docs.htm#taps).

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Educational Standard Two: Service Delivery

The service delivery standard is comprised of four indicators that address curriculum, reading, instructional delivery, exceptional student education (ESE), and educational support services. Service delivery activities ensure that students are provided with educational opportunities that will best prepare them for successful reentry into community, school, and/or work settings.

Indicator 4: Academic Curriculum and Instruction

The expected outcome of this indicator is that students have the opportunity to receive an education that focuses on their assessed educational needs and is appropriate to their future educational plans, allowing them to progress toward obtaining high school diplomas or the equivalent.

Indicator 5: Reading Curriculum and Instruction

The expected outcome of this indicator is that students with reading deficiencies are identified and provided with direct reading instruction and services that address students' strengths, weaknesses, and abilities in the five construct areas of reading.

Indicator 6: Employability, Career, and Technical Curriculum and Instruction

The expected outcome of this indicator is that students have the opportunity to acquire the skills necessary to transfer to a career and technical institution after release and/or obtain employment.

Indicator 7: ESE and Related Services

The expected outcome of this indicator is that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

Indicator 4: Academic Curriculum and Instruction

Intent

The expected outcome of this indicator is that students have the opportunity to receive an education that focuses on their assessed educational needs and is appropriate to their future educational plans, allowing them to progress toward obtaining high school diplomas or the equivalent.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program offers academic curriculum and instruction through

- 4.1 elementary, middle, and secondary educational programs that address English/language arts, math, social studies, and science curriculum as needed to address individual students' needs for student progression or high school graduation
- 4.2 required diploma options that include but are not limited to a standard, special, GED, and GED Exit Option as appropriate
- 4.3 a year-round curriculum (including summer school course offerings that address individual student progression needs) designed to provide students with educational services through a substantial curriculum based on (a) curricular offerings that provide credit and the opportunity for student progression, (b) the *Florida Course Code Directory and Instructional Personnel Assignments*, (c) the course descriptions of the courses in which students are receiving instruction, and (d) the Florida Sunshine State Standards (FSSS)
- 4.4 individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings; instruction that is based on IAPs and IEPs and students' academic levels in reading, writing, and mathematics in all content areas being taught; and a variety and balance of targeted and appropriate teaching strategies to accommodate students' learning styles (e.g., auditory, visual, kinesthetic, tactile).

The requirements pertaining to GED, social studies, and science curricula are not applicable to programs that only serve students for less than 40 calendar days.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review student educational files, student work folders, course schedules, class schedules curriculum documents and materials, lesson plans, and other appropriate documentation
- interview instructional personnel, educational administrators, other appropriate personnel, and students
- observe educational settings, activities, and instruction.

Clarification

Courses and activities should be age appropriate and based on the student's individual needs and post-placement goals. Programs should prepare the student so that he or she has the opportunity to obtain a high school diploma through his or her chosen graduation program. GED preparation is different from the GED Exit Option. For appropriate use of the required GED Exit Option, refer to the DOE *GED Exit Option Procedure Manual*. GED courses may be integrated and/or modified to best suit the needs and interests of the students. Students who have earned a GED diploma should have the opportunity to participate in FCAT testing in order to obtain a high school diploma.

A substantial curriculum will be used to meet state course descriptions and will not consist only of supplemental materials. The curriculum may be offered through a variety of scheduling options such as block scheduling, performance-based education, or offering courses at times of the day that are most appropriate for the program's planned activities. Programs must provide course credits or student progression leading toward high school graduation throughout the 250-day school year.

A curriculum with the same content must address multiple academic levels. Long-term goals and short-term instructional objectives in students' IAPs and IEPs should be used by all instructional personnel to assist in providing individualized instruction and educational services. Teachers should have knowledge of the content of their students' IEPs and/or IAPs.

Individualized instruction may be delivered in a variety of ways, including one-on-one instruction, computer-assisted instruction (CAI), thematic teaching, team teaching, direct instruction, experiential learning, cooperative learning, audio/visual presentations, lectures, group projects, and hands-on learning.

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Indicator 5: Reading Curriculum and Instruction

Intent

The expected outcome of this indicator is that students with reading deficiencies are identified and provided with direct reading instruction and services that address students' strengths, weaknesses, and abilities in the five construct areas of reading.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program provides reading instruction and services through

- 5.1 identifying students' reading deficiencies, based on scoring below level two on the FCAT. (If FCAT results are not available, reading-deficient students are identified by scoring two or more grade levels below grade placement on entry reading assessment results.)
- 5.2 placement testing, direct reading instruction with progress monitoring, support services, and research-based reading curricula that are designed to address the reading goals and objectives outlined in the students' IAPs, AIPs, or IEPs
- 5.3 giving students opportunities for reading practice and enrichment activities
- 5.4 administering a diagnostic reading assessment(s) that addresses the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension to students who are not progressing (based on progress monitoring data) in the core reading curriculum; modifying initial reading goals, objectives, and remedial strategies to address the specific areas of need identified by the diagnostic assessment(s).

Benchmarks 5.1, 5.2, and 5.4 are not applicable to programs that only serve students for less than 40 calendar days.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review student educational files, assessment tests, MIS records, IAPs, AIPs, and other appropriate documentation
- interview personnel responsible for testing procedures, other appropriate personnel, and students
- observe educational settings, activities, and instruction
- verify that the assessments used are appropriate for the areas to be assessed and for the ages and grade levels of the student.

Clarification

Students who are not identified with reading deficiencies should be provided opportunities for reading practice and enrichment activities in their regular English/language arts, or reading curriculum. Students should have frequent access to an abundant supply of leisure reading materials. These services are evaluated under Indicator 4: Academic Curriculum and Instruction.

Reading goals and objectives are developed to address specific areas of need based on assessment data. These goals should include the methods and services that will be used to meet students' reading goals. Remedial strategies should include methods and services. IAPs, AIPs, or IEPs may serve as reading plans as long as they meet all of the existing criteria.

Reading curricula should be age and grade appropriate, address the five areas of reading, and have evidence that it is effective with at-risk populations. Direct reading instruction must be provided and must include a variety of strategies to address the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

A research-based reading curriculum should

- consistently contain an instructional plan to deliver explicit instruction
- have a systematic scope and sequence
- provide systemic instruction
- be used by students who have construct deficiencies
- provide comparison studies with other programs addressing the same constructs
- provide plenty of practice.

An additional reading diagnostic assessment that addresses the five construct areas should be available to assess students with identified reading deficiencies when there has been little improvement in reading skill development after reading remediation strategies have been implemented. If a student is scoring at or above grade level on the phonics portion of the reading diagnostic assessment, then the student does not have to be assessed for phonemic awareness deficiencies. For more information on reading diagnostic assessment, please refer to *Diagnostic Instruments Appropriate for Primary and Secondary Levels* (www.firn.edu/doe/bin00014/progress/diagnostic.pdf).

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Indicator 6: Employability, Career, and Technical Curriculum and Instruction

Intent

The expected outcome of this indicator is that students have the opportunity to acquire the skills necessary to transfer to a career and technical institution after release and/or obtain employment.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the standard and will be used to gather evidence when determining if the indicator's intent is being met.

Curricular activities demonstrated in educational settings for Type 1 programs are based on students' entry assessments, IAPs, and IEPs, and

- 6.1 address employability, social, and life skills on a year-round basis through courses or curricula that are based on state and school board standards, provide instruction in courses that are offered for credit, follow course descriptions, or are integrated into other courses already offered for credit
- 6.2 are delivered through individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings
- 6.3 must address employability, social, and life skills instruction, and career exploration or the hands-on technical training needs of every student who has received a high school diploma or its equivalent.

Curricular activities demonstrated in educational settings for Type 2 programs are based on students' entry assessments, IAPs, and IEPs, and

- 6.4 provide all students with a broad scope of career exploration and prerequisite skill training based on students' abilities, interests, and aptitudes
- 6.5 offer instruction and courses for credit and follow course descriptions or workforce education course requirements.

Curricular activities demonstrated in educational settings for Type 3 programs are based on students' entry assessments, IAPs, and IEPs, and

- 6.6 provide access for all students, as appropriate, to hands-on career and technical training, career and technical competencies, and the prerequisites needed for entry into a specific occupation
- 6.7 offer instruction and courses for credit and follow course descriptions or workforce education course requirements.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review student educational files, student work folders, course schedules, class schedules, curriculum documents and materials, lesson plans, and other appropriate documentation
- interview instructional personnel, educational administrators, other appropriate personnel, and students
- observe educational settings, classroom activities, and instruction.

Clarification

This indicator addresses the requirements outlined in the DOE and DJJ *Interagency Plan for Career and Technical Education*.

For Type I programs, activities may be offered as specific courses, integrated into one or more core courses offered for credit, and/or provided through thematic approaches. Such activities as employability skills instruction and social skills instruction that are appropriate to students' needs; lesson plans, materials, and activities that reflect cultural diversity; and character education, health, life skills, and fine or performing arts should be offered to assist students in attaining the skills necessary to successfully transition back into community, school, and/or work settings. Courses and activities should be age appropriate. Courses in employability, social skills, and life skills include but are not limited to employability skills for youth; personal, career and school development; peer counseling; life management skills; physical education; health; and fine arts.

Type 2 programs are expected to provide a curriculum that includes Type 1 program course content and addresses the areas described in this indicator. Exploring and gaining knowledge of occupational options and the level of effort required to achieve them are essential.

Type 3 programs are expected to provide a curriculum that includes Type 1 program course content and addresses the areas described in this indicator. Students in these programs will have access to direct work experiences, job shadowing, and youth apprenticeship programs, as appropriate. Type 3 programs do not have to address Type 2 requirements. Type 3 vocational programs should have evidence of career and technical programs that offer hands-on courses and training. All students should have appropriate access to career and technical programs. Appropriate students include those who are behaviorally appropriate and age appropriate. Students who have obtained a high school diploma or its equivalent should participate in the educational program's employability, social skills, and life skills activities, and career and technical activities. Online courses can be found at Floridaworks.org. In addition, students may be able to participate in community college courses via an articulation agreement.

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Indicator 7: ESE and Related Services

Intent

The expected outcome of this indicator is that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program provides to all students, as needed, educational support services, including

7.1 documenting the initiation of ESE services within 11 school days of student entry into the facility, including

- reviewing current IEPs and determining whether the IEP is appropriate given the student's placement in the DJJ program
- if the IEP cannot be implemented as written, convening an IEP meeting as soon as possible
- soliciting and documenting participation from parents in ESE staffing and IEP development and mailing copies of IEPs to parents if they cannot attend the meeting
- an educational representative acting as the LEA representative who is knowledgeable of the educational resources within the local school district, meets the requirements under Section 300.344 of Title 34 of the Code of Federal Regulations for an LEA representative, and is either an employee of the school district or is authorized by contract with the school district to act as the LEA representative

7.2 ESOL, Section 504, educational psychological services, ESE services, related services, and mental and physical health services as outlined in the students' plans (i.e., IEP, 504, and LEP plans) and, at a minimum, regularly scheduled consultative services.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review IEPs, cooperative agreement and/or contract, student files, records requests, support services consultation logs, and other appropriate documentation
- interview ESE personnel, educational administrators, instructional and support personnel, other appropriate personnel, and students.

Clarification

Students participating in ESE programs should be provided all corresponding services and documentation (i.e., written parental notification and procedural safeguards) required by federal and state laws. Documentation of ESE service delivery within the required time frame may include continuation of ESE services for in-county students, appropriate student course schedules based on current and appropriate IEPs, official enrollment, class attendance, and written parent notification and/or parent contact regarding an IEP review meeting.

Students participating in ESOL, Section 504, and/or related services should be provided all corresponding services according to the students' plan, including mental and physical health services. Students' support and educational services should be integrated.

Consultative services may include services to instructional personnel serving students assigned to ESE programs or services provided directly to students in accordance with their IEPs.

LEA participation must be provided by an educational representative who is knowledgeable of the educational resources within the local school district where the student is receiving services and is either an employee of the school district or is authorized by contract with the school district to act as the LEA.

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Educational Standard Three: Educational Resources

The educational resources standard is comprised of three indicators that are designed to ensure that students in juvenile justice educational programs are provided with educational personnel, services, materials, and the environment necessary to successfully accomplish their educational goals and to ensure collaboration and effective communication among all parties involved in the educational programs of juvenile justice facilities.

Indicator 8: Collaboration

The expected outcome of this indicator is that facility staff and school district personnel collaborate to ensure that high quality educational services are provided to at-risk students.

Indicator 9: Educational Personnel Qualifications and Professional Development

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in juvenile justice schools and that they are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students.

Indicator 10: Learning Environment and Resources

The expected outcome of this indicator is that funding provides for substantial educational services and that students have access to high-quality materials, resources, and an environment that enhances their academic achievement and prepares them for a successful return to school and the community.

Indicator 8: Collaboration

Intent

The expected outcome of this indicator is that facility staff and school district personnel collaborate to ensure high quality educational services are provided to at-risk students.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program facilitates collaboration through

- 8.1 demonstrated and documented communication between school district administrators, facility administrators, facility staff, and school personnel on a regularly scheduled basis
- 8.2 community involvement that is solicited, documented, and focused on educational and transition activities
- 8.3 demonstrated classroom management procedures for managing behavior that are clearly defined by both educational personnel and facility staff, are understood by all students, and include consistent use of reinforcement for positive student behavior.

Benchmark 8.2 requirements are not applicable to programs that only serve students for less than 40 calendar days.

Student participation in off-site community activities is not required for high-risk and maximum-risk programs.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review faculty meeting agendas, management meeting minutes, educational written procedures, volunteer participation documentation, program behavior policy, and other appropriate documentation
- interview school district administrators, on-site administrators, instructional personnel, students, and other appropriate personnel
- observe educational settings and faculty meetings, when possible.

