Domains for a High Quality Juvenile Justice Education System
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Area 1

Domain 1: Qualified Teachers

The importance of high quality teachers: Appleton et al. (2006) found that the student-teacher relationship is statistically significant and can be used as an intervention with students who are disengaged academically or as a method to continue engagement and motivation. This means that when students know and feel that their teachers care about them, they are more likely to want to be involved in their learning process (Hirn & Scott, 2014).

Qualified teachers - The following skills and abilities of a qualified teacher are crucial and/or unique to teaching justice-involved youth.

1.1 Teacher certification from the state or national authority.
1.2 A passion for working with youth involved in the juvenile justice system.
1.3 Demonstrates flexibility, with adaptability and resilience.
1.4 Able to professionally manage stressful situations.
1.5 Follows facility policies and procedures to maintain secure environments.
1.6 Fostering positive rapport and relationships with all students and adults.
1.7 Functional knowledge of adolescent brain development.
1.8 Background in trauma-informed and trauma-responsive skills.
1.9 Innovative lesson planning and curriculum alignment skills
1.10 Knowledgeable regarding state standards for grade promotion and/or meeting graduation requirements.
1.11 Ability to adapt to an instructional framework that meets the individual needs of all learners.
1.12 Knowledge and awareness of Special Education law and regulations.
1.13 A drive to collaborate with all student’s stakeholders.
1.14 A knowledge of the juvenile justice system and the law.
1.15 Able to use all relevant technology safely in a secure environment.
1.16 Cultural awareness- understands and celebrates diversity.
1.17 Awareness of students who are part of unique populations (i.e.: homeless, foster care, migrant, etc.) and the related law.
1.18 High expectations for yourself, other adults, and students.
Domain 2: Advocates for Students

Domain 2: The importance of Educator Advocates: Educator advocates will center around a marginalized population, social issue, or issues of empowerment, inequality, oppression, domination, suppression, or alienation (Avis, 2017). The attributes of a person who is an advocate for students involved in the juvenile justice system are crucial to the success of an education program. An advocate for children will always put the needs of the child first and dedicate their work to the success of the whole-child.

2.1 Advocating for students within facilities, schools, and communities.
2.2 Cultural awareness and “meeting the family where they are.”
2.3 The Youth as the audience, urge and champion the Youth to succeed and not give up.
2.4 Involved in the planning process for the full reintegration and welcoming of the student back into their regular school environment.
2.5 Foundational knowledge of students’ rights and needs based on identification in special populations including, but not limited to: IDEA, McKinney-Vento, Military Connected, Foster Care, Migrant, Emerging English Language Learner, and gender identification.
2.6 Foundational knowledge of local and state K-12 systems and requirements for enrollment, class scheduling, graduation requirements, etc.
2.7 Communicating with all school districts and education agencies about the transfer of course credits and grades within the secure and/or residential facilities for a streamlined transition when resident is released.
2.8 Collaborative with educational and community agencies and individuals legally and ethically responsible for the successful transition of students.
2.9 Well-versed in the juvenile justice system at the local, state and national level.
2.10 Deep knowledge of the educational skills, abilities and needs of each student they are advocating for and prepared with various talking points to represent the student.
2.11 Be able to establish and build healthy relationships with the family, community agencies, school personnel (Vice-Principal/school counselor), P.O.s, etc.
2.12 Advocacy for post-secondary options including college, career and community readiness, or military readiness.
2.13 Advocacy for student participation in career and technical/vocational education including STEM based classes.
Domain 3: Hiring That Right Person

“Not only do they [the students] lose out from the direct cost related to hiring and training a new employee, they also lose out by: lost productivity until a new worker is trained, lost client revenues and or reimbursement, increase in worker injuries, client’s emotional and physical stress and deterioration of working conditions which ultimately could lead to more turnover” (Barbarotta, 2010).

3.1 Youth Advocate - “The student always comes first.” philosophy.
3.2 Develop ways to support that person’s retention through appropriate orientation, mentoring for new hires, with strategic professional development planning.
3.3 Social and emotional care and team building for all staff.
3.4 Hire a diverse staff to address all types of students and learners.
3.5 A demonstrated positive belief in every student, and the willingness to provide students with a pathway to achieve equitable outcomes.
3.6 Resiliency to compassion fatigue.
3.7 Demonstrates content mastery, skilled instructional design and delivery, adaptable to the wide variety of performance ability within juvenile justice education classroom settings.
3.8 An ability to expand the search to facilitate identification of the highest quality applicants.
3.9 Coordinated hiring process, which involves engagement with current staff and a facility tour, to identify candidates who complement the team.
3.10 Rigorous application process, looking for specialized skills and certifications and abilities related to juvenile justice education.
3.11 Flexibility in the review of credentials to hire a candidate that might not “check all the boxes,” but may have the life experiences and intangibles to be an effective educator that will reach and connect with the youth and staff. A defined wellness / self-care plan to assure retention of staff within a supportive climate.
3.12 Demonstrate the ability to maintain professional boundaries with students while creating a supportive rapport within the classroom.
AREA 2
Domain 4: Staff/student ratio:

The complexity of student to staff ratios is unique to individual settings, and can vary throughout the day. The physical conditions and youth behaviors ultimately dictate the appropriate ratio. The following descriptors provide an outline of considerations to be reviewed in making a determination of a proper ratio.

