

**Summary of Guiding Principles and Core Activities for Providing High-Quality Education in Juvenile Justice Secure Care Settings**

Guiding Principle	I. A safe, healthy, facility-wide climate that prioritizes education, provides the conditions for learning, and encourages the necessary behavioral and social support services that address the individual needs of all youths, including those with disabilities and English learners.	II. Necessary funding to support educational opportunities for all youths within long-term secure care facilities, including those with disabilities and English learners, comparable to opportunities for peers who are not system-involved.	III. Recruitment, employment, and retention of qualified education staff with skills relevant to juvenile justice settings who can positively impact long-term student outcomes through demonstrated abilities to create and sustain effective teaching and learning environments.	IV. Rigorous and relevant curricula aligned with state academic and career and technical education standards that utilize instructional methods, tools, materials and practices that promote college- and career- readiness.	V. Formal processes and procedures—through statute, memoranda of understanding, and practice—that ensure successful navigation across child-serving systems and smooth reentry into communities.
Core Activities	<ul style="list-style-type: none"> <li>• Establish a school- and facility-wide climate with a focus on family engagement in which youths are free from threats of or actual physical or emotional harm.</li> <li>• Create and/or revise policies, procedures, and progress measures that prioritize education and student educational achievement.</li> <li>• Develop a continuum of academic and behavioral supports and services to promote long-term educational outcomes for youths who are system-involved, potentially through a tiered framework.</li> <li>• Ensure fairness and equity in the provision of educational services and the promotion of a facility-wide climate that supports learning consistent with federal law.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and develop dedicated and appropriate education budgets at the agency and facility levels.</li> <li>• Establish processes to ensure that secure care facilities receive adequate state and local funds and effectively leverage available federal education dollars to supplement core education programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Require that education staff, including special education, LEP, and related service providers, hold valid education credentials consistent with federal requirements and state law.</li> <li>• Provide or otherwise facilitate access to professional development opportunities for education staff so they can develop the skills to address the unique needs of students in juvenile justice settings more effectively.</li> <li>• Use a teacher evaluation process that continuously assesses teacher performance based on accepted state standards for highly effective instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Employ current instructional methods and materials appropriate to each student’s age, grade placement, development, and culture.</li> <li>• Promote student engagement through high educational expectations for all students in the juvenile justice system.</li> <li>• Require that students in juvenile justice residential facilities participate in the same curriculum and state accountability systems as students in traditional schools, and provide instruction and assessments with appropriate services and accommodations for students with disabilities and English learners.</li> <li>• Collect and use data to monitor student academic progress, make data-informed decisions, and continuously evaluate and improve the education program.</li> <li>• Provide access to postsecondary programming, including college and career and technical education that prepares students for successful transitions to adulthood.</li> </ul>	<ul style="list-style-type: none"> <li>• Immediately upon entry of a youth into a juvenile justice residential facility, create individualized prerelease plans in partnership with the youth and his or her family that identify action steps and support services to ensure reenrollment in a community school and reduce the likelihood of rearrest or reoffending.</li> <li>• Prior to release, offer additional formal learning opportunities for the youth that are grounded in evidence- and practice-based service models and focused on social, emotional, and behavioral skill development, especially for youths with mental health conditions.</li> <li>• Establish policies and procedures that promote school assignments best suited for students’ educational success and the timely transfer of their accurate education and related records.</li> </ul>