



**2006
Educational
Quality Assurance Standards
for
RESIDENTIAL COMMITMENT PROGRAMS**

Educational Standard One: Transition

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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, upon entry into the educational program, into the school district MIS and developing appropriate course schedules based on a review of past records, entry assessments, and student progression requirements. Documented requests for the most current student educational records must be made within five days of student entry into the facility. (Records requested should include the most current transcripts, individual student academic plans, withdrawal forms, 504 plans, and ESE records. Follow-up requests should be made and documented in a timely manner.)
- 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 numerical 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. Fax transmittal receipts should be retained to document records requests. Required educational records include records requests; transcripts; withdrawal forms; ESE records, including IEPs; AIPs; individual academic plans (IAPs); 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 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 districtwide 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 who are delivering guidance services are communicating this information to students. Students working to obtain a GED diploma should receive counseling that explains this diploma option's benefits and limitations.

The student, a parent, and an educational representative should be present at all transition meetings or exit staffings and participate in the development of the student's exit plan. If a parent cannot attend, participation via telephone or e-mail is permissible. Parents should be informed about their child's needs before the student exits back to the home, school, and community. Documentation of communication with the parent should be available. Educational personnel and treatment staff members who coordinate the solicitation of parent, family, and community member participation in transition activities should retain documented evidence of invitation letters and/or other appropriate documentation.

The program should retain evidence that all required information is being transmitted to parties responsible for the student's 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. When the next educational placement for a student has not been determined, the program should make every effort (including contacting the receiving school district's transition coordinator and the student's JPO) to identify the most appropriate setting for the student's continuing educational development, including an alternative educational placement. For more information, please refer to *Transition Guidebook for Educational Personnel in Juvenile Justice Programs* (jjeep.org/docs.htm#taps). **School districts' transition contact information can be obtained at jjeep.org/transition contacts. It is each school district's responsibility to inform JJEEP via email at jjeep@jjeep.org if their district contact person's information has changed.**

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 assessment using the common assessment for reading, writing or language arts, and mathematics that is administered within five school days of student entry into the facility and is used for diagnostic and prescriptive purposes
- 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 who meet exemption criteria as identified on students' individual plans)
- 2.4 exit assessment using the common assessment instrument used for reading, writing or language arts, and mathematics. (Scores are provided to the school district for MIS reporting.) **An exit assessment is only required for students enrolled in the program for 45 or more school days.**

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

When DOE determines a new statewide assessment, programs should acquire the selected assessment to assess all students. Prior to the common assessment being identified, programs should continue to administer entry and exit assessments that are reportable to the DOE. 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. All academic assessments must be administered according to the test publisher's guidelines. Students under the age of 12 are not required to complete a vocational assessment. All students should be exit tested using the common assessment regardless of the assessment used at entry. 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 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 for all non-ESE students within 15 school days of entry into the facility that include specific, measurable, and individualized long-term goals and short-term instructional objectives, identified remedial strategies, and a schedule for determining progress for reading, writing, math, and career/technical areas. (IAPs should be age and grade appropriate based on entry assessments, past records, and post-placement goals for academic and career/technical areas.)
- 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' IAPs and IEPs (as appropriate) during treatment team meetings or other formal meetings by an educational representative to determine progress toward achieving their goals and objectives and revising IAPs when needed
- 3.4** developing an age-appropriate educational exit transition plan (completed with input from an educational representative 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, including measurable short-term objectives 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. Students should participate in the development and the revision of their IAPs. 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 ESE students 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. IAPs, IEPs, and AIPs should document at least two objectives per goal. 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. IEPs should address behavioral and academic goals and objectives as appropriate. Instructional personnel should have access to IEPs.

The student and an educational representative should participate in treatment team meetings. Written documentation, including students' progress toward achieving their educational goals should be submitted to the treatment team members if an educational representative is unable to attend the meeting. 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. Unanticipated transfers should be documented to indicate that exit planning was not possible.

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

Programs that only serve students for less than 40 calendar days are required to develop student IAPs that include long-term goals for reading, writing, and math. Short-term instructional objectives, remedial strategies, and a schedule for determining progress are not required.