Clarification

It is the responsibility of the on-site educational administrators to ensure that all educational staff are informed about the program and the school district's purpose, policies, expected student outcomes, and school improvement initiatives. Communication among relevant parties (the school district, DJJ, providers, and educational and program staff) should be ongoing and facilitate the smooth operation of the educational program.

Community involvement may consist of tutoring, mentoring, clerical and/or classroom volunteers, career days, guest speakers, business partnerships that enhance the educational program, and student

involvement in the community that supports education and learning. Student volunteerism within the program and mentoring/role modeling are also examples of community involvement. Community involvement activities should be integrated into the educational program’s curriculum. Community activities could be aligned with school-to-work initiatives. Parent involvement should be evident, and parents should be involved in a successful transition of the student to school and/or employment. School advisory councils (SACs) should include members from the community and parents when possible.

Classroom management should be incorporated in the program’s behavior management plan. The term “classroom” refers to any setting or location that is utilized by the program for instructional purposes. Equitable behavior/classroom management includes treating all students fairly, humanely, and according to their individual behavioral needs. Behavior and classroom management policies should be developed and implemented through collaboration between educational personnel and facility staff through instructional delivery activities. Classroom management procedures should be designed to empower students to become independent learners and to promote positive self-esteem. Where appropriate, individual functional behavior assessment and behavior intervention plans should be used.

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Indicator 9: Educational Personnel Qualifications and Professional Development

Intent

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in juvenile justice schools and that they are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

All instructional personnel

- 9.1** in core academic areas, must have professional or temporary state teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification
- 9.2 in non-core academic areas (including social, employability, and career/technical skills instructors), must be certified or, if not, possess documented expert knowledge and/or skill in the field(s) they are teaching and must follow the school board's policy for the approval and use of noncertified instructional personnel
- 9.3 participate in facility program orientation and a beginning teacher program when appropriate and use written professional development plans or annual teacher evaluations to foster professional growth
- 9.4 receive continual annual inservice training or continuing education (including college course work) based on educational program needs, actual instructional assignments, professional development plans and/or annual teacher evaluations, and QA findings. Inservice training must be from a variety of sources on such topics as instructional techniques, reading and literacy skills development, content-related skills and knowledge, working with delinquent and at-risk youths, and ESE and ESOL programs.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review educational personnel files, teaching certificates, statements of eligibility, training records, and other appropriate documentation
- interview instructional personnel, educational administrators, and other appropriate personnel.

Clarification

Instructional personnel are considered to be those who are hired to teach students. Schools should hire and assign teachers in core academic areas according to their area of certification. Core academic areas include English/language arts, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. A statement of eligibility and/or an application that confirms the applicant is not eligible for certification will not fulfill the requirements of this indicator.

Post-secondary instructors of dual enrollment students are not required to have K-12 teaching certifications. NCLB establishes specific requirements for highly qualified teachers in core subject areas. All instructional personnel whose salaries are supported wholly or in part by Title I, Part A funds must meet “highly qualified” teacher requirements within the timelines prescribed in NCLB. The technical assistance paper on this topic may be found online at http://info.fldoe.org/dscgi/ds.py/Get/File-1485/DPS_04-027_TAP.pdf. The program should retain documentation that parents are notified by letter if their child’s teacher teaches out of field for more than four weeks.

Both the program provider and the school district should have input into hiring all instructional personnel, either directly through the hiring process or through the cooperative agreement and/or the contract. Teachers in school district operated programs and teachers who are contracted with a private provider must meet this indicator’s requirements. The use and approval of noncertified personnel who teach non-core academic subjects in both types of programs must be documented and based on local school board policy. Schools and school districts should provide evidence that they are actively seeking qualified teachers when teaching positions are vacant or long-term substitutes are being used.

“Professional development plan” refers to district developed plan leading toward professional growth or development in the teaching profession. Instructional personnel should have input into creating these plans, and these plans should be used as a working document and an evaluation tool.

While routine training in such areas as policies and procedures, safety, and program orientation is important, the majority of inservice training should be related to instructional techniques, teaching delinquent and at-risk students, and the content of courses that instructional personnel are assigned to teach. All instructional personnel (including noncertified personnel) should have access to and the opportunity to participate in school district inservice training on an annual basis. Inservice training should qualify for inservice points for certification renewal.

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Indicator 10: Learning Environment and Resources Intent

The expected outcome of this indicator is that funding provides for substantial educational services and that students have access to high-quality materials, resources, and an environment that enhances their academic achievement and prepares them for a successful return to school and the community.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program's educational environment and resources include

- 10.1** the minimum of 300 minutes of daily instruction or its weekly equivalent
- 10.2 an adequate number of instructional personnel and educational support personnel
- 10.3 current instructional materials that are appropriate to students' ages and ability levels, including a variety of multi-level instructional texts for core content areas and high-interest leisure reading materials available for students (These materials should include fiction and nonfiction materials that address the characteristics and interests of adolescent readers.)
- 10.4 educational supplies, media materials, equipment, and technology for use by instructional personnel and students
- 10.5 an environment that is conducive to learning
- 10.6 access to the Internet for instructional purposes.

The reading material requirements and Internet access are not applicable to programs that only serve students for less than 40 calendar days.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review the cooperative agreement and/or contract, available media resources and technology, student to teacher ratio, curriculum and instruction materials, and other appropriate documentation
- interview school district administrators, on-site administrators, instructional personnel, other appropriate personnel, and students
- observe educational settings
- discuss findings with DJJ quality assurance reviewer when possible.

Clarification

Programs must provide a minimum of 240 days per year of 300 minutes daily (or the weekly equivalent) of instruction. Time for student movement is not included in the 300 minutes and should be reflected on the schedule.

Depending on the type and the size of the program, support personnel may include principals, assistant principals, school district administrators who oversee program operations, curriculum coordinators, ESE personnel, guidance counselors, lead educators, registrars, transition specialists, or others. The ratio of students to instructional personnel should take into account the nature of the instructional activity, the diversity of the academic levels present in the classroom, the amount of technology available for instructional use, and the use of classroom paraprofessionals (the average student-to-teacher ratio in Florida juvenile justice educational programs is 15:1). Technology and media materials should be appropriate to meet the needs of the program's educational staff and student population.

An environment conducive to learning includes but is not limited to facility; school climate; organization and management; and appropriate materials, supplies, and technology. All students should have access to computer technology in order to progress toward achieving career and/or educational goals.

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Educational Standard Four: Contract Management

The contract management standard is comprised of one indicator that addresses the role and responsibility of school districts that serve juvenile justice students to ensure local oversight of juvenile justice educational programs.

Indicator 11: School District Monitoring, Accountability, and Evaluation

The expected outcome of this indicator is that the school district monitors and assists programs in providing high quality educational services and accurately reports student and staff data for accountability and evaluation purposes.

Indicator 11: School District Monitoring, Accountability, and Evaluation

Intent

The expected outcome of this indicator is that the school district monitors and assists programs in providing high quality educational services and accurately reports student and staff data for accountability and evaluation purposes.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The school district ensures that

- 11.1 the program submits all self-report information and documents to JJEEP offices in a timely manner
- 11.2 the program is assigned an individual school number and accurately reports all MIS data, including grades, credits, student progression, certificates, accurate entry and withdrawal dates, the use of valid withdrawal codes, diplomas, entry and exit assessment scores, and diplomas earned for every eligible student who attends the program
- 11.3 accurate attendance records are maintained in the program, and current school membership is evidenced by enrollment in the school district MIS, including documentation of student daily attendance records
- 11.4 the program participates in the AYP process and that the data accurately reflect the state assessment program (FCAT or alternate assessment for students with disabilities or limited English proficiency) participation rate. (The program must have at least a 95% state assessment participation rate according to the State's AYP calculation.)

11.5 there is a current and approved (by DOE and DJJ) cooperative agreement with DJJ and a contract with the educational provider when educational services are not directly operated by the school district; the terms of the contract and/or the cooperative agreement are being followed

11.6 the contract manager or designee provides and documents appropriate oversight and assistance to the educational program.

There is documentation that illustrates that either the contract manager or the designated educational administrator is

11.7 monitoring and documenting quarterly the expenditures of all state and federal educational funds provided through the school district from both publicly and privately operated programs

11.8 conducting and documenting annual evaluations of the program's educational component.

Benchmark 11.8 is not applicable to charter school programs. The remainder of the indicators will be rated based on the program's charter.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review the cooperative agreement and/or the contract, educational evaluations, expenditure reports, MIS data, relevant correspondence between the school district and the program, and other appropriate documentation
- interview school district administrators, on-site administrators, lead educators, and other appropriate personnel
- review FCAT participation results based on state AYP calculations.

Clarification

School district contract managers and/or their designees are expected to oversee and assist the educational program with ensuring that all appropriate educational services are provided as required by the contract and/or the cooperative agreement and all applicable local, state, and federal education guidelines. An individual school number means that the school number used by the program is not shared with any other school, including other DJJ schools. Only students enrolled in the particular school should be reported under the program's unique school number. Adult county jail students should be reported under separate school numbers. All of the students' information contained in Survey One through Survey Five should be reported under the same school number.

To ensure that outcomes associated with a program's performance are valid, QA reviewers will verify that student information is accurately reported for all students through the MIS. Accountability issues should be clarified in the cooperative agreement and/or the contract and in the program's written procedures. The program and the school district should decide how access to the school district MIS is provided. All students should have a valid withdrawal code each year unless they are still enrolled in the school at the end of the school year. Major discrepancies in attendance and full-time equivalent (FTE) membership will be reported to DOE and may affect the program's QA score.

The contract manager should oversee the state assessment program (FCAT or alternate assessment for students with disabilities or limited English proficiency) testing process to ensure that all eligible students take the state assessment. The program should collaborate with the school district MIS department to adjust and correct the enrollment and testing information for the 2004-2005 school

year. Participation (at least 95%) each year is critical, not only to the current QA review, but also potentially to the following year's QA review.

In the case of a direct service (district-operated) educational program, the contract manager is usually the alternative education or Dropout Prevention principal or the school district administrator. The school district principal may assign a representative as a contract manager for contracted (private-operated) educational programs and for direct service (district-operated) educational programs.

Site visits should occur as determined by program needs. Contact may include but is not limited to site visits, telephone calls, e-mails, district meetings, and faxes. The contract manager may contact or designate other personnel to assist with contract management.

Annual program evaluations may include mock QA reviews, site-specific school improvement plans (SIPs), outcome evaluations, etc. Documentation of these evaluations should be available. School districts should ensure that issues documented in QA reports are addressed in a timely manner.

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

2004 EDUCATIONAL QUALITY ASSURANCE STANDARDS FOR DETENTION CENTERS

Educational Standard One: Transition

The transition standard is comprised of two indicators that address entry, on-site, and exit transition activities. Transition activities ensure that students are placed in appropriate educational programs that prepare them for successful reentry into community, school, and/or work settings.

Indicator 1: Transition Services

The expected outcome of this indicator is that the program assists students with reentry into community, school, and/or work settings through guidance and transition services.

Indicator 2: Assessment and Planning

The expected outcome of this indicator is that assessments are used to diagnose students' academic and career and technical strengths, weaknesses, and interests in order to address the individual needs of the students and that academic and transition planning is designed and implemented to assist students in maximizing academic achievement.

Indicator 1: Transition Services

Intent

The expected outcome of this indicator is that the juvenile justice school assists students with reentry into community, school, post-commitment programs, and/or work settings through transition services.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program has transition activities that include

- 1.1** documenting requests for records that are not electronically accessible within five school days of student entry and making additional requests as necessary; reviewing past educational records, transcripts, and withdrawal forms to develop an appropriate course schedule; changing enrollment from temporary to permanent status after a student's 22nd school day in the program
- 1.2 providing DJJ population reports to the lead educator, teachers, school registrar, and other educational support staff as needed daily; making educational staff aware of each student's status (i.e., which students are awaiting placement into commitment programs and which students are going to be released to their respective communities) and, when known, each student's expected release date from detention
- 1.3 documenting participation of an educational representative who is familiar with the students' performance and of appropriate representatives from the communities to which students will return, in detention hearings or staffings to determine the status of students in the detention center and to assist students with successful transition to their next educational or career/technical placements
- 1.4 for students who are returning to the public schools, documented transmittal of students, days in attendance, current transcript, and a school district withdrawal form with grades in progress to the next educational placement at the time of exit
- 1.5 for students who are awaiting placement into commitment programs, documented transmittal of the students' cumulative transcripts, IEPs/IAPs/AIPs, assessment information, and school district withdrawal forms with grades in progress to the next educational placement at the time of exit.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review student educational files, closed commitment files, educational exit packets, records requests, MIS enrollment, course schedules, prior records, documented transmittal of records (e.g., fax or mail receipts), AIPs, IAPs, transition plans, and other appropriate documentation
- interview transition specialist, registrar, guidance counselors, treatment team members, other appropriate personnel, and students
- observe student exit staffings and treatment team meetings, when possible.

Clarification

When the program does not have on-site access to the management information system (MIS), record requests for in-county student records should be documented. Required educational records include records requests; transcripts; withdrawal forms; ESE records, including individual educational plans (IEPs); academic improvement plans (AIPs); IAPs (educational plans are as appropriate); entry assessments; and school district course schedules. Electronic files of educational records maintained on site that contain required educational information are acceptable. Withdrawal grades should be averaged into current semester grades from the program. Out-of-county records should be requested through multiple sources, such as Florida Automated System for Transferring Educational Records (FASTER), the student's probation officer, detention centers, the previous school district, and/or the student's legal guardian.

