



State of Indiana
Indiana Department of Correction

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11/1/2015	26	01-01-103

**POLICY AND ADMINISTRATIVE
PROCEDURE**
Manual of Policies and Procedures

Title
**THE DEVELOPMENT AND DELIVERY OF ACADEMIC AND
TECHNICAL PROGRAMS IN YOUTH SERVICES FACILITIES**

Legal References (includes but is not limited to)	Related Policies/Procedures (includes but is not limited to)	Other References (includes but is not limited to)
IC 11-8-2-5(a)(5) IC 11-8-2-5(a)(8) IC11-8-2-5(a)(13) IC 11-10-5-1, <i>et seq.</i> 511 IAC 7-42-3	01-03-103 01-04-104 03-02-104	ACA: CO: 2-CO-5B-01 JTS: 1C-10, 5B-02-1, 5D-01-2, 5D-03, 5D-06-1, 5D-11, 5D-15-2, 5D-18-1

I. PURPOSE:

The purpose of this policy and its administrative procedures is to establish the standards and guidelines for the delivery of academic and technical educational programs for juvenile offenders within Department of Correction facilities.

II. POLICY STATEMENT:

The Department of Correction shall ensure that competency-based academic and technical education programs are provided to juvenile offenders housed within Department facilities. All juvenile offenders shall have the opportunity to participate in available education programs.

Education programs shall be developed and implemented to improve the academic and/or technical educational situation of the student population. Additionally, education programs will not interrupt the student’s progress towards a Core 40 High School Diploma; rather, they will provide students with the improved skills and abilities to successfully transition to education programs in their communities. All high school credits earned in Department juvenile facilities are to be transferable to an Indiana Core 40 High School Diploma.

The Department shall work with other agencies to ensure that educational programs are in compliance with all applicable federal and state laws, rules and regulations. Additionally, the Department shall strive to ensure that the provision of educational services complies with applicable standards of accrediting organizations, such as the American Correctional Association.

The Department shall employ certified education staff and other qualified personnel for the delivery of educational services.

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Each facility housing juvenile offenders within the Department providing educational services shall develop an education program plan. This facility program plan shall include, but is not limited to:

- A. The mission, goals and objectives of education services in the facility;
- B. The program needs of the student population in the facility;
- C. The resources available in the facility and the feasibility of the delivery of services; and,
- D. The prescriptive learning needs of the student population.

All educational programs within the Department shall be subject to periodic audits and evaluations to ensure that the programs are operating in accordance with established standards and objectives. The Department shall collect pertinent data to assist in program planning, the academic improvement of the offender population and to ensure compliance with applicable laws, rules, regulations, policies and procedures.

III. DEFINITIONS:

For the purpose of this policy and administrative procedure, the following definitions are presented:

- A. **ACADEMIC EDUCATION:** An approved, formal, organized program of instruction designed to provide basic skills and learning opportunities related to obtaining and demonstrating knowledge from literacy through post-secondary, excluding technical courses.
- B. **BEHAVIOR INTERVENTION PLAN:** A plan agreed upon by the case conference committee and incorporated into a student’s individualized education program that describes how the student’s environment will be altered, identifies positive behavioral intervention strategies, and specifies which skills will be taught in an effort to change a specific pattern of behavior of the student. The plan shall be linked to information gathered through a functional behavioral assessment. To ensure transference, the behavioral intervention plan seeks to maximize consistency of implementation across people and settings in which the student is involved.

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- C. **CASE CONFERENCE COMMITTEE:** The group of persons described in 511 IAC 7-42-3, including parents and IDOC personnel, who are responsible for the following:
1. Reviewing the educational evaluation report and determining a student's eligibility for special education and related services.
 2. Developing, reviewing, and revising a student's individualized education program or transition individualized education program.
 3. Determining the appropriate special education, related services and placement for a student and the setting or settings in which those services will be provided.
 4. Determining other matters, including the provision of a free appropriate public education, that are assigned to an IEP team by federal law or to a case conference committee by state law or any rule of the Indiana state board of education.
- D. **CERTIFICATE:** An official document awarded to a student upon successful completion of a specific, Indiana Department of Correction approved, academic or technical program.
- E. **CERTIFIED STAFF:** Personnel licensed by the Office of Educator Licensing and Development and employed for the purpose of delivering academic or technical instruction.
- F. **CHILD FIND:** A component of Individuals with Disabilities Education Act (IDEA) that requires states to identify, locate, and evaluate all children with disabilities, aged birth to 21, who are in need of early intervention or special education services.
- G. **COLLEGE DEGREE:** An official document issued by a post secondary institution holding certification from a state's Commission on Higher Education.
- H. **CURRICULUM:** A course of study designed to meet the academic or technical skill needs of students.
- I. **DIRECTOR OF EDUCATION (DIRECTOR):** The individual with a current school superintendent license who is the administrator of the Education Services Division.