4.1 The total number of students grouped together. The baseline, 8 students per individual teacher, ratio is provided in the NPJS Desktop Guide as a baseline starting point for consideration.

4.2 The number of Special Education/GED/Graduate/Gifted/ESL, or other unique students, and their prescribed individual needs.

4.3 The student’s ranges of behaviors being exhibited or predicted to occur.

4.4 The length of stay for students, which will impact upon relationship building of your student group.

4.5 The physical design of the classroom / facility.

4.6 The necessary use of a variety of curriculum options / learning styles. (Developing materials to maintain rigor and relevance for students requires increased adult support.)

4.7 The use of differentiated instructional techniques in use for the diverse learner population. (Teaching strategies)

4.8 The teacher’s use of strategies to create engagement w/ students, parents, community. (Time for collaboration and SEL)

4.9 An agreed upon determination of who gets counted in the ratio - Education staff: Students: Support Staff: Officers, etc...

4.10 Those only those working in direct contact with students should be counted in the ratio.

4.11 Ratio is adaptable to specific and immediate needs.

4.12 The need for daily or ancillary support staff: behavioral interventionists, behavioral management and instructional specialists, counselors, or others with specialized training should be considered outside of the ratio unless designated for that group.

4.13 The offenses, security status, youth affiliations, medical isolations, social distancing, collective bargaining, and other facility needs may influence the ratio.

4.14 Gender status may also influence ratio determinations.

4.15 Why is there a need for additional staff?
Domain 5: Physical Infrastructure

The facility design is a significant determinant in the safety, quality of instruction, student engagement and focus. Facilities, schools, and classroom tasked with the education of youth involved in the justice system must be well planned, throughout spaces that provide safety and security for staff and students alike.

5.1 The amount of space you need for students is based upon course offerings, activities, and behaviors.
5.2 Special Education, gifted learners, GED, graduated students, any unique population may have needs that impact upon the physical infrastructure.
5.3 Physical infrastructure design can impact hardware and software technology use and support for classrooms.
5.4 The unique arrangement of furniture and floor space for students' needs and safety may impact the physical infrastructure.
5.5 Classroom size and design optimized for facilitation and instruction, teacher and support staff spaces, and storage, are all considerations in physical infrastructure design. Flexibility in use and arrangement is paramount to maximize student learning.
5.6 The importance of sight/sound separation from other sounds/activities/populations, to avoid distractions is critical to educational focus for students who may be highly distractible.
5.7 Infrastructure design should maximize the flexibility of space for use with different/special needs including ADA compliance.
5.8 Defined specialized spaces should be created for activities such as CTE, apprenticeship, art, laboratory work, kitchen use, etc…
5.9 A warm and welcoming classroom and school environment to ensure a positive learning space, which includes natural lighting when possible with calming and bright colors. The interior design elements (including colorful informational and motivational decor) are critical to a safe and secure learning environment for students and teachers and encourages a positive school climate and culture for all.
5.10 Daily cleaning and regular maintenance to provide a safe, neat, and orderly environment to build a sense of pride in the school.
5.11 Input from youth in the design and arrangement of the facilities builds a sense of community, partnership, and generates “buy-in” from youth.
5.12 Outdoor / green space is a crucial component of every student’s experience. The connection with the natural world and understanding/observing these processes is a vital part of education.
Domain 6: Data Collection

The development of a unique data collection process is critical to the growth and development of an education program. Monitoring behaviors, participation, academic progress, participation, etc., is necessary on a regular and consistent basis to drive the decision making process within the education program. The ultimate critical outcome for any program is student success and progress.

