

Youth Educational Services

1003.1 PURPOSE AND SCOPE

This policy provides guidelines and assigns responsibilities for establishing and maintaining an education program that complies with federal, state, and local laws and educational requirements (15 CCR 1370).

1003.2 POLICY

It is the policy of this department to provide youths with an education program that complies with federal, state, and local educational standards.

1003.3 EDUCATION PROGRAM GOALS

It is the goal of this department to prioritize educational services conducive to learning, provide safe and adequate conditions for learning, and provide the behavioral and social support services necessary to address individual needs. This includes the needs of youths with disabilities according to state and federal guidelines.

It is the goal of this department to provide special education and related services to all youths with disabilities as required by state and federal laws.

It is the goal of this department to create a safe, healthy facility-wide climate for education. When providing instruction, culturally responsive and trauma-informed approaches should be applied. Education staff should collaborate with the Division Chief to use technology to facilitate learning and ensure safe technology practices (15 CCR 1370).

- (a) All youths shall be treated equitably, and the education program shall be free from discriminatory action. Staff shall refer to transgender, intersex, and gender-nonconforming youths by their preferred name, gender, and pronouns.

1003.4 EDUCATION PROGRAM COORDINATOR

The Division Chief should work in conjunction with school administrators from the San Diego County Office of Education to develop and manage the department education program. This program shall (15 CCR 1370):

- (a) Advance an education program for youths that is consistent with state and federal educational standards and requirements (Individuals with Disabilities Education Act, 20 USC § 1400 et. seq.; Section 504 of the Rehabilitation Act of 1973, 29 USC § 701 et. seq.; the Americans with Disabilities Act, 42 USC § 12101 et. seq.)
 1. The program shall observe laws and regulations specific to youths with suspected disabilities, including child find (e.g., identifying students with

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disabilities entitled to special education including speech/language, physical or occupational therapy, mental health counseling related to academic success), continuum of alternative placements, and manifestation determination reviews.

- (b) Include coordination and consultation with local school board officials, county and state education officials, or private educational consultants for guidance and assistance on implementing an education program that is consistent with federal, state, and local requirements.
 - 1. The Division Chief shall coordinate the required annual review of each element of the education program with the Superintendent of Schools in accordance with 15 CCR 1370 and implement corrective action on any deficiencies.
- (c) Include procedures for the screening and placement of all youths at intake.
 - 1. The screening process should include procedures for obtaining and reviewing education records from a youth's previous placement facilities or schools at which the youth was previously registered, including grades, standardized test scores, educational assessments, functional behavior assessments and behavioral intervention plans, migrant status as defined by the Education Code, and any individual education plans or 504 plans.
 - 2. If needed, state-required or provided testing should be considered to determine the appropriate placement.
- (d) Include procedures for identifying youths who need special education services, and coordinating with appropriate county state educational agencies to ensure that special education programs satisfy state and federal standards (IDEA, Part B).
- (e) Advance social, emotional, and behavioral skills development for youths with special needs as outlined by federal, state, and local education laws, regulations, policies and procedures.
- (f) Include procedures to ensure that the program's educational staff are qualified.
 - 1. Procedures should include ensuring that all staff meet and maintain applicable education credentials and licensing.
- (g) Include procedures developed in conjunction with the educational staff, which address the rights of any student who has continuing difficulty completing a school day.
 - 1. Procedures should consider education program requirements for youths who are separated from the general population, have a high-risk security classification, or are on a discipline status.
- (h) Provide for the maintenance of education records for all youths.
- (i) Include procedures for the retention and forwarding of youth education records to the next academic or vocational placement where the youth is registered, along with appropriate credit for course work completed while the youth was in the care of the Department, in compliance with local, state, and federal laws (20 U.S.C. § 1232g).
- (j) Confirm that the Department designates adequate space for youth education.

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- (k) Develop guidelines to ensure that security concerns, availability of space, temporary confinement (based on youth classification/disruptive behaviors), classroom management, and safety are considered in the delivery of educational services.
- (l) Provide for an annual needs assessment of the education program.
- (m) Include procedures for identifying and addressing English language learners (ELL) in accordance with state and federal laws and regulations.
- (n) Meet the transition needs of youths, including the development of an education transition plan.
- (o) Facilitate access to educational and vocational opportunities for youths with appropriate technology, when practicable.
- (p) Ensure that youths are provided reasonable access to computer technology and the Internet for educational purposes (Welfare and Institutions Code § 851.1; Welfare and Institutions Code § 889.1).