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: 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 curricula 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 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. Intensive math, intensive English, and reading courses are for elective credit only. For students who have passed the state graduation test (FCAT), enrollment in these courses may not take the place of science and social studies courses. For students who are eligible to graduate but have not passed the FCAT, these courses may be offered instead of science and social studies.

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. GED preparation materials should be available for students preparing to take the GED examination.

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 should include direct instruction (teacher-led instruction through explanation or modeling, followed by guided practice and independent practice) and be delivered in a variety of ways, including one-on-one instruction, computer-assisted instruction (CAI), thematic teaching, team teaching, 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 explicit 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' who have reading deficiencies, based on scoring below level three on the FCAT or scoring two or more levels below grade placement on entry reading assessments and **enrolling these identified students in an intensive reading class**
- 5.2 placement testing, explicit 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, as outlined in the school district's comprehensive reading plan
- 5.3 giving students opportunities for reading practice and enrichment activities during the school day, as outlined in the school district's comprehensive reading plan
- 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 reading; modifying initial reading goals, objectives, and remedial strategies to address the specific areas of need identified by the diagnostic assessment(s), as outlined in the school district's comprehensive reading plan.

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 the school district’s comprehensive reading plan, 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. These services are evaluated under Indicator 4: Academic Curriculum and Instruction. Students should have frequent access to an abundant supply of leisure reading materials.

Middle and secondary students who score below grade level (scoring Level 1 or 2 on FCAT) should be placed in an intensive reading class. Students with serious reading problems, as determined by data, should be placed in intensive reading classes with extended time. Students with lesser deficiencies could be served through a 50-minute class period or, in some cases, a content class (such as science) taught by a teacher with the Reading Endorsement.

Reading goals and objectives are developed to address specific areas of need based on assessment data. These goals should include the intervention strategies and the methods and services that will be used to meet students’ reading goals.

Reading curricula should be age and grade appropriate, address the five areas of reading, have evidence that it is effective with at-risk populations, and follow the school district’s comprehensive reading plan. All reading plans must outline how the school district is planning to monitor the reading program. Explicit 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, based on need and determined by valid and reliable assessments.

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.

A 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 intervention strategies have been implemented. If a student is scoring at or above grade level on the phonics portion of the reading diagnostic assessment, 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 and Career Education 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 career 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 career 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, self-determination skills, and fine or performing arts should be offered to assist students in attaining the skills necessary to make a successful 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. Prerequisite skill training refers to students understanding the particular skills needed to be successful in various careers.

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 its 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 the ESE process within 11 school days of student entry into the facility

7.2 completing the ESE process through

- reviewing current IEPs and determining whether the IEP is appropriate
- 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 and Rule 6A-6.03028, FAC for an LEA representative, and is either an employee of the school district or is a district designated person authorized by the school district to act as the LEA representative.

7.3 ESE and related services that are implemented as outlined in students' IEPs

7.4 ESOL, Section 504, educational psychological services, and mental and physical health services as outlined in the students' plans (i.e., 504 and LEP plans).

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 the initiation of the ESE process 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, notifying appropriate personnel of students who require ESE services, and written parent notification and/or parent contact regarding an IEP review meeting. The program must document soliciting parent involvement in the IEP development process, and parents must receive a copy of their student's IEP.

According to Rule 6A-6.03028, FAC and Section 300.344 of Title 34 of the Code of Federal Regulations, an LEA representative is a "representative of the school district who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities, is knowledgeable about the general curriculum, and is knowledgeable about the availability of resources of the school district. At the discretion of the school district, the student's ESE teacher may be designated to also serve as the representative if the teacher meets the requirements described in this paragraph." 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 designated by the school district to serve as the LEA representative. Programs that use a non-school-district employee to serve as the LEA representative must obtain from the school district's ESE director written approval of this individual to serve as the LEA representative.

Students participating in ESOL, Section 504, and/or related services should be provided all corresponding services according to students' plans, including mental and physical health services. Students' support and educational services should be integrated. Related services, accommodations, and modifications for appropriate students should be documented. ESOL students should have current limited English proficiency (LEP) plans to address their language needs as appropriate.

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. Consultative logs should document these services.