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- J. **DIRECTOR OF YOUTH EDUCATION:** The individual with a Superintendent license responsible for the education needs of confined youths.
- K. **EDUCATION SERVICES DIVISION:** The Division responsible for the development, delivery, and implementation of academic and technical education in English and library services throughout the Department.
- L. **EDUCATION TRANSITION PORTFOLIO:** A packet of the student's academic performance information that is transferred from the facility school to the student's next school of record.
- M. **EDUCATIONAL RECORDS:** Any group of records under the control of the Department or its contractors from which information may be retrieved by the name of the individual, or by some identifying number, symbol, or other personal identifier. The maintenance, access, and distribution of records shall be in compliance with State and Federal guidelines.
- N. **EVALUATION:** The process involved in the assessment of academic and technical programs, personnel involved in such programs, and the student placement and progress in those programs.
- O. **FERPA (FAMILY EDUCATION RIGHTS AND PRIVACY ACT):** The federal law which protects the privacy of student records.
- P. **FUNCTIONAL BEHAVIOR ASSESSMENT:** A systematic collection and analysis of data that will vary in length and scope depending on the severity of a student's behavior. Results and analysis of the data collection are used in developing the student's behavioral intervention plan. A functional behavioral assessment shall identify patterns in the student's behavior and the purpose or function of the behavior for the student.
- Q. **HIGH SCHOOL EQUIVALENCY (HSE) CERTIFICATE:** A certification demonstrating that an individual has attained high school-level academic skills.
- R. **HIGH SCHOOL DIPLOMA:** An official document issued by a State Board of Education accredited school that is recognized as a high school diploma of that state. There are four types of high school diplomas recognized in Indiana:

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- General
- Core 40
- Core 40 with Academic Honors
- Core 40 with Technical Honors

All high school credits earned in Division of Youth Services facility schools are to be transferable to a Core 40 High School Diploma at the student's public school of record.

- S. **HIGHLY QUALIFIED:** A teacher who has obtained full state licensure as a teacher, including licensure obtained through alternative routes, or passed the state teacher licensing examinations, and holds a license to teach in the state; and, has not had licensure requirements waived. (Refer to 511 IAC 7-36-3. See also 7801(23) of the Elementary and Secondary Education Act of 1965, as amended by 20 U.S. C. 6311 *et seq.*, and 34 CFR 200.56).
- T. **INDIVIDUALIZED EDUCATION PROGRAM:** A written document, developed, reviewed, and revised by the case conference committee in accordance with 511 IAC 7-42, that describes how a student will access the general education curriculum, if appropriate, and the special education and related services needed to participate in the educational environment. The required components of an individual education program are contained in 511 IAC 7-42-6.
- U. **INDIVIDUALIZED LEARNING PLAN (ILP):** Individual Learning Plan or ILP is a student specific program or strategy of education or learning that takes into consideration the student's strengths and weaknesses. The ILP for a student is generated after interaction between the student and the teacher, and is based upon assessment made therein. Further, the ILP incorporates the long-term goals of the student. The ILP is used with students who do not qualify for special education services.
- V. **POST-SECONDARY LEVEL:** A formal, organized program of educational instruction for students whose educational achievement exceeds grade 12 (secondary level) as verified by a high school diploma, GED certificate, or High School Equivalency (HSE) Certificate.
- W. **PRIMARY LEVEL:** A formal, organized program of instruction for students based on age and grade progression in public school within grade levels one (1) through six (6).