Students in detention centers should earn grades for every day they are enrolled in school. The program should maintain documentation indicating that student records were transmitted directly to the next educational program. This will help ensure that a continuum of educational services is provided throughout the students' educational placement in the juvenile justice system. When the next educational placement for a student has not been determined, the program should make every effort to identify the most appropriate setting for the student's continuing educational development, including an alternative educational placement.

Parent involvement should be solicited, and parents should be informed about their child's needs before the student exits back to the home, school, and community. For more information, please refer to *Transition Guidebook for Educational Personnel in Juvenile Justice Programs* (jjeep.org/docs.htm#taps).

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Indicator 2: Assessment and Planning Intent

The expected outcome of this indicator is that entry assessments are used to diagnose students' academic, career, and technical strengths, weaknesses, and interests to address the individual needs of the students and that exit assessments and state assessments are used to evaluate the performance of students in juvenile justice schools.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program has testing and assessment practices that include

- 2.1** entry academic assessments for reading, writing or language arts, and mathematics that are used by all instructional personnel for diagnostic and prescriptive purposes and are administered within five school days of student entry into the facility (All academic assessments must be DOE-approved, age-appropriate, and administered according to the test publisher's guidelines.)
- 2.2** career and technical aptitude assessments and/or career interest surveys that are administered within 22 school days of student entry into the facility and are used to enhance employability, career, and technical instruction
- 2.3** developing written individual academic plans (IAPs) for all non-ESE students based on each student's entry assessments, past records, and post-placement goals by the 22nd school day (IAPs should include specific and individualized long-term goals for student progression and short-term instructional objectives for academics [addressing reading, writing, and math at a minimum]; identified remedial strategies; and a schedule for determining progress toward achieving the goals and objectives of the IAPs.)
- 2.4** developing IEP goals and objectives that directly relate to the student's identified academic and/or behavioral deficiencies and needs
- 2.5** reviewing students' academic progress toward achieving the content of their goals and objectives and (when appropriate) the revision of goals and objectives in IAPs
- 2.6** advising students with regard to their abilities and aptitudes, educational and occupational opportunities, personal and social adjustments, diploma options, and post-secondary opportunities, and communicating to students their educational status and progress.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review student educational files, assessment tests, MIS records, and other appropriate documentation
- interview personnel responsible for testing procedures, other appropriate personnel, and students, and verify that the assessments used are appropriate for the areas to be assessed and for the ages and grade levels of the students
- review student educational files, IAPs, treatment files, and other appropriate documentation
- interview instructional personnel, guidance personnel, transition personnel, other appropriate personnel, and students.

Clarification

Programs must administer entry assessments that are DOE approved. Programs may use prior assessment results from detention, assignment, or prior commitment when those results are recent according to the administrative guidelines of the instrument used, are determined by instructional personnel to be accurate, and are the same instruments used at the current program. Assessment measures shall be appropriate for the student's age, grade, language proficiency, and program length of stay and shall be non-discriminatory with respect to culture, disability, and socioeconomic status. To accurately diagnose student needs and measure student progress, academic assessments should be aligned with the program's curriculum and administered according to the publisher's administrative manual. Entry assessments should be re-administered when results do not appear to be consistent with the students' reported performance levels. Instructional personnel should have access to assessment results and records in student files and be well informed about students' needs and abilities.

Career and technical assessments are used to determine students' career interests and assess their career and technical aptitudes. These assessments also should be used to determine student placement in career and technical programming when appropriate and to set student goals and guide students in future career decision-making. For additional information, please refer to *A Guide to Test Instruments for Entry and Exit Assessment in Florida Department of Juvenile Justice Educational Programs* (www.firn.edu/doe/commhome/drophome.htm) and *Diagnostic Instruments Appropriate for Primary and Secondary Levels* (www.firn.edu/doe/bin00014/progress/diagnostic.pdf).

Proper tracking and documentation of student progress may also assist in offering performance-based education that will allow students performing below grade level the opportunity to advance to their age-appropriate placement. All students should have easy and frequent access to guidance/advising services, and these services should be aligned with transition and treatment activities.

Guidance activities should be based on the *Florida Course Code Directory and Instructional Personnel Assignments*, the school district's student progression plan, state- and district-wide assessments, and requirements for high school graduation, including all diploma options and post-commitment career and technical educational options. Students will be expected to have knowledge of their credits, grade levels, and diploma options to verify that individuals delivering guidance services are communicating this information to students. Students working to obtain a General Educational Development (GED) diploma should receive counseling that explains this diploma option's benefits and limitations.

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Educational Standard Two: Service Delivery

The service delivery standard is comprised of two indicators that address curriculum, instructional delivery, exceptional student education (ESE), and educational support services. Service delivery activities ensure that students are provided with educational opportunities that will best prepare them for successful reentry into community, school, post-commitment programs, and/or work settings.

Indicator 3: Curriculum and Instruction

The expected outcome of this indicator is that students have the opportunity to receive an education that focuses on their assessed educational needs and is appropriate to their future educational plans, allowing them to progress toward obtaining high school diplomas or the equivalent.

Indicator 4: ESE and Related Services

The expected outcome of this indicator is that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

Indicator 3: Curriculum and Instruction Intent

The expected outcome of this indicator is that students have the opportunity to receive an education that focuses on their assessed educational needs and is appropriate to their future educational plans, allowing them to progress toward obtaining high school diplomas or the equivalent.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program offers academic curriculum and instruction through

- 3.1** a year-round curriculum (including summer school course offerings that address the student progression needs of students) designed to provide students with educational services through a substantial curriculum based on curricular offerings that provide credit and the opportunity for student progression, the *Florida Course Code Directory and Instructional Personnel Assignments*, the course descriptions of the courses in which students are receiving instruction, and the Florida Sunshine State Standards (FSSS)
- 3.2 for students in the detention center 21 school days or less**, literacy skills activities, tutorial and remedial strategies, and social skills programs that meet students' needs
- 3.3** for students in the detention center 22 school days or more, individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings. Such strategies should address instruction that is aligned with IAPs and IEPs and students' academic levels in reading, writing, and mathematics in all content areas being taught, and provide a variety and balance of targeted and appropriate teaching strategies to accommodate students' learning styles (e.g., auditory, visual, kinesthetic, tactile).

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review student educational files, student work folders, course schedules, class schedules, curriculum documents and materials, lesson plans, IEPs, 504 plans, and other appropriate documentation
- interview instructional personnel, educational administrators, other appropriate personnel, and students
- observe educational settings, activities, and instruction.

Clarification

Courses and activities should be age appropriate. A substantial curriculum will meet state course descriptions and will not consist only of supplemental materials. GED preparation is different from the GED Exit Option. For appropriate use of the GED Exit Option, refer to the DOE *GED Exit Option Procedure Manual*. Courses may be integrated and/or modified to best suit the needs and interests of the students.

The curriculum may be offered through a variety of scheduling options, such as block scheduling, performance-based education, or offering courses at times of the day that are most appropriate for the program's planned activities. Programs must provide course credits or student progression leading toward high school graduation throughout the 250-day school year.

Based on the student's individual needs and post-placement goals, programs should prepare the student so that he has the opportunity to obtain a high school diploma through his chosen graduation program.

Individualized instruction may be delivered in a variety of ways, including one-on-one instruction, computer-assisted instruction (CAI), or the use of a curriculum with the same content that addresses multiple academic levels. Long-term goals and short-term instructional objectives in students' IAPs and IEPs should be used by all instructional personnel to assist in providing individualized instruction and educational services. Instructional strategies may include but are not limited to thematic teaching, team teaching, direct instruction, experiential learning, CAI, cooperative learning, one-on-one instruction, audio/visual presentations, lecturing, group projects, and hands-on learning. Teachers should have knowledge of the content of their students' IEPs and/or IAPs.

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Indicator 4: ESE and Related Services

Intent

The expected outcome of this indicator is that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program provides to all students, as needed, educational support services, including

4.1 documenting the initiation of ESE services within 11 school days of student entry into the facility, including

- reviewing current IEPs and determining whether the IEP is appropriate given the student's placement in the DJJ program
- if the IEP cannot be implemented as written, convening an IEP meeting as soon as possible
- soliciting and documenting participation from parents in ESE staffing and IEP development and mailing copies of IEPs to parents if they cannot attend the meeting
- an educational representative acting as the LEA representative who is knowledgeable of the educational resources within the local school district, meets the requirements under Section 300.344 of Title 34 of the Code of Federal Regulations for an LEA representative, and is either an employee of the school district or is authorized by contract with the school district to act as the LEA representative.

4.2 ESOL, Section 504, educational psychological services, ESE services, related services, and mental and physical health services as outlined in the students' plans (i.e., IEP, 504, and LEP plans) and, at a minimum, regularly scheduled consultative services.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review IEPs, cooperative agreement and/or contract, student files, records requests, support services consultation logs, and other appropriate documentation
- interview ESE personnel, educational administrators, instructional and support personnel, other appropriate personnel, and students.

Clarification

Students participating in ESE programs should be provided all corresponding services and documentation (i.e., written parental notification and procedural safeguards) required by federal and state laws. Documentation of ESE service delivery within the required time frame may include continuation of ESE services for in-county students, appropriate student course schedules based on current and appropriate IEPs, official enrollment, class attendance, and written parent notification and/or parent contact regarding an IEP review meeting.

Students participating in ESOL, Section 504, and/or related services should be provided all corresponding services according to the students' plan, including mental and physical health services. Students' support and educational services should be integrated.

Consultative services may include services to instructional personnel serving students assigned to ESE programs or services provided directly to students in accordance with their IEPs.

LEA participation must be provided by an educational representative who is knowledgeable of the educational resources within the local school district where the student is receiving services and is either an employee of the school district or is authorized by contract with the school district to act as the LEA.

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Educational Standard Three: Educational Resources

The educational resources standard is comprised of three indicators that are designed to ensure that students in juvenile justice educational programs are provided with educational personnel, services, materials, and environment necessary to successfully accomplish their educational goals and to ensure collaboration and effective communication among all parties involved in the educational programs of juvenile justice facilities.

Indicator 5: Collaboration

The expected outcome of this indicator is that facility staff and school district personnel collaborate to ensure that high quality educational services are provided to at-risk students.

Indicator 6: Educational Personnel Qualifications and Professional Development

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in juvenile justice schools and that they are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students.

Indicator 7: Learning Environment and Resources

The expected outcome of this indicator is that funding provides for substantial educational services and that students have access to high-quality materials and resources in order to maximize their academic achievement and prepare them for a successful return to school and the community.

Indicator 5: Collaboration

Intent

The expected outcome of this indicator is that facility staff and school district personnel collaborate to ensure high quality educational services are provided to at-risk students.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program facilitates collaboration through

- 5.1 demonstrated and documented communication between school district administrators, facility administrators, facility staff, and school personnel on a regularly scheduled basis
- 5.2 community involvement that is solicited, documented, and focused on educational and transition activities
- 5.3 demonstrated classroom management procedures for managing behavior that are clearly defined by both educational personnel and facility staff, and understood by all students, and include consistent use of reinforcement for positive student behavior.

Student participation in off-site community activities is not required for detention centers.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review faculty meeting agendas, management meeting minutes, educational written procedures, volunteer participation documentation, program behavior policy, and other appropriate documentation
- interview school district administrators, on-site administrators, instructional personnel, students, and other appropriate personnel
- observe educational settings and faculty meetings, when possible.

Clarification

It is the responsibility of the on-site educational administrators to ensure that all educational staff are informed about the program and the school district's purpose, policies, expected student outcomes, and school improvement initiatives. Communication among relevant parties (the school district, DJJ, providers, and educational and program staff) should be ongoing and facilitate the smooth operation of the educational program.

Community involvement may consist of tutoring, mentoring, clerical and/or classroom volunteers, career days, guest speakers, business partnerships that enhance the educational program, and student

involvement in the community that supports education and learning. Student volunteerism within the program and mentoring/role modeling are also examples of community involvement. Community involvement activities should be integrated into the educational program's curriculum. Community activities could be aligned with school-to-work initiatives. Parent involvement should be evident, and parents should be involved in a successful transition of the student to school and/or employment. School advisory councils (SACs) should include members from the community and parents when possible.

Classroom management should be incorporated in the program's behavior management plan. The term "classroom" refers to any setting or location that is utilized by the program for instructional purposes. Equitable behavior/classroom management includes treating all students fairly, humanely, and according to their individual behavioral needs. Behavior and classroom management policies should be developed and implemented through collaboration between educational personnel and facility staff through instructional delivery activities. Classroom management procedures should be designed to empower students to become independent learners and to promote positive self-esteem. Where appropriate, individual functional behavior assessment and behavior intervention plans should be used.

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Indicator 6: Educational Personnel Qualifications and Professional Development

Intent

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in juvenile justice schools and that they are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

All instructional personnel

- 6.1** in core academic areas, must have professional or temporary state teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification
- 6.2 in noncore academic areas (including social, employability, and career/technical skills instructors), must be certified or, if not, possess documented expert knowledge and/or skill in the field(s) they are teaching and must follow the school board's policy for the approval and use of noncertified instructional personnel
- 6.3 participate in facility program orientation and a beginning teacher program when appropriate and use written professional development plans or annual teacher evaluations to foster professional growth
- 6.4 receive continual annual inservice training or continuing education (including college course work) based on educational program needs, actual instructional assignments, professional development plans and/or annual teacher evaluations, and QA findings. Inservice training must be from a variety of sources on such topics as instructional techniques, reading and literacy skills development, content-related skills and knowledge, working with delinquent and at-risk youths, and ESE and ESOL programs.