6.1 Data is needed for self-evaluation of the education program as well as to report out to stakeholders.

6.2 Generalized Outcome Measures for all Programs:
- Demographics: race/ethnicity, age, gender, county or region
- Number of Referrals Received
- Number of clients/ families served
- Program Capacity
- Number of clients/families that completed the program
- Credits earned
- Special Education Services provided
- Length of time in program, length of stay, average duration
- Critical Incidents
- New Hires
- Staff Retained

6.3 Juvenile Justice Outcome Measures:
- Standardized Assessment Score Change: % Improved, % Unchanged, %Declined
- Recidivism Rates: While in program, one year after program completion
- Reduction of Risk Factors
- Increased Protective Factors
- Number Served in After Care Program

6.4 Clear protocol for sharing data with other agencies, families, and/or local education agencies

6.5 Clear protocols for delivering clear, concise, and accurate forms of data to stakeholders

6.6 Clear protocol for securely storing all data in a database
AREA 3

Domain 7: Student Information sharing

Student information sharing systems are a considerable challenge with a highly mobile juvenile justice population. For academic success and motivation, the transference of records and information is vital for students with fragile academic histories. The importance of data coming in with a student, and being transferred out in a timely fashion at discharge, cannot be overstated. Students are vulnerable to apathy and disconnection at both junctures, and the continuity of information flow is the best way to keep them connected and motivated. Often overlooked, or considered a secondary concern, is having adequate staff and time to complete the records and the transference of this information to the appropriate sources. A robust and real time student information documentation system that allows for ease of transition, will serve students well and contribute to their success within, and after leaving a facility.

7.1 Questions to address when creating a student information system:
What is that data that you need from schools or others when coming in?
What should you collect while with you?
What information should you pass along, and who should get the information?
What information is needed by outside agencies (Title 1, SPED, Grant services)

7.2 Information sharing systems should include:
- The capacity to provide updates on current truancy issues, academic skills, and the adaptive education plans that have proven successful.
- What strategies were used to accelerate student progress to help move the student closer to grade level.
- Pre/post testing scores
- Academic transcripts
- Special Education / 504 Information
- Behavioral records and response strategies
- Interests and hobbies information

7.3 Once received, student information must be distributed to the appropriate adults to create the most predictable, safe, and successful environment possible for the student.

7.4 States, counties, Federal regulations, and even school districts, may have different requirements - these issues must be addressed collaboratively in the best interest of the student.

7.5 Adequate staffing for this time/labor intensive role is critical for a timely transition of information. The timeline is driven by the needs of the youth, not the “availability” of staff. Having a substitute staff available, to fill in when the primary person is absent, is necessary to meet the immediate needs of transitioning youth.

7.6 Defining key information to be received and transferred will be an ongoing task. As students' needs and conditions change, as your partnering organizations evolve, the student information system must be flexible and reactive to those organizations' needs.
7.7 Adapting student information needs during a student’s stay, may be necessary as length of stay changes, as decisions about next placements change, or even as a student’s attitudes and behaviors evolve.

7.8 One key component of Student Information Systems is the design of the credit determination, assembly, and dissemination process, with follow-up verification and discussion.

7.9 A process to gather anecdotal information provided by staff helps to generate a genuine picture that may not be as clearly demonstrated in simple data.

7.10 There should be a clear process for determining who is approved to receive student information, how that approval takes place, and who will be responsible.

7.11 Part of the student information system should be identifying the people and process for transition support upon discharge.

7.12 The Student Information System should identify the process and key individuals for delivery of SPED services and counselors.

7.13 There should be an Individualized education plan for every student.
Domain 8: Behavior management plan

Behavior of both students and staff is key to the educational success of students within a program. Each program must have a specific, definable, program that is understood by staff, students, and families. Juvenile Justice was founded on the belief that there is no bad child and all children have a right to rehabilitation and protective supervision. The behavior management plan should support these goals.

8.1 A behavior management plan must adhere to the policies and procedures of the facility, but also to the social emotional needs of the student and family.

8.2 School-wide Social Emotional Learning is critical to the success of the social-emotional wellbeing of students and staff. [https://schoolguide.casel.org/what-is-sel/indicators-of-schoolwide-sel](https://schoolguide.casel.org/what-is-sel/indicators-of-schoolwide-sel)

8.3 An evidence-based Positive Behavior Interventions and Supports plan is necessary to facilitate the growth and development of youth and staff. [https://assets-global.website-files.com/5d3725188825e071f1670246/5d76ca39247be1864e3ba932_teachingsocialemotionalconpetencieswithinapbisframework.pdf](https://assets-global.website-files.com/5d3725188825e071f1670246/5d76ca39247be1864e3ba932_teachingsocialemotionalconpetencieswithinapbisframework.pdf)

8.4 Restorative practices should be used as a three tiered approach: community building, healing and reintegration.

8.5 Behavior plans should consist of both positive behaviors to keep the students focused on achieving their goals, and also behaviors they should avoid that will inhibit them attaining their goals.

8.6 An immediate focus on the positive behaviors is a major part of the rehabilitation process. Staff and teachers should have a 4:1 positive to negative interactions with each youth.

8.7 All staff should receive specific and explicit training in how to redirect negative behaviors and deescalate negative situations.