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- X. **PRINCIPAL:** The licensed Building Level Administrator assigned to the facility. Minimally, the Principal shall possess a Building Level Administrator License.
 - X. **SECONDARY LEVEL:** A formal, organized program of instruction for students based on age and grade progression in public school within grade levels seven (7) through twelve (12).
 - Y. **SIMS (Student Information Management System):** The data collecting mechanism used by the facility schools to manage student information.
 - Z. **SPECIALLY DESIGNED INSTRUCTION:** The adaptation, as appropriate to the needs of a student who is eligible for special education and related services, of the content, methodology, or delivery of instruction:
 - 1. To address the unique needs of the student that result from the student's disability; and
 - 2. To ensure the student's access to the general curriculum so that the student can meet the educational standards within the jurisdiction of the public agency that apply to all students.
 - AA. **SUPPORT SERVICES:** Services which complement academic and/or technical education programs, i.e. special education, Title I, clerical, teacher aid.
 - BB. **TECHNICAL CERTIFICATE:** A Department approved formal document certifying satisfactory completion of a technical education program.
 - CC. **TECHNICAL EDUCATION:** A Department approved, formal, organized program of instruction designed to provide practical, mechanical, and/or vocational skills and learning concepts.
- IV. **ADMINISTRATION OF ACADEMIC AND/OR TECHNICAL EDUCATION PROGRAMS:**
- A. **Philosophy, Mission, and Goals**
 - 1. **Philosophy:** The Education Services Division believes that education in a correctional setting functions as rehabilitative treatment.

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2. Mission: The mission of the Education Services Division is to provide quality educational programs in safe and secure environments that serve as opportunities to provide students with the improved skills and abilities needed to successfully transition to their education programs in their communities.
3. Goal: The goal of the Education Services Division is to provide competency-based, comprehensive education programs for students at the facility.

The statement of goals for the Education Services Division shall be publicly and prominently displayed at the facility education program location. The goals shall be incorporated into facility-specific and separate printed educational documents.

The Director of Education shall facilitate the annual review of the Education Services Division Philosophy, Mission, and Goals.

B. Written Policy and Procedure (See Facility Directive)

1. The facility education program and the Division of Education Services shall maintain a copy of Policy and Administrative Procedure 01-01-103, "The Development and Delivery of Academic and Technical Programs in Division of Youth Services Facilities," as well as the Facility Directive, in a location accessible to staff and students.
2. The Facility Directive shall include, but not be limited to:
 - a. Certified and non-certified job descriptions;
 - b. Program development and school improvement plan;
 - c. Procedures for student management;
 - d. Procedures for daily program operations; and,
 - e. Division and facility organizational chart, with narrative.
3. The Facility Directive shall be reviewed annually in accordance with Policy and Administrative Procedure 00-04-101, "The Development, Approval and Implementation of Policy."

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4. The Facility Directive shall be available for review and implementation according to Policy and Administrative Procedure 00-04-101, "The Development, Approval, and Implementation of Policy."
5. The facility shall maintain North Central Association/AdvancEd accreditation as a Comprehensive Special Purpose School.
6. Educational staffing shall be determined through a staffing assessment process. If it is determined that there is a need for additional certified staff or paraprofessionals, the Director of Youth Education shall advance the need through the Director of Education and the Executive Staff of the Department. If approved by the Executive Staff, the position shall be posted and a qualified candidate shall be identified for hire. The Principal shall notify the Director of Youth Education whenever a staff vacancy occurs.

C. Organizational Chart

1. The Division organizational chart showing the position of the Division of Education Services programs shall be reviewed annually by the Director of Education or designee.
2. Written materials to explain the organizational chart lines of authority and cooperation shall accompany the organizational chart.

D. Annual Goals and Objective Review

1. The Principal shall facilitate the review and update of the facility education program goals and objectives on an annual basis. Outcomes of this review shall be developed into a written plan outlining progress on the prior year's goals and objectives and revising them for the following year. The Principal shall be responsible for ensuring that program goals and objectives are reviewed and revised to coincide with the fiscal year. A statement of goals and objectives update shall be submitted, in writing, for review, revision, and approval to the Superintendent and the Department's Director of Youth Education on or before July 15 annually.

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2. The review and update process shall include at a minimum:
 - a. Progress toward program goals;
 - b. The effectiveness of the program in terms of process and program outcomes; and,
 - c. The establishment of goals for the next year.

E. Budget

1. The Education Services Division program grants shall be allocated to the facility educational programs according to the prescribed distribution process of the grant.
2. The Education Services Division education program grant expenditures and use for the system-wide and facility education programs shall be a part of the authority and responsibility of the Director of Youth Education.
3. In order to facilitate education program planning and management decisions, the Principal shall provide an educational program budget which delineates personnel, equipment, materials, supplies and physical plant needs for the school on an annual basis. The budget shall be submitted to the Superintendent/designee and the Director of Youth Education.

F. Program Approval

The Director of Youth Education shall annually review this policy and administrative procedure in accordance with Policy and Administrative Procedure 00-04-101, "The Development, Approval, and Implementation of Policy."