Methods

To determine the rating should review all required self-report information at a minimum and

- review educational personnel files, teaching certificates, statements of eligibility, training records, and other appropriate documentation
- interview instructional personnel, educational administrators, and other appropriate personnel.

Clarification

Instructional personnel are considered to be those who are hired to teach students. Schools should hire and assign teachers in core academic areas according to their area of certification. Core academic areas include English/language arts, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. A statement of eligibility and/or an application that confirms the applicant is not eligible for certification will not fulfill the requirements of this indicator.

Post-secondary instructors of dual enrollment students are not required to have K-12 teaching certifications. NCLB establishes specific requirements for highly qualified teachers in core subject areas. All instructional personnel whose salaries are supported wholly or in part by Title I, Part A funds must meet “highly qualified” teacher requirements within the timelines prescribed in NCLB. The technical assistance paper on this topic may be found online at http://info.fldoe.org/dscgi/ds.py/Get/File-1485/DPS_04-027_TAP.pdf. The program should retain documentation that parents are notified by letter if their child’s teacher teaches out of field for more than four weeks.

Both the program provider and the school district should have input into hiring all instructional personnel, either directly through the hiring process or through the cooperative agreement and/or the contract. Teachers in school district operated programs and teachers who are contracted with a private provider must meet this indicator’s requirements. The use and approval of noncertified personnel who teach non-core academic subjects in both types of programs must be documented and based on local school board policy. Schools and school districts should provide evidence that they are actively seeking qualified teachers when teaching positions are vacant or long-term substitutes are being used.

“Professional development plan” refers to district developed plan leading toward professional growth or development in the teaching profession. Instructional personnel should have input into creating these plans, and these plans should be used as a working document and an evaluation tool.

While routine training in such areas as policies and procedures, safety, and program orientation is important, the majority of inservice training should be related to instructional techniques, teaching delinquent and at-risk students, and the content of courses that instructional personnel are assigned to teach. All instructional personnel (including noncertified personnel) should have access to and the opportunity to participate in school district inservice training on an annual basis. Inservice training should qualify for inservice points for certification renewal.

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Indicator 7: Learning Environment and Resources Intent

The expected outcome of this indicator is that funding provides for substantial educational services and that students have access to high-quality materials, resources, and an environment that enhances their academic achievement and prepares them for a successful return to school and the community.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program's educational environment and resources include

- 7.1** the minimum of 300 minutes of daily instruction or its weekly equivalent
- 7.2** an adequate number of instructional personnel and educational support personnel
- 7.3** current instructional materials that are appropriate to students' ages and ability levels, including a variety of multi-level instructional texts for core content areas and high-interest leisure reading materials available for students (These materials should include fiction and nonfiction materials that address the characteristics and interests of adolescent readers.)
- 7.4** educational supplies, media materials, equipment, and technology for use by instructional personnel and students
- 7.5** an environment that is conducive to learning
- 7.6** access to the Internet for instructional purposes.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review the cooperative agreement and/or contract, available media resources and technology, student to teacher ratio, curriculum and instruction materials, and other appropriate documentation
- interview school district administrators, on-site administrators, instructional personnel, other appropriate personnel, and students
- observe educational settings
- discuss findings with DJJ quality assurance reviewer when possible.

Clarification

Programs must provide a minimum of 240 days per year of 300 minutes daily (or the weekly equivalent) of instruction. Time for student movement is not included in the 300 minutes and should be reflected on the schedule.

Depending on the type and the size of the program, support personnel may include principals, assistant principals, school district administrators who oversee program operations, curriculum coordinators, ESE personnel, guidance counselors, lead educators, registrars, transition specialists, or others. The ratio of students to instructional personnel should take into account the nature of the instructional activity, the diversity of the academic levels present in the classroom, the amount of technology available for instructional use, and the use of classroom paraprofessionals (the average student-to-teacher ratio in Florida juvenile justice educational programs is 15:1). Technology and media materials should be appropriate to meet the needs of the program's educational staff and student population.

An environment conducive to learning includes but is not limited to facility; school climate; organization and management; and appropriate materials, supplies, and technology. All students should have access to computer technology in order to progress toward achieving career and/or educational goals.

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Educational Standard Four: Contract Management

The contract management standard is comprised of one indicator that addresses the role and responsibility of school districts that serve juvenile justice students to ensure local oversight of juvenile justice educational programs.

Indicator 8: School District Monitoring, Accountability, and Evaluation

The expected outcome of this indicator is that the school district monitors and assists programs in providing high quality educational services and accurately reports student and staff data for accountability and evaluation purposes.

Indicator 8: School District Monitoring, Accountability, and Evaluation

Intent

The expected outcome of this indicator is that the school district monitors and assists programs in providing high quality educational services and accurately reports student and staff data for accountability and evaluation purposes.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The school district ensures that

- 8.1 the program submits all self-report information and documents to JJEEP offices in a timely manner
- 8.2** the program is assigned an individual school number and accurately reports all MIS data, including grades, credits, student progression, certificates, accurate entry and withdrawal dates, the use of valid withdrawal codes, diplomas, entry and exit assessment scores, and diplomas earned for every eligible student who attends the program
- 8.3 accurate attendance records are maintained in the program, and current school membership is evidenced by enrollment in the school district MIS, including documentation of student daily attendance records
- 8.4 there is a current and approved (by DOE and DJJ) cooperative agreement with DJJ and a contract with the educational provider when educational services are not directly operated by the school district; the terms of the contract and/or the cooperative agreement are being followed
- 8.5** the contract manager or designee provides and documents appropriate oversight and assistance to the educational program.

There is documentation that illustrates that either the contract manager or the designated educational administrator is

- 8.6 monitoring and documenting quarterly the expenditures of all state and federal educational funds provided through the school district from both publicly and privately operated programs
- 8.7 conducting and documenting annual evaluations of the program's educational component.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review the cooperative agreement and/or the contract, educational evaluations, expenditure reports, MIS data, relevant correspondence between the school district and the program, and other appropriate documentation
- interview school district administrators, on-site administrators, lead educators, and other appropriate personnel.

Clarification

School district contract managers and/or their designees are expected to oversee and assist the educational program with ensuring that all appropriate educational services are provided as required by the contract and/or the cooperative agreement and all applicable local, state, and federal education guidelines. An individual school number means that the school number used by the program is not shared with any other school, including other DJJ schools. Only students enrolled in the particular school should be reported under the program's unique school number. Adult county jail students should be reported under separate school numbers. All of the students' information contained in Survey One through Survey Five should be reported under the same school number.

To ensure that outcomes associated with a program's performance are valid, QA reviewers will verify that student information is accurately reported for all students through the MIS. Accountability issues should be clarified in the cooperative agreement and/or the contract and in the program's written procedures. The program and the school district should decide how access to the school district MIS is provided. All students should have a valid withdrawal code each year unless they are still enrolled in the school at the end of the school year. Major discrepancies in attendance and full-time equivalent (FTE) membership will be reported to DOE and may affect the program's QA score.

The contract manager should oversee the state assessment program (FCAT or alternate assessment for students with disabilities or limited English proficiency) testing process to ensure that all eligible students take the state assessment. The program should collaborate with the school district MIS department to adjust and correct the enrollment and testing information for the 2004-2005 school year.

In the case of a direct service (district-operated) educational program, the contract manager is usually the alternative education or Dropout Prevention principal or the school district administrator. The school district principal may assign a representative as a contract manager for contracted (private-operated) educational programs and for direct service (district-operated) educational programs.

Site visits should occur as determined by program needs. Contact may include but is not limited to site visits, telephone calls, e-mails, district meetings, and faxes. The contract manager may contact or designate other personnel to assist with contract management.

Annual program evaluations may include mock QA reviews, site-specific school improvement plans (SIPs), outcome evaluations, etc. Documentation of these evaluations should be available. School districts should ensure that issues documented in QA reports are addressed in a timely manner.

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

2004 EDUCATIONAL QUALITY ASSURANCE STANDARDS FOR DETENTION CENTERS

Educational Standard One: Transition

The transition standard is comprised of two indicators that address entry, on-site, and exit transition activities. Transition activities ensure that students are placed in appropriate educational programs that prepare them for successful reentry into community, school, and/or work settings.

Indicator 1: Transition Services

The expected outcome of this indicator is that the program assists students with reentry into community, school, and/or work settings through guidance and transition services.

Indicator 2: Assessment and Planning

The expected outcome of this indicator is that assessments are used to diagnose students' academic and career and technical strengths, weaknesses, and interests in order to address the individual needs of the students and that academic and transition planning is designed and implemented to assist students in maximizing academic achievement.

Indicator 1: Transition Services

Intent

The expected outcome of this indicator is that the juvenile justice school assists students with reentry into community, school, post-commitment programs, and/or work settings through transition services.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program has transition activities that include

- 1.1** documenting requests for records that are not electronically accessible within five school days of student entry and making additional requests as necessary; reviewing past educational records, transcripts, and withdrawal forms to develop an appropriate course schedule; changing enrollment from temporary to permanent status after a student's 22nd school day in the program
- 1.2 providing DJJ population reports to the lead educator, teachers, school registrar, and other educational support staff as needed daily; making educational staff aware of each student's status (i.e., which students are awaiting placement into commitment programs and which students are going to be released to their respective communities) and, when known, each student's expected release date from detention
- 1.3 documenting participation of an educational representative who is familiar with the students' performance and of appropriate representatives from the communities to which students will return, in detention hearings or staffings to determine the status of students in the detention center and to assist students with successful transition to their next educational or career/technical placements
- 1.6 for students who are returning to the public schools, documented transmittal of students, days in attendance, current transcript, and a school district withdrawal form with grades in progress to the next educational placement at the time of exit
- 1.7 for students who are awaiting placement into commitment programs, documented transmittal of the students' cumulative transcripts, IEPs/IAPs/AIPs, assessment information, and school district withdrawal forms with grades in progress to the next educational placement at the time of exit.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review student educational files, closed commitment files, educational exit packets, records requests, MIS enrollment, course schedules, prior records, documented transmittal of records (e.g., fax or mail receipts), AIPs, IAPs, transition plans, and other appropriate documentation
- interview transition specialist, registrar, guidance counselors, treatment team members, other appropriate personnel, and students
- observe student exit staffings and treatment team meetings, when possible.

Clarification

When the program does not have on-site access to the management information system (MIS), record requests for in-county student records should be documented. Required educational records include records requests; transcripts; withdrawal forms; ESE records, including individual educational plans (IEPs); academic improvement plans (AIPs); IAPs (educational plans are as appropriate); entry assessments; and school district course schedules. Electronic files of educational records maintained on site that contain required educational information are acceptable. Withdrawal grades should be averaged into current semester grades from the program. Out-of-county records should be requested through multiple sources, such as Florida Automated System for Transferring Educational Records (FASTER), the student's probation officer, detention centers, the previous school district, and/or the student's legal guardian.

Students in detention centers should earn grades for every day they are enrolled in school. The program should maintain documentation indicating that student records were transmitted directly to the next educational program. This will help ensure that a continuum of educational services is provided throughout the students' educational placement in the juvenile justice system. When the next educational placement for a student has not been determined, the program should make every effort to identify the most appropriate setting for the student's continuing educational development, including an alternative educational placement.

Parent involvement should be solicited, and parents should be informed about their child's needs before the student exits back to the home, school, and community. For more information, please refer to *Transition Guidebook for Educational Personnel in Juvenile Justice Programs* (jjeep.org/docs.htm#taps).

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Indicator 2: Assessment and Planning

Intent

The expected outcome of this indicator is that entry assessments are used to diagnose students' academic, career, and technical strengths, weaknesses, and interests to address the individual needs of the students and that exit assessments and state assessments are used to evaluate the performance of students in juvenile justice schools.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program has testing and assessment practices that include

- 2.1** entry academic assessments for reading, writing or language arts, and mathematics that are used by all instructional personnel for diagnostic and prescriptive purposes and are administered within five school days of student entry into the facility (All academic assessments must be DOE-approved, age-appropriate, and administered according to the test publisher's guidelines.)
- 2.2** career and technical aptitude assessments and/or career interest surveys that are administered within 22 school days of student entry into the facility and are used to enhance employability, career, and technical instruction
- 2.3** developing written individual academic plans (IAPs) for all non-ESE students based on each student's entry assessments, past records, and post-placement goals by the 22nd school day (IAPs should include specific and individualized long-term goals for student progression and short-term instructional objectives for academics [addressing reading, writing, and math at a minimum]; identified remedial strategies; and a schedule for determining progress toward achieving the goals and objectives of the IAPs.)
- 2.4** developing IEP goals and objectives that directly relate to the student's identified academic and/or behavioral deficiencies and needs
- 2.5** reviewing students' academic progress toward achieving the content of their goals and objectives and (when appropriate) the revision of goals and objectives in IAPs
- 2.6** advising students with regard to their abilities and aptitudes, educational and occupational opportunities, personal and social adjustments, diploma options, and post-secondary opportunities, and communicating to students their educational status and progress.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review student educational files, assessment tests, MIS records, and other appropriate documentation
- interview personnel responsible for testing procedures, other appropriate personnel, and students, and verify that the assessments used are appropriate for the areas to be assessed and for the ages and grade levels of the students
- review student educational files, IAPs, treatment files, and other appropriate documentation
- interview instructional personnel, guidance personnel, transition personnel, other appropriate personnel, and students.

Clarification

Programs must administer entry assessments that are DOE approved. Programs may use prior assessment results from detention, assignment, or prior commitment when those results are recent according to the administrative guidelines of the instrument used, are determined by instructional personnel to be accurate, and are the same instruments used at the current program. Assessment measures shall be appropriate for the student's age, grade, language proficiency, and program length of stay and shall be non-discriminatory with respect to culture, disability, and socioeconomic status.