8.8 All staff should have receive and have access to the behavior plan, appropriate training, and supports.

8.9 While there should be an overall facility behavior management plan, each youth should also have their own plan tailored to focus on their specific needs. These individual plans should be working documents that can adjust as the youth grows.

8.10 The behavior plan must have components that will be used for the student's discharge and/or transition plan.

8.11 The behavior plan and outcomes should be shared with the home district and other involved professionals upon the student’s release.

The research work on brain development, and the importance of brain injury awareness has revolutionized our understanding of adolescents and their behaviors. An understanding of the fundamentals of adolescent brain development is crucial to every educator functioning in the classroom. The influence relates to academic progress, behaviors, relationship building, psychological and social emotional responses.

9.1 Education Programs have a responsibility to investigate, identify, and respond to the unique needs of students based upon their state of brain development and/or in response to any past issues with brain injury.

9.2 Staff should receive comprehensive, and continued training in the latest research and application of brain development and injury in adolescents. Training should include specific strategies to address these issues related to behavior and classroom instruction.

9.3 Staff should receive specific training in the Limbic System and the role it plays in student behaviors and learning.

9.4 We know that adolescent brain development impacts upon logical thinking, impulse control, predictive skills, and risk aversion. Understanding how these occur, and the implications for a classroom are critical to educational success.

9.5 We know that there is significant variability in the developmental levels of adolescents within given age ranges, and that brain injury has a wide range of implications irrespective of the type of injury.
Area 4

Domain 10: Appropriate curriculum and resources.

The vast array of curriculum options for regular education, and the vast array of supplemental materials for addressing the unique needs of students who face life challenges inherent to the juvenile justice system, creates a confusing process for determining what best meets your student’s needs. Below are some considerations to utilize when making selections and determining the appropriate use of curriculum and resources.

10.1 Generate an individualized education plan for every student.
10.2 Pre-testing academics for setting a plan.
10.3 Being prepared to modify / adapt that plan for students as their situation changes.
10.4 Discussion of truancy, not on grade level, adaptive education plan for the students you see.
10.5 Accelerate student progress to help a student get closer to grade level.
10.6 Are the educational materials DEI compliant?
10.7 Most importantly, are the materials engaging to the student?
10.8 Are materials meeting required standards?
10.9 Challenge youth with work that requires appropriate effort to accomplish.
10.10 Utilize age appropriate materials for remediation.
Domain 11: Technology

Technology use for educational services in juvenile justice facilities is a continuously evolving process. The capabilities, the social perspective, the security concerns, are evolving rapidly, making decisions about appropriate design and use of technology can be quite challenging. The development of expertise, and a capacity to understand products, services, and security that are available is an ongoing and consistent need.

11.1 Resources needed: A comprehensive plan of technology services should be developed and reviewed regularly.

11.2 Safety and Security: This is a paramount concern in a secure facility, or in any situation involving additional risks to youth. The strongest and most secure filters, trackers, and other systemic processes, are second best to “eyes on screen” supervision. The degree of security needed will vary with the student and access provided. Protecting student data, and protecting students from outside threats are also crucial considerations.

11.3 Student agreements: A well-crafted student use agreement, written in a way students can understand, and outlining critical issues and consequences/responsibilities, will minimize disagreements and help to hold students accountable. Such agreements also provide youth with opportunities to reflect upon their actions where infractions occur and may also be utilized as a component of facility behavioral management procedures.

11.4 Funding technology: Technology should be a funding priority with clear justifications for the need. Pursuing funding grant options, partnering with districts, and searching for unique opportunities is a constant responsibility.

11.5 Youth are always learning more about technology, and there is a constant potential for security breaches. This is a fact of the world we live in, and something that must be acknowledged. Clear guidelines, consequences, and “eyes on the screen” supervision can reduce the risk to acceptable levels, but it can never be eliminated.

11.6 The best instructional technology integration / implementation is provided when users request or desire the new technology they see. Introduction as sales, rather than instruction, will often create better buy-in, especially if the adults have limited technology experience.

11.7 Local control of internet security provides for the best response time for issues, and adaptability in opening up needed materials. It allows for a custom design focused on specifically what is available, rather than limiting what is out there when it is identified.

11.8 Academic value and rigor: Careful consideration must be given to the balance between technology that is engaging and the academic / learning rigor that is necessary. A frequent in-depth review should be done for all technological uses throughout a program.
11.9 Capacity to expand the classroom walls: Technology can break through some of the barriers of being detained, by bringing the world into the classrooms (e.g. google earth, virtual field trips, and collaborative opportunities).

11.10 Large technology companies/organizations often need coaching in the unique needs of juvenile justice education settings. Be prepared to advocate for the specific needs of a program, and negotiate the related costs, including student privacy/use data.