G. Staff Meetings

1. Youth Education Leadership meetings shall be facilitated as needed by the Director of Youth Education.
2. Minutes of the meetings shall be maintained by the Division of Education Services and shall be available for review.

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3. At a minimum, the Principal shall facilitate monthly facility education staff meetings. The facility education staff and guests shall attend staff meetings.
4. Minutes of the facility education staff meetings shall be maintained at the facility and available for review and a copy shall be forwarded to the Director of Youth Education.

V. ADMINISTRATION AND STAFF:

All academic and technical education staff shall be licensed or certified by the Indiana Department of Education, Office of Educator Licensing and Development. A copy of all required licenses or certificates shall be maintained in the staff member's personnel file. The individual staff member shall be responsible for ensuring that all required licenses or certificates are maintained and current.

A. Director of Education:

The Director shall serve as the administrator for the Department's education programs. The Director shall hold a current, valid Indiana School Superintendent's District Administrator's license and shall be employed to administer the Education Services Division and shall receive an administrative stipend in addition to his/her regular salary.

The Director shall also assess educational needs while coordinating and providing educational opportunities and library services to offenders/students in facilities.

It shall be the responsibility of the Director to determine the program components and procedures for academic and/or technical education within the Department. The Director or designee is responsible for developing a comprehensive educational program for all eligible offenders.

The Director shall report to the Deputy Commissioner of Re-Entry.

B. Director of Youth Education:

The Director of Youth Education in Central Office shall hold a valid District Administrator's license as a Director of Exceptional Needs or Superintendent and shall receive an administrative stipend in addition to

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his/her regular salary.

The Director of Youth Education shall assist the Director of Education in the supervision of correctional educational programs in the Department. Responsibilities of the Director of Youth Education shall include planning, development, implementation and monitoring of academic, vocational programs for students enrolled in schools within IDOC juvenile facilities. The Director of Juvenile Education shall report to the Chief Operating Officer of the Division of Youth Services.

C. Employment of Facility Educational Personnel:

1. The Director of Youth Education shall assist the facility in the recruitment of competent academic and technical personnel. Job descriptions of education positions shall be on file.
2. Facility staff shall ensure that the Director of Youth Education is informed immediately of any changes that have an impact on the delivery of education services, including, but not limited to, new-hires, staff suspensions, terminations, transfers, resignations or disability leaves.
3. Prior to scheduling interviews for a Principal, the Director of Youth Education/Designee shall be notified and shall participate in the interview and selection process.
4. The Director of Youth Education shall recommend to the Superintendent the number of school administrator positions established and maintained at the facility. The number of positions shall be based upon, but not limited to, administrative duties, number of programs, staff supervised, and contact hours. A facility school administrator position title is Principal.
5. An individual may be appointed to a school administrator position for a maximum period of three (3) years without holding a valid administrative license or vocational certificate, only if the license or certificate can reasonably be expected to be completed within three (3) years of the date of appointment. During the three (3) years, the individual shall provide proof on an annual basis to the Director of Youth Education that he/she is continuously and actively pursuing and engaging in the acquisition of proper certification. This proof shall be documented in the form of an

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Emergency Permit issued by the Office of Educator Licensing and Development at the Indiana Department of Education.

6. All individuals hired/employed in the Institutional Teacher job classification in Division of Youth Service’s schools, or employed by a vendor as a licensed teacher to provide services in a Division of Youth Service’s school, must possess licensure in special education. An individual may be hired without special education licensure only if he/she submits documentation of his/her intent to obtain/maintain an emergency permit in special education and complete the special education licensure within three years, as specified by the Indiana Department of Education’s Office of Educator Licensing and Development. Individuals hired between July 1 and December 31 of any given year shall be required to obtain an original Emergency Permit from the Office of Educator Licensing and Development for the current school year. Individuals hired between January 1 and June 30 of any given year shall be required to obtain an original Emergency Permit from the Office of Educator Licensing and Development for the following school year.
 7. Expiration and Renewals of Emergency Permits: Individuals who have an Emergency Permit in Special Education or another content area may continue to work through the summer even though the Emergency Permit expires after June 30 of that year. These individuals shall be required to complete all summer coursework, obtain relevant transcripts, and submit Emergency Permit Renewals by the last Friday of the August of the current year. For example, if an Emergency Permit expires June 30, 2013, the individual can continue to work through the summer and must submit the Emergency Permit Renewal to the Indiana Department of Education no later than Friday, August 30, 2013.
- D. Professional Development:
1. Education staff shall participate in all training mandated by Policy and Administrative Procedure 01-05-101, “Staff Development and Training.” Additionally, education staff shall participate in Education Services Division staff development activities. Staff development utilizing distance learning programs shall be encouraged. Upon approval of the Principal and the

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Superintendent, staff may be allowed additional leave for training purposes that support the facility's educational improvement plan.