To accurately diagnose student needs and measure student progress, academic assessments should be aligned with the program's curriculum and administered according to the publisher's administrative manual. Entry assessments should be re-administered when results do not appear to be consistent with the students' reported performance levels. Instructional personnel should have access to assessment results and records in student files and be well informed about students' needs and abilities.

Career and technical assessments are used to determine students' career interests and assess their career and technical aptitudes. These assessments also should be used to determine student placement in career and technical programming when appropriate and to set student goals and guide students in future career decision-making. For additional information, please refer to *A Guide to Test Instruments for Entry and Exit Assessment in Florida Department of Juvenile Justice Educational Programs* (www.firn.edu/doe/commhome/drophome.htm) and *Diagnostic Instruments Appropriate for Primary and Secondary Levels* (www.firn.edu/doe/bin00014/progress/diagnostic.pdf).

Proper tracking and documentation of student progress may also assist in offering performance-based education that will allow students performing below grade level the opportunity to advance to their age-appropriate placement. All students should have easy and frequent access to guidance/advising services, and these services should be aligned with transition and treatment activities.

Guidance activities should be based on the *Florida Course Code Directory and Instructional Personnel Assignments*, the school district's student progression plan, state- and district-wide assessments, and requirements for high school graduation, including all diploma options and post-commitment career and technical educational options. Students will be expected to have knowledge of their credits, grade levels, and diploma options to verify that individuals delivering guidance services are communicating this information to students. Students working to obtain a General Educational Development (GED) diploma should receive counseling that explains this diploma option's benefits and limitations.

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Educational Standard Two: Service Delivery

The service delivery standard is comprised of two indicators that address curriculum, instructional delivery, exceptional student education (ESE), and educational support services. Service delivery activities ensure that students are provided with educational opportunities that will best prepare them for successful reentry into community, school, post-commitment programs, and/or work settings.

Indicator 3: Curriculum and Instruction

The expected outcome of this indicator is that students have the opportunity to receive an education that focuses on their assessed educational needs and is appropriate to their future educational plans, allowing them to progress toward obtaining high school diplomas or the equivalent.

Indicator 4: ESE and Related Services

The expected outcome of this indicator is that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

Indicator 3: Curriculum and Instruction Intent

The expected outcome of this indicator is that students have the opportunity to receive an education that focuses on their assessed educational needs and is appropriate to their future educational plans, allowing them to progress toward obtaining high school diplomas or the equivalent.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program offers academic curriculum and instruction through

- 3.1** a year-round curriculum (including summer school course offerings that address the student progression needs of students) designed to provide students with educational services through a substantial curriculum based on curricular offerings that provide credit and the opportunity for student progression, the *Florida Course Code Directory and Instructional Personnel Assignments*, the course descriptions of the courses in which students are receiving instruction, and the Florida Sunshine State Standards (FSSS)
- 3.2 for students in the detention center 21 school days or less**, literacy skills activities, tutorial and remedial strategies, and social skills programs that meet students' needs
- 3.3** for students in the detention center 22 school days or more, individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings. Such strategies should address instruction that is aligned with IAPs and IEPs and students' academic levels in reading, writing, and mathematics in all content areas being taught, and provide a variety and balance of targeted and appropriate teaching strategies to accommodate students' learning styles (e.g., auditory, visual, kinesthetic, tactile).

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review student educational files, student work folders, course schedules, class schedules, curriculum documents and materials, lesson plans, IEPs, 504 plans, and other appropriate documentation
- interview instructional personnel, educational administrators, other appropriate personnel, and students
- observe educational settings, activities, and instruction.

Clarification

Courses and activities should be age appropriate. A substantial curriculum will meet state course descriptions and will not consist only of supplemental materials. GED preparation is different from the GED Exit Option. For appropriate use of the GED Exit Option, refer to the DOE *GED Exit Option Procedure Manual*. Courses may be integrated and/or modified to best suit the needs and interests of the students.

The curriculum may be offered through a variety of scheduling options, such as block scheduling, performance-based education, or offering courses at times of the day that are most appropriate for the program's planned activities. Programs must provide course credits or student progression leading toward high school graduation throughout the 250-day school year.

Based on the student's individual needs and post-placement goals, programs should prepare the student so that he has the opportunity to obtain a high school diploma through his chosen graduation program.

Individualized instruction may be delivered in a variety of ways, including one-on-one instruction, computer-assisted instruction (CAI), or the use of a curriculum with the same content that addresses multiple academic levels. Long-term goals and short-term instructional objectives in students' IAPs and IEPs should be used by all instructional personnel to assist in providing individualized instruction and educational services. Instructional strategies may include but are not limited to thematic teaching, team teaching, direct instruction, experiential learning, CAI, cooperative learning, one-on-one instruction, audio/visual presentations, lecturing, group projects, and hands-on learning. Teachers should have knowledge of the content of their students' IEPs and/or IAPs.

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Indicator 4: ESE and Related Services

Intent

The expected outcome of this indicator is that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program provides to all students, as needed, educational support services, including

4.1 documenting the initiation of ESE services within 11 school days of student entry into the facility, including

- reviewing current IEPs and determining whether the IEP is appropriate given the student's placement in the DJJ program
- if the IEP cannot be implemented as written, convening an IEP meeting as soon as possible
- soliciting and documenting participation from parents in ESE staffing and IEP development and mailing copies of IEPs to parents if they cannot attend the meeting
- an educational representative acting as the LEA representative who is knowledgeable of the educational resources within the local school district, meets the requirements under Section 300.344 of Title 34 of the Code of Federal Regulations for an LEA representative, and is either an employee of the school district or is authorized by contract with the school district to act as the LEA representative.

4.2 ESOL, Section 504, educational psychological services, ESE services, related services, and mental and physical health services as outlined in the students' plans (i.e., IEP, 504, and LEP plans) and, at a minimum, regularly scheduled consultative services.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review IEPs, cooperative agreement and/or contract, student files, records requests, support services consultation logs, and other appropriate documentation
- interview ESE personnel, educational administrators, instructional and support personnel, other appropriate personnel, and students.

Clarification

Students participating in ESE programs should be provided all corresponding services and documentation (i.e., written parental notification and procedural safeguards) required by federal and state laws. Documentation of ESE service delivery within the required time frame may include continuation of ESE services for in-county students, appropriate student course schedules based on current and appropriate IEPs, official enrollment, class attendance, and written parent notification and/or parent contact regarding an IEP review meeting.

Students participating in ESOL, Section 504, and/or related services should be provided all corresponding services according to the students' plan, including mental and physical health services. Students' support and educational services should be integrated.

Consultative services may include services to instructional personnel serving students assigned to ESE programs or services provided directly to students in accordance with their IEPs.

LEA participation must be provided by an educational representative who is knowledgeable of the educational resources within the local school district where the student is receiving services and is either an employee of the school district or is authorized by contract with the school district to act as the LEA.

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Educational Standard Three: Educational Resources

The educational resources standard is comprised of three indicators that are designed to ensure that students in juvenile justice educational programs are provided with educational personnel, services, materials, and environment necessary to successfully accomplish their educational goals and to ensure collaboration and effective communication among all parties involved in the educational programs of juvenile justice facilities.

Indicator 5: Collaboration

The expected outcome of this indicator is that facility staff and school district personnel collaborate to ensure that high quality educational services are provided to at-risk students.

Indicator 6: Educational Personnel Qualifications and Professional Development

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in juvenile justice schools and that they are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students.

Indicator 7: Learning Environment and Resources

The expected outcome of this indicator is that funding provides for substantial educational services and that students have access to high-quality materials and resources in order to maximize their academic achievement and prepare them for a successful return to school and the community.

Indicator 5: Collaboration

Intent

The expected outcome of this indicator is that facility staff and school district personnel collaborate to ensure high quality educational services are provided to at-risk students.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program facilitates collaboration through

- 5.1 demonstrated and documented communication between school district administrators, facility administrators, facility staff, and school personnel on a regularly scheduled basis
- 5.2 community involvement that is solicited, documented, and focused on educational and transition activities
- 5.3 demonstrated classroom management procedures for managing behavior that are clearly defined by both educational personnel and facility staff, and understood by all students, and include consistent use of reinforcement for positive student behavior.

Student participation in off-site community activities is not required for detention centers.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review faculty meeting agendas, management meeting minutes, educational written procedures, volunteer participation documentation, program behavior policy, and other appropriate documentation
- interview school district administrators, on-site administrators, instructional personnel, students, and other appropriate personnel
- observe educational settings and faculty meetings, when possible.

Clarification

It is the responsibility of the on-site educational administrators to ensure that all educational staff are informed about the program and the school district's purpose, policies, expected student outcomes, and school improvement initiatives. Communication among relevant parties (the school district, DJJ, providers, and educational and program staff) should be ongoing and facilitate the smooth operation of the educational program.

Community involvement may consist of tutoring, mentoring, clerical and/or classroom volunteers, career days, guest speakers, business partnerships that enhance the educational program, and student involvement in the community that supports education and learning. Student volunteerism within the program and mentoring/role modeling are also examples of community involvement. Community

involvement activities should be integrated into the educational program's curriculum. Community activities could be aligned with school-to-work initiatives. Parent involvement should be evident, and parents should be involved in a successful transition of the student to school and/or employment. School advisory councils (SACs) should include members from the community and parents when possible.

Classroom management should be incorporated in the program's behavior management plan. The term "classroom" refers to any setting or location that is utilized by the program for instructional purposes. Equitable behavior/classroom management includes treating all students fairly, humanely, and according to their individual behavioral needs. Behavior and classroom management policies should be developed and implemented through collaboration between educational personnel and facility staff through instructional delivery activities. Classroom management procedures should be designed to empower students to become independent learners and to promote positive self-esteem. Where appropriate, individual functional behavior assessment and behavior intervention plans should be used.

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Indicator 6: Educational Personnel Qualifications and Professional Development

Intent

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in juvenile justice schools and that they are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

All instructional personnel

- 6.1** in core academic areas, must have professional or temporary state teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification
- 6.2 in noncore academic areas (including social, employability, and career/technical skills instructors), must be certified or, if not, possess documented expert knowledge and/or skill in the field(s) they are teaching and must follow the school board's policy for the approval and use of noncertified instructional personnel
- 6.3 participate in facility program orientation and a beginning teacher program when appropriate and use written professional development plans or annual teacher evaluations to foster professional growth
- 6.4 receive continual annual inservice training or continuing education (including college course work) based on educational program needs, actual instructional assignments, professional development plans and/or annual teacher evaluations, and QA findings. Inservice training must be from a variety of sources on such topics as instructional techniques, reading and literacy skills development, content-related skills and knowledge, working with delinquent and at-risk youths, and ESE and ESOL programs.

Methods

To determine the rating should review all required self-report information at a minimum and

- review educational personnel files, teaching certificates, statements of eligibility, training records, and other appropriate documentation
- interview instructional personnel, educational administrators, and other appropriate personnel.

Clarification

Instructional personnel are considered to be those who are hired to teach students. Schools should hire and assign teachers in core academic areas according to their area of certification. Core academic areas include English/language arts, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. A statement of eligibility and/or an application that confirms the applicant is not eligible for certification will not fulfill the requirements of this indicator.

Post-secondary instructors of dual enrollment students are not required to have K-12 teaching certifications. NCLB establishes specific requirements for highly qualified teachers in core subject areas. All instructional personnel whose salaries are supported wholly or in part by Title I, Part A funds must meet “highly qualified” teacher requirements within the timelines prescribed in NCLB. The technical assistance paper on this topic may be found online at http://info.fldoe.org/dscgi/ds.py/Get/File-1485/DPS_04-027_TAP.pdf. The program should retain documentation that parents are notified by letter if their child’s teacher teaches out of field for more than four weeks.

Both the program provider and the school district should have input into hiring all instructional personnel, either directly through the hiring process or through the cooperative agreement and/or the contract. Teachers in school district operated programs and teachers who are contracted with a private provider must meet this indicator’s requirements. The use and approval of noncertified personnel who teach non-core academic subjects in both types of programs must be documented and based on local school board policy. Schools and school districts should provide evidence that they are actively seeking qualified teachers when teaching positions are vacant or long-term substitutes are being used.

“Professional development plan” refers to district developed plan leading toward professional growth or development in the teaching profession. Instructional personnel should have input into creating these plans, and these plans should be used as a working document and an evaluation tool.

While routine training in such areas as policies and procedures, safety, and program orientation is important, the majority of inservice training should be related to instructional techniques, teaching delinquent and at-risk students, and the content of courses that instructional personnel are assigned to teach. All instructional personnel (including noncertified personnel) should have access to and the opportunity to participate in school district inservice training on an annual basis. Inservice training should qualify for inservice points for certification renewal.

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Indicator 7: Learning Environment and Resources Intent

The expected outcome of this indicator is that funding provides for substantial educational services and that students have access to high-quality materials, resources, and an environment that enhances their academic achievement and prepares them for a successful return to school and the community.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program's educational environment and resources include

- 7.1** the minimum of 300 minutes of daily instruction or its weekly equivalent
- 7.2** an adequate number of instructional personnel and educational support personnel
- 7.3** current instructional materials that are appropriate to students' ages and ability levels, including a variety of multi-level instructional texts for core content areas and high-interest leisure reading materials available for students (These materials should include fiction and nonfiction materials that address the characteristics and interests of adolescent readers.)
- 7.4** educational supplies, media materials, equipment, and technology for use by instructional personnel and students
- 7.5** an environment that is conducive to learning
- 7.6** access to the Internet for instructional purposes.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review the cooperative agreement and/or contract, available media resources and technology, student to teacher ratio, curriculum and instruction materials, and other appropriate documentation
- interview school district administrators, on-site administrators, instructional personnel, other appropriate personnel, and students
- observe educational settings
- discuss findings with DJJ quality assurance reviewer when possible.