11.11 Technology should be viewed as another tool in the classroom that still requires developing student relationships, expanding on learning through dialogue, and adaptable to the needs of each individual student. Used appropriately, it can be a powerful tool for change and motivation with students.

11.12 Security of the student information system should be maintained while also allowing for frequent sharing of information among staff. Such information systems should allow for efficient retrieval, and regular reporting of student progress to justice system stakeholders.

11.13 Online curriculum selection / considerations are complex and dependent upon the goals and focus of your education program. An in-depth investigation will be required to find the appropriate match of rigor, engagement, and diversity/equity/inclusion that fits with your program, stakeholders, and community.
Area 5

Domain 12: Special Education

Students with disabilities have the same educational rights while incarcerated. Correctional facilities are obligated to provide the same educational experience as outlined in the student’s IEP or 504. The resources below explain in detail Federal laws as they relate to Federal IDEA.

Glossary of Terms:

- SPED (Special Education)
- IEP (Individualized Education Program)
- IDEA (Individuals with Disabilities Education Act) [https://sites.ed.gov/idea/about-idea/](https://sites.ed.gov/idea/about-idea/)
- ELL (English Language Learner) - [Schools' Civil Rights Obligations to English Learner Students and Limited English Proficient Parents](https://www2.ed.gov/about/offices/list/ civilrights/guidance/ell.html)

12.1 Schools in the facilities must adhere to all rules and regulations IDEA, 504 and ELL.
12.2 Schools in the facilities must provide supplemental aids and services that are written in the IEP.
12.3 Every facility should have an established process to attain educational records in a timely manner, including Special Education, 504, ELL, from the previous educational setting.
12.4 Every facility should have an established process to identify and determine whether a student is eligible for Special Education, 504, and ELL services.
12.5 Every facility should have appropriately licensed and trained professionals to identify, assess, evaluate, and provide Special Education, 504, and ELL services, such as specially designed instruction, to students.
12.6 Students and parents are informed and understand their Parental Rights and Safeguards in relation to Special Education, 504, and ELL services.
12.7 Parents/surrogate parents and students are invited and participate in the annual Special Education IEP and 504 meetings.
12.8 The educational program has the ability and resources to provide supplemental aids and services, such as sign-language interpreters or assistive technology.
12.9 Upon entry into the facility school, the current IEP or 504 plan is reviewed and shared with the educational staff. If necessary, the IEP and 504 plan is updated.
12.10 Special Education and 504 students are in the Least Restrictive Environment (LRE) as much as possible in the General Education setting interacting with their age appropriate peers.
12.11 Special Education and 504 students have the same opportunity to attain the regular high school diploma.
12.12 Schools in the facilities have access to financial resources, such as Federal IDEA and Title III funding, to provide Special Education, 504, and ELL services.
12.13 Itinerant professional staff, such as speech pathologist or occupational therapist, are assigned to the facility school to provide required services.

12.14 Either the SEA or LEA annually conducts IDEA and 504 case file reviews to ensure fidelity of the services provided to the students.

12.15 Regular progress reports on Special Education or 504 goals and objectives are provided to the parents and students.

12.16 Special Education and General Education teachers must work in partnership and collaboration.

12.17 Facilities must ensure the protection of the confidentiality, per FERPA, of any personally identifiable data, information, and records collected or maintained.

12.18 In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.

**Resources:**

Letter on whether the Florida Department of Corrections fails to provide a free appropriate public education (FAPE) under Part B of IDEA to students with disabilities when the state offers such students only a General Education Development (GED) credential rather than the opportunity to earn a regular high school diploma because the students are incarcerated in a particular adult corrections facility.


Clarifying state and public agency obligations under the Individuals with Disabilities Education Act to ensure the provision of a free and appropriate public education to eligible students with disabilities in correctional facilities.
Increasing the quality of education systems within residential juvenile justice facilities is a critical piece of rehabilitation for juvenile delinquents (Avis, 2017).

Research indicates five characteristics of high-quality education in juvenile justice settings needed to raise student engagement and academic achievement. They are: "1) talented teachers with high energy and expectations; 2) building school culture and trust; 3) a structured curriculum that is delivered through differing, individualized instruction; 4) special education services woven into all parts of the school; and 5) time and effort spent on preparing students to transition into self-sustaining learners" (Dominici & Forman Jr., 2011, as cited in Southern Education Foundation, 2014, p. 29).