2. Education Services staff may attend professional development activities with the approval of the Superintendent/designee and in accordance with applicable State travel rules and regulations.

The Superintendent/designee may consult with the Director of Youth Education to verify the relevance of the professional development program. All conference attendance requests shall be submitted in accordance with the Department's fiscal procedures.

3. The facility school shall not be closed for individual education staff members to attend elective professional development meetings/conferences. The Principal shall determine which education staff member(s) may attend an elective professional development meeting/conference based upon identified instructional improvement plan needs, percentage of staff required to maintain the integrity of the daily education schedule, active membership in an association, seniority, and/or other facility-specific factors. Students shall be monitored by substitute teachers certified by the Indiana Department of Education. School shall be closed on State Holidays as approved by the Governor of Indiana.
4. The Principal shall develop a plan to ensure that classroom instruction is not canceled in the event of a teacher absence.
5. The Principal shall annually facilitate the development of a Professional Growth Plan in alignment with the facility's school improvement and the Employee Work Profile/Performance Plan (RISE) for each certified education staff member.
6. In order to enhance teacher ability to address the unique needs of students enrolled in school at the facility, the following comprehensive plan for all education staff shall be implemented:
 - a. At the beginning of each school year, the Director of Youth Education from the Department's Central Office shall meet with the facility's Principal to review data from program reviews, teacher evaluations, and student Individual Learning Plans and Individual Education Programs.

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- b. Upon completion of this data review, the Director of Youth Education and the facility’s Principal shall assess the need for professional development for facility’s teachers. Areas of growth shall be identified, as well as areas of need.
- c. Based on the data review and needs assessment, the Director of Youth Education shall arrange for professional development for facility teachers. Topics for professional development shall be aligned to the documented needs of the teachers.
- d. The Director of Youth Education shall coordinate professional development scheduling with the facility’s Principal and the Superintendent.
- e. A minimum of four (4) days of professional development shall be scheduled for each calendar year. Classes will be canceled on these days. Training sessions must be a minimum of two hours in length. Training shall be documented with copies of training agendas and materials. Teacher Attendance at the trainings shall also be documented and maintained by the facility’s Principal.

E. Evaluation of Personnel:

- 1. The Director of Youth Education and the Superintendent/Designee shall cooperatively conduct the annual performance evaluation of the Principal using the RISE model approved by the Indiana Department of Education and the State Personnel Department.
- 2. The facility’s education personnel shall follow the Indiana Department of Education guidelines for being Highly Qualified. If assigned to teach a Core Academic Subject, a teacher must provide documentation to demonstrate his/her Highly Qualified status, or must submit the Secondary Teacher (6-12) Highly Qualified Action Plan to the Supervisor of Education for approval.
- 3. All certified and non-certified facility education staff shall be evaluated in accordance with the guidelines of the State Personnel Department. Certified facility staff shall be evaluated using the RISE model.

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F. Hiring of Certified Personnel:

1. The facility may tender a job offer pending approval by the Director of Youth Education. Facility staff shall forward documentation/credentials of the candidate, consistent with the content area of certification, and receive written approval from the Director of Youth Education prior to finalizing a job offer to a certified teacher.
2. Documentation/credentials include, but are not limited to:
 - a. A copy of the applicant's employment application;
 - b. A completed ES6 form showing the proposed salary for the candidate;
 - c. A copy of a valid Indiana Teacher Certificate consistent with the subject(s) the candidate will be teaching;
 - d. A copy of certification form(s) for the number of years of teaching experience;
 - e. Verification of the highest post-secondary degree earned that is germane to the anticipated duties;
 - f. Documentation of candidate's special education licensure or a letter from the candidate stating he/she will secure/maintain an emergency permit in special education and complete the special education licensure within three years, as specified by the Office of Educator Effectiveness and Licensing at the Indiana Department of Education.
 - g. Written verification (official transcript) of any post graduate hours should those hours qualify the candidate for an additional increment on the salary schedule; and,
 - h. A copy of verification of military experience, Form DD-214, if applicable.
3. Facility staff shall forward documentation/credentials of the candidate and receive written approval from the Director prior to extending a job offer to a vocational teacher. Documentation/credentials include, but are not limited to:
 - a. A copy of completed job application form;
 - b. A copy of high school or GED diploma;
 - c. Verification of the highest post secondary degree earned that is germane to the anticipated duties;