Clarification

Programs must provide a minimum of 240 days per year of 300 minutes daily (or the weekly equivalent) of instruction. Time for student movement is not included in the 300 minutes and should be reflected on the schedule.

Depending on the type and the size of the program, support personnel may include principals, assistant principals, school district administrators who oversee program operations, curriculum coordinators, ESE personnel, guidance counselors, lead educators, registrars, transition specialists, or others. The ratio of students to instructional personnel should take into account the nature of the instructional activity, the diversity of the academic levels present in the classroom, the amount of technology available for instructional use, and the use of classroom paraprofessionals (the average student-to-teacher ratio in Florida juvenile justice educational programs is 15:1). Technology and media materials should be appropriate to meet the needs of the program's educational staff and student population.

An environment conducive to learning includes but is not limited to facility; school climate; organization and management; and appropriate materials, supplies, and technology. All students should have access to computer technology in order to progress toward achieving career and/or educational goals.

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Educational Standard Four: Contract Management

The contract management standard is comprised of one indicator that addresses the role and responsibility of school districts that serve juvenile justice students to ensure local oversight of juvenile justice educational programs.

Indicator 8: School District Monitoring, Accountability, and Evaluation

The expected outcome of this indicator is that the school district monitors and assists programs in providing high quality educational services and accurately reports student and staff data for accountability and evaluation purposes.

Indicator 8: School District Monitoring, Accountability, and Evaluation

Intent

The expected outcome of this indicator is that the school district monitors and assists programs in providing high quality educational services and accurately reports student and staff data for accountability and evaluation purposes.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The school district ensures that

- 8.1 the program submits all self-report information and documents to JJEEP offices in a timely manner
- 8.2** the program is assigned an individual school number and accurately reports all MIS data, including grades, credits, student progression, certificates, accurate entry and withdrawal dates, the use of valid withdrawal codes, diplomas, entry and exit assessment scores, and diplomas earned for every eligible student who attends the program
- 8.3 accurate attendance records are maintained in the program, and current school membership is evidenced by enrollment in the school district MIS, including documentation of student daily attendance records
- 8.4 there is a current and approved (by DOE and DJJ) cooperative agreement with DJJ and a contract with the educational provider when educational services are not directly operated by the school district; the terms of the contract and/or the cooperative agreement are being followed
- 8.5** the contract manager or designee provides and documents appropriate oversight and assistance to the educational program.

There is documentation that illustrates that either the contract manager or the designated educational administrator is

- 8.6 monitoring and documenting quarterly the expenditures of all state and federal educational funds provided through the school district from both publicly and privately operated programs
- 8.7 conducting and documenting annual evaluations of the program's educational component.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review the cooperative agreement and/or the contract, educational evaluations, expenditure reports, MIS data, relevant correspondence between the school district and the program, and other appropriate documentation
- interview school district administrators, on-site administrators, lead educators, and other appropriate personnel.

Clarification

School district contract managers and/or their designees are expected to oversee and assist the educational program with ensuring that all appropriate educational services are provided as required by the contract and/or the cooperative agreement and all applicable local, state, and federal education guidelines. An individual school number means that the school number used by the program is not shared with any other school, including other DJJ schools. Only students enrolled in the particular school should be reported under the program's unique school number. Adult county jail students should be reported under separate school numbers. All of the students' information contained in Survey One through Survey Five should be reported under the same school number.

To ensure that outcomes associated with a program's performance are valid, QA reviewers will verify that student information is accurately reported for all students through the MIS. Accountability issues should be clarified in the cooperative agreement and/or the contract and in the program's written procedures. The program and the school district should decide how access to the school district MIS is provided. All students should have a valid withdrawal code each year unless they are still enrolled in the school at the end of the school year. Major discrepancies in attendance and full-time equivalent (FTE) membership will be reported to DOE and may affect the program's QA score.

The contract manager should oversee the state assessment program (FCAT or alternate assessment for students with disabilities or limited English proficiency) testing process to ensure that all eligible students take the state assessment. The program should collaborate with the school district MIS department to adjust and correct the enrollment and testing information for the 2004-2005 school year.

In the case of a direct service (district-operated) educational program, the contract manager is usually the alternative education or Dropout Prevention principal or the school district administrator. The school district principal may assign a representative as a contract manager for contracted (private-operated) educational programs and for direct service (district-operated) educational programs.

Site visits should occur as determined by program needs. Contact may include but is not limited to site visits, telephone calls, e-mails, district meetings, and faxes. The contract manager may contact or designate other personnel to assist with contract management.

Annual program evaluations may include mock QA reviews, site-specific school improvement plans (SIPs), outcome evaluations, etc. Documentation of these evaluations should be available. School districts should ensure that issues documented in QA reports are addressed in a timely manner.

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

2004 EDUCATIONAL QUALITY ASSURANCE STANDARDS FOR DAY TREATMENT PROGRAMS

Educational Standard One: Transition

The transition standard is comprised of three indicators that address entry, on-site, and exit transition activities. Transition activities ensure that students are placed in appropriate educational programs that prepare them for successful reentry into community, school, and/or work settings.

Indicator 1: Transition Services

The expected outcome of this indicator is that the program assists students with reentry into community, school, and/or work settings through guidance and transition services.

Indicator 2: Testing and Assessment

The expected outcome of this indicator is that entry assessments are used to diagnose students' academic and career and technical strengths, weaknesses, and interests to address the individual needs of the students and that exit assessments and state assessments are used to evaluate the performance of students in juvenile justice schools.

Indicator 3: Student Planning

The expected outcome of this indicator is that academic and transition planning is designed and implemented to assist students in maximizing academic achievement and experiencing successful transition back to school and the community.

Indicator 1: Transition Services

Intent

The expected outcome of this indicator is that the juvenile justice school assists students with reentry into community, school, and/or work settings through guidance and transition services.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program has transition activities that include

- 1.1** enrolling students in the school district MIS and course schedules based on a review of past records (including ESE records), entry assessments, and student progression requirements, including withdrawal forms from the previous school with grades in progress; when the most current records are not present or the student is out-of-county, making and documenting (with dates) requests for student educational records, transcripts, AIPs, withdrawal forms, 504 plans, and ESE records, including IEPs, within five school days of student entry into the facility, and making and documenting (with dates) follow-up requests for records not received
- 1.4 advising students with regard to their abilities and aptitudes, educational and occupational opportunities, personal and social adjustments, diploma options, and post-secondary opportunities, and communicating to students their educational status and progress
- 1.5 documenting that an educational representative who is familiar with the students' performance participates in student exit staffings or transition meetings and assists students with successful transition to their next educational or career/technical placements
- 1.4 soliciting and documenting participation from parents, families, and representatives from the communities to which students will return that is focused on transition planning and activities and in the transition exit staffing
- 1.5 documenting transmittal of the educational exit packet to the persons responsible for post placement services (i.e., receiving school, conditional release, school district transition specialist, appropriate school representative, parent, or juvenile probation officer [JPO]) prior to or by the time of exit (The exit packet shall include, at a minimum, a cumulative transcript [including those credits earned prior to and during commitment], a school district withdrawal form that includes grades in progress from the program, a current IEP and/or IAP, the exit plan, and copies of any vocational certificates and diplomas earned at the program.)
- 1.6 providing support services to ensure students' successful transition back to school (Transition services for in-county students should include contacting the receiving school, meeting with a school representative [if possible], and ensuring students' successful transition back to in-county schools.)

Benchmarks 1.2 and 1.4 are not applicable to programs that only serve students for less than 40 calendar days.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review student educational files, closed commitment files, educational exit packets, records requests, MIS enrollment, course schedules, prior records, documented transmittal of records (e.g., fax or mail receipts), AIPs, IAPs, transition plans, and other appropriate documentation
- interview transition specialist, registrar, guidance counselors, treatment team members, other appropriate personnel, and students.

Clarification

When the program does not have on-site access to the management information system (MIS), record requests for in-county student records should be documented. Required educational records include records requests; transcripts; withdrawal forms; ESE records, including individual educational plans (IEPs); academic improvement plans (AIPs); IAPs (educational plans as appropriate); entry and exit assessments; and school district course schedules. Electronic files of educational records maintained on site, which contain required educational information, are acceptable. Withdrawal grades should be averaged into current semester grades from the program. Out-of-county records should be requested through multiple sources, such as Florida Automated System for Transferring Educational Records (FASTER), the student's probation officer, detention centers, the previous school district, and/or the student's legal guardian.

All students should have easy and frequent access to guidance/advising services, and these services should be aligned with transition and treatment activities. Guidance activities should be based on the *Florida Course Code Directory and Instructional Personnel Assignments*, the school district's student progression plan, state and district-wide assessments, and requirements for high school graduation, including all diploma options and post-commitment career and technical educational options. Students will be expected to have knowledge of their credits, grade levels, and diploma options to verify that individuals delivering guidance services are communicating this information to students. Students working to obtain a General Educational Development (GED) diploma should receive counseling that explains this diploma option's benefits and limitations.

The program should retain evidence that all required information is being transmitted to parties responsible for the students' next educational placement. This evidence may include MIS transmittal of transcripts for in-county students, complete closed commitment files, signatures of JPOs on receipts of educational information, parents' signatures, facsimile receipts, and/or certified mail receipts of educational information. For students who are transferred to another DJJ commitment facility, educational exit packets must be transmitted to that facility at the time of exit. The student, a parent, and an educational representative should be present at all transition meetings or exit staffings. If a parent cannot attend, participation via telephone or e-mail is permissible. Documentation of communication with the parent should be available. When the next educational placement for a student has not been determined, the program should make every effort to identify the most appropriate setting for the student's continuing educational development, including an alternative educational placement. Parent involvement should be solicited, and parents should be informed about their child's needs before the student exits back to the home, school, and community. For more information, please refer to *Transition Guidebook for Educational Personnel in Juvenile Justice Programs* (jjeep.org/docs.htm#taps).

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Indicator 2: Testing and Assessment

Intent

The expected outcome of this indicator is that entry assessments are used to diagnose students' academic, career, and technical strengths, weaknesses, and interests to address the individual needs of the students and that exit assessments and state assessments are used to evaluate the performance of students in juvenile justice schools.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program has testing and assessment practices that include

- 2.1** entry academic assessments for reading, writing or language arts, and mathematics that are used by all instructional personnel for diagnostic and prescriptive purposes and are administered within five school days of student entry into the facility (All academic assessments must be DOE-approved, age-appropriate, and administered according to the test publisher's guidelines.)
- 2.2** career and technical aptitude assessments and/or career interest surveys that are administered within five school days of student entry into the facility and are used to enhance employability, career, and technical instruction
- 2.3** student participation in the state assessment program (FCAT or alternate assessment for students with disabilities or limited English proficiency)
- 2.4** exit academic assessment using age-appropriate and DOE-approved assessments for reading, writing or language arts, and math using the same assessment instruments used at entry (scores are provided to the school district for reporting through the MIS).

Benchmarks 2.2 and 2.4 are not applicable to programs that only serve students for less than 40 calendar days.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review student educational files, assessment tests, MIS records, and other appropriate documentation
- interview personnel responsible for testing procedures, other appropriate personnel, and students
- verify that the assessments used are appropriate for the areas to be assessed and for the ages and grade levels of the students.

Clarification

Programs must administer entry and exit assessments that are reportable to the DOE and are on the approved entry and exit assessment list. When DOE determines a new statewide assessment, programs should acquire the selected assessment to assess all students. Programs may use prior assessment results from detention centers, assignment centers, or prior commitment when those results are recent according to the administrative guidelines of the instrument used, are determined by instructional personnel to be accurate, and are the same instruments used at the current program. Assessment measures shall be appropriate for the student's age, grade, language proficiency, and program length of stay and shall be nondiscriminatory with respect to culture, disability, and socioeconomic status. Unanticipated transfers should be documented to indicate that exit testing was not possible.

To accurately diagnose student needs and measure student progress, academic assessments should be aligned with the program's curriculum and administered according to the publisher's administrative manual. Instructional personnel should have access to assessment results and records in student files and be well informed about the students' needs and abilities. For additional information, please refer to *A Guide to Test Instruments for Entry and Exit Assessment in Florida Department of Juvenile Justice Educational Programs* (www.firn.edu/doe/commhome/drophome.htm).

Career and technical assessments are used to determine students' career interests and assess their career and technical aptitudes. These assessments also should be used to determine student placement in career and technical programming, when appropriate, and to set student goals and guide students in future career decision making.

Programs are responsible for ensuring that all eligible students participate in FCAT testing. School districts are responsible for submitting results to the Florida Department of Education. Juvenile justice educational programs should work with their school district's accountability coordinator and MIS office to review enrollment and state assessment results in preparation for reporting AYP data.