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 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 varied 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 activities should be documented with dates and should be from a variety of sources that 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. Instructional personnel and facility staff members should provide positive reinforcement for appropriate student behavior. 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

Intent

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate 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.

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 education courses) must have teaching certification or be approved to teach through the school board policy for the use of non-certified instructional personnel based on documented expert knowledge or skill

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, 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 and who are delivering instruction in the classroom; therefore, the teacher of record should be the full-time classroom teacher who delivers instruction. Schools should hire and assign teachers in core academic areas according to their area of certification. Core academic areas include English/language arts, reading, 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.

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. Substitute teachers must comply with the requirements in 9.1 for core academic subject areas if they are at the program for four consecutive weeks or longer. There must be documentation that the program is actively seeking a professionally certified teacher. Substitutes must be approved by the school district.

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.

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: Professional Development and Teacher Retention

Intent

The expected outcome of this indicator is that instructional personnel are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students and that strategies are in place to retain highly qualified instructional personnel.

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

- 10.1 participate in facility program orientation and a beginning teacher program when appropriate
- 10.2 have and use written professional development plans or annual teacher evaluations to foster professional growth
- 10.3 receive continual annual professional development 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. Professional development 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
- 10.4 receive support from administrative staff who have documented strategies in place to retain highly qualified instructional personnel

Methods

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

- review educational personnel files, training records, professional development plans and/or annual evaluations, and other appropriate documentation
- interview instructional personnel, educational administrators, and other appropriate personnel.

Clarification

“Professional development plan” refers to a 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 individualized to address the instructional personnel’s strengths and weaknesses. Professional development plans should be used as a working document and an evaluation tool. Professional development plans should be developed based on the school district’s policy for human resource development.

Teachers should be provided the opportunity to attend professional development training to support their professional growth. While routine training in such areas as policies and procedures, safety, and program orientation is important, the majority of professional development 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 and opportunity to participate in school district professional development training on an annual basis. Professional development training should qualify for inservice points for certification renewal.

Strategies to help retain highly qualified instructional personnel may include establishing a teacher mentor program, assigning teachers to teach in the subject area(s) in which they are certified, allowing time for teachers to collaborate with their colleagues, and creating positive work conditions or incentives for teachers to work in juvenile justice facilities.

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: 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

- 11.1** the minimum of 300 minutes of daily instruction or its weekly equivalent
- 11.2 an adequate number of instructional personnel and educational support personnel
- 11.3 instructional materials that are appropriate to students' ages and ability levels, including a variety of diverse 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.)
- 11.4 educational supplies, media materials, equipment, and technology for use by instructional personnel and students
- 11.5 an environment that is conducive to learning
- 11.6 access to the Internet for instructional purposes when appropriate
- 11.7 access to resources such as grant development, scholarship programs, business partnerships, or community partnerships.

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, Internet policy, 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. Facility staff and educational personnel should collaborate to ensure that students are in school on time and receive the scheduled 300 minutes of daily instruction or its weekly equivalent. If a student is removed from class for an extensive amount of time due to behavior problems, there must be a plan in place to provide the student continued access to his/her instruction.

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 behavior 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. Programs should have a policy regarding Internet use, and students should have access to the Florida Virtual School as appropriate.

School districts and programs should collaborate to secure additional resources that may include but are not limited to workforce development grants, on-the-job training opportunities for students, facility partnerships, business partnerships, and community partnerships.

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 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 JJEPP 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 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
- 12.4 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.)
- 12.5 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
- 12.6 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

- 12.7 monitoring and documenting quarterly the expenditures of all state and federal educational funds provided through the school district
- 12.8 conducting and documenting annual evaluations of the program's educational component.

Benchmark 12.8 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. School districts should ensure that issues documented in QA reports are addressed in a timely manner. 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. Students who graduate while in a program should be withdrawn using the appropriate diploma withdrawal code.

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 ESE students or students with 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 2005-2006 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. School districts are responsible for submitting results to the Florida Department of Education.

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 progress toward implementing the school district's reading plan, mock QA reviews, site-specific school improvement plans (SIPs), outcome evaluations, etc. Documentation of these evaluations should be available.

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