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- d. Verification (official transcript) of any post graduate hours should those hours qualify the candidate for an additional increment on the salary schedule;
- e. Documentation of candidate's special education licensure or a letter from the candidate stating he/she will secure/maintain an emergency permit in special education and complete the special education licensure within three years, as specified by the Office of Educator Effectiveness and Licensing at the Indiana Department of Education.
- f. Written verification of any military experience, Form DD-214, if applicable; and,
- g. A completed ES6 form showing the proposed salary for the candidate.
- h. Should the candidate hold a valid Indiana Teaching Certificate, the documentation/credentials for hiring an institutional teacher shall apply.
- i. The Director shall sign applications and any other forms where signature of a Superintendent or other school official is indicated. The Director shall forward any application and accompanying documentation to the Office of Educator Effectiveness and Licensing at the Indiana Department of Education.

VI. STUDENT:

A. Student Orientation:

All students arriving at the facility shall participate in an orientation process relevant to the education program at the facility. Parents and students will receive a comprehensive facility orientation packet. Students shall be enrolled in school within 48 hours of arrival at the facility student's assigned treatment unit/facility.

Consistent with IDEA, within ten (10) days of ENROLLMENT INTO SCHOOL, a case conference shall be held to develop an IEP for the student who qualifies for special education services. School personnel shall use the Indiana IEP (IIEP) format to develop the IEP.

Within ten (10) days of ENROLLMENT INTO SCHOOL, an Individual Learning Plan shall be developed for each general education student. School personnel shall utilize an ILP format approved by the Director of Youth Education.

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The Principal shall coordinate activities to determine whether or not a student qualifies for special education services. (See 511 IAC 7-34-2 Child Find).

Orientation and, if needed, an interpreter shall be available to students who cannot communicate in English or who are legally blind or deaf.

B. Educational Achievement Recognition:

Students who successfully complete educational programs shall be recognized through a special program/ceremony and awarded a certificate of completion.

C. Screening, Placement, Assessment, and Evaluation:

1. Educational advisement, screening, placement and assessment of students shall be made available to students to ensure appropriate level placement and instructional activities. Pre- and post-test assessment of a student's progress shall be conducted in all juvenile schools according to the Department of Education Adult Education testing policy. All students who qualify for the Indiana Statewide Testing of Educational Progress Plus (ISTEP+), or End of Course Assessments, shall participate according to Indiana Department of Education guidelines.

2. Students shall be assessed with the Wide Range Achievement Test (WRAT) and the Shipley II at the Logansport Juvenile Correctional Facility Intake Unit or the Madison Juvenile Correctional Facility Intake Unit. They shall also be assessed with a Career Interest Survey, a formal writing assessment aligned to the Indiana Statewide Testing of Educational Progress Plus (ISTEP+), and a Learning Styles survey, to assist with planning educational interventions and strategies for the student. Students shall be placed in a given grade based primarily on the student's progression in school, and secondarily on the student's age.

3. To qualify to take the Test Assessing Secondary Completion (TASC), the student must pass the TASC Readiness Assessment.

Students must be at least sixteen (16)-years-old to take the TASC. A student may be enrolled in the TASC program prior to his/her

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16th birthday in order to study/prepare for the test.

Students enrolled in TASC programs shall be dually-enrolled in high school credit courses aligned to the Core 40 High School Diploma. Courses must be approved by the Director of Youth Education or the Director of Education.

4. An Individual Learning Plan (ILP) shall be developed and followed by the facility's certified staff to guide classroom activity for the students who do not need special education services, based on the results of the counseling, Wide Range Achievement Test (WRAT) and Shipley II, a formal writing sample, career interest survey, and learning styles survey. In addition, student input regarding academic and vocational goals shall be incorporated into the ILP. The ILP shall have measurable behavior, academic, and transitional goals.
5. An Individual Education Plan (IEP) shall be developed for all students in need of special education services at a legally constituted case conference and followed by all certified staff. The IEP shall comply with applicable laws and regulations.

D. Student Program of Instruction

The Principal shall facilitate the program of instruction, which shall be developed based upon statewide standards and supported by appropriate materials, technology, classroom space, and staffing patterns to meet the needs of the students and the mission of the facility.