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Indicator 3: Student Planning Intent

The expected outcome of this indicator is that academic and transition planning is designed and implemented to assist students in maximizing academic achievement and experiencing successful transition back to school and the community.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program has individual student planning activities that include

- 3.1** developing written IAPs that are age and grade appropriate for all non-ESE students based on each student's entry assessments, past records, and post-placement goals within 15 school days of student entry into the facility (IAPs include specific, measurable, and individualized long-term goals for student progression and short-term instructional objectives for academics [addressing reading, writing, and math at a minimum] and career/technical areas [social/employability skills, career awareness, or career and technical training], identified remedial strategies, and a schedule for determining progress toward achieving the goals and objectives of the IAPs.)
- 3.2** developing IEP goals and objectives that directly relate to the student's identified academic and/or behavioral deficiencies and needs
- 3.3** reviewing students' academic progress toward achieving the content of their goals and objectives during treatment team meetings and (when appropriate) the revision of goals and objectives in IAPs, IEPs, and transition plans by an educational representative
- 3.4** developing an age-appropriate exit transition plan (completed at final exit staffing) for each student that identifies (with accurate and current educational information), at a minimum, desired diploma option, anticipated next educational placement, post-release educational plans, aftercare provider, job/career or career and technical training plans, and the parties responsible for implementing the plan; and providing copies of the plan to the responsible parties
- 3.5** the exit transition plan for conditional release programs and the educational portfolio from the residential commitment program. Transition goals are modified as needed, and the student is assisted with implementing the transition process.

Benchmark 3.3 and specific IAP content requirements are not applicable to programs that only serve students for less than 40 calendar days.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review student educational files, 504 plans, AIPs, IAPs, IEPs, transition plans, treatment files, and other appropriate documentation
- interview instructional personnel, guidance personnel, transition personnel, other appropriate personnel, and students
- observe student exit staffings and treatment team meetings, when possible.

Clarification

IAPs should document student needs and identify strategies that assist them in meeting their potential. Long-term educational goals and short-term instructional objectives for non-ESE students may be found in each student’s performance contract, treatment plan, IAP, or other appropriate documents. AIPs with specific goals for reading are required for all of Florida’s public school students when it is determined that they are deficient in reading. IAPs required for all DJJ students or IEPs for students with disabilities may substitute for AIPs if they address all of the required components for reading. Career/technical objectives may include objectives for career awareness and exploration, employability skills, or hands-on career and technical benchmarks. Instructional personnel should use IAPs, AIPs, and IEPs for instructional planning purposes and for tracking students’ progress.

A schedule for determining student progress should be based on an accurate assessment, resources, and instructional strategies. Students performing at or above grade level must have appropriate goals and objectives on their IAPs; remedial strategies are not required for these students. Students who have high school diplomas or the equivalent are not required to have academic plans; however, these students’ curricular activities must address their individual needs.

IEPs for students assigned to ESE programs should be individualized and include all information required by federal and state laws. Instructional personnel should have access to IEPs. The program must document soliciting parent involvement in the IEP development process, and parents must receive a copy of their student’s IEP. IEPs should address behavioral and academic goals and objectives as appropriate.

The student and an educational representative should participate in treatment team meetings. Proper tracking and documentation of student progress may assist in offering performance-based education that will allow students performing below grade level the opportunity to advance to their age-appropriate placement.

Parties responsible for implementing the transition plan may include the student’s parents/guardians, juvenile probation officer, aftercare/reentry counselor, zoned school personnel, and/or mentors. For more information, please refer to *Transition Guidebook for Educational Personnel in Juvenile Justice Programs* (jjeep.org/docs.htm#taps).

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Educational Standard Two: Service Delivery

The service delivery standard is comprised of four indicators that address curriculum, instructional delivery, exceptional student education (ESE), and educational support services. Service delivery activities ensure that students are provided with educational opportunities that will best prepare them for successful reentry into community, school, and/or work settings.

Indicator 4: Academic Curriculum and Instruction

The expected outcome of this indicator is that students have the opportunity to receive an education that focuses on their assessed educational needs and is appropriate to their future educational plans, allowing them to progress toward obtaining high school diplomas or the equivalent.

Indicator 5: Reading Curriculum and Instruction

The expected outcome of this indicator is that students with reading deficiencies are identified and provided with direct reading instruction and services that address students' strengths, weaknesses, and abilities in the five construct areas of reading.

Indicator 6: Employability, Career, and Technical Curriculum and Instruction

The expected outcome of this indicator is that students have the opportunity to obtain the skills necessary to secure employment in an area of their interest and to become productive members of society.

Indicator 7: ESE and Related Services

The expected outcome of this indicator is that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

Indicator 4: Academic Curriculum and Instruction

Intent

The expected outcome of this indicator is that students have the opportunity to receive an education that focuses on their assessed educational needs and is appropriate to their future educational plans, allowing them to progress toward obtaining high school diplomas or the equivalent.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program offers academic curriculum and instruction through

- 4.1** elementary, middle, and secondary educational programs that address English/language arts, math, social studies, and science curriculum as needed to address individual students' needs for student progression or high school graduation
- 4.2 required diploma options that include, but are not limited to, a standard, special, GED, and GED Exit Option as appropriate
- 4.3 a year-round curriculum (including summer school course offerings that address individual student progression needs) designed to provide students with educational services through a substantial curriculum based on (a) curricular offerings that provide credit and the opportunity for student progression, (b) the *Florida Course Code Directory and Instructional Personnel Assignments*, (c) the course descriptions of the courses in which students are receiving instruction, and (d) the Florida Sunshine State Standards (FSSS)
- 4.4 individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings; instruction that is based on IAPs and IEPs and students' academic levels in reading, writing, and mathematics in all content areas being taught; and a variety and balance of targeted and appropriate teaching strategies to accommodate students' learning styles (e.g., auditory, visual, kinesthetic, tactile).

The requirements pertaining to GED, social studies, and science curricula are not applicable to programs that only serve students for less than 40 calendar days.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review student educational files, student work folders, course schedules, class schedules curriculum documents and materials, lesson plans, and other appropriate documentation
- interview instructional personnel, educational administrators, other appropriate personnel, and students
- observe educational settings, activities, and instruction.

Clarification

Courses and activities should be age appropriate and based on the student's individual needs and post-placement goals. Programs should prepare the student so that he or she has the opportunity to obtain a high school diploma through his or her chosen graduation program. GED preparation is different from the GED Exit Option. For appropriate use of the required GED Exit Option, refer to the DOE *GED Exit Option Procedure Manual*. GED courses may be integrated and/or modified to best suit the needs and interests of the students. Students who have earned a GED diploma should have the opportunity to participate in FCAT testing in order to obtain a high school diploma.

A substantial curriculum will be used to meet state course descriptions and will not consist only of supplemental materials. The curriculum may be offered through a variety of scheduling options such as block scheduling, performance-based education, or offering courses at times of the day that are most appropriate for the program's planned activities. Programs must provide course credits or student progression throughout the 250-day school year leading toward high school graduation.

A curriculum with the same content must address multiple academic levels. Long-term goals and short-term instructional objectives in students' IAPs and IEPs should be used by all instructional personnel to assist in providing individualized instruction and educational services. Teachers should have knowledge of the content of their students' IEPs and/or IAPs.

Individualized instruction may be delivered in a variety of ways, including one-on-one instruction, computer-assisted instruction (CAI), thematic teaching, team teaching, direct instruction, experiential learning, cooperative learning, audio/visual presentations, lectures, group projects, and hands-on learning.

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Indicator 5: Reading Curriculum and Instruction Intent

The expected outcome of this indicator is that students with reading deficiencies are identified and provided with direct reading instruction and services that address students' strengths, weaknesses, and abilities in the five construct areas of reading.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program provides reading instruction and services through

- 5.1 identifying students' reading deficiencies, based on scoring below level two on the FCAT (If FCAT results are not available, reading-deficient students are identified by scoring two or more grade levels below grade placement on entry reading assessment results.)
- 5.3 placement testing, direct reading instruction with progress monitoring, support services, and research-based reading curricula that are designed to address the reading goals and objectives outlined in the students' IAPs, AIPs, or IEPs
- 5.3 giving students opportunities for reading practice and enrichment activities
- 5.4 administering a diagnostic reading assessment(s) that addresses the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension to students who are not progressing (based on progress monitoring data) in the core reading curriculum (Modifying initial reading goals, objectives, and remedial strategies to address the specific areas of need identified by the diagnostic assessment[s].)

Benchmarks 5.1, 5.2, and 5.4 are not applicable to programs that only serve students for less than 40 calendar days.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review student educational files, assessment tests, MIS records, IAPs, AIPs, and other appropriate documentation
- interview personnel responsible for testing procedures, other appropriate personnel, and students
- observe educational settings, activities, and instruction
- verify that the assessments used are appropriate for the areas to be assessed and for the ages and grade levels of the student.

Clarification

Students who are not identified with reading deficiencies should be provided opportunities for reading practice and enrichment activities in their regular English/language arts or reading curriculum. Students should have frequent access to an abundant supply of leisure reading materials. These services are evaluated under Indicator 4: Academic Curriculum and Instruction.

Reading goals and objectives are developed to address specific areas of need based on assessment data. These goals should include the methods and services that will be used to meet students' reading goals. Remedial strategies should include methods and services. IAPs, AIPs, or IEPs may serve as reading plans as long as they meet all of the existing criteria.

Reading curricula should be age and grade appropriate, address the five areas of reading, and have evidence that it is effective with at-risk populations. Direct reading instruction must be provided and must include a variety of strategies to address the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

A research-based reading curriculum should

- consistently contain an instructional plan to deliver explicit instruction
- have a systematic scope and sequence
- provide systemic instruction
- be used by students who have construct deficiencies
- provide comparison studies with other programs addressing the same constructs
- provide plenty of practice.

An additional reading diagnostic assessment that addresses the five construct areas should be available to assess students with identified reading deficiencies when there has been little improvement in reading skill development after reading remediation strategies have been implemented. If a student is scoring at or above grade level on the phonics portion of the reading diagnostic assessment, then the student does not have to be assessed for phonemic awareness deficiencies. For more information on reading diagnostic assessment, please refer to *Diagnostic Instruments Appropriate for Primary and Secondary Levels* (www.firn.edu/doi/bin00014/progress/diagnostic.pdf).

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

**Indicator 6: Employability, Career, and
 Technical Curriculum and
 Instruction**

Intent

The expected outcome of this indicator is that students have the opportunity to obtain the skills necessary to secure employment in an area of their interest and to become productive members of society.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the standard and will be used to gather evidence when determining if the indicator’s intent is being met.

Curricular activities are demonstrated in educational settings, are based on students’ IAPs and IEPs, and

- 6.1 address employability, social, and life skills on a year-round basis through courses or curricula that are based on state and school board standards for practical arts courses
- 6.2 provide all students with a broad scope of career exploration and prerequisite skill training based on students’ abilities, interests, and aptitudes
- 6.3 instruction and courses offered are for credit and follow course descriptions or are integrated into other courses already offered for credit
- 6.4 address the employability, social, career, and life skills of every student who has received a high school diploma or its equivalent.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review student educational files, student work folders, course schedules, class schedules, curriculum documents and materials, lesson plans, and other appropriate documentation
- interview instructional personnel, educational administrators, other appropriate personnel, and students
- observe educational settings, classroom activities, and instruction.

Clarification

The following activities may be offered as specific courses, integrated into one or more core courses offered for credit, and/or provided through thematic approaches: employability skills instruction, career awareness, and social skills instruction that are appropriate to students' needs; lesson plans, materials, and activities that reflect cultural diversity; character education; health; life skills; and fine or performing arts. Courses and activities should be age appropriate. Social skills can include a broad range of skills that will assist students in successfully reintegrating into the community, school, and/or work settings. Courses in employability, social, and life skills include but are not limited to employability skills for youths; personal, career, and school development; peer counseling; life management skills; physical education; health; and fine arts courses.

Elementary age students are not required to participate in employability skills or hands-on career/technical and instruction. However, they should participate in career awareness activities. Students who have obtained high school diplomas or the equivalent should participate in the educational program's employability, social, and life skills classes and activities. Online courses can be found at *Floridaworks.org*.

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Indicator 7: ESE and Related Services

Intent

The expected outcome of this indicator is that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program provides to all students, as needed, educational support services, including

7.1 documenting the initiation of ESE services within 11 school days of student entry into the facility, including

- reviewing current IEPs and determining whether the IEP is appropriate given the student's placement in the DJJ program
- if the IEP cannot be implemented as written, convening an IEP meeting as soon as possible
- soliciting and documenting participation from parents in ESE staffing and IEP development and mailing copies of IEPs to parents if they cannot attend the meeting
- an educational representative acting as the LEA representative who is knowledgeable of the educational resources within the local school district, meets the requirements under Section 300.344 of Title 34 of the Code of Federal Regulations for an LEA representative, and is either an employee of the school district or is authorized by contract with the school district to act as the LEA representative.

7.2 ESOL, Section 504, educational psychological services, ESE services, related services, and mental and physical health services as outlined in the students' plans (i.e., IEP, 504, and LEP plans) and, at a minimum, regularly scheduled consultative services.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review IEPs, cooperative agreement and/or contract, student files, records requests, support services consultation logs, and other appropriate documentation
- interview ESE personnel, educational administrators, instructional and support personnel, other appropriate personnel, and students.

Clarification

Students participating in ESE programs should be provided all corresponding services and documentation (i.e., written parental notification and procedural safeguards) required by federal and state laws. Documentation of ESE service delivery within the required time frame may include continuation of ESE services for in-county students, appropriate student course schedules based on current and appropriate IEPs, official enrollment, class attendance, and written parent notification and/or parent contact regarding an IEP review meeting.

Students participating in ESOL, Section 504, and/or related services should be provided all corresponding services according to the students' plan, including mental and physical health services. Students' support and educational services should be integrated.

Consultative services may include services to instructional personnel serving students assigned to ESE programs or services provided directly to students in accordance with their IEPs.

LEA participation must be provided by an educational representative who is knowledgeable of the educational resources within the local school district where the student is receiving services and is either an employee of the school district or is authorized by contract with the school district to act as the LEA.