13.1 Teachers need a clear understanding of the science behind how students learn and process new information.
13.2 Assignments should have clear connections to the students' individual future goals and interests.
13.3 Students involved in the juvenile justice system need to feel that their teachers have their best interest in mind as they do not generally trust the education system.
13.4 Teachers and staff should create a safe environment that recognizes and encourages students who may have missed key educational skills through no fault of their own (frequent moves, poor teachers, etc.)
13.5 Celebrate the opportunity students have to go back and pick up skills they may have missed without focusing on what they have done wrong.
13.6 Teachers must provide both positive and negative student feedback through verbal, written, gestural, or other response types indicating either academic or social success or failure in a way that leaves students with a feeling of respect.
13.7 Choice, control, challenge, and collaborative opportunities within the classroom are vital to promoting engagement and motivation.
13.8 Research has shown that students in residential juvenile justice facilities feel that the teachers define student ability. Teachers must understand that their position can motivate students when they show that they see potential in the students' abilities.
13.9 When students feel that the school culture is welcoming, the students want to come to class and are more willing and able to do the hard work that is learning.
13.10 Students who feel a sense of belonging and connectedness with their school tend to be more engaged and motivated.
13.11 Our students have come to us often from making poor choices. They don't trust themselves, so they often need encouragement to "trust yourself" as they expand their learning skills.
13.12 All staff members should build positive relationships with students to increase motivation and the student support system. These staff can serve as mediators between the student and teacher during challenging times.

13.13 The culture of a residential institution is more important than in a traditional setting because it is the entire functional culture for the student. The institution serves as a surrogate family for a child while they are in custody.

13.14 Student self-regulation during learning should be explicitly taught to learn about their learning process to increase academic success.

13.15 Task difficulty and student skill and capability need to be appropriately matched to increase student engagement and learning. This can be extremely difficult in multi-level and age group classrooms. Teachers need more planning time to meet each students’ needs appropriately. (see the resource page for parameters of appropriately matched tasks)

13.16 All teachers need some exceptional education support in the classroom to meet students’ needs. 30% of adjudicated students have been diagnosed with a learning disability, 48% are below grade level, 25% have repeated a grade, 13% have been expelled or suspended, 13% have dropped out of school, and 21% are enrolled but not attending. (Southern Education Foundation, 2014).

13.17 Teachers should share student strengths and areas of needed improvement with the students to support self-understanding and learning styles.

13.18 When student goals guide teaching and tasks, students are both intrinsically and extrinsically motivated.

13.19 For students in residential facilities, educational time is often seen as entertainment, and teachers can capitalize on this.
Domain 14: Training

The professional development component is critical to a high-performing juvenile justice education program. We must advocate for this continued support and the unique components of Juvenile Justice, including safety and security, must be addressed throughout this training.

14.1 Administration develops, promotes, and supports a valued culture of professional learning where both educator and student growth are the focus.
14.2 Training on how to effectively collaborate with non-educators such as officers and governmental administrators must be required.
14.3 Educators and support staff required training specific to the Juvenile Justice Settings and general educational professional development within their subject area and professional growth.
14.4 All professional development should be relevant to the unique situations, specific teachers, and the community of learners served.
14.5 Professional Development decisions should be collaborative between all stakeholders.
14.6 Professional Development should include, but not limited to:

- Academic Differentiation
- Trauma-Informed Classroom
- Adolescent Brain Development
- Behavior Management
- Diversity, Equity, and Inclusion
- Cultural Awareness and Sensitivity in Student Population
- Creating and Delivering Quality Lesson Plans within the Subject Area
- Student Engagement for Juvenile Justice-Involved Youth
- Teacher Self Care and Secondary Trauma
- Professional Boundaries and Interactions
- Evolving Technology and Digital Citizenship
- Multi-Level Classroom Instruction, Techniques, and Strategies
- Gang Education
- Juvenile Justice legal system

14.7 Opportunities to meet, observe and mentor other educators should be included in professional development plans throughout the year.
14.8 When possible and relevant, promote and facilitate cross training with other district and/or facility staff.
14.9 Follow up and support by administration and trainers after professional development.
Domain 15: Safety and Security

There are many necessary safety measures within nontraditional education settings that serve youth involved with juvenile justice that are different from a typical public school. These safety measures can influence the quality of education through the interactions between facility officers and staff, opportunities for teaching, materials and equipment limitations, and even books in classrooms.