1. The Principal shall ensure that all academic and technical programs meet federal and state occupation, health and safety standards. The Principal shall ensure that inspections of the facility's academic and technical facilities are conducted.
2. The Principal shall ensure that all teachers develop and maintain lesson plans that are linked to curriculum standards and address curriculum accommodations and modifications for identified students. School personnel shall utilize a lesson plan format approved by the Director of Youth Education.
3. The Principal shall ensure that teachers collect and maintain data to monitor student progress towards IEP/ILP goals.

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4. The Principal shall ensure that reports relative to student progress towards IEP goals are sent to the parent/guardian based on time-lines established by the student's IEP case conference committee.
 5. The Principal shall ensure that every student's parent/guardian receives a grade report card on a quarterly basis.
- E. Maintenance of Educational Records and Student Records
1. The student's cumulative record shall include, at a minimum:
 - a. Program profile data;
 - b. Rosters;
 - c. Attendance data;
 - d. Social and demographic data;
 - e. Program participation;
 - f. Performance (process and outcome) measures;
 - g. Testing and placement data;
 - h. Progress data;
 - i. Student academic gains, achievement and assessment data;
 - j. Performance data;
 - k. Behavioral data;
 - l. Student exit data;
 - m. Transcript data;
 - n. Verification of completion of education and/or vocation programs; and,
 - o. Individual Learning Plans (ILP)/Individual Education Program (IEP).
 2. The student's Education Transition Portfolio shall include, at a minimum:
 - Academic performance (process and outcome) measures
 - Testing and placement data
 - Attendance data
 - Behavioral data
 - Student exit data
 - Transcript Data
 - Verification of completion of education and/or vocational programs; and

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- Individual Learning Plans (ILP)/Individual Education Program (IEP).

Such information shall be maintained in a cumulative record and submitted in a format and timeframe authorized by the Director of Education.

3. Student records shall be kept in compliance with departmental administrative procedures/rules for access, storage, and confidentiality, and, where applicable, promulgated rules of external agencies.
4. Upon release, with adherence to FERPA (Family Educational Rights and Privacy Act) regulations and 511 IAC 7-38-1, copies of appropriate student records shall be forwarded to the school of attendance.
5. Educational reports to be submitted to Central Office on a scheduled basis, shall include, but are not limited to:
 - a. Facility Education Meeting Minutes;
 - b. Time and Effort Reports for each federally-funded staff position
6. Reports shall be completed by the Principal or Designee as required by the Department and shall be submitted to the Director of Youth Education or designee on or before the 8th of each month.
7. Monthly Transition to School Reports shall be submitted to the State Transition Coordinator by the 8th of each month.

F. Comprehensive Education Program

1. Types of education services that must be available to eligible students include, but are not limited to:
 - a. Secondary Education, including TASC;
 - b. Technical Education; and,
 - c. Specialized Programs, such as:
 - (1) Special Education;
 - (2) Title 1; and,

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- (3) TASC and Post-Secondary education, although not required, may be available to eligible students.
2. The facility's education program offerings shall be available to qualified students based on guidelines set by the Indiana Department of Education regarding the courses a student needs to graduate, vocational requirements for students to obtain a certificate in a vocational field, and any specific requirements for students with disabilities as set forth in the Individuals with Disabilities Education Act (IDEA) and 511 IAC 7.
3. Students shall attend school for a minimum of five days per week, six hours per day.
4. School calendars shall include a minimum of one day but no more than two days per month for school personnel to evaluate student data and complete necessary progress reports mandated by state/federal law. These days shall also include time for staff to conduct Pre-Referral Intervention meetings and develop Behavior Intervention Plans as needed for students. In addition, General Education Monitors/Special Education Teachers of Record shall consult with students on an individual basis per their IEP (Individualized Education Program)/ILP (Individualized Learning Plan). Classes will be canceled on these days.
5. An open-entry, open-exit, competency-based, on-site education program shall be available for eligible students guided by an Individual Learning Plan (ILP). The facility's on-site secondary school and/or TASC programs shall be provided to the student at no cost.

Limited English Proficiency classes shall be taught in the English language.
6. Instructional strategies shall be determined by the certified teacher based on the approval of the Principal and empirically validated instructional approaches.
7. The Principal shall conduct an annual facility educational needs assessment of the students, based on at least three different data sources, including, but not limited to, student climate surveys, instructional audits, classroom teacher observations and student

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outcomes.

8. Based upon security issues, facility management, and staff and fiscal resources, the Department may contract with post-secondary providers for academic classes.
9. Students enrolled in school at the facility shall be awarded credits for courses taken while at the facility, and these credits shall be transferred to the public school upon their enrollment after they are released. In addition, as necessary, the student may access approved courses through other means while at the facility, and these credits shall be transferred to the public school upon enrollment after they are released.