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Educational Standard Three: Educational Resources

The educational resources standard is comprised of four indicators that are designed to ensure that students in juvenile justice educational programs are provided with educational personnel, services, materials, and environment necessary to successfully accomplish their educational goals and to ensure collaboration and effective communication among all parties involved in the educational programs of juvenile justice facilities.

Indicator 8: Collaboration

The expected outcome of this indicator is that facility staff and school district personnel collaborate to ensure that high quality educational services are provided to at-risk students.

Indicator 9: Educational Personnel Qualifications and Professional Development

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in juvenile justice schools and that they are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students.

Indicator 10: Learning Environment and Resources

The expected outcome of this indicator is that funding provides for substantial educational services and that students have access to high-quality materials and resources in order to maximize their academic achievement and prepare them for a successful return to school and the community.

Indicator 11: Student Attendance

The expected outcome of this indicator is that students maintain regular school attendance, which ensures that they receive ongoing and consistent educational services.

Indicator 8: Collaboration

Intent

The expected outcome of this indicator is that facility staff and school district personnel collaborate to ensure high quality educational services are provided to at-risk students.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program facilitates collaboration through

- 8.1 demonstrated and documented communication between school district administrators, facility administrators, facility staff, and school personnel on a regularly scheduled basis
- 8.2 community involvement that is solicited, documented, and focused on educational and transition activities
- 8.3 demonstrated classroom management procedures for managing behavior that are clearly defined by both educational personnel and facility staff, understood by all students, and include consistent use of reinforcement for positive student behavior.

Benchmark 8.2 requirements are not applicable to programs that only serve students for less than 40 calendar days.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review faculty meeting agendas, management meeting minutes, educational written procedures, volunteer participation documentation, program behavior policy, and other appropriate documentation
- interview school district administrators, on-site administrators, instructional personnel, students, and other appropriate personnel
- observe educational settings and faculty meetings, when possible.

Clarification

It is the responsibility of the on-site educational administrators to ensure that all educational staff are informed about the program and the school district’s purpose, policies, expected student outcomes, and school improvement initiatives. Communication among relevant parties (the school district, DJJ, providers, and educational and program staff) should be ongoing and facilitate the smooth operation of the educational program.

Community involvement may consist of tutoring, mentoring, clerical and/or classroom volunteers, career days, guest speakers, business partnerships that enhance the educational program, and student involvement in the community that supports education and learning. Student volunteerism within the program and mentoring/role modeling are also examples of community involvement. Community involvement activities should be integrated into the educational program’s curriculum. Community activities could be aligned with school-to-work initiatives. Parent involvement should be evident, and parents should be involved in a successful transition of the student to school and/or employment. School advisory councils (SACs) should include members from the community and parents when possible.

Classroom management should be incorporated in the program’s behavior management plan. The term “classroom” refers to any setting or location that is utilized by the program for instructional purposes. Equitable behavior/classroom management includes treating all students fairly, humanely, and according to their individual behavioral needs. Behavior and classroom management policies should be developed and implemented through collaboration between educational personnel and facility staff through instructional delivery activities. Classroom management procedures should be designed to empower students to become independent learners and to promote positive self-esteem. Where appropriate, individual functional behavior assessment and behavior intervention plans should be used.

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Indicator 9: Educational Personnel Qualifications and Professional Development

Intent

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in juvenile justice schools and that they are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

All instructional personnel

- 9.1** in core academic areas, must have professional or temporary state teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification
- 9.2 in non-core academic areas (including social, employability, and career/technical skills instructors), must be certified or, if not, possess documented expert knowledge and/or skill in the field(s) they are teaching and must follow the school board's policy for the approval and use of noncertified instructional personnel
- 9.3 participate in facility program orientation and a beginning teacher program when appropriate and use written professional development plans or annual teacher evaluations to foster professional growth
- 9.4 receive continual annual inservice training or continuing education (including college course work) based on educational program needs, actual instructional assignments, professional development plans and/or annual teacher evaluations, and QA findings. Inservice training must be from a variety of sources on such topics as instructional techniques, reading and literacy skills development, content-related skills and knowledge, working with delinquent and at-risk youths, and ESE and ESOL programs.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review educational personnel files, teaching certificates, statements of eligibility, training records, and other appropriate documentation
- interview instructional personnel, educational administrators, and other appropriate personnel.

Clarification

Instructional personnel are considered to be those who are hired to teach students. Schools should hire and assign teachers in core academic areas according to their area of certification. Core academic areas include English/language arts, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. A statement of eligibility and/or an application that confirms the applicant is not eligible for certification will not fulfill the requirements of this indicator.

Post-secondary instructors of dual enrollment students are not required to have K-12 teaching certifications. NCLB establishes specific requirements for highly qualified teachers in core subject areas. All instructional personnel whose salaries are supported wholly or in part by Title I, Part A funds must meet highly-qualified teacher requirements within the timelines prescribed in NCLB. The technical assistance paper on this topic may be found online at http://info.fldoe.org/dscgi/ds.py/Get/File-1485/DPS_04-027_TAP.pdf. The program should retain documentation that parents are notified by letter if their child's teacher teaches out of field for more than four weeks.

Both the program provider and the school district should have input into hiring all instructional personnel, either directly through the hiring process or through the cooperative agreement and/or the contract. Teachers in school district operated programs and teachers who are contracted with a private provider must meet this indicator's requirements. The use and approval of noncertified personnel who teach non-core academic subjects in both types of programs must be documented and based on local school board policy. Schools and school districts should provide evidence that they are actively seeking qualified teachers when teaching positions are vacant or long-term substitutes are being used.

“Professional development plan” refers to district developed plans leading toward professional growth or development in the teaching profession. Instructional personnel should have input into creating these plans, and these plans should be used as a working document and an evaluation tool.

While routine training in such areas as policies and procedures, safety, and program orientation is important, the majority of inservice training should be related to instructional techniques, teaching delinquent and at-risk students, and the content of courses that instructional personnel are assigned to teach. All instructional personnel (including noncertified personnel) should have access to and the opportunity to participate in school district inservice training on an annual basis. Inservice training should qualify for inservice points for certification renewal.

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Indicator 10: Learning Environment and Resources

Intent

The expected outcome of this indicator is that funding provides for substantial educational services and that students have access to high-quality materials, resources, and an environment that enhances their academic achievement and prepares them for a successful return to school and the community.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program's educational environment and resources include

- 10.1** the minimum of 300 minutes of daily instruction or its weekly equivalent
- 10.2 an adequate number of instructional personnel and educational support personnel
- 10.3 current instructional materials that are appropriate to students' ages and ability levels, including a variety of multi-level instructional texts for core content areas and high-interest leisure reading materials available for students. These materials should include fiction and nonfiction materials that address the characteristics and interests of adolescent readers
- 10.4 educational supplies, media materials, equipment, and technology for use by instructional personnel and students
- 10.5 an environment that is conducive to learning
- 10.6 access to the Internet for instructional purposes.

The reading material requirements and Internet access are not applicable to programs that only serve students for less than 40 calendar days.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review the cooperative agreement and/or contract, community involvement documentation, available media resources and technology, student to teacher ratio, curriculum and instruction materials, and other appropriate documentation
- interview school district administrators, on-site administrators, instructional personnel, other appropriate personnel, and students
- observe educational settings
- discuss findings with DJJ quality assurance reviewer when possible.

Clarification

Day treatment programs may reduce the number of days of annual instruction to 230 with documented approval from local school district, DOE, and DJJ. Programs must provide a minimum of 300 minutes daily (or the weekly equivalent) of instruction. Time for student movement is not included in the 300 minutes and should be reflected on the schedule.

Depending on the type and the size of the program, support personnel may include principals, assistant principals, school district administrators who oversee program operations, curriculum coordinators, ESE personnel, guidance counselors, lead educators, registrars, transition specialists, or others. The ratio of students to instructional personnel should take into account the nature of the instructional activity, the diversity of the academic levels present in the classroom, the amount of technology available for instructional use, and the use of classroom paraprofessionals. (The average student to teacher ratio in Florida juvenile justice educational programs is 15:1.) Technology and media materials should be appropriate to meet the needs of the program's educational staff and student population.

An environment conducive to learning includes but is not limited to the facility; school climate; organization and management; and appropriate materials, supplies, and technology. All students should have access to computer technology in order to progress toward achieving career and/or educational goals.

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Indicator 11: Student Attendance

Intent

The expected outcome of this indicator is that students maintain regular school attendance, which ensures that they receive ongoing and consistent educational services.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program has and uses procedures and practices that ensure regular student attendance in the educational program and accurate reporting of student membership by

- 11.1 maintaining accurate attendance records in the program and current school membership as evidenced by enrollment in the school district MIS, including documentation of daily student attendance
- 11.2 documenting effective efforts to maintain student attendance and utilizing a plan of action for nonattending students.

Methods

To determine the rating, the reviewer at a minimum should

- review procedures related to attendance policies, grade books, attendance registries, work portfolios, school district MIS attendance records, and other appropriate documentation related to reporting attendance and providing interventions for nonattendance
- interview on-site administrators, instructional personnel, other appropriate personnel, and students.

Clarification

The program should follow and implement state law and school district policies and procedures for membership, attendance, truancy reporting, and providing interventions. Students who have absconded from the program should be withdrawn from school according to the school district's policies related to attendance and withdrawal of truant students. Schools should use the withdrawal code of W22 or W15 (whereabouts unknown or nonattendance) for students who have absconded. Major discrepancies found in attendance and full-time equivalent (FTE) membership will be reported to DOE. Programs with verified discrepancies affecting FTE will be required to make the appropriate FTE adjustments. School district administrators and lead educators should communicate all attendance procedures and strategies to instructional personnel and staff. The program should document efforts to maintain student attendance. Students who miss school should be provided time to make up work. This should be documented in student work portfolios.

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

Educational Standard Four: Contract Management

The contract management standard is comprised of one indicator that addresses the role and responsibility of school districts that serve juvenile justice students to ensure local oversight of juvenile justice educational programs.

Indicator 12: School District Monitoring, Accountability, and Evaluation

The expected outcome of this indicator is that the school district monitors and assists programs in providing high quality educational services and accurately reports student and staff data for accountability and evaluation purposes.

Indicator 12: School District Monitoring, Accountability, and Evaluation

Intent

The expected outcome of this indicator is that the school district monitors and assists programs in providing high quality educational services and accurately reports student and staff data for accountability and evaluation purposes.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The school district ensures that

12.1 the program submits all self-report information and documents to JJEEP offices in a timely manner

12.2 the program is assigned an individual school number and accurately reports all MIS data, including grades, credits, student progression, certificates, accurate entry and withdrawal dates, the use of valid withdrawal codes, diplomas, entry and exit assessment scores, and diplomas earned for every eligible student who attends the program

12.3 the program participates in the AYP process and that the data accurately reflect the state assessment program (FCAT or alternate assessment for students with disabilities or limited English proficiency) participation rate. The program must have at least a 95% state assessment participation rate according to the State's AYP calculation

12.4 there is a current and approved (by DOE and DJJ) cooperative agreement with DJJ and a contract with the educational provider when educational services are not directly operated by the school district; the terms of the contract and/or the cooperative agreement are being followed.

12.5 the contract manager or designee provides and documents appropriate oversight and assistance to the educational program.

There is documentation that illustrates that either the contract manager or the designated educational administrator is

12.6 monitoring and documenting quarterly the expenditures of all state and federal educational funds provided through the school district from both publicly and privately operated programs

12.7 conducting and documenting annual evaluations of the program's educational component.

Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review the cooperative agreement and/or the contract, educational evaluations, expenditure reports, MIS data, relevant correspondence between the school district and the program, and other appropriate documentation
- interview school district administrators, on-site administrators, lead educators, and other appropriate personnel
- review FCAT participation results based on state AYP calculations.

Clarification

School district contract managers and/or their designees are expected to oversee and assist the educational program with ensuring that all appropriate educational services are provided as required by the contract and/or the cooperative agreement and all applicable local, state, and federal education guidelines. An individual school number means that the school number used by the program is not shared with any other school, including other DJJ schools. Only students enrolled in the particular school should be reported under the program's unique school number. Adult county jail students should be reported under separate school numbers. All of the students' information contained in Survey One through Survey Five should be reported under the same school number.

To ensure that outcomes associated with a program's performance are valid, QA reviewers will verify that student information is accurately reported for all students through the MIS. Accountability issues should be clarified in the cooperative agreement and/or the contract and in the program's written procedures. The program and the school district should decide how access to the school district MIS is provided. All students should have a valid withdrawal code each year unless they are still enrolled in the school at the end of the school year. Major discrepancies in attendance and full-time equivalent (FTE) membership will be reported to DOE and may affect the program's QA score.

The contract manager should oversee the state assessment program (FCAT or alternate assessment for students with disabilities or limited English proficiency) testing process to ensure that all eligible students take the state assessment. The program should collaborate with the school district MIS department to adjust and correct the enrollment and testing information for the 2004-2005 school year. Participation (at least 95%) each year is critical, not only to the current QA review, but also potentially to the following year's QA review.

In the case of a direct service (district-operated) educational program, the contract manager is usually the alternative education or Dropout Prevention principal or the school district administrator. The school district principal may assign a representative as a contract manager for contracted (private-operated) educational programs and for direct service (district-operated) educational programs.

Site visits should occur as determined by program needs. Contact may include but is not limited to site visits, telephone calls, e-mails, district meetings, and faxes. The contract manager may contact or designate other personnel to assist with contract management.

Annual program evaluations may include mock QA reviews, site-specific school improvement plans (SIPs), outcome evaluations, etc. Documentation of these evaluations should be available. School districts should ensure that issues documented in QA reports are addressed in a timely manner.

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0