1003.4.1 EDUCATIONAL PROGRAM ENROLLMENT REQUIREMENTS

Youths shall be enrolled in the education program as soon as practicable. An assessment and review of student records shall be conducted by education staff to determine the youth's appropriate placement in core curriculum courses. A personal learning plan shall be developed for each youth within five days of admission into the facility which includes a preliminary schedule of courses. (15 CCR 1370).

The education staff shall request the youth's records from the youth's previous school. The youth's education plan shall be reviewed with the youth and modified, if needed, upon receipt of the education records (15 CCR 1370). Youths are informed of the credits and pathways they may access to graduate.

1003.5 COURSE OF STUDY

Youths shall be provided with a quality education program that responds to the different learning styles and abilities of students (15 CCR 1370).

The minimum school day shall be consistent with State Education Code requirements for juvenile court schools. Facility procedures to deliver youths to their educational program shall not interfere with the time afforded for the minimum instructional day. The education staff shall document absences, time out of class, or educational instruction, both excused and unexcused (15 CCR 1370).

The course of study shall comply with the State Education Code and include but not be limited to courses required for high school graduation as well as preparation for career entry, post-secondary education, as well as information and preparation for the High School Equivalency Test for eligible youths (15 CCR 1370):

Supplemental instruction, including accommodations, modifications and supports as part of a continuum of services through the Multi-Tiered Systems of Support (MTSS) shall be provided to youths who do not demonstrate sufficient progress towards grade level standards (15 CCR 1370).

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1003.6 ADDITIONAL COURSE OFFERINGS

Youths who have obtained a high school diploma or GED equivalent may participate in college courses. Youths may participate in vocational programs. Beyond mandated education requirements, additional educational services and curriculum may be offered to youths, including but not limited to:

- (a) English as a second language (ESL).
- (b) Literacy.
- (c) Substance abuse and healthy lifestyles education.
- (d) Parenting courses.
- (e) Computer instruction.
- (f) Life skills.
- (g) Vocational skills such as:
 - 1. Cooking and food services.
 - 2. Landscaping and horticulture.
 - 3. Basic woodworking.
 - 4. Building construction and maintenance.
 - 5. Basic auto repair.
 - 6. Microsoft Suite
- (h) Other courses as deemed appropriate by school administrators.

1003.7 DISCIPLINE

The education program is integrated into the facility's overall positive behavioral management plan and security program. In addition, the school's program of Positive Behavior Interventions and Supports is used during the academic day as part of the Multi-Tiered Systems of Support (MTSS) as per state and federal policies. Any violations committed while participating in the education program will be handled under PBIS and/or the Youth Discipline Policy.

Educational staff will be advised of and updated on disciplinary issues with any youth and will be notified of administrative decisions made by facility staff that may affect educational services.

The suspension of a youth from the education program shall be undertaken only when other means of correction appear unsuccessful or when otherwise consistent with the requirements and protections of the State Education Code. Educational staff shall document all other means of correction used before the suspension. (15 CCR 1370).

1003.8 SELF-STUDY PROGRAM

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Self-study may be offered when it is determined to be in the best educational interest of the youth or recommended as part of a youth's Individualized Educational Program (IEP).

1003.9 CLASSROOM USE AND DESIGN

Youth classification and segregation requirements should be considered when the space for the education program is being allocated and designed (24 CCR 1230.1.12).

The Division Chief should encourage and include educators in the set-up and design of classrooms that have been identified for youth education. To the extent reasonably possible, in consideration of the space design and the ability to provide adequate security, teachers, education managers, and administrators should be consulted to ensure their needs are met.

In addition to the traditional classroom approach to education, the Department should explore other educational methods as part of the education program (e.g., using computers).

1003.10 NEW CONSTRUCTION OR RENOVATION

Whenever construction of new facilities is considered, the Probation Department should include education personnel during the design phase to ensure that the needs of education providers are met with regard to security, acoustics, and educational equipment.

The Department may also seek technical assistance from consultants to school districts that provide education programs in detention settings.