15.1 Teachers must be given ample time to learn and understand facility rules, regulations, and emergency procedures before their first day of teaching in the classroom.
15.2 Safety and security measures affect the equipment available in the classroom. Teachers must be aware of what equipment is available and how to monitor it appropriately. For example, pencils and scissors are often counted before and after passing them out. Computers are turned so that staff and teachers can ensure that students are staying on appropriate websites.
15.3 Officer and staff relationships with teachers are key to maintaining safety within the classroom. Both parties are responsible for maintaining, following, and supporting the facility's rules and regulations.
15.4 Punctuality and scheduling ensure that the facility runs smoothly and that safety and security risks can be anticipated.
15.5 Communication between teachers, facility staff, and students when necessary is key to safety and security. Often staff can communicate issues with the teacher to head off a problem before it happens and vice versa. Communication about safety and security concerns must occur immediately after the matter is raised.
15.6 Teachers should receive training on self-awareness and positioning for safety and monitoring before their first day in the classroom.
15.7 Safe teacher and student interactions should be explicitly taught to teachers before their first day in the classroom.
15.8 De-escalation techniques should be explicitly taught and refreshed annually.
15.9 Teachers should not bring any personal property or items of identification other than their badge into the classroom.
15.10 All academic content should be considered a possible trigger for youth before bringing it into the classroom.
Area 7

Domain 16: Program Funding

Program funding models vary across states and program types. Some models are funded through facility allocations and others are based upon support from city, county, state or federal funds.

Advocacy for adequate funding for programs, services, and staffing is critical when resources are scarce or insufficient. This advocacy should include justifications, research, examples, and information to assist in the approval of requested funds. Offering explanations for both the what and the why of the financial and/or resource request inspire funding.

16.1 Advocacy and promotion: Inspiring communities, organizations, and businesses to partner or provide funding for specific programs requires time and focus to present the value of youth development, effective best practices and a demonstration of exceptional programming.

16.2 A clear, concise, description of your program, including your students, goals and program potential, is critical when requesting donations or contributions to gaining support.

16.3 A practiced approach to requesting support, can unlock a wealth of resources. Approached thoughtfully, the community/society is often willing to provide product, materials, financial, experiential support.

16.4 Grants and Donations: A plethora of grant opportunities and matching funds are available from a variety of sources. Applying to access these sources entail time, research and application work. The grants and donations may also come with restrictive requirements that may be hard to sustain or support. Careful consideration is always required prior to investing significant time and effort.

16.5 Federal Funds: There are a variety of Federal programs that may provide support for educational programming in facilities.

16.6 Title 1 Part D Subpart 2 funds are provided to the local LEA for use by education programs in detention settings. The state coordinator can assist with determination of these funds. Various other Title Federal Funds may be accessible through the local LEA. Building a collaborative informed relationship with the local LEA is highly beneficial, especially if a majority of your youth come from that district.

16.7 Outside resources, such as outside individuals, or a “state org” provide resources and opportunities that bring everyone together. Some resources are: National Juvenile Justice Organizations, National Education organizations, State Juvenile Justice Organizations, County/City organizations, Philanthropic organizations / individuals.
Domain 17: Engagement with Community and Local Education Agencies

The importance of a strong, collaborative engagement with the community, local education agencies, state education agencies and tribal governments is fundamental to the success of an education program. The openness and collaboration of the education program with youth-serving community partners, and the local education systems provide for more comprehensive and responsive support and transition services.

17.1 Collaboration with local and tribal agencies may provide paths to supplemental funds including Federal Title dollars under Title ID and Title &. Access to Federal Title dollars.

17.2 Joint professional development/professional learning opportunities enhance mutual learning and provide for shared understanding and practices.

17.3 Shared practices and resources, including curricular support academic continuity for students.

17.4 Local agencies may provide additional specialized services support such as those for students qualifying for Special Education services, Talented and Gifted, English Language Learner support, 504 services, etc.

17.5 Community agencies and partners encourage volunteering, guest speakers/experts, and advocacy and/or donor opportunities.

17.6 Community partnerships lead to resources and opportunities for youth including training, internships and/or scholarships.

17.7 Collaborations increase opportunities for transparency and peer review and may include working with accrediting agencies.
Domain 18: Statements about the Program

Developing a summary or a series of statements that explain and define the program and goals is crucial for conveying to others the purpose, and for creating a commonality of purpose among the staff and collaborators. Every staff member should be able to explain the basic tenants of the program and the goals.

18.1 A simple “elevator” speech that highlights essential components of the program is critical for sharing about a program to diverse groups.

Example: XYZ program provides accredited course work and credits and other educational services for students while they are residing in XYZ facility.

Example: XYZ program offers students in grades X to Z vocational training, educational advocacy and transition services while they are at XYZ.

18.2 A more in depth, yet clear statement is also important to provide more detailed information about the program to garner greater support and collaboration. The statement should include key components, between 3 to 5 basic components is ideal. It may also include goals, mission, values or philosophy statements.

Example:

- XYZ provides education for students in grades X-Z who are credit deficient by utilizing a Positive Behavioral Intervention framework to support student learning. The program focuses on three goals for every student, in order of importance: (1) active engagement in the learning program and activities; (2) identifying knowledge and skills gaps and then filling those in with high quality instruction; and (3) credit recovery for graduation.