VII. PROGRAMS:

A. Academic and Technical Curricula

1. The Principal shall facilitate the development of competency-based curricula in compliance with State of Indiana academic standards, laws and regulations. The Director of Youth Education shall approve the curricula. The curricula shall be articulated throughout the education programs.
2. Statewide technical curriculum guides shall be reviewed and revised on a biennial basis. Academic curricula shall be reviewed and revised upon receipt of the Department of Education standard revisions.
3. Non-instructional time shall be provided for the development and revision of curriculum. Collaboration with outside agencies and other community educational institutions shall be encouraged in the development and revision of curriculum.
4. The Principal shall coordinate the development of a behavior management program within the school setting to promote positive student behavior.

B. Education Equity and Opportunity

1. All students shall have equal access to education programs regardless of race, disability, sex, age, color, national origin or

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ancestry, creed, religion, marital or parental status, or any other legally protected classification.

2. The facility's education program staff, following FERPA (Family Educational Rights and Privacy Act) regulations and 511 IAC 7-38-1, shall forward copies of school transcripts, diplomas, certificates, licenses or other earned credentials to educational institutions and potential employers.
3. Certificates indicating completion of a program shall be issued to the student upon release from the facility.

C. Technology, Facilities, Materials and Services

1. Academic or technical classrooms shall provide a safe environment conducive to learning. The Principal shall establish criteria for adequate facilities, technology, materials and services to complement the education program and reflect current education practices. Space shall be available for facility education administrative offices and maintenance and storage of educational supplies and records.
2. The replacement of academic secondary program textbooks shall correspond with the adoption schedule used by the Indiana Department of Education.
3. Educational testing and assessment by teachers shall be made available to students to ensure appropriate program placement. Scheduled educational counseling sessions shall be conducted for each student to discuss program progress and achievements.

D. Special Education

Students through age 22 who are eligible for special education services as determined by the eligibility requirements set forth in P. L. 105-17 (1997) and Indiana's 511 IAC 7 and subsequent rules shall receive educational and related services as determined by the student's Individual Education Plan (IEP).

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E. Educational Programs for Segregated Students

1. Students in Secure Housing Units shall be provided appropriate educational programming.
2. Educational services provided to the students in Secure Housing Units shall be documented.
3. The facility staff must be able to demonstrate that the education services provided in Secure Housing Units were linked to the curriculum standards that would have been accessed had the student been in the general education setting.
4. The facility staff must be able to demonstrate that state and federal guidelines relevant to the provision of education to students with special needs have been addressed.
5. Facility staff must gather and maintain data to demonstrate that students in Secure Housing Units were provided the opportunity to progress towards IEP goals while in segregation.

F. Post-Secondary Education Programs

1. Based upon security issues, facility management, and staff and fiscal resources the Department may contract with post-secondary providers for:
 - a. Post-secondary academic services
 - b. Post-secondary vocational services
2. Arranged classes for post-secondary students shall be made with the written permission of the Principal and the Director of Youth Education.
3. The contracted post-secondary provider shall determine what credits transfer from other educational programs and how credits apply to the degree program.
4. Students shall meet all facility standards for program enrollment in post-secondary programs.

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VIII. QUALITY ASSURANCE:

- A. Each Department facility school program shall be evaluated by Central Office Administrators and other appropriately licensed Department school personnel on an annual basis.
1. Any findings shall be reported in writing to the school administrator and the Superintendent within a week of the audit.
 2. Any findings shall be reported verbally to the school administrator and the Superintendent during an exit interview.
 3. Each facility will have 30 days to address any deficit areas.
 4. At the end of 30 days, a Central Office Administrator shall follow-up to determine if the deficit areas have been satisfactorily addressed.
 5. If there are continued deficit areas, the Central Office Administrator shall meet with the Superintendent to develop a plan for meeting the expected standard. The plan shall include a time-line for completion and consequences for not meeting the standard within the given time-line.
- B. The Department will contract with independent consultants to provide appropriate professional development to education staff in the areas of special education. Professional development shall be aligned to the following areas:
1. IEP development/case conference procedures
 2. Confidentiality of student records
 3. Provision of special education services under IDEA regulations and 511 IAC 7.

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IX. APPLICABILITY:

This policy and administrative procedure is applicable to all Division of Youth Services facilities, staff, and students.

signature on file
Bruce Lemmon, Commissioner

Date