- XYZ provides a comprehensive school experience for students in grades X-Z who are placed in XYZ program. XYZ values diversity, student agency and opportunities for creativity. While in the program, students participate in personalized instructional experiences based on their individualized academic needs, interests and goals.

18.3 A program specific vision and mission statement that incorporates the voices of all stakeholders unifies the overarching goals of the program. For example:

- **VISION(aspirational)** The Allegheny Intermediate Unit’s (AIU’s) Alternative Education Program (AEP) strives to provide an inclusive and equitable educational experience through culturally responsive instruction and advocacy with tailored support and counseling to meet each of our learner’s educational, behavioral and emotional needs. We collaborate with school and community partners to prepare our students to thrive in learning and in life.

- **Mission (How we do it)** The mission of the Alternative Education Program is to promote lasting success by emphasizing and teaching to each learner’s strengths and abilities. We educate the whole-child in a safe and supportive school environment through restorative and
trauma-informed approaches grounded in meaningful relationships with students, staff and community.
Area 8
Domain 19: DEI - Diversity Equity and Inclusion

CASEL (https://casel.org/) is a social-emotional learning network that provides a strong DEI foundation in social-emotional learning and techniques for all educators. The following definitions are foundational for DEI work with students, families and colleagues. CASEL identifies five areas of racial and social equity to consider: self-awareness, social-awareness, self-management, relationship skills and responsible decision-making. Please use this link to view the resource.

DEI Principles and Best Practices

19.1 Diversity, equity and inclusion is foundational to the quality of education and services provided in all schools and facilities.
19.2 Hiring practices should be inclusive and non-discriminative. Equal opportunity employment should be available for all positions.
19.3 Organizations should proactively target underrepresented candidates for roles within the organization.
19.4 Recruitment of a diverse workforce is essential
19.5 DEI is a centerpiece for onboarding of all new staff.
19.6 Initial and ongoing cultural competency training is needed for all staff.
19.7 Focus areas need to be established in your organization/facility to include climate and culture, policies and procedures, curriculum and instruction, and professional learning.
19.8 Internal tracking is needed to identify instances of disproportionality for all students based on race, gender, ethnicity, identity etc. Facilities must identify areas of deficiency and create a plan of action to address any disproportionality.
19.9 Organizations should create and implement an internal DEI committee that is responsible for the oversight of policies, procedures, training and development, and the creation and monitoring of action plans related to DEI initiatives.
19.10 Purposeful partnerships with parents/guardians and other relevant stakeholders must be established to help create policies and procedures that are inclusive of all voices.
19.11 Developing strong relationships with students is essential to help them identify their voice and use their voice to best serve them and meet their goals.
19.12 Culturally relevant pedagogy should be infused across the entire curriculum.
19.13 Behavior management practices should help empower and not marginalize students. Using practices such as PBIS, trauma-responsive and restorative justice helps students begin to take ownership/accountability of their behavior and outcomes.
19.14 Prioritizing family/community partnerships is critical to produce successful outcomes for students in our care.
19.15 Regular communication and engagement with families and communities should be a standard practice in all facilities.
19.16 Organizations should identify community partners to assist with the navigation of the juvenile justice system as well as the transition of students back to the home and the community.

19.17 It is critical to give positive feedback to families and schools as students are progressing through the system and preparing for a transition back into the home, school and community.
Domain 20: After Care

**Family Engagement** – tools that students, families, schools and facilities can use to successfully transition back into the home, school and community.

20.1 Transition starts at intake with the creation of goals.
20.2 Facilitate current relationships beyond placement and begin future relationships during placement.
20.3 Engage families at the very beginning of placement and provide constant feedback. Continue that relationship at least 90 days post transition and back into the home.
20.4 Engage schools at the very beginning of placement and maintain ongoing communication. Continue that relationship for the remainder of the current school year and into the following school year.
20.5 Identify procedures for Family/Community Engagement including intake contact, progress monitoring, status updates, resource coordination, and discharge planning.
20.6 Restorative practices, welcoming circles back to the school/home?
20.7 Concrete transition plans should be created by the student, family and home district, and it should follow the student through the duration of their school career and/or probation.
20.8 Scheduled follow-ups can be conducted with a trusted adult from the facility to check on the students' progress of their goals back into the home, school and community.
20.9 Thoughtful and meaningful connections and referrals to community-based programs, mental health providers, and other transitional services helps individual students and families now and in the future.
20.10 Initial physical tours of the new space and people is a must. It offers the student and family a thorough review of their schedule and the creation of a “point person” that the student can check-in with, regardless if the student was already a member of that school community.
20.11 Intentional, scheduled and structured check-ins with the family and child offers predictability and consistency in the daily life of the student and family.
20.12 Organizations should provide a positive opportunity and a safe space where children can start fresh and are received with excitement